



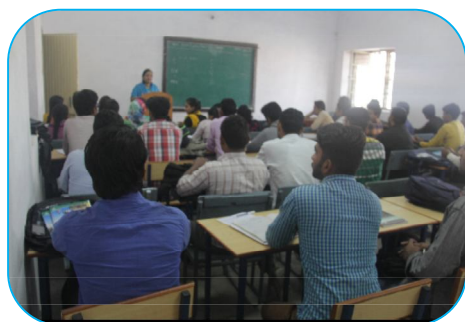
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## A STUDY ON EMOTIONAL MATURITY AND SOCIAL INTELLIGENCE OF B.ED STUDENTS

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### ABSTRACT:

The Present study investigated the Emotional Maturity and Social Intelligence of B.Ed. students. The examination was directed on 600 B.Ed. understudies by giving due portrayal to young men and young ladies just as understudies from rustic and urban territories. Data collection using Emotional Maturity scale and standardized tool of Social Intelligence scale constructed by researchers Dr. N. K. Chadda and Ms. Usha Ganesan (2007) are employed in this survey method.

**KEYWORDS:** Emotional Maturity, Social Intelligence, B.Ed. Students.

### 1. INTRODUCTION OF THE VARIABLES

#### i) EMOTIONAL MATURITY

A person who is emotionally stable will have better adjustment with people as well as with oneself. Psychologically mature people will have more satisfaction in life; they will be content with that what they have and they also tend to achieve more. They possess an objective attitude and hence will be more optimistic towards every challenge they face.

#### LEVELS OF EMOTIONAL MATURITY

- Basic Emotional Responsibility
- Emotional Honesty
- Emotional Openness
- Emotional Assertiveness
- Emotional Understanding
- Emotional Detachment

#### ii) SOCIAL INTELLIGENCE

Social Intelligence is the ability to successfully build relationships and navigate social environments. It is the capability to know a person in general, to speak with or talk to any person by observing things presented to mind. In general Social intelligence is this ability to manage the human relations. Caroline Ngonya and Rashad Yazdanifard (2014) says that "these skills assist the managers to satisfy individual employee needs irrespective of their generation" and substantiates this statement by providing behavioral results, both social and emotional.

#### Elements of Social Intelligence

- Word Fluency and Conversational Skills
- Knowledge related to Society
- Effective Listening Skills
- Understanding what makes other people choose
- Role Playing and Social Self-Efficacy

- Impression Class Management Skills

### 2. REVIEW OF RELATED STUDIES

Related writing alludes to the comparable investigations made by past research specialists in a similar field. Related examinations thought processes the analysts for understanding the examination close by and establishes a framework for the whole examination. It contributes a particular knowledge to the investigator who will be able to notice the gaps in knowledge thereby helping the findings to be rectified; territories where further examination of certainties, ideas, hypotheses, catalogs and so forth are required. They

help to stay away from unintended copyright infringement and give new information to the scientist where one can assess and translate the significances of such discoveries. Distributed writing is the productive source which may animate an analyst to devise their very own theory.

**Manoj Kumar & Rishi Mishra. (2016)** conducted an investigation regarding the relationship of emotional maturity in the academic achievement among adolescence students. To test the hugeness of the mean contrast on passionate development among male and female, rustic and urban, government supported and private school of B.Ed. understudies.

**Perumal. P., & Rajaguru. S. (2015)** investigation would also like to throw certain light on the emotional maturity and the details of emotions. The investigator used "Survey Method" for this research work. 150 B.Ed. students teachers were selected from Virudhunagar and Coimbatore Districts by Simple Random Sampling. These samples for the study were selected from three different types of institution, fifty sample cases from each. The following results were observed.

1. There is no significant difference between the male and female B.Ed. student teachers in their emotional level.
2. To test the hugeness of the mean contrast on passionate development among male and female, rustic and urban, government supported and private school of B.Ed. understudies.
3. There is no significant difference between the aided-male and self-finance-male B.Ed. student teachers in their emotional level.

**Dhana Baggiyam. N., & Pankajam. R. (2017)** attempted to find the relationship between Social Intelligence and academic achievement of a selected group of arts students at Higher Secondary level. The investigators adopted the survey method to study the relationship between Social Intelligence and academic achievement. The investigators selected some 300 higher secondary arts students in Coimbatore district as samples using stratified random sampling. The findings reveal that there is a mild positive relationship between social intelligence and academic achievement among the selected arts group students at Higher Secondary level.

**Lathesh K R & Vidya D Avadhani. (2018)** argues that Social Intelligence is the capacity of a person to know oneself as well as others in a social environment. This paper deals with the objective of finding the impact of social intelligence on employee performance and the effect of social intelligence on different age groups. This was analyzed based on seven different variables. The social intelligence was measured using four different dimensions viz., self-awareness, art of reading of others, conflict handling and relationship management. Likewise the employee performance was measured by nature of work, work flexibility and employee motivation. The sample size for the finding was 50. The results found that employees those who are having high level of social intelligence can adopt new skills in their work and can perform better. For second objective it was found that social intelligence does not have different impact on different age groups.

### 3.NEED OF THE STUDY

The present study is an attempt to assess the emotional maturity and social intelligence among B.Ed. trainees before entering into a teaching job. In case of poor/average emotional maturity and social intelligence, the investigator will try to suggest the means and measures to promote positive emotional maturity and social intelligence so as to achieve effective teaching. Teacher educators have the important need to set out the essential elements of valuable teaching as it acts as a common reference between the Emotional Maturity and Social Intelligence of the members of the job and in the society. In the field of education, we have to help and support quality teaching by making explicit awareness, ability and quality that characterize good teaching practices. In the present situation, we have to understand and investigate what teachers know, what they do and what they value as an important step in enhancing the professional profile. In order to achieve this, the teachers must be given the tools which would outline a variety of abilities and responsibilities to attain the center of professional excellence. Current research is an attempt to fill the existing gap in the study and hence the researcher chose this study.

#### 4. STATEMENT OF THE PROBLEM

The investigator has taken the problem of the present study as an investigation on emotional maturity and social intelligence among B.Ed. trainees.

#### 5. OBJECTIVES OF THE STUDY

1. To study the Emotional Maturity and Social Intelligence of B.Ed. students.
2. To test the significance of the mean difference on emotional maturity between male and female, rural and urban, government aided and private college of B.Ed. students.
3. To test the significance of the mean difference on Social intelligence between male and female, rural and urban, government aided and private college of B.Ed. students.

#### 6. HYPOTHESES OF THE STUDY

1. There is no significance difference between the Emotional Maturity and Social Intelligence of B.Ed. students.
2. There is no significance of the mean difference on emotional maturity between male and female, rural and urban, Govt.aided and private college of B.Ed. students.
3. There is no significance of the mean difference on Social Intelligence between male and female, rural and urban, Govt.aided and private college of B.Ed. students.

#### METHODOLOGY OF THE STUDY

The present study utilizes a descriptive approach on Emotional Maturity and Social Intelligence of B.Ed. students. Keeping in perspective on the idea of study, the overview strategy was observed to be progressively suitable.

#### POPULATION OF THE STUDY

In this study, the population refers to the B.Ed. trainees in Dindigul educational district. Systematically 10 educational institutions were selected, both Aided and Self-finance institutions.

#### SAMPLES FOR THE STUDY

A sample is a small proportion of the population selected for observation and analysis. Here the sample consists of 600 student teachers studying in 10 different colleges of education in Dindigul educational district. Here the investigator followed simple random sampling technique.

#### TOOLS USED

The various objectives of the present study, the investigator has necessitated the development of the following tools for the data collection. The tools have been, as mentioned earlier, the Emotional Maturity Scale developed and standardized by investigator and research supervisor and the Social Intelligence Scale developed and standardized by Dr. N. K. Chadha and Ms. Usha Ganesan (2007) and revalidated by the investigator.

#### STATISTICAL TECHNIQUES USED

In this study various statistical measures such as Mean, Median, SD, t-test, F-test and correlation were used for analyzing data.

#### 7. RESULT AND DISCUSSION

Gathered information through previously mentioned stock were dissected regarding mean, standard deviation and t-test strategy. The outcomes have been displayed in the table theories savvy.

**Table - 1**

Variable	Mean	Median	S.D
Emotional Maturity	273.70	284.06	53.89
Social Intelligence	86.23	87.60	13.31

The above table shows the mean scores on Emotional maturity and Social intelligence as 273.70 and 86.23 respectively with the median as 284.06 and 87.60 respectively for the same variable,relatable to the entire sample.

**Table - 2**  
**Mean, SD and t-value of Emotional maturity based on gender**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	280	23.37	9.84	0.64	NS
Female	320	23.76	9.64		

From the above table it can be concluded that the mean value of male and female B.Ed. trainees are found to be more or less similar. The calculated t-value (0.64) for the B.Ed. trainees, male and memale, is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the emotionalmaturities of B.Ed. trainees with respect to their gender.

**Table - 3**  
**Mean, SD and t-value of Emotional maturity based on their locality**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	380	23.88	9.90	0.47	NS
Urban	220	23.31	9.58		

From the above table it can be concluded that the mean value of rural and urban B.Ed. trainees are found to be more or less similar. The calculated t-value (0.47) for the B.Ed. trainees,rural and urban, is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the personal maturities of B.Ed. trainees with respect to their locality of the institutions.

**Table - 4**  
**Mean, SD and t-value of Emotional maturity based on the type of institution.**

Type of institution	N	Mean	S.D	t-value	Level of Significance
Government Aided	45	21.77	10.14	0.21	NS
Self finance	555	23.75	9.69		

From the above table it can be concluded that the mean value of aided and self-finance B.Ed. trainees are found to be more or less similar. The calculated t-value (0.21) for the B.Ed. trainees Aided and Self-finance is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the emotionalmaturities of B.Ed. trainees with respect to their type of institutions.

**Table -5**  
**Mean, SD and t-value of social intelligence based on gender**

Gender	N	Mean	S.D	t-value	Level of Significance
Male	280	15.93	5.06	0.73	NS
Female	320	15.79	5.14		

From the above table, it can be concluded that the mean value of male and female B.Ed. trainees are found to be more or less similar. The calculated t-value (0.73) for the B.Ed. trainees Male and Female is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the social intelligence of B.Ed. trainees with respect to their gender.

**Table -6**  
**Mean, SD and t-value of social intelligence based on their locality**

Locality	N	Mean	S.D	t-value	Level of Significance
Rural	380	15.65	5.21	0.36	NS
Urban	220	16.04	5.01		

From the above table it can be concluded that the mean value of rural and urban B.Ed. trainees are found to be more or less similar. The calculated t-value (0.36) for the B.Ed. trainees Rural and Urban is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the social intelligence of B.Ed. trainees with respect to their locality of the institutions.

**Table -7**  
**Mean, SD and t-value of social intelligence and it's based on their types of institution**

Type of institution	N	Mean	S.D	t-value	Level of Significance
Govt.Aided	45	14.53	5.45	0.09	NS
Self finance	555	15.96	5.06		

From the above table, it can be concluded that the mean value of aided and self-finance B.Ed. trainees are found to be more or less similar. The calculated t-value (0.09) for the B.Ed. trainees Aided and Self-finance is found to be less than the table value 1.96 at 0.05% level of significance. Therefore there is no significant difference between the social intelligence of B.Ed. trainees with respect to their type of institutions.

## 9.CONCLUSION

The present investigator also attempted to detect some reasons for the negative correlation between emotional maturity and social intelligence. More such studies need to be entertained in order to maximize the capacity utilization of B.Ed. trainees as they progress their way into the education field.As the student-teachers are the pillars of the future generations their values based on the patterns of emotional maturity and social intelligence are vital.

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