SUGGESTIONS ON THE BASIS OF RESULTS OBTAINED

Analysis of obtained data in the present investigation reveals some important information about human behaviour particularly emotional intelligence in relation to personality traits and social maturity. The present chapter will provide a brief view of conclusions reached and suggestions based on the obtained results. The present section will highlight such suggestions to future researches and practical significance to behavioural and social scientists. Following suggestions can be given on the basis of present investigation :-
1. Out of 16 personality traits, studied 12 were found as significant predictor of emotional intelligence, which is of theoretical and practical importance. On these 12 source traits of personality, the relationship between them and emotional intelligence score was found significant at .01 level of significance. It is a landmark in itself because perhaps no investigation had earlier found so many personality traits as significant determiner of EI. Therefore, we may conclude that due to presence of certain personality traits some people are more emotionally intelligent than others. Thus, a pre-analysis of personality traits is suggested before any study of emotional intelligence. Because 12 personality traits - Reserved vs. Outgoing, Low Intelligence vs. High Intelligence, Emotional Instability vs. Emotional Stability, Humble vs. Assertive, Sober vs. Happy-go-Lucky, Expedient vs. Conscientious, Shy vs. Venturesome, Trusting vs. Suspicious, Placid vs. Apprehensive, Conservative vs. Experimenting, Group dependent vs. Self-sufficient, Undisciplined vs. Controlled, are significantly associated with EI. Only 4 personality traits Tough vs. Tenderminded, Practical vs. Imaginative, Forthright vs. Shrewed and Relaxed vs. Tense found to be unrelated to EI.

2. Results obtained on MEII in relation to social maturity shared beyond doubt that respondents belonging to Below Average and Above
Average Groups were found significantly different in their emotional intelligence, because respondents of Above Average Social Maturity Group respond to the circumstances or environment in an appropriate and adaptive manner than the respondents of Below Average Social Maturity Group. They aware of the correct time and place to behave and knowing when to act appropriately according to the situation and culture of society one lives in. Therefore, the study of social maturity would be of great value before any study relating to EI.

**Suggestions based on obtained data for Governmental Agencies**

The obtained data has deep and for reaching implications in the field of educational psychology. The educational agencies ought to give serious thought as educational variables are the spinal cord of the development of any individual/institution/organizations. The obtained results in the present study suggests that educational administrators should try to reduce and to develop favourable attitude towards emotional competence among adolescents so that the mental health status, may be improved because adolescents behaviour and personality characteristics, are sine qua non for the national development, progress and prosperity of not only the institution but of the whole nation also. NCERT and other official bodies should accord more priority to encourage deeper
and more broad studies on these independent variables and to offer financial support to gear the researches in India.

The higher education sector in India is considered to be the second largest system in the world. The national goals of establishing higher education institutions are directed towards creating human resource assets capable of generating national wealth and serving as students of social change. Moulding the attitudes and competence of the students during their formative years becomes the key responsibility of academic institutions. Students coming from high quality institutions, become performing assets in the progress of nation. If teachers are not comfortable, not getting job satisfaction, working under various pressures, possessing ill mental health, having low quality of life and low level of life satisfaction, no institution can fulfill nations ambition of creating capable human resource assets. Investigator feels that govt. should take care of this matter to the higher authorities from which the institution is attached, should be vigilant that teachers appointed are qualified and paid salary according norms to develop the desirable personality traits, psychological and social maturity among students. So that appropriate amount of energy to cope with frustration, conflict or pressure may be developed.

It is valueable for any society, in deed, because it is a great social virtue for wellbeing and progress of any society. No country can sustain its democratic institutions unless it offers appropriate socio-emotional and
motivational climate of the organizations to the students as well as teachers who are the builders of the nation because these factors are helpful in improving status of mental health and quality of life. The present study is very significant in present scenerio when the comer- cialization of education is under process.

Suggestions for further Research

There is always great scope for further work in any field or research. The investigator had investigated, in this study, the impact of personality traits and level of social maturity on emotional intelligence of college students. In the light of the above delimitations, the investigator suggest certain topic related to the same area for further study. The above mentioned areas are so wide that numerous researches can be conducted. However, the interest in these area is lively and intelligent. At present time when modern researchers have increased the type and extent for studying social and educational phenomenon, it is essential to stimulate researches in each of its aspects. Though the 21st century has measured so many aspects through advanced techniques, even though the hunger is not yet satisfied. Many further researchers are needed.

1. It has been emphasized by the pioneer researches of this field that the characteristics of individual (student) significantly depends on the perception of event rather than the event themselves. Hence,
the study of the relationship between student characteristics and their emotional intelligence can lead to certain interesting factor.

2. Present study was limited to only undergraduate students, taken for study. Sample taken from more than one institution, for e.g., a Government recognized and Private institution may lead to some other trends of prevalence of above mentioned variables taken in the study.

3. Communication is a great mediator of the feelings, which are inherent to the teaching-learning process. Hence, identifying the effective communication techniques, within the family and at the institutions may help to maximize the emotional intelligence.

4. One problem that towers over all the other problems of students is of time management. Studies focusing over time management techniques can be of great help for the students as well as students.

5. Studies may also be under taken to explore the impact of culture, teaching levels, academic anxiety, type of institutions on emotional intelligence.

6. A study of factors like, institutional climate, level of motivation, future prospects and feeling of insecurity in relation to emotional intelligence among students neds to be done.
7. The study needs to be replicated for further confirmation of the findings.

8. The analysis of results should be done using more sophisticated statistical technique in order to understand the relationships of different operating factors, viz. Personality traits, Social Maturity and Emotional Intelligence.

9. Majority of studies on emotional intelligence have been focused on only one profession namely teaching behaviour. There is a scope of study on a number of other professions, such as, Bureaucrats or other Government officials at various levels, paramedical professionals, lawyers, police personnel, blue-collar workers or labourers in Government or Private industries, etc.

10. The findings and conclusions of this research have been taken as tentative and they are meant to remain so until they are proved wholly but beyond any reasonable doubt. Therefore, the investigator welcomes any capable person or group to challenge or verify the findings and the conclusion using the same or similar design and instrument probably using a larger sample drawn from a larger number of population, most preferably scattered all over India. If
11. Although the present investigation helps to get a better understanding of the nature of personality traits, social maturity and emotional intelligence with special reference to govt. aided degree colleges of eastern U.P. Further studies incorporating more number of psycho-educational variables should be made and compared before making any fruitful and vide generalization regarding college students.

12. Factors which enhances emotional intelligence and other factors related to students needed to be identified and promoted in them by several training programmes.

13. Future research is needed to explore the health benefits of EI in relation to other relevant psychological and social variables.

14. From the findings of the present study, it is found that emotional intelligence is an important educational variable affecting not only the teaching learning processes but decreases the problems of administrators also. If the problems relating to above mentioned variable increases, there are fair chances of increasing stress among students and teacher respondents. So, this variable may be suggested for further research.
15. In the present study the entire sample belongs to late adolescents, in eastern U.P. ranging between 17 to 20 years of age. Other researches may keep its in view and may attempt to include the respondents of other age groups. Without covering them, the meaning of the present investigation would be limited.

16. The Chinese proverb, "It you are planning for one year plant corp; when planning for decade, plant trees; when planing for life train people", aptly indicates how people are important for the society's and nation's development. Students having more emotional intelligence are more desirable for nation to maintain social and economic progress and national security. If an individual is less victim of emotional intelligence, the chances are least to develop the tendency of alienation towards their study may provide better understanding and adjustment among citizens.

17. The results have been based on questionnaire and paper pencil socio-psychological tests only. The results should be verified through other method like interview and more sophisticated techniques to study individual cases in depth in order to understand the impact of emotional intelligence over several other variables of psycho educational importance.
18. More studies should be carried upon the emotional intelligence to improve other behavioural characteristics and these could be implemented to student respondents to benefit the society, as well as the educational administrator’s.

19. The priorities for research in the area as we now see them concern-

(a) learning more about what EI predicts;

(b) understanding how EI relates to other intelligence and other personality traits;

(c) understanding the processes underlying EI;

(d) determining whether teacher emotional intelligence has a desirable effect on behavioural outcomes and might change EI itself;

(e) expanding EI measurement to wider range of age groups to better understand its developmental course;

**Suggestions for Developing Emotional Intelligence**

Teachers and parents play an important role in developing emotional intelligence. Therefore, they should be good role models; by observing these role models children gradually learn how to analyze and cope with life.
Teachers and parents should help the children to express their emotions freely in the classrooms and at homes. This creates self-confidence in children.

Classes on value education and personality development should be conducted in schools and colleges to inculcate new values and create leadership qualities.

Curriculum of secondary and higher secondary schools should be modified so that lessons relating to emotional and social skills are given importance in the classroom activities.

Media programmes can be very informative and educative.

Participating in group activities like N.S.S., N.C.C. Scouts and Guides and others will ensure the development of leadership qualities.

Children should be taught to develop and maintain a positive attitude towards life, always.

**IMPORTANCE OF THE STUDY**

The importance of the present study lies in the fact that personality traits, social maturity and emotional intelligence are the specially related factors but emotional intelligence, strongly related to these factors has not been given due
importance in the country. With increasing metropolitan culture of fast moving and stressful day-to-day life of an individual, with a nuclear family, where almost all the members are equally exposed to one or the other kind of stress; looking for a support system and release of stress is very difficult by improving the level of emotional intelligence.

However, some multinationals entering the market have sufficiently changed the scenario. The employers as well as the professionals themselves are more conscious and they have given due importance to not only employee related problems, but to organizational culture and academic climate also. Thus, the study of student related phenomenon in this study is very important.

It has been established that relationship between emotional intelligence and personality traits caused by several factors among students are determined by the perception of events, rather than the events themselves and this perception of events may depend upon a number of psycho-educational factors. Hence, studying the emotional intelligence in relation to factors, like, personality traits and social maturity is an important study.

The managing or the governing body of any institution can make use of the findings of the present investigation and plan a strategy for the motivation training of their students and teachers to improve the level of emotional intelligence
as well as to reduce the symptoms of ill mental health. This will ensure the faith of
the students as well as teachers in their administrators and they actively contribute
their talent, calibre and energy in the upliftment of teacher-taught relationship.

The importance of the study lies in the fact that, the focus of the study
was, the would-be Human-service professionals. The fate of the society and the
nation lies in the well being of these teachers and students. It is quite presumable
that teacher respondents having high emotional intelligence can be completely
focused and committed towards their professional life. So, reducing the stress
causing factors is of utmost importance. Family, society and most importantly the
institutions should look for the causal factors and help the teachers and students
to overcome these factors i.e. improving emotional intelligence and reducing the
symptoms of ill mental health. A student with healthy mind and positive outlook
only can perform better and contribute in the progress of the nation.

Policy implications of the study

The result of this study has implications for educational settings. The
fact that emotional intelligence is a strong predictor of psychological well being
demands that educational institutions should begun to develop programmes to
faster emotional intelligence. As emotional intelligence is teachable and learnable,
teachers should endeavour to teach rudiments of emotional intelligence to
students, school counsellor and psychologists could also organize developmental
programmes and use them to enhance the psychological well being of students as well as the teachers. The study has deep implications as far as our policy on education is concerned. The study brings to light that offering the ways blindly may not be very conducive to our national interests. Adopting good things of others is good but it must be reformulated and modified in present context. When proper socio-emotional and motivational climate is not available for students and teachers, it is quite natural to develop feeling of inferiority, aggression, hostility and alienation resulting in low emotional intelligence, ill mental health, low quality of life and low life satisfaction. In this situation, the state ought to provide adequate socio-emotional and motivational climate for teachers and students to develop teacher-taught relation, job involvement, job satisfaction, mental health and life satisfaction and it should constitute a high power committee to formulate a policy in education suited to the needs of our students and teachers and its recommendations be granted statutory status. The teachers knowledge along with their feelings become integrated with the students scheme, when the teacher loves his profession, the students learn to love education. Above all the new policy ought to be implemented with sincerity and win political will.

**Delimitation of the Study**

The present study had several limitations obtained scores related to emotional intelligence; as function of personality traits and social maturity for the present sample might be biased by cultural and sex differences. The
respondents of the present investigation were undergraduates of eastern U.P. falling in the age group of 17-20 years. Thus, the sample is limited to only these district for the sake of convenience of data collection. Both rural and urban respondents of different sex and culture were selected randomly. The reason for choosing respondents ranging between 17-20 years of age, is that they represent late adolescence, which is called the important stage of human life the study is concerned to undergraduate respondents of various streams.

In spite of the above stated limits as far as the drawing of sample is concerned, every effort was made to make the sample truly representative. Therefore, 1000 respondents from rural-urban settings, sufficient number of Hindu-Muslims and male-female respondents from various socio-economic-status were randomly drawn. Additional limitations included the fact that we could not disentangle individual and group level effects.