Emotions appear to be engaged in all aspects of human interaction. Our emotions are something that we are familiar with and use in our daily life, as well as something that we recognize readily in everyday situations as we read people's face or body language. According to Ciarrochi, Chan, Caputi and Roberts (2001), emotional intelligence plays a potential role in aspects of everyday life. Ciarrochi et al. (2001) reported that an individual's perception, expression, understanding and management of emotions is directly related to the major life events that they have experienced. These emotions are then interpreted and adapted according to those life events, leading to life outcomes, either positive or
negative. Hence, the importance of being able to understand and manage an emotion as it is applied to life.

Our mind operates in three ways: Cognition, Affect, and Motivation. The cognition includes functions such as memory, reasoning, judgement, and abstract thought. The affect includes emotions, moods, evaluations, and other feeling states. The motivation is the sphere of personality which includes a biological urge or learned goal-seeking behaviour. The cognition and affect together make up Emotional Quotient (E.Q.). The concept of E.Q. derives partly from earlier ideas about social intelligence which was first identified by Thorndike in 1920s as one of the many different types of intelligence individual possess (Cherniss and Goleman 2001). Thorndike defines social intelligence as the ability to understand people (Fatt and Hower 2003). E.Q. is also included in Gardner’s inter-and-intra-personal intelligence in his theory of Multiple Intelligence in 1983. The inter-personal intelligence consists of the ability to understand others. Intra-personal intelligence is the ability to develop and accurate model of the self and use it effectively to operate throughout life. Moreover, he described these skills necessary for social interaction and the understanding of one’s emotion and behaviour. Salovey and Mayer (1995) reconceptualized inter-personal and intra-personal intelligence under the broader level of E.Q. and proposed a more comprehensive framework on E.Q. in 1990.
Too much fog surrounds the concept of emotional intelligence. No doubt, it is a function of brain. It is concerned with processing and utilisation of emotional information. It is different from cognitive intelligence.

It is imperative to distinguish between 'emotional quotient' and 'emotional intelligence'. Emotional quotient represents a relative measure of a person's healthy or unhealthy development of his inborn emotional sensitivity, emotional memory, emotional processing and emotional learning ability. It is possible for a person to start with a high emotional intelligence but then be emotionally damaged in early childhood causing a low emotional quotient later in life. On the other hand it is possible for a child to start with relatively low emotional intelligence but receive healthy emotional modeling, nurturing etc. which will result in moderately high emotional quotient.

Mayor & Salovey (1993) assert that, emotional intelligence is the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and action and promote emotional and intellectual growth. Caruso & Wolfe (2004) define emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.
Emotional intelligence (EI) has now been accepted as crucial to withstand such psychological pressures. Emotional Intelligence refers to an ability to separate healthy from unhealthy feelings and how to turn negative feelings into positive. Emotional Intelligence has also been described as an ability to recognize the meanings of such emotional patterns and to reason and solve problems on their basis. People who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought (Druskat and Wolff, 2001). Singh (2007) stated that motivating oneself or marshalling emotions is essential for self-motivation and creativity. Several studies have been conducted in India on EI that have focused on the relevance and prevalence of Emotional Intelligence in the Indian business context (e.g., Bhalla and Nauxiyal, 2004; Srivatava and Bharamanikar, 2004; Bindu and Thomas, 2006) or on the development of Emotional intelligence in the Indian socio-cultural context (Sibia, Misra, and Srivastava, 2004).

There were two types of models of emotional intelligence, one which emphasizes more on the cognitive aspects, such as perception, understanding, analysis and reflective regulation (things about feeling), of emotions (Mayer and Salovery, 1997; Salovey and Mayer, 1990) and others which include non-cognitive aspects, such as motivation, general mood and global personal and social functioning along with some cognitive aspects (Bar-On, 1997; Goleman, 1995).
Mayer, Salovey and Caruso (2000) have purposed mixed-models and their own model as ability model.

Number of studies reported that female have scored higher than male on emotional intelligence scale. (Brackett and Mayer, 2003; Mayer et.al., 2002; Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Domheim, 1998; Thingujam and Rank 2000). Argyle (1990) found that female being more perceptive, empathic, and adaptable then male. Studies showed that females to be more socially skilled than males (Argyle, 1990; Hargie, Saunders, and Dickson, 1995) Schutte et.al. (1998) concluded that female score higher on emotional intelligence scale than male. Petrides and Fumham (2000) found lower correlation between measured and self-estimated emotional intelligence for females than for males.

Individuals who have high emotional intelligence would tend to have low rates of aggressiveness and violent crime as well as other mental health problems. In addition, given that chronic negative affect has a profound effect on morbidity and mortality, comparable to that of traditional risk factors such as smoking (Booth-Kewley and Friendman, 1987; Cohen and Herbert, 1996).

High emotional intelligence involves high social competence, better social support networks, which have a strong inverse association with mental health problems such as depression, anxiety and hostility and a positive association with physical health (Cohen and Syme, 1985; House, Landis and
Emotional intelligence is negatively associated with deviant behavior in male adolescents (Brackett, Mayer and Warner, 2004). Qualter and Gardner (2007) found that adolescents who score high on emotional intelligence scale are rated by their peers as less aggressive and more pro-social, more empathic and less likely to engage in tobacco and alcohol consumption.

Day, Themen and Carroll (2005) have found that E.Q. was highly correlated with most aspects of personality. O'Connor and Little (2003) reported that emotional intelligence as measured by MSCEIT is minimally correlated with reasoning and anxiety traits of personality. Richardson (2000) found that young people who lack social and emotional competency might end up becoming self-centred and unable to empathize and relate to others. Schutte et.al. (1998) reported a moderate negative correlation between neuroticism and emotional intelligence. Saklofske et.al. (2003) also reported negative relationship between optimism and neuroticism. Abraham (1999) found that students with high E.Q. tend to be more confident, optimistic, creative, as well as being flexible, happier, successful at solving problems and also being able to handle emotions.

Emotional intelligence has been found to be positively related to academic achievement, cognitive ability (Drago, 2004), self-esteem (Mishra & Ranjan, 2008), reasoning ability (Gupta, 2009), moral judgment (Malviya, 2007), and intelligence (Reif, 2001), while it is negatively related to academic anxiety.
(Pandey, 2006), emotional exhaustion (Budmik, 2003), anxiety, psychological distress (Mark-Allen, 2005) and stress (Manhas & Gakhar, 2005).

The popularity of the concept of EI and the voluminous research output generated in recent years have led to the mistaken notion that high EI always ensures success in life. However, pioneers in the field themselves have questioned this assumption (e.g. Goleman 1998; Mayer, Salovey & Caruso 1998). They point out that the level of performance and success of a person depends upon a variety of competencies and personality characteristics creativity, social support and maladjustment patterns. Surprisingly, very little research has been carried out to explore the nature of interrelationships and interactions among these determining factors.

It is notable that certain personality correlates of creativity like flexibility, spontaneity, intellectual courage, and self-willed independence are also the identifying characteristics of an emotionally mature person. Similarly, adjustment, which is a measure of the extent to which one is in harmony with one's inner self and the outside world, may be expected to have a significant bearing on one's emotional intelligence, and the general level of performance.

Much of the studies on EI-conducted in India have focused on the relevance and prevalence of EI in the Indian corporate setting (e.g., Bhalla & Nautiyal, 2004; Sinha & Jain, 2004; Srivastava & Bharamanaikar, 2004) or on the
development of EI in the Indian socio-cultural context (Sibia, Misra & Srivastava, 2004). A study on the factor structure of EI in the Indian context has also been undertaken (Bhattacharya, Dutta & Mandal, 2004).

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As noted earlier, very few studies have been conducted in India or elsewhere on the multivariate relationships among the correlates of EI. The present study is conceived in this context. In view of this, the study intends to find out how a set of variables viz. personality and social maturity in late adolescents.

It may be noted that traditionally, these domains are considered as distinct entities, which are more or less independent of each other. The nature of interaction between these domains has not been well understood or explored in detail. It is expected that the present study, which focuses on these domains may be helpful in throwing some light on the multivariate relationships among these variables.
Various studies have been conducted in India and abroad to understand the relationship between emotional intelligence and its correlates but it is evident that consistent information for emotional intelligence to be related to other relevant variables. Consequently, the present study purports to measure the relationship between EI and Personality Types and Social Maturity.

An important need of study of emotional intelligence in relation to personality types and social maturity of adolescents, therefore, emerged in temples of learning. Though this is a stupendous task requiring intensive and extensive study by a team of research coworkers, yet the investigator has taken a humble venture to assess the usefulness of certain variables of psycho-educational importance in relation to emotional intelligence of those male and female, rural and urban adolescents.

**Statement of the problem**

The problem specifically reads as, "Emotional intelligence as related to Personality and Social Maturity in late adolescents".

**Research Questions**

The questions that one is left with are: what is the relationship between late adolescent's Personality Traits and Emotional Intelligence? What is the relationship between social maturity and emotional intelligence? Thus, the
purpose of the exploratory study is to determine relationship(s) between personality traits, social maturity and emotional intelligence. The objectives of this study will be to answer the following research questions :-

(a) What are the relationships among late adolescent's personality characteristics and emotional intelligence?

(b) What is the relationship between social maturity of late adolescents and their emotional intelligence?

**Objectives of the study**

One realizes from review of preceding chapters that EI is very important construct in psychological, educational and management researches (Shapiro 1997; Weisinger 1997). Recently an increasing number of researches have argued that EI could be regarded as a core variable that affects the behavioural characteristics of late adolescents. Most of the claims and assumptions, made with regard to the relationship between EI and social maturity of late adolescents. Furthermore, no research and/or empirical evidence could be found in the existing literature. That is why the present study was designed.

The present study was conducted to achieve the following objectives.
1. To find out whether there is significant difference between the mean scores of High and Low sten scorer adolescents obtained on MEII.

2. To test whether there is significant difference between the mean scores of Above Average and Below Average socially mature on MEII.

**Hypotheses**

On the basis of evidences that have been discussed in the previous section, it is possible to formulate certain hypothesis. The following general hypotheses, have formulated and tested under the present investigation.

(a) The phenomenon of Emotional Intelligence is a function of multiple factors.

(b) It was hypothesized that variations in personality traits would cause significant difference in emotional intelligence.

(c) It was hypothesized that different levels of social maturity would cause differences in emotional intelligence of respondents.

**Variable treatment**

The proposed study taps Emotional Intelligence, as dependent variable and different dimensions of personality traits and levels of social maturity
as independent variables. The plan of the present study may briefly be proposed as below:

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variables</th>
</tr>
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<tbody>
<tr>
<td>1. Personality factors</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>2. Levels of social maturity</td>
<td></td>
</tr>
</tbody>
</table>

It is clear from the title of the study that emotional intelligence and social maturity in relation to personality traits and levels of social maturity, differ because of their psychological makeup. Indirectly, adolescents differ significantly in their EI level due to the prominence of certain psychological variables and psychological characteristics related to their personality traits and social maturity. Thus, level of emotional intelligence have been treated as dependent variables in this study whereas personality characteristics and social maturity have been treated as independent variables.

**Definition of Key terms**

A prerequisite to a scientific study of any phenomenon is a definition which will permit researcher to distinguish it from other phenomenon. Voltaire (1968) reminds "If we are going to have a discussion, let us first
define what we means." Whitehead (1968) also warns "A definition a day keeps the charlatan away". Thus, in the interest of clarity a few terms, which have been used in the present study at different stages, are defined to facilitate the understanding to the concepts underlying the investigation.

**Emotional Intelligence**

Emotional intelligence is a relatively new and growing area of behavioural investigator, having measured recently with the aid of lavish international media attention. EI refers to the competency to identify and express emotions, understand emotions, assimilate emotions in thought and regulate both positive and negative emotions in the self and in others. Emotional intelligence arises from a productive union of the cognitive and emotion systems. The cognitive systems carries out abstract reasoning about emotions, while the emotion system enhances the cognitive capacity. It may be concluded that emotional intelligence refers to self control, zeal and persistence, ability to motivate oneself, relating to other and knowing and controlling one's emotions.

**Personality**

Attempts to define personality are found in the literature of psychology. But it has been found that so definition of personality is completely satisfying, the definition of personality given by Allport (1961) is widely accepted.
It is as follows, "Personality is the dynamic organization of those psychophysical system that determine his unique adjustment to his environment". The word "dynamic organization" refers to the idea that the characteristics of personality interact with and modify each others. The word 'psychophysical' significant that personality contains both mental and physical elements. And lastly, the word 'determine' refers to the idea that personality is considered to the cause of behaviour.

**Social Maturity**

Social maturity means knowing what to do and striving for it by following role model to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so they can pattern his behaviour accordingly. Social maturity means knowing what to do any striving for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so that they can pattern his behaviour accordingly. The students can try to reach the expectations of social system, parents, teachers, sibling and peers who matter to them. Social maturity is influenced by various factors e.g. dependence, self control, stress, social maturation, adjustment etc.
Sex

Past three four decades have witnessed enormous researches in social sciences as a function of sex difference among the respondents. Thus, it has become an important determining factor in social and behavioural sciences.

Sex difference had always been considered important in psychology because it is a biological fact above board. It exerts immense influence on individual's day to day functions and his social interactions; but also his socialization process. Therefore, it can safely be concluded that many behavioural differences of humans are due to sex difference.

Several studies have employed sex difference as independent variable. The impact of sex difference have been obtained in several areas including social behaviour, intellectual abilities, aptitude, interest, personality, temperament etc. The result obtained from researches support the importance of sex difference variable in school achievement, mathematical ability, spatial decision, word fluency, memory, interest, attitude etc. Besides, its causal importance has also been demonstrated by the data obtained in the areas of aggression, neuroses, likes, dislikes, and emotional ethical decisions.

Although, in modern India sex difference is mainly related with division of labour, based on physical and biological differences of males and females. It may be the cause of difference in occupations of males and females.
But it is doubtful if biological difference is the cause of difference of occupation. Investigators regard sex differences as a descriptive and a non-continuous variable, the cognition of which is much easier. The more common view about the cause of sex difference lays more stress on socialization process than on heredity. Thus, it is an important variable.

**Delimitations of the study**

The present study is limited to a statistical sample of 1000 male and female, rural and urban undergraduate students of Azamgarh, Mau, Ballia, Jaunpur and Gorakhpur districts ranging between 18-21 years of age. The study is limited to undergraduates only. The study is confined to variables under consideration. Other additional variables may be included but due to limited time resources and potentialities of the investigator, only the impact of personality traits and social maturity on EI variable have been studied in the present study.

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