



## **SOCIAL MATURITY IN RELATION TO EMOTIONAL INTELLIGENCE OF ADOLESCENTS**

**Meenu Sethi, Dr. Seema Chopra**

### **ABSTRACT**

*The relationship between social maturity and emotional intelligence of adolescents has been studied in the present study. Social maturity scale by Rao (2011) and emotional intelligence scale by Singh and Toor (2014) were administered on 200 adolescents of Ludhiana district of Punjab. The data obtained was subjected to descriptive, correlation and differential analysis. The results explained that there is positive significant relationship between social maturity and emotional intelligence. Further, results revealed that there is no significant difference in social maturity of adolescents with respect to gender i.e. male and female. The social maturity is also not different for government and private school adolescents.*

**Keywords:** Social Maturity, Emotional Intelligence, Adolescents.

### **Introduction**

The individual is an important part of the society. It is through the process of socialisation an individual learn to live in the society. Social maturity is the level of social awareness that an individual achieve relative to a particular society. He learns to live according to the expectations of a society. A socially mature individual is the one who is co-operative with other, possess qualities like patience, tolerance, kindness, respect for others, self-confidence, respect for different society members, make friends etc. These features develop an individual into a socially mature person. Raj (1996) Social maturity is a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group.

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It is a measure of the development competence of an individual with regard to interpersonal relations, behavioural appropriateness, social problem solving and judgment.

Emotional intelligence is relatively a new area of research in Indian context. The term emotional intelligence has been rooted from social intelligence, which was first coined by E.L. Thorndike in 1920. He defined it as “sensitivity to others and act wisely in human relations” (Berlinger and Calfee, 1996). Emotional intelligence has its basis in multiple intelligence model proposed by Gardner (1983). He included the interpersonal intelligence in his theory of multiple intelligence. Golman (1995) claimed that emotional intelligence is at least as important as Intelligence Quotient (IQ) in predicting various forms of success and in some cases more important. Intelligence Quotient (IQ) alone is no more the only measure of success but emotional intelligence, social intelligence and luck also play a big role.

In 1985, a graduate student at an Alternative Liberal Arts College in the U.S.A. wrote a doctoral dissertation, which included the term, “Emotional Intelligence” in the title. This seems to be the first academic use of the term emotional intelligence. However, Salovey of Yale University and Mayer of University of Hampshire (1990) are considered to be the chief exponents of this term. Salovey and Mayer (1990) define emotional intelligence in terms of, “being able to monitor and regulate one’s own and others feeling to guide thought and actions.” They outline five main domains to measure emotional intelligence are self-awareness, managing emotions, motivating oneself, empathy, handling relationships. The research conducted in the field of emotional intelligence emphasized that it plays an important role in the every work of human being. This intelligence influences the social maturity of the individual to the great extent. Authors considered that foundation of social maturity is based upon emotional intelligence also.

- Research Scholar, Department of Education, Panjab University, Chandigarh
- Associate Professor, G.H.G. Harparkash College of Education, Sidhwan Khurd, Ludhiana.

## **Methods**

### **Objectives**

1. To study the relationship of emotional intelligence and social maturity of adolescents.
2. To find out difference in mean scores of social maturity of male and female adolescents.

3. To find out the difference in mean scores of social maturity of government and private schools adolescents

### **Hypothesis**

1. There will be no significant relationship between emotional intelligence and social maturity of adolescents.
2. There will be no significant difference between social maturity of male and female adolescents
3. There will be no significant difference between the mean scores of social maturity of government and private schools adolescents.

### **Sample**

The present study was conducted on 200 adolescents studying in +1 class in government and private senior secondary schools of Ludhiana District of Punjab. Out of 200 adolescents 100 were males and 100 were females.

### **Tools used**

The tools used for the purpose were

1. Emotional intelligence scale ( Singh and Toor, 2014)
2. Social Maturity scale( Rao, 2011)

### **Statistical Analysis**

The statistical techniques used to analyse the data were:

1. Pearson's coefficient of correlation to find out the relationship between social maturity and emotional intelligence.
2. t- test to find out significance of the mean differences between two main groups that is gender( male and female) and type of schools( government and private)

### **Results and discussions**

Table 1 Showing Coefficient of Correlation between Emotional Intelligence and Social Maturity

TABLE 1:

N	Coff. Of Correlation (r)
200	0.20*

\*Significant at 0.05

Table 1 show that the coefficient of correlation between emotional intelligence and social maturity of adolescents is 0.20, which is positive and significant at 0.01 level. So social maturity and emotional intelligence of adolescents are positively correlated. Therefore, Hypothesis 1: there exists no significant relationship between emotional intelligence and social maturity of adolescents stands rejected. Study conducted by Devi and Rani (2011), Pushpa (2015) supported our results that emotional intelligence was positively related to social maturity. This relationship appeared to result from the common influence of emotional stability of the adolescents. Emotional stability influence social development of the individual.

Table 2 Showing Significance of Difference in Social Maturity of Male and Female Adolescents

TABLE 2:

Variable	Gender	N	Mean	SD	t-ratio
Social Maturity	Female	100	246.69	14.38	0.11**
	Male	100	243.99	16.04	

\*\*Not significant at 0.05

It is evident from the Table 2 that there is no significant gender difference in social maturity ( $t = 0.11$ ). Toor (2013) study revealed that gender has no significant effect on social maturity.

Further, mean scores on social maturity of males ( $M = 243.99, N = 100$ ) is not much less than mean scores of social maturity of females ( $M = 246.69, N = 100$ ). It means social maturity is better in female adolescents than male adolescents. This meagre difference may be due to the brought up of the females that leads to some difference in mean scores of social maturity of

male and female. Hence, Hypothesis 2 that there exists no significant difference in the mean scores of social maturity of male and female is accepted.

Table 3: Showing Significance of Difference in Social Maturity on the basis of Type of School

TABLE 3

Variable	Type of School	N	Mean	SD	t-ratio
Social Maturity	Government	100	242.09	15.08	0.07**
	Private	100	242.19	16.08	

\*\*not significant at 0.05

It is evident from the table 3 that there is no significant difference in social maturity ( $t = -0.05$ ) of adolescents studying in government and private schools.

It is also studied from table that no much difference is there in mean scores of social maturity of government ( $M=242.09, N=100$ ) and private ( $M=242.19$ ) school adolescent. It may due to provision of almost equal facilities of growth in both type of school. Hence the hypothesis 3 that there is no significant difference in social maturity of government and private school adolescents is accepted. The results of the study go along with the study of Arora and Kaur (2012)

## Conclusions

The study revealed that there exist correlation between emotional intelligence and social maturity of adolescents. Further, it is also concluded from the study there is no significant difference in the social maturity of male and female adolescents. The government and private school adolescents are also not different in their social maturity.

## Educational Implications

The emotional intelligence and social maturity are related to each other. Together they affect the development of adolescents in stable personality. So, these findings of the study are useful for the teachers, parents and society at large.

1. Institutions should take initiatives in creating awareness among parental community and community in general regarding their role in developing socially mature and emotionally intelligent adolescents.
2. Teachers should adopt strategies and use the method of teaching that leads to development of emotionally intelligent and socially mature adolescents.
3. The curriculum can be reformed that provide ample opportunities to involve in practical knowledge related to emotional development and social maturity.
4. Colleges of education should play role in developing the skills of emotional intelligence and social maturity through implementing programmes like seminars, special lecture, the life skills training programme etc.

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