

**SOCIAL MATURITY OF SECONDARY SCHOOL STUDENTS IN  
RELATION TO PERSONALITY AND EMOTIONAL  
INTELLIGENCE**



*Submitted*

*In Partial Fulfilment of the Requirements for the Degree of Doctor of  
Philosophy in Teacher Education, Nagaland University*

By

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December 2025



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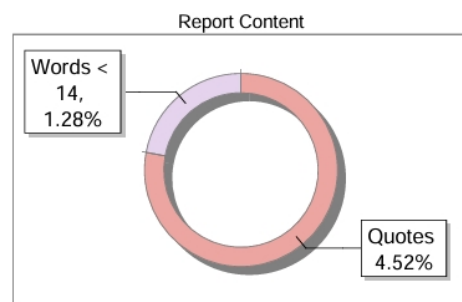
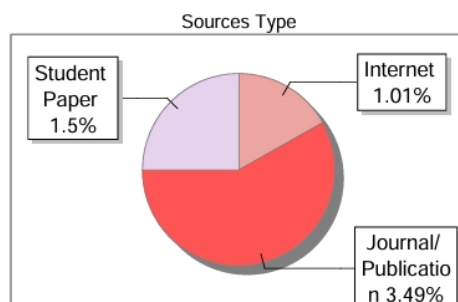
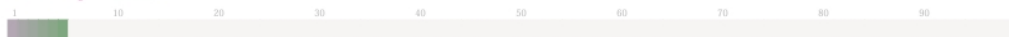
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#### EXCLUDED PHRASES

- 1 secondary school students
- 2 the big five personality traits –openness, conscientiousness, extraversion, agreeableness, neuroticism
- 3 personal adequacy, interpersonal adequacy, social adequacy
- 4 piaget's theory of cognitive development and the stages
- 5 comparative fit index
- 6 root mean square error of approximation

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**(MAONGCHILA JAMIR)**

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## LIST OF ABBREVIATIONS

ABBREVIATION	FULL FORM
<b>ANOVA</b>	Analysis of Variance
<b>ARCGIS</b>	Aeronautical Reconnaissance Coverage Geographic Information System (ArcGIS software)
<b>BFI</b>	Big Five Inventory
<b>CBSE</b>	Central Board of Secondary Education
<b>CFA</b>	Confirmatory Factor Analysis
<b>CFI</b>	Comparative Fit Index
<b>CISCE</b>	Council for the Indian School Certificate Examinations
<b>DOSE</b>	Department of School Education
<b>EFA</b>	Exploratory Factor Analysis
<b>EI</b>	Emotional Intelligence
<b>EIS</b>	Emotional Intelligence Scale
<b>EQ</b>	Emotional Quotient
<b>EQ-I:YV</b>	Emotional Quotient Inventory Youth Version
<b>EQ-I:YV(S)</b>	Emotional Quotient Inventory Youth Version – Short Form
<b>FPTI</b>	Five Personality Trait Inventory
<b>GCS</b>	Geographic Coordinate System
<b>MR</b>	Multiple Regression
<b>NBSE</b>	Nagaland Board of School Education
<b>NEP</b>	National Education Policy
<b>RMSEA</b>	Root Mean Square Error of Approximation
<b>SEL</b>	Social and Emotional Learning
<b>SLEC</b>	State Level Education Committee
<b>SM</b>	Social Maturity
<b>SMS</b>	Social Maturity Scale
<b>SPSS</b>	Statistical Package for the Social Sciences

<b>SSA</b>	Samagra Shiksha Abhiyan
<b>TLI</b>	Tucker–Lewis Index
<b>WGS-1984</b>	World Geodetic System 1984
<b>ZPD</b>	Zone of Proximal Development

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Outline of the Chapter**

This chapter presents the conceptual and theoretical framework of the study. It commences with a brief introduction to the role of personality and emotional intelligence in the social maturity of adolescents, followed by the title and variables of the study. A summary is given about how important secondary school years are for adolescents, as they go through a lot of changes during this time.

The chapter then provides an understanding of secondary school students, including developmental stages and key developmental areas. Following this, the background and educational context of the study area are outlined.

The chapter examines the dependent variable, social maturity, including its definitions, importance, characteristics, components, influencing factors, theoretical and developmental perspectives, and stages, particularly within the framework of adolescent development. Following this, Personality and Emotional Intelligence are discussed as independent variables, addressing their definitions, theories, and developmental relevance in adolescence, components, and their respective impacts on social maturity. The chapter also explores the interrelationship between these three constructs.

It then highlights the significance of the research, presents the problem statement, defines the objectives and hypotheses, and provides the operational definitions and variables used in the study. Finally, the chapter concludes with the delimitations of the study.

#### **1.2 Introduction**

The capacity to handle challenging social situations, settle disputes amicably, and actively participate in the community's well-being are all considered aspects of social maturity. People must be aware of and follow basic human behavior principles for their personality to develop fully. According to Porvaznik and Misun (2013), because different people interpret human, moral, ethical, and cultural values differently, defining social maturity is not easy.

Karibeeran and Mohanty (2019) explained that as students mature socially, they are able to get along well with their peers, follow social rules, and support the group. It is during secondary school that adolescents undergo a significant transition from childhood to adulthood. During this period, children grow rapidly and also begin to learn about themselves and their peers. Being with friends and classmates at secondary school encourages students to develop and create worthwhile relationships outside their family. So, as students enter this stage, they should pay attention to developing social skills because they will be meeting and interacting with more people. Because of this ability, people can improve their relationships with their family, friends, and school (Karibeeran & Mohanty, 2019). As a result of this, high school students who are socially mature have an easier time getting along with others, making friends, and understanding what is expected of them at school and in society. Koszałka-Silska et al. (2021) noted that being socially skilled can help students excel academically, form friendships, and experience improved well-being during the secondary school years.

Social maturity in secondary school students grows as they learn to understand their feelings and those of others, and as they work on building their ability to get along with others. If adolescents exhibit personality traits like being friendly, responsible, and calm, they are likely to get along with peers and demonstrate good behavior at school and in different settings (Salovey & Mayer, 1990). Roberts and Mroczek (2008) pointed out that agreeable people are more likely to care about others, cooperate, and this helps them get along well with others. Similarly, being careful and responsible, which people often call conscientiousness, is important for helping kids grow up to be good at getting along with others. As a result, students can obey the rules, respect people around them, and act responsibly in their class and with their classmates.

Emotional intelligence, which helps a person sense and handle their own and other people's feelings, is very important in secondary school. It is an important way for students to bond and become friends. Developing emotional intelligence around this time helps students understand and handle their feelings better and make sense of social situations that get more complicated as they get older. Researchers Collado-Soler et al. (2023) have found that emotionally intelligent adolescents tend to handle

stress well and deal better with others. Also, both Drigas and Papoutsi (2018) and Nanda and Randhawa (2020) point out that students who are careful, responsible, kind, and have high emotional intelligence are more likely to become good leaders.

The current study looks at how personality and emotional intelligence affect how mature secondary school students are when it comes to their social skills. Understanding this relationship is important because it can affect how adolescents grow socially and emotionally as they go through secondary school. While many studies have looked at how someone's personality and emotional intelligence are related, there are still some things we don't fully understand. Research found that even though several studies have looked at how things like stress, self-control, and mental health affect how mature someone feels, not many have looked at how these factors all work together to affect social maturity (Petrides et al., 2016; Siegling et al., 2015). The purpose of this study is to fill this gap by investigating the combined impact of emotional intelligence and personality on the social maturation of secondary school students.

### **1.3 Understanding Secondary School Students**

Secondary school students, aged 12 to 18, are considered vital to the educational system. At this stage, students experience a lot of changes in their bodies, feelings, minds, and relationships with others. Although this stage is usually called secondary school, it overlaps with the early years of adolescence. Understanding this developmental setting is essential to inquire about ways in which social maturity is achieved during the high school years.

In this study, the term *secondary school students* is used to describe the target population, specifically those enrolled in Classes 9 and 10. At the same time, the term *adolescent* is applied to capture the broader developmental perspective (ages 10–19) as defined by the World Health Organization (2025). Thus, both terms are used interchangeably in this chapter and throughout the study, depending on whether the emphasis is on the educational context (secondary school students) or the developmental framework (adolescents).

According to the World Health Organization (WHO, 2025), adolescence occurs between the ages of 10 and 19, bridging childhood and adulthood. At this

phase, people go through major changes in how they reason, feel, and act in society. Such changes significantly affect how mature secondary school students become and are associated with the development of their personality and emotional intelligence (Laursen & Veenstra, 2021; Samhitha & Sreedevi, 2020; Najjar et al., 2020).

### **1.3.1 Developmental Stages Relevant to Secondary Students**

Allen and Waterman (2019) are researchers who have divided adolescent development into three main stages:

- a) **Early Adolescence (10–13):** During early adolescence, children’s bodies develop rapidly because of puberty. Adolescents experience various changes that generate both curiosity and confusion, and anxiety when they are uncertain about what constitutes normal behavior. Most children experience difficulty with their gender identity exploration during this period of development. Children at this stage often want to do things on their own and see how far they can go.
- b) **Middle Adolescence (14–17):** At this stage, puberty is still happening, and the young adult experiences romantic and sexual feelings. Because they don’t receive enough support, young people find this phase of life very stressful. During this period, adolescents develop abstract thinking, but their emotional reactions frequently take over logical reasoning. They also become more easily influenced by their friends.
- c) **Late Adolescence (18–21+):** At Late Adolescence, the growth of the body is completed. Most adolescents become physically mature by the end of secondary schooling or college. At this point, adolescents start to learn more valuable lessons, become more focused on what is ahead, and build stronger relationships with their parents and peers.

### **1.3.2 Key Developmental Areas in Secondary School Years**

The following domains demonstrate the key changes that adolescents undergo during the secondary school years, which affect their social maturity:

- a) **Physical Development:** The hormone changes in the brain at puberty start the process of physical growth and sexual maturation. There are changes in height, weight, body composition, and sexual features, together with changes in the circulatory and respiratory systems (National Academies of Sciences,

Engineering, and Medicine [NASEM], 2019). Because of these changes, adolescents might either feel shy or self-assured.

- b) Cognitive Development:** During secondary school years, adolescents begin to reason and think abstractly. The brain's development allows children to become better problem solvers and make decisions by themselves (Cleveland Clinic, 2023; Samhitha et al., 2020).
- c) Emotional Development:** Adolescents begin to notice what they feel inside and what others around them are experiencing. They start feeling good about themselves and learning who they are as they learn to control their emotions, understand others, and become more self-reliant (Office of Population Affairs, 2018). The process of transition to independence is accepted by some, and others need more support.
- d) Social Development:** With the growth of peer groups, adolescents begin trying different social behaviors. Social networking abilities grow, but maturity depends on their emotional intelligence, personality, and environment.

## 1.4 Background and Context of the Study

### 1.4.1 Regional Profile

Nagaland, located in northeastern India, is bordered by Assam to the west, Arunachal Pradesh and part of Assam to the north, Myanmar to the east, and Manipur to the south. On December 1, 1963, it became India's 16th state. Nagaland ranks as one of the smaller states, with a population of 2.3 million and an area that is less than some others (Office of the Registrar General & Census Commissioner, India, 2011). In 2024, Nagaland had 16 districts, which is more than the 11 recorded in the 2011 census. The districts formed following the last census are Noklak, Chumoukedima, Niuland, Tseminyu, and Shamator. In October 2024, Meluri was created as the 17th district of Nagaland (Hindustan Times, 2024). There are 16 recognized tribes in the state that each has their languages, customs, and cultures. Both hills and mountains are found throughout the region, which helps increase the variety of plant and animal life. Most people in these regions depend on farming, especially shifting cultivation. The state is recognized for its many festivals, excellent crafts, and the famous Hornbill Festival, which honors Naga traditions.

For this study, three districts have been chosen: Kohima, the state capital, which reflects both traditional Naga identity and modern administrative functions; Dimapur, the largest and most urbanized district, acting as the commercial hub and gateway to the state; and Mokokchung, a district known for its strong cultural identity and considered the heartland of the Ao Naga tribe. The chosen districts are both urban and rural, illustrating the state's social, cultural, and developmental structure.

### 1.4.2 Educational Context

Nagaland stands out in northeastern India because it possesses both ethnic diversity and challenging terrain, as well as sociocultural diversity. The state has achieved continuous improvements in education accessibility despite facing various challenges. Local schools in Nagaland are managed by the government, private groups, and missionaries, and help develop education in the state. Nagaland has primary, upper primary, secondary, and higher secondary levels following the national education system. Classes 9 and 10, for students between 14 and 16, make up secondary education, which is an important time in adolescence. When preparing students for college, it also influences their thinking, moods, and relationships with others. In Nagaland, the Nagaland Board of School Education (NBSE) oversees both secondary and higher secondary education. The state is responsible for setting exams, curriculum, and standards for education. The state also has Council for the Indian School Certificate Examinations (CISCE) and Central Board of Secondary Education (CBSE) affiliated schools, especially in urban areas.

The total number of schools affiliated with NBSE is summarized in **Table 1.1**

**Table 1.1**

*Number of Schools Affiliated to NBSE as of 2023*

Category	Number of Schools
Government Higher Secondary Schools	52
Government High Schools	251
Private Higher Secondary Schools	136
Recognized Private High Schools	91
Permitted Private High Schools	213

**Table 1.1***Number of Schools Affiliated to NBSE as of 2023*

Category	Number of Schools
Total	743

*Source: (Nagaland Board of School Education [NBSE], 2023)*

In 2011, Nagaland's literacy rate was 79.55%, and the breakdown was 82.75% for male and 76.11% for female (Office of the Registrar General & Census Commissioner, India, 2011). These numbers show a smaller gender gap than in many other Indian states. Even so, differences between rural and urban areas, infrastructure problems, and economic issues influence how well education is delivered in Nagaland.

The district-wise distribution of recognized schools is presented in **Table 1.2**

**Table 1.2***District-wise summary of NBSE-recognized schools (2023–2024)*

District	Govt. Higher Secondary Schools with Secondary Section	Govt. High Schools	Private Higher Secondary Schools with Secondary Section	Recognized Private High Schools	Permitted High Schools	Total
Kohima	8	16	32	18	15	89
Dimapur	2	8	32	8	42	92
Mokokchung	5	35	13	11	5	69
Tuensang	3	19	2	5	11	40
Mon	6	15	6	1	34	62
Phek	4	34	6	12	6	62
Wokha	4	19	4	7	14	48
Zunheboto	5	18	5	14	12	54
Kiphire	2	11	2	2	9	26
Longleng	1	13	1	2	5	22
Peren	4	14	7	4	8	37
Noklak	1	4	0	1	3	9
Chumoukedima	4	11	24	3	36	78
Niuland	1	6	0	1	9	17

Tseminyu	1	6	1	2	2	12
Shamator	1	2	1	0	2	6
Total	52	231	136	91	213	723

*Source:* (Department of School Education, Nagaland [DoSE], 2023)

*Note.* The data present the number of recognized schools under NBSE (2023) by district and type of school management. The difference between **Table 1.1** (251 Government High Schools) and **Table 1.2** (231 Government High Schools) reflects administrative rationalization measures such as school deactivations, mergers, or reclassifications, as notified by Government Notification No. DSE/RATIONALIZATION/1-1/2021/899 dated 9th September 2021. Therefore, the figures are consistent with changes made by the Department of School Education during this period. Meluri district, which was notified as Nagaland's 17th district in November 2024, is not included in this table since the data are based on 2023–2024 NBSE/DoSE records, before the district's official formation (Press Trust of India, 2024a).

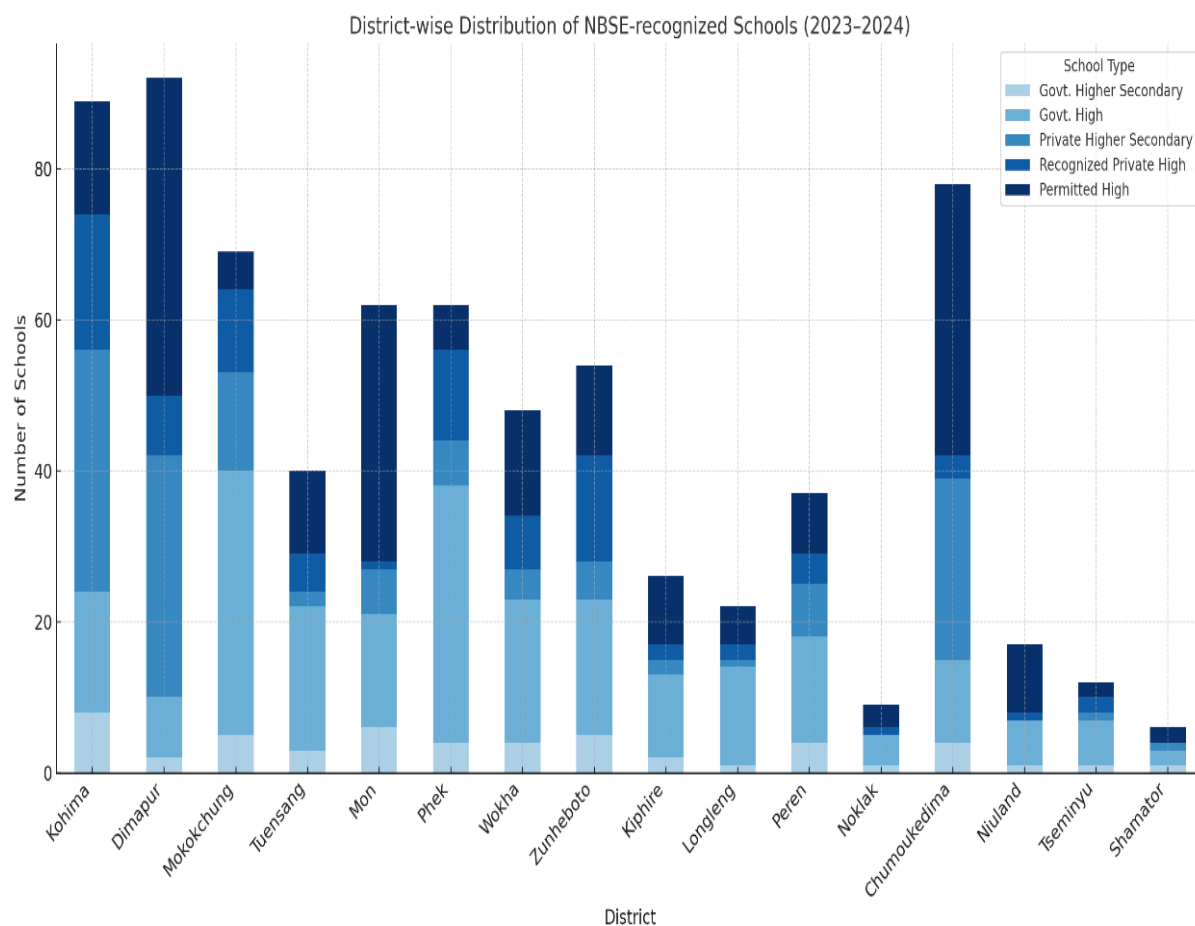
Because of stress from exams and a lack of resources, secondary school students must confront both academic and psychological problems. The last few years have brought positive developments to infrastructure alongside improved teacher training and digital learning, particularly for rural areas. The centrally sponsored Samagra Shiksha Abhiyan (SSA) program works to establish inclusive and equitable quality education from primary to secondary levels.

Although Nagaland has already initiated the partial implementation of the National Education Policy (Ministry of Education, 2020), both government and private schools are set to transition to full implementation in the 2025 academic year (Education Desk, 2024). This decision was formalized by the State Level Education Committee (SLEC), which approved the nationwide rollout of NEP's revised 5+3+3+4 structure across all schools in Nagaland beginning in 2025 (Press Trust of India, 2024a; Press Trust of India, 2024b; Education Desk, 2024). The committee also mandated that private schools must obtain prior permission and operate under registered societies, while authorizing significant structural changes, upgrading, downgrading, amalgamation, or closure of select government schools, to align with NEP goals (Press Trust of India, 2024b; Education Desk, 2024)

**Figure 1.1** illustrates the geographic distribution of school categories across districts in Nagaland.

**Figure 1.1**

*Geographic Distribution of School Categories across Districts in Nagaland, 2023–2024*



These initiatives demonstrate the state’s goal to modernize education, which in turn restructures the way secondary school students study and learn. It is very important to understand this changing school environment to know what secondary school students experience, need, and go through across the state.

**Tables 1.1** and **1.2**, along with **Figure 1.1**, give a clear picture of the school landscape in Nagaland as of 2023–2024, focusing on institutions under the NBSE (2023).

## **1.5 Social Maturity**

### **1.5.1 Definitions of Social Maturity**

Social maturity has been described by various scholars from multiple perspectives. Below are some of the prominent definitions:

- a) According to the American Psychological Association (APA, n.d.), social maturity is defined as “a level of behavior in accordance with the social standards that are the norm for individuals of a particular age.”
- b) Hurlock (1956) defines social development as “the attainment of maturity in social relationships” (p. 260).
- c) Samhitha et al. (2020) describe social maturity as the development of cognitive, emotional, and behavioral abilities that help individuals interact successfully in social settings, make responsible decisions, and manage their actions appropriately.
- d) Roberts and Mroczek (2008) described social maturity as the capacity to function as a productive and engaged member of society.
- e) Salimi et al. (2013) described social maturity as involving the development of self-awareness and the ability to understand one's own emotions, thoughts, and behaviors, as well as the perspectives and feelings of others.
- f) Wentzel (1991) explained that social responsibility involved following social rules and fulfilling role expectations, highlighting its significance in fostering positive interactions and academic success among early adolescents.
- g) Shanmuganathi (2020) asserted that social development is the ability to know what actions are socially accepted and work toward them by mirroring role models.
- h) Shafi & Ganai (2023) defined social maturity as “a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group.”
- i) Choudhary and Madhuri (2014) defined social maturity as “the ability to function in an appropriate and responsible manner. As adolescence is the age for an individual to express mature behavior, social maturity is an essential aspect for the individual as well as society” (p. 928).

### **1.5.2 Importance of Social Maturity in Secondary School Students**

During Secondary school, students, about 12 to 18-year-olds, go through major changes that affect their actions, choices, and social life. Although many developmental psychologists link this stage to adolescence, it is best understood as part of secondary school life. During the secondary school years, managing both academic demands and social changes requires adolescents to develop social maturity (Samhitha & Sreedevi, 2020; Samhitha et al., 2020).

During this period, the way a child relates to peers matters a lot for their social development. Spending more time with peers in school and outside helps adolescents notice social rules, how other students perceive them, and the reactions they get from others. King et al. (2018) found that the role of peers is especially strong in the middle years of adolescence, which often results in stronger emotional responses (Hurlock, 1980).

The social development of adolescents is supported by good communication, teamwork, empathy, and conflict management (Yang, 2024; Rubin et al., 2015). Most of these abilities come from participating in class, joining groups, taking part in extra-curricular events, and being involved with family and peers. Sullivan et al. (2022) suggested that adolescents are more likely to engage in prosocial behavior when they observe their peers doing the same. According to Laursen and Collins (2009), peer relationships matter more and help students develop the basic skills needed to interact with people socially.

Being involved in school and community activities supports the students' development of important leadership, teamwork, resilience, and emotional intelligence skills that will help them succeed in their studies and feel well psychologically over time. According to Goziev (2010), being mature in society means preparing for adult tasks, and this is what the secondary students begin to think about. Sasikumar and Nagooran (2021) associate the rise in maturity with a combination of life experiences and knowledge acquisition.

Notably, environmental factors, including school culture, teacher support, background of the family, and peer networks, are determinants of whether a secondary school student develops positive social behavior or faces a problem of

social adaptation. Pinho et al. (2021) found that high-status peers help shape students' behaviors to support popular social norms among peers.

Therefore, social maturity is both an aspect of development and a capacity that enables secondary school students to manage their social lives, regulate their emotions, and participate actively in their communities.

### **1.5.3 Characteristics and Components of Social Maturity**

In general, there are four main parts to understanding social maturity. Following are some specific traits that socially mature individuals have in common:

#### **1. Intrapersonal Awareness and Self-Management**

- a) **Self-awareness:** Adolescents are able to recognize their feelings, strengths, and weaknesses, listen to others' opinions, and use this understanding to improve their decision-making, relationships, and sense of identity.
- b) **Emotional regulation:** They manage their emotions and behaviors effectively, leading to better decision-making.
- c) **Positive attitude:** Socially mature individuals demonstrate confidence in their abilities and maintain trust in society, as they believe in their capacity to help others.
- d) **Responsibility:** People who are socially mature realize what they do and are ready to correct it themselves.

#### **2. Interpersonal Competence**

- a) **Empathy:** Socially mature people can relate to others' feelings and thoughts, which help them, build respectful relationships and solve conflicts without conflict.
- b) **Communication and Active Listening:** Socially mature individuals express themselves clearly, listen respectfully, and engage actively in constructive discussions.
- c) **Cooperation:** Socially mature people value teamwork, unite, and encourage each other as they pursue what they are aiming for.
- d) **Conflict resolution:** They work out their differences with respect, notice where they disagree, and search for answers as a team.
- e) **Social competence:** They demonstrate good socialization by acting respectfully, showing empathy toward others, and participating in social activities.

### 3. Civic and Ethical Orientation

- a) **Tolerance:** Socially mature individuals show tolerance by accepting diverse beliefs and cultures, and viewpoints without any prejudice.
- b) **Civic and ethical awareness:** Socially mature adolescents let their actions be based on honesty, fairness, and respect. Social responsibility helps students act with ethics and join in community activities (Konoshenko et al., 2022)

### 4. Social Engagement and Integration

- a) **Adjustability and Flexibility:** Socially mature people can change and accept new things, as well as other people's views.
- b) **Community Participation and Belonging:** When adolescents participate in their community, they have opportunities to practice their abilities, learn social norms, and make true friendships.

#### 1.5.4 Factors Influencing Social Maturity

Social maturity comes from having certain emotional and social abilities. There are both internal and external factors that affect adolescent behavior, personality, and social interactions that work together to shape their social maturity.

##### A. Essential Elements of Social Maturity

- **Value-Semantic Orientation:** Through value-semantic orientation, personal beliefs and values guide an individual's actions and decisions. According to Virna et al. (2019), traits such as conscientiousness, openness, and agreeableness enable adolescents to assess risks and maintain balance.
- **Emotional-Evaluative Regulation:** The ability to control emotions and adapt effectively contributes to successful social relationships. Moreover, being extroverted, friendly, and emotionally stable supports healthier coping with stress and smoother integration into society (Virna et al., 2019).
- **Regulatory-Behavioral Component:** Following social rules and managing oneself well often results in personality traits such as conscientiousness and openness (Virna et al., 2019).

##### B. External Influences on Social Maturity

Social maturity development depends on multiple environmental elements, which include:

- a) **Parental Influence:** Baumrind (1991) believes that showing empathy, encouraging independence, and having good emotional control in parents promotes social maturity in their adolescents.
- b) **Childhood Experiences:** When children are raised in a safe and supportive home, they tend to become more empathetic and confident; however, adverse experiences may hinder their proper development (Kocatürk & Çiçek, 2023).
- c) **Peer Interactions:** Peer interactions are important during adolescence, says Bukowski et al. (1996), because they help adolescents develop the skills necessary for identity formation.
- d) **Educational Environments:** Curricula in schools often feature important Social and Emotional Learning (SEL) programs that support students in developing communication, solving problems, and building relationships (Durlak et al., 2011).
- e) **Personality Traits:** Adolescents use their personality traits, such as extraversion, openness, conscientiousness, and agreeableness, to hone their social interaction abilities. Openness fosters broader perspectives and empathy, while extraversion and agreeableness support expressive and communal behaviors that enhance social competence and satisfaction (Connor-Smith & Flachsbart, 2007; Wiczorek et al., 2021).
- f) **Cultural Influences:** Cultural norms, such as empathy, cooperation, and respect, guide adolescent's social development by shaping the values and behaviors modeled in family and community interactions (Chen, 2023; Bornstein et al., 2021).
- g) **Life Experiences:** Masten (2001) believes that facing challenges improves our emotions, makes us better at expressing ourselves, and strengthens us.

### 1.5.5 Theoretical Perspectives on Social Maturity in Secondary School Students

The years spent at secondary school are important for physical, emotional, social, and mental growth. They should learn how to communicate well, follow social rules, and manage their relationships using self-awareness, empathy, and communication (Danylov, 2021). While growing up, secondary school students form important relationships that are shaped by the way their minds, emotions, and actions interact (Haleta & Habelko, 2020).

Theoretical insights on social maturity may be better understood when viewed through the various perspectives discussed in the following section.

#### **1.5.5.1 Psychological Perspectives on Social Maturity in Secondary School Students**

Psychological theories agree that how adolescents develop internally influences their social and emotional growth. In the context of secondary school students, these developmental changes shape their adjustment in school settings.

##### **a) Erikson's Psychosocial Development Theory**

Erik Erikson believed that personality grows during eight stages throughout a person's life, and each stage brings its psychosocial conflict (Erikson, 1958; Erikson, 1963). People move through the fifth psychosocial stage while they are in adolescence.

According to Erikson (1963), the fifth stage of psychosocial development exists "between the moralities learned by the child and the ethics to be developed by the adult" (p. 245). He observed that adolescents go through a time when they have to determine who they are and what their role is. If they deal with it successfully, they learn how to be loyal, which involves staying faithful to the ideals and expectations of their social group.

Erikson (1963) emphasize that the major task for adolescents is to work through the conflict between whom they are and who they think they are, so they become a distinct person with a strong sense of self and personal beliefs. A person's developing sense of personal identity at this stage shapes eventual behavior and personal development throughout their lifetime.

According to Carvalho and Veiga (2022), adolescent individuals experience an identity vs role confusion development conflict. The resolution of this conflict enables people to form a stable identity that represents a fundamental requirement for reaching social maturity.

##### **1.5.5.2 Cognitive Development Theories**

According to cognitive theories, people develop social maturity by using mental abilities such as reasoning, decision-making, and solving problems. They show how the growth of cognitive skills in secondary school students improves their ability to understand and interact with others.

### **a) Piaget's Theory of Cognitive Development**

Jean Piaget's cognitive development theory describes four stages of mental development, which are sequential.

- Sensorimotor stage (0–2 years old)
- Preoperational stage (2–7 years old)
- Concrete operational stage (7–11 years old) and
- Formal operational (11+)

Piaget (1952) argued that during adolescence, individuals reach the formal operational stage, where abstract thinking, problem-solving, and logical reasoning become prominent. This cognitive growth supports more mature social judgments and decision-making.

During adolescence, individuals are in the Piagetian formal operational stage, which matches their development at the adolescent stage. At this stage, children start to think in general terms and decrease their self-centered way of thinking. In secondary school, students learn to consider different scenarios, use different viewpoints, and reason logically in social situations. Piaget noted that these improvements in thinking help students learn social norms, anticipate the results of their behavior, and make decisions based on ethics.

According to Killen and Dahl (2021), gaining these mental skills helps people address complex social situations and make good decisions, which are both important for developing social maturity.

### **1.5.5.3 Social Learning and Interactionism Theories**

Experts believe that events outside the family and the people seen as role models, in addition to both positive and negative feedback, contribute to the social maturity of adolescents. The idea behind the theory is to watch, copy, and encourage behavior to help it develop. They highlight the process by which adolescents build social abilities through learning.

#### **a) Bandura's Social Learning Theory:**

Personality, as explained by Albert Bandura's Social Learning Theory, comes from how we behave, how we think, and the influence of others. During adolescence, learning happens by watching how parents, teachers, and peers behave

(Bandura, 1977). In secondary school students, this is reinforced in the classroom setting.

The theory emphasizes the way students at this stage of development learn behaviors by watching others and gradually learn a sense of self-efficacy that they can participate in socially acceptable activities. When students in secondary school behave the way society values and match their self-image, they become more socially mature. In this case, people get their social norms by interacting with classmates, teachers, family members, and watching or using media.

#### **b) Vygotsky's Sociocultural Theory**

In Vygotsky's (1978) view, human development, both in thinking and behavior, depends on social interaction. Based on his theory, learning is facilitated by more knowledgeable others that including teachers, peers, and mentors, in the student's Zone of Proximal Development (ZPD).

Shared learning tasks, talks with peers, and set social encounters help adolescents gain social maturity. For secondary school students, this occurs particularly in classroom and group learning environments. It points out that having culturally and contextually appropriate learning environments can help students become socially mature, since recent studies have confirmed ZPD's role in teaching students' teamwork in the classroom (International Journal of Future Management Research [IJFMR], 2024).

#### **1.5.5.4 Contemporary Psychological Theories**

These models analyze psychosocial maturity as a whole developmental goal and study how several traits help adolescents function socially, mainly during their secondary education years.

##### **a) Greenberger Psychosocial Maturity Model**

Greenberger and Sørensen (1974) believe that schools should pay attention to academic subjects and also to students' personal and social needs. For secondary school students, the understanding of psychosocial maturity is important since it focuses on their main developmental tasks in adolescence. The model suggests that students improve their sense of responsibility, self-reliance, and relationship skills (Khatibi & Sheikholeslami, 2016).

The model outlines three main abilities that society thinks adolescents, focusing on older students, should learn.

1. Being able to rely on yourself (individual adequacy) and discipline yourself, as well as making responsible decisions.
2. Being able to interact well with others, including talking, feeling sympathy for them, and connecting with adults.
3. The ability to maintain social unity (social adequacy), meaning to contribute to group situations positively, to adhere to rules, and to contribute to social harmony.

This framework helps educators see how schools support the social growth of their students as an important part of their work.

#### **1.5.5.5 Moral Development Theories**

##### **a) Kohlberg's Stages of Moral Development**

This theory explains how people's conceptualization of the social world changes qualitatively at different stages of their lifespan. Robert Kegan presents an unusual way to look at social development in his book *The Evolving Self* (Kegan, 1982). Kegan built his constructive-developmental theory using the teachings of Piaget, Erikson, Kohlberg, and Perry to describe the process of human development from when we are young to when we are adults. Kegan has a specific focus on the time of adolescence that corresponds to the years of secondary school.

Kegan defines social maturity by how well people understand and move in the social world they live in. As a result, secondary school students can act appropriately according to norms and interact with peers and adults effectively. Being socially mature at this point in life is linked to having good skills with others and a good sense of right and wrong. Kegan also mentions that social immaturity during adolescence is often associated with chronic behavioral problems, such as substance abuse, which usually starts in juveniles. Kegan (1982), in his book, depicts a lifetime process of growing social maturity.

Robert Kegan states that social maturity transpires in stages:

- i. **Incorporative Stage** – At this stage, a person's self-concept separates from the outer world, and the subjective self or subjectivity begins to emerge.

- ii. **Impulsive Stage** – The impulsive stage is all about impulses that drive the self, and with which one starts identifying.
- iii. **Imperial Stage** – During late childhood and early adolescence, the Imperial Mind develops and becomes the most important stage for teens. During this stage, people use what they are interested in to forge helpful relationships with significant others. At this stage, people start to notice themselves, become more independent, think mostly about themselves, use simple thinking to achieve what they want, manage their behavior, compare themselves with others, and obey the rules of morality as they explore their identities and learn new things.
- iv. **Interpersonal Stage** – At this stage, an individual begins to recognize that the people they care about also have their own desires, needs, and feelings. For the first time, empathy becomes part of their social awareness.
- v. **Institutional Stage** – The institutional stage is about values that one can abstract and make as guidelines for one's life. One notices that people may hold different beliefs, but come to believe that theirs are the best.
- vi. **Inter-individual Stage** – In this stage, people learn to appreciate that people can have different value systems that are all valid, and for the first time, they try to understand another's point of view.
- vii. **Self-transforming Stage** – This stage means realizing that different situations call for different values and getting used to understanding that values can sometimes clash.
- viii. **Integral Stage** – The eighth stage is finding an integrity or integral perspective wherein one finds that the value systems one is using are holistic, despite contradictions, and can resolve the apparent contradictions. One would see oneself as an object, and there would be no subjectivity involved at all.

#### **1.5.6 Stages of Social Maturity**

The process of social maturity progresses through distinct developmental phases as understanding, behavioral patterns, and interpersonal connections evolve (NeuroLaunch Editorial Team, 2024).

##### **a) Stage 1: Early Childhood (Ages 3–8)**

Children experience rapid growth in their language skills, feelings, and social relationships. Although they feel empathy, children have trouble controlling

their emotions, sharing what they own, and connecting with other children. Children this age are starting to be concerned about others and feel empathy, but they have problems controlling their emotions and interacting with friends. This is when friends become important, along with how others in the group think.

**b) Stage 2: Pre-Adolescence (Ages 9–13)**

During pre-adolescence, friends grow closer when they have similar beliefs and enjoy similar things. The development of self-esteem together with social abilities occurs simultaneously with progress in moral reasoning and emotional intelligence, and self-control. At this point, school helps greatly in building their social-emotional skills.

**c) Stage 3: Adolescence (Ages 14–18)**

Adolescents experience many strong feelings, undergo physical changes, and learn more about themselves. They often compare their experiences to their friends and let other people's opinions guide their views on romance and sex. The way others treat them can affect how they feel about themselves and their mental well-being.

**d) Stage 4: Adulthood (18+)**

As young adults take on adult responsibilities, they grow up and start to appreciate others. When individuals reach adulthood, their social maturity has usually become steady.

## **1.6 Personality**

### **1.6.1 Definitions of Personality**

Different scholars have defined personality through multiple perspectives, which highlight distinct aspects of human behavioral tendencies and characteristics:

- **Allport (1937)** defined personality as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (p. 48).
- **Erikson (1968)** discussed adolescence as a period marked by the conflict of identity versus role confusion, highlighting the importance of resolving this stage to develop fidelity (p. 128).

- **Eysenck (1971)** defined personality as “the more or less stable and enduring organization of a person’s character, temperament, intellect, and physique, which determines his unique adjustment to the environment” (p. 2).
- According to **Steinberg and Morris (2001)**, personality is a complex process that includes biological, cognitive, emotional, and social development, all of which contribute to an individual's distinct personality.
- **van Aken et al. (2011)** stated that adolescence is a time of both stability and change in personality traits; some temperamental traits may persist from childhood, but adolescents can grow and adapt in response to their experiences and the environment.
- **Soto & Tackett (2015)** noted that during adolescence, the normal patterns of ideas, feelings, and behaviors change, which is part of personality growth.
- **Slobodskaya (2021)** noted that the recognition that personality and temperament share common ground has prompted research into personality development during the first decade of life, with assessments from parents and teachers.
- **Cherry (2023)** defined personality as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (para. 1).
- **Nathi and Madhumathi (2024)** defined social maturity as “the ability to act responsibly while learning the social laws and norms of a certain culture and using that information successfully” (p. 277).
- **(APA, n.d.)** defined personality as “individual differences in patterns of thinking, feeling, and behaving” (para. 1)

### 1.6.2 Theories of Personality

Many important theories of personality provide useful frameworks for understanding the important changes in the personalities of secondary school students in the emotional and social contexts. They outline the ways students at this point in development form their sense of self, handle their emotions, and connect with others. Researchers from different backgrounds suggest that personality traits help explain how adolescents develop, influence their actions, and affect their social lives.

### 1.6.2.1 Trait Theory

Trait theory explains that people share certain basic traits, but the intensity of these traits is what differentiates their personalities. This framework is most useful for secondary school students, as they are going through important personality changes. Broad attitudes, according to trait theory, are believed to shape a person's personality (Fajkowska & Kreitler, 2018).

Several trait theories have been proposed to explain individual differences in personality across the lifespan. Early models include Allport's Trait Theory, which emphasized cardinal, central, and secondary traits (Allport, 1937), and Cattell's 16 Personality Factor Model, which reduced personality into 16 core dimensions (Cattell, 1946). Eysenck's Three-Factor Theory, focusing on extraversion, neuroticism, and psychoticism, is another influential contribution (Eysenck, 1967).

### 1.6.2.2 The Big Five Personality Traits (Five-Factor Model)

Out of all the trait models, the most acceptable one is the Five-Factor Model, also known as the Big Five. The five main parts of personality are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Matthews, 2020).

These five broad domains have been derived from factor-analytic studies and are considered universal across cultures and ages. The Five-Factor Model has been extensively validated and is widely used in educational, clinical, and developmental research (McCrae & Costa, 2008). Each dimension is understood as a continuum, and individuals exhibit varying degrees of each trait.

These characteristics include a broad scope of behavioural predispositions that are particularly pronounced at the school age when the children communicate with peers, have to take charge of responsibilities, and cope with the emotional pressure.

- a) **Openness to Experience** - means an individual is prepared to try new ways of thinking, engage in creative activities, and accept intellectual and artistic opportunities. Secondary school students who have high openness are usually curious, creative and inquisitive, and willing to learn. People who score low in openness often prefer regular routines and may not show much interest in new or unfamiliar experiences.

- b) **Conscientiousness** - describes someone's ability to manage urges so they can act in ways that help them achieve their goals. It is characterized by people who like order in their surroundings. They try their best day and night to accomplish their goals and do their duties. Those people who demonstrate low conscientiousness enjoy a chaotic environment and have no desire to perform tasks.
- c) **Extraversion** - describes a personality type that includes being excitable, sociable, talkative, confident, and very expressive with emotions. Being with other people comes easily to extraverts, but introverts prefer to hold their thoughts in.
- d) **Agreeableness** - denotes the way people are likely to treat other people's relationships. Agreeable persons feel emotional concern about others' well-being, respect other people's rights and tastes, and tend to have positive attitudes about other people. Unpleasant people do not care much about others and the social norms of politeness.
- e) **Neuroticism** - The main characteristics of neuroticism are sadness, moodiness, and emotional instability. Individuals who are high in neuroticism are anxious, sad, and moody, but emotionally stable individuals keep their cool when the going gets tough.

### 1.6.3 Personality Development in Secondary School Students

From about 12 to 18, secondary school students are developing personality traits that will help shape their future selves. Although this period coincides with the time when adolescents experience puberty, this section focuses more closely on how a student's personality develops during secondary school, where friends, school life, and classes all play a significant role.

Personality development means the changes in how adolescents typically think, feel, and behave as they grow (Soto & Tackett, 2015). Studies on how personality develops in adolescence are not as detailed as studies on adults, even though the traits formed in these years tend to stay with them as they grow up. According to Roberts et al. (2007), personality comprises habits and ways of behaving that stick with us and affects things like our health, relationships, and how far we go in school. One can measure these behavioral patterns by using the Five-

Factor Model, which covers extraversion, neuroticism, openness, agreeableness, and conscientiousness (McCrae & Costa, 1997).

As explained by Hill and Edmonds (2017), during their teenage years, people learn about themselves, control their feelings, and develop more stable personality traits. Although behavior and emotions may fluctuate during this stage, these changes contribute to greater maturity in adulthood. Research indicates that adolescents' school engagement, the type of school they attend, and their parents' parenting practices all play significant roles in shaping their development. In particular, an authoritative parenting style is associated with adolescents becoming more responsible and socially competent (Assary et al., 2021). Research indicates that what people learn during their teenage years appears to help them feel happier as adults and reduce their chances of becoming burned out (Zimmermann et al., 2024).

Peers are important for how teens develop their personalities. Our emotions and the way we interact with people are influenced by those around us and by our peers (Meuwese et al., 2016; von Salisch, 2001). The way a person's personality changes becomes clearer and steadier during adolescence, and having more extroverted traits can help young adults adjust to becoming adults (Leung, 2020; van Dijk et al., 2020).

#### **1.6.4 Personality and Social Maturity**

The social maturity of adolescents is strongly influenced by their personality. Research indicates that traits such as emotional stability, empathy, and self-regulation affect social maturity and, therefore, influence many parts of an adolescent's life, such as how well they behave socially and responsibly. According to experts, social maturity is greatly influenced by emotional stability, empathy, and self-control, all traits of personality, and this result in changes in how adolescents behave socially.

Amiri et al. (2024) believe that empathy, compassion, and altruistic traits in secondary students make them more socially mature. They observed that as participants became more socially mature, they showed lower levels of empathy. This result demonstrates that the connection between personality and social maturity does not follow standard expectations. The study also noted that simply trying to hide signs of being socially immature didn't make a difference.

Other researchers have come to similar conclusions. Kumar and Ritu (2013) demonstrated that senior secondary school students showed direct correlations between their personality development and their social maturity. This research confirmed that increased personality development resulted in enhanced socially mature behavior among students of both genders. Suthakar and Jeyanthi (2024) found that eleventh-grade students with stronger personalities had higher levels of social maturity. Therefore, all these studies indicate that personality traits are related directly to social maturity development.

The environment can affect how people relate to each other. According to Mota and Ferreira (2019), democratic ways of parenting encourage children to become more disciplined and understanding. Because of democratic parenting, adolescents become better at dealing with others and handling their feelings.

Various personality characteristics appear to have greater significance than others do. Yousefi and Bahri (2013) suggest that agreeableness, emotional consistency, and conscientiousness are traits that help form strong relationships between peers and more engaged emotions. According to Poulou (2013), adolescents with increased Trait Emotional Intelligence reported fewer emotional and behavioral difficulties. Many adolescents are more likely to take care of others and act in helpful ways. How adolescents develop socially and the relationships they build depend on their traits.

## **1.7 Emotional Intelligence**

### **1.7.1 Definitions of Emotional Intelligence**

Emotional Intelligence (EI) has become a topic of interest in a variety of fields, including education, business, and research. EI is the ability to recognize, understand, and manage one's own emotions and the emotions of others. It is not only about recognizing one's own emotions but also involves empathy, social skills, and the ability to navigate complex social situations. According to Salovey and Mayer (1990), 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 actions" (p. 189). Grewal and Salovey (2005) described emotional intelligence as resulting from the interaction of intelligence and emotion.

Emotional intelligence (EI) has garnered considerable attention in research studies, especially subsequent to the publication of Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ* (Hughes & Evans, 2018). The definition of emotional intelligence has expanded over the years. Emotional intelligence, also known as trait emotional intelligence, is a combination of intelligence, personality, and emotions (Petrides & Furnham, 2001; O'Connor et al., 2019). Emotional intelligence may be viewed as either a skill (Mayer et al., 2000) or a distinct sort of intelligence known as "ability emotional intelligence" (O'Connor et al., 2019). According to Akers (2020), emotional intelligence is important in all aspects of life because it influences health, learning, and relationships.

### **1.7.2 Theories or Models of Emotional Intelligence**

The concept of emotional intelligence (EI) has evolved greatly since its inception. These models are great for understanding how secondary school students feel, behave with other students, and grow in social skills. Due to the rapidly evolving research field, authors constantly revise their definitions of emotional intelligence. Thus, the ability-based, mixed, and characteristic-based models of emotional intelligence have emerged (Žagar, 2018). These models are useful for understanding how secondary school students feel, interact with peers, and develop social skills.

- 1) Ability Models of EI:** The ability-based model of emotional intelligence tends to focus on specific ability dimensions. These are the ability to perceive, reason with emotions, as well as understand and manage emotions (Petrides & Furnham, 2000). Zalokar Divjak (2019) outlines that the ability model of emotional intelligence consists of the following categories:
  - a) **Perception of Emotions:** Recognizing emotions in images, voices, and facial expressions, as well as being aware of one's own feelings, represents a core component of emotional intelligence. This ability is especially important in the peer relationships of secondary school students.
  - b) **Use of Emotions:** Being able to use one's feelings implies being able to control them so that one can think clearly and solve issues. This is helpful in educational settings and in social circumstances.

- c) **Understanding Emotions:** The capacity to understand the emotional language and transitions, enabling the students to understand the emotional experiences and social cues.
- d) **Emotion Management:** The ability to control one's own emotions and other people's emotions to accomplish social or academic objectives.

## 2) Trait Models of EI

Trait models look at how people feel about their emotions and how they usually respond to different emotions. These are usually measured by self-report and indicate students' habitual emotional reactions (O'Connor et al., 2019). When students are in secondary school, trait EI can affect how they respond to stress, peer pressure, or emotional disputes.

Furnham (2012) built on the trait model with what he called a "characteristic model" of emotional intelligence. It includes qualities like adaptability, confidence, and motivation, self-control, handling others' emotions, and building relationships. These traits are most applicable to students in secondary school dealing with social challenges and emotional situations.

Raccanello and Hall (2020) add that emotional intelligence consists of specific actions and a person's view of their skills in handling emotions stressing the importance of using self-assessment tools to measure these skills in adolescents.

## 3) Mixed Models of EI

Mixed models rely on emotional skills as well as common personality traits. Contrary to ability or trait-based models, mixed models consider EI as a combination of emotional and social competences (O'Connor et al., 2019; Hughes & Evans, 2018).

EI is described in the Bar-On model as being made up of emotional awareness, interpersonal competence, decision making, and stress tolerance (Bar-On, 1997, 2000, 2006).

For secondary school students, such models proposed by Bar-On and Goleman are important because they look at both the feelings within and the way someone behaves in social situations, important components of maturity (Razzaq et al., 2016).

### 1.7.3 Components of Emotional Intelligence

In educational contexts, Daniel Goleman's model is widely regarded as one of the most effective frameworks for fostering emotional intelligence. According to Goleman (1998), the model consists of five interrelated components that together provide a comprehensive understanding of emotional intelligence.

- a) **Self-Awareness:** Recognizing and understanding one's emotions is the foundational component of emotional intelligence. Being aware of one's feelings, strengths, challenges, and sources of motivation enables individuals to make more informed decisions and regulate their emotions more effectively.
- b) **Self-Regulation:** Self-regulation means handling impulses, keeping calm when stressed, adapting to new things, and owning up to one's actions. Because of this skill, individuals are better at coping with stress and resolving conflicts in a better way.
- c) **Motivation:** In Goleman's theory, motivation means people have a strong urge to grow, perform well, and achieve what is expected of them. Having emotional intelligence allows people to overcome difficulties and stay positive about what they want to achieve.
- d) **Empathy:** Empathy allows people to understand others' feelings, which help them form strong relationships. Empathetic people create trust by building strong relationships and help to resolve conflicts in ways that welcome everyone.
- e) **Social Skills:** Individuals who demonstrate effective social skills master relationship management, along with successful influence over others, in addition to building positive social settings.

### 1.7.4 Significance of Emotional Intelligence for Secondary School Students

During this stage, secondary school students need emotional intelligence to cope with academic pressures, build good relationships with peers, and grow personally. Even though this stage takes place during adolescence, this part of the study focuses on how students in high school use emotional intelligence to deal with school, friends, and family.

Petrides et al. (2004) and Wang et al. (2019) found that emotional intelligence (EI) is essential for secondary school students as they navigate the various changes

occurring in their lives. EI development helps secondary school students' notice how they feel and what others are feeling, which makes it easier for them to make good decisions, handle stress, and get along better with others (Salovey & Mayer, 1990; Goleman, 1995).

Secondary school students must handle difficult situations, learn to bounce back and care about how others feel, and manage their own emotions. As Georgieva and Bakardjiev (2024) explain, people with strong emotional intelligence can better handle their emotions, keep their mental health strong, and relate well to others. Research shows that adolescents with high EI cope better with stress; in the context of secondary school students, this means better adjustment to academic and social demands. Secondary school students who develop emotional intelligence become more involved in their learning (Lin & Song, 2024), which improves their grades (Xhomara, 2017) and reduces behavioral problems and substance use (Moreno & Jurado, 2024). It also reduces the likelihood of individuals using social media in harmful or inappropriate ways (Piccerillo & Digennaro, 2024).

EI development relies on how families talk and work together (Rachman et al., 2023), the support adolescents get from schools (Dubrovynsky & Dudkevych, 2022), and having good friendships with their classmates. Independent strategies involving joining group activities and engaging in conversations is useful for learning to manage one's emotions (Alvi et al., 2023).

The National Education Policy (NEP, 2020) recommends that both academic subjects and emotional development are important for students' learning and growth (Ministry of Education, Government of India, 2020). According to Goleman (1995), just being smart is not enough to do well in life because having good emotional skills is just as important. Today, education is designed to help students become smarter and also feel better and relate well to others, to ensure they are their best in every situation. All in all, emotional intelligence gives adolescents better grades, improves their relationships, and helps them cope with their feelings.

### **1.7.5 Emotional Intelligence and Social Maturity**

Being socially mature means one can handle relationships, show empathy, settle conflicts, and behave appropriately. As defined by Goleman (1995), Emotional Intelligence is the ability to recognize, understand, and manage one's own emotions and influence others' emotions, encompassing self-awareness, emotional regulation, motivation, empathy, and social skills. When adolescents learn to recognize and handle their feelings better, EI helps them build better relationships with others. Numerous studies demonstrate that adolescents with higher levels of emotional intelligence tend to exhibit more positive and adaptive social behavior.

Sasikumar and Jeyakumari (2018) and Kaur and Kaur (2020) found that higher EI in adolescents is linked to improved social adjustment and maturity. Nurhasanah and Fitriana (2018) reported a strong (65%) influence of EI on adolescent's social adjustment. Tika et al. (2024) highlighted that EI improves adolescents' social behavior and conflict resolution skills. Gilar Corbí et al. (2008) and Mestre et al. (2006) demonstrated that EI, especially interpersonal skills, enhances social competence and academic adaptation. Bahat and Ovsenik (2020) observed that older adolescents with higher EI had better communication and classroom well-being. Borovenska and Chetveryk-Burchak (2022) found that emotional intelligence helps people become more open, more responsible, and enjoy better social interactions. Both Furqani (2020) and Vorbach and Foster (2003) found that having high EI promotes prosocial behavior, less aggressive behavior, and academic success.

On the contrary, some research investigations showed complicated relationships between social maturity and EI. For instance, Kapoor et al. (2023) discovered that emotional regression and social maladjustment tend to lower social maturity. Bhaskarachary and Magalingam (2022) found that in some situations, EI is negatively related to social maturity.

Various mechanisms that affect EI and social maturity have also been investigated. Salguero et al. (2011) found that people with good emotional perception form stronger friendships and better relationships with their parents, have lower stress in social situations, and gain more self-assurance. The researchers discovered that neuroticism exhibited negative effects while extraversion created positive effects

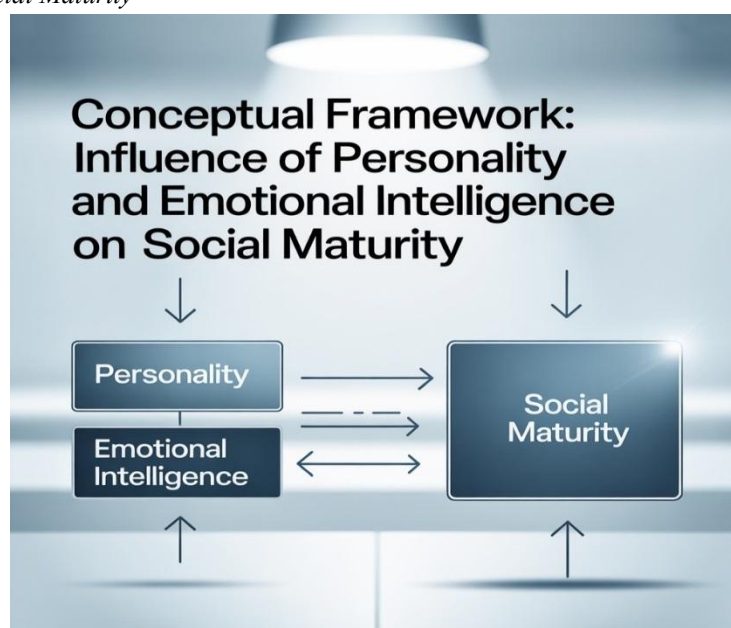
on social maturity. When adolescents have strong emotional intelligence, they find it easier to get along well with others.

### 1.8 Interrelationship among Social Maturity, Personality, and Emotional Intelligence

The conceptual framework of this study is depicted in **Figure 1.2**

**Figure 1.2**

*Conceptual Framework illustrating the hypothesized relationships among Personality, Emotional Intelligence, and Social Maturity*



*Note.* Personality and Emotional Intelligence are interrelated and both directly influence Social Maturity.

A person who is socially mature interacts well with others, changes according to their surroundings, and behaves appropriately (Mahasneh, 2013). During adolescence, social maturity develops mainly under the influence of EI and personality, which is a key time for both emotional and social development (Bailen et al., 2019)

How individuals relate to others socially plays a key role in shaping their identity, which highlights the importance of emotional intelligence (EI) for social development (Lerner & Lerner, 2019). To successfully navigate and thrive within the complexity of their social relationships, adolescents require a high level of EI (Rachman et al., 2023).

Researchers have found that high emotional intelligence enables adolescents to enhance their social and academic skills, engage positively with others, and avoid involvement in delinquent behavior (Furqani, 2020; Laborde et al., 2016; Mavroveli et al., 2009). Young people who understand their emotions more fully usually have better relationships with others and can handle social situations well (Kumar, 2020).

Personality traits play a big role in shaping social maturity. DeYoung et al. (2012) and Mahasneh (2013) agree that personality traits such as extraversion, agreeableness, openness, conscientiousness, and emotional stability help adolescents interact well with others and cope with new situations. Extraversion and agreeableness in a person encourage adolescents to spend more time with others, make lasting friendships, and develop more positive emotions (Anglim et al., 2020). Both schools and groups of friends motivate the development of traits that contribute to better social maturity (Bleidorn et al., 2013; Rachman et al., 2023). EI programs encourage adolescents to develop and take responsibility, which benefits the whole community (Nadaf & Patil, 2020).

All the findings point to the conclusion that social maturity, personality, and emotional intelligence are related. According to Bleidorn et al. (2013) and Rachman et al. (2023), emotional intelligence and personality influence adolescents to interact better with their peers.

A lot of research has been done on social maturity, personality, and emotional intelligence on their own, but not many have looked at how they all work together, especially with Nagaland secondary school students. That gap is filled by this study, which looks into how personality and emotional intelligence affect the social growth of secondary school students. This is a useful addition because it connects three important ideas about growth in a cultural and educational setting that hasn't been studied much before.

Much research has examined social maturity, personality, and emotional intelligence individually, but relatively few studies have explored how these dimensions interact, particularly among secondary school students in Nagaland. This study addresses that gap by investigating how personality and emotional intelligence influence students' social development. The contribution is significant because it

connects three important aspects of growth within a cultural and educational context that has received little prior attention.

### **1.9 Significance of the Study**

Studies suggest that personality affects emotional intelligence in adolescence, though their role in social maturity is still unknown. The available body of research lacks sufficient analysis regarding demographic differences in the three variables under the current study among adolescents.

The research investigates how adolescent social maturity and emotional intelligence, and personality traits relate to each other to address this knowledge gap. It has been shown in studies that those adolescents with strong emotional intelligence and personality do better in social situations.

Social development is the process of acquiring the skills needed to interact effectively in group settings, within the family, and in the wider community. Adolescents need emotional intelligence to identify, understand, and show their emotions. The development of adolescent relationships, together with social competence and adjustment, depends significantly on personality traits.

This research is important because Nagaland secondary schools struggle with students' psychosocial development. Dream a Dream (2024) reported from Kohima, Nagaland, that secondary school students have an urgent need for psychosocial support. Keyho et al. (2019) in their study in Kohima district found that 16.1% of the participants were in the borderline range in prosocial behavior. As social changes cause more students to go to school, both public and private, the chances for positive changes rise. The resolution of these challenges requires students to develop emotional intelligence and personality traits.

Being socially mature as a student helps one do better in school and learn more effectively as they grow up, so this period is very important for their development. The study investigates how emotional intelligence and personality traits affect social development in adolescent secondary school students.

As a result, the present study is significant for the field of educational psychology because it examines key factors such as emotional intelligence, personality traits, and social maturity, all of which contribute to students' social, emotional, and character

development. It also addresses an existing research gap in Northeast India, particularly in Nagaland, which serves as the motivation for this study.

### **1.10 Statement of the Problem**

As they enter secondary school, students learn about themselves and change in ways that influence who they become, as they deal with many changes in their bodies, emotions, and friendships. As they grow up, socially mature adolescents start to do things on their own, handle their feelings better, and get along well with others, just like emotionally intelligent people do. Children become more cooperative, handle new environments, and can do things independently, all of which are important for building a complete personality (Petrides & Furnham, 2000; Extremera & Fernández-Berrocal, 2006).

Despite more focus on social-emotional learning, we still don't fully understand how personality and emotional intelligence affect how adolescents develop social skills. Hence, this study explores the interrelationships among these three factors and their impact on secondary school students. During adolescence, changes can be tough, so they need to learn to handle those (Kumar & Rawat, 2022).

The problem of the present study is stated as: "*Social Maturity of Secondary School Students in Relation to Personality and Emotional Intelligence.*"

### **1.11 Objectives of the Study**

To systematically examine the research problem, the study is guided by the following objectives, which focus on identifying relationships, differences, and predictive factors concerning social maturity, personality, and emotional intelligence.

1. To study the levels of Social Maturity, Personality, and Emotional Intelligence among secondary school students.
2. To examine the mean differences in Social Maturity, Personality, and Emotional Intelligence with respect to gender, class, type of school management, and locality among secondary school students.
3. To determine the significant relationship between social maturity, personality, and emotional intelligence of secondary school students.

4. To identify the significant predictor variables of Social Maturity, Personality, and Emotional Intelligence among secondary school students in relation to gender, class, type of school management, and locality.
5. To examine the significant interaction effects on Social Maturity, Personality, and Emotional Intelligence of secondary school students with regard to gender, class, type of school management, and locality.
6. To assess the predictive roles of Personality and Emotional Intelligence in Social Maturity among secondary school students.

#### **1.12 Null Hypotheses of the Study**

In line with the study's objectives, the following null hypotheses are formulated to test the relationships between social maturity, personality, and emotional intelligence:

1. There is no significant difference in the social maturity of secondary school students with respect to gender.
2. There is no significant difference in the social maturity of secondary school students with respect to class.
3. There is no significant difference in the social maturity of secondary school students with respect to the type of school management.
4. There is no significant difference in the social maturity of secondary school students with respect to locality.
5. There is no significant difference in the personality of secondary school students with respect to gender.
6. There is no significant difference in the personality of secondary school students with respect to class.
7. There is no significant difference in the personality of secondary school students with respect to the type of school management.
8. There is no significant difference in the personality of secondary school students with respect to locality.
9. There is no significant difference in the emotional intelligence of secondary school students with respect to gender.

10. There is no significant difference in the emotional intelligence of secondary school students with respect to class.
11. There is no significant difference in the emotional intelligence of secondary school students with respect to the type of school management.
12. There is no significant difference in the emotional intelligence of secondary school students with respect to locality.
13. There is no significant relationship between social maturity and personality of secondary school students.
14. There is no significant relationship between social maturity and emotional intelligence of secondary school students.
15. There is no significant relationship between personality and emotional intelligence of secondary school students.
16. There is no significant predictor variable for social maturity of secondary school students with regards to gender, class, type of school management, and locality.
17. There is no significant interaction effect of gender, class, type of school management, and locality on social maturity of secondary school students.
18. There is no significant predictor variable for the personality of secondary school students with regards to gender, class, type of school management, and locality.
19. There is no significant interaction effect of gender, class, type of school management, and locality on the personality of secondary school students.
20. There is no significant predictor variable for emotional intelligence of secondary school students with regards to gender, class, type of school management, and locality.
21. There is no significant interaction effect of gender, class, type of school management, and locality on the emotional intelligence of secondary school students.
22. Personality is not a significant predictor of social maturity among secondary school students.
23. Emotional intelligence is not a significant predictor of social maturity among secondary school students.

### 1.13 Operational Definitions of Terms

The success of research depends on operational definitions because they make abstract concepts more understandable while helping researchers maintain data collection consistency, enabling better communication between researchers, and allowing studies to be replicated. To ensure clarity and precision, key concepts used throughout the study are defined operationally, based on how they will be measured.

- a) **Social Maturity** – The term Social Maturity comprises two words: ‘Social’, meaning ‘living in communities’, and ‘Maturity’, meaning ‘adjust socially’. Thus, Social maturity helps people better understand their social surroundings, adjust to varied situations well, and develop consistent and balanced ways of interacting with others. In this research, social maturity is defined as the skills necessary for secondary school students to show proper attitudes for personal, social, and interpersonal success in life. In the present study, components of social maturity such as Personal Adequacy, Interpersonal Adequacy, and Social Adequacy will be assessed. It is measured using Dr. Nalini Rao's Social Maturity Scale, which categorizes students' social maturity levels based on standardized scores.
- b) **Secondary School Students** – For the present study, Secondary School students specifically refer to students enrolled in Class 9 and Class 10 in both government and private schools within the three selected districts of Nagaland.
- c) **Personality** – According to Allport (1937), “Personality is the dynamic organization of those psychophysical systems that determine his unique adjustment to his environment” (p. 48). Dynamic organization means that personality features change and affect each other and psychophysical means that personality includes both mind and body elements. Personality consists of the particular qualities and characteristics that make up secondary school students. In the present study, five personality factors—Conscientiousness, Openness, Neuroticism, Agreeableness, and Extraversion—will be assessed. The survey uses Prof. K.S. Misra’s Five Personality Trait Inventory to assign students’ personality traits to the five levels of *Extremely High, High, Moderate, Low, and Extremely Low*.

**d) Emotional Intelligence** – Emotional Intelligence 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 others. It also includes the ability of secondary school students to recognize the meanings of emotions and their relationships, and to reason and solve problems based on emotional information. In the present study, Emotional Intelligence will be assessed through four dimensions: Self-Motivation and Confidence, Interpersonal Relationships and Empathy, Emotional Awareness and Regulation, and Social Interaction and Adaptability.

### 1.14 Variables of the Study

The process of measuring and analyzing data in research depends on variables. They refer to traits that change from one individual or situation to another. When a researcher understands variable types, they improve the formulation of their hypothesis, the methods they use, and the way they explain their results.

This study focuses on three categories of variables:

a) **Independent Variables:** These are also called experimental or predictor variables and they are changed or measured to check their impact on the dependent variable.

b) **Dependent Variable:** This variable is the result being studied, and it is expected to react to the changes in the independent variables.

c) **Demographic Variables:** These are personal or situational traits such as age, gender, or place, usually used to group people or control for differences.

The schema of variables used in this study is presented in **Table 1.3**

**Table 1.3**

*Schema of Variables in the Study*

Category	Variable Name(s)	Description / Role
Dependent Variable	<i>Social Maturity</i>	The main outcome measured in the study is expected to be influenced by IVs.
Independent Variables	<i>Personality and Emotional Intelligence</i>	Variables hypothesized to predict or affect the DV (Social Maturity).
Demographic	<i>Gender (Male / Female), Class (9&amp;10), Type of</i>	Participant characteristics are used

**Table 1.3***Schema of Variables in the Study*

Category	Variable Name(s)	Description / Role
Variables	<i>School Management (Government / Private), Locality (Urban / Rural)</i>	for grouping or controlling for variation.

As indicated in **Table 1.3**, the present study examines the following:

1. **Dependent Variable:** Social Maturity
2. **Independent Variables:** Personality, Emotional Intelligence
3. **Demographic Variables:**
  - a. **Gender** – Gender refers to the biological classification of students as male or female. Gender is considered one of the demographic variables in the present study.
  - b. **Class**– Class means the student’s grade and is made up of Class 9 and Class 10, marking the High School level.
  - c. **Type of School Management** – The type of school management describes how it is administered. It is categorized as Government Schools, which are managed and financed by the government, and Private Schools, which are managed and funded by private organizations.
  - d. **Locality** – In the present study, the locality refers to the geographical setting in which the school is situated and is categorized into two types: Urban schools, which are located in city or town areas, and Rural schools, which are situated in villages or less-developed areas.

### **1.15 Delimitations of the Study**

The study focuses exclusively on students from Classes 9 and 10 in secondary schools affiliated with the Central Board of Secondary Education (CBSE) and Nagaland Board of School Education (NBSE).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Outline of the Chapter**

This chapter pertains to reviewing related literature. The present chapter begins by highlighting the importance of conducting a literature review. The reviewed studies are categorized into two geographical contexts: those conducted abroad and those conducted in India. The literature is further organized into four main segments, including studies related to social maturity, personality, emotional intelligence, and the relationship among social maturity, personality, and emotional intelligence.

Each segment consists of Indian and international studies, ensuring a suitable understanding of the variables. Analysis of demographic variables such as gender, class level, type of school management, and locality are also included in the chapter, outlining their impact on the study variables.

The chapter concludes with an overview of the reviewed literature, which synthesizes the findings and presents insights into existing research gaps, laying the groundwork for the rationale and direction of the present study.

#### **2.2 Significance of the Review of Related Literature**

A literature review is an in-depth summary and analysis of prior studies and scholarly work that has already been done on a certain subject or question. It includes studies, articles, books, conference proceedings, association papers, dissertations, and other relevant sources. The review includes essential theoretical components, research methodologies, background information, and existing research gaps. The research process depends fundamentally on this phase because it helps researchers gain an understanding of existing knowledge and locate gaps in the literature, and build a contextual framework for their study. Any research requires a structured approach to review published literature. The literature review helps researchers understand previous knowledge while identifying research gaps and establishing the context for their study, and providing evidence for their research contributions. Snyder (2019) emphasizes that establishing research connections with existing knowledge stands as a mandatory principle across all academic research fields,

regardless of discipline. To make sure the literature review is correct, clear, and reliable; it needs to be put together using a set of steps, just like any other study. The literature reviewed for the present study has been divided into two segments based on geographical context:

- A. Studies Conducted Abroad
- B. Studies Conducted in India

Each section is further categorized into the following sections based on the variables of the study:

Section I: Studies Related to Social Maturity

Section II: Studies Related to Personality

Section III: Studies Related to Emotional Intelligence

Section IV: Studies on the Relationship between Social Maturity, Personality, and Emotional Intelligence

The present study reviews Indian and international scholarly works about social maturity, emotional intelligence, and personality traits. This review follows a thematic and chronological structure to deliver an extensive understanding of the subject matter as presented below.

## **SECTION I: SOCIAL MATURITY**

### **2.3 Studies Related to Social Maturity**

#### **2.3.1 Studies Conducted Abroad**

**Field et al. (2025)** investigated how different aspects of peer status, specifically popularity and likability, relate to the development of empathy in adolescents on the study titled, *'Popularity, but not likability, as a risk factor for low empathy: A longitudinal examination of within- and between-person effects of peer status and empathy in adolescence'*, and found that popularity among adolescents was connected to less empathy over time, but likability did not show this pattern. This result helps us understand more about how adolescents grow socially. People's social maturity declines when they care more about popularity than about true friendships. A lack of empathy, which is often seen in popular adolescents, prevents the growth of important social skills such as cooperation, taking another person's point of view, and controlling emotions.

**Cirimele et al. (2024)**, in their study, *"The development of prosocial behavior from late childhood to adolescence: A longitudinal and multicultural study,"* investigated how prosocial behaviour develops in diverse cultural contexts. The findings showed that prosocial actions increased in regions with a low Human Development Index (HDI) but were unchanged in places with a high HDI.

**Rakhimova (2024)**, in her study, *"Components of social maturity in students,"* examined several theories of social maturity, pointing out why they are important in modern society. The study looked closely at what social maturity means, examining a person's achievements throughout life, their position in society, their achievements in their field, their philosophy, important traits, and values. It also discussed about the psychological factors, both inside and outside of schools, which have an effect on students. These include aspects of social maturity, personality traits that come with age, professional growth and adaptation, job motivation, and new ideas in psychology about social maturity.

**Rachman et al. (2023)**, in their study, *"Factors influencing the social-emotional development of children and adolescents: A systematic literature review,"* conducted a review to determine social-emotional development factors in children and adolescents. The study examined 27 peer-reviewed articles from 2012 to 2022 and divided these influencing factors into environmental, family, and individual domains. Factors such as parenting styles, family structure, and parent-child interactions are considered family factors, while age, gender, temperament, and emotional regulation are categorized as individual factors. Environmental influences are made up of relationships with peers, help from the community, and the environment at school. According to the authors, a mixture of actions and policies is needed to help children and adolescents develop socially and emotionally.

**Steidle (2021)**, in the book, *"Personal Transformation and Social Change: Social and emotional intelligence for personal and collective growth,"* explored the relationship between personal transformation and social change, emphasizing the roles of social and emotional intelligence, particularly focusing on how personal growth and self-realization can lead to societal transformation. It is suggested in the book that personal growth leads to several positive results. The author also presents a

five-step process through which personal growth can influence positive behaviors and potentially bring about societal change.

**Emishyants et al. (2020)**, in their study, *"The development of creative abilities as a factor of the social maturity of adolescents,"* studied social maturity, social creativity, socialization, and creative thinking among adolescents. The research showed that social maturity increased as people got older. The research showed that girls are more likely than boys to move on to the next level of social maturity. The study found that in adolescents, social creativity grows faster than social growth and getting to know other people. The study also found differences in how quickly and easily they can think of new ideas.

**Haleta and Habelko (2020)**, in their study *"Study of social maturity of a personality,"* looked at the role of social maturity and cultural background on personality, focusing on the impact of the information society. They claimed that growing up socially means growing up culturally, so having a strong information culture is crucial for effective development in today's digital age. Based on the study, personality traits that boost self-control are seen as essential for maturing in an information-rich society. The results showed that teachers should pay attention to the connection between personal learning and the community, using new methods to help students grow socially. The research pointed out that social maturity is not only about learning; it requires people to adopt social qualities that help them transform their communities.

**Stalnaker (2020)**, in the study *"Overview of social development for adolescents,"* examined the role of social factors, mental growth, and physical growth in teenage social development. When adolescents are going through puberty, they start to think about ideas that are not concrete and about right and wrong. The way peers, families, schools, and the media play a role affect these developments. Apart from physical change, adolescence is a crucial time for identity formation and social understanding, according to the study.

**Magelinskaitė-Legkauskienė et al. (2018)**, in their study, *"Teacher perceptions of student social competence and school adjustment in elementary school,"* examined teacher perceptions of social competence and school adjustment among 403 elementary school children in Lithuania, tracked from 1st to 2nd grade. School

adjustment indicators, as reported by teachers, included academic achievement, student-teacher relationships, and school anxiety, measured concurrently in both grades. Results showed significant correlations between both interpersonal and learning-related aspects of social competence and all aspects of school adjustment assessed by teachers in both grades. About one-third of academic success could be described by social competence. Interpersonal competence was linked to school anxiety and being close to teachers, while learning-related competence predicted conflict between students and teachers.

**Marschark et al. (2018)**, in their study *"Relations of social maturity, executive function, and self-efficacy among deaf university students,"* assessed the influence of social maturity, executive function, and self-efficacy on deaf students who attend university, regardless of whether they have cochlear implants. The authors found that social maturity might differ a bit among these groups, but self-efficacy was always a strong sign of socially mature behavior for all students. It was pointed out that self-belief helps individuals mature socially, regardless of their individual qualities.

**Gudzovskaya (2016)**, in the study *"Development of social maturity: Inter and intra-subject factors. Longitudinal study,"* examined social maturity from childhood to adulthood in an 18-year longitudinal study. The study shows that by age 7, children have an "I" identity, which becomes a "Person" identity in adolescence. Over one-third of participants had an "I-person" identity with community responsibility by age 25. It was shown that both internal (such as aging) and external (such as teaching methods) factors promote social maturity. Social identity is strongly influenced by primary education interventions that encourage cooperation and communication. Early education is crucial to social maturity, according to the findings.

**Contini de González et al. (2013)**, in their study, *"Social skills in urban and rural contexts: A comparative study with adolescents,"* looked at how adolescents in Tucumán, Argentina, used social skills, pointing out differences based on socioeconomic status and gender. It appears that urban adolescents from higher-income families are more caring than those from lower-income families, both in cities and in rural areas. Rural adolescents manage better than their urban peers, while women in both areas have more social anxiety than men, showing that social skills and anxiety are influenced by gender. The research provides valuable local

information that can be used to develop and implement programs to promote assertive social skills in adolescents, focusing on socioeconomic and urban/rural differences.

**Porvaznik and Misun (2013)**, in their study, *"Importance and role of social maturity in the concept of holistic managerial competence,"* interviewed 300 people, including managers, full-time students, and part-time students from Slovakia and the Czech Republic, about how important social maturity is for a manager's overall competence. The key findings reveal that *character qualities* were ranked as the most important aspect of social maturity, with *will qualities* and *cognitive qualities* highly valued. When they considered sustainable development, the importance of social maturity increased significantly across all respondent groups. The study also pointed out that social maturity greatly influences holistic managerial competence and good leadership.

**Thompson (2006)**, in his book, *"The development of the person: Social understanding, relationships, conscience, self,"* pointed out that thinking and understanding in early childhood were essential for future growth. According to the author, there are three things that affect a child's social and personality development: (1) their social environment, which includes having supportive relationships; (2) their biological maturation, which affects their mood and emotional growth; and (3) how they see themselves and how they understand the social world. The best way to think about development is as the ongoing relationship of these three things. He explained that social and personality growth comes from the impact of parents, peers, and other factors, which results in social and emotional skills.

**Kegan (1982)**, in his book *"The Evolving Self: Problem and Process in Human Development,"* studied how individuals give their lives purpose. According to Kegan, people continue to make sense of their lives and relationships as they go through different stages. According to Kegan, the Piagetian stages are called incorporative, impulsive, imperial, interpersonal, institutional, and interindividual. Every step helps a person learn about themselves and how they fit into society. Kegan's studies have guided reforms in education, counselling, and organizational design by clarifying how human development works.

### 2.3.2 Studies Conducted in India

**Rathore et al. (2024)**, in their study, "*Impact analysis of age and family income on adolescent social maturity*," examined the impact of age and family income on adolescent social maturity. They studied the relationship between age and income class with adolescents' social maturity and confirmed that both age and family income play significant roles in shaping adolescents' social maturity. High-income adolescents showed more personal adequacy and less social adequacy. Late adolescents tend to be more socially mature than those who are younger. They emphasized the need for more studies to investigate how these factors interact and to design special plans for guiding social maturity in different adolescent groups.

**Umamaheswari and Karthikeyan (2024)**, in their study, "*A study on social maturity and its impact on academic performance among adolescents*," examined how social maturity affects academic performance in higher secondary students. The research used a Normative Survey Method and was conducted with 950 students from Government, government-aided, and private schools in the Dharmapuri district. Improvements in social maturity are often linked to better academic achievement. The findings indicated that both social maturity and academic achievement levels among these students are moderate. A significant positive correlation was found between social maturity and academic achievement. The study highlighted that social maturity plays an important role in students' academic success, suggesting that efforts to improve students' social skills can positively impact their educational outcomes.

**Shafi and Ganai (2023)**, in their article, "*Social maturity: A gateway to lasting well-being*," examined how social maturity helps people enjoy lasting well-being. They studied what social maturity means, how it develops, and why it helps people live well for a longer time. They found that doing well academically is greatly influenced by well-being, which covers both mental and social aspects. The article notes that developing social maturity benefits a person's feelings, career, and how much they contribute to society. It pointed out that developing social maturity helps people live better together and accomplish their goals. It explained how developing social maturity and its phases can benefit education, so people become nicer, stronger, and better at social interactions, which supports a healthy society over time.

**Anand and Bharti (2021)**, in their conceptual study, *"Social maturity: Key to Well-Being,"* defined social maturity as the level of social skills and awareness an individual achieves relative to age-specific norms. It comprises relating to others, right behavior, solving social problems, and judging situations. It is very important to be socially mature, as it helps with how you connect with family, friends, and other social groups. They found that social maturity is shown by being responsible, obeying social rules, and fulfilling one's social roles. It is explained in the paper that social maturity is important for overall wellness. Schools are urged to set up programs that help students develop their well-being and social skills. The authors suggested that gender could be a factor in how well social maturity influences students' well-being. The studies indicated that being socially mature is very important for happiness and for functioning well in society.

**Brar (2021)**, in the study, *"A study of social maturity among rural and urban adolescents,"* examined the relationship between social maturity in adolescents and the level of parental involvement. The evidence showed that when parents are more involved, their adolescents tend to have better social maturity.

**Shantahmurthy and Venkataraman (2021)**, in their review, *"A study on social maturity among B.Ed. student-teachers in colleges of education,"* looked at 34 research papers to see how students' academic performance is linked to their social maturity in secondary and higher-secondary schools. The review covered various variables, methodologies; sample characteristics, tools used, and key findings of these studies. The consolidated results showed that those with a higher level of social maturity usually do better academically. Some researchers have found that children with high academic achievement also have moderate social maturity. The gap in social maturity between boys and girls was clear at secondary school, but no difference could be seen between rural and urban schools. They noted that fostering social skills could help students do better in school.

**Kaur and Kaur (2020)**, examined in their study, *"Perceived parenting and perceived teaching styles in relation to social maturity of adolescents,"* how parenting and teaching techniques affect adolescents' social maturity. A random sample of 479 Chandigarh schoolchildren was selected. The Parenting Style Scale by Bharadwaj, Sharma, and Garg (1995), the Investigator's Perceived Teaching Styles

Scale (2017), and Rao's Social Maturity Scale (2011) were used in this study. The results showed that adolescents with favorable parenting styles and a student-centered teaching strategy had higher mean scores of social maturity than those with less favorable parenting styles and a teacher-centered approach.

**Samhitha et al. (2020)**, in their study, *"Effect of socio-demographic variables on social and emotional maturity of tribal adolescents,"* examined the social maturity of tribal adolescents in Telangana State in relation to their family climate. They found that the social maturity of tribal adolescents in Telangana is strongly affected by family climate aspects such as trust, freedom, and positive expectations. The social maturity of the respondents was assessed using Rao's Social Maturity Scale, and their perceptions of family climate were measured with the Family Climate Scale by Dr. Beena Shah (2001). The data was analyzed using the Pearson correlation coefficient. The findings revealed that positive family attributes correlate with tribal adolescents' social maturity, and family trust positively influences the social maturity of tribal adolescents.

**Bora and Saikia (2019)**, in their study, *"Social maturity of higher secondary students in relation to their school adjustment and academic performance,"* examined the correlation between social maturity, school adjustment, and academic performance in higher secondary students. The results indicated a substantial positive correlation between students' social maturity and their school adjustment and academic performance. Students demonstrating greater social maturity generally adapted better in school settings and performed well academically.

**Sangma et al. (2019)**, in their study, *"Comparative study of social maturity level of the juvenile delinquents and the normal adolescents,"* conducted a comparative analysis of the social maturity levels of juvenile delinquents and normal adolescents. The total sample size was 120, comprising 60 normal adolescents (30 boys and 30 girls) and 60 juvenile delinquents (30 boys and 30 girls) in Meghalaya. The findings of the study showed that normal adolescents exhibited average levels of social maturity, whereas the delinquents were found to fall within the borderline and moron categories of social maturity. There was no significant difference in social maturity between normal boys and girls, and normal adolescents were found to be significantly better than their delinquent counterparts.

**Fatima and Singh (2018)**, in their study *"Social maturity of adolescents in relation to their education system: Co-education and single-sex education system,"* conducted a comparative analysis of the social maturity of adolescents studying in coeducation and single-sex education systems. The study included 400 students, with 200 from single-sex schools and 200 from coeducational schools. According to the findings, there was no significant difference in the social maturity of adolescents belonging to either education system.

**Kaur and Kaur (2017)** conducted extensive research on their study titled *"Perceived Parenting Styles in Relation to Social Maturity of Adolescents: A Review,"* and revealed that the home has a major bearing on the development of a child. It was discovered that how we grow up and our environment can have a strong impact on our personality. From the literature reviewed, they concluded that parents' behaviour being positive reduced adolescents' frustration.

**Kumar and Muthamizhselvan (2017)**, in the study, *"Social Maturity of Higher Secondary Students,"* analyzed the role of gender, school location, type of school management, medium of instruction, and parents' education on social maturity among high school students. Self-confidence, freedom, social awareness, productivity, and human values are all parts of social maturity, according to the study. These attributes shape a person's personal, interpersonal, and social skills. While most demographic factors were not significant, parental qualification stood out, demonstrating that home environments play a key role in developing social maturity.

**Madhuri and Choudhary (2016)**, in their study, *"Social maturity of adolescents in relation to their home environment,"* explored how various elements of the home environment affect adolescents' social development. The results suggested that there is a strong negative relationship between social maturity and certain dimensions of the home environment, including control, protectiveness, punishment, conformity, social isolation, and reward. This indicated that a greater presence of these factors at home is linked to lower social maturity in adolescents. In contrast, having fewer privileges, less nurturance, experiencing rejection, and being raised in overly permissive environments were all positively related to social maturity.

**Pant and Singh (2016)**, in their study, *"Understanding Social and Emotional Maturity of Adolescents: Analysing Impact of Birth Order,"* examined how birth order influences the social and emotional development of Class XI students in Pantnagar, Uttarakhand. They surveyed 277 students from three schools and found that first-borns were more socially mature, emotionally stable, and better adjusted than later-born siblings. The research highlighted that birth order significantly impacts adolescents' development, with first-borns demonstrating higher levels of personal adequacy, interpersonal adequacy, and social adequacy. Additionally, they exhibited greater emotional stability and social adjustment compared to second-born and third or later-born students. The study emphasized the importance of considering birth order when understanding adolescent maturity.

**Anand et al. (2014)**, in their study, *"Impact of different factors on the social maturity of adolescents in a coed school,"* explored various factors affecting social maturity in adolescents attending coeducational schools, identifying peer groups, family, personality, and environmental factors as significant contributors. The study found that peer groups, family, personality, and the environment all contribute to the social maturity of adolescents in co-educational schools. It was noticed that both boys and girls felt inferior about their maturity, and 50.9% of boys and 40.0% of girls admitted that their neighborhood and school surroundings affected their social maturity. It was also found that recreation helps adolescents in co-ed schools develop socially.

## SECTION II: PERSONALITY

### 2.4 Studies Related to Personality

#### 2.4.1 Studies Conducted Abroad

**Branje and Smit (2024)**, in their chapter, *"Personality traits,"* published in the *Encyclopedia of Adolescence (2nd ed.)*, looked at personality traits in adolescence, discussing the main findings, including how they develop and what impact they have. The paper pointed out that adolescence is a crucial stage for forming personality, marked by greater differences between individuals, opportunities for growth, and the formation of permanent traits that have a strong effect on how people interact with others. The key findings of this study were that adolescents exhibit

significant differences in personality traits. There is the possibility that personality traits can mature and become more helpful at this point. The differences in personality traits among adolescents tend to increase until middle adolescence, and personality traits also become more set and stable. Both genetic and environmental influences help to shape the stability of a person's personality.

**Hartmann et al. (2024)**, in their study, *"The influence of adolescents' self-perception of social relationships on personality functioning in the context of inclusive education,"* examined how adolescents' self-perception of social relationships in inclusive classroom affects personality. The study assessed 927 sixth- and seventh-graders from 40 inclusive German classes at two time points. Positive social relationship perception was linked to healthier personality functioning in students. Students with SEN in social-emotional development (SEN-SED) often show impaired personality functioning. In seventh grade, the differences in personality functioning between students with SEN (learning and SED) and those without SEN decreased. According to the study, SEN does not seem to strengthen the connection between poor social self-image and risky personality traits, and therefore, inclusive schools should support positive social interactions that help adolescents develop emotionally and socially.

**Ibrahim et al. (2023)**, in their study, *"The relationship of family communication towards personality of high school teens on the coast of Terengganu,"* looked at how different ways of communicating in families influence the personality traits of adolescents in coastal Terengganu, Malaysia. The results revealed that exemplary orientation, parents behaving positively, is most strongly linked to adolescents' conscientiousness, suggesting that parental role models have a strong effect on character development. The research also found that conversation orientation helps children with emotional instability (neuroticism) suggesting that open communication can help adolescents with emotional issues. This study helps explain how local family dynamics shape adolescent personalities.

**Sangwan (2023)**, in the study, *"Exploring the Big Five theory: Unveiling the dynamics and dimensions of personality,"* conducted an extensive analysis of the Big Five personality traits framework and showed how people's differences in behavior, thought, and feeling are linked to these traits. The article looked at how openness,

conscientiousness, extraversion, agreeableness, and neuroticism influence both personal and social behavior. Sangwan believes that the theory can support personal development in education, sports, and psychology. It gives a clear and thorough summary of the Big Five and how it has influenced personality research for years.

**Tetzner et al. (2023)**, in their study, *"Personality development in adolescence: Examining Big Five trait trajectories in differential learning environments,"* examined personality development during adolescence, focusing on how different educational environments may influence trait trajectories. The study found that academic track students scored higher in conscientiousness, agreeableness, extraversion, and openness, but lower in neuroticism, even before transitioning to secondary school. It also pointed out that the environment in which adolescents learn could impact their personality development. They further noted that empirical research on personality development in different school tracks is limited.

**Slobodskaya (2021)**, in the study, *"Personality development from early childhood through adolescence,"* provided an overview of the hierarchical structure of personality traits in children and adolescents, focusing on the Big Five traits: Extraversion, Neuroticism, Agreeableness, Conscientiousness, and Openness. The study looked at how personalities change from early childhood to adolescence and showed how personalities are structured in a hierarchy. It looked at studies that looked at how personality traits change during the first ten years of life and during adolescence. It also looked at how these changes are different for boys and girls. It also found that from early childhood, there is a growing amount of evidence about personality/temperament differences between girls and boys, with girls often having higher scores in agreeableness, conscientiousness, and effortful control, and boys often having higher scores on activity.

**Smith et al. (2021)**, in their study, *"Examining high school students' personality traits of extraversion and emotional stability in relation to their academic expectation and value appraisals,"* explored the relationship between personality traits and motivational dimensions, focusing on how these traits might influence motivation to learn. The research showed that both emotional stability and a strong sense of competence were important factors influencing a person's interest in learning. Gender, however, was not a significant predictor in this model. The

research examined the interaction between emotional stability and a sense of competence. It was found that the relationship between emotional stability and interest in learning varied depending on the level of a student's sense of competence. In another set of analyses, the interaction between extraversion and emotional stability was a significant predictor of performance goal orientation, suggesting that the combination of these personality traits influences students' orientation towards performance goals.

**Heilmann et al. (2020)**, in their study, *"The significance of the 'Big Five' personality traits for subjective health and life satisfaction in adolescence: Findings from the National Educational Panel Study (NEPS)"*, investigated the impact of the Big Five personality traits on adolescents' self-rated health and life satisfaction using data from the German National Educational Panel Study (NEPS). The research found that greater conscientiousness and emotional stability were strongly related to better feelings about health and life. From these results, we see that personality development is a key to adolescent health and could help direct future strategies for supporting their mental and emotional well-being.

**van Dijk et al. (2020)**, in their study, *"Personality development from age 12 to 25 and its links with life transitions,"* studied how personality develops from age 12 to 25 and the effects of life transitions on these changes. The study observed Dutch youths for 9 years and found that personality grows and becomes important during key life changes from adolescence to young adulthood. Research indicated that personality traits develop during this period, with scores increasing, ranks staying the same, and no major shifts in the Big Five traits (extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience). The number of personality traits rose from 12 to 25. In adolescence, both Agreeableness and Openness increase, and Conscientiousness increases more in young adulthood. There are differences in Emotional Stability and Extraversion results from one study to another. Emotional Stability and Extraversion results vary by study.

**South et al. (2018)**, in their study, *"Sex differences in the Big Five model personality traits: A behavior genetics exploration,"* aimed to explore genetic and environmental sex differences in the Big Five Model (BFM) domains using biometric modeling of adult twins. Approximately 50,000 homes were screened for twin pairs, resulting in

973 eligible pairs. They found that, on average, men and women have different levels of Neuroticism, Agreeableness, and Conscientiousness. However, there were no signs of differences in genes or environment between men and women for the Big Five traits, meaning the same genetic factors influence these traits in both sexes.

**Hill and Edmonds (2017)**, in their chapter, "*Personality development in adolescence*" published in *Personality Development across the Lifespan*, examined adolescent personality development. They use the Big Five personality framework—openness, conscientiousness, extraversion, agreeableness, and neuroticism—to study personality in adolescents. Unlike adults, the way personality traits develop in adolescence is not predictable by age; instead, each person's development can be very different. The reason behind these differences, they say, is that teens are still forming their identities and maturing. They also examined how narcissistic traits appear and develop, using both average differences and cohort influences. The authors concluded that additional research is required to discover how traits in adolescents develop and what influences them.

**Nighute and Sahebrao (2016)**, in their study, "*Big Five personality traits and gender differences*," investigated gender differences in the Big Five personality traits among 150 undergraduate medical students. According to the results using Buchanan's (2001) questionnaire, women had a significantly higher score for Neuroticism than men ( $p < .001$ ,  $d = .54$ ). Still, there were no substantial differences found between men and women in Extraversion, Openness, Agreeableness, and Conscientiousness ( $p < .05$ ). The study concluded that there are gender differences in Big Five personality traits.

**Carvalho and Novo (2014)**, in their study, "*The relationship between structural dimensions of personality and school life in adolescence*," explored how various aspects of personality, as measured by the PSY-5 scales of the Minnesota Multiphasic Personality Inventory–Adolescent (MMPI-A), are related to adolescents' experiences in school. They specifically examined how *disconstraint* and *introversion* impact school life in 14- to 18-year-olds. The study highlighted that personality can impact a student's performance, their ability to integrate, and their overall satisfaction with their education. Personality influences a student's achievements, relationships with others, behaviour, and ability to adapt to new

schools, according to the study. The research highlighted that personality greatly affects how adolescents behave at school, which is why looking at personality is important when studying their growth and adjustment in this phase.

**Weisberg et al. (2011)**, in their study, "*Gender differences in personality across the ten aspects of the Big Five*," used the Big Five model to examine ten specific areas where men and women differ in personality traits. While women tended to have higher scores than men in Extraversion, Agreeableness, and Neuroticism on the broad traits, there were subtle differences when exploring the finer points. On the Extraversion dimension, women scored more in Enthusiasm than men did, and men scored more in Assertiveness than women. In Agreeableness, women scored higher in Compassion, but no significant gender difference was found in Politeness. Regarding Neuroticism, women scored higher in both Withdrawal and Volatility aspects. No significant gender differences were observed in the aspects of Conscientiousness (Industriousness and Orderliness) or Openness/Intellect (Openness and Intellect). These results suggested that gender differences in personality are clearer and more complicated at the aspect level than at the broader trait level, which emphasizes the need to look at personality traits at various levels to fully grasp gender-related changes.

#### **2.4.2 Studies Conducted in India**

**Karmakar et al. (2024)**, in their study, "*A study on personality factors of school-going adolescents*," examined the personalities of 706 adolescents who attended different government-affiliated secondary and higher secondary schools in West Bengal, using the Big Five personality framework. According to the research, students had higher extraversion, agreeableness, conscientiousness, and openness, and lower neuroticism. Extraversion and Agreeableness were higher for female adolescents, but other traits did not differ between the two genders.

**Kaur and Kaur (2023)**, in their study, "*Social maturity among senior secondary school students about personality*," examined the link between social maturity and personality among senior secondary school students. A group of 100 students was selected from both government and private schools in Mohali, and the research used standardized scales on social maturity and personality to collect data. The findings revealed no significant differences in social maturity and personality between

students from government and private schools, or between male and female students. The study also found a negligible correlation between social maturity and personality levels among the participants.

**Sharma et al. (2022)** in their study titled, "*Is Women's Personality Different from Men's Personality- Big Five Personality Traits and Gender Roles?*" investigated whether there are differences in personality between men and women, as suggested by gender roles. It highlighted how important it is to know the ways people of different genders think, feel, and behave. The study looked at how gender influences the Big Five personality traits, hoping to reveal how men and women differ in their personalities. No differences between genders were found in Conscientiousness or Openness to Experience.

**Murphy et al. (2020)**, in their study, "*International comparison of gender differences in the five-factor model of personality*," explored cross-cultural gender differences in personality using the Five-Factor Model (FFM). According to the authors, early studies in this field focused on estimating gender differences in personality dimensions, but the results varied. To obtain more accurate estimates, a large cross-country sample and advanced analytic techniques were employed. The findings revealed that most Five Factor Model (FFM) dimensions showed relatively small cross-country gender differences ( $\delta < |0.10|$ ). However, larger differences were observed in Emotional Stability ( $\delta = 0.38$ ) and Agreeableness ( $\delta = -0.17$ ). After controlling for various factors, only country-level Individualism was found to account for unique variance in these differences.

**Zalawadia and Raval (2019)**, in their study, "*A study of personality traits among higher secondary students*," explored the personalities of higher secondary students by studying a group of 60 students from Rajkot City, Gujarat. The participants' personality traits were measured using the Big Five Inventory, which Johan, O.P., Donahue, E.M., and Kentle, R.C. developed in 1991. The analysis of data showed that the t-value obtained from the 't' statistical technique was 3.80. Based on this result, there was a significant difference in personality traits between the two groups. The hypothesis put forward in the study was rejected at the 0.01 significance level, showing a significant difference in the Big Five personality traits between science and commerce girls.

**Kaur (2018)**, in her study, *"Social competence among adolescents in relation to their emotional maturity,"* investigated the relationship between social competence and emotional maturity among adolescents. It specifically focused on students from government and private senior secondary schools in Mohali. A sample of 100 students was randomly selected for the study. Results from the study revealed that emotionally mature adolescents usually have better social skills. Conversely, those who are socially competent tend to be more emotionally mature. No meaningful differences in social competence or emotional maturity were linked to the gender of adolescents or the kind of school they went to.

### SECTION III: EMOTIONAL INTELLIGENCE

#### 2.5 Studies Related to Emotional Intelligence

##### 2.5.1 Studies Conducted Abroad

Research has extensively recognized emotional intelligence as a vital construct for children and adolescents. Research establishes multiple meaningful associations between this construct and fundamental life domains, including mental and physical health and social interactions, together with employment capabilities and academic success, and reduced aggressive behaviors (Costa & Faria, 2023; Gutiérrez-Cobo, Cabello, & Fernández-Berrocal, 2023; Llamas-Díaz et al., 2023; MacCann et al., 2020; Vega et al., 2021). It becomes essential to study variables that boost emotional intelligence because they create positive outcomes for overall well-being.

**Antonopoulou (2024)**, in her study, *"The value of emotional intelligence: Self-awareness, self-regulation, motivation, and empathy as key components,"* explored the significance of emotional intelligence (EI) by analyzing its four primary components: self-awareness, self-regulation, motivation, and empathy. The study demonstrated how these factors enhance personal growth, communication skills, and leadership capabilities. It further examined how individuals with high emotional intelligence (EI) excel in collaboration and decision-making. Additionally, it advocated for the incorporation of EI training in educational institutions and workplaces to facilitate broader personal development.

**Banks (2024)** in the article, *"Emotional Intelligence in the Classroom: Nurturing Students' Emotional Well-being for Academic Success,"* stressed that Emotional

Intelligence is critical to the academic achievement of students and their overall well-being. The article provided suggestions for teachers to promote EI in students. They explained that teachers can teach students to regulate themselves by using mindfulness and exercises from cognitive-behavioral therapy. Besides, teachers can increase social awareness by helping students understand and relate to others' feelings.

**Garret and Haward (2024)**, in their study, *"Investigating the correlation between emotional intelligence and academic achievement: A multifaceted analysis in UK secondary schools,"* conducted a thorough review to investigate the link between EI and academic achievement among secondary school students in the UK. They linked EI to how students do in school and discussed how school culture, relationships with teachers, and family life affect adolescents' social and emotional growth and their school results. Being emotionally intelligent was connected to better academic success, and the way the school worked help form those skills. The research highlighted ways to boost emotional intelligence in schools and why it helps with academic performance.

**Gómez-Leal et al. (2024)**, in their study, *"The role of emotional intelligence and gender in the relationship between implicit theories of emotions and aggression: A moderated mediation model in young individuals,"* looked into the way implicit theories of emotions, emotional intelligence (EI), gender, and aggression are connected in youth, proposing a model to help explain these relationships. The study involved 608 Spanish adolescents aged 9 to 18 years. The research found that adolescents with incremental beliefs about emotions behaved less aggressively and had higher EI than those with entity beliefs. EI played a mediating role, as adolescents with incremental views developed higher EI, which was linked to reduced aggression. In addition, gender played a role, as the link between EI and aggression was found to be stronger for males than for females.

**González and Pérez (2024)**, in their study, *"Relationship between emotional intelligence and school anxiety in basic secondary school students in Montería, Colombia,"* examined the correlation between emotional intelligence and academic anxiety among 160 secondary school students in Montería, Colombia. Researchers

found that emotional intelligence was not linked to school anxiety, but it did show a weak positive link with anxiety traits.

**Shengyao et al. (2024)**, in their study, *"Emotional intelligence impact on academic achievement and psychological well-being among university students: The mediating role of positive psychological characteristics,"* explored how emotional intelligence influences university students' academic performance and psychological well-being. The study integrated emotional intelligence theory with the theory of positive psychological characteristics. Findings indicated that emotional intelligence is positively associated with both academic success and mental well-being, with positive psychological traits serving as mediators in this relationship.

**Collado-Soler et al. (2023)**, in their study, *"Emotional intelligence and resilience outcomes in adolescent period: Is knowledge really strength?"* conducted a systematic review to examine how emotional intelligence (EI) relates to resilience in adolescents and how these factors contribute to positive developmental outcomes. The review found a strong relationship between EI and resilience, with higher levels of EI consistently linked to greater resilience among adolescents. The study also highlighted that multiple studies support the role of EI in helping adolescents cope with stress and adapt to life changes.

**Garg (2023)**, in her study, *"Emotional intelligence in adolescents and young adults,"* investigated the importance of emotional intelligence (EI) in the development of adolescents and young adults. It emphasized how EI helps with self-awareness, emotional regulation, and interpersonal relationships during this critical developmental stage. The research explored the links between EI and academic achievement, emotional well-being, and social skills, suggesting that adding EI training to school programs will help young people develop in all areas.

**Getzi Baby et al. (2023)**, in their article, *"Enhancing emotional intelligence among secondary school students: Needs and strategies,"* examined what is needed and how to improve emotional intelligence (EI) among secondary school students. They pointed out that EI is important for secondary school students to develop and helps them understand and control their feelings and relate better to others. Parents and educators can guide children to regulate their emotions, be aware of themselves, feel empathy, talk positively to themselves, and learn social skills. They stressed that

adults can influence children by acting in healthy ways and creating environments where these skills can be learned. The authors believed that applying these methods will help secondary school students navigate puberty and improve both academic performance and mental health.

**Llamas-Díaz et al. (2023)**, in their study, *"Ability emotional intelligence and subjective happiness in adolescents: The role of positive and negative affect,"* examined the relationship between emotional intelligence (EI) and subjective happiness in 333 first-year secondary school students. The study considered moderating factors such as gender and the mediating effects of positive and negative affect (PA and NA). Findings revealed that the relationship between EI and subjective happiness was mediated by both PA and NA. Moreover, gender differences were observed, with a direct positive effect of EI on happiness found specifically among female students.

**Quílez-Robres et al. (2023)**, in their study, *"Emotional intelligence and academic performance: A systematic review and meta-analysis,"* examined the link between emotional intelligence (EI) and students' academic performance. The study synthesized findings from 27 studies involving 13,909 participants and found that EI is moderately to highly associated with academic success ( $r = 0.390$ ,  $p < 0.001$ ). The relationship was stronger in Eastern countries, while age and gender were not significant moderators. The authors suggested that implementing EI development programs in schools may enhance both students' personal growth and academic achievement.

**Soriano-Sánchez and Jiménez-Vázquez (2023)**, in their study, *"Benefits of emotional intelligence in school adolescents: A systematic review,"* conducted a systematic review of 24 studies involving 26,510 adolescents aged 10 to 19. The findings highlighted the significant impact of emotional intelligence (EI) on improving adolescents' quality of life and overall well-being. The Trait-Meta-Mood Scale (TMMS-24) emerged as the most frequently used tool for assessing EI in the reviewed studies. The authors argued that integrating EI-focused interventions into school curricula can enhance both students' mental health and academic performance.

**Borovenska and Chetveryk-Burchak (2022)**, in their study, *"Longitudinal study of features of emotional intelligence in adolescence,"* investigated the development of emotional intelligence (EI) in adolescents over a three-year period. The results indicated that components of EI such as emotional stability and social skills, showed improvement over time. The study found that as adolescents mature, they become more open to social experiences and demonstrate better mental health, attributed in part to their emotional intelligence. The authors suggested that targeted psychoeducational interventions may further enhance adolescents' EI and overall well-being.

**Dubrovynsky and Dudkevych (2022)**, in their study, *"Features of the development of emotional intelligence in adolescence,"* explored the complexities of emotional development during adolescence. The authors examined how characteristics such as impulsivity, a desire for autonomy, immature judgment, and concern about physical attractiveness define adolescents, particularly between the ages of 14 and 17. These traits were linked to behaviours such as shyness, insecurity, risk-taking, and social conflict. The study emphasized that attributing these behaviours solely to hormonal and physiological changes is insufficient. Instead, the development of emotional intelligence (EI), along with social influences, plays a significant role in shaping adolescent personality.

**Gonzales (2022)**, in her book chapter, *"Emotional intelligence and adolescent mental health,"* investigated the relationship between emotional intelligence (EI) and adolescent mental health. The study examined how core EI traits such as self-awareness, self-regulation, motivation, empathy, and social skills contribute to adolescents' psychological well-being. The chapter highlighted the role of EI in reducing stress, anxiety, and depression in teenagers and advocates for the inclusion of emotional intelligence training in both educational settings and therapeutic interventions to support adolescent mental health.

**Raufelder et al. (2021)**, in their study, *"Adolescents' personality development – A question of psychosocial stress,"* employed a three-wave longitudinal design to examine whether acute psychosocial stress mediates the relationship between personality traits and adolescent development from eighth to ninth grade. The findings suggested that psychosocial stress during adolescence significantly impacts

personality development, highlighting the importance of effective stress management for fostering healthy personality growth.

**Ashouri et al. (2020)**, in their study, *"Psychometric properties of Farsi version of Trait Emotional Intelligence Questionnaire-Adolescent Short Form,"* developed and validated the TEIQue-ASF to assess trait emotional intelligence (EI) in adolescents. The instrument includes 30 items covering four core dimensions—well-being, self-control, emotionality, and sociability—with two items representing each of the 15 facets. The study highlighted that the TEIQue-ASF can provide valuable insights into the role of trait EI in adolescent development and well-being. The authors noted that trait EI has been found to be a strong positive predictor of well-being and mental health, and a negative predictor of psychopathology. It is also linked to several outcomes, including marital satisfaction, interpersonal relationships, educational attainment, and academic performance.

**MacCann et al. (2020)**, in their study, *"Emotional intelligence predicts academic performance: A meta-analysis,"* studied 158 studies, including 42,529 students, to look at the connection between EI and academic achievement. A positive relationship between emotional intelligence and academic performance was discovered in 158 studies, including 42,000 students. Ability-based EI measures correlated better with academic performance than self-report measures. Through academic emotion regulation, school-based social relationships, and content overlap, EI may help students succeed. These results highlighted the value of developing emotional intelligence in schools to improve student results.

**Nyarko et al. (2020)**, in their study, *"Emotional intelligence and cognitive skills as protective factors of mental health among adolescents exposed to violence and stress in Ghana,"* examined how Emotional Intelligence (EI) and Cognitive Skills (CS) protect mental health in stressed and violent Ghanaian adolescents. In order to study EI, CS, and mental health, the study used standardized evaluations on 415 Ghanaian youth aged 14–17. High EI and CS were shown to decrease the negative impact of stress and violence on mental health. Research proves that emotional intelligence and coping skills are important for youth to resist challenges and stay psychologically well.

**Uçak and Yıldırım (2020)**, in their study, *"Investigation of the level of secondary school students' emotional intelligence in terms of different variables,"* conducted a study comprising 920 students (483 females, 437 males) attending different state schools in the city of Denizli in the spring term of the 2018–2019 school year. The researchers looked at the emotional intelligence levels of 11–14-year-old high school students and how those levels changed depending on factors like grade level, parental care, reading frequency, screen time, father's education, and friendship difficulties. The sample constitutes 920 students (483 females, 437 males) in the city of Denizli, Turkey. The study found no significant differences based on gender or mother's educational level.

**Yunalia and Etika (2020)**, conducted a study titled *"Emotional Intelligence on Peer Conformity in Late Adolescence"* to explore the relationship between emotional intelligence and peer conformity in late adolescence among 191 university students. Their questionnaires were based on Goleman's idea of emotional intelligence, and they also used a peer conformity questionnaire. The findings indicated that emotional intelligence has a strong negative connection with peer conformity ( $p = 0.001$ ,  $r = -0.245$ ). The study found that young people with a better understanding of their emotions are less likely to go along with what others do. The research found that almost half of the students had very high emotional intelligence and that most of them were moderately conformist with their peers.

**Guerra-Bustamante et al. (2019)** conducted a study titled *"Emotional Intelligence and Psychological Well-Being in Adolescents,"* to examine the relationship between emotional intelligence and happiness in adolescents. It has been found that improving emotional intelligence can help a teen become happier and healthier psychologically. According to the findings, clear emotions and the ability to repair them are related to higher happiness levels, but emotional attention did not show a strong link. Adolescents may feel better emotionally and become happier if these skills are taught in schools.

### **2.5.2 Studies Conducted in India**

**Bhattacharya et al. (2024)** conducted a study titled *"A Probe into the Emotional Intelligence of the School-Going Adolescents"* to examine Emotional Intelligence (EI) in a group of 530 adolescents aged 14 to 18 attending school in West Bengal.

The research found that school-aged adolescents are emotionally strong and females were more skilled in emotional intelligence than males. It stressed that emotional intelligence matters greatly for adolescents and explained how emotional support should differ based on gender.

**Deepa (2024)** conducted a study titled *"Impact of Emotional Intelligence on the Well-Being of Teachers and Students,"* to examine the association between emotional intelligence and well-being among teachers and students. The study found that emotional intelligence is linked to better mental health for both teachers and students. It also revealed that emotional intelligence plays a crucial role in student well-being; students with high emotional intelligence were more likely to report positive well-being. The author pointed out that Emotional Intelligence training benefits both teachers and students.

**Bagum et al. (2023)** studied the relationship between emotional intelligence (EI) and the learning achievements of secondary school students. The authors indicated that EI helps students manage their feelings, engage in social interactions, and handle academic stress, all of which improve their learning experiences. The results showed that students with a strong sense of emotional intelligence can overcome academic problems and earn better grades. According to the authors, if schools teach EI, students may better control their emotions, feel more motivated, and build stronger relationships, all of which support their educational success.

**Geetha and Sharath Kumar (2023)** conducted a study titled, *"A Study on Emotional Intelligence among Secondary School Students,"* to assess the levels of emotional intelligence (EI) among secondary school students in Mysuru district, Karnataka. The sample comprised 90 students from both rural and urban backgrounds. The study found that 82 students scored high on emotional intelligence, 7 had normal scores, and none scored low. The study found no significant difference in EI levels between rural and urban students. However, they found that female students outperformed male students in measures of EI. The authors emphasized that enhancing emotional intelligence in secondary school students can promote higher academic achievement as well as improved social and personal development.

**Ghorai et al. (2021)** conducted a study titled, *"A Study on Emotional Intelligence Among School-Going Adolescents in Kolkata,"* and studied emotional intelligence

among adolescents attending school in Kolkata and found no differences based on gender, grade or the type of board of education. The study pointed out that enhancing emotional intelligence in students helps them do well in and out of school.

**Karibeeran and Mohanty (2019)** conducted a study titled, “*Emotional Intelligence among Adolescents,*” to assess the levels of emotional intelligence (EI) among adolescents. It was found that those with higher EI had better emotional control, were more socially active, and did better in school. It was shown in the study that EI is important for adolescents’ growth and happiness.

**Khatri (2018)** conducted a study titled, “*Emotional Intelligence in Adolescents and its Implications on their Lifelong Development,*” and studied the effects of emotional intelligence on adolescents from a theoretical point of view. It was found that many studies prove emotional intelligence greatly affects adolescent development, including academic achievement, gender differences, habits, health, and social life. The paper further discussed the situation in India, where studies have found that urban, rural, and tribal adolescents have different levels of emotional intelligence. Parents’ level of education, the income in the household, and the location of residence have been connected to EI. The author recommended that schools add life skills classes and emotional coaching to better prepare children for life in the future.

**Tehlan and Dalal (2018)** conducted a study titled, “*A Study of Relationship between Emotional Intelligence and Academic Achievement of Secondary School Students,*” and examined emotional intelligence and academic performance in 200 Class IX students from CBSE-affiliated secondary schools in Rohtak City, India. The research found that managing emotions and adapting to others is key for good academic performance and highlights the need for emotional intelligence. Results found that emotional intelligence helps improve academic performance, mainly for female and urban students.

## SECTION IV: RELATIONSHIP AMONG VARIABLES

### 2.6 Studies Linking Personality and Social Maturity

The developmental progression of social and personality traits extends from adolescence to adulthood while being shaped by multiple social, biological, and representational components. The potential flexibility of personality traits makes

them important predictors of lifelong social outcomes, which policy developers should consider (Daly, 2021). Social maturity represents the ability to function responsibly and adaptively in social situations, and it emerges through various personality traits (Arshi & Sahai, 2021).

### **2.6.1 Studies Conducted Abroad**

**Kumudha (2025)** conducted a study titled “*Study on Challenges of Peer Influence among Adolescents,*” examining the challenges of peer influence among adolescents, highlighting its impact on behavior, academic performance, and mental health. The study pointed out that peer pressure often leads adolescents to act in certain ways, perform in school, and feel about themselves. Because of these social influences, some young people act dangerously and have emotional issues, so it is important to have interventions aimed at promoting good peer relationships.

**Ringwald et al. (2025)** conducted a study titled, “*More Skill than Trait, or More Trait than Skill? Relations of (Mis)matches Between Personality Traits and Social, Emotional, and Behavioral Skills with Adolescent Outcome,*” and investigated the relationship between personality traits and social, emotional, and behavioral (SEB) skills in adolescents and found that personality traits and SEB skills are closely connected in adolescents, yet sometimes they do not fit the pattern exactly. When skills do not match traits, the results can be very different. Those with greater skills than their traits tend to do well, but those with fewer skills than their traits usually have poorer results. This shows that strong SEB skills help to make personality stronger and encourage social growth.

**Cheptene (2024)** conducted a study titled “*Emotional Intelligence and Personality Dimensions of Adolescents According to the Gender Factor,*” and looked at how emotional intelligence and personality relate to each other in adolescents and how these traits influence social skills and behavior. It analyzed features such as self-confidence, courage when interacting with others, and speaking and listening skills important for growing up socially. The study found that strong emotional intelligence goes hand in hand with good personality and supports effective and mature interactions among secondary school students. These studies looked at gender differences to find that they can influence how socially mature a person becomes.

**Mbuh (2024)** conducted a study titled “*Examining the Intersection of Five Cs and the Mediating Effects of Personality Traits on the Holistic Development of Adolescents,*” and investigated how the Big Five personality traits and *Calling, Character, Competence, Courage, and Community* from the Five Cs model impact the overall growth of adolescents. Researchers discovered that being conscientious, agreeable, and extraverted supports participation in the community, character building, and having social courage. They correspond to social maturity, which requires being responsible, caring, and able to function with others. The study showed how specific personality traits mediate developmental assets, supporting the idea that personality structures strongly influence social maturity.

**Atherton et al. (2023)** conducted a study titled “*Rural-Urban Differences in Personality Traits and Well-Being in Adulthood,*” and studied how rurality-urbanicity influences personality and well-being changes in American adults, using data from Midlife in the United States (MIDUS) and Health and Retirement Study (HRS). The study looked at how personality and mental health changed based on where adults lived in rural versus urban areas. According to their data, people living outside cities tend to be less open, more conscientious, and healthier psychologically than people in the city. The ability to handle challenges, feel emotions, and take responsibility is tightly related to social maturity. Researchers discovered that the environment found in cities can influence the development of certain personal traits and maturity.

**Pereira and Ferreira (2023)** conducted a study titled “*The Impact of Emotional Intelligence on Academic Performance: A Study among University Students*” to examine the relationship between emotional intelligence (EI) and academic performance among university students. The study found that personality traits affect middle schoolers' social maturity. Having social skills is linked to being agreeable, and being emotionally consistent, conscientious, and extroverted is good for relationships with peers. Being conscientious and agreeable is connected to better behavior in school and can help a person mature. Because of this, personality shapes the social and peer relationships of teenagers.

**Zhu (2023)** conducted a study titled “*The Relationship between Personality Traits and Moral Development during Adolescence*” and examined how personality traits

affect moral development in adolescence, highlighting their importance for both individual and societal behavior. The findings indicated that empathy and conscientiousness are associated with positive moral outcomes, while the traits in the Dark Triad or callous-unemotional tendencies are linked to harmful behavior and disregard for ethical norms. Since moral awareness, empathy, and responsible behavior are important signs of social maturity, these findings are relevant to it. Zhu concluded that personality plays a role in how adolescents reason about morality, interact with their peers, and adjust to the rules of society.

**Omelchuk (2022)** conducted a study titled “*Social Maturity: Resource Approach to the Explication of Personality Competence*” and explored social maturity as a psychological resource that contributes to personality competence. Several psychological perspectives were used in the study to explore how social maturity increases a person’s abilities. The research identified external and internal resources that shape social maturity and influence self-realization in social activities. The author recommended that knowledge of social maturity can help psychologists design interventions for supporting social behavior and personal development.

**Sunday et al. (2022)** conducted a study titled “*Neuroticism and Introversion Personality Characteristics and Adolescents’ School Social Adjustment in a Social Inclusion in Northern Education Zone of Cross River State*” and examined how introversion and neuroticism affected teens' social adjustment in inclusive learning environments in Cross River State, Nigeria. The study included 1,018 senior secondary students and used the NEO Personality Inventory (NEO-PI) scale and the school social adjustment questionnaire. Peer and teacher relationships, school involvement in activities, and following school rules were all linked to poorer adjustment among students with higher neuroticism. Extroverted students performed better in social adjustment than introverted students. It is clear from these results that teachers and counsellors may help introverted and neurotic students better fit in at school.

**Daly (2021)**, in his book chapter, “*Personality Traits and Social Structure*,” examined the relationship between personality traits and social structures. He looked at how different aspects of society shape a person’s personality and how those same traits affect positions and roles within society. Daly reviewed the evidence and

explained how different social conditions can affect a person's personality and how this impacts policy and intervention design. The main points from the research were:

- Both the environment and life experiences can cause changes in a person's personality.
- There is growing attention in psychology on how traits are influenced by society.
- Social changes in society play a big role in influencing individuals, mainly during periods of change.
- Features of personality are molded by personal events as well as the environment around us.
- Life events and socialization can bring about systematic changes in a person's personality.
- Big Data studies find that life changes and socialization play a key role in shaping personality.

**Virna et al. (2019)** conducted a study titled "*Personality Safety in Students' Structure of Social Maturity: The Theoretical and Empirical Explication*" and studied how personality safety shapes a person's social maturity by focusing on their emotional stability, self-regulation, and what values they hold. Their findings showed that personality, safety, consistent emotional regulation, and behavioral control support social maturity. Personality plays a part in social growth, so being mature in social settings calls for stability and responsibility. The research showed that improving basic personality traits improves well-being and social competence, especially in educational and high-risk professional settings.

**Soto and Tackett (2015)** conducted a study titled "*Personality Traits in Childhood and Adolescence: Structure, Development, and Outcome*" and analyzed how youths' specific behavioral tendencies form broader traits, how these traits develop across childhood and adolescence, and how they relate to key biological, social, and health outcomes. Findings found that youth personality traits showed hierarchical organization and cumulative continuity, with differences between youth and adult personality structures. The study found that these traits are strongly linked to social maturity by influencing their friendships and social behavior. Levels of neuroticism,

agreeableness, and conscientiousness predict social outcomes and further moderate the effects of parental behavior on children's social adjustment.

**Zhang (2012)** conducted a study titled "*Psychosocial Development and the Big Five Personality Traits among Chinese University Students*" and studied the correlation between psychosocial development and the Big Five personality traits among Chinese university students. The study sought to find how these personality traits predict different phases of psychosocial development. The study revealed that some personality characteristics greatly affected students' psychosocial development and the university adaptation that ensues. These results implied that knowing personality profiles could help to support students' personal and social growth in higher education environments.

**Meeus et al. (2011)** in their study titled, "*Personality Types in Adolescence: Change and Stability and Links with Adjustment and Relationships: A Five-Wave Longitudinal Study*," followed adolescents over five waves to see how their personality types developed and how these were related to adjustment and relationships. The study involved 923 adolescents, ages 12 to 20 years, and shed light on personality and social maturity. Teenagers with stable, especially resilient personalities, tend to have better mental health and relationships. Resilient teens were flexible, able to control their feelings, and experienced less anxiety. Their social connections and intimacy were stronger, which showed they had grown socially. Resilience in teens increases with age, helping them become more stable, socially and emotionally healthy. These findings suggested that teen social maturity depends on personality development, particularly resilience.

**Salguero et al. (2011)** conducted a study titled, "*Emotional Intelligence and Psychosocial Adjustment in Adolescence: The Role of Emotional Perception*," and looked at how emotional intelligence (EI) affects the psychosocial adjustment of adolescents. The study focused on how emotional perception, a key component of EI, affects adolescent well-being. The focus was on how understanding emotions, which is part of EI, influences how adolescents feel. The research revealed that people with better EI could adjust socially better and had less anxiety. The authors pointed out that teaching EI to adolescents is important for their mental health and helps them relate better to others.

**van Aken et al. (2011)** conducted a study titled *"Midlife concerns and short-term changes in personality,"* which examined what personality traits are and how they affected adolescents. Results showed that the personalities of adolescents differed and that these traits tended to be stable over time. The research demonstrated that these personality traits could strongly influence the lives of adolescents, including their relationships, school and work achievements, jobs, and social-emotional health.

**Klimstra et al. (2009)** conducted a study titled *"Maturation of Personality in Adolescence"* and studied 1,313 adolescents who were chosen at random from schools in the province of Utrecht, The Netherlands, to make sure the sample was representative. They monitored Big Five trait temporal variations to study adolescent personality maturation. With age, adolescents showed an increase in being agreeable, stable emotionally, and having a stable personality. The research also indicated that girls develop personality traits earlier than boys. These changes in development showed that adolescents become more emotionally stable, understanding, and flexible. As people's personalities form in their teens, they contribute to greater social responsibility and maturity, thereby linking personality development to social growth.

### **2.6.2 Studies Conducted in India**

**Priyanshu and Pandey (2025)** conducted a study titled, *"Study of Birth Order, Personality Traits and Psychological Well-Being in Adolescents: A Review,"* and explored the influence of birth order on personality traits and psychological well-being among adolescents and found that the position a child holds in their family and what traits they display can influence both their personality and social behavior. As part of the research, observers rate extraversion, neuroticism and agreeableness in individuals using personality tests and find that where people are in the birth order sequence strongly influences the development of personality traits and the mental health of adolescents. Agreeableness and extraversion were closely connected to mature social behaviors such as clear communication, kindness and being able to change with circumstances. Consequently, the study's findings clarified the factors that support adolescents' social development.

**Suthakar and Jeyanthi (2024)**, in their study, *"Social Maturity among Eleventh Standard Students in Relation to Personality in Tiruvannamalai District,"* conducted

descriptive research to examine the social maturity and the personality traits of eleventh standard students in Tiruvannamalai District of Tamil Nadu. The researchers selected a sample of 100 students from diverse groups and used standardized scales developed by Nalini Rao and H.J. Eysenck to examine the factors being studied. The researchers compared social maturity and personality traits between government and private school students and male and female students by using mean, standard deviation, and t-test analyses. The results showed no significant differences in social maturity or personality between government and private school students or between boys and girls. Finally, personality traits and social maturity in eleventh-graders were examined using correlation analysis.

**Kaur and Kaur (2023)** carried out research titled *"Social Maturity among Senior Secondary School Students about Personality"* to find out how personality traits are linked to social maturity among senior secondary school students. With a survey of 100 students from both government and private schools in Mohali, the study used the Social Maturity Scale created by Dr. Nalini Rao and the Personality Scale developed by H.J. Eysenck. The findings revealed no significant differences in social maturity and personality between students from government and private schools, or between male and female students. Moreover, the study found only a negligible correlation between social maturity and personality levels among the participants.

**Radul (2023)**, in his study *"Social Maturity – The Quality of Personality Development,"* explored the role of social maturity in personality development. He examined social maturity as a central factor in shaping personality, arguing that educational experiences in specific contexts help individuals develop traits that support socially responsible behavior. According to Radul, social maturity entails independence, active participation in life, and accountability for one's actions. He further emphasized that both educational systems and broader social and environmental factors influence mental qualities and personal characteristics. Ultimately, social maturity represents enhanced self-regulation of behavior and actions within particular socio-historical conditions.

**Tariq and Naqvi (2020)** conducted a study titled *"Relationship between Personality Traits and Prosocial Behavior among Adolescents,"* and examined Big Five personality traits and prosocial behaviour in Rawalpindi and Islamabad adolescents.

The study included 300 gender-balanced 10–18-year-olds. According to the study, extraversion, agreeableness, conscientiousness, and openness all contributed positively to prosocial behaviour, but agreeableness was the strongest factor. But neuroticism was linked to lower prosocial behaviour. The results indicated that individuals with better personal qualities are more likely to support others than those with greater neuroticism. It is suggested that improving the personality of adolescents can motivate them to act better toward those around them.

**Kumar and Ritu (2013)** conducted a study titled “*Social Maturity of Senior Secondary School Students in Relation to Their Personality*,” and examined the relationship between social maturity and personality among senior secondary school students. The research explored the relationship between how socially mature senior secondary school students are and their personalities. The results showed that as students became more socially mature, they also developed their personality traits. The study concluded that there is no significant difference in the relationship between social maturity and personality when comparing male and female students. The findings suggested that personality growth is important for helping adolescents mature socially, irrespective of gender.

## **2.7 Studies Linking Emotional Intelligence and Social Maturity**

Secondary school students' interpersonal skills, conflict resolution, and social conduct are greatly impacted by emotional intelligence (EI). Studies show that emotional intelligence improves social relationships and emotional competence, which are crucial for adolescents. Better emotional management leads to more responsible social decisions. Research links high emotional intelligence to social maturity measures like adaptation, empathy, and successful communication.

### **2.7.1 Studies Conducted Abroad**

**Öngören and Yılmaz (2024)** in their study titled, “*Investigation of Secondary School Students' Social-Emotional Learning and Friendship-Making Skills in Terms of Various Variables*,” examined how high school students learn social and emotional skills and build friendships. The study also investigated how these skills are affected by factors like age, gender, classroom, daily computer and phone use, and digital technology skills. A sample of 795 students in seventh and eighth grades

at secondary schools in the Kartal district of Istanbul participated in the study. It was determined that social-emotional learning plays a significant role in helping secondary school students build healthy relationships, as it appears to correlate with greater social maturity and improved ability to interact with peers and fit into social groups.

**Piccerillo and Digennaro (2024)** conducted a review titled “*Adolescent Social Media Use and Emotional Intelligence: A Systematic Review*” to study how EI is related to social media use among adolescents. They examined 25 studies and focused on areas of EI, including self-esteem, emotion regulation, and empathy. The results suggested that low EI in adolescents is connected to spending more time on social media and experiencing both poor control of emotions and low self-esteem. Empathy was also found to be linked with patterns of social media use. This research revealed that emotional intelligence, particularly self-regulation and self-awareness, could block the normal development of social skills on the internet. Social maturity, by contrast, involves participating in society safely and appropriately, with researchers emphasizing the role of emotional intelligence in this process. Adolescents with high EI demonstrated greater social maturity both offline and online, consistently showing empathy, moderation, and self-confidence.

**Yefanova and Vigandt (2024)** conducted a study titled “*Emotional Intelligence as a Factor in the Psychological and Social Well-Being of Students*” and examined the link between emotional intelligence and how students feel and behave socially. It was found that students who have more emotional intelligence tend to do better socially and emotionally. In particular, the ability to recognize and regulate emotions in oneself and others had the greatest impact on mental and social well-being.

**Sanchis-Giménez et al. (2023)** conducted a study titled “*Attitudes towards Communication in Nursing Students and Nurses: Are Social Skills and Emotional Intelligence Important*” and investigated the predictors of attitudes toward communication (ACO) in nurses and nursing students, focusing on emotional intelligence and social skills. The research involved 312 nursing professionals and 1369 nursing students, predominantly female. Using linear regression models, the study found that emotional repair predicted ACO in professionals, while attention, emotional repair, low exposure to new situations, low social skills in academic/work

settings, and high empathy predicted ACO in students. Qualitative models revealed that combinations of emotional intelligence and social skills lead to high ACO levels, while their absence results in low ACO.

**Sururi et al. (2023)** conducted a study titled “*The Influence of Intellectual Intelligence, Emotional Intelligence, and Spiritual Intelligence on Social Adjustment*” and studied how intellectual, emotional, and spiritual intelligence affect social adjustment among students at Indonesian universities. They believe that being able to manage and understand emotions is very important for social success. According to the findings, intellectual, emotional, and spiritual intelligence help people adjust well to society. The results underlined how important it is to improve all types of intelligence to support better social skills, mainly in schools.

**Borovenska and Chetveryk-Burchak (2022)** conducted a study titled “*Longitudinal Study of Features of Emotional Intelligence in Adolescence*” and examined the transformation of emotional intelligence components in adolescents over three years. The study pointed out that emotional intelligence is very important for adolescents as it helps them adjust to their social surroundings, balance their feelings and think clearly, act responsibly, and organize their life strategies. The data revealed that emotional intelligence helps adolescents become socially mature by making them feel more stable, encouraging better social relationships, and increasing their ability to cooperate, all of which help them adapt to the social world and mature as individuals.

**Güler and Turan (2022)** conducted a study titled “*The Role of Emotional Intelligence in Predicting Peer Relationships in Adolescents*” to examine the influence of emotional intelligence (EI) on peer relationships among adolescents. The research involved 539 adolescents (283 female and 256 male) from Turkey. The research team used the Trait Emotional Intelligence—Adolescent Questionnaire Short Form (*TEIQue-ASF*) to measure EI and the Friendship Qualities Scale to measure peer relationships. The research showed that having emotional intelligence improves peer relationships, helping adolescents act in positive ways and do better in school. More broadly, research has consistently shown that emotional intelligence is linked to positive social qualities in adolescents. Being emotionally intelligent helps a person connect better with others at school, achieve better grades, and develop

leadership skills, suggesting that emotional intelligence has a big impact on social interactions for adolescents. Emotional intelligence has also been found to be important for certain aspects of psychosocial adjustment contributing to psychological well-being, physical and mental health, emotional stability, and overall life satisfaction. The results highlighted the role of EI in promoting adolescents' positive feelings and general adjustment.

**Soto et al. (2022)** conducted a study titled "*Going beyond Traits: Social, Emotional, and Behavioral Skills Matter for Adolescents' Success,*" and looked at how social, emotional, and behavioral (SEB) skills can predict student success in high school with 897 participants. The research showed that cooperation, empathy, and emotional regulation, which are part of SEB skills, are important for social, emotional, and academic success. It agreed with the widely accepted idea that social maturity and EI relate to recognising, handling, and reacting to feelings, whether one's own or someone else's. Social and Emotional Behaviour (SEB) skills support individuals in learning mature and kind behaviours, much like EI enhances their ability to manage social situations. Their studies suggested that boosting emotion and social cognition in adolescents improves both their social development and overall wellness over time.

**Tung and Rong (2022)** conducted a study titled, "*Exploring the Mediating Effect of Emotional Intelligence on Perceived Stress and Interpersonal Relationships among Nursing Students,*" and investigated how students perceive stress, use emotional intelligence, and relate to others among 313 nursing students in Taiwan. The key findings were: (1) Stress perception positively correlated with depression and anxiety; (2) Emotional intelligence positively correlated with interpersonal relationships; (3) Perceived stress, anxiety, and depression negatively correlated with emotional intelligence and interpersonal relationships; (4) Emotional intelligence significantly mediated the impact of perceived stress on interpersonal relationships. The study concluded that adding emotional intelligence to nursing courses helps students improve in both themselves and their relationships with others.

**Abera (2021)** conducted a study titled "*Emotional Intelligence and Pro-Social Behavior as Predictors of Academic Achievement among University Students*" to examine the predictive roles of emotional intelligence (EI) and pro-social behavior

on academic achievement among university students in Ethiopia. It was found that emotional intelligence (EI) was positively associated with pro-social behavior and social maturity. Students with higher EI were more likely to act pro-socially by recognizing and responding to others' needs, which are key indicators of social growth. While EI did not significantly predict academic achievement, it demonstrated that emotional competencies contribute to social responsibility, empathy, and adaptability. The study recommended that schools provide programs to help students strengthen their emotional and social skills.

**Estevez-Casellas et al. (2021)** conducted a study titled, "*Relationship between Emotional Intelligence and Violence Exerted, Received, and Perceived in Teen Dating Relationships,*" to determine if having EI and pro-social behavior would predict how well university students in Ethiopia do academically. The findings revealed that higher emotional intelligence (EI) and greater pro-social behavior go together with social maturity. These results stressed that emotional intelligence helps people behave in responsible and emotional ways, which are important signs of social maturity. The study suggested that EI helps adolescents develop social skills and manage social challenges successfully.

**Safarli (2021)** conducted a study titled "*The Importance of Emotional Intelligence in Interpersonal Relationships: A Study on Pilots in the Context of Daniel Goleman's Emotional Intelligence Model*" and investigated the relationship between pilots' emotional intelligence and their interpersonal relationship dimensions among pilots. Emotional awareness, regulation, emotional intelligence, and interpersonal skills were all given importance in the research. The study employed validated scales from international literature and included demographic questions. It was found that pilots' emotional intelligence was strongly related to their interpersonal relationship qualities.

**Vila et al. (2021)** conducted a study titled "*Effects of Student Training in Social Skills and Emotional Intelligence on the Behaviour and Coexistence of Adolescents in the 21st Century*" and examined how a program designed to build emotional intelligence and social skills affected secondary school students. A quasi-experimental design was chosen, where a control group took the pre-test and the experimental group took it again after the treatment, involving 141 Spanish

secondary school students. The data indicated that, as a result of the training, students developed greater social maturity and emotional skills, leading to improved learning experiences and reduced conflict.

**Bahat and Ovsenik (2020)** conducted a study titled “*Emotional Intelligence in Secondary School Students*” and conducted a quantitative analysis among randomly selected secondary school students at the Novo Mesto School Center in Slovenia. According to the study, students with greater emotional intelligence in secondary school have better skills in communicating, forming relationships, and overall well-being, which are all important for social maturity. More experienced students showed a higher degree of emotional intelligence, which made them more socially mature.

**Cortés-Denia et al. (2020)** conducted a study titled “*Socio-emotional Resources Account for Academic Adjustment in Moroccan Adolescents,*” and studied how EI, social support, test anxiety, and depression affect both academic performance and self-concept in Moroccan adolescents. The study revealed that students with high emotional intelligence and plenty of social support do well in school and emotionally, but those with anxiety or depression find it difficult academically. These findings support the broader understanding that advanced emotional intelligence enables individuals to manage relationships, demonstrate empathy, and navigate challenging social situations. EI fosters social growth by promoting responsibility, adaptability, and positive interaction with others, while also enhancing friendships, conflict resolution, and self-control. Overall, the study concluded that emotional intelligence contributes significantly to both academic achievement and social development in adolescents.

**Malinauskas and Malinauskiene (2020)** in their study, “*The Relationship Between Emotional Intelligence and Psychological Well-Being Among Male University Students: The Mediating Role of Perceived Social Support and Perceived Stress,*” examined whether EI is related to psychological well-being in male university students and if perceived social support and perceived stress play a role in this relationship. The study showed that perceived social support acts as a mediator between EI and psychological well-being in male university students. Higher EI was associated with better well-being and stronger social connections. These findings align with the characteristics of social maturity—empathy, responsibility, and

positive interaction with others. Maintaining healthy relationships is important for emotional intelligence and social development. It appears that EI encourages people to develop useful social support and emotional strength, which results in more socially mature behaviors.

**Trigueros et al. (2020)** conducted a study titled “*Relationship between Emotional Intelligence, Social Skills and Peer Harassment: A Study with High School Students,*” and examined how emotional intelligence (EI), social skills, and peer harassment were connected in Spanish high school students aged 14 to 16. The study showed that emotional intelligence is linked to better social abilities and fewer cases of peer harassment. Having good social skills was linked to a lower chance of getting harassed by peers. The findings indicated that helping adolescents improve their emotional intelligence and social skills can successfully decrease bullying in schools.

**Wazir and Akbar (2020)** conducted a study titled “*Perceived Social Support and Emotional Intelligence in University Students,*” and investigated how social support and emotional intelligence (EI) are related among university students in Pakistan, and found that students who feel greater social support also have higher emotional intelligence (EI). Since emotional intelligence and social maturity involve emotion management and good relationships, this finding is especially relevant. Having empathy, being self-aware, and managing relationships encourages people to grow socially, becoming responsible, flexible, and more socially mature. It was shown by this study that having a positive social circle helps improve both emotional intelligence and social maturity during adolescence and young adulthood.

**Salavera et al. (2019)** conducted a study titled “*The Relationship of Internalizing Problems with Emotional Intelligence and Social Skills in Secondary Education Students: Gender Differences,*” and investigated 1358 secondary students (12–17 years) to look at how internalizing problems, emotional intelligence, and social skills are related. The study found that internalizing problems are connected to emotional intelligence and social skills, and gender affects the nature of this relationship. The study indicated that EI encourages secondary school students to improve their social skills and emotional reactions, which help them handle problems and form healthy relationships.

**Cejudo et al. (2018)** conducted a study titled “*Emotional Intelligence and Its Relationship with Levels of Social Anxiety and Stress in Adolescents,*” and looked at how emotional intelligence (EI), social anxiety, and stress were related in adolescents. They discovered that EI was linked to a reduction in both stress and social anxiety. It demonstrates that emotional skills are very important for adolescent mental health. This shows that emotional competencies are crucial to adolescent mental health. One becomes socially mature by learning responsibility, empathy, and self-regulation, which all contribute to emotional intelligence. Adolescents with higher EI are better able to control their emotions, manage relationships, and cope with social issues, which make them socially mature. The study found that emotional intelligence supports adolescents in dealing with social situations calmly and confidently.

**Nurhasanah and Fitriana (2018)** conducted a study titled “*The Influence of Emotional Intelligence on Social Adjustments of Tenth Grade Students of SMA Unggul Negeri 2 Banda Aceh,*” and investigated the link between emotional intelligence and how well students adjust to their social environment. A quantitative method with an ex-post facto design was used in the research, and 118 tenth-grade students participated. The research found that emotional intelligence played a major role in students’ social adjustment, as it was responsible for 65% of the differences between students. According to the study, emotional intelligence greatly affects how well students get along with others.

**Suyatno and Hidayat (2018)** conducted a study titled “*Does Emotional Intelligence Affect the Social Adjustment Ability of Primary School Students?*” and looked at how emotional intelligence affects the social adjustment skills of 54 5th-grade students at Muhammadiyah Karangwaru Yogyakarta Elementary School. Using simple regression, it was observed that emotional intelligence and social adjustment ability had a positive and significant relationship ( $F_{cal} = 21.495$ ,  $p = 0.000$ ), suggesting that students with good emotional intelligence tend to adjust socially better. The study indicated that developing students’ emotional intelligence can improve their social adjustment. The study found that developing emotional intelligence in schools helps students adapt socially and is a sign of future success.

**Macula (2017)** conducted a study titled “*The Relationship between Emotional Intelligence and Perceived Social Support,*” and examined the relationship between emotional intelligence, social interaction, and perceived social support among university students. It explored the dimensions within the EI construct and their relationships with these social variables, hypothesizing positive correlations across all factors. Correlation analysis was used to test the study's hypothesis. First results suggested interesting data and formed the basis for explaining the study's significance. The study emphasized the importance of considering socially relevant factors in EI, noting that previous studies have consistently linked EI to social functioning.

**Hsieh et al. (2014)** conducted a study titled “*A Study of the Emotional Intelligence and Interpersonal Relationships of College Students in Southern Taiwan,*” and investigated emotional intelligence (EI) and interpersonal relationships (IRs) among college students in southern Taiwan. According to the research, students with stronger EI interacted more positively with their peers. It was also found that EI and relationships with others differed significantly among participants based on gender, being in a romantic relationship, monthly allowance, and family status. The results indicated that helping students build emotional intelligence can improve their relationships with others and their general well-being.

**Inam et al. (2014)** conducted a study titled “*Relationship of Emotional Intelligence with Social Anxiety and Social Competence of Adolescents,*” and looked at the relationship between emotional intelligence (EI), social anxiety, and social competence in adolescents. The study found that a greater level of EI was associated with lower levels of social anxiety. In other words, EI and social competence were found to be positively correlated, so adolescents with strong emotional intelligence tend to have greater social competence. Furthermore, the study showed that higher social anxiety was linked to lower levels of social competence.

**Poulou (2013)** conducted a study titled “*Emotionality and Social Behaviour,*” and studied how trait emotional intelligence affects both the strengths and weaknesses of adolescents' emotions and behaviors. A positive relationship was found between Trait E.I. and emotional well-being, as those with higher T.E.I. were less likely to have emotional and behavioral difficulties. The findings suggested that students who

have higher Trait E.I. are more inclined to act in ways that help others, possibly because emotional intelligence encourages positive behavior among friends.

**Lopes et al. (2004)** conducted a study titled “*Emotional Intelligence and Social Interaction,*” and explored the connection between emotional intelligence (EI) and social interaction in their 2004 research paper. They did two studies using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to test their EI. Researchers first looked at 118 American college students and observed that people with higher managing emotions scores on the MSCEIT had better-rated friendships reported by themselves and their friends. Results from the second study, which included 103 German college students, showed that better emotion management was linked to better perceptions of encounters with people of the opposite sex and successfully managing impressions in the interaction.

### **2.7.2 Studies Conducted in India**

**Bhattacharya et al. (2024)**, in their study titled “*A Probe into the Emotional Intelligence of the School-going Adolescents,*” analyzed the EI of adolescents aged 14 to 18 years in Paschim Medinipur district, West Bengal, India. Using Daniel Goleman's Emotional Intelligence Scale (1995) and a descriptive survey method, the study surveyed 530 students from government-sponsored secondary schools. These results indicated that adolescents have high emotional intelligence and females do better than males in several aspects of EI. It was found that emotional intelligence encourages adolescents to notice their own emotions, be empathetic, and communicate well, which are important for social maturity.

**Riba et al. (2024)** studied the relationship between emotional intelligence and social adjustment in higher secondary school students of the Papum Pare district, Arunachal Pradesh, in their 2024 study, “*Emotional Intelligence and Social Adjustment among Adolescents of Arunachal Pradesh*”. Using a descriptive survey method, data were collected from 100 students. Findings showed a strong negative relationship ( $r = -0.81$ ) between emotional intelligence and social adjustment scores, implying that those students with greater emotional intelligence demonstrated superior social adjustment. The study demonstrated that if adolescents learn emotional intelligence, they will have an easier time handling social situations.

**Tika et al. (2024)**, in their study titled "*The Role of Emotional Intelligence in Shaping Students' Social Behavior*," examined the effect of emotional intelligence on students' social behavior using a systematic analysis of studies. They wanted to learn how emotional intelligence affects how people interact with others, solve conflicts, and develop relationships. The research found that emotional intelligence was positively associated with students' social behavior and should be considered an essential component of the school curriculum.

**Shanthamurthy and Venkataraman (2021)**, in their study titled "*Academic Achievement in Relation to Social Maturity of Secondary and Higher Secondary Students*," investigated social maturity in 756 higher secondary students in Karnataka employing a normative survey method and the Social Maturity Scale. The findings suggested that students were mostly socially mature, but male, urban, day scholars, and arts stream students showed higher levels than the rest.

**Devi et al. (2020)**, in their study "*Gender Differences in Academic Adjustment of Senior Secondary Students*," examined the link between personality traits and academic adjustment among high school students in the Thiruvallur District. The findings indicated that a mature personality supports better adaptation to society, which is a key aspect of social growth. The research further highlighted that strengthening students' personalities can enhance emotional stability, social flexibility, and overall well-being.

**Furqani (2020)** in her conference paper, "*The Role of Emotional Intelligence in Adolescent Development*," reviewed studies published between 2004 and 2018 on the importance of emotional intelligence (EI) and its role in adolescent development. The review revealed that female adolescents have better emotional intelligence than male adolescents, mainly in terms of empathy and social duty. Adolescents with high EI were good at forming relationships, reported greater satisfaction in them, and were less likely to engage in misbehavior. In contrast, those with low EI were more prone to frustration, behavioral issues, and mental health difficulties. Overall, high EI was shown to benefit both academic achievement and social relationships.

**Kaur and Singh (2020)**, in their study titled "*A Study of Social Competence of Adolescents in Relation to Their Emotional Intelligence and Self-esteem*," studied how social competence, emotional intelligence, and self-esteem are related among

adolescents. Among 600 adolescents from Punjab, India, the research revealed that social competence was positively associated with higher emotional intelligence and self-esteem.

**Arora and Sharma (2018)**, in their study titled “*Social Maturity of Senior Secondary School Students in Relation to Their Psychological Well-being and Emotional Intelligence*,” investigated how emotional intelligence, psychological well-being, and social maturity are related among adolescents. A total of 100 students aged 14–16 participated in the study, which took place in Jalandhar, India. The findings showed that adolescents with higher emotional intelligence are better at understanding social settings and that EI and psychological well-being were strongly linked to social maturity. Good mental health helps people develop different social skills, and emotional intelligence is useful in many areas of personal and social development. According to the study, students in senior secondary school performed differently in terms of individual and social adequacy, depending on how psychologically well and emotionally intelligent they were.

**Kaur (2018)**, in her study titled “*Social Competence among Adolescents in Relation to Their Emotional Maturity*,” examined how social skills and emotional maturity connect in adolescents. It specifically focused on students from government and private senior secondary schools in Mohali. A sample of 100 students was randomly selected for the study. The outcome of the study suggested that those who are emotionally mature usually have higher social skills. By contrast, people with strong social skills tend to be more emotionally mature. No significant differences in social competence and emotional maturity were found between male and female adolescents, or between those attending government and private schools.

**Mishra et al. (2017)**, in their study titled “*A Study on Social Maturity of Adolescents in Sultanpur City*,” conducted research on social maturity in Sultanpur City to see how mature adolescents are and if there is a link between their social maturity and demographic factors. They discovered using the Vineland Social Maturity Scale that 68.33% of adolescents were socially mature, and girls outperformed boys by a slight margin (70% versus 66.66%). The research found that social maturity differed depending on the location, family type, and income. Urban boys and rural girls

showed higher social maturity levels. Boys who grew up in nuclear families were less mature socially, whereas girls from joint families were more mature.

**Bhattacharya (2016)**, in the study titled “*Adolescents' Home Perception of Their Emotional Intelligence and Social Maturity*,” looked at how adolescents felt about their home life and how that affected their emotional intelligence and social growth. The group was made up of 210 school students from Kolkata, 105 boys and 105 girls, between the ages of 13 and 15. The findings suggested that emotional intelligence strongly affects how adolescents see their home environment, which then affects their social development. People with higher emotional intelligence tended to show more social maturity, proving its importance for adolescents.

## **2.8 Studies Linking Personality and Emotional Intelligence**

Personality and emotional intelligence has been the subject of many studies. The sections that follow give an outline of these studies and list their main conclusions and findings.

### **2.8.1 Studies Conducted Abroad**

**Shakhov and Hlushanitsia (2024)**, in their study titled “*Psychological Characteristics of the Manifestation of Emotional Intelligence in Adolescents*,” studied emotional intelligence (EI) in adolescents. Their study found that EI is related to personality traits, with higher extraversion, sociability, and lower neuroticism linked to stronger EI.

**Sharahili et al. (2024)**, in their study titled “*The Mediating Influence of Emotional Intelligence on the Relationship between Personality Traits and Mental Health in Saudi Arabia*,” examined the mediating influence of emotional intelligence on the relationship between personality traits and mental health. The research revealed that emotional intelligence was important in the link between an individual’s personality traits and their mental health. In addition, the study revealed that people with strong emotional intelligence usually had better mental health, regardless of their personality. It means that having emotional intelligence may help shield individuals from the harmful effects of certain personality traits on their mental health. It was also found that supporting both emotional skills and personality traits is important in mental health programs for Saudi Arabia.

**Tkachenko and Havryliuk (2024)**, in their study titled “*Psychological Characteristics of the Development of Emotional Intelligence in Adolescents*,” examined the psychological features of emotional intelligence in adolescents. They found that emotional intelligence is strongly linked to certain personality traits such as extraversion and sociability, and that higher EI corresponds with lower neuroticism, reduced stress, and improved social skills and emotional stability.

**Plesea (2023)**, in the study titled “*Modulator Factors of Relation between Emotional Intelligence and Personality at Adolescents*,” examined emotional intelligence in adolescents, focusing on its relationship with personality and the influence of various factors. The research involved 110 teenagers aged 14–17 from both rural and urban areas. Key findings include that the social environment impacts fewer but stronger relationships in rural areas, and more frequent but less consistent relationships in urban areas. Playing a certain gender role impacts both character and emotional growth. Furthermore, the transition through adolescence is a critical period for the formation of emotional intelligence and the emergence of key personality traits. The study indicated that in adolescents’ comprehension of gender roles and age significantly influences the development of emotional intelligence and overall personality during maturation.

**Varghese and Edathumparambil (2023)** examined how personality and emotional intelligence are related in their study titled, “*The Correlation between Personality and Emotional Intelligence among College Students*”. They used both the Sixteen Personality Factor Questionnaire (16PF) and the Emotional Intelligence Inventory (EII-MM). The study showed a significant positive correlation between personality factors and emotional intelligence, and also found significant relationships across gender and age groups in the sample.

**Dong et al. (2022)**, in their study titled “*Emotional Intelligence and Personality Traits Based on Academic Performance*,” focused on how personality traits influence academic performance. They explained that personality plays a big role in a person’s life and is related to how well they do in school. The paper points out that personality traits influence academic results, which matters for future careers, personal development, and the community. Being extroverted was found to strongly relate to

student achievement, so it should be considered an important part of intervention planning.

**López-Cassà et al. (2022)**, in their study titled, *“The Relationship Between Children's Trait Emotional Intelligence and the Big Five, Big Two and Big One Personality Traits,”* demonstrated the relationship between children's trait emotional intelligence (EI) and personality traits, focusing on the Big Five (B5), Big Two (B2), and Big One (B1) or General Factor of Personality (GFP) models in children between 9 and 13 years of age comprising of 259 primary school students. The Spanish adaptation of the BFQ-NA (Big Five Personality Questionnaire for Children and Adolescents) and the CDE\_9-13 (Emotional Development Questionnaire for primary education) were used as tools. Findings indicated that only agreeableness and neuroticism significantly predicted trait EI, which is different from findings in adult studies. They pointed out that the difference might be explained by the unique development of personality in children and youths.

**Raheem et al. (2022)**, in their study titled *“Relationship Between Personality Traits and Emotional Intelligence Among Male Adolescents of Boarding School in Pakistan,”* investigated personality traits using the International Personality Item Pool (IPIP) and emotional intelligence through the Emotional Intelligence Questionnaire (EIQ). The study found that male adolescents in a boarding school in Pakistan demonstrated a strong positive association between their personality traits and emotional intelligence, a result that may help guide students and teachers in career planning and educational improvement.

**Morales-Vives et al. (2020)**, in their study titled *“Predicting Academic Achievement in Adolescents: The Role of Maturity, Intelligence and Personality,”* studied how psychological maturity, intelligence, and personality relate to academic performance in adolescents. The research showed that a combination of mental abilities, personality, and maturity helps to predict a person's academic achievement. According to the authors, emotional intelligence has consistently been identified as one of the most important predictors of academic performance.

### **2.8.2 Studies Conducted in India**

**Lalitha Kumari and Indira (2024)**, in their study *“A Study on the Relationship between Personality Traits and Emotional Intelligence of Secondary School*

*Students*”, investigated the connection between emotional intelligence (EI) and personality traits among 489 secondary school students drawn from 20 randomly selected schools. Their findings revealed that EI was positively associated with extraversion and negatively related to neuroticism, indicating that students with higher EI tend to be more extroverted and less neurotic. However, no significant correlation was found between EI and either psychoticism or lying tendencies.

**Poonam et al. (2022)** conducted a study titled *"A Study of the Relationship between Emotional Intelligence and Personality Development of Rural Adolescents,"* to examine emotional intelligence in relation to personality development of rural adolescents. The background information of the adolescents was collected with the help of a self-structured questionnaire. The Big Five Inventory was used to understand the personality traits of adolescents. The study found that the adolescents were average in all the personality traits. For the interpretation of results, correlation was used to assess the relationship between emotional intelligence and personality. The results of the analysis showed that six sub-aspects of emotional intelligence, i.e., Self-awareness, Empathy, managing relation, value orientation, Commitment, and altruistic behavior were positively and significantly correlated with personality. Self-motivation, Emotional stability, Integrity, and Self-development were negatively correlated with personality.

**David and Vijayan (2021)** in the study *"Emotional Intelligence and Social Competence among Adolescents"* examined EI and personality traits among young adults from colleges and workplaces in Kerala. Results showed a strong link between agreeableness and EI, but not with the other four traits. Gender differences were noted, with females scoring higher in EI, though no significant differences appeared in extraversion, conscientiousness, neuroticism, or openness.

## **2.9 Integrated Studies on Social Maturity, Emotional Intelligence, and Personality**

The following section examines how social maturity interacts with personality traits and emotional intelligence through an integrated review, which precedes the chronological studies analysis.

- a) **Social Maturity:** Social maturity describes someone who effectively connects with others through proper social conduct and shows responsibility along with independence. The construct exhibits emotional stability as well as empathy and capabilities to handle interpersonal relationships (Dahiya & Yadav, 2024).
- b) **Personality Traits:** A person's personality consists of enduring patterns that separate one individual from another through their thoughts and feelings, and behaviors. Research studies on adolescent personality traits commonly use the Big Five Personality model, which includes openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Such traits affect how people relate to their environment and others, leading to social maturity (Patrani & Bhakre, 2018; Shakhov & Hlushanitsia, 2024).
- c) **Emotional Intelligence:** Individuals with emotional intelligence are able to understand and regulate both their own emotions and those of others through perception and effective use. Psychological and social adjustment shows a strong correlation with emotional intelligence, especially among adolescent populations (Salguero et al., 2011). The four main aspects of emotional intelligence include perceiving emotions as well as using them and understanding them, and finally managing them. Young people with high emotional intelligence demonstrate stronger emotional control, together with empathy and social abilities that promote their social development (Shakhov & Hlushanytsia, 2024).

Academic research has not extensively investigated the relationship between adolescent social maturity, personality traits, and emotional intelligence development. Studies by Shakhov and Hlushanytsia (2024) and Yusooff et al. (2014) found that emotional intelligence often mediates the relationship between personality traits and social maturity. For example, adolescents with higher conscientiousness and agreeableness tend to develop better EI, which in turn enhances their social competence and maturity. Again, supporting this, studies have shown that emotional intelligence and positive personality traits enhance social maturity. Adolescents with higher levels of both tend to be more socially mature. For example, traits such as openness and extraversion are more likely to demonstrate advanced social maturity and psychological resilience (Patrani & Bhakre, 2018; Shakhov & Hlushanytsia, 2024).

Research also indicates that gender influences the relationship between EI, personality, and social maturity. While some studies found no significant gender differences, others suggest that girls exhibit higher emotional maturity and social intelligence than boys (Dahiya & Yadav, 2024; Meena, 2015).

**Amiri et al. (2024)** conducted a study titled "*Examining the Relationship between Social Maturity, Academic Engagement, and Personality Traits in Secondary School Students,*" and examined the relationship between social maturity, academic engagement, and personality traits in secondary school students. It was found that social maturity improves empathy, compassion, and altruism, but having these traits did not significantly affect academic engagement. According to the study, social maturity plays a key role in forming certain traits in a person's personality.

**Leath and Onuoha (2024)** focused on how different social identities, such as race, gender, social class, and sexuality, affect adolescent life and growth. According to their research, featured in the *Encyclopedia of Adolescence*, such overlapping identities help shape the way youths behave at home, at school, and in their communities. They argued that seeing these connections is important for recognizing the special problems and opportunities that US adolescents experience. They supported using an intersectional approach in research and practice to assist positive development in youth and to address issues that affect youth outcomes.

**Shakhov and Hlushanytsia (2024)** conducted a study titled "*Psychological Characteristics of the Manifestation of Emotional Intelligence in Adolescents,*" and studied the value of improving emotional intelligence in adolescents during the current societal challenges. The authors pointed out that emotional intelligence plays a key part in how youth grow up and fit into society. A study with 30 adolescents aged 14–16 applied psychodiagnostics methods such as the "Big Five" by R. McCrae and P. Costa and the EmIQ questionnaire by D. Lusin. The findings indicated stable, average levels of emotional intelligence across all scales, with correlations identified between components of emotional intelligence and personality traits such as extraversion, neuroticism, and sociability. The research pointed out that emotional intelligence plays a key role in adolescents' socialization and provides potential directions for future studies.

**Pleșea (2023)**, in the study titled *"Modulator Factors of Relation between Emotional Intelligence and Personality at Adolescents,"* researched to examine the factors influencing the connection between emotional intelligence (EI) and personality traits among adolescents. The study included 110 teenagers aged 14 to 17 from both rural and urban areas. The findings revealed that adolescents in rural areas tended to form fewer but stronger relationships, whereas urban adolescents formed more frequent but less consistent connections—both of which were significant in shaping character and maturity. The internalization of gender roles was found to moderate the development of EI and personality traits. Age also emerged as a key factor influencing this developmental process. This research holds particular relevance when discussing social maturity, as it depends on stable personality traits and the ability to navigate complex social scenarios. The study concluded that EI, due to its contributions to emotional regulation and empathy, and personality traits such as openness and agreeableness, both play significant roles in promoting socially mature behavior. Pleșea emphasized that an adolescent's capacity for social maturity is shaped by environmental conditions, developmental experiences, and intrinsic personal characteristics.

**Yang (2023)**, in the study titled *"Research on the Comparison of Student Personality in Public and Private Secondary Schools: A Mixed Study in Mainland China,"* studied both the personalities and experiences of students in both public and private secondary schools in Mainland China. The study was conducted to find out if a student's personality develops differently in public and private schools. To study personality traits, the research included surveys for extraversion, conscientiousness, and neuroticism, while also using interviews for additional information. The findings revealed differences between students from public and private schools. Private school students often had higher scores for conscientiousness and openness, whereas public school students usually had higher scores for social skills and emotional stability. The study showed that the type of school matters for adolescents, because private schools boost their academic traits and public schools support their social development.

**Borovenska and Chetveryk-Burchak (2022)**, in their longitudinal study titled *"Longitudinal Study of Features of Emotional Intelligence in Adolescence,"* explored

how emotional intelligence evolves in adolescents. The study found that emotional intelligence increased over three years, contributing positively to adolescents' ability to integrate into peer groups, form friendships, and interact more harmoniously with others. As emotional intelligence improved, participants demonstrated greater emotional stability, enhanced social engagement, and increased cooperation. The findings highlighted that developing emotional intelligence is essential for fostering personal maturity and successful community integration among adolescents.

**Lopez-Zafra et al. (2019)**, in their study titled, *"Social Support and Emotional Intelligence as Protective Resources for Well-Being in Moroccan Adolescents,"* tested a structural model to examine the protective role of psychosocial variables—specifically social support, emotional intelligence, and their interaction—on the cognitive dimension of subjective positive well-being (life satisfaction) and negative well-being (depression) in Moroccan adolescents. The study highlighted that support from family, friends, and school personnel plays a crucial role in safeguarding adolescent well-being. Moreover, the findings emphasized that examining multiple interrelated psychosocial factors provides a more comprehensive understanding of adolescents' emotional and psychological experiences.

**Andrei et al. (2015)**, in their study titled *"Social Status and Its Link with Personality Dimensions, Trait Emotional Intelligence, and Scholastic Achievement in Children and Early Adolescents,"* explored the interplay between social status, personality traits, trait emotional intelligence (TEI), and academic performance among young learners. The researchers emphasized that strong emotional competencies significantly contributed to both social acceptance and educational success. Their findings revealed that children and early adolescents with higher levels of TEI and personality traits such as agreeableness, extraversion, and conscientiousness tended to be more socially accepted and performed better academically. These traits facilitated peer relationships and the development of social skills. Although the study primarily addressed social status, its implications extended to the domain of social maturity, which includes responsible behavior, emotional regulation, and societal integration. The ability to manage one's own emotions and those of others, a core aspect of TEI, was found to be critical for emotional development. The link between socially valued personality traits and socially mature behavior reinforced the

significant interaction between personality and social maturity. Overall, the study affirmed that emotional intelligence and personality play crucial roles in adolescents' social development and academic success.

**Yousefi and Bahri (2013)**, in their study titled, *"The Role of Personality Traits in Predicting Students' Social Skills, Peer Relationships, and Behavioral-Emotional Engagement,"* studied how agreeableness, emotional constancy, and conscientiousness predicted social skills, relationships with peers, and behavioral-emotional involvement among middle school students. According to the study, agreeableness in middle school students was a strong positive indicator of better social skills. Emotional constancy, conscientiousness, and extraversion were identified as positive and significant predictors of peer relationships, while conscientiousness and agreeableness also positively predicted students' behavioral engagement in academic tasks, along with emotional constancy predicting emotional engagement.

**Tamura et al. (2012)**, in their study titled, *"Neural Network Development in Late Adolescents during Observation of Risk-Taking Action,"* investigated neural network development in late adolescents while observing risk-taking actions. To study this, the researchers used functional magnetic resonance imaging (fMRI) to watch the brain activity of people aged 18 to 22 who were watching others take risks. The researchers wanted to see how the brain handles observing risky actions in others and whether it is done differently than in younger people or adults. The research found that late adolescents had different brain activity patterns than adults. The ventral striatum was more active in adolescents, while the prefrontal cortex was more involved in adults during the task. These results indicated that during late adolescence, important neural networks are developing for assessing risks and making decisions. They concluded that the brain's development during this time may make adolescents more likely to take risks and stresses the need for the brain to continue maturing. The study helps us understand how the brain works when making decisions about risk and reward during adolescence.

**Salami (2011)** conducted a study titled, *"Personality and Psychological Well-Being of Adolescents: The Moderating Role of Emotional Intelligence,"* and examined whether emotional intelligence moderates the link between personality and

psychological well-being (PWB) in teenagers. The author explained that there has been growing interest among researchers in how personality traits, emotional intelligence, and psychological well-being are related in adolescents. The results showed that EI affects the way certain personality traits are related to Psychological Well-Being (PWB), characterized by six key factors: self-acceptance, positive relationships, autonomy, mastering the environment, having purpose, and personal growth. Specifically, EI was found to moderate the relationships between Neuroticism and PWB, as well as Extraversion and PWB. Those adolescents who scored high in Neuroticism and Extraversion but had more EI showed higher PWB than those with lower EI. However, the moderating effect of EI was not observed for the relationships between Openness to experience, Agreeableness, Conscientiousness, and PWB.

**Salguero et al. (2011)** conducted a study titled, *"Emotional Intelligence and Psychosocial Adjustment in Adolescence: The Role of Emotional Perception,"* and analyzed the influence of emotional perception, an ability of EI, on the adolescents' personal and social adjustment. 255 Spanish adolescents took a maximum-performance test of emotional perception and different scores that measured their personal and social adjustment. According to the research, adolescents with better emotional perception had better relationships with their parents and friends, dealt with less stress from social situations, and felt more confident and able.

**Zou (2010)**, in a study titled, *"Adolescents' Emotional Intelligence and Its Relation to Social Adjustment,"* examined the emotional intelligence traits of adolescents and their connection to social adjustment in six Chinese cities. It was found that each of the four factors of emotional intelligence (EI) is different, and certain abilities within EI affect how people adjust socially. For example, the ability to identify negative emotions negatively affected how adolescents managed and coped with situations, whereas the ability to use emotions to enhance thinking was linked to pro-social behavior. The study further concluded that EI is more important than the five-factor personality traits in helping adolescents cope positively with problems and setbacks in their lives.

**Gil-Olarte Márquez et al. (2006)**, in their study titled, *"Relating Emotional Intelligence to Social Competence and Academic Achievement in High School*

*Students,*" investigated the discriminant, criterion, and incremental validity of an ability measure of Emotional Intelligence (EI) among high school students. The results showed a moderate relationship between emotional intelligence and social competence.

## **SECTION V: DEMOGRAPHIC VARIABLES AND THEIR INFLUENCE+**

### **2.10 Effect of Demographic Factors**

The effect of gender (male and female), class (9 and 10), type of school management (private and government), and locality (urban and rural) on social maturity, personality, and emotional intelligence of secondary school adolescents is complex and has been investigated in different research studies. The investigation of each factor and the effect of their interaction are discussed below.

#### **2.10.1 Gender**

Gender is frequently seen as a significant influence on social maturity, personality, and emotional intelligence among secondary school students. Male and female may have distinct experiences at school, which influences how they connect with others, handle responsibilities, and control emotions. Because adolescence is a vital age for personality development and emotional maturation, investigating gender disparities might help clarify how these elements influence secondary school students' overall social maturity.

##### **2.10.1.1 Gender and Social Maturity**

Experiencing adolescence while negotiating gender roles can be particularly complex. According to recent research, female students are generally more socially mature than male students. Several studies support this pattern. For example, Sam and Totuka (2021) found that girls between 12 and 17 years old in Jaipur had higher social maturity and academic interest, and a positive relationship ( $r = 0.410$ ) existed between these two. In much the same way, several studies have found that female students are generally more socially mature (Anitha and Jebaseelan, 2017; Bala and Bakshi, 2017; Choudhary and Madhuri, 2014; Purohit, 2020). Bala and Bakshi (2017) as well as Nadaf and Patil (2019) found that there is a gender difference both in urban and rural areas, among secondary school students in Jammu and Kashmir.

Mishra et al. (2017) also found that girls performed slightly better than boys on social maturity (70% vs. 66.66%), and girls living in joint families had a higher level of social maturity than boys in nuclear families. Anandaraj and Regina (2021) agreed with this view and pointed out that female higher secondary students behaved in a more responsible and emotionally steady way than their male peers. Kumar and Rawat (2022) reported that female secondary school students were more socially mature than males. The research demonstrated that females were more socially adept, while males were better at social adjustment, but when results were totaled, females still performed better.

Still, other studies have not found any major differences between boys and girls when it comes to social maturity. Several studies discovered that the performance of male and female students is not statistically different (Anitha and Jebaseelan, 2017; Biswas, 2018; Das, 2019; Jayasree and Rani, 2021; Kumar and Muthamizhselvan, 2017; Priya, 2023; Ricci et al., 2021; Shanmuganathi, 2020; Suthakar and Jeyanthi, 2024; Talluri and Suneela, 2017; Zoting, 2019). Tripathy (2017) discovered that postgraduate yoga students do not differ significantly by gender. Kumar and Muthamizhselvan (2017) discovered that there were no real gender differences in social maturity among high school students, suggesting gender might not always play a key role in social maturity. In the same way, Konyak and Jorlim (2023) found that there was no difference in secondary school students' abilities between males and females in Nagaland, whether they lived in urban or rural areas.

Kalita (2023) found that male high school students scored much higher on personal adequacy, social adequacy, and total social maturity, compared to female students.

In addition, Samhitha et al. (2020) found that the majority of adolescents show moderate social maturity, and Shangjam et al. (2020) agreed that most of them have average maturity.

#### **2.10.1.2 Gender and Personality**

Gender differences in personality are complex, multidimensional, and shaped by a range of developmental and contextual factors (Costa et al., 2001; Slobodskaya, 2021). Some studies report no major overall differences between male and female

students in broad personality traits (Bama & Muktamath, 2023; Kaur & Kaur, 2023; Patel, 2019; Rajhans & Besan, 2023; Tiwari & Ojha, 2024), while others have found meaningful differences when looking closer at specific traits and sub-traits.

The way personality differences between genders occur is not simple and depends on many influences (Costa et al., 2001; Slobodskaya, 2021). Although studies by Bama and Muktamath (2023), Kaur and Kaur (2023), Patel (2019), Rajhans and Besan (2023), and Tiwari and Ojha (2024) indicated that males and females do not differ much in overall personality traits, others have noted differences in particular personality traits and sub-traits.

According to many studies, females tend to score higher in Neuroticism (Gaikwad, 2021; Nighute & Sahebrao, 2016; South et al., 2018). Women are often seen to score better in Agreeableness and Extraversion (South et al., 2018; Weisberg et al., 2011). In the view of Weisberg et al. (2011), women typically score better in Enthusiasm, Compassion, and Withdrawal, while men often do better in Assertiveness.

The study results of Özcanlı and Kozikoğlu (2023) suggested that Conscientiousness and Openness are higher in female students than in male students, with no differences for other traits. Similarly, it was also discovered by Karmakar et al. (2024) that female adolescents had higher scores for Extraversion and Agreeableness, but all other personality traits were equal. Ganesan and Annadurai (2018) noticed that female higher secondary students showed stronger personality traits. According to Gaikwad (2021), confirming this, female students scored better in Agreeableness and Neuroticism, while male students scored better in Conscientiousness.

At the same time, some research challenges these patterns. It was found in several studies that personality traits are not significantly different between men and women (Patel, 2019; Rajhans & Besan, 2023; Suthakar & Jeyanthi, 2024). Rajhans and Besan (2023) did observe, however, that while overall personality traits were similar, girls were generally more adjustable than boys. In addition, Devi et al. (2020) and Hada and Kumar (2023) discovered that male students typically had higher adjustment levels in school and social settings. Jain et al. (2020) also reported meaningful gender differences in traits among senior secondary students.

Continuing this line of evidence, Jadav (2024) found that females scored higher across overall personality measures, with no interaction effect between gender and locality. The author's second study, using a factorial design, also found that females ranked higher than males in personality scores. South et al. (2018) explained, from the viewpoint of behavioral genetics, that while women showed higher scores in Neuroticism, Agreeableness, and Conscientiousness, the factors influencing personality traits were similar for both genders.

Finally, Mahalakshmi et al. (2015) explained that gender has a big influence on personality traits, especially in the family.

The results of the literature show that there are significant gender differences in personality, despite the fact that the total differences between genders are not very large. It is most likely that these differences are influenced by genes, the environment, and the situation.

### **2.10.1.3 Gender and Emotional Intelligence**

Research on how gender affects emotional intelligence in adolescents has produced conflicting findings across different studies. Research data shows limited evidence that gender influences emotional intelligence development, especially among adolescents.

According to Megías-Robles et al. (2024), emotional intelligence tends to rise in adolescence, but girls show bigger improvements than boys. Meanwhile, Budler et al. (2022) found in their longitudinal study that EI levels were influenced by both gender and academic performance. In support, Kulkarni and Velhal (2023) noticed that girls' emotional intelligence tended to suffer more from low socio-economic status than boys, particularly in schools with both boys and girls. However, girls in gender-specific schools scored significantly higher in EI.

Additional proof of gender differences is provided by Reji et al. (2023), who showed that girls had higher empathy, which was negatively connected to their aggressive actions. Sekhri et al. (2017) also discovered in their research that girls showed more empathy, better self-control, and stronger relationships with others. Wang et al. (2020) confirmed these findings in a study of Chinese young people by linking gender differences in EI to both cultural and social factors.

Furqani (2020) reviewed studies from 2004 to 2018 and found that female adolescents often have higher EI, mainly in empathy and social responsibility. The review pointed out that EI is connected to a positive sense of self, strong social abilities, good academic achievement, and fewer behavioral issues in adolescents.

Alam (2018) found that in Jharkhand, adolescent girls generally scored better than boys. His study also found that private school students scored higher in EI than their government school counterparts, though no rural-urban differences were observed. These results highlighted the impact of the educational environment and gender on emotional intelligence.

Contrasting this, Sowmyashree and Sreenivas (2019) discovered that there was no major difference in EI between rural and urban adolescent boys, but rural boys had slightly better scores. In contrast to the majority of findings, Bose (2019) reported no significant gender differences in emotional intelligence among high school students.

All these studies suggest that EI development may be more evenly distributed between genders.

### **2.10.2 Class**

Class level, such as whether students are in the ninth or tenth grade, can have an impact on their social maturity, personality development, and emotional intelligence. As students go through secondary school, they obtain new academic experiences, take on additional responsibilities, and connect with their peers in more sophisticated ways. These changes frequently influence how individuals socialise, modify their personalities, and control their emotions, all of which are necessary for overall social development.

#### **2.10.2.1 Class and Social Maturity**

Social maturity levels of adolescents are strongly influenced by their respective class. Various studies confirm that students from higher classes demonstrate greater social maturity. For example, Nadaf and Patil (2019) noted that social maturity among class 10 urban students was greater than in earlier classes, which suggests that more education and broader exposure to schooling help people become more socially mature.

To add to this, Samhitha et al. (2020) discovered in their study that older tribal adolescents were more socially mature than younger ones, living in Adilabad district. Concerning the findings, early adolescents appeared to be more focused on work, more committed, and open to change, while late adolescents performed better in areas like teamwork and social skills.

Evidence shows that student academic performance is linked to their social development. In their studies, Talluri and Suneela (2017) and Nadaf and Patil (2019) noted that students in higher classes showed better social maturity on tests. Moreover, Bahat and Ovsenik (2020) and Wang et al. (2020) found that emotional intelligence and social maturity grow as students advance academically, helping them behave better in class and interact better with peers. In a similar way, Umamaheswari and Karthikeyan (2024) found a direct link between social maturity and academic achievement, suggesting that becoming more mature can help students do better in school.

Various environmental and institutional elements influence the relationship between these variables. Konyak and Jorlim (2023) suggested that students in the higher classes can engage in more extracurricular and co-curricular activities, which improve their social skills.

In light of all these reviews, studies indicate that higher classes lead students to improve their social abilities and emotional competencies, together with interpersonal abilities.

#### **2.10.2.2 Class and Personality**

The connection between class and personality change remains understudied, yet researchers observe students developing different personality traits as they advance through academic levels. The latter years of life tend to enhance maturity as well as emotional stability and openness.

According to Samhitha et al. (2020), early adolescents were motivated by work, while late adolescents became more mature and open to alteration, which is a result of changes in age and education. Similarly, Bahat and Ovsenik (2020) reported that emotional and social competencies improved among students in higher classes, indicating that traits such as openness and emotional stability mature with academic progression. Their findings were confirmed by Ganesan and Annadurai (2018), and

that personality traits were usually well-formed by the time students reached higher secondary education, as a result of their experiences. Mahalakshmi et al. (2015) pointed out that personality traits in higher secondary students are influenced by contextual factors such as gender, local area, and the environment at home.

Once more, Zalawadia and Raval (2019) found that science and commerce girls in the same class had noticeably different personality traits ( $t = 3.80, p < 0.01$ ). Therefore, students' engagement with their studies can shape their personality, independent of age or class.

Rajhans and Besan (2023) worked with higher secondary students and found that their personality profiles were the same across classes, but girls adapted better to academic life.

All these studies suggest that adolescent personality continues to change over time as it responds to students' classes, their development, their school environment, and their focus on academics.

### **2.10.2.3 Class and Emotional Intelligence**

Multiple research studies demonstrate that emotional intelligence (EI) shows developmental growth as individuals advance through different age groups and higher classes.

Bahat and Ovsenik (2020) studied Slovenian secondary school students and discovered that those in the higher classes had more emotional intelligence. Having higher EI was related to better ways of communicating with others, stronger friendships, and a better classroom environment, which suggests that as they grow up, students' EI and social skills improve. Budler et al. (2022) also found, in their study of nursing students, that as time passed through their academic careers, their emotional intelligence increased and was related to their age. High performers in school had higher EI scores, pointing to the importance of engaged academic work and orderly learning in helping emotional growth.

Wang et al. (2020) analyzed a large sample of Chinese adolescents and found that classroom-level factors, including teacher appreciation, job incentives, teacher-student relationships and perceived organizational support, significantly affected emotional intelligence. They also pointed out that the growing demands from classmates and teachers in higher classes contribute to students' development of EI.

### **2.10.3 Type of School Management**

The type of school management, whether private or government, can shape the development of social maturity, personality, and emotional intelligence among secondary school students. Differences in school resources, teaching techniques, and extracurricular activities can alter kids' social interactions, personality development, and emotional abilities, all of which influence their overall social maturity.

#### **2.10.3.1 Type of School Management and Social Maturity**

Private schools often provide more structured environments and offer greater opportunities for co-curricular and extracurricular participation, which can positively influence students' social development (Kaur, 2020; Konyak and Jorlim, 2023).

The kind of school administration, public or private, makes a difference in shaping how adolescents become mature socially. Because private schools are usually more organized and offer more activities, they can help students grow socially (Kaur, 2023; Konyak and Jorlim, 2023). As illustrated by Konyak and Jorlim (2023), private school students had greater social maturity, but their self-concept was not found to be significantly different from that of government school students. In the same way, Kaur and Bahra (2022) found that private school students had a slightly higher social maturity score (104.76) than government school students (101.10), but the difference was not considered significant ( $t = -1.445$ ). According to the research, private schools help students grow socially, but they do not always exceed the achievements of government schools.

The impact of school management on social maturity remains inconclusive across the literature. Anandaraj and Regina (2021) reported that government school students outperformed those in aided schools in terms of social maturity.

Several studies, however, discovered that there were no significant differences between students from government and private institutions (Bala and Bakshi, 2017; Kaur, 2018; Kumar and Muthamizhselvan, 2017; Suthakar and Jeyanthi, 2024). Bala and Bakshi (2017) discovered that social maturity levels in secondary schools in Jammu and Kashmir were similar for both government and private institutions.

Based on the review, research indicates private school students marginally enhance their social maturity through enriched educational settings, yet results also

show institutional structure fails to determine this outcome. Different factors such as gender, local context, and quality of school facilities, show that studying the whole school environment is necessary for understanding adolescent social development.

### **2.10.3.2 Type of School Management and Personality**

The examination of personality traits in relation to the type of school management, between private and government or aided institutions, reveals both similar and opposing research conclusions. Studies either confirm that school ethos and infrastructure, together with learning environment, shape student personality traits, or they identify no noticeable differences in this area.

According to multiple studies, students in government schools and students in private schools have similar personality traits. Kaur and Kaur (2023) found that school type did not significantly affect students' personality traits. Similarly, Suthakar and Jeyanthi (2024) found in their descriptive study of eleventh-grade students using H.J. Eysenck's Personality Scale that there were no important differences between school types. Bama and Muktamath (2023) found no significant differences between private- and government-managed institutions among college students.

In addition, other studies have found important differences in traits between individuals. Qureshi (2023) reported that adolescents from government and private schools scored differently in abstract thinking (Factor B), tender-mindedness (Factor I), suspiciousness (Factor L), apprehension (Factor O), experimenting (Factor Q1), and tension (Factor Q4). It seems that the culture of an institution and contact with many cultures can shape how our personalities grow. Yang (2023) discovered that public school students were more conscientious, while private school students showed higher levels of agreeableness and neuroticism. Özcanlı and Kozikoğlu (2023) contributed further by developing a 20-item Five Factor Personality Scale, tested among 920 students. Although no differences were found across schools of different socioeconomic development levels (SES), gender-based differences were observed, with female students scoring higher in Conscientiousness and Openness. They pointed out that projects and problem-based classes may lead to more Extraversion and Conscientiousness for students in any school type.

In addition, Karmakar et al. (2024) carried out a study with 706 adolescents from both government and aided schools in West Bengal. Students were found to have high scores in Extraversion, Agreeableness, Conscientiousness, and Openness, and low scores in Neuroticism, meaning government and aided schools support positive personality growth.

At the same time, Ganesan and Annadurai (2018) discovered that personality traits are not affected by the type of school, which suggests that these differences might be limited to certain areas or student groups.

In summary, the research suggests that while some studies report personality differences across types of school management, others find that personality traits remain consistent across institutions.

#### **2.10.3.3 Type of School Management and Emotional Intelligence**

Many studies have focused on how school management influences the emotional intelligence growth of adolescents. The studies provide various results but confirm that the organizational structure and work environment of schools profoundly affect student emotional development.

Alam (2018) reported that students from private secondary schools tend to have greater emotional intelligence than students in government schools. Even so, Kaur (2018) found that private and government school students have similar EI, meaning that school management may not always significantly impact EI.

Diversity in educational institutions demonstrates this process even more. Shukla et al. (2017) noted that students in regular schools performed better in two main EI areas, empathy and self-actualization, than students attending coaching institutes. Sekhri et al. (2017) also found that students attending regular schools were more capable of empathy and controlling their impulses, which are important for emotional intelligence.

Kulkarni and Velhal (2023) added another perspective by focusing on gendered institutional settings. They found that girls in gender-specific schools had better emotional intelligence than girls in co-educational schools, mainly when socio-economic status was taken into account.

According to Wang et al. (2020), emotional intelligence is formed by both the type of school and the way the school operates internally. The researchers found that

teacher-student relationships, teacher appreciation, job incentives, and perceived organizational support make a big difference in students' EI. Institutions shape these elements differently, but they all link the institution's values to how students develop emotionally.

All the studies point out that the way schools are managed does not greatly promote emotional intelligence in adolescents, while the school's culture, teacher-student relationships, and teaching practices have the strongest influence.

#### **2.10.4 Locality**

Locality, whether urban or rural, plays an important role in shaping the social and emotional development of secondary school students. The environment in which adolescents grow up gives a variety of opportunities and challenges that influence their social maturity, personality characteristics, and emotional intelligence. Exploring the area allows us to better understand how the social environment influences personal and emotional development during adolescence.

Usually, urban students are more socially mature than their rural peers. A study in Karnataka, India, revealed that urban students had better social skills than rural students (Nadaf & Patil, 2019) because they experienced a wider range of social environments and more social chances in their communities (Nadaf & Patil, 2019). According to some studies, rural students usually show better social skills than urban students. In Argentina, rural high school students reported stronger social skills than urban students (Contini de González et al., 2013).

The setting of a school can affect students as well. According to a study in Punjab, urban and rural students have very different school experiences, which might influence their social development (Kaur, 2023).

##### **2.10.4.1 Locality and Social Maturity**

Generally, urban students are more socially mature than rural students when it comes to personal, interpersonal, and social adequacy (Arya, 2019; Anitha & Jebaseelan, 2017). The extra support and more opportunities to talk to others in cities are often what lead to these benefits (Yildirim & Akpınar, 2016). Nadaf and Patil (2020) found that urban adolescents had higher social maturity, and there was no difference between urban males and females, but rural males scored better than rural females in interpersonal and social adequacy.

Still, the results are not all the same. Rural students were found to do better in some studies than urban students. According to Anandaraj and Regina (2021), rural higher-secondary students are more socially mature because growing up in these areas gives them unique social skills. In addition, Pathan and Chothani (2019), along with Choudhary and Madhuri (2014), observed that rural adolescents have developed higher social maturity because of their unique social experiences. Contini de González et al. (2013) also concluded that rural adolescents were more likely to show leadership skills than those living in cities.

Mishra et al. (2017) suggested that rural girls and urban boys demonstrated better social maturity, highlighting the interaction between gender and place of residence. The study also showed that students in rural areas who lived with several generations in one family were more mature.

Other research has shown that there are no major differences in how socially mature urban and rural adolescents are. Zoting (2019), Ricci et al. (2021), Mitra (2020), Talluri and Suneela (2017), and Kumar and Muthamizhselvan (2017) all found that social development is similar in many locations, which means that location alone is not a key factor. For instance, Ricci et al. (2021) and Mitra (2020) both found similar results across all components of social maturity, challenging assumptions of urban advantage.

The inconsistent research results demonstrate that location by itself does not consistently predict social maturity development. The outcomes depend on multiple contextual elements like gender and family structure, as well as school management practices and socio-cultural factors, which interact with the locality. Activities outside the main curriculum and the help of the school can help students become more socially mature, along with building relationships with others in the community.

#### **2.10.4.2 Locality and Personality**

Several studies have found that locality or urban-rural background influences their personality. Multiple personality aspects show variations due to environmental elements and cultural and educational differences between different regions, according to research evidence.

Jadav (2024) found that 200 college students in Gujarat's Banaskantha district, who were divided into urban and rural groups, scored higher on personality scales if they were from an urban background. Researchers also noted that gender made a difference, yet there was no meaningful relationship between gender and locality, which indicates that urban settings give more opportunities for personality growth.

Ranjan (2019) used Singh's Differential Personality Inventory and found that urban students scored much higher than others on several personality traits ( $t = 3.28$ ,  $p < 0.01$ ). These results agree with Brahmhatt (2022), who found that children from rural areas were more reserved, less stable emotionally, sober and serious, while those from urban areas were more energetic, calm, friendly, emotionally stable, and cheerful.

Qureshi (2023) pointed out that the difference in personality between students from government and private schools is related to locality, because urban students are more likely to go to private schools. Furthermore, Bama and Muktamath (2023) noticed that locality plays a major role in shaping their Agreeableness, Conscientiousness, Emotional Stability, and Openness. According to Patel (2019), rural students showed higher scores on personality tests than urban students. Based on their study, Tiwari and Ojha (2024) found that rural girls had higher levels of Neuroticism than did urban girls, showing that both gender and the environment are factors.

On the other hand, not all studies reported significant effects of locality. Kaur and Kaur (2023) and Ganesan and Annadurai (2018) found that school location did not significantly influence the personality traits of higher secondary students.

According to Shukla et al. (2017), the environment in which teachers live seems to shape their personalities and impact them at work as well.

All in all, the research data so far suggests that locality affects their personality, although some results are not entirely clear.

#### **2.10.4.3 Locality and Emotional Intelligence**

The development of emotional intelligence in adolescents depends on whether they live in urban or rural environments, and this relationship is currently gaining research attention. There are different results in all these studies, yet most

studies agree that environmental, cultural, and institutional factors matter a lot in emotional development.

No significant difference in emotional intelligence was found between rural and urban secondary school students in Jharkhand, according to Alam (2018). Similarly, Sowmyashree and Sreenivas (2019) found no meaningful difference in EI between urban and rural adolescent boys, but rural students' mean scores were slightly higher, which they explained by their greater time spent in nature and stronger social support.

More recent research points to contextual variables linked to locality as important modifiers of EI. Kulkarni and Velhal (2023) found that socio-economic status and school type (co-educational versus gender-specific) significantly impacted emotional intelligence, particularly among girls. These factors often vary between urban and rural settings, suggesting the influence of locality.

Kulkarni and Velhal (2023) found that girls' emotional intelligence was strongly affected by their socio-economic background and whether their school was co-ed or single-sex. Such factors tend to change depending on whether the area is urban or rural, suggesting that the local environment plays a role. These studies suggest that while locality alone is not always related to emotional intelligence, the environment and culture where a person lives are important factors.

As a result, studies suggest that emotional intelligence is not linked to specific geographic regions, but environmental and socio-cultural factors play a bigger role.

Based on the review literature on the demographic influence on the three variables, it is found that social maturity, personality, and emotional intelligence among secondary school adolescents demonstrate complex relationships with gender, class, type of school management, and locality. In general, female students from higher classes in private urban schools are more socially mature, have better personalities, and are more emotionally intelligent than others. These multiple factors intersect to demonstrate the necessity of adopting a complete method for studying these variables.

## **2.11 Overview of Review of Related Literature and Identification of Gaps**

This review examined the areas of social maturity, personality, and emotional intelligence (EI) in research from both India and other countries. The literature noted that Personality and EI are strong predictors of Social Maturity and that this relationship is even stronger in adolescence. Some studies have examined how gender, class, the type of school management, and the locality may influence these characteristics among adolescent secondary school students.

Much research has been conducted on each of these areas, yet important gaps in understanding persist. Many studies investigate demographic factors one at a time, ignoring how they might overlap. Differences in emotional intelligence or personality between genders are influenced by urban or rural living and the kind of school attended. Therefore, multiple factors together need to be looked at to understand how they affect each other.

Research about the relationship between class and personality remains limited. This relationship between personality and class is often overlooked, with most studies focusing instead on gender and locality among adolescent secondary school students.

A mix of internal and external factors is used in the research to examine how secondary school students grow and what support could benefit them. This research explores how personality, emotional intelligence, gender, class, type of school management, and locality influence the social maturity of secondary school students, providing helpful information for schools and assistance programs.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Outline of the Chapter**

##### **3.1.1 Purpose and Overview of the Methodology**

This chapter presents a comprehensive account of the methodology adopted for the study. First, the research design describes the method, structure, and reason behind choosing a correlational method. The chapter proceeds to cover the main variables of the study, which are the dependent, independent, and demographic variables.

The description of the population and sampling included what the population consists of, the methods used to gather the samples, and a description of the samples. The data collection tools are described, with a focus on the three standardized instruments used in the study: the Social Maturity Scale, the Five Personality Trait Inventory, and the researcher-developed Emotional Intelligence Scale.

Successive sections elaborate on the development and standardization of the Emotional Intelligence Scale based on Bar-On's theoretical model. This includes carrying out the construction process, analyzing factors, conducting reliability tests, and establishing norms.

The chapter also explains the procedures followed for data collection across the selected schools, followed by a detailed account of the statistical analyses employed. The types used are descriptive statistics, correlation analysis, regression analysis, and factorial ANOVA, chosen according to the research goals.

#### **3.2 Research Design**

Research design forms the plan that directs how a research study should be carried out. It is necessary for research because it explains the process from collecting data to analyzing the results. Careful planning of a research study helps ensure that the study meets its objectives and produces reliable findings. The role of a study design is to make sure that the gathered evidence is adequate to allow the researcher to suitably and specifically respond to the research problem.

Preparing a research plan sets the course, outlines the tasks to be completed, and lays out the strategies and timelines for each component of the study. All these elements are included in a well-designed research design. Gupta and Gupta (2008) assert that "a research design provides a flow of activities from problem formulation to hypothesis development to data collection to data analysis to final results to implications". A research design is a structured sequence of procedures, starting from the identification of a research problem and hypothesis formulation, followed by planning data acquisition, data analysis, and ending with the discussion of results (Jun et al., 2021).

### **3.2.1 Quantitative Research Approach**

Quantitative research involves systematically collecting data and using statistical methods to analyze findings. The researcher collects data in a planned manner and then analyzes it with statistical tools. This type of research tries to measure and analyze information to help a larger group. Creswell (2014), in his book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, defines quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, to determine whether the predictive generalizations of the theory hold" (p. 4).

A systematic and standardized quantitative approach was used in the present study to evaluate social maturity, personality, and emotional intelligence using reliable psychological measures. When a quantitative method was used, the results were reliable, precise, and relevant for many students.

### **3.2.2 Descriptive and Correlational Method**

A descriptive correlational study design elucidates the variables and demonstrates the strength of their interrelationship. With this research design, the degree of association between two variables can be measured, and predictions can be made based on the identified relationships (Bhandari, 2023).

The present study employed the descriptive-correlational research design to determine the relationships among social maturity, personality, and emotional intelligence in secondary school students. These designs allowed the researcher to

measure the strength of associations between variables and interpret findings to draw meaningful conclusions.

### **3.3 Methodological Overview**

#### **3.3.1 Research Methodology**

Using a planned approach, the study processes and evaluates the data required to meet the research's aims. It is made up of using a structured research plan, choosing the right variables, using suitable sampling methods, using regular psychological tools, and analyzing data with proper statistical methods.

#### **3.4. Variables of the Study**

For research to identify populations, ensure they are well-represented, and make results relevant, demographics are necessary. This is why we can see that specific traits affect the outcomes of different groups. Jones et al. (2020) showed that demographic characteristics are crucial when examining diverse groups.

##### **3.4.1 Classification of Variables**

The study comprised of the following variables:

- Dependent Variable : Social Maturity
- Independent Variables : Personality and Emotional Intelligence
- Demographic Variables :
  - Gender (Male/Female)
  - Class (9th/10th)
  - Type of School Management (Government/Private)
  - Locality (Urban/Rural)

Figure 3.1

## Classification of Variables in the Study

Figure 3.1

A conceptual framework showing the relationships between research variables

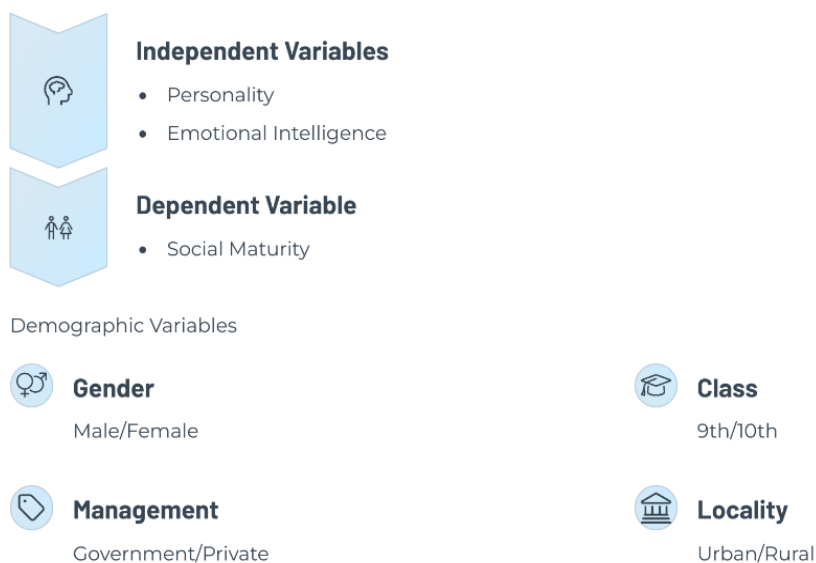


Table 3.1

Summary of Study Variables, Types, Tools, and Measurement Scales

Variable	Type	Measurement Tool	Scale/Level of Measurement
Social Maturity	Dependent Variable	Social Maturity Scale (Rao, 2011)	Interval (Standardized Scale)
Personality	Independent Variable	Five Personality Trait Inventory (Misra, 2000)	Interval (Likert-type scale)
Emotional Intelligence	Independent Variable	Emotional Intelligence Scale (Researcher-developed)	Interval (5-point Likert Scale)
Gender	Demographic Variable	Self-report	Nominal (Male/Female)
Class	Demographic Variable	Self-report	Ordinal (Class 9 and 10)
Type of School Management	Demographic Variable	Self-report	Nominal (Government / Private)

**Table 3.1***Summary of Study Variables, Types, Tools, and Measurement Scales*

<b>Variable</b>	<b>Type</b>	<b>Measurement Tool</b>	<b>Scale/Level of Measurement</b>
Locality	Demographic Variable	Self-report	Nominal (Urban / Rural)

**Figure 3.1** provides a visual overview of the study variables and their relationships, while **Table 3.1** presents the detailed summary of variables, measurement instruments, and scales of measurement.

### 3.4.2 Operational Definition of the Key Variables

- **Social Maturity:** For this study, social maturity refers to an individual's ability to effectively adapt to social roles, norms, and interpersonal expectations. It is operationalized through scores obtained on the Social Maturity Scale (SMS) developed by Rao (2011).
- **Personality:** Personality describes how an individual thinks, feels, and acts in distinctive ways. The Five Personality Trait Inventory (FPTI) developed by Misra (2000) measures five personality traits using the Five-Factor Model.
- **Emotional Intelligence:** Emotional Intelligence involves perceiving, processing, and regulating both personal and other people's emotions. Emotional Intelligence is measured using the Emotional Intelligence Scale (EIS) developed by the researcher.

### 3.5 Population and Sampling

The research population and sample form the foundation of any scientific investigation. Understanding their interaction ensures accuracy, dependability, and the possibility of generalizing findings (Creswell & Creswell, 2018).

For this study, the population was defined in line with the research objectives and variables under consideration. A sample, drawn to represent this population, must reflect its diverse attributes so that the results remain valid and reliable (Best & Kahn, 2006). Careful selection of the sample ensured that the data collected was accurate and representative of the wider student population.

### 3.5.1 Population of the Study

The target population consisted of secondary school students (Classes 9 and 10) enrolled in schools across Nagaland. As reported by the Nagaland Board of School Education (NBSE), the total student population at these levels is expected to decline to approximately 46,000–47,000 by the 2024–2025 academic years, based on enrollment patterns and the number of candidates appearing for the HSLC examinations. (Nagaland Board of School Education, 2025; Results.shiksha, 2025; The Morung Express, 2024). This projection provides context for the scale of the student body in recent years.

However, the data for the present study were collected in 2021, and the sample was drawn from the student population existing at that time, which totaled 55,150 Class 9 and 10 students across all 12 districts of Nagaland, based on the 2020–2021 official enrollment records (Department of School Education, 2022). At the time of data collection, Nagaland comprised 12 administrative districts. Although additional districts, Chümoukedima, Niuland, and Tseminyü in December 2021, Shamator in January 2022, and Meluri in October 2024, were subsequently created, they were not included in the sampling frame to maintain methodological consistency (Government of Nagaland, 2021; Government of Nagaland, 2022; Nagaland Post, 2024).

### 3.5.2 Sampling

Sampling is the process of selecting a subset of individuals from a broader population to collect data and draw conclusions. The aim is to obtain a sample that reflects the essential characteristics and diversity of the population so that findings may be generalized with confidence.

However, because a multistage sampling technique was employed, the first stage involved selecting the districts. The three selected districts—Kohima, Dimapur, and Mokokchung—had a combined student population of 30,558 (Department of School Education, 2022), and this figure was used to determine the required sample size. Following standard procedures for large populations, the initial sample size was calculated using Cochran's (1977) formula and then adjusted through the finite population correction to ensure proportional accuracy.

In line with Polas (2024), who emphasizes that sampling procedures should maximize transparency, diversity, and validity, this study adopted a multistage sampling design across three major districts in Nagaland. The student sample was drawn in 2021 from a finite population of secondary school students (Classes 9 and 10), with careful attention to geographic, demographic, and institutional representation. The sampling framework involved stratification by district, type of school management (government/private), locality (urban/rural), gender (male/female), and class (9<sup>th</sup>/10<sup>th</sup>).

The sample size was calculated using Cochran's (1977) formula for large populations, adjusted for a finite population. Based on an estimated population of 10,000 secondary school students across the three districts, the required sample size was computed as:

$$n_0 = \frac{Z^2 \times p \times (1 - p)}{E^2}$$

Where:

$n_0$  = initial sample size

$Z$  = Z-score (1.96 for 95% confidence level)

$p$  = estimated proportion of the population (0.5 is used for maximum variability)

$E$  = margin of error (0.05)

Substituting values:

$$n_0 = \frac{(1.96)^2 \times 0.5 \times (1 - 0.5)}{(0.05)^2} = \frac{3.8416 \times 0.25}{0.0025} = 384.16 \approx 384$$

This meant that if the population were infinite, 384 students would be needed. However, because the actual population was finite (30558 students), the Finite Population Correction (FPC) was applied:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}} = \frac{384}{1 + \frac{383}{30558}} = \frac{384}{1 + 0.0125} = \frac{384}{1.0125} \approx 379$$

Thus, the minimum required sample size was 379 students.

To enhance the reliability of advanced statistical procedures such as Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and test-

retest validation, the final sample size was deliberately increased to 1,300 students. These were distributed as follows:

- 600 students for the main study examining the relationship between Emotional Intelligence (EI), personality traits, and social maturity;
- 600 students for the standardization of the EI tool;
- 100 students for the test-retest reliability assessment.

Finally, Stratum-specific allocation was done using proportional distribution based on district-wise student population. The formula used is:

$$n_h = \left( \frac{N_h}{N} \right) \times n$$

Where:  $n_h$  = sample size for each stratum (district)

$N_h$  = population of each stratum (district)

$N$  = total population across all districts

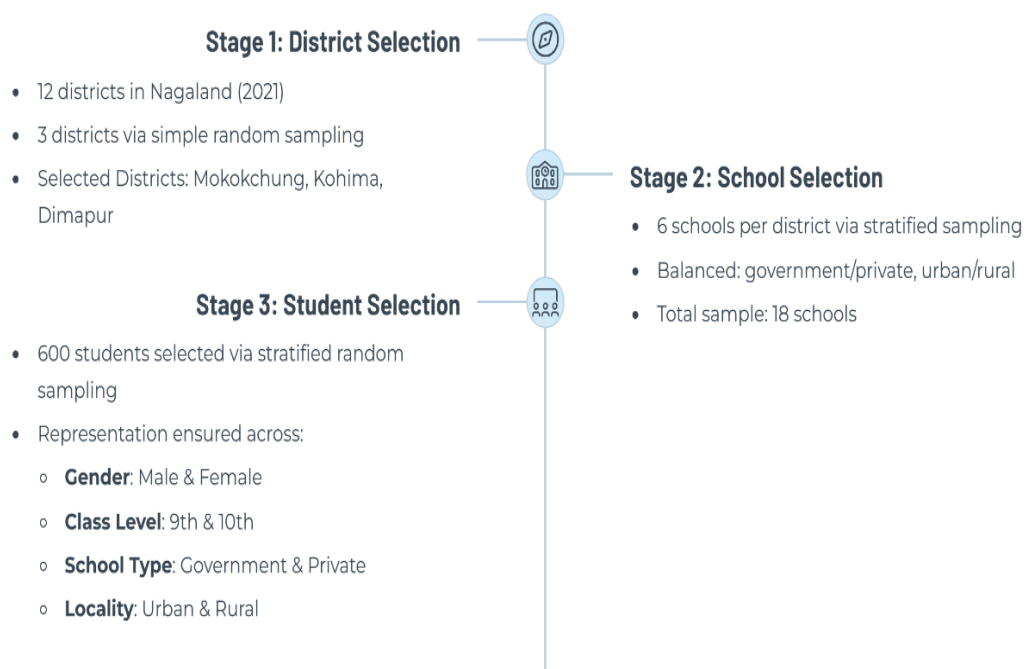
$n$  = total sample size

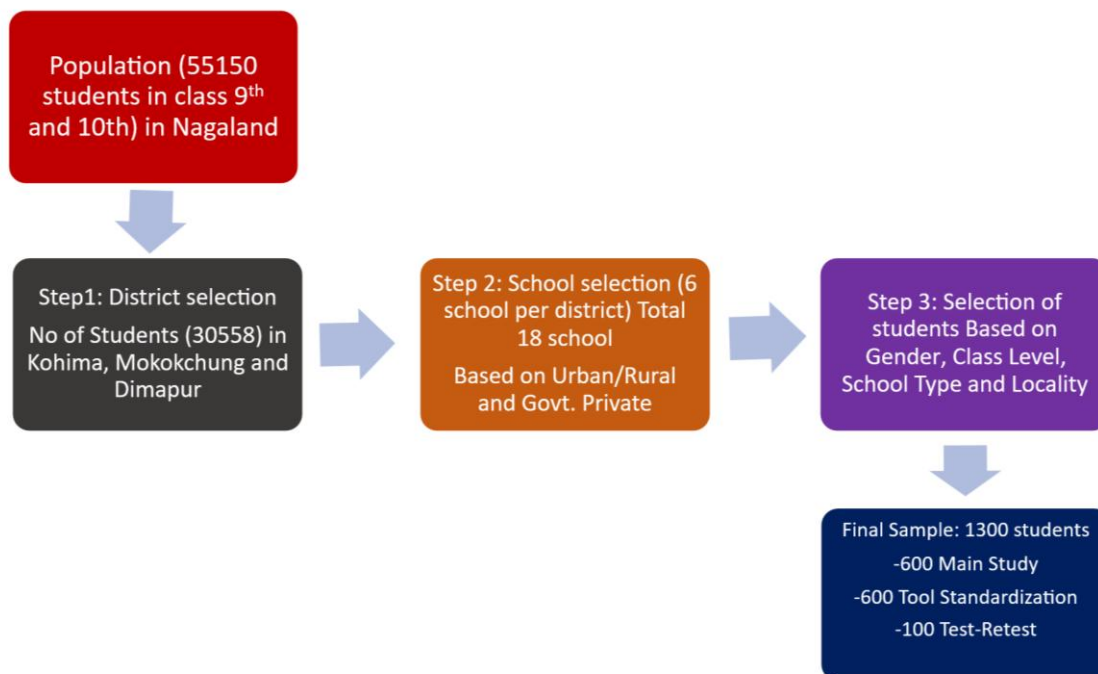
The following figures summarize the multi-stage sampling process used in the study. **Figure 3.2** presents the structured multistage sampling technique across three levels—districts, schools, and students, ensuring balanced representation by gender, class, school type, and locality. **Figure 3.3** provides a simplified flowchart that illustrates the logical sequence of selection, moving from the overall student population to the final sample. Together, these figures complement each other by combining both a detailed breakdown and a step-by-step schematic overview.

**Figure 3.2**

*Multistage sampling across districts, schools, and students*

## Multistage Sampling Technique Used in the Study



**Figure 3.3***Flowcharts Summarizing the Sampling Procedure*

As illustrated in **Figures 3.2 and 3.3**, the study employed a multistage sampling technique to ensure fair and equal representation across demographic and institutional categories. Building on the framework presented in the figures, the following section provides a detailed description of the sampling process, highlighting the considerations of gender, class, type of school management, and locality.

### 1. First Stage :

**District selection:** At the time of data collection in 2021, Nagaland comprised 12 administrative districts. Although three additional districts—Chümoukedima, Niuland, and Tseminyü—were officially created in December 2021, Shamator in January 2022 and Meluri in October 2024, these administrative units were not operational during the period of this study. Therefore, for methodological consistency and accuracy, the sampling frame included only the 12 districts that were officially functioning at the time of the survey.

Three out of twelve districts, constituting 25%, were selected at random. This provided each district an equal opportunity for selection, mitigating prejudice and enhancing the representativeness of the overall state results.

## 2. Second Stage

**Selection of Schools:** Within each of the selected districts, six schools (both Government and Private) were chosen through a stratified random sampling technique, leading to a total of 18 schools ( $6 \times 3 = 18$ ).

The study utilized a structured sampling approach to select schools across three districts, Mokokchung, Kohima, and Dimapur, ensuring representation based on locality (urban/rural) and type of school management (government/private).

### i) Selection Criteria

Schools were chosen based on the following factors:

- *District Representation:* Mokokchung, Kohima, and Dimapur schools were included to ensure geographic diversity.
- *Locality Classification:* Schools were categorized as urban or rural based on their official classification.
- *Type of School Management:* The study included both government and private schools to account for variations in educational infrastructure.

### ii) Sample Schools Distribution

The selected schools are presented in **Table 3.2**, categorized by district, locality, and type of school management.

**Table 3.2**

*Sample Schools by District, Locality, and Type of school management*

SL. No.	School Name	Locality	Management
Mokokchung			
District			
1	Queen Mary Higher Secondary School	Urban	Private
2	Whetstone High School	Urban	Private
3	Clark Memorial Higher Secondary School, Impur	Rural	Private
4	Government High School, Chuchuyimpang	Rural	Government
5	Government High School, Mokokchung Village	Rural	Government
6	Senayangba Government Higher Secondary School, Ungma	Rural	Government
Kohima District			
7	G. Rio Higher Secondary School	Urban	Private
8	Government High School, Chandmari	Urban	Government
9	Christ King Higher Secondary School	Urban	Private

10	C.D. King Higher Secondary School, Jotsoma	Rural	Private
11	T.M. Government Higher Secondary School	Rural	Government
12	Government Higher Secondary School, Seikhazou	Rural	Government
<b>Dimapur District</b>			
13	M.G.M. Higher Secondary School	Urban	Private
14	Pine Mount High School	Urban	Private
15	Government High School, Sarbura	Urban	Government
16	Government High School, Lengrijan	Urban	Government
17	Lima Aier Higher Secondary School, Lingrijan	Urban	Private
18	Government High School, Toluvi	Rural	Government

To provide a contextual overview of the institutions in the selected districts, **Table 3.3** presents the distribution of schools by district and category, while **Figure 3.4** provides a visual summary of the same data.

**Table 3.3**

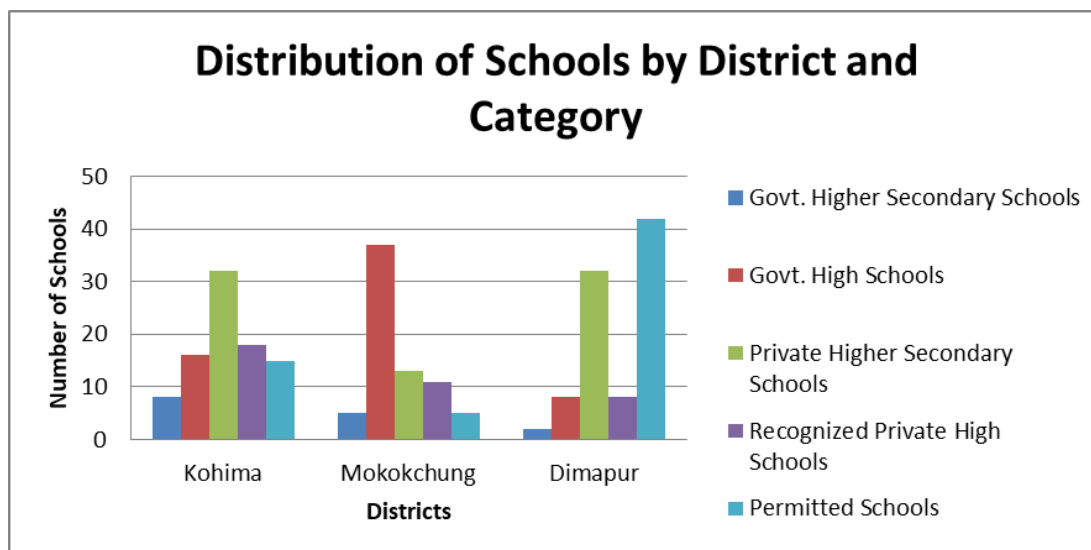
*Distribution of Schools by District and Category*

Sl. No.	District	Govt. Higher Secondary Schools	Govt. High Schools	Private Higher Secondary Schools	Recognized Private High Schools	Permitted Schools	Total Schools
1	Kohima	8	16	32	18	15	89
2	Mokokchung	5	37	13	11	5	71
3	Dimapur	2	8	32	8	42	92
Total		15	53	77	37	62	252

*Source.* (Nagaland Board of School Education [NBSE], 2023)

**Figure 3.4**

*Distribution of schools by District and category.*



As shown, the total number of schools across Kohima, Mokokchung, and Dimapur is 252. Private schools clearly outnumber government schools, particularly at the higher secondary level, where 77 private schools contrast with only 15 government schools. Among the three districts, Dimapur has the highest number of permitted schools (42), while Mokokchung leads in government high schools (37). Kohima and Dimapur together have the greatest concentration of private higher secondary schools.

### 3. Third Stage

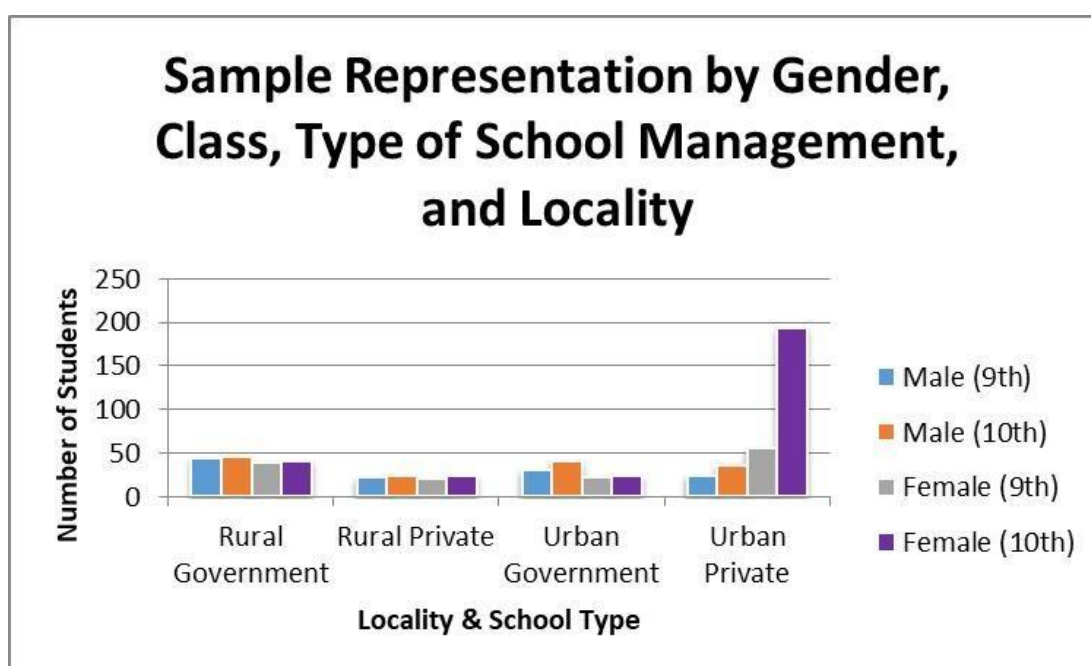
**Selection of Sample:** A total of 600 secondary school students (Class 9 and 10) were selected through stratified random sampling, ensuring representation across:

- Gender: Male and Female
- Class: 9th and 10th
- Type of School Management: Government and Private
- Locality: Urban and Rural

To ensure balanced representation, the study employed a stratified sampling technique that accounted for locality, type of school management, gender, and class. This detailed breakdown is presented in **Table 3.4**.

**Table 3.4***Sample representation by Locality, School Type, Class, and Gender*

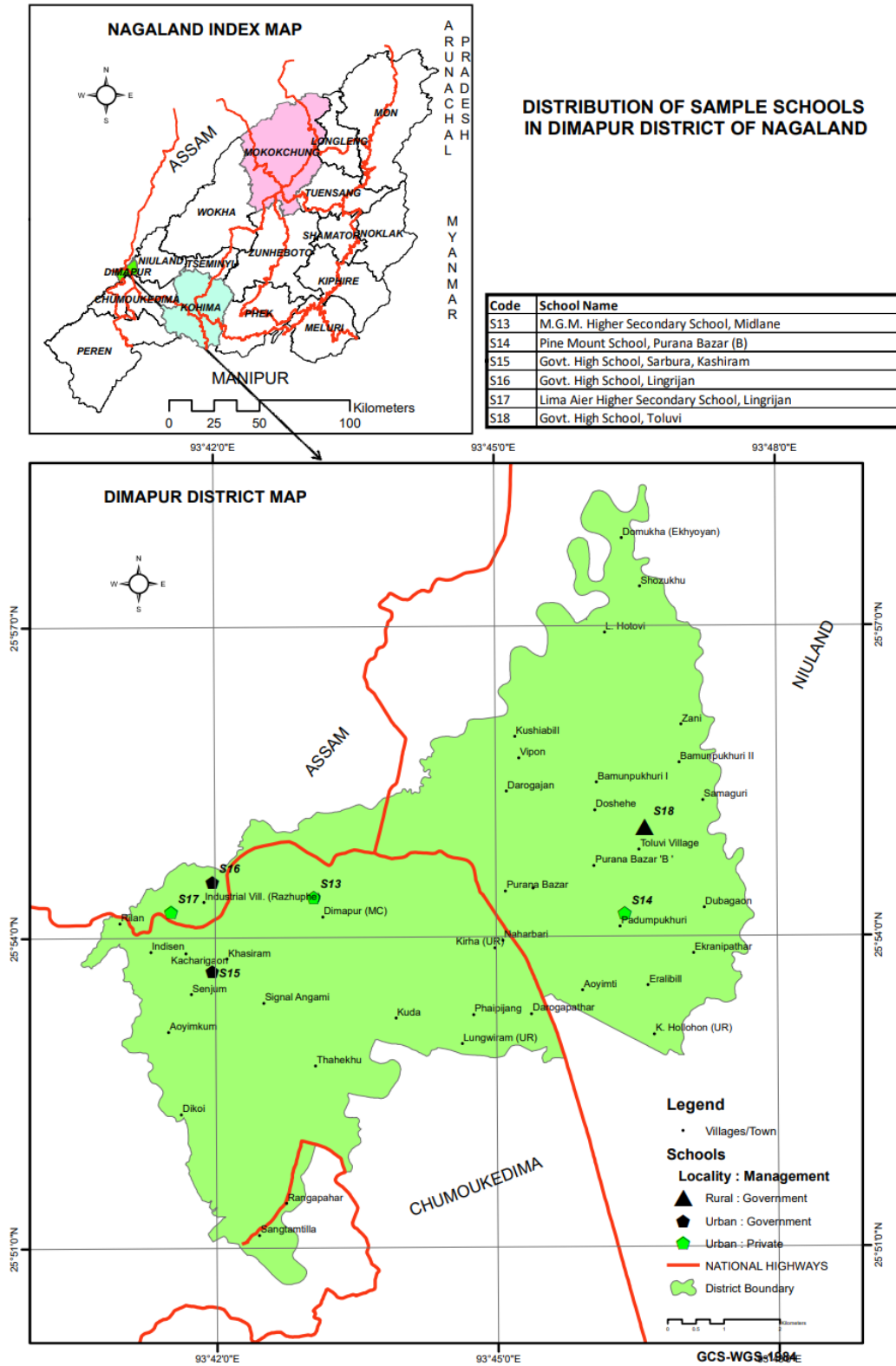
Locality	Type of School Management	Male (9th)	Male (10th)	Female (9th)	Female (10th)	Total Students
Rural	Government	44	45	39	41	89
	Private	21	23	20	23	87
Urban	Government	30	41	22	23	116
	Private	24	36	55	193	308
Total		119	145	136	200	600

**Figure 3.5***Distribution of Sample by Gender, Class, Type of School Management and Locality*

As shown in **Table 3.4** and **Figure 3.5**, rural schools contributed 176 students, while urban schools contributed 424, with urban private schools forming the largest subgroup. The most represented group was Class 10 females from urban private schools ( $n = 193$ ), highlighting the stronger presence of female students in private institutions.

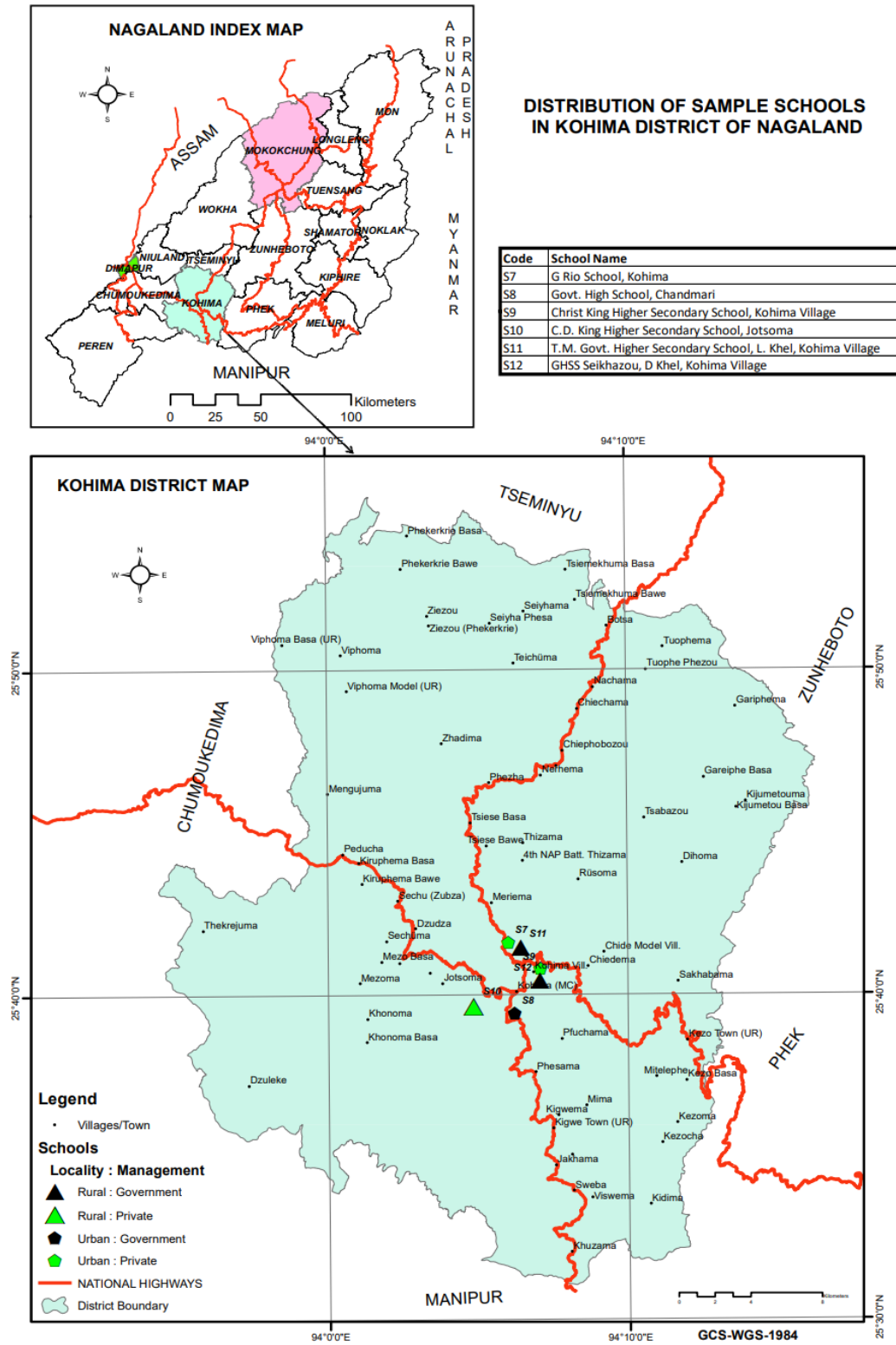
**Figures 3.6, 3.7, and 3.8** present a geographical map showing the distribution of the study sample across the three selected districts.

**Figure 3.6**  
*Distribution of sample schools in Dimapur District.*



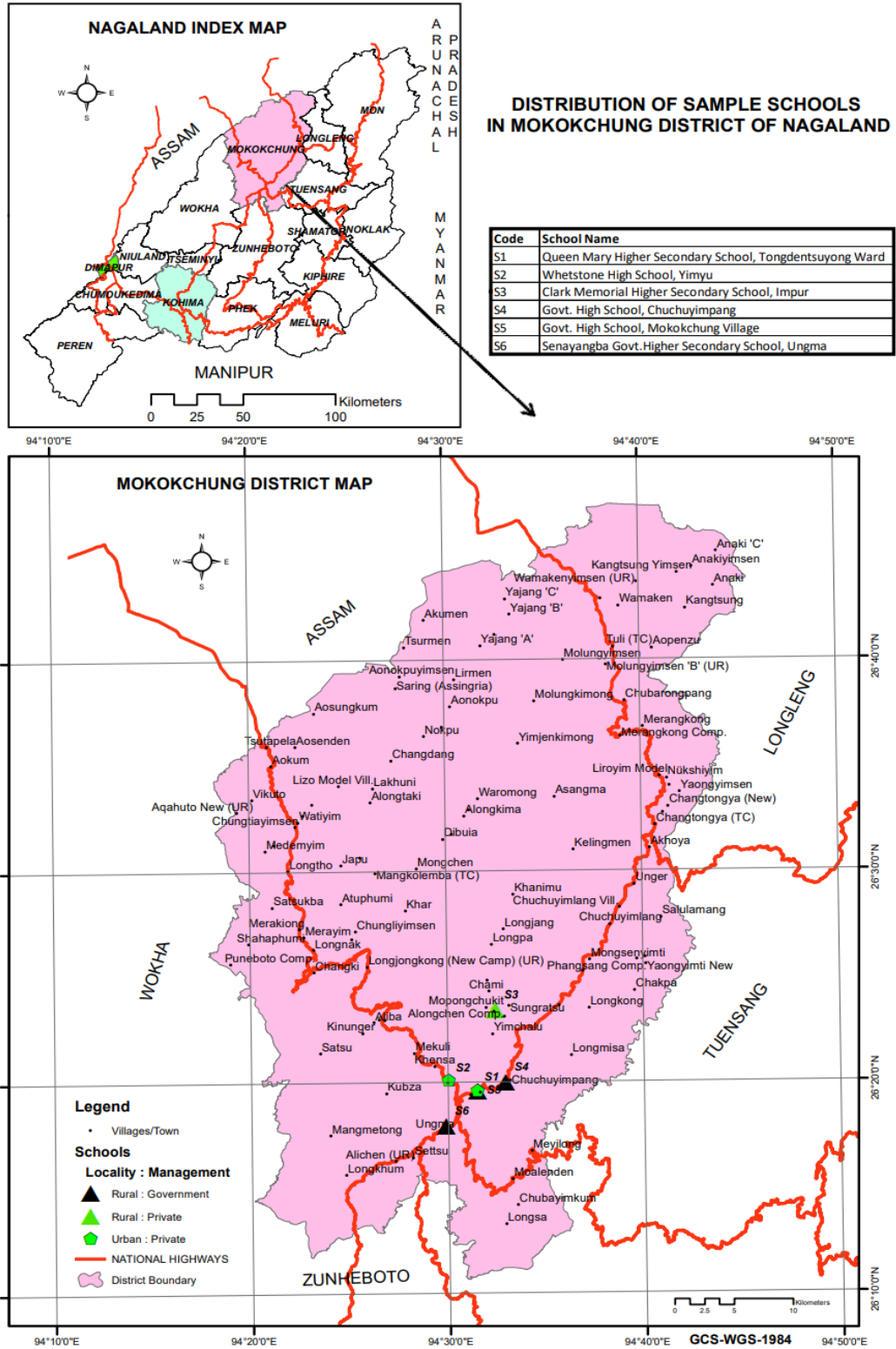
Note. Map generated using ArcGIS with the spatial reference system GCS-WGS-1984.

**Figure 3.7**  
*Distribution of sample schools in Kohima District*



*Note.* Map generated using ArcGIS with the spatial reference system GCS-WGS-1984.

**Figure 3.8**  
*Distribution of sample schools in Mokokchung District*



Note. Map generated using ArcGIS with the spatial reference system GCS-WGS-1984.

### 3.5.3 Demographic Profile of Sample

The demographic profile of the research lists the traits of the participants, which can be found by looking at information like their race or ethnicity, gender, age, schooling, and job. Demographic analysis is important because it helps researchers find out how the sample is made up, make sure that the results are interpreted correctly, and understand how the sample is made up. To help understand the study sample, this section describes the respondents by their Gender, Class, Type of School Management, and Locality.

**Table 3.5**

*Sampling Frame for Secondary School Students (N = 600)*

Category	Government Schools (n = 205)		Private Schools (n = 395)		Total (N = 600)	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
<b>Locality</b>						
Rural	89	43.4%	87	22.0%	176	29.3%
Urban	116	56.6%	308	78.0%	424	70.7%
Total	205	100%	395	100%	600	100%
<b>Gender</b>						
Male	102	49.8%	162	41.0%	264	44.0%
Female	103	50.2%	233	59.0%	336	56.0%
Total	205	100%	395	100%	600	100%
<b>Class</b>						
Class 9	88	42.9%	167	42.3%	255	42.5%
Class 10	117	57.1%	228	57.7%	345	57.5%
Total	205	100%	395	100%	600	100%
<b>Gender and Class Breakdown</b>						
<b>Males (n = 264)</b>						
Class 9 Male	43	42.2%	76	46.9%	119	45.1%
Class10 Male	59	57.8%	86	53.1%	145	54.9%
Total Males	102	100%	162	100%	264	100%
<b>Females</b>						

(n = 336)						
Class 9 Female	45	43.7%	91	39.1%	136	40.5%
Class10 Female	58	56.3%	142	60.9%	200	59.5%
Total Females	103	100%	233	100%	336	100%

*Note.* The table presents the sampling distribution of secondary school students (N = 600) across government and private schools, categorized by locality, gender, and class.

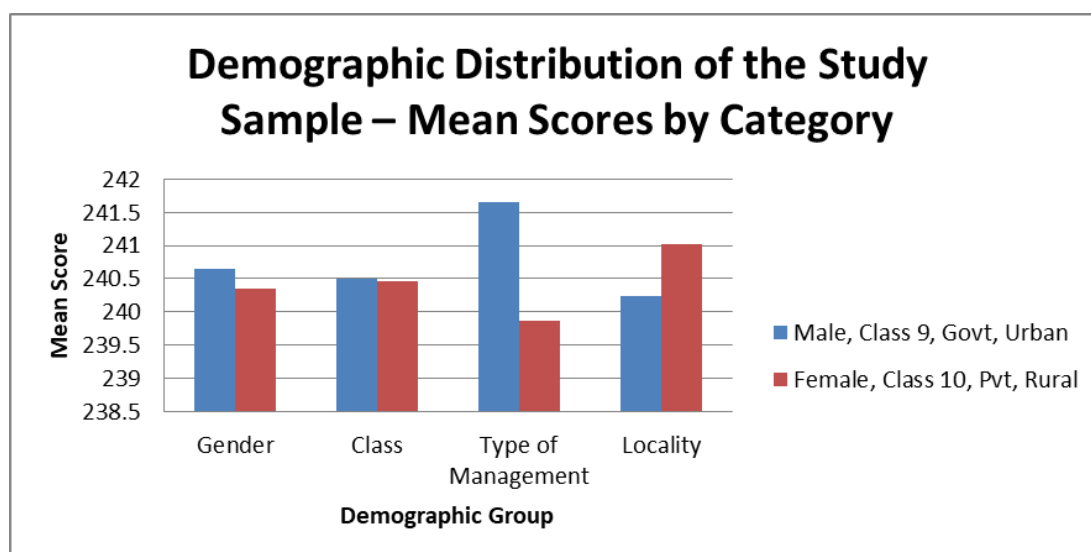
**Table 3.5** shows that the sample was relatively balanced by gender and class, with a slight predominance of female students (56%) and Class 10 students (57.5%). Private schools contributed nearly two-thirds of the participants, and the majority resided in urban areas (70.7%).

### Distribution of Sample

The study included a total of 600 secondary school students, with their demographic distribution presented in **Table 3.5**

**Figure 3.9**

*Mean scores of the study sample across demographic categories*



As shown in **Table 3.5** and **Figure 3.9**, the study sample (N = 600) comprised students from government (34.2%) and private schools (65.8%), with a higher proportion from urban areas (70.7%) than rural areas (29.3%). Girls (56%) slightly outnumbered boys (44%), and Class 10 students (57.5%) were more represented than Class 9 (42.5%). Urban private schools contributed the largest share, especially Class 10 girls (n = 193). Mean social maturity scores were highly similar across groups:

Males (M = 240.64) vs. Females (M = 240.34); Class 9 (M = 240.49) vs. Class 10 (M = 240.46); government (M = 241.65) vs. private (M = 239.86); rural (M = 241.02) vs. urban (M = 240.24).

### 3.5.4 Description of Samples for the Process of Standardization

In addition to the main sample, two more groups were involved in the standardization and validation of the Emotional Intelligence Scale:

- A group of 600 students participated in the development and validation of the scale, which included both Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).
- A separate group of 100 students took part in the test-retest reliability phase, with a two-week gap between the two administrations.

To establish a standardized questionnaire for assessing the emotional intelligence of secondary students in Nagaland, EFA and CFA were carried out in Jamovi version 2.3.28 to design a standard questionnaire for evaluating secondary students' emotional intelligence in Nagaland. The data from the study were examined using SPSS version 26.0 to produce descriptive statistics. A sample of 600 secondary school students was selected for the standardization of the Emotional Intelligence Scale developed by the researcher. The students chosen for the study were selected using stratified random sampling from various districts, ensuring representation for gender, class, type of school management, and locality. The standardized scale was later implemented in the main study.

**Table 3.6**

*Descriptive Statistics (EIS standardization)*

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error (Skewness)	Kurtosis	Std. Error (Kurtosis)
Class	600	1.00	2.00	1.57	0.49	-0.304	0.100	-1.914	0.199
Gender	600	1.00	2.00	1.56	0.49	-0.242	0.100	-1.948	0.199
Locality	600	1.00	2.00	1.12	0.33	1.228	0.100	2.974	0.199
Type of School Management	600	1.00	2.00	1.65	0.47	-0.669	0.100	-1.557	0.199

**Table 3.6** presents the descriptive statistics for the demographic variables used during the standardization of the Emotional Intelligence (EI) scale. The sample comprised 600 students across Class 9 and Class 10. The mean values for Class ( $M = 1.57$ ) and Gender ( $M = 1.56$ ) suggest a fairly even distribution, with a slightly higher number of Class 10 students and female participants. The mean for Locality ( $M = 1.12$ ) indicates that a larger portion of the sample came from urban areas. Similarly, the mean value for Type of school management ( $M = 1.65$ ) points to more students being enrolled in private schools.

The skewness and kurtosis values for most variables remain within acceptable limits. However, locality shows a slightly higher positive skew (1.228) and kurtosis (2.974), suggesting a modest concentration in one category. Thus, the distributions are appropriate for further statistical analysis and reflect the demographic profile of the selected student population.

### 3.6 Tools Used in the Study

Three tools were employed to measure the study variables:

**Social Maturity Scale (SMS; Rao, 2011):** A standardized instrument widely recognized for assessing social maturity.

**Five Personality Trait Inventory (FPTI; Misra, 2000):** A standardized tool designed to measure the five major dimensions of personality.

**Emotional Intelligence Scale (EIS):** A tool developed and standardized by the researcher to provide a culturally appropriate measure of emotional intelligence among secondary school students in Nagaland.

Together, these instruments ensured comprehensive coverage of the study's dependent and independent variables, thereby enhancing the validity and reliability of the findings.

Further details and copies of the tools used in the study are provided in Appendix B, organized as follows:

B1: Social Maturity Scale (SMS; Rao, 2011)

B2: Five Personality Traits Inventory (FPTI; Misra, 2000)

B3: Emotional Intelligence Scale (EIS)

### 3.6.1 Description of the Tools

The present study employed three standardized tools to measure Social Maturity, Personality Traits, and Emotional Intelligence among secondary school students. These tools were carefully selected based on their reliability, validity, and suitability for secondary school students.

**Table 3.7** provides an overview of these tools and the number of items included in each.

**Table 3.7**

*Psychological Tools Used in the Study*

Sl. No.	Tool	Developer	Purpose	No. of Items
1	Social Maturity Scale (SMS)	Dr. Nalini Rao (2011)	Assess social maturity	90
2	Five Personality Trait Inventory (FPTI)	Prof. K.S. Misra (2000)	Assess personality traits	50
3	Emotional Intelligence Scale (EIS)	Developed by the researcher	Assess emotional intelligence	16

#### 3.6.1.1 Social Maturity Scale (Rao, 2011)

The Social Maturity Scale (SMS), developed by Rao (2011), measures an individual's ability to adapt to social norms, roles, and responsibilities. The framework for the integrated conceptual qualities of social maturity was derived from the psychosocial structure developed by Greenberger and Sørensen (1974), and it evaluates nine components grouped into three dimensions.

The present study employed the English version of Rao's Social Maturity Scale, originally developed in 1971 and revised as Form B in 2002. The most current edition used in this research was the 2011 revision.

**Table 3.8**

*Dimensions and Components of the Social Maturity Scale (Rao, 2011)*

Dimension	Components	Brief Description
Personal Adequacy	Work Orientation	Skills, competence, and satisfaction in work.
	Self-Direction	Ability to act independently and with initiative.

**Table 3.8***Dimensions and Components of the Social Maturity Scale (Rao, 2011)*

<b>Dimension</b>	<b>Components</b>	<b>Brief Description</b>
	Ability to take stress	Emotional stability and confidence in tackling challenges.
Interpersonal Adequacy	Communication	Clear expression, empathy, and understanding of others.
	Enlightened Trust	Judgments in relying on others with appropriate trust.
	Cooperation	Willingness to work with others toward shared goals.
Social Adequacy	Social Commitment	Alignment of personal goals with broader societal goals.
	Social Tolerance	Respect for diversity, inclusivity, and acceptance of others.
	Openness to Change	Willingness to adapt to new social roles and situations.

The scale consists of 90 items, rated on a 5-point Likert scale. Higher scores reflect greater social maturity. Students are categorized into seven levels, ranging from *Very High* to *Very Low* Social Maturity. The SMS has demonstrated acceptable reliability (test–retest  $r = 0.79$ ; subscales 0.63–0.91) and validity (high correlation with teacher ratings).

### **Structure and Scoring**

The Social Maturity Scale is a standardized assessment tool designed to evaluate an individual's level of social maturity across three key dimensions, comprising a total of 90 items (30 items per dimension). Respondents provide their answers using a 5-point Likert scale, ranging from "*Strongly Agree*" to "*Strongly Disagree*." The scale is structured such that higher cumulative scores reflect greater social maturity. Based on their total scores, students are categorized into one of seven levels, as shown in **Table 3.9**

**Table 3.9***Interpretation of Social Maturity Scores*

<b>S.No.</b>	<b>z-Score Range</b>	<b>Grade</b>	<b>Levels of Social Maturity</b>
1.	+2.01 and above	A	Very High
2.	+1.26 to +2.00	B	High

3.	+0.51 to +1.25	C	Above Average
4.	-0.50 to +0.50	D	Average
5.	-0.51 to -1.25	E	Below Average
6.	-1.26 to -2.00	F	Low
7.	-2.01 and below	G	Very Low

### Reliability and Validity

The reliability and validity of the Social Maturity Scale were established through multiple methods. A summary of its psychometric properties is presented in

#### Table 3.10

**Table 3.10**

*Reliability and Validity of the Social Maturity Scale (SMS)*

Aspect	Evidence
Test–retest reliability	$r = 0.79$ (significant)
Subscale reliability	$r = 0.63 - 0.91$
Highest inter-scale correlation	$r = 0.603$
Validity evidence	High correlation with teacher ratings

As shown, the SMS demonstrated strong reliability across subscales ( $r = 0.63-0.91$ ) and acceptable test–retest stability ( $r = 0.79$ ). Criterion validity was confirmed through high correlations with teacher ratings of students' social maturity.

### Administration and Interpretation

- The scale is self-administered and requires 45–60 minutes to complete.
- Higher scores reflect greater social maturity, while lower scores suggest areas requiring intervention.

#### 3.6.1.2 Five Personality Trait Inventory (Misra, 2000)

The Five Personality Trait Inventory (FPTI), developed by Misra (2000), is a standardized psychological tool designed to assess five key personality traits. It is based on the Five-Factor Model of Personality (Costa & McCrae, 1992). It evaluates five primary personality dimensions, Conscientiousness, Openness, Neuroticism, Agreeableness, and Extraversion, which describe distinctive ways in which individuals think, feel, and behave.

**Table 3.11***Dimensions and Components of the Five Personality Trait Inventory (Misra, 2000)*

<b>Trait (Dimension)</b>	<b>Brief Description</b>
Conscientiousness	Use of moral principles, self-discipline, and responsibility.
Openness	Curiosity, creativity, and receptivity to new experiences.
Neuroticism	Tendency to experience negative emotions such as anxiety, worry, or insecurity.
Agreeableness	Adaptability, cooperation, helpfulness, and willingness to compromise.
Extraversion	Sociability, assertiveness, and willingness to engage with people.

### **Structure and Scoring**

The inventory consists of 50 items, with 10 items assigned to each of the five traits. Responses are recorded on a 5-point Likert scale ranging from *Nearly Always* to *Nearly Never*.

Based on their scores, students are classified into seven levels of personality traits, as shown in **Table 3.12**.

**Table 3.12***Personality Trait Score Classification (FPTI)*

<b>S. No</b>	<b>Range of z-Scores</b>	<b>Grade</b>	<b>Levels of Personality Trait</b>
1.	+2.01 and above	A	Extremely High
2.	+1.26 to +2.00	B	High
3.	+0.51 to +1.25	C	Above Average
4.	-0.50 to +0.50	D	Average
5.	-0.51 to -1.25	E	Below Average
6.	-1.26 to -2.00	F	Low
7.	-2.01 and below	G	Extremely Low

### **Reliability and Validity**

The reliability and validity of the FPTI were established through split-half reliability, Cronbach's alpha, and factorial analysis. A summary of the psychometric properties is presented in **Table 3.13**

**Table 3.13***Reliability and Validity of the Five Personality Trait Inventory (FPTI)*

Aspect	Evidence
Split-half reliability	$r = 0.640$ (highest for Neuroticism)
Cronbach's Alpha	$\alpha = 0.773$ (Neuroticism)
Intercorrelations	Significant at 0.01 and 0.05 levels
Factorial validity	71.28% of total variance explained

As shown, the FPTI demonstrates acceptable internal consistency and strong factorial validity, making it suitable for assessing secondary school students' personality traits.

### **Administration and Interpretation**

- The inventory is self-administered and requires approximately 20 minutes for completion.
- Scores are interpreted in terms of percentile levels, identifying dominant traits.
- Students are categorized across seven levels (*Extremely High to Extremely Low*) for each of the five traits.

### **3.6.1.3 Development and Standardization of the Emotional Intelligence Scale**

#### **Theoretical Background: Bar-On's Model**

In 1983, Bar-On started to study what was believed to be important in emotional and social life, which resulted in his theory of emotional intelligence (Bar-On, 2000). As a result of the research, five key factors were identified: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood.

Emotional Intelligence, according to Bar-On, is "*an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures*". Bar-On's model focuses on the abilities that support success, rather than on actual success or performance, and is thought of as a process-based approach rather than a result-based approach (Bar-On, 2002).

Bar-On's model of emotional intelligence is regarded as a form of mixed intelligence, made up of cognitive skills and personality traits, health, and well-being. The model indicates that those with above-average emotional intelligence (EQ) typically excel in managing life's demands and challenges. Conversely, diminished emotional intelligence may result in challenges and emotional issues.

It focuses on an array of emotional and social abilities, including:

- the ability to be aware of, understand, and express oneself;
- the ability to be aware of, understand, and relate to others;
- the ability to deal with strong emotions; and
- the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997).

### **Components and Measures of Bar-On's Model**

In Bar-On's framework, emotional intelligence includes five core components: intrapersonal, interpersonal, adaptability, stress management, and general mood.

Based on his model, Bar-On developed various versions of the Emotional Quotient Inventory (EQ-i) tailored for distinct demographics and contexts. Among them, a frequently employed self-report emotional intelligence measure for children and adolescents of trait EI is the Bar-On Emotional Quotient Inventory Youth Version (*EQ:i YV*) and also Short Form (*EQ-i: YV:S*), which is based on the original EQ-i for adults (Bar-On & Parker, 2000).

It has seven scales: intrapersonal, interpersonal, adaptation, stress management, general mood, positive impression, total EQ, and the inconsistency index. The primary distinction between the two questionnaires is that the short form omits the General Mood component.

### **Need for a Culturally Relevant EI Scale in Nagaland**

Bar-On's (1997) Emotional Intelligence Model guided the design and standardization of a culturally relevant EI scale tailored for secondary school students in Nagaland. Although EI plays a big role in academic and personal achievements, the instruments used now are not always suited to Nagaland's unique cultural context.

The identity of Nagaland shaped by its people's social bonds, traditional values, and different languages, shapes how they express and control their emotions. While navigating between their culture and modern society, students require a tool created for their region.

To address this gap, a psychometrically sound, culturally contextualized Emotional Intelligence Scale was developed using a mixed-method, self-report approach. Linguistic and contextual modifications were incorporated to ensure the tool's relevance and reliability for Class 9 and 10 students.

Due to its foundation in Bar-On's theoretical framework, the instrument enables more accurate assessments and supports interventions that enhance students' emotional and academic well-being.

### **3.6.2 Standardization Process of Emotional Intelligence Scale**

#### **3.6.2.1 Construction Process and Item Development**

The development and validation of the Emotional Intelligence scale was a multi-step process described in further detail within subsequent sections.

##### **1. Planning Phase**

The present section outlines the technical planning process for tool construction, which includes an extensive literature review, consultation with the supervisor and other educators, experts, and review of existing EI models and tools.

Some of the tools developed in India and abroad related to emotional intelligence were also examined in detail, such as the Emotional Intelligence Inventory (EII) by Mondal et al. (2014), the Emotional Intelligence Test (EIT) by Deepa and Panicker (2021), and the Emotional Intelligence Scale (EIS) by Husain et al. (2022). Additionally, Indigenous Emotional Intelligence Scale by Afolabi (2017), Ten Years Emotional Intelligence Scale (TYEIS) by Coşkun et al. (2017), Emotional development questionnaire for primary education (CDE\_9–13) by Pérez-Escoda et al. (2021), Emotional Intelligence Scale by Dey and Roy (2022), Emotional Intelligence Scale (EIS) by Husain et al. (2022), Emotional Intelligence Scale (EIS) by Al-Qadri et al. (2022), Emotional Intelligence Test for Adolescents (EIT-A) by Sergienko et al. (2024) and Emotional Intelligence in educational contexts by Domínguez Pérez et al. (2025).

The main framework for this study was formed by examining emotional intelligence models, with a particular focus on Bar-On's (1997) model, which provided the theoretical foundation for item generation. In addition to this theoretical exploration, consultations were conducted with teachers and students to identify the

most relevant emotional intelligence components suited to the cultural and developmental context of secondary school students in Nagaland.

## **2. Preparation Phase**

The preparation phase involved the following key steps for developing the EI scale items:

### **a) Identifying the Relevant Dimensions**

Based on the planning process and the theoretical framework detailed earlier, five core dimensions of Emotional Intelligence were identified:

1. *Intrapersonal Skills* – The ability to recognize and regulate personal emotions through self-awareness and emotional control.
2. *Interpersonal Skills* – The capacity to empathize with others and act responsibly in social interactions.
3. *Adaptability* – The ability to solve problems flexibly and adjust effectively to changing circumstances.
4. *Stress Management* – The ability to remain emotionally resilient and control impulses under pressure.
5. *General Mood* – A positive emotional outlook characterized by optimism and self-motivation.

### **b) Item Formulation**

The first and most critical step in scale construction is the formulation of items. The basic aim of the step is to develop various items systematically by studying all materials and contents that are potentially related to the construct to be measured. The researcher has extensively examined credible and scholarly materials, research literature, journals and periodicals, Ph.D. thesis, M.A. in Education and Psychology, M.Ed. Dissertations, newspaper articles, and other literature related to this study and the concept of emotional intelligence about self-awareness, self-management, social awareness, and relationship management. The foundational concept of emotional intelligence, combined with extensive literature reviews on emotion management, enabled the extraction of an initial set of 99 items that met the standards for cultural relevance and clarity. Items were designed to be age-appropriate and aligned with one of the five dimensions. Responses were

recorded on a 5-point Likert scale (*Never, Rarely, Sometimes, Frequently, and Always*).

### **c) Content Validation by Experts**

Experts must be consulted to analyze the tool and ensure its content is valid. The content validity index measures if each item is both significant and easy for people to understand (Khanal & Chhetri, 2024; Sallam et al., 2023).

Subsequently, following the establishment of the item pool, the items were prepared for expert evaluation, and the initial draft of 99 items was submitted to 10 educational experts for validation. They were requested to assess the assertions, check that all material is correct and complete, identify redundancies, and make sure each item is clear and relevant to the specifications.

To assess the content validity, experts rated each item on a 3-point level under two categories:

1. Relevance (1 = *Not Relevant*, 2 = *Somewhat Relevant*, 3 = *Quite Relevant*)
2. Clarity (1 = *Not Clear*, 2 = *Needs Revision*, 3 = *Very Clear*).

Those with low scores were adjusted or removed as a result of expert input, which ensured that the final version of the scale was suitable, well-worded, and culturally relevant. After reviewing, 32 items were eliminated and 67 were retained. The names and designations of the experts are provided in Appendix A, while the validated 67-item pool is presented in Appendix C (Table C1).

### **d) Item Analysis**

In this study, a separate item-total correlation or discrimination index was not computed independently. Instead, the process of item refinement was embedded within the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) stages, which are widely recognized as robust approaches for assessing item-level performance and construct validity (Worthington & Whittaker, 2006; DeVellis, 2017; Fabrigar & Wegener, 2012).

EFA facilitated the identification and elimination of items with weak factor loadings, cross-loadings, or low communalities, thereby ensuring that retained items contributed meaningfully to the construct of Emotional Intelligence. CFA subsequently validated this structure, confirming the reliability and validity of the scale. This integrated approach reflects best practices in modern psychometric

research, where EFA and CFA are employed not only for validation but also for item screening and refinement (Brown, 2015; Boateng et al., 2018).

### **3.6.2.2 Standardization**

The 67-item scale was administered to 600 secondary school students as part of the standardization process. An Exploratory Factor Analysis (EFA) was first performed to examine how the items are grouped and refine the scale. Once EFA was done, Confirmatory Factor Analysis (CFA) was conducted to confirm the factor structure and the model's reliability.

### **3.6.2.3 Exploratory Factor Analysis (EFA)**

The first step in EFA is to reduce the dimensionality of the item pool into a set of clusters. Accordingly, dimension reduction was carried out using Principal Component Analysis (PCA) with varimax rotation via Jamovi software (The Jamovi Project, 2022; R Core Team, 2021). Bartlett's test of sphericity was significant ( $\chi^2(435) = 2717, p < .001$ ), and the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was 0.812, both indicating that the data were suitable for factor analysis.

PCA is a widely recognized technique for dimension reduction in scale development studies (Turker, 2009; Martínez et al., 2013; Fatma et al., 2014). In this study, the minimum loading factor was set at 0.30 (Temjen & Akumsenla, 2023). The results of the varimax rotation showed that all communalities were above 0.30, confirming the adequacy of the factor solution. Based on the PCA, four factors were extracted, together accounting for 60.1% of the total variance. Items that failed to load, displayed cross-loadings, or existed as single-item factors were removed to ensure the robustness of the factor solution.

A detailed breakdown of item loadings, along with eigenvalues, percentage of variance explained, and cumulative variance for the retained components, is provided in Appendix D (Table D1).

**Table 3.14***Eigenvalues and Variance Explained for the Retained Factors*

<b>Factor</b>	<b>Eigenvalue</b>	<b>% of Variance</b>	<b>Cumulative %</b>
1	4.592	30.57	30.57
2	2.557	16.73	47.30
3	2.008	6.60	53.90
4	1.559	6.20	60.10

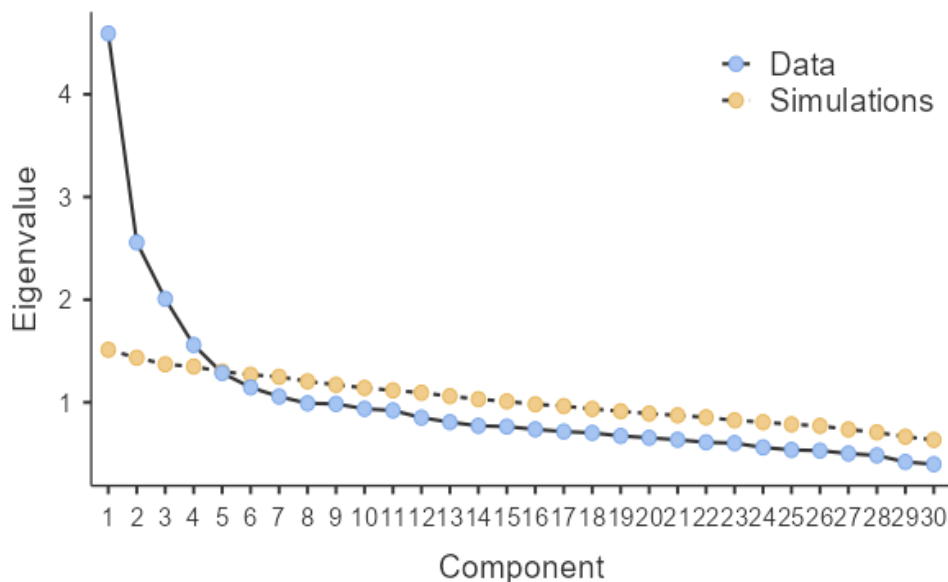
*Note.* Extraction method: PCA with varimax rotation; eigenvalues  $\geq 1$  were retained.

As shown in **Table 3.14**, the four retained factors each accounted for between 6% and 31% of the variance, with a cumulative variance of 60.1%. The four extracted factors were conceptually coherent and were labeled as follows:

1. *Self-Motivation and Confidence* – perseverance, intrinsic motivation, and self-belief.
2. *Interpersonal Relationships and Empathy* – empathy, social connection, and communication.
3. *Emotional Awareness and Regulation* – recognition and regulation of emotions under stress.
4. *Social Interaction and Adaptability* – flexibility, openness to criticism, and social ease.

Thus, the EFA confirmed a four-factor solution that formed the basis for the subsequent Confirmatory Factor Analysis (CFA).

**Figure 3.10**  
*Scree plot of eigenvalues for retained components.*



*Note.* The “elbow” supports a four-factor solution

The scree plot **Figure 3.10** shows a distinct “elbow” after the fourth component, indicating support for a four-factor solution. Components beyond the fourth contributed minimal additional variance and were therefore excluded. Consistent with Latif’s (2018) criteria, items with low communalities ( $< .30$ ), cross-loadings, or single-item factors were removed. This refinement resulted in 28 items with clean loadings distributed across the four components.

#### **3.6.2.4 Factor Structure and Item Distribution**

The finalized Emotional Intelligence (EI) Scale comprises four factors, confirmed by CFA.

**Table 3.15** summarizes the four factors and their representative items. The final model, validated through Confirmatory Factor Analysis (CFA), retained 16 items across these factors. Together, the dimensions demonstrate conceptual coherence and provide a reliable structure for assessing emotional intelligence.

**Table 3.15***Emotional Intelligence Factors and Associated Items*

<b>Factor</b>	<b>Description</b>	<b>Key Item Statements</b>
1. Self-Motivation & Confidence	Intrinsic motivation, perseverance, and self-belief.	<i>I usually believe that I will succeed before starting something new (A65); I explore new solutions to achieve my goal (A57); I can always motivate myself even when I feel low (A63); I am confident in my ability to meet any obstacle (A56).</i>
2. Interpersonal Relationships & Empathy	Empathy, social connection, and communication.	<i>I maintain good communication with classmates/peers (A34); I help other people feel better when they are down (A49); I pay attention to what makes people good (A27).</i>
3. Emotional Awareness & Regulation	Awareness of emotions, impulsivity, and regulation of responses to stress or criticism.	<i>When someone shouts at me, I get very upset (A6); When I'm angry or sad, it's hard for me to move on (A42); Even a little criticism from my teachers can destroy my confidence (A66); I lose my temper very easily (A4); On many occasions, I am impatient (A10).</i>
4. Social Interaction & Adaptability	Social ease, openness to criticism, flexibility.	<i>I am aware of what's happening to me even when upset (A5); When I am faced with a dilemma, I stop and reflect before acting (A48); I get along well with others around me (A29); I can easily express my feelings to others (A1).</i>

**3.6.2.5 Reliability Analysis**

A reliability test verifies the internal consistency of the multiple indicators of each construct (Lu et al., 2009). A cut-off value of 0.70 is traditionally applied for Cronbach's Alpha, which is widely used to measure the reliability of a construct (Temjen & Akumsenla, 2023). The present study reported an overall value of 0.847, which is above the recommended threshold and indicates strong internal consistency.

**Table 3.16** presents the Cronbach's Alpha values for the extracted factors. All four factors demonstrated acceptable to high reliability, ranging from 0.782 to 0.847, confirming that the scale items collectively demonstrate high reliability and are suitable for further analysis.

**Table 3.16***Reliability Analysis of Extracted Factors (Cronbach's Alpha)*

Factor	Cronbach's Alpha
Factor 1	0.847
Factor 2	0.785
Factor 3	0.844
Factor 4	0.782
Overall	0.847

*Note.* Values computed on the final 16-item scale as supported by CFA.

### 3.6.2.6 Confirmatory Factor Analysis (CFA)

After the completion of the Exploratory Factor Analysis (EFA), a Confirmatory Factor Analysis (CFA) was conducted to assess the model's goodness of fit, as well as its composite reliability, convergent validity, and discriminant validity.

**Table 3.17** presents the model fit indices, which indicate a good overall fit to the data.

**Table 3.17***Model Fit Indices for CFA*

Fit Index	Value
$\chi^2/df$	120/98, $p = 0.061$
CFI	0.972
TLI	0.966
RMSEA	0.021 (90% CI: 0.00 – 0.0326)

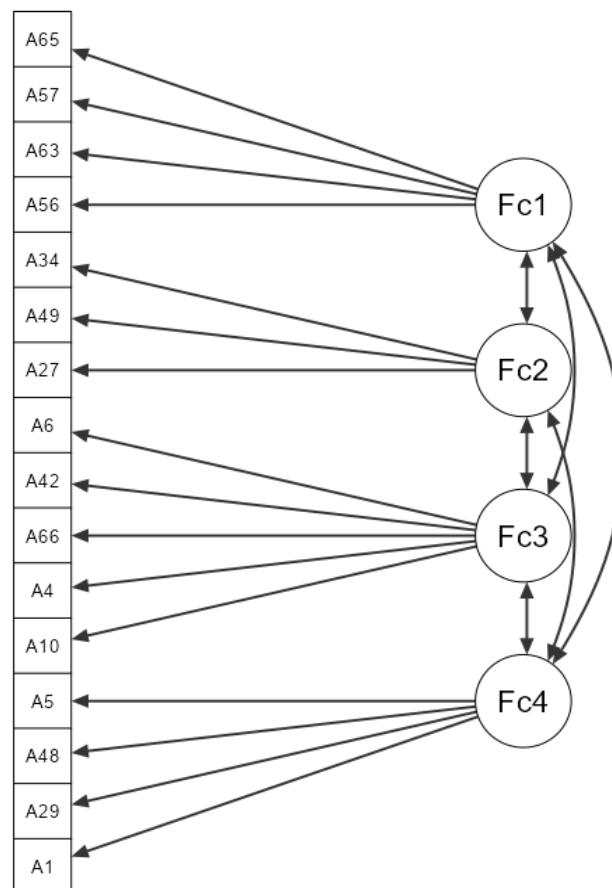
*Note.* CFA = Confirmatory Factor Analysis;  $\chi^2/df$  = chi-square divided by degrees of freedom; CFI = Comparative Fit Index; TLI = Tucker–Lewis Index; RMSEA = Root Mean Square Error of Approximation; CI = Confidence Interval.

The model includes acceptable values, including a non-significant chi-square, CFI and TLI above 0.95 (Bentler, 1990), and an RMSEA below 0.05 (Hu & Bentler, 1999; Browne & Cudeck, 1993). These results indicate that the four-factor model fits the data very well. Similar thresholds have been applied in recent validation studies (Latif, 2018).

Standardized factor loadings ranged from 0.25 to 0.65, and all were statistically significant ( $p < .001$ ). Two items (A1 and A29) showed comparatively lower loadings, but were retained because of their cultural significance and contextual relevance. The full set of standardized loadings, with estimates, standard errors, confidence intervals, and significance levels, is presented in Appendix E (Table E1).

**Figure 3.11**

*CFA path diagram with standardized factor loadings for the four-factor model.*



*Note.* CFA = confirmatory factor analysis. Standardized factor loadings are shown on the paths.

In addition to model fit, composite reliability (CR) and average variance extracted (AVE) were computed to evaluate the internal consistency and convergent validity of each factor. The computed CR values were all above the recommended threshold of 0.70, and AVE values exceeded the 0.50 benchmark, confirming that each construct demonstrated good convergent validity.

The composite reliability (CR) and average variance extracted (AVE) values for all factors are summarized in **Table 3.18**.

**Table 3.18**

*Composite Reliability (CR) and Average Variance Extracted (AVE)*

<b>Factor</b>	<b>CR</b>	<b>AVE</b>
Factor 1	0.796	0.51
Factor 2	0.785	0.54
Factor 3	0.844	0.51
Factor 4	0.782	0.73

*Note.* Recommended thresholds: CR  $\geq$  .70; AVE  $\geq$  .50 (Fornell & Larcker, 1981).

The results of the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) jointly support the four-factor structure of the Emotional Intelligence Scale. The overall model demonstrated excellent fit indices, strong reliability, and satisfactory convergent validity. Although two items (A1 and A29) showed relatively lower loadings, they were retained for cultural and contextual relevance. This choice is consistent with recommendations in scale development research, which encourage saving lower-loading items if they are important for the early understanding of the concept (Boateng et al., 2018). Taken together, these findings confirm that the 16-item scale is both reliable and valid, making it a robust tool for assessing the emotional intelligence of secondary school students.

### **3.6.2.7 Reliability of the Emotional Intelligence Scale (EIS):**

The Emotional Intelligence Scale (EIS) was shown to be reliable through a test-retest process. A sample of 100 secondary school students was randomly selected for this purpose. The scale was first administered to this group and re-administered after two weeks. The Pearson correlation coefficient between the two administrations was  $r = 0.812$  ( $p < .05$ ), indicating high test-retest reliability and stability over time.

To provide a stronger indication of reliability, the Intraclass Correlation Coefficient (ICC) was computed using a two-way mixed-effects model, in which participants were considered random and the measures were fixed (Koo & Li, 2016). Results showed:

- Single measures ICC = 0.515, 95% CI [0.446, 0.591] → moderate individual-level consistency.

- Average measures ICC = 0.971, 95% CI [0.963, 0.979] → excellent group-level reliability.
- *F*-test:  $F = 34.931$ ,  $p < .001$ , confirming the consistency of scores across administrations.

George and Mallery (2016) suggest that an ICC above 0.90 is a sign of very good reliability when looking at groups, which supports the robustness of the EIS.

**Table 3.19** presents the results of the test-retest reliability analysis for the Emotional Intelligence Scale (EIS), including Pearson correlation, Cronbach's alpha, intra-class correlation coefficients (ICC), and the *F*-test.

**Table 3.19**

*Test-Retest Reliability of the Emotional Intelligence Scale (EIS)*

Statistic	Value	95% Confidence Interval	Interpretation
Pearson Correlation ( <i>r</i> )	0.812	—	High test-retest reliability ( $p < .05$ )
Cronbach's Alpha	0.847	—	Good internal consistency
Single Measures ICC	0.515	0.446 – 0.591	Moderate individual consistency
Average Measures ICC	0.971	0.963 – 0.979	Excellent group-level reliability
<i>F</i> -Test	34.931	—	Statistically significant ( $p < .001$ )

*Note.* ICC = Intraclass Correlation Coefficient; CI = Confidence Interval. A Pearson correlation above .80 indicates high stability; ICC values above .90 (average measures) reflect excellent reliability (Koo & Li, 2016; George & Mallery, 2016).

### 3.6.2.8 Final Tool, Scoring Procedure and Structure

The final version of the Emotional Intelligence Scale was administered to a sample of 600 secondary school students. The resulting scores were used to assess the reliability and validity of the instrument and to develop norms for interpretation.

The finalized scale consists of 16 items distributed across four core dimensions:

1. Self-Motivation and Confidence
2. Interpersonal Relationships and Empathy
3. Emotional Awareness and Regulation
4. Social Interaction and Adaptability

Each item is rated on a 5-point Likert scale with response options (*Always, Frequently, Sometimes, Rarely, and Never*). The instrument comprises 14 positively

worded items and 2 negatively worded items, with the inclusion of negatively framed items intended to reduce response bias and strengthen reliability.

The distribution of items by dimension and polarity is presented in **Table**

### 3.20

**Table 3.20**

*Dimensions of the Scale and Item Distribution*

Sl. No.	Dimension	Nature of Items	Item Numbers	No. of Items	Total
1	Self-Motivation and Confidence	Positive	56, 57, 63, 65	4	4
		Negative	-	0	
2	Interpersonal Relationships and Empathy	Positive	27, 34, 49	3	3
		Negative	-	0	
3	Emotional Awareness and Regulation	Positive	6, 42, 66	3	5
		Negative	4, 10	2	
4	Social Interaction and Adaptability	Positive	5, 48, 29, 1	4	4
		Negative	-	0	
Total				16	16

*Note.* Item numbers refer to the original pool; positive/negative coding aligns with the CFA structure.

As shown, the final tool contains 16 items, distributed across the four dimensions, with 14 positive and 2 negative items. This differs from the initial exploratory stage, where a greater balance of negative items was observed. However, during the confirmatory factor analysis (CFA), several negatively worded items failed to meet the model fit requirements and were therefore removed. Only two negatively framed items (A4: I lose my temper very easily and A10: On many occasions I am impatient) demonstrated adequate loadings and theoretical consistency within the “Emotional Awareness and Regulation” factor. Consequently, the final model emphasizes positively worded indicators of emotional intelligence while retaining a minimal number of negative items to preserve response variability and reduce response bias.

The scoring scheme for positive and negative items is given in **Table 3.21**

**Table 3.21**

*Scoring Scheme for Positively and Negatively Worded Items*

<b>Response</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Positive	5	4	3	2	1
Negative	1	2	3	4	5

*Note.* Higher scores indicate stronger emotional intelligence.

This scoring system ensures that dimension scores are aligned so that higher scores consistently reflect higher emotional intelligence. Once the final tool was established, interpretive norms were developed to allow meaningful classification of EI levels among secondary school students. This process is discussed in the next section.

### **3.6.2.9 Norm Development for the Emotional Intelligence Scale**

Norms are typically developed by calculating average scores for a large and diverse group of individuals. They allow a researcher to know if a person's score on the scale is higher or lower than that of the general population. Raw scores are given meaning and usefulness through the use of norms.

For the Emotional Intelligence Scale developed in this study, norms were established using a sample of 600 secondary school students. Raw scores were first computed, and then standardized into  $z$ -scores using the formula:

$$z = \frac{X - \mu}{\sigma}$$

where  $X$  represents the raw score,  $\mu$  is the mean, and  $\sigma$  is the standard deviation of the distribution.

This standardization procedure allows raw scores to be interpreted relative to the normative group by indicating how far a score deviates from the mean in standard deviation units.

Once  $z$ -scores were computed, they were converted into percentile ranks using the cumulative distribution function (CDF) of the standard normal distribution. Percentiles indicate the percentage of scores in the normative sample that fall below a given score. For example, a  $z$ -score of +1.00 corresponds to approximately the 84th percentile, meaning that 84% of the distribution lies below this score. Such mappings

between *z*-scores and percentiles were systematically applied in this study to determine the corresponding percentile rank for each participant.

To facilitate interpretation, scores were classified into seven categories ranging from *Extremely Low* to *Extremely High* Emotional Intelligence.

The classification scheme is presented in **Table 3.22**

**Table 3.22**

*Emotional Intelligence Classification by Scores and Percentiles*

Category	Raw Score Range	Z-Score Range	Percentile Range	Description
1	69 and above	+2.01 and above	P98 – P99	Extremely High EI
2	64 – 68	+1.26 to +2.00	P89 – P97	High EI
3	59 – 63	+0.51 to +1.25	P70 – P88	Above Average EI
4	53 – 58	-0.50 to +0.50	P41 – P69	Average EI
5	48 – 52	-0.51 to -1.25	P19 – P40	Below Average EI
6	44 – 47	-1.26 to -2.00	P10 – P18	Low EI
7	43 and below	-2.01 and below	P1 – P9	Extremely Low EI

As shown in **Table 3.22**, the scale enables a clear classification system of students' emotional intelligence levels, aiding both research analysis and practical interventions.

### 3.7 Data Collection and Statistical Analysis

This section outlines the data collection procedures and the statistical techniques used to analyze the collected data in alignment with the research objectives.

#### 3.7.1 Data Collection Procedure

Data were collected from a total of 600 secondary school students across selected government and private schools in three districts of Nagaland. The schools were stratified by type of school management (government/private) and locality (urban/rural), and students were sampled using a multistage stratified random sampling approach.

The Emotional Intelligence Scale, Social Maturity Scale, and Five Personality Trait Inventory were administered in person, with the cooperation of school

authorities and informed consent from participants. Participants were free to participate, and their information was kept private.

### **3.7.2 Statistical Analysis**

The data obtained were analyzed using both descriptive and inferential statistical techniques. All analyses were conducted using SPSS (Version 26.0) and Jamovi (Version 2.3.28) statistical software.

- Descriptive statistics such as mean, standard deviation, frequency, skewness, and kurtosis were used to summarize the demographic and psychological variables.
- Inferential statistics included:
  - Independent samples t-tests to assess mean differences across demographic groups (e.g., gender, class, type of school management, and locality).
  - Pearson's correlation coefficients to examine relationships between emotional intelligence, social maturity, and personality.
  - Multiple regression analysis to determine predictors of social maturity.
  - Factorial ANOVA to explore interaction effects among demographic variables.
  - Reliability analysis (Cronbach's alpha, ICC) to assess the internal consistency and stability of the Emotional Intelligence Scale.

### **3.8 Summary of the Methodology**

Overall, the research involved 600 secondary school students chosen through a multistage random sampling process using a quantitative, correlational approach. Tools that are used in standardized ways were applied to measure Social Maturity, Personality, and Emotional Intelligence. Data was gathered using reliable instruments and then analyzed with t-tests, correlation, regression, and factorial ANOVA. Using this approach made it possible to systematically and reliably carry out the research.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 Introduction

This chapter focuses on data analysis and interpretation of results aimed at fulfilling the research objectives and testing the proposed hypotheses. The chapter is intended to analyze and interpret the data collected to study the social maturity of secondary school students in relation to their personality and emotional intelligence.

The main objective of the study was to determine the significant relationship between social maturity, personality, and emotional intelligence of secondary school students in the context of their Gender (male or female), Class (9 and 10), Locality (urban and rural), and Type of School Management (private and government). For this purpose, 600 secondary students were selected from the different schools in three Districts, namely Mokokchung, Dimapur, and Kohima.

The most essential work in any research problem is the application of statistical techniques in analyzing and interpreting the research data. The analysis includes both descriptive and inferential statistics, utilizing statistical techniques such as independent sample t-tests, Pearson's Correlation, Multiple Regression, and Four-Way Factorial ANOVA. The findings provide insights into the levels of Social Maturity, Personality, and Emotional Intelligence among secondary school students; differences across demographic factors; relationships among key variables; predictors of Social Maturity; and the interaction effects among the variables examined. All the results were shown with tables, graphs, and explanations to make them easy to understand.

Three standardized psychological tests were administered:

- (i) Social Maturity Scale (SMS; Rao, 2011),
- (ii) Five Personality Trait Inventory (FPTI; Misra, 2000), and
- (iii) Emotional Intelligence Scale (EIS; developed and validated by the researcher).

The finalized EIS consisted of 16 items distributed across four factors: Self-Motivation & Confidence, Interpersonal Relationships & Empathy, Emotional Awareness & Regulation, and Social Interaction & Adaptability. The instrument demonstrated good reliability (Cronbach's  $\alpha = 0.847$ ) and strong validity ( $CR \geq 0.70$ ,  $AVE \geq 0.50$ ) as confirmed through CFA.

After the administration of these tests, the scoring procedure was adopted according to the guidelines given in the respective manuals to determine the raw scores of all subjects in the study. These raw scores were subjected to statistical analysis.

The results are discussed and interpreted to conclude the study. The chapter has been divided into five sections. The distribution of the samples was discussed, followed by normality testing of the samples on the variables of Social Maturity, Personality, and Emotional Intelligence.

## **4.2 Statistical Analysis of Data and Statistical Techniques Used**

Statistical analysis involves a structured way of collecting, reviewing, interpreting, and displaying information from data. Statistical techniques are used to determine how data is organized, how it changes over time, how variables are related, and how much variation exists within the dataset. Statistical analysis is a way to look at data that helps a researcher notice similarities, measure how much things vary, and reach significant conclusions. Using mean and standard deviation in descriptive statistics, researchers can describe the structure of data and its value distribution in a dataset. They make it easier to see how the data has changed or differed, helping to explain what has taken place

Statistical analysis helps by explaining the data and then testing different theories using methods that measure the significance of what was found. Researchers can compare several groups, determine which variables are related, and study how groups interact using t-tests, correlation analysis, regression, and ANOVA.

To ensure that the research aims and hypotheses were met, this study applied several statistical methods to review the data. With SPSS, the researcher was able to handle the data, perform the computations, and make sense of the results. The chosen methodologies were classified into descriptive and inferential analysis as follows:

### **4.2.1 Descriptive Statistics**

Descriptive Statistics were used to highlight and interpret the way the data was spread. Using Mean, Standard Deviation, Skewness, and Kurtosis, the researcher was able to study the typical patterns and variability in social maturity, personality, and emotional intelligence.

Research *Objective 1* was to investigate the levels of social maturity, personality, and emotional intelligence among secondary school pupils. For the same, information about gender, class, school management, and locality was organized into frequency distributions and percentages and shown visually using bar charts and pie charts.

#### 4.2.2 Inferential Statistics

Inferential statistical techniques were employed to test hypotheses and ascertain associations, mean differences, predictors, and interaction effects.

##### a) Independent Samples t-tests

Research *Objective 2* aimed to analyze mean differences in the key variables based on demographic factors. For this purpose, independent samples t-tests were run to compare Social Maturity, Personality, and Emotional Intelligence among different groups of individuals. These analyses addressed:

- **H<sub>01</sub>, H<sub>05</sub>, and H<sub>09</sub>** examine gender differences in relation to social maturity, personality, and emotional intelligence, respectively.
- **H<sub>02</sub>, H<sub>06</sub>, and H<sub>010</sub>** focus on differences based on students' class levels.
- **H<sub>03</sub>, H<sub>07</sub>, H<sub>011</sub>** investigate differences according to the type of school management.
- **H<sub>04</sub>, H<sub>08</sub>, H<sub>012</sub>** explore differences based on the locality of the students.

For every analysis, the mean scores of each group in each demographic category were compared, and the results included reporting *t*-values, *df*, and *p*-values.

**b) Pearson's Correlation Analysis:** Research *Objective 3* examined the relationships between Social Maturity, Personality, and Emotional Intelligence. To assess these relationships (**H<sub>013</sub>–H<sub>015</sub>**), Pearson's correlation analysis was performed. The analysis gave *r*-values, *p*-values, and showed how strongly each variable is related to the others. The results were summarized using a correlation matrix.

**c) Multiple Regression Analysis:** Research *Objectives 4 and 6* aimed to identify significant predictor variables for social maturity, personality, and emotional intelligence. The regression model analyzed the role in predicting social maturity, personality, and emotional intelligence (**H<sub>016</sub>, H<sub>018</sub>, and H<sub>020</sub>**).

Furthermore, to examine the predictive influence of personality and emotional intelligence on social maturity (**H<sub>022</sub> and H<sub>023</sub>**), Multiple Regression analysis was conducted.

- d) Four-Way Factorial ANOVA:** Research *Objective 5* aimed to identify the influence of Personality and Emotional Intelligence on Social Maturity through interaction effects. To analyze the interaction effects of demographic variables on Social Maturity, Personality, and Emotional Intelligence, a four-way factorial ANOVA was performed. This analysis assessed the combined effects of Gender, Class, Type of School Management, and Locality on social maturity, personality, and emotional intelligence (**H<sub>017</sub>, H<sub>019</sub>, and H<sub>021</sub>**).

### 4.3 Descriptive Analysis

The results derived from several statistical analyses are outlined below and analyzed to draw relevant inferences in line with the objectives and hypotheses of the current study. The chapter is structured into the following sections, with results presented according to the specific objectives below:

Section I: Test of Normality of Demographic Variables and Sample Distribution

Section II: Descriptive Analysis of Social Maturity, Emotional Intelligence, and Personality

Section III: Inferential Analysis Using t-Test on Social Maturity, Personality, and Emotional Intelligence

Section IV: Inferential Analysis Using Pearson's Correlation on Social Maturity, Personality, and Emotional Intelligence

Section V: Factorial ANOVA and Multiple Regression Analyses on the Effects of Demographic, Personality, and Emotional Intelligence Variables on Social Maturity.

#### Section I

#### Test of Normality of Demographic Variables

#### 4.4. Test of Normality

Testing whether the data are normally distributed is an important part of statistical analysis, so the data can be used in parametric tests. For the continuous study variables, Social Maturity, Personality, and Emotional Intelligence, skewness

and kurtosis values were within  $\pm 2$ , indicating approximately normal distributions. At the group level, Kolmogorov–Smirnov and Shapiro–Wilk tests sometimes showed significant deviations, but with large samples ( $N = 600$ ), such departures are less consequential for inference, as parametric tests are robust under the Central Limit Theorem (Field, 2018). Equality of variances across groups was additionally assessed with Levene’s test, and Welch’s t-tests were applied where variances were unequal.

### Normality Test of Demographic Variables

To ascertain the nature of distribution of the demographic variables, Gender, Class, Type of School Management, and Locality, descriptive statistics such as mean, median, mode (measures of central tendency), standard deviation (measure of dispersion), as well as skewness and kurtosis (measures of distribution shape) were examined. These values were used to determine if the data for each variable is normally distributed, an important requirement for using parametric tests.

**Table 4.1** presents descriptive statistics, including skewness and kurtosis, for assessing the normality of Gender, Class, Type of School Management, and Locality.

**Table 4.1**

*Descriptive Statistics for the sample*

	Gender	Class	Type of School Management	Locality
N	Valid	600	600	600
	Missing	0	0	0
Mean	1.56	1.58	1.66	1.29
Std. Error of Mean	.020	.020	.019	.019
Median	2.00	2.00	2.00	1.00
Mode	2	2	2	1
Std. Deviation	.497	.495	.475	.456
Variance	.247	.245	.225	.208
Skewness	-.242	-.304	-.669	.910

**Table 4.1***Descriptive Statistics for the sample*

	Gender	Class	Type of School Management	Locality
Std. Error of Skewness	.100	.100	.100	.100
Kurtosis	-1.948	-1.914	-1.557	-1.176
Std. Error of Kurtosis	.199	.199	.199	.199

**Table 4.1** shows the statistics that describe each demographic variable, including measures of central tendency, variability, and distribution shape. All the variables' skewness and kurtosis are between  $\pm 2$ , which shows that their data distributions are approximately normal. This supports the suitability of the dataset for further parametric statistical analyses.

**Table 4.2***Normality Tests for Gender*

Gender	Test	Statistic	df	Sig.
Male	Kolmogorov-Smirnov	0.126	264	< .001
	Shapiro-Wilk	0.946	264	< .001
Female	Kolmogorov-Smirnov	0.092	336	< .001
	Shapiro-Wilk	0.982	336	< .001

**Table 4.2** presents the Kolmogorov-Smirnov and Shapiro-Wilk results for gender groups. Although both tests were significant, with  $N > 250$  per group, such deviations are less consequential for inference; parametric tests remain robust under the Central Limit Theorem (Field, 2018).

**Table 4.3***Normality Tests for Class*

Class	Test	Statistic	df	Sig.
9	Kolmogorov-Smirnov	0.215	255	< .001
	Shapiro-Wilk	0.923	255	< .001
10	Kolmogorov-Smirnov	0.138	345	< .001

**Table 4.3***Normality Tests for Class*

Class	Test	Statistic	df	Sig.
	Shapiro–Wilk	0.951	345	< .001

**Table 4.3** shows that both Class 9 and Class 10 groups had significant normality tests. However, with large samples, these departures from normality are not problematic, and parametric tests remain valid.

**Table 4.4***Normality Tests for Type of School Management*

Type of School Management	Test	Statistic	df	Sig.
Government	Kolmogorov–Smirnov	0.237	205	< .001
	Shapiro–Wilk	0.893	205	< .001
Private	Kolmogorov–Smirnov	0.151	395	< .001
	Shapiro–Wilk	0.939	395	< .001

**Table 4.4** indicates significant results for both government and private school groups. Again, given sufficient sample sizes, these deviations do not undermine the robustness of parametric analyses.

**Table 4.5***Normality Tests for Locality*

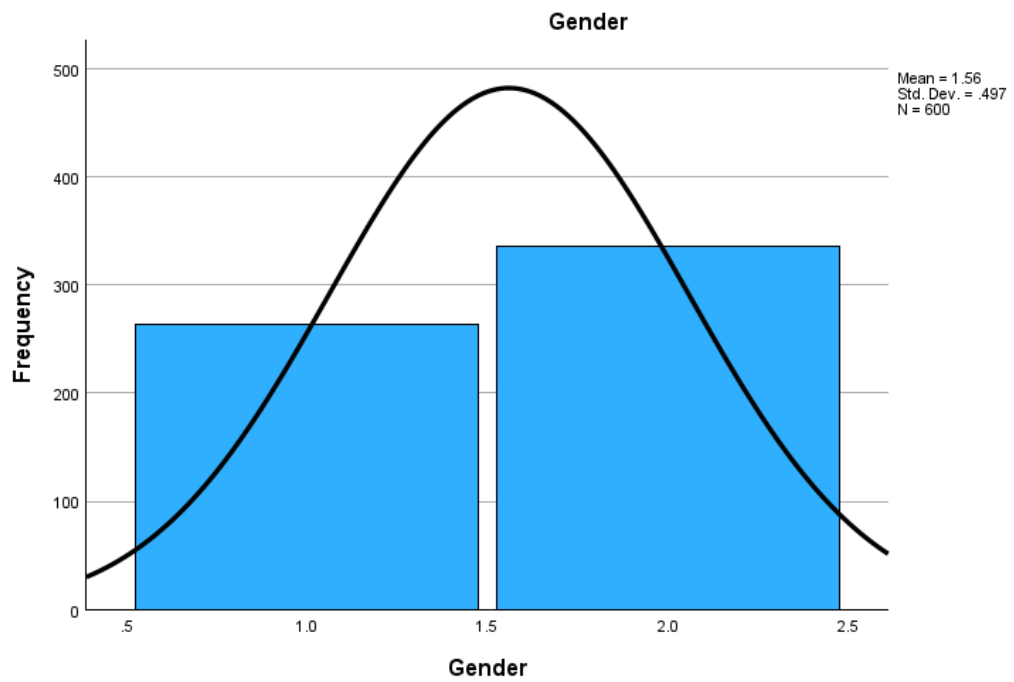
Locality	Test	Statistic	df	Sig.
Urban	Kolmogorov–Smirnov	0.069	424	< .001
	Shapiro–Wilk	0.958	424	< .001
Rural	Kolmogorov–Smirnov	0.213	176	< .001
	Shapiro–Wilk	0.929	176	< .001

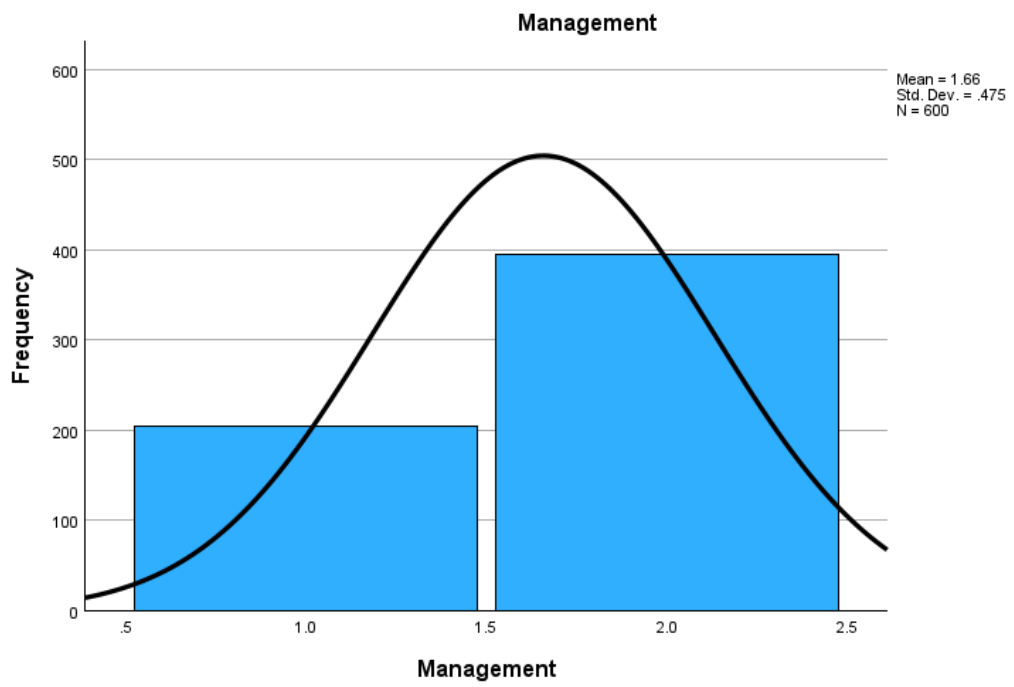
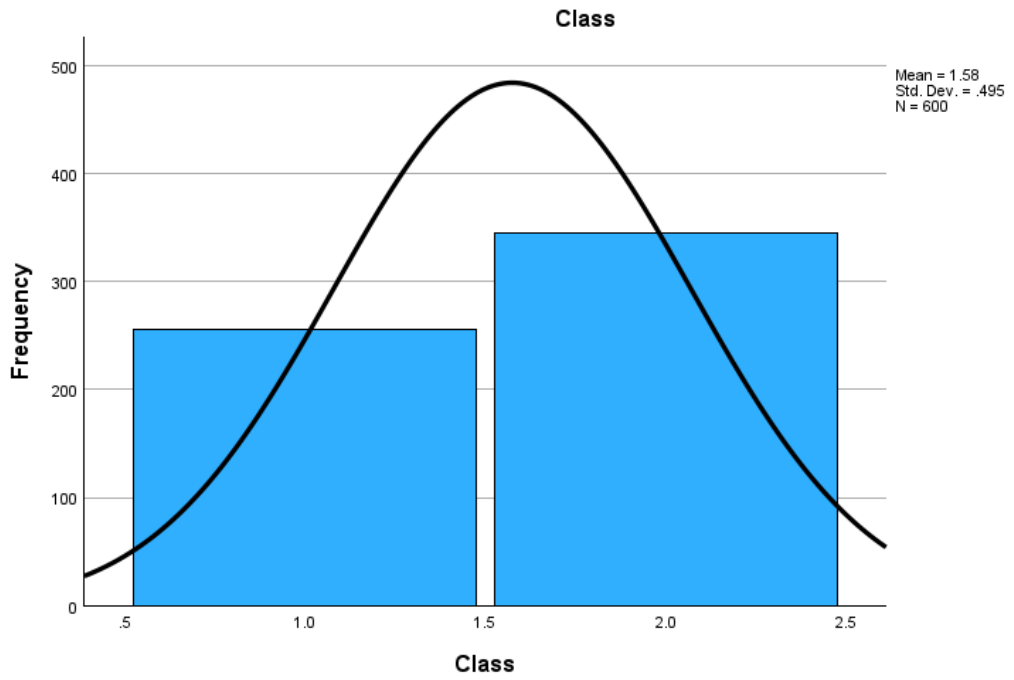
**Table 4.5** shows significant test results for both urban and rural groups. Despite this, the large N ensures parametric tests are appropriate, with Levene’s test used to check variance equality where relevant.

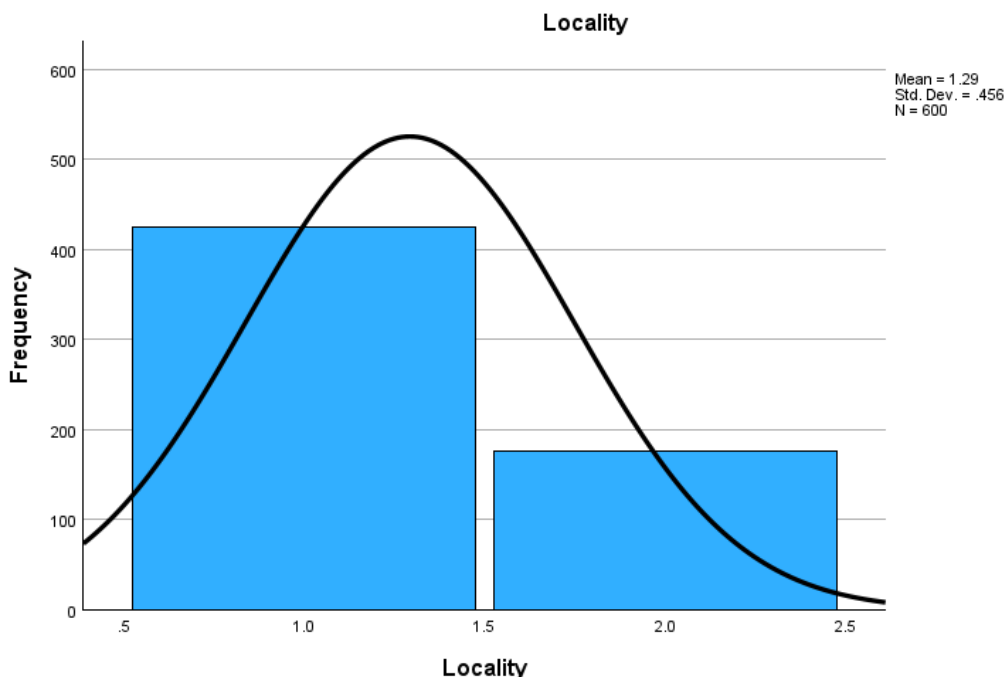
To visually examine the distribution patterns of scores across key demographic variables, **Figure 4.1** presents the normal distribution curves for gender, class, school management type, and locality.

**Figure 4.1**

*Normal Distribution Curves for Demographic Variables: Gender, Class, Type of Management, and Locality*







*Note.* Histograms with normal curve overlays show distributions for Gender, Class, Type of School Management, and Locality. Means, standard deviations, and sample sizes are displayed in each plot.

**Figure 4.1** provides a visual representation of the distribution of demographic variables. The form of the curves shows that the data is nearly normal, which agrees with the skewness and kurtosis measurements given earlier. The results of the normality test show that Gender, Class, and Type of School Management are approximately normally distributed. Students from urban areas are more frequently represented in this dataset, as the skewness is positive, and most students are grouped in urban areas, as the kurtosis is also positive. Therefore, t-tests, ANOVA, and regression analysis are all suitable parametric tests to use.

## Section II

### Descriptive Analysis of Social Maturity, Emotional Intelligence, and Personality

#### 4.5 Assessing Levels of Social Maturity, Emotional Intelligence, and Personality

This section presents a descriptive assessment of the levels of social maturity, emotional intelligence, and personality among the secondary school students, offering insights into the distribution and variation of these key study variables.

### 4.5.1 Descriptive Analysis of Social Maturity

**Objective 1:** To study the levels of Social Maturity, Personality, and Emotional Intelligence of secondary school students.

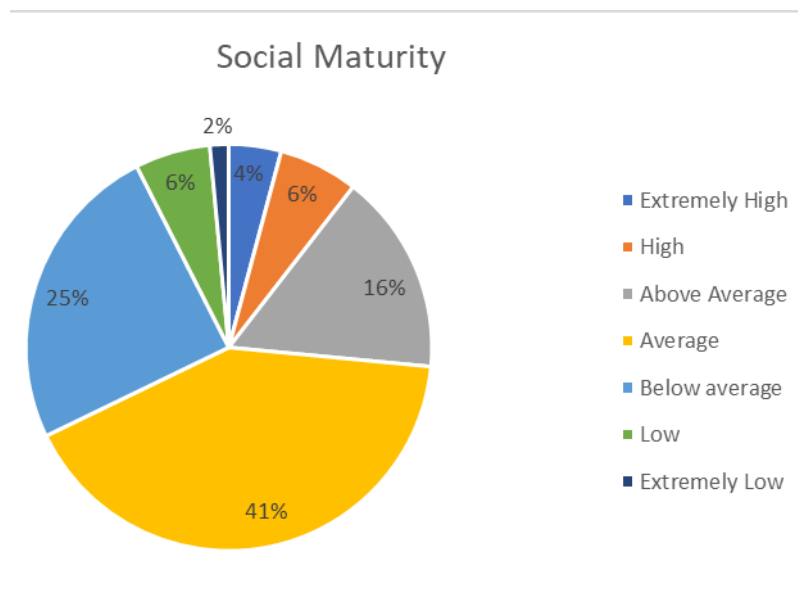
**Table 4.6** presents the classification of social maturity levels among secondary school students, indicating the distribution of frequencies and percentages across different categories.

**Table 4.6**  
*Classification of Social Maturity Levels*

S. No	Range of z-Scores	Levels of Social Maturity	Frequency	Percentage (%)	Interpretation
1	+2.01 and above	Very High	25	4%	Highly developed social maturity, demonstrating strong interpersonal and adaptive skills.
2	+1.26 to +2.00	High	38	6%	Above-average ability to interact effectively and adapt to social situations.
3	+0.51 to +1.25	Above Average	96	16%	Slightly higher social adaptability and maturity compared to peers.
4	-0.50 to +0.50	Average	248	41%	The majority of students fall into this category, indicating moderate social maturity.
5	-1.25 to -0.51	Below Average	148	25%	Limited social maturity, with some challenges in interpersonal interactions.
6	-2.00 to -1.26	Low	36	6%	Notable difficulties in social adaptability and interpersonal relationships.
7	-2.01 and below	Very Low	9	2%	Significant deficits in social maturity requiring intervention and support.
Total	—	Overall	600	100%	—

**Figure 4.2**

*Pie chart showing the Social Maturity Levels among Secondary School Students*



**Table 4.6 and Figure 4.2** depict the distribution of social maturity levels among secondary school students. Around 41% are in the *Average* group, which means they have a moderate amount of social maturity. It is clear from the results that 25% are *Below Average* and need assistance in social adaptability. In comparison, only 16% are *Above Average*, 6% are high, and 4% are *Extremely High*, showing relatively fewer students with strong interpersonal skills. On the lower end, 6% fall under the *Low* category and 2% under *Extremely Low*, representing a small but important group needing intervention. All in all, it is clear from the data that “secondary school students exhibit an average level of social maturity.”

#### **4.5.2 Descriptive Analysis of Personality**

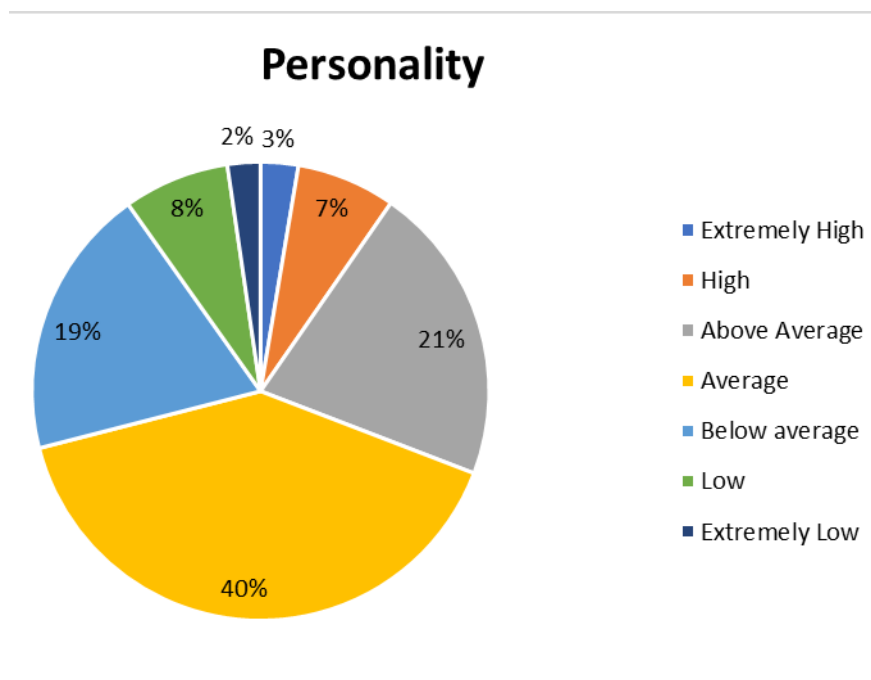
**Table 4.7** presents the frequency and percentage distribution of students across different levels of personality traits.

**Table 4.7**  
*Classification of Personality Traits*

S. No	Range of z-Scores	Levels of Personality Traits	Frequency	Percentage (%)	Interpretation
1	+2.01 and above	Extremely High	16	3%	Demonstrates exceptionally stable, confident, and adaptive personality characteristics; likely to show leadership and resilience.
2	+1.26 to +2.00	High	42	7%	Exhibits well-developed personality traits with strong interpersonal behavior and emotional stability.
3	+0.51 to +1.25	Above Average	127	21%	Reflects positive personality orientation, good adaptability, and a tendency toward constructive behavior.
4	-0.50 to +0.50	Average	241	40%	Indicates a balanced personality with typical levels of social adaptability and emotional stability.
5	-1.25 to -0.51	Below Average	115	19%	Shows some inconsistency in personality traits, with tendencies toward introversion, impulsiveness, or emotional fluctuation.
6	-2.00 to -1.26	Low	45	8%	Displays limited personality development, possibly associated with low self-esteem, anxiety, or difficulty in social settings.
7	-2.01 and below	Extremely Low	14	2%	Suggests serious personality challenges, potentially linked to emotional instability, poor social interaction, and low resilience.
Total	—	Overall	600	100%	—

**Figure 4.3**

*Pie chart showing the Personality trait Levels among Secondary School Students*



According to **Table 4.7** and **Figure 4.3**, 40% of students in secondary school have Average personality traits, indicating balanced development. Still, 19% are *Below Average*, meaning they could use extra support. On the other hand, 7% are classified as *Above Average*, 3% as *High*, and just 2% are *Extremely High*, which means a small group has exceptionally strong personality traits. On the lower end, 8% are *Low* and 2% *Extremely Low*, suggesting a small but important group needing intervention. Therefore, based on the analysis, “*the majority of secondary school students possess average levels of personality.*”

#### **4.5.3 Descriptive Analysis of Emotional Intelligence**

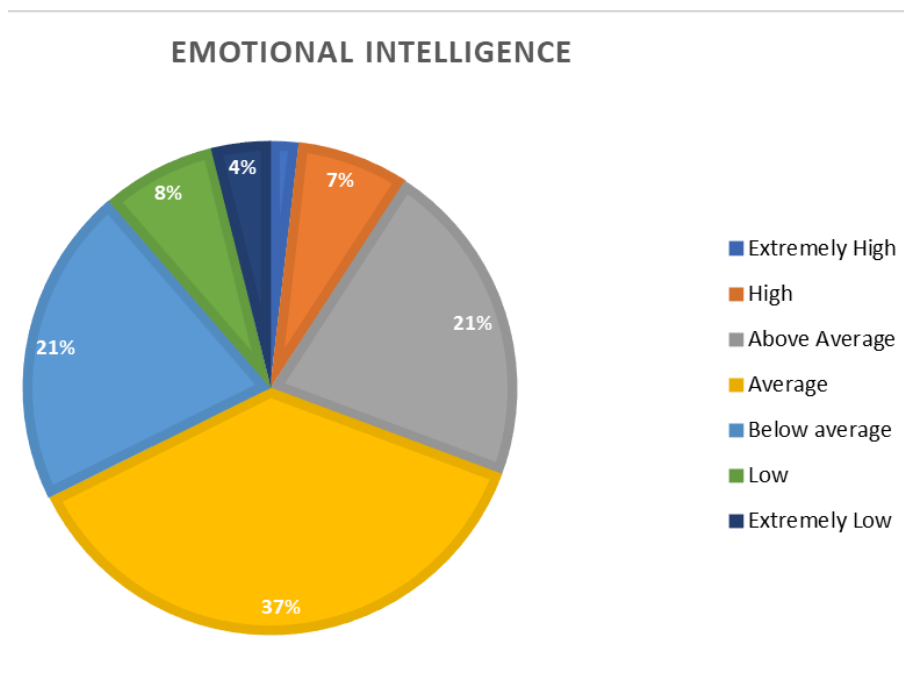
**Table 4.8** presents the classification of Emotional Intelligence (EI) levels among secondary school students, detailing the distribution of raw scores, frequencies, percentages, and corresponding interpretations.

**Table 4.8**  
*Classification of Emotional Intelligence Levels*

<b>S. No</b>	<b>Range of Raw Score</b>	<b>Levels of Emotional Intelligence</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Interpretation</b>
1	69 and above	Extremely High	11	2%	Exceptionally strong emotional intelligence, demonstrating excellent self-awareness, empathy, and regulation.
2	64-68	High	44	7%	Above-average emotional intelligence, effectively managing emotions and relationships.
3	59-63	Above Average	129	21%	Good emotional adaptability and interpersonal skills.
4	53-58	Average	222	37%	Moderate emotional intelligence, with a balance of strengths and areas for improvement.
5	48-52	Below Average	126	21%	Struggles with emotional regulation and interpersonal understanding.
6	44-47	Low	45	8%	Notable difficulties in managing emotions and responding to social situations.
7	43 and below	Extremely Low	23	4%	Significant deficits in emotional intelligence require intervention and support.
Total		Overall	600	100%	—

**Figure 4.4**

*Pie chart showing the Emotional Intelligence Levels among Secondary School Students*



**Table 4.8 and Figure 4.4** indicate that the majority of students (37%) exhibit an *Average* level of Emotional Intelligence, meaning they have moderate capabilities in managing emotions and relationships. About 21% of students demonstrate *Above Average* emotional intelligence, while 7% fall under the *High* category, showing strong interpersonal and emotional regulation skills. However, a considerable proportion (21%) of students are in the *Below Average* category, while 8% and 4% exhibit *Low* and *Extremely Low* emotional intelligence, respectively. Therefore, the data indicate that “*the majority of secondary school students possess average levels of emotional intelligence.*”

### SECTION III

#### Inferential Analysis Using t-Test on Social Maturity, Personality, and Emotional Intelligence

##### 4.6 Mean Differences in Social Maturity, Personality, and Emotional Intelligence based on Gender, Class, Type of School Management, and Locality

This section presents the results of independent samples t-tests conducted to examine whether significant differences in social maturity, emotional intelligence, and personality exist across the demographic variables of gender (male and female), class (9 and 10), type of school management (private and government), and locality (urban and rural).

**Objective 2:** To examine the mean differences in Social Maturity, Personality, and Emotional Intelligence with respect to gender, class, type of school management, and locality among secondary school students.

##### 4.6.1 Mean Difference in Social Maturity Based on Gender

**(H<sub>01</sub>):** There is no significant difference in the social maturity of secondary school students with respect to gender.

'*t*' value was calculated to test (H<sub>01</sub>). The results are presented in **Table 4.9**

**Table 4.9**

*t*-Test Results for Social Maturity by Gender

Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Male	264	240.64	22.66			
Female	336	240.34	18.95	0.17	510.48	.862@

*Note.* *N* = sample size; *SD* = standard deviation; *t* = *t*-test value; *df* = degrees of freedom; *p* = significance level. “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was significant ( $p < .05$ ); therefore, equal variances were not assumed.

**Table 4.9** shows that the obtained *t* value (0.17) with *df* = 510.48 is not significant at the 0.05 level ( $p = .862$ ). Hence, the null hypothesis (H<sub>01</sub>), “*There is no significant difference in the social maturity of secondary school students with respect to gender,*” is retained, indicating that there is no significant difference in social maturity between males and females.

Since the mean value of males ( $M = 240.64$ ) is almost the same as that of females ( $M = 240.34$ ), it is concluded that gender does not play a significant role in influencing the social maturity of secondary school students.

#### 4.6.2 Mean Difference in Social Maturity Based on Class

**(H<sub>02</sub>):** There is no significant difference in the social maturity of secondary school students with respect to class.

' $t$ ' value was calculated to test (H<sub>02</sub>). The results are presented in **Table 4.10**

**Table 4.10**

*t-Test Results for Social Maturity by Class*

Class	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
9	255	240.49	21.09			
10	345	240.46	20.34	0.02	536.24	.985@

*Note.* “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was not significant ( $p > .05$ ); therefore, equal variances were assumed.

**Table 4.10** shows that the obtained  $t$  value (0.02) with  $df = 536.24$  is not significant at the 0.05 level ( $p = .985$ ). Hence, the null hypothesis (H<sub>02</sub>), “*There is no significant difference in the social maturity of secondary school students with respect to class,*” is retained, indicating that there is no significant difference in social maturity between Class 9 ( $M = 240.49$ ,  $SD = 21.09$ ) and Class 10 ( $M = 240.46$ ,  $SD = 20.34$ ) students.

Since the mean values are almost identical, it is concluded that class level does not significantly influence the social maturity of secondary school students.

#### 4.6.3 Mean Difference in Social Maturity Based on Type of School Management

**(H<sub>03</sub>):** There is no significant difference in the social maturity of secondary school students with respect to the type of school management.

' $t$ ' value was calculated to test (H<sub>03</sub>). The results are presented in **Table 4.11**

**Table 4.11**

*t-Test Results for Social Maturity by Type of School Management*

Type of School Management	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Government	205	241.65	22.73			
Private	395	239.86	19.48	1.01	598	.313@

Note. “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was not significant ( $p > .05$ ); therefore, equal variances were assumed.

**Table 4.11** shows that the obtained  $t$  value (1.01) with  $df = 598$  is not significant at the 0.05 level ( $p = .313$ ). Hence, the null hypothesis ( $H_{03}$ ), “*There is no significant difference in the social maturity of secondary school students with respect to the type of school management,*” is retained, indicating that there is no significant difference in social maturity between government ( $M = 241.65$ ,  $SD = 22.73$ ) and private ( $M = 239.86$ ,  $SD = 19.48$ ) school students.

Since the mean values are very close, it is concluded that the type of school management does not play a significant role in influencing the social maturity of secondary school students.

#### 4.6.4 Mean Difference in Social Maturity Based on Locality

**( $H_{04}$ ):** There is no significant difference in the social maturity of secondary school students with respect to locality.

‘ $t$ ’ value was calculated to test ( $H_{04}$ ). The results are presented in **Table 4.12**

**Table 4.12**

*t-Test Results for Social Maturity by Locality*

Locality	$N$	$M$	$SD$	$t$	$df$	$p$
Urban	424	240.24	20.90			
Rural	176	241.02	20.06	- 0.43	339.77	.669@

Note. “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was not significant ( $p > .05$ ); therefore, equal variances were assumed.

**Table 4.12** shows that the obtained  $t$  value (–0.43) with  $df = 339.77$  is not significant at the 0.05 level ( $p = .669$ ). Hence, the null hypothesis ( $H_{04}$ ), “*There is no significant difference in the social maturity of secondary school students with respect to locality,*” is retained, indicating that there is no significant difference in social maturity between urban ( $M = 240.24$ ,  $SD = 20.90$ ) and rural ( $M = 241.02$ ,  $SD = 20.06$ ) students.

Since the mean values are nearly identical, it is concluded that locality does not play a significant role in influencing the social maturity of secondary school students.

The results of the independent samples *t*-tests indicate that social maturity does not differ significantly across gender, class, type of school management, or locality. In all cases, the *p*-values were greater than .05, and the mean scores across the demographic groups were nearly identical. These findings suggest that social maturity among secondary school students remains relatively stable regardless of demographic characteristics.

#### 4.6.5 Mean Difference in Personality Based on Gender

**(H<sub>05</sub>):** There is no significant difference in the personality of secondary school students with respect to gender.

'*t*' value was calculated to test (H<sub>05</sub>). The results are presented in Table 4.13

**Table 4.13**

*t*-test Results for Personality by Gender

Gender	N	M	SD	t	df	p
Male	264	163.70	21.27			
Female	336	167.94	20.04	-2.50	598	.013*

*Note.* “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was not significant ( $p > .05$ ); therefore, equal variances were assumed.

**Table 4.13** shows that the obtained *t* value (−2.50) with *df* = 598 is significant at the 0.05 level ( $p = .013$ ). Hence, the null hypothesis (H<sub>05</sub>), “*There is no significant difference in the personality of secondary school students with respect to gender,*” is rejected, indicating that there is a significant difference in personality between males and females.

Since the mean value of females ( $M = 167.94$ ,  $SD = 20.04$ ) is higher than that of males ( $M = 163.70$ ,  $SD = 21.27$ ), it is concluded that gender plays a significant role in shaping personality among secondary school students.

#### 4.6.6 Mean Difference in Personality Based on Class

**(H<sub>06</sub>):** There is no significant difference in the personality of secondary school students with respect to class.

'*t*' value was calculated to test (H<sub>06</sub>). The results are presented in **Table 4.14**

**Table 4.14***t-Test Results for Personality by Class*

Class	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
9	255	165.10	21.43			
10	345	166.79	20.10	- 0.99	598	.322@

*Note.* “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was significant ( $p < .05$ ); therefore, equal variances were not assumed.

**Table 4.14** shows that the obtained  $t$  value ( $-0.99$ ) with  $df = 598$  is not significant at the 0.05 level ( $p = .322$ ). Hence, the null hypothesis ( $H_{06}$ ), “*There is no significant difference in the personality of secondary school students with respect to class,*” is retained, indicating that there is no significant difference in personality between Class 9 and Class 10 students.

Since the mean value of Class 9 students ( $M = 165.10$ ,  $SD = 21.43$ ) is very close to that of Class 10 students ( $M = 166.79$ ,  $SD = 20.10$ ), it is concluded that class level does not play a significant role in influencing the personality of secondary school students.

#### **4.6.7 Mean Difference in Personality Based on Type of School Management**

**( $H_{07}$ ):** There is no significant difference in the personality of secondary school students with respect to the type of school management.

‘ $t$ ’ value was calculated to test ( $H_{07}$ ). The results are presented in **Table 4.15**

**Table 4.15***t-Test Results for Personality by Type of School Management*

Type of School Management	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Government	205	167.71	22.47			
Private	395	165.23	19.66	1.34	368.16	.181@

*Note.* “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was significant ( $p < .05$ ); therefore, equal variances were not assumed.

**Table 4.15** shows that the obtained  $t$  value ( $1.34$ ) with  $df = 368.16$  is not significant at the 0.05 level ( $p = .181$ ). Hence, the null hypothesis ( $H_{07}$ ), “*There is no significant difference in the personality of secondary school students with respect to*

*the type of school management,*” is retained, indicating that there is no significant difference in personality between government and private school students.

Since the mean value of government school students ( $M = 167.71$ ,  $SD = 22.47$ ) is close to that of private school students ( $M = 165.23$ ,  $SD = 19.66$ ), it is concluded that the type of school management does not play a significant role in influencing the personality of secondary school students.

#### 4.6.8 Mean Difference in Personality Based on Locality

**(H<sub>08</sub>):** There is no significant difference in the personality of secondary school students with respect to locality.

‘*t*’ value was calculated to test (H<sub>08</sub>). The results are presented in **Table 4.16**

**Table 4.16**

*t*-Test Results for Personality by Locality

Locality	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
Urban	424	166.43	20.61			
Rural	176	165.21	20.87	0.660	598	.510@

*Note.* “@” = not significant at 0.05 level; “\*” = significant at 0.05 level. Levene’s Test for Equality of Variances was significant ( $p < .001$ ); therefore, equal variances were not assumed.

**Table 4.16** shows that the obtained *t* value (0.66) with  $df = 598$  is not significant at the 0.05 level ( $p = .510$ ). Hence, the null hypothesis (H<sub>08</sub>), “*There is no significant difference in the personality of secondary school students with respect to locality,*” is retained, indicating that there is no significant difference in personality between urban and rural students.

Since the mean value of urban students ( $M = 166.43$ ,  $SD = 20.61$ ) is close to that of rural students ( $M = 165.21$ ,  $SD = 20.87$ ), it is concluded that locality does not play a significant role in influencing the personality of secondary school students.

Analysis of personality scores revealed a significant difference only with respect to gender, where females scored higher than males. No significant differences were found across class, type of school management, or locality, as the *p* values exceeded .05 in each case. Overall, the results suggest that gender plays a notable role in shaping personality, while other demographic factors do not exert a significant influence.

#### 4.6.9 Mean Difference in Emotional Intelligence Based on Gender

(H<sub>09</sub>): There is no significant difference in the emotional intelligence of secondary school students with respect to gender.

'*t*' value was calculated to test (H<sub>09</sub>). The results are presented in **Table 4.17**

**Table 4.17**

*t*-Test Results for Emotional Intelligence by Gender

Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Male	264	55.11	5.44			
Female	336	55.33	7.35	- 0.430	595.90	.668@

Note. "\*\*\*" Significant at the 0.05 level, "\*\*\*" Significant at the 0.01 level, "@" Not Significant. Levene's Test for Equality of Variances was significant ( $p < .001$ ); therefore, equal variances were not assumed.

**Table 4.17** shows that the obtained *t* value (−0.43) with *df* = 595.90 is not significant at the 0.05 level ( $p = .668$ ). Hence, the null hypothesis (H<sub>09</sub>), "There is no significant difference in the emotional intelligence of secondary school students with respect to gender," is retained, indicating that males and females do not differ significantly in emotional intelligence.

Since the mean value of males ( $M = 55.11$ ,  $SD = 5.44$ ) is almost the same as that of females ( $M = 55.33$ ,  $SD = 7.35$ ), it is concluded that gender does not play a significant role in influencing the emotional intelligence of secondary school students.

#### 4.6.10 Mean Difference in Emotional Intelligence Based on Class

(H<sub>010</sub>): There is no significant difference in the emotional intelligence of secondary school students with respect to class.

'*t*' value was calculated to test (H<sub>010</sub>). The results are presented in **Table 4.18**

**Table 4.18**

*t*-Test Results for Emotional Intelligence by Class

Class	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
9	255	54.64	6.69			
10	345	55.67	6.46	-1.892	536.25	.059@

Note. "\*\*\*" Significant at the 0.05 level, "\*\*\*" Significant at the 0.01 level, "@" Not Significant. Levene's Test for Equality of Variances was significant ( $p < .05$ ); therefore, equal variances were not assumed.

As shown in **Table 4.18**, the obtained  $t$  value ( $-1.89$ ) with  $df = 536.25$  is not significant at the 0.05 level ( $p = .059$ ). Therefore, the null hypothesis ( $H_{010}$ ), “*There is no significant difference in the emotional intelligence of secondary school students with respect to class,*” is retained, indicating that there is no significant difference in emotional intelligence between Class 9 and Class 10 students.

Since the mean value of Class 9 students ( $M = 54.64$ ,  $SD = 6.69$ ) is close to that of Class 10 students ( $M = 55.67$ ,  $SD = 6.46$ ), it is concluded that class level does not play a significant role in influencing the emotional intelligence of secondary school students.

#### **4.6.11 Mean Difference in Emotional Intelligence Based on Type of School Management**

**( $H_{011}$ ):** There is no significant difference in the emotional intelligence of secondary school students with respect to the type of school management.

‘ $t$ ’ value was calculated to test ( $H_{011}$ ). The results are presented in **Table 4.19**

**Table 4.19**

*t-Test Results for Emotional Intelligence by Type of School Management*

Type of School Management	$N$	$M$	$SD$	$t$	$df$	$p$
Government	205	53.91	7.28			
Private	395	55.92	6.07	- 3.391	353.74	< .001*

*Note.* “\*” Significant at the 0.05 level, “\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was significant ( $p < .05$ ); therefore, equal variances were not assumed.

As indicated in **Table 4.19**, the obtained  $t$  value ( $-3.39$ ) with  $df = 353.74$  is significant at the 0.05 level ( $p < .001$ ). Hence, the null hypothesis ( $H_{011}$ ), “*There is no significant difference in the emotional intelligence of secondary school students with respect to the type of school management,*” is rejected, indicating that there is a significant difference in emotional intelligence between government and private school students.

Since the mean value of private school students ( $M = 55.92$ ,  $SD = 6.07$ ) is higher than that of government school students ( $M = 53.91$ ,  $SD = 7.28$ ), it is concluded that students from private schools display significantly higher emotional intelligence than those from government schools.

#### 4.6.12 Mean Difference in Emotional Intelligence Based on Locality

(H<sub>012</sub>): There is no significant difference in the emotional intelligence of secondary school students with respect to locality.

'*t*' value was calculated to test (H<sub>012</sub>). The results are presented in **Table 4.20**

**Table 4.20**

*t*-Test Results for Emotional Intelligence by Locality

Locality	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Urban	424	53.72	4.93			
Rural	176	58.88	8.38	- 7.647	226.98	< .001*

Note. “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Levene’s Test for Equality of Variances was significant ( $p < .001$ ); therefore, equal variances were not assumed.

**Table 4.20** indicates that the obtained *t* value (-7.65) with *df* = 226.98 is significant at the 0.05 level ( $p < .001$ ). Therefore, the null hypothesis (H<sub>012</sub>), “*There is no significant difference in the emotional intelligence of secondary school students with respect to locality,*” is rejected, indicating that there is a significant difference in emotional intelligence between urban and rural students.

Since the mean value of rural students ( $M = 58.88$ ,  $SD = 8.38$ ) is higher than that of urban students ( $M = 53.72$ ,  $SD = 4.93$ ), it is concluded that rural students possess significantly higher emotional intelligence compared to their urban counterparts.

The results of the *t*-tests for emotional intelligence show mixed findings. No significant differences were observed across gender and class, as the *p* values exceeded .05. However, significant differences were found for type of school management and locality, with private school students scoring higher than government school students, and rural students scoring higher than urban students. These findings suggest that the type of school management and locality are important demographic factors influencing emotional intelligence, whereas gender and class are not.

The next section presents the correlation analysis to examine relationships between the key variables.

**Section IV**  
**Inferential Analysis Using Pearson's Correlation on Social Maturity,  
Personality, and Emotional Intelligence**

**4.7 Relationship between Social Maturity, Personality, and Emotional Intelligence**

In this section, Pearson product-moment correlation coefficients are used to study the strength and direction of relationships between social maturity, personality, and emotional intelligence in secondary school students. The correlation values were interpreted using a standard scale where 0–0.19 indicates a very low correlation, 0.20–0.39 a low correlation, 0.40–0.59 a moderate correlation, 0.60–0.79 a high correlation, and 0.80–1.00 a very high correlation (Selvanathan et al., 2020). This scale facilitated a clear interpretation of the statistical associations among the variables under investigation.

It covers the following objective and hypotheses:

**Objective 3:** To determine the significant relationship between social maturity, personality, and emotional intelligence of secondary school students.

The null hypotheses tested were:

**(H<sub>013</sub>):** There is no significant relationship between social maturity and personality of secondary school students.

**(H<sub>014</sub>):** There is no significant relationship between social maturity and emotional intelligence of secondary school students.

**(H<sub>015</sub>):** There is no significant relationship between personality and emotional intelligence of secondary school students.

Correlation analysis among these three variables was conducted using Pearson's Product-Moment Correlation Coefficient method (Cohen, 1988).

**Table 4.21***Interpretation Scale for Pearson's Correlation Coefficient*

Scale of Correlation Coefficient	Value ( $r$ )
Very Low Correlation	$0 < r \leq 0.19$
Low Correlation	$0.20 \leq r \leq 0.39$
Moderate Correlation	$0.40 \leq r \leq 0.59$
High Correlation	$0.60 \leq r \leq 0.79$
Very High Correlation	$0.80 \leq r \leq 1.0$

*Note.* Scale adapted from Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.

**Table 4.22***Correlation between Social Maturity, Personality, and Emotional Intelligence of Secondary School Students*

	Personality	Emotional Intelligence	Social Maturity
Personality			
Pearson Correlation	1.000	0.010	0.252**
Sig. (2-tailed)	—	0.805	< .001
<i>N</i>	600	600	600
Emotional Intelligence			
Pearson Correlation	0.010	1.000	-0.013
Sig. (2-tailed)	0.805	—	0.745
<i>N</i>	600	600	600
Social Maturity			
Pearson Correlation	0.252**	-0.013	1.000
Sig. (2-tailed)	< .001	0.745	—
<i>N</i>	600	600	600

*Note.* \*\* Correlation is significant at the 0.01 level (2-tailed).

Based on **Table 4.22**, the findings are as follows:

**Social Maturity and Personality:** A Pearson correlation of  $r = 0.252$  indicates a low correlation as per the scale. Since the result is statistically significant ( $p < .001$ ), ( $H_{013}$ ), “*There is no significant relationship between social maturity and personality*

of secondary school students,” is rejected. This suggests that students with stronger personality traits tend to show higher levels of social maturity.

**Social Maturity and Emotional Intelligence:** The correlation between social maturity and emotional intelligence is  $r = -0.013$ , which falls under the very low correlation category. The result is not statistically significant ( $p = 0.745$ ); hence, ( $H_{014}$ ), “*There is no significant relationship between social maturity and emotional intelligence of secondary school students,*” is retained, indicating no meaningful relationship between emotional intelligence and social maturity in this sample.

**Personality and Emotional Intelligence:** The correlation between personality and emotional intelligence is  $r = 0.010$ , also classified as a very low correlation. This result is not statistically significant ( $p = 0.805$ ), and therefore, ( $H_{015}$ ), “*There is no significant relationship between personality and emotional intelligence of secondary school students*” is retained, suggesting no significant association between personality and emotional intelligence among the secondary school students.

## Section V

### Factorial ANOVA and Multiple Regression Analyses on the Effects of Demographic, Personality, and Emotional Intelligence Variables on Social Maturity

#### 4.8 Predictive Influence of Demographic Variables on Social Maturity, Personality, and Emotional Intelligence

**Objective 4:** To identify the significant predictor variables of Social Maturity, Personality, and Emotional Intelligence among secondary school students with regard to gender, class, type of school management, and locality.

To accomplish this, multiple regression analysis was used to examine the predictive influence of the demographic variables (gender, class, type of school management, and locality) on each of the three dependent variables: Social Maturity, Personality, and Emotional Intelligence. This allowed for the identification of individual contributions of each predictor variable.

#### 4.8.1 Predictive Influence on Social Maturity

To determine the predictive influence of demographic variables on social maturity among secondary school students, a multiple regression analysis was conducted. The independent variables—gender, class, type of school management, and locality were examined to assess their contributions in predicting the level of social maturity.

**(H<sub>016</sub>):** There is no significant predictor variable for social maturity of secondary school students with regards to gender, class, type of school management, and locality.

**Table 4.23** presents the results of multiple regression analysis examining the individual effects of gender, class, type of school management, and locality on social maturity.

**Table 4.23**

*Multiple Regression Analysis for Predictors of Social Maturity*

Predictor	F-value	Sig.
Gender	1.571	.211@
Class	0.211	.646@
Type of School Management	1.060	.304@
Locality	0.606	.436@

*Note.* “” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Model Summary:  $F = 2.256$ ,  $p = .004^{**}$ ,  $R^2 = .055$ , Adjusted  $R^2 = .031$ . a. Predictors: (Constant), Gender, Class, Type of School Management, Locality.

**Table 4.23** shows that gender, class, type of school management, and locality together explained only 5.5% of the variance in social maturity ( $R^2 = .055$ ). Although the overall model was significant ( $p < .05$ ), none of the individual predictors were significant, indicating that no demographic variable uniquely predicted social maturity.

Therefore, (H<sub>016</sub>), stating that “*There is no significant predictor variable for social maturity of secondary school students with regards to gender, class, type of school management, and locality*” is retained.

#### 4.8.2 Predictive Influence on Personality

To identify the significant demographic predictors of personality, a multiple regression analysis was conducted using gender, class, type of school management, and locality as independent variables.

**(H<sub>018</sub>):** There is no significant predictor variable for the personality of secondary school students with regards to gender, class, type of school management, and locality.

**Table 4.24** presents the results of multiple regression analysis examining the individual effects of gender, class, type of school management, and locality on personality.

**Table 4.24**

*Multiple Regression Analysis for Predictors of Personality*

Predictor	F-value	Sig.
Gender	1.321	.251@
Class	1.473	.225@
Type of School Management	0.702	.402@
Locality	1.019	.313@

*Note.* “” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Model Summary:  $F = 1.977$ ,  $p = .015^*$ ,  $R^2 = .048$ , Adjusted  $R^2 = .024$ . a. Predictors: (Constant), Gender, Class, Type of School Management, Locality.

**Table 4.24** shows that demographic variables explained only 4.8% of the variance in personality ( $R^2 = .048$ ). The overall model was significant ( $p < .05$ ), but none of the predictors made a unique contribution, indicating that gender, class, type of school management, and locality did not significantly predict personality.

Therefore, (H<sub>018</sub>), stating that “*There is no significant predictor variable for the personality of secondary school students with regards to gender, class, type of school management, and locality,*” is retained.

### 4.8.3 Predictive Influence on Emotional Intelligence

A similar multiple regression analysis was applied to determine the influence of demographic variables on emotional intelligence.

**(H<sub>020</sub>):** There is no significant predictor variable for emotional intelligence of secondary school students with regards to gender, class, type of school management, and locality.

**Table 4.25** presents the results of multiple regression analysis examining the individual effects of gender, class, locality, and type of school management on emotional intelligence.

**Table 4.25**

*Multiple Regression Analysis for Predictors of Emotional Intelligence*

Predictor	F-value	Sig.
Gender	0.938	.333@
Class	1.244	.265@
Type of School Management	28.508	<.001**
Locality	36.948	<.001**

*Note.* “\*\*” Significant at the 0.05 level, “\*” Significant at the 0.01 level, “@” Not Significant. Model Summary:  $F = 20.789$ ,  $p < .001^{**}$ ,  $R^2 = .348$ , Adjusted  $R^2 = .331$ . a. Predictors: (Constant), Gender, Class, Type of School Management, Locality.

**Table 4.25** shows that the demographic variables together explained 34.8% of the variance in emotional intelligence ( $R^2 = .348$ ,  $p < .001$ ). Among the predictors, type of school management and locality were statistically significant, while gender and class were not. This indicates that type of school management and locality strongly influences emotional intelligence, whereas gender and class have no significant effect. This means that, students’ emotional intelligence differed meaningfully by type of school management and locality, but not by gender or class.

Therefore, ( $H_{020}$ ), “*There is no significant predictor variable for emotional intelligence of secondary school students with regards to gender, class, type of school management and locality*” is rejected for type of school management and locality, and retained for gender and class.

#### **4.8.4 Personality and Emotional Intelligence as Predictors of Social Maturity**

Multiple regression analysis was used to study the effects of personality and emotional intelligence on the social maturity of secondary school students.

**Objective 6:** To assess the predictive roles of Personality and Emotional Intelligence in Social Maturity among secondary school students.

##### **4.8.4.1 Personality as Predictor of Social Maturity**

**(H<sub>022</sub>):** Personality is not a significant predictor of social maturity among secondary school students.

**Table 4.26**

*Regression Model Summary for Personality as a Predictor of Social Maturity*

TR	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard Error
0.252	0.063	0.062	19.998

*Note.* TR = multiple correlation coefficient (R); R<sup>2</sup> = coefficient of determination; Adjusted R<sup>2</sup> = adjusted coefficient of determination; Standard Error = standard error of the estimate.

**Table 4.27**

*ANOVA Results for Personality as a Predictor of Social Maturity*

Source	df	SS	MS	F	Sig.
Regression	1	16203.029	16203.029	40.52	<.001
Residual	598	239144.489	399.907		
Total	599	255347.518			

*Note.* df = degrees of freedom; SS = sum of squares; MS = mean square; F = F-ratio; p = significance level.

**Table 4.28**

*Regression Coefficients – Personality Predicting Social Maturity*

Model	Unstandardized Coefficients (B)	Std. Error	T	Sig.	95% CI for B
Constant	198.695	6.614	30.04	<.001	185.706 – 211.684
Personality	0.252	0.040	6.37	<.001	0.174 – 0.330

*Note.* B = unstandardized regression coefficient; Std. Error = standard error of the coefficient; t = t-value; p = significance level; 95% CI = 95% confidence interval for the unstandardized coefficient.

### Regression Equation

The general form of the regression model is represented as:

$$Y = a + bX$$

Where:

Y (Social Maturity): the dependent variable being predicted or explained.

X (Personality): the independent variable used to predict Y.

a (Intercept): the expected value of Y when X equals zero.

b (Slope): the estimated amount by which Y changes for a one-unit increase in X.

By substituting the estimated coefficients into the equation, the regression model is expressed as:

$$\text{Social Maturity} = 198.695 + 0.252 (\text{Personality})$$

This equation indicates that for every one-unit increase in personality, social maturity is expected to increase by 0.252 units, holding other factors constant.

**Tables 4.26–4.28** show that personality accounted for 6.3% of the variance in social maturity ( $R^2 = .063$ ). The regression model was statistically significant ( $F(1, 598) = 40.52, p < .001$ ). Personality made a unique and significant contribution to predicting social maturity ( $B = 0.252, t = 6.37, p < .001$ ), although the effect size was modest.

Therefore, the null hypothesis ( $H_{022}$ ) stating that “*Personality is not a significant predictor of social maturity among secondary school students,*” is rejected.

#### 4.8.4.2 Emotional Intelligence as Predictor of Social Maturity

**( $H_{023}$ ):** Emotional intelligence is not a significant predictor of social maturity among secondary school students.

**Table 4.29**

*Regression Model Summary for Emotional Intelligence as a Predictor of Social Maturity*

Multiple R	$R^2$	Adjusted $R^2$	Standard Error	Observations
0.013	0.000	-0.001	20.662	600

**Table 4.30**

*ANOVA Results for Emotional Intelligence as a Predictor of Social Maturity*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<b>Sig.</b>
Regression	1	45.126	45.126	0.11	0.745
Residual	598	255302.393	426.927		
Total	599	255347.518			

**Table 4.31**

*Regression Coefficients – Emotional Intelligence Predicting Social Maturity*

Model	Unstandardized Coefficients ( <i>B</i> )	Std. Error	<i>t</i>	<b>Sig.</b>	95% CI for B
Constant	242.778	7.145	33.98	< .001	228.747 – 256.809

**Table 4.29***Regression Model Summary for Emotional Intelligence as a Predictor of Social Maturity*

Multiple R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Standard Error	Observations	
Emotional Intelligence	-0.042	0.128	-0.33	0.745	- 0.294 – 0.210

**Regression Equation**

The general form of the regression model is represented as:

$$Y = a + bX$$

Where:

Y (Social Maturity): the dependent variable being predicted or explained.

X (Emotional Intelligence): the independent variable used to predict Y.

a (Intercept): the expected value of Y when X equals zero.

b (Slope): the estimated amount by which Y changes for a one-unit increase in X.

By substituting the estimated coefficients into the equation, the regression model is expressed as:

$$\text{Social Maturity} = 242.778 - 0.042 (\text{Emotional Intelligence})$$

This equation suggests that for every one-unit increase in emotional intelligence, social maturity is expected to decrease by 0.042 units; however, this effect was found to be statistically non-significant

**Tables 4.29–4.31** show that emotional intelligence explained virtually none of the variance in social maturity ( $R^2 \approx 0$ ). The regression model was not statistically significant ( $F(1, 598) = 0.11, p = .745$ ), and the regression coefficient was non-significant ( $B = -0.042, p = .745$ ).

Therefore, the null hypothesis  $H_{023}$ , which states that “*Emotional intelligence is not a significant predictor of social maturity among secondary school students,*” is retained.

## 4.9 Interaction Effects of Demographic Variables on Social Maturity, Personality, and Emotional Intelligence

**Objective 5:** To examine the significant interaction effects on Social Maturity, Personality, and Emotional Intelligence of secondary school students with regard to gender, class, type of school management, and locality.

To investigate this objective, a four-way factorial ANOVA was conducted to examine both the main effects and interaction effects of gender, class, type of school management, and locality on the three outcome variables. This method helps identify whether combinations of demographic variables jointly influence social maturity, personality, or emotional intelligence beyond their individual effects.

### 4.9.1 Interaction Effects on Social Maturity

A four-way factorial ANOVA was performed to explore the interaction effects of the demographic variables on social maturity.

**(H<sub>017</sub>):** There is no significant interaction effect of gender, class, type of school management, and locality on social maturity of secondary school students.

**Table 4.32** presents the interaction effects of gender, class, locality, and type of school management on social maturity.

**Table 4.32**

*Four-Way Factorial ANOVA for Social Maturity*

Source of Variance	F-value	Sig.	Partial $\eta^2$	Remark
Gender $\times$ Management	6.393	.012*	.011	Significant
Locality $\times$ Management	6.995	.008**	.012	Significant
Gender $\times$ Locality $\times$ Management	9.622	.002**	.016	Significant
Gender $\times$ Class	0.000	.994	.000@	Not Significant
Gender $\times$ Locality	0.094	.759	.000@	Not Significant
Class $\times$ Locality	0.496	.481	.001@	Not Significant
Class $\times$ Management	1.911	.167	.003@	Not Significant
Gender $\times$ Class $\times$ Locality	0.923	.337	.002@	Not Significant
Gender $\times$ Class $\times$ Management	0.756	.385	.001@	Not Significant
Class $\times$ Locality $\times$ Management	0.394	.531	.001@	Not Significant
Gender $\times$ Class $\times$ Locality $\times$ Management	1.278	.259	.002@	Not Significant

Note. “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Model Summary:  $R^2 = .055$ , Adjusted  $R^2 = .031$ . Levene’s Test for Equality of Variances was significant ( $p < .05$ ), suggesting possible variance differences.

From **Table 4.32**, it can be seen that the interaction effects of Gender  $\times$  Management ( $F = 6.39$ ,  $p = .012$ ), Locality  $\times$  Management ( $F = 6.99$ ,  $p = .008$ ), and Gender  $\times$  Locality  $\times$  Management ( $F = 9.62$ ,  $p = .002$ ) were statistically significant. This indicates that specific combinations of demographic variables jointly influence social maturity.

By contrast, other interaction effects (e.g., Gender  $\times$  Class, Class  $\times$  Locality, Gender  $\times$  Class  $\times$  Locality  $\times$  Management) were not statistically significant, suggesting these combinations do not meaningfully affect social maturity.

Thus,  $H_{017}$ , “*There is no significant interaction effect of gender, class, type of school management, and locality on social maturity of secondary school students,*” is rejected. It may, therefore, be inferred that social maturity is influenced by specific combinations of demographic variables, particularly those involving gender, locality, and type of school management.

#### 4.9.2 Interaction Effects on Personality

A factorial ANOVA was also conducted to determine whether there were any significant interaction effects of the demographic variables on personality traits.

**( $H_{019}$ ):** There is no significant interaction effect of gender, class, type of school management, and locality on the personality of secondary school students.

**Table 4.33**

*Four-Way Factorial ANOVA for Personality*

Source of Variance	F-value	Sig.	Partial $\eta^2$	Remark
Class $\times$ Management	4.194	.041*	.007	Significant
Gender $\times$ Class $\times$ Management	3.857	.050*	.007	Significant
Gender $\times$ Class	0.855	.356	.001	Not Significant
Gender $\times$ Locality	0.228	.633	.000	Not Significant
Gender $\times$ Management	0.002	.960	.000	Not Significant
Class $\times$ Locality	0.048	.827	.000	Not Significant
Locality $\times$ Management	1.770	.184	.003	Not Significant

**Table 4.33***Four-Way Factorial ANOVA for Personality*

Source of Variance	F-value	Sig.	Partial $\eta^2$	Remark
Gender $\times$ Class $\times$ Locality	0.413	.521	.001	Not Significant
Gender $\times$ Locality $\times$ Management	1.771	.184	.003	Not Significant
Class $\times$ Locality $\times$ Management	0.247	.619	.000	Not Significant
Gender $\times$ Class $\times$ Locality $\times$ Management	0.932	.335	.002@	Not Significant

*Note.* “\*” Significant at the 0.05 level, “\*\*\*” Significant at the 0.01 level, “@” Not Significant. Model Summary:  $R^2 = .048$ , Adjusted  $R^2 = .024$ . Levene’s Test for Equality of Variances was not significant ( $p > .05$ ), suggesting the assumption of equal variances was reasonably met.

From **Table 4.33**, the interaction effects of Class  $\times$  Management ( $F = 4.19$ ,  $p = .041$ ) and Gender  $\times$  Class  $\times$  Management ( $F = 3.86$ ,  $p = .050$ ) were statistically significant at the 0.05 level. This indicates that these specific combinations of demographic variables significantly influenced personality among secondary school students.

In contrast, other interaction effects, Gender  $\times$  Class, Gender  $\times$  Locality, Gender  $\times$  Management, Class  $\times$  Locality, Locality  $\times$  Management, Gender  $\times$  Class  $\times$  Locality, Gender  $\times$  Locality  $\times$  Management, Class  $\times$  Locality  $\times$  Management, and Gender  $\times$  Class  $\times$  Locality  $\times$  Management, were not found to be statistically significant. These results indicate that not all combinations of demographic variables interact meaningfully to affect personality.

Accordingly,  $H_{019}$ , which stated that “*There is no significant interaction effect of gender, class, type of school management, and locality on the personality of secondary school students,*” is rejected. It may thus be inferred that personality is influenced by certain demographic interactions, particularly those involving class and type of school management.

#### **4.9.3 Interaction Effects on Emotional Intelligence**

The interaction effects of demographic variables on emotional intelligence were examined through a four-way factorial ANOVA.

**( $H_{021}$ ):** There is no significant interaction effect of gender, class, type of school management, and locality on the emotional intelligence of secondary school students.

**Table 4.34***Four-Way Factorial ANOVA for Emotional Intelligence*

Source of Variance	F-value	Sig.	Partial $\eta^2$	Remark
Gender $\times$ Locality	15.818	<.001**	.026	Significant
Gender $\times$ Management	9.171	.003**	.015	Significant
Class $\times$ Management	5.677	.018*	.010	Significant
Gender $\times$ Class $\times$ Locality	16.266	<.001**	.027	Significant
Gender $\times$ Class $\times$ Management	5.467	.020*	.009	Significant
Gender $\times$ Class	0.939	.333	.002	Not Significant
Class $\times$ Locality	0.825	.364	.001	Not Significant
Locality $\times$ Management	31.131	<.001**	.051	Significant
Gender $\times$ Locality $\times$ Management	0.748	.388	.001	Not Significant
Class $\times$ Locality $\times$ Management	1.534	.216	.003	Not Significant
Gender $\times$ Class $\times$ Locality $\times$ Management	0.618	.432@	.001	Not Significant

*Note.* “\*” Significant at 0.05 level, “\*\*” Significant at 0.01 level, “@” Not Significant. Model Summary:  $R^2 = .348$ , Adjusted  $R^2 = .331$ . Levene’s Test for Equality of Variances was significant ( $p < .05$ ), suggesting possible variance differences.

From **Table 4.34**, several interaction effects were statistically significant, including Gender  $\times$  Locality ( $F = 15.82$ ,  $p < .001$ ), Gender  $\times$  Management ( $F = 9.17$ ,  $p = .003$ ), Class  $\times$  Management ( $F = 5.68$ ,  $p = .018$ ), Gender  $\times$  Class  $\times$  Locality ( $F = 16.27$ ,  $p < .001$ ), Gender  $\times$  Class  $\times$  Management ( $F = 5.47$ ,  $p = .020$ ), and Locality  $\times$  Management ( $F = 31.13$ ,  $p < .001$ ). These findings suggest that specific combinations of demographic variables meaningfully influenced emotional intelligence among secondary school students.

By contrast, other interactions such as Gender  $\times$  Class, Class  $\times$  Locality, Gender  $\times$  Locality  $\times$  Management, Class  $\times$  Locality  $\times$  Management, and the four-way interaction Gender  $\times$  Class  $\times$  Locality  $\times$  Management ( $F = 0.62$ ,  $p = .432$ ) were not statistically significant, indicating no meaningful effects in those combinations. Thus,  $H_{021}$ , which stated that “There is no significant interaction effect of gender, class, type of school management, and locality on the emotional intelligence of secondary school students,” is rejected. It may, therefore, be inferred that emotional

intelligence is influenced by specific combinations of demographic variables, particularly those involving gender, locality, class, and type of school management.

## **CHAPTER V**

### **SUMMARY, FINDINGS, DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION**

#### **5. Outline of the Chapter**

This chapter provides a summary of the study, highlighting its key components. It begins with an overview of the research's context, significance, objectives, hypotheses, and methodology. Then it discusses the key findings from the statistical analysis, including the levels, differences, relationships, predictions, and interaction effects for the main variables—social maturity, personality, and emotional intelligence. The chapter discusses the results relative to prior studies and theoretical implications in line with the findings. It then presents recommendations for future research and educational implications based on the results. Finally, the chapter presents some recommendations and a concluding summary that highlights the most important findings of the research study.

#### **5.1 Summary of the Present Study**

##### **5.1.1 Introduction**

A socially mature adolescent is able to interact effectively with others, maintain self-awareness, and appreciate multiple perspectives. Social maturity refers to the ability to navigate complex social situations, resolve conflicts with empathy, and actively contribute to the well-being of the community (Porvaznik & Misun, 2013). During adolescence, individuals begin to make their own decisions and deal with relationships with their peers, family, and the wider world. Adolescents' psychosocial environment differs greatly from that of children and adults. Studies of adolescent personality-social maturity relationships have become a complex research subject. For example, being socially mature tends to support most of these traits, although in some cases it may reduce empathy (Karibeeran & Mohanty, 2019).

Studies have shown that the way a person's personality develops helps shape their social maturity, which in turn influences their academic performance and emotional abilities. Research has found that achieving social maturity fosters the development of empathy, compassion, and altruism, although these traits are

interlinked in complex ways (Roberts & Mroczek, 2008). Various gender studies show no significant differences in social maturity or personality traits between male and female students, or between those in public and private schools. It means that both personality and social maturity may develop similarly for people of all ages (Koszalka-Silska et al., 2021).

The study indicates that personality dimensions significantly influence social maturity in adolescents. Particularly, if someone is more neurotic, they have more pressure from society and may feel inadequate, yet extraversion leads to greater confidence and better relationships. These personality traits affect adolescents' social adjustment by affecting how they handle social situations (Salovey & Mayer, 1990). As a result, secondary school students' personalities play a big role in their social growth, which underlines the need for supports that address each student's specific needs (Roberts & Mroczek, 2008).

In addition to personality traits, existing studies suggest that emotional intelligence (EI) plays a positive role in individuals' psychological adjustment and social life (Collado-Soler et al., 2023). Yet, most of the studies have been carried out on adults, with very few studies conducted among adolescents (Drigas & Papoutsis, 2018; Nanda & Randhawa, 2020). Studies have found that students who are skilled in perceiving emotions usually have better relationships with their friends and family, less social stress, greater confidence, and think more highly of themselves. Studies have found that those with better EI tend to take part in more prosocial activities, which means emotional intelligence helps build better relationships between peers (Petrides et al., 2016; Siegling et al., 2015).

The relationship between personality traits and socio-emotional skills is particularly important during adolescence. Although personality plays a role, other abilities in adolescents may either facilitate or hinder the development of social maturity. Personality alone cannot determine social maturity, because research indicates that environment and friends can influence adolescent development (Karibeeran & Mohanty, 2019). The present study was therefore conducted to explore the relationship between social maturity, emotional intelligence, and personality in secondary school students. It is assumed in the research that academic

performance and similar factors alone are not enough; students should also learn social and emotional skills for lasting success.

### **5.1.2 Significance of the Study**

Adolescence is marked by important and rapid changes in emotions, social skills, and cognitive abilities. At this stage, students must develop social maturity to decide wisely and fit in well with friends, family, and other people in their community and society. The fundamental development of adolescents depends on emotional intelligence, which involves both emotional perception and understanding, and emotional expression and emotional regulation. Similarly, people's relationships with others are often affected by their personality, which helps shape how well they fit into social groups.

Socially adjusted students usually have a greater ability to learn and achieve better grades. Learning about the influence of personality and emotional intelligence on adolescents' social maturity is, therefore, most pertinent. While their significance is well documented, there is still little explicit knowledge regarding how they interact to affect adolescents' social maturity.

The current study explores the personality, emotional intelligence, and social maturity of secondary school students. It looks into the ways these aspects impact the social lives and relationships of adolescents. The goal is to measure secondary school students' social maturity and its relationship to emotional intelligence and personality.

While India and the global community have studied social maturity, Nagaland has received little attention. This gap in the literature has served as a key motivation for undertaking the present study. It is becoming clearer that psychosocial development matters in this region, and secondary schools, where most young people are concentrated, provide a good setting to focus on it.

Across the world, social maturity, emotional intelligence, and personality shape how adolescents interact with others. They have a major impact on a person's actions, social skills, and emotions. Even so, literature has not fully examined how these variables interact with each other. This study seeks to clarify the interactive effect of emotional intelligence and personality on social maturity and thus provide new insights into the process of adolescents' social competence. The expected

outcomes aim to deepen the understanding of character development, emotional functioning, and psychosocial progress among secondary school students in Nagaland. The results can be applied to strengthen and improve programs designed to support adolescents.

### **5.1.3 Statement of the Problem**

At this stage, secondary school students are in the process of developing their personalities. As they mature, socially mature adolescents learn to regulate their efforts, organize their time, manage their emotions, and build positive relationships. They also cultivate qualities such as cooperation, adjustment, sacrifice, and independence. These attributes, which are also characteristic of emotionally intelligent individuals, play a significant role in shaping a student's personality (Petrides & Furnham, 2000; Extremera & Fernández-Berrocal, 2006).

Adolescents undergo rapid physical, emotional, and social changes. They are adapting to a changing, overwhelming world. School may become puzzling and frustrating for young people, particularly when they are becoming adults. By observing others, they discover the right ways to act in different social environments. Social maturity is an essential aspect of human development, enabling individuals to grow into well-adjusted adults (Kumar & Rawat, 2022). Considering these findings, helping students improve their social skills, emotional understanding, and ability to adapt is very important. India's education system should pay more attention to these areas to help adolescents develop (RAND Corporation, 2018).

Despite increased attention to social-emotional learning, little is known about how personality and emotional intelligence affect adolescent social maturity (Kumar & Rawat, 2022). Therefore, this study examines how these three factors affect secondary school students.

The problem of the present study is stated as:

*“Social Maturity of Secondary School Students in relation to Personality and Emotional Intelligence”*

### **5.1.4 Title of the Study**

*“Social maturity of secondary school students in relation to Personality and Emotional Intelligence”*

### **5.1.5 Variables of the Study**

Dependent Variable:

- Social Maturity

Independent variables:

- Personality
- Emotional Intelligence

Demographic Variables:

1. Gender
2. Class
3. Type of School Management
4. Locality

### **5.1.6 Overview of the Review of Related Literature**

Reviewing existing studies gave important insights into the main aspects of social maturity, personality, and emotional intelligence among adolescents. It has been found through previous research that extraversion, agreeableness, and conscientiousness in personality are tied to better social skills and adaptability during adolescence. In the same way, emotional intelligence has been shown to relate to kindness, supportive peer relationships, and a healthy sense of emotional well-being. While it is well documented that both personality and emotional intelligence function independently from each other, research about their combined and interactive influence on the construct of social maturity is limited. Moreover, there is a considerable dearth of studies on adolescents found in the North Eastern region of India, especially in Nagaland. The available research studies have focused on adults or students from urban or metropolitan areas, which is the gap this study is striving to fill.

The literature review also emphasized the theoretical bases and measuring tools of the three central variables, in addition to revealing inconsistencies in the results of the demographic variables, including gender, class, type of school management, and locality. In view of this, the objectives of the study, hypotheses, and research tools were ascertained. The literature review brought out the need to

determine the relationship between social maturity, personality, and emotional intelligence, hence the relevance of the study.

#### **5.1.7 Objectives of the Study**

The following objectives were formulated based on the nature of the study's title and variables:

1. To study the levels of Social Maturity, Personality, and Emotional Intelligence among secondary school students.
2. To examine the mean differences in Social Maturity, Personality, and Emotional Intelligence with respect to gender, class, type of school management, and locality among secondary school students.
3. To determine the significant relationship between social maturity, personality, and emotional intelligence of secondary school students.
4. To identify the significant predictor variables of Social Maturity, Personality, and Emotional Intelligence among secondary school students in relation to gender, class, type of school management, and locality.
5. To examine the significant interaction effects on Social Maturity, Personality, and Emotional Intelligence of secondary school students with regard to gender, class, type of school management, and locality.
6. To assess the predictive roles of Personality and Emotional Intelligence in Social Maturity among secondary school students.

#### **5.1.8 Hypotheses of the Study**

The hypotheses for the present study are stated as the null hypotheses:

1. There is no significant difference in the social maturity of secondary school students with respect to gender.
2. There is no significant difference in the social maturity of secondary school students with respect to class.
3. There is no significant difference in the social maturity of secondary school students with respect to the type of school management.
4. There is no significant difference in the social maturity of secondary school students with respect to locality.
5. There is no significant difference in the personality of secondary school students with respect to gender.

6. There is no significant difference in the personality of secondary school students with respect to class.
7. There is no significant difference in the personality of secondary school students with respect to the type of school management.
8. There is no significant difference in the personality of secondary school students with respect to locality.
9. There is no significant difference in the emotional intelligence of secondary school students with respect to gender.
10. There is no significant difference in the emotional intelligence of secondary school students with respect to class.
11. There is no significant difference in the emotional intelligence of secondary school students with respect to the type of school management.
12. There is no significant difference in the emotional intelligence of secondary school students with respect to locality.
13. There is no significant relationship between social maturity and personality of secondary school students.
14. There is no significant relationship between social maturity and emotional intelligence of secondary school students.
15. There is no significant relationship between personality and emotional intelligence of secondary school students.
16. There is no significant predictor variable for social maturity of secondary school students with regards to gender, class, type of school management, and locality.
17. There is no significant interaction effect of gender, class, type of school management, and locality on social maturity of secondary school students.
18. There is no significant predictor variable for the personality of secondary school students with regards to gender, class, type of school management, and locality.
19. There is no significant interaction effect of gender, class, type of school management, and locality on the personality of secondary school students.
20. There is no significant predictor variable for emotional intelligence of secondary school students with regards to gender, class, type of school management, and locality.

21. There is no significant interaction effect of gender, class, type of school management, and locality on the emotional intelligence of secondary school students.
22. Personality is not a significant predictor of social maturity among secondary school students.
23. Emotional intelligence is not a significant predictor of social maturity among secondary school students.

#### 5.1.9 Operational Definitions of Key Terms

- a) **Social Maturity:** In this study, social maturity refers to the ability of secondary school students to develop appropriate attitudes for personal, interpersonal, and social adequacies, which are essential for functioning effectively in society. It is measured using Dr. Nalini Rao's Social Maturity Scale, which categorizes students' social maturity levels based on standardized scores.
- b) **Personality:** Personality refers to the distinct qualities and characteristics that define secondary school students. It is assessed using Prof. K.S. Misra's Factor Personality Trait Inventory, which classifies students' personality traits into different levels, such as *Extremely High*, *High*, *Moderate*, *Low*, and *Extremely Low*.
- c) **Emotional Intelligence:** Emotional intelligence refers to the ability of secondary school students to recognize their feelings, understand how these emotions are interconnected, and apply this awareness to think critically and solve problems.
- d) **Secondary School Students:** In this study, secondary school students refer to those enrolled in Class 9 and Class 10 in government and private schools within the three selected districts of Nagaland.
- e) **Gender:** Gender refers to the biological classification of students as male or female. Gender is considered one of the demographic variables in the present study.
- f) **Class:** Class refers to the grade/level in which a student is enrolled and is categorized into two levels: Class 9 and Class 10, representing the High School level.

- g) Type of School Management:** The type of school management refers to the administration under which a school operates. It is categorized as Government Schools, managed and financed by the government, and Private Schools, managed and funded by private organizations.
- h) Locality:** In the present study, the locality is considered one of the key demographic variables. It refers to the geographical setting in which the school is situated, categorized into two types - urban schools are those located in city or town areas, and rural schools are situated in villages or less-developed areas.

#### 5.1.10 Delimitations of the Study

Despite attempts to broaden the study, it has the following limitations:

- The study focuses exclusively on students from Classes 9 and 10 in secondary schools affiliated with the Central Board of Secondary Education (CBSE) and Nagaland Board of School Education (NBSE).

#### 5.1.11 Research Methodology

For this study, the researcher employed the descriptive survey research method.

- a) Population of the Study:** The target population comprised secondary school students (Classes 9 and 10) across Nagaland.
- b) Sample of the Study:** The current study's sample consisted of 600 secondary students (264 males and 336 females) enrolled in classes 9 and 10 across Mokokchung, Kohima, and Dimapur districts of Nagaland.
- c) Sampling Procedure:** To make sure the results are representative, the study uses a multistage random sampling technique. From the twelve districts in Nagaland, three districts were selected at random, and six government and private schools were picked from each district, for a total of 18 schools by using stratified random sampling technique. Ultimately, 600 secondary students from Classes 9 and 10 were chosen again by stratified random sampling, guaranteeing representation across gender, class, type of school management, and locality of the school.
- d) Distribution of Sample:** The demographic profile of the research lists the traits of the participants, which can be found by looking at information like their race or ethnicity, gender, age, schooling, and job. Demographic analysis is important because it helps researchers find out how the sample is made up, make sure that

the results are interpreted correctly, and understand how the sample is made up. To help understand the study sample, this section describes the respondents by their gender, class, type of school management, and locality.

**Table 5.1** presents the sampling distribution categorized by gender, class type of school management, and, locality.

**Table 5.1**

*Sampling Frame by Locality, Type of School Management, Class, and Gender*

Locality	Type of School Management	Male (9th)	Female (10th)	Male (9th)	Female (10th)	Total Students
Rural	Government	44	45	39	41	89
	Private	21	23	20	23	87
Urban	Government	30	41	22	23	116
	Private	24	36	55	193	308
Total		119	145	136	200	600

**Table 5.1** shows the distribution of the sample (N = 600) by demographic subgroups. The sample includes 264 boys and 336 girls, with 176 students from rural schools (89 government, 87 private) and 424 from urban schools (116 government, 308 private). The largest subgroup comprised girls in Class 10 from urban private schools (n = 193). While the sample slightly favored urban and private institutions, a balanced representation was achieved across all categories.

With sampling completed through a structured process, the next step involved selecting appropriate tools to measure Social Maturity, Personality, and Emotional Intelligence.

#### e) Tools used for the Study

The following standardized psychological tools were used to measure the key variables:

- Social Maturity Scale developed by Dr. Nalini Rao (2011) to assess students' social maturity levels.
- Five Personality Trait Inventory developed by Prof. K.S. Misra (2000) to assess personality traits.

- Emotional Intelligence Scale developed and standardized by the researcher utilized to assess emotional intelligence.

Each instrument was selected based on reliability, validity, and suitability for the target population.

#### **f) Statistical Techniques Used**

- **Descriptive Statistics:** In the present study, means, standard deviations, and frequency distributions were used to describe the levels of social maturity, personality traits, and emotional intelligence among secondary school students.
- **Inferential Statistics:** In this study, inferential statistical tests such as Independent Samples t-tests, Factorial ANOVA, Pearson's Correlation, and Multiple Regression Analysis were utilized to examine mean differences, relationships, interaction effects, and predictors of social maturity.

## **5.2 Major Findings of the Study**

### **5.2.1 Levels of Social Maturity, Personality, and Emotional Intelligence**

**Objective 1:** To study the levels of Social Maturity, Personality, and Emotional Intelligence among secondary school students.

- The majority of secondary school students exhibited average levels of social maturity, personality, and emotional intelligence.

### **5.2.2 Mean Differences in Social Maturity, Personality, and Emotional Intelligence**

**Objective 2:** To examine the mean differences in Social Maturity, Personality, and Emotional Intelligence with respect to gender, class, type of school management, and locality among secondary school students.

- Social maturity:** No significant differences were found based on gender, class, type of school management, and locality, indicating that these demographic factors do not significantly influence secondary students' social maturity development.
- Personality:** A significant difference was found between boys and girls, with girls ( $M = 167.94$ ,  $SD = 20.04$ ) scoring higher than boys ( $M = 163.70$ ,  $SD = 21.27$ ),  $t$

(598) =  $-2.50$ ,  $p = .013$ . No significant differences were found in personality with respect to class, type of school management, or locality. Thus, personality varied by gender but was consistent across other demographic variables.

- c) **Emotional Intelligence:** No significant differences were observed with respect to gender or class. However, significant differences were found by type of school management and locality. Private school students ( $M = 55.92$ ,  $SD = 6.07$ ) scored significantly higher than government school students ( $M = 53.91$ ,  $SD = 7.28$ ), and rural students ( $M = 58.88$ ,  $SD = 8.38$ ) scored significantly higher than urban students ( $M = 53.72$ ,  $SD = 4.93$ ). This indicates that emotional intelligence is shaped more strongly by institutional and environmental contexts than by gender or class.

### 5.2.3 Relationships between Social Maturity, Personality, and Emotional Intelligence

**Objective 3:** To determine the significant relationship between social maturity, personality, and emotional intelligence of secondary school students.

- a) **Social Maturity and Personality:** There was a significant relationship between social maturity and personality among secondary school students.
- b) **Social Maturity and Emotional Intelligence:** There was no significant relationship between social maturity and emotional intelligence among secondary school students.
- c) **Personality and Emotional Intelligence:** No significant relationship was found between personality and emotional intelligence among secondary school students.

### 5.2.4 Predictors and Interaction Effects

#### 5.2.4.1 Predictors

**Objective 4:** To identify the significant predictor variables of Social Maturity, Personality, and Emotional Intelligence among secondary school students in relation to gender, class, type of school management, and locality.

- a) **Social maturity:** No significant individual effects of gender, class, type of school management, or locality were found on the social maturity of secondary school students.

- b) Personality:** No significant individual effects of gender, class, type of school management, or locality were found on the personality of secondary school students.
- c) Emotional Intelligence:** Significant individual effects were found for type of school management and locality. Private school students scored higher than government school students, and rural students scored higher than urban students. No significant effects of gender or class were observed.

#### 5.2.4.2 Interaction Effects

**Objective 5:** To examine the significant interaction effects on Social Maturity, Personality, and Emotional Intelligence of secondary school students with regard to gender, class, type of school management, and locality.

##### a) Social Maturity

- Significant two-way interaction effects were found for *Gender* × *Management* and *Locality* × *Management*.
- A significant three-way interaction effect was found for *Gender* × *Locality* × *Management*.
- The four-way interaction (*Gender* × *Class* × *Locality* × *Management*) was not significant.
- Other two-way and three-way interactions were also not significant.

##### b) Personality

- A significant two-way interaction effect was found for *Class* × *Management*.
- A significant three-way interaction effect was found for *Gender* × *Class* × *Management*.
- No other two-way or three-way interactions were significant.
- The four-way interaction (*Gender* × *Class* × *Locality* × *Management*) was not significant.

##### c) Emotional Intelligence

- Significant two-way interaction effects were found for *Gender* × *Locality*, *Gender* × *Management*, *Class* × *Management*, and *Locality* × *Management*.
- Significant three-way interaction effects were found for *Gender* × *Class* × *Locality* and *Gender* × *Class* × *Management*.

- No significant effects were observed for *Gender × Class*, *Class × Locality*, *Gender × Locality × Management*, *Class × Locality × Management*, or the *four-way interaction (Gender × Class × Locality × Management)*.

### 5.2.5 Influence of Personality and Emotional Intelligence on Social Maturity

**Objective 6:** To assess the predictive roles of Personality and Emotional Intelligence in Social Maturity among secondary school students.

#### a) Emotional Intelligence as a Predictor of Social Maturity

Emotional intelligence was not a significant predictor of social maturity,  $p = .745$ ,  $R^2 = .000$ . This indicates that variations in emotional intelligence did not meaningfully explain differences in social maturity among secondary school students.

#### b) Personality as a Predictor of Social Maturity

Personality was a significant predictor of social maturity,  $p < .001^{**}$ ,  $R^2 = .063$ ,  $\beta = .252$ . This suggests that personality traits contributed significantly, though modestly, to variations in students' social maturity.

## 5.3. Discussion

This section contains a general discussion of the findings of the current study, which are as follows:

### 5.3.1 Social Maturity

#### a) Social Maturity Levels among Secondary School Students

Most secondary school students showed average social maturity, likely due to their developmental stage. The research findings by Konyak and Jorlim (2023), Shantahmurthy and Venkataraman (2021), Shangjam et al. (2020), Umamaheswari and Karthikeyan (2024), and Das and Saikia (2021) reported parallel results.

The research by Brar (2021) discovered that rural-urban differences were insignificant; supporting the assumption that location does not matter. Ball et al. (1994) established that gifted students demonstrate superior decision-making capabilities due to their social maturity levels. Shafi and Ganai (2023) and Ballard et al. (2022) established that adolescence functions as a period for developing self-regulation along with social growth. David and Vijayan (2021) found that the social competence of students was moderate, while Anandaraj and Regina (2021) reported better outcomes in rural students; however, neither finding matched the results of the current study. Since peers play a greater role as adolescents get older, it is not

surprising that their social maturity develops at a moderate pace (Blakemore & Mills, 2014).

But some studies show results that differ from others. Nagra and Kaur (2013) discovered higher levels of social maturity in student teachers. Studies demonstrate that the independence and social interactions in boarding schools support the development of better interpersonal skills compared to traditional school (Jaglan & Aarti, 2023). Anto (2021) observed that students in the Wayanad district's tribal region had more social maturity than their peers.

#### **b) Social Maturity Differences Based on Demographic Factors**

The present study results showed that gender, class, type of school management or locality does not greatly influence social maturity. Samhitha et al. (2020) also found that social maturity was not related to gender, class, or the type of school attended by tribal adolescents. According to Jaglan and Aarti (2023), about 70% of students had developed socially, with no significant differences between boys and girls. Tiwari and Saraswat (2023), Biswas (2018), and Konyak and Jorlim (2023) also found no significant effects of gender or locality on social maturity. Likewise, Das and Saikia (2021) reported that gender had no meaningful impact among lower secondary students. In general, personal and psychological factors seem to have a stronger effect than demographics.

However, other studies do show demographic differences. Lawrence and Jesudoss (2011), Purohit (2020), and Kaur (2022) found that female students were socially more mature than male students, but Kalita (2023) reported that males had higher social maturity. Rajni (2019) and other investigators reported that urban students demonstrated greater social maturity than their rural counterparts. According to Kaur (2022), students from private schools performed better, but did not have a higher level of social maturity. Konyak and Jorlim (2023) found that private schooling resulted in students having better social maturity, which they linked to the many developmental opportunities available to them.

### **5.3.2 Personality**

#### **a) Personality Levels among Secondary School Students**

The results indicate that most secondary school students exhibited average levels of personality traits. Kumar and Hada (2023) and Joshi (2022) reported no

significant differences in Openness, Neuroticism, Agreeableness, or Extraversion between students from private and government schools. In contrast to Patel (2019), who found no gender differences, the present study showed that girls scored higher than boys on overall personality traits, suggesting that gender plays a role in personality development.

#### **b) Personality Differences Based on Demographic Factors**

According to the current study, girls tended to score higher in personality traits than boys. This result is in agreement with Akram and Khan (2020), who reported that female students usually scored higher in Agreeableness and Conscientiousness, whereas male students scored higher in Extraversion, Neuroticism, and Openness. Similar to the earlier study, South et al. (2018) noted that women have higher levels of Neuroticism, Agreeableness, and Conscientiousness, whereas men have higher levels of traits such as Volatility and Industriousness. In contrast, Thakur et al. (2018) found that boys scored higher than girls on overall personality traits, whereas the present study revealed the opposite. These differences may be due to variations in the samples or differences in the measurement tools used. Nweke et al. (2013) also noticed that women and men often differ in Neuroticism and Agreeableness.

No significant variations in personality traits were found between different class levels, management styles, or localities. The results of the present study are in line with those of Kaur and Kaur (2023), who also found that personality was similar among government and private school students. In contrast, Xu et al. (2024) found that students from rural areas in urban schools achieved lower personality trait scores than those from urban areas. It means that social environments and the school influence can shape personality.

Karmakar et al. (2024) found that most females scored higher in Extraversion and Agreeableness, whereas there were no significant differences in other personality traits between males and females.

The results suggest that gender may influence certain emotional intelligence traits, although not all traits differed between males and females. Identifying these personality patterns allows us to design interventions that specifically improve emotional intelligence.

### **5.3.3 Emotional Intelligence**

#### **a) Emotional Intelligence Levels among Secondary School Students**

The results of this study suggest that most students in secondary schools had average levels of emotional intelligence, which matches Roy and Roy's (2024) findings that higher secondary students, from any locality or gender, had average emotional intelligence. Kumar (2020) found that higher secondary school students had average emotional intelligence. Nath and Das (2021) found that students had moderate emotional intelligence, with motivation being a major factor. Consistent findings from many studies suggest that adolescent emotional intelligence is, on average, moderate, which signals a normal stage of development.

At the same time, research such as Riba et al. (2024) has shown that adolescents tend to have high levels of emotional intelligence. The difference might result from specific features of the sample, the methods used to measure, or cultural factors. Bahat and Ovsenik (2020) discovered that students in higher grades had higher emotional intelligence, but in this study, emotional intelligence remained at the same average level across all grades. Different results suggest that more research should be done on what affects emotional intelligence.

These findings suggest that programs designed to develop emotional and social skills would be most effective for emotional intelligence training. Additional studies might look into the relationship between emotional intelligence and social, emotional and academic development.

#### **b) Emotional Intelligence Differences Based on Demographic Factors**

The present study found no significant gender differences in emotional intelligence ( $t = -0.430$ ,  $p = .668$ ). However, no significant differences were observed in emotional intelligence concerning class level. Significant differences were found in emotional intelligence with respect to type of school management (Private > Government) and locality (Rural > Urban).

Furqani (2020) also reported that adolescent girls possess more emotional intelligence than boys. Sharma (2021) and Kumar (2020) found that girls had higher emotional intelligence than boys. In other words, gender can influence emotional intelligence, as individuals are socialized differently, regulate their emotions differently, and perceive themselves in distinct ways.

Tyagi and Bansal (2021) revealed in their study that gender differences appear in urban students' self-awareness, maturity, social skills, and empathy. Although consistent, some studies produce conflicting results. Kumari and Tripathi (2022) discovered that there are gender differences in emotional intelligence, but Roy and Roy (2024) found no such differences. These differences may be due to sample characteristics or culture.

According to Chaubey et al. (2022) and Ravindar (2021), the level of emotional intelligence did not differ between classes, type of school management, or locality, as noted in this study. It means that emotional intelligence can be nurtured in schools and communities. Rani (2019) and Manjunatha (2020) reported that private and aided school students had higher emotional intelligence, which might be linked to institutional influence.

Different results may be due to changes in school structure, the emotional intelligence training given to students, or their level of school and extracurricular engagement. The consistency of findings regarding class, type of school management, and locality, particularly as reported by Chaubey et al. (2022), Ravindar (2021), and Roy and Roy (2024), supports the present study's conclusions. Because emotional intelligence is about the same in different schools and locations, it's clear that intrinsic psychological traits are more important than the environment in shaping it. Future research could explore the role of parental support and peer influence in enhancing the emotional intelligence of secondary school students.

#### **5.3.4 Findings on Relationships among Social Maturity, Personality, and Emotional Intelligence**

##### **a) Relationship between Social Maturity and Personality**

The study revealed a small, positive link between social maturity and personality, so students with higher personality scores are likely to be more mature. According to Anand et al. (2014), students who are dominant and good leaders are more socially mature than those who are submissive. They revealed that social maturity develops due to personality as well as the influence of peers, family, and the person's economic status. Similarly, Kumar and Ritu (2013) found that personality and social maturity were related among senior secondary students, and this

relationship was consistent across genders, suggesting that personality has a modest but reliable impact.

According to Tariq and Naqvi (2020), agreeableness, extraversion, conscientiousness, and openness were all associated with greater prosocial behaviors, which in turn support social development. Amiri et al. (2024) reported that having high levels of social maturity is linked to having empathy, compassion, and being altruistic.

### **b) Relationship between Personality and Emotional Intelligence**

According to the present study, personality and emotional intelligence are not closely linked, which suggests they might be separate abilities. Shakhov and Hlushanitsia (2024) found, however, that emotional intelligence is associated with extraversion and conscientiousness.

Some studies produce mixed findings. Shakhov and Hlushanitsia (2024) did not find any connection between conscientiousness and openness, but Varghese and Edathumparambil (2023) did see strong links between emotional intelligence and reasoning and sensitivity. Such outcomes are probably caused by differences in the kinds of participants and research methods used.

Additional research supports the idea of a connection. Poonam et al. (2022) noted that empathy and self-awareness are integral components of certain personality traits. Similarly, Dhani and Sharma (2017), Yusooff et al. (2014), and Ugoani (2012) found that extraversion and neuroticism are correlated.

### **c) Relationship between Social Maturity and Emotional Intelligence**

According to this study, social maturity and emotional intelligence are not significantly correlated, which means that emotional intelligence does not greatly affect social maturity.

This finding contrasts with Arora and Sharma (2018), who reported that social maturity varied significantly with levels of emotional intelligence, particularly in the areas of personal and social adequacy. However, this study supports their claim that emotional intelligence did not affect personal adequacy. Being emotionally intelligent and socially mature usually go together, but Riba et al. (2024) pointed out that it is not always the case. Bhaskarachary and Magalingam (2022) found a negative correlation, which adds complexity to the findings.

These mixed results suggest that emotional intelligence and social maturity may affect one another, but the way they do so is still not fully understood and requires more research.

### **5.3.5 Findings on Predictors and Interaction Effects of Social Maturity, Personality, and Emotional Intelligence**

#### **5.3.5.1 Predictors**

##### **a) Social Maturity**

The present study results showed that gender, class, locality, and type of school management did not strongly predict an adolescent's social maturity. Although the majority of interaction effects were insignificant, a significant three-way interaction was observed between gender, locality, and type of school management. The four-way interaction comprising all demographic variables was not significant, indicating that these combined factors do not significantly affect students' social maturity.

These results align with previous studies. Singh and Crerar (2025) showed that demographic variables had no significant effect on emotional intelligence among high school principals, while Kumar and Muthamizhselvan (2017) reported identical findings concerning social maturity in students. On the other hand, several researchers have reported opposite results, such as Nadaf and Patil (2019) finding that urban students and females have higher social maturity, while Priya (2023) found that gender has a strong impact. According to Jayasree and Rani (2021), the results showed no difference in social maturity between genders, but social adjustment was affected by gender. As Pathan and Chothani (2019) also noted, residential area did not interact with other variables, which supports the current study's main idea that social maturity is only slightly predicted by demographic factors.

##### **b) Personality**

Demographic variables such as gender, class, type of school management, and locality failed to strongly influence personality characteristics in the current study. Research reveals that personality changes based on demographic traits rather than through single criterion changes. Research studies by Joseph and Mercy (2024) and Ganesan and Annadurai (2018) uncovered no substantial differences in

personality between genders and between locality and types of school management. Hofmann et al. (2025) demonstrated that gender effects emerge more strongly in multivariate models, as these results back the theory that personality patterns depend on complex system interactions.

However, several studies have led to conflicting results. Ranjan (2019) reported that urban students had significantly higher personality scores, and Weisberg et al. (2011) identified gender differences in extraversion and neuroticism. A comparative evaluation by Özkarak-Gradwohl and Turnbull (2021) demonstrated gender-based cultural variations. Research conducted by Del Giudice (2015) and Brahmbhatt (2022) revealed how gender as well as geographical locations impact personality traits. The diverse findings indicate personality development involves multiple complex factors, which include biological influences and cultural differences, and environmental context.

### **c) Emotional Intelligence**

The research results demonstrated that emotional intelligence was significantly predicted by type of school management and locality, but not by gender or class.

The findings of the current study align with earlier research to some extent. According to Khan and Lone (2015), Kumar (2020), and Sangeetha and Nityashree (2022), students' emotional intelligence was not influenced by their gender or locality. Other research investigations have presented conflicting results. According to Joshi (2021), Saboowala et al. (2023), Alam (2018), and Ilyas et al. (2023), female students scored higher than male students on tests of emotional intelligence, but this difference was seen only when cultural and educational environments were considered.

This study demonstrates meaningful effects between demographic variables when examined together, even though single variables do not predict emotional intelligence. Bahat and Ovsenik (2020), as well as Kulkarni and Velhal (2023), found that a student's educational level and the type of school attended can influence emotional intelligence.

### 5.3.5.2 Interaction Effects

#### a) Social Maturity

The study found significant two-way interaction effects between *Gender* × *Management and Locality* × *Management*, along with a significant three-way interaction between *Gender* × *Locality* × *Management* on social maturity.

These results suggest that combinations of demographic factors influence social maturity more strongly than single factors alone. Other two-way and three-way interactions, as well as the four-way interaction, were not significant. Pathan and Chothani (2019) similarly found no four-way interaction effects, corroborating the current study's conclusion that while some interactions exist, broader combined effects remain weak.

#### b) Personality

Significant interaction effects were observed for *Class* × *Management* (two-way) and *Gender* × *Class* × *Management* (three-way).

These findings highlight that personality traits may be shaped by the interplay of school context and student demographics. No other two-way or three-way interactions, nor the four-way interaction, were significant. Hofmann et al. (2025) demonstrated that gender effects emerge more strongly in multivariate models, supporting the idea that personality patterns depend on complex system interactions.

#### c) Emotional Intelligence

Significant two-way interactions were found for *Gender* × *Locality*, *Gender* × *Management*, *Class* × *Management*, and *Locality* × *Management* on emotional intelligence. Significant three-way interactions were observed for *Gender* × *Class* × *Locality* and *Gender* × *Class* × *Management*.

These findings indicate that emotional intelligence is influenced by complex combinations of demographic variables. Other possible interactions, including the four-way, were not significant. The research by Britwum et al. (2024) and Meshkat and Nejati (2017) confirm that gender-based distinctions are multifaceted and context-dependent, which supports the presence of some, but not all, higher-order interactions.

### **5.3.6 Influence of Personality and Emotional Intelligence on Social Maturity**

#### **a) Personality as a Predictor of Social Maturity**

In the present study, personality was a significant predictor of social maturity, meaning that students with well-defined personality traits were more likely to act socially mature.

The results correspond to those of Ogba and Nwankwo (2023) and Nnachi and Omabe (2024), who found that the social adjustment of students strongly relates to specific personality characteristics, including openness to experience and conscientiousness. According to Kumar and Ritu (2013), when personality traits develop, students gain more social maturity. The analysis by Patil (2013) demonstrates that adolescent social competence depends on their personality traits. Therefore, research evidence demonstrates that individual personality traits determine how students adapt to social situations.

#### **b) Emotional Intelligence as a Predictor of Social Maturity**

The study found that social maturity is not strongly affected by emotional intelligence.

Although some studies have shown a positive link between emotional intelligence and social maturity, the current study reports conflicting findings. As reported by Sethi and Chopra (2017) and Minchekar (2017), emotionally intelligent students are more socially mature. In their work, Arora and Sharma (2018) state that emotional intelligence helps people grow socially by improving how they talk to others, deal with stress, and cooperate.

Kaur and Kaur (2023) revealed that social maturity failed to establish a statistically significant relationship with personality, although other researchers documented corresponding results. The data reveals that emotional intelligence, together with other personal attributes, fails to consistently produce uniform patterns regarding social development.

### **5.4 Suggestions for Further Studies**

Based on this study, the researcher suggests several research areas.

1. Future investigations may expand their student sampling to include higher secondary (Classes 11 and 12) and college-level students to track the development

of these traits. It is important to study multiple educational settings and under various boards to compare how results change in different sociocultural environments.

2. For researchers to learn about how family structure and socioeconomic status may impact social maturity and personality development, emotional intelligence, they should add these factors to their studies. The development of these traits may be explained more fully by getting the views of teachers and parents.
3. It may be valuable for future studies to use qualitative or mixed methods to look more closely at student experiences, since this study applied a quantitative method. A further investigation may seek to understand why rural students get higher scores in emotional intelligence than urban students.
4. The development process of these traits may become clearer through extended research. Researchers may learn a lot by exploring how students who engage in sports and arts grow in their social and emotional abilities. The evaluation of school climate, together with the quality of teacher-student relationships, may be included in future investigations.
5. Future research may examine the real-world relationships between personality and emotional intelligence and social maturity, because the current study shows limited connections between these three concepts.
6. Future studies may investigate how type of school management and locality significantly affect emotional intelligence, as well as examine the role of demographic interactions in shaping social maturity, personality, and emotional intelligence.

### **5.5 Educational Implications**

The educational implications from this research demonstrate multiple educational implications that allow for creating more effective student programs that integrate inclusion with suitable developmental content.

1. The positive correlation between personality and social maturity establishes personality development as an essential addition to school programs for student social maturation enhancement. According to this study, Emotional intelligence did not affect social maturity, but others, such as Brackett et al. (2011) and Rivers

et al. (2013), found that it helps students improve their social skills and achieve better grades.

2. Schools should not adopt the same programs and interventions because gender, locality, and type of school management are not the same everywhere. All the main factors and how they relate to each other should be taken into account by policies.
3. Such programs must deliver messages suitable for each gender that help males become more caring and females become more confident, as females demonstrated better personality traits. Regular development programs have a crucial role in closing socialization-based differences between genders (Khuntia & Behera, 2021). True progress depends on including everyone in actions that raise awareness, as Guthridge et al. (2022) pointed out.
4. Lower emotional intelligence scores among students in government schools demonstrate the requirement for specific EI programs. Dubey (2019) points out that emotional and personality skill development makes students more confident and supports their growth.
5. Emotional intelligence is better in rural students than in urban students, which could be connected to the special environment found in rural areas. EI programs with equal access in both urban and rural schools can minimize the developmental differences caused by disadvantages, according to the studies of Tyagi and Bansal (2021) and Karnik and Sakatkar (2022).

Government and private schools, as well as urban and rural areas, should have equal access to resources for developing emotional and social skills, since emotional intelligence varied greatly by type of school management and location. The significance of both the environment and institutional assistance in molding kids' emotional intelligence is emphasized by this.

6. Student development should address all their needs, as social, emotional, and personality growth are interconnected. Several studies have found that being both socially skilled and emotionally stable helps a person, and the reverse is also true (Arora & Sharma, 2018; Mathew & Babu, 2018). Education programs should keep in mind that male and female students develop differently (Kumar & Rawat,

2022). Schools should offer programs that combine emotional, social, and personal growth.

7. All schools need the same number of educational resources and should provide equal access to extra services and support programs. The government should back up policies and finance rural schools with the necessary resources.
8. Create programs that incorporate education relating to emotional intelligence with social skill development and personality growth under one unified structure.

### **5.6 Recommendations**

The subsequent recommendations are derived from the insights gained throughout the research process.

1. Most students scored only average on social maturity, personality, and emotional intelligence, so schools should provide life skills training, workshops, and mentoring to raise these levels.
2. Since females had higher levels of personality traits than males, schools might provide special sessions or assistance in helping males develop traits such as responsibility and emotional balance. It might involve confidence-building, leadership programs, and socio-emotional learning aimed at boys.
3. Rural and private school students had higher emotional intelligence. The government and urban schools should support Social and Emotional Learning (SEL) programs to improve students' emotional understanding, empathy, and self-regulation. The development of empathy and emotional and social responsibility should be central components of emotional intelligence programs implemented at the school-wide level. The students can be engaged in role-playing, write down their emotions, and talk about them in groups.
4. Personality was a predictor of social maturity; emotional intelligence was not. The research indicates that schools should provide education beyond academic learning to develop positive traits which promote maturity in students.
5. Education for children should be tailored to how emotionally intelligent and socially mature they are. The learning needs of younger students align with activities that help them develop emotional identification capabilities and empathy skills, yet older students gain more benefit from learning conflict resolution

strategies and leadership practices (Mondi et al., 2021). According to Arora and Sharma (2018), adolescents who exhibit higher emotional intelligence also demonstrate enhanced social wellness and possess the interpersonal characteristics of commitment and openness. The research data shows that children need different developmental programs precisely designed for their age group, which help them mature socially as well as emotionally.

6. Engage parents in developing home-based emotional and social growth techniques by providing them with effective methods and resources. Having workshops, sensitization campaigns, and awareness programs would be useful.
7. Teachers and caretakers should learn about emotional intelligence and personality growth, since it helps make schools friendlier. According to Antoñanzas et al. (2014), Galanaki and Mikkilä-Erdmann (2024), and Anderson (2024), these characteristics play a role in teacher efficacy, teacher self-efficacy, school culture, and student well-being.
8. The present study results need to be further examined in future studies, using larger samples of students, to gain insight into how the background factors combine and affect students' development.
9. It is important for schools to have programs that help students develop emotionally, socially, and personality-wise. Having workshops and mentorships in schools will help students develop their emotions, social skills, and personality together.

### **5.7 Conclusion**

The current study explored social maturity, personality, and emotional intelligence among secondary school students in Nagaland. The research result indicated that most students fell within average scores for all three measures, and personality stood as the main factor influencing social maturity levels. Thus, students who have better personality traits such as emotional stability, self-confidence, and social awareness seem to show more social maturity.

Emotional intelligence did not appear to influence social maturity, contrary to findings from previous research, which proves that emotional intelligence may not be a consistent determinant during this stage.

Regarding demographic factors, gender and class did not significantly influence social maturity, personality, or emotional intelligence. However, type of school management and locality significantly affected emotional intelligence, with private and rural students showing higher levels. Predictors of social maturity did not include demographic variables.

Several significant interaction effects were observed. For social maturity, interactions of *Gender × Management*, *Locality × Management*, and *Gender × Locality × Management* were significant. Personality was influenced by *Class × Management* and *Gender × Class × Management*, while emotional intelligence showed multiple significant interactions, including *Gender × Locality*, *Gender × Management*, *Class × Management*, *Locality × Management*, *Gender × Class × Locality*, and *Gender × Class × Management*. These findings suggest that adolescent development is influenced more by combinations of demographic factors than by any single variable in isolation.

The research contributes new knowledge about adolescent development since it demonstrates that personality strongly influences social maturity growth. It highlights the importance of considering both individual traits and contextual factors such as school management and locality. This is especially significant in Nagaland where not many studies have been done. Future studies might explore more important factors, use different methods, and analyze groups that exceed the demographics of this student population.

This study also significantly contributes by integrating findings from Nagaland into the wider discourse on adolescent development. It shows that personality has a significantly bigger effect on social maturity than emotional intelligence does. It also shows how the educational setting and geographical location can affect emotional intelligence. These findings remind us that growth is not just about the features of each student; it is also about the places where they study and live.

The results have clear effects on practice going forward. Schools, especially government and urban schools where emotional intelligence deficits were observed, should design programs that help students grow as individuals and learn about their emotions and social skills. Policies and curriculum in schools need to cover all types

of learning, including cognitive, emotional, and social. They also need to make sure that all sorts of schools and areas have the same chances. Subsequent study ought to further investigate these themes with bigger and more heterogeneous populations, employ mixed methodologies to document lived experiences, and monitor long-term outcomes to ascertain the influence of personality and emotional intelligence on adult life.

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## Appendix A

### Names and Designations of Experts (Emotional Intelligence Scale Validation)

**Table A1**

*Validators' Names, Designations, and Institutions*

<b>Sl. No.</b>	<b>Name</b>	<b>Designation</b>	<b>Institution</b>
1	Prof. (Retd.) Prabodh Kumar Panda	Professor (Retired)	Regional Institute of Education (RIE), Bhubaneswar
2	Prof. B. N. Panda	Professor	Regional Institute of Education (RIE), Bhubaneswar
3	Prof. Arbind Kumar Jha	Professor, School of Education	Indira Gandhi National Open University (IGNOU)
4	Dr. Shashi Singh	Associate Professor, Department of Education	Central University of Jharkhand
5	Prof. Nitu Kaur	Associate Professor, Department of Education	Mizoram University
6	Dr. Anu G. S.	Associate Professor, Department of Education	Nagaland University
7	Dr. B. Venkata Rao	Associate Professor, Department of Education	Nagaland University
8	Prof. Asheesh Srivastava	Dean, School of Education	Mahatma Gandhi Central University
9	Dr. Lovika P. Shikhu	Assistant Professor, Department of Psychology	Nagaland University
10	Prof. Subhas Chandra Roy	Professor	North East Regional Institute of Education (NERIE), NCERT, Umiam, Ri-Bhoi, Meghalaya

## Appendix B

### Questionnaires of the Three Tools

#### B1. Social Maturity Scale (SMS; Rao, 2011)



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### Instructions

We face and experience several situations in our daily life. In everyone of these situations, we have a view of our own. Some such situations, where each one may have an opinion, are given below in the form of statements. Read them carefully. Each statement has a range of four responses. They are : **Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)**. Each response denotes a different position. Out of which, you should choose any one response which suggests your stand in respect of the statement.

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Sr. No.	STATEMENTS
1.	It is hard to stick to anything that takes a long time to do.
2.	I often forget to listen to what others are saying.
3.	I would never go out of my way to help another person if it means giving up some personal pleasure.
4.	The future is so uncertain, one cannot really make any plan.
5.	There is no way to tell whom you can trust.
6.	I cannot be friendly with people who do things which I consider wrong.
7.	I get extremely hurt when people criticize me.
8.	I fight to the last with my group if they do not carry out what I tell them.
9.	Women should not be elected to top government positions.
10.	I often forget work I am supposed to do.
11.	I find it hard to speak my thoughts clearly.
12.	I am willing to give a lot of money to medical research on cancer or such deadly disease only if I know they would find a cure in my life time.
13.	I feel very uncomfortable when I disagree with what my friends think.
14.	Most people, I feel, would rather lie than speak the truth if they could get away with it.
15.	I do not make close friends with crippled/handicapped persons though I do not like to admit this.
16.	It is natural for anybody to feel extremely uneasy to speak to people whom he/she does not know.
17.	I settle fights and differences among my friends.
18.	A man should not cook dinner for his wife and children unless the wife is sick.
19.	I often get behind in my work.
20.	In a discussion, it is hard to understand what people are trying to say.
21.	I often think about doing things so that people, in future, can have things better.
22.	Someone often has to tell me what to do.
23.	There are more bad people than good people in this world.
24.	There are a lot of useful things for us to learn from having a group of people of other communities living in our neighbourhood.
25.	One feels miserable when one has to disagree with his friends.
26.	I get along well with teachers and classmates in my school.
27.	Many more women should be trained for jobs, usually held by men.
28.	I often don't finish the work I start.
29.	Even if I know how to do something, I find it hard to teach someone else.
30.	Members of one religion should never ask money for some religious cause from people who are not of the same religion.

Sr. No.	STATEMENTS
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31. Others seem more in control of their lives than I do.
32. It is hard to ask even the best friends for help.
33. One should not offer food to people who belong to other caste as it is embarrassing to refuse food offered.
34. I am comfortable only with people of my own sex.
35. It is obvious that one gets upset when one has to change all his/her plans to adjust to someone else.
36. If we do not encourage women to work, we are seriously reducing what the country could accomplish.
37. I tend to go from one thing to another before finishing the earlier one.
38. It is hard for me to find anything to talk about when I meet a new person.
39. I want to spend more time in work to help the society I live in.
40. I keep my ideas to myself in class unless I am sure I am right.
41. You can be sure that people will be honest with you if you are honest with them.
42. I would not mind living next door to a family that is much poorer than mine.
43. It is a source of great disappointment to me when the opinion of others differs from mine.
44. There is no point helping, others inconveniencing oneself.
45. I really worry the way many girls become doctors, engineers and lawyers these days.
46. I get upset if I am not immediately successful in learning something new.
47. My friends find it hard to figure out from what I say.
48. Why work for something that others will enjoy when you won't be able to enjoy yourself.
49. In a group, I prefer to let other people make the decision.
50. Even though it is hard to believe, the radio and news-papers give us true facts about important events.
51. I do not mind playing with people who speak a language different from mine.
52. One should be able to laugh at oneself and take jokes easily.
53. If you haven't been chosen as the leader, you should not suggest how things should be done.
54. More men should train themselves for jobs like nursery school teachers and telephone operators which are usually held by women.
55. I often don't get my most important work done because I have spent too much time on another work.
56. In a discussion, people find it easy to understand what I am trying to say.
57. I would be willing to work for a good plan to make a better life for the poor, even if it costs me money.
58. I usually let others take the lead.
59. I feel a trusted person a person in one way, can be trusted in all the ways.
60. I find more interest to work for friends whose caste is the same as mine.

Sr. No.

STATEMENTS

61. It is obvious that one gets angry when one loses an argument.
62. In my class, I need not accept any responsibility in which I am not interested.
63. If everyone is to be really equal, some people will have to shed some of their advantages.
64. I give up the work I am doing, when things go wrong.
65. I am not good at describing things in writing.
66. It is possible to rush to neighbours to help them in all their troubles and needs.
67. The outcome of my life is a matter of luck.
68. A person is better off if he does not trust anybody.
69. I do not care to tell my ideas about God, when I know others will disagree with me.
70. I cannot keep cool when I get upset even though I am in a class-room or in a formal group.
71. I prefer to work for my own self than for the group I belong to.
72. Giving higher education to women is a national waste.
73. Hard work is never a fun.
74. I have a talent for influencing people by just talking to them.
75. A person should not be expected to do anything for his community unless he is paid for it.
76. When things have gone wrong for me, it is usually because of something I could not do anything about it.
77. A person who is completely trusting will have better experience in life.
78. I prefer to break with a friend who disagrees with me often.
79. I will not do the work I do not like though I am expected to do.
80. I make my point clear when I discuss.
81. I do not care to cut the use of water and electricity with a view to helping the government when there are so many others who are wasting it.
82. I donot know, whether I like a new dress/clothes/saree until I find out what my friends think.
83. One can safely trust strangers as much as people they know.
84. It is very difficult for me to be nice to people I do not like.
85. It is more important for a job to pay well than to be interesting.
86. I understand what the teacher wants me to do.
87. I clear the papers off my desk around the place even though I did not put them there.
88. It is not really all that important to do the home-work regularly.
89. I would find hard to give a talk in front of other in my class.
90. I would not mind giving money to a benefit fund for a school or hospital building even though it is not built in my own place.



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Dr. Nalini Rao (Bangalore)

Answer Sheet

of

SMS-RN

(English / Hindi)

Please fill in the following informations :-

Date

--	--	--	--	--	--	--	--

Name (नाम) \_\_\_\_\_

Sex (लिंग) Male/Female (पु./स्त्री) \_\_\_\_\_

Father's/Husband's Name (पिता/पति का नाम) \_\_\_\_\_

Qualifications (योग्यताएँ) \_\_\_\_\_

Designation (पद) \_\_\_\_\_

City (शहर) \_\_\_\_\_

School/College (विद्यालय/महाविद्यालय) \_\_\_\_\_

Length of Service (सेवा अवधि) \_\_\_\_\_

### Instruction (निर्देश)

This Scale is related to your level of Social Maturity Scale. Carefully read the statements in the Test Booklet and decide your response on a four point Scale i.e., **Strongly Agree (SA)**, **Agree (A)**, **Disagree (D)**, and **Strongly Disagree (SD)** and Whichever point you feel is your correct answer put a  mark in the appropriate column in the Answer Sheet on the reverse side of this sheet.

यह मापनी आपके कार्य-सन्तुष्टि के स्तर से सम्बन्धित है। परीक्षण पुस्तिका में दिये गये कथनों को ध्यानपूर्वक पढ़िये तथा अपना उत्तर चार बिन्दु मापनी तथा पूर्णतः सहमत (SA), सहमत (A), असहमत (D), तथा पूर्ण असहमत (DA) में से जो बिन्दु आप समझते हैं आपका सही उत्तर है, के खाने में  का चिन्ह इस पृष्ठ के पिछले पृष्ठ में दिये गये उत्तर-पत्र में दे।

Scoring Table

Total Score	z-Score	Social Maturity level

Estd. 1971

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2 | Answer Sheet of SMS-RN

Check

Sr. No.	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Sr. No.	Strongly Agree	Agree	Dis-agree	Strongly Disagree	Sr. No.	Strongly Agree	Agree	Dis-agree	Strongly Disagree
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	79.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	81.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	86.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	87.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	88.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	89.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Check

**B2: Five Personality Traits Inventory (FPTI; Misra, 2000)**



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Prof. K. S. Misra (Prayagraj)

Consumable Booklet  
of

**FPTI-MKS**

(English Version)

Please fill in the following entries :

Date

Name  Father's Name

Date of Birth  Gender : Male  Female

Class  Faculty : Arts  Science  Commerce  Tech.

School  Place

Area : Metro  Urban  Rural

Type of Family : Joint  Nuclear

**INSTRUCTIONS**

On the following pages 50 statements related to personality and behaviour have been given. Kindly read each statement carefully and decide your response on each statement from any one of the given five alternative responses, viz., **Nearly Always**, **Often**, **Manytimes**, **Rarely** and **Nearly Never** and put a  mark in the cell of appropriate response which describes you the best.

Kindly do give response to all the 50 statements.

*Be rest assured, your responses will be kept confidential.*

**Scoring Table**

Sr. No.	Personality Traits	Raw Score	z-Score	Grade	Level of Trait
1.	Conscientiousness : C				
2.	Openness : O				
3.	Neuroticism : N				
4.	Agreeableness : A				
5.	Extraversion : E				

Estd. 1971

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Sr. No.	STATEMENTS	Nearly Always	Often	Many-times	Rarely	Nearly Never	SCORE
1.	I do not agree with wrong things of friends even if they leave my company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I think over the arguments opposing my decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I feel that I can not progress much in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	On need I make possible compromises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Whenever I am in group, most of the times only I talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I do not violate any rule to please others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	On getting solid proofs, I correct my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I feel desperate in adverse situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I easily adjust in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Even without assistance from others I complete the job in hand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I do not do those work which negatively affect the social order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I think about new ways and methods of doing a work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I am much perturbed while thinking about my troubles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	I bear troubles to meet proper demands of other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	I vehemently put my right views.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I do not oppose right views of my opponents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I think over such situations where I will have to rethink on my decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Code	C				O				N			A			E		
Item No.	1	6	11	16	2	7	12	17	3	8	13	4	9	14	5	10	15
Raw Score																	
Total Score																	

Sr. No.	STATEMENTS	Nearly Always	Often	Many-times	Rarely	Nearly Never	SCORE
18.	I feel that I can not improve my life situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I feel pleasure in controlling my behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I try with full force to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Even on need I do not compromise much with my principles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I think over all possible alternatives to face life's challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I am much desperate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I do essential compromises with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I try my best that persons committing mistakes do accept them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I oppose people who exploit weak persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	After thinking over other peoples' arguments I change my decisions accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I am afraid of failure in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I am confident that I can make opponents compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	I strongly oppose those views which I do do not like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I avoid telling little lies to get my work done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I think about changes in traditions with open mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I easily loose temper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Code	C			O			N			A			E			
Item No.	21	26	31	22	27	32	18	23	28	33	19	24	29	20	25	30
Raw Score																
Total Score																

4 | Consumable Booklet of FPTI-MKS

Sr. No.	STATEMENTS	Nearly Always	Often	Many-times	Rarely	Nearly Never	SCORE
34.	When needed, I go for necessary changes in my life-style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I speak loudly to control others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	I accept mistakes in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	I think over usefulness of suggestions of my opponents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I feel that my life is full of problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	I accept views of others which may be troublesome for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I do my work very actively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I do not support people who try to belittle their opponents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I collect informations from many sources to understand my environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43.	I feel that I will be less happy in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44.	Whenever some one is annoyed with me, I easily persuade him.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45.	People can not get their preferred work done by me if I dislike it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46.	I do not give much concessions to my dear friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47.	I find the middle way between two opposite thoughts after considering them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48.	I feel that people should leave me alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49.	I can work cooperatively with my opponents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50.	I live together peacefully with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Code	C			O			N			A			E				
Item No.	36	41	46	37	42	47	38	43	48	34	39	44	49	35	40	45	50
Raw Score																	
Total Score																	

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**B3 Emotional Intelligence Scale (EIS) – Item Statements**

Sl. No.	Statements	Always (A)	Frequently (F)	Sometimes (S)	Rarely (R)	Never (N)
1	I usually believe that I will succeed before starting something new.					
2	I explore new solutions to achieve my goal.					
3	I can always motivate myself even when I feel low.					
4	I am confident in my ability to meet any obstacle.					
5	I maintain good communication with fellow classmates/peers.					
6	I help other people feel better when they are down.					
7	I pay attention to what makes people good.					
8	When someone shouts at me, I get very upset.					
9	When I'm angry or sad, it's hard for me to move on.					
10	Even a little criticism from my teachers can destroy my confidence.					
11	I lose my temper very easily.					
12	On many occasions I am impatient.					

**B3 Emotional Intelligence Scale (EIS) – Item Statements**

Sl. No.	Statements	Always (A)	Frequently (F)	Sometimes (S)	Rarely (R)	Never (N)
13	I am aware of what's happening to me even when upset.					
14	When I am faced with a dilemma, I stop and reflect before acting.					
15	I get along well with others around me.					
16	I can easily express my feelings to others.					

## Appendix C

### Validated Initial Item Pool for the Emotional Intelligence Scale

**Table C1**

*Validated 67-Item Pool (A1–A67)*

<b>Item Code</b>	<b>Item Statement</b>
A1	I can easily express my feelings to others.
A2	I am able to understand how others feel.
A3	I try to look at problems from different perspectives.
A4	I lose my temper very easily.
A5	I am aware of what's happening to me even when upset.
A6	When someone shouts at me, I get very upset.
A7	I enjoy working in groups.
A8	I can motivate others to do their best.
A9	I stay calm under pressure.
A10	On many occasions I am impatient.
A11	I try to help my friends when they are in need.
A12	I can accept criticism without becoming offended.
A13	I make efforts to resolve conflicts peacefully.
A14	It is difficult for me to say no to others.
A15	I try to recognize my strengths and weaknesses.
A16	I try to adjust myself according to the situation.
A17	I try to encourage others when they feel low.
A18	I find it difficult to stand up for my rights.
A19	I am aware of my emotions when interacting with others.
A20	I try to see things from others' point of view.
A21	I get along well even with strangers.
A22	I try to control my anger in difficult situations.

**Table C1***Validated 67-Item Pool (A1–A67)*

---

<b>Item Code</b>	<b>Item Statement</b>
A23	I like spending time with family and friends.
A24	I try to remain optimistic about the future.
A25	I try to avoid arguments as much as possible.
A26	I am aware of changes in my mood.
A27	I pay attention to what makes people good.
A28	I make efforts to listen to others' opinions.
A29	I get along well with others around me.
A30	I keep in touch with friends.
A31	I am good at mingling with people from different backgrounds.
A32	I am able to forgive others when they hurt me.
A33	I like to share my happiness with others.
A34	I maintain good communication with fellow classmates/peers.
A35	I try to remain positive even in difficult times.
A36	I try to resolve misunderstandings with my friends.
A37	I try to identify the reasons for my negative emotions.
A38	I try to help others without expecting anything in return.
A39	I try to listen patiently when others talk to me.
A40	I can accept failure without losing hope.
A41	I try to identify the causes of my stress.
A42	When I'm angry or sad, it's hard for me to move on.
A43	I try to remain cheerful even in adverse situations.
A44	I am able to express gratitude to others.
A45	I can motivate myself to study even when I feel lazy.

**Table C1***Validated 67-Item Pool (A1–A67)*

---

<b>Item Code</b>	<b>Item Statement</b>
A46	I try to overcome challenges with confidence.
A47	I believe in myself.
A48	When I am faced with a dilemma, I stop and reflect before acting.
A49	I help other people feel better when they are down.
A50	I try to see the brighter side of things.
A51	I try to regulate my emotions in front of others.
A52	I am able to focus on tasks despite distractions.
A53	I try to maintain peace with my friends.
A54	I try to build trust with others.
A55	I usually enjoy challenges.
A56	I am confident in my ability to meet any obstacle.
A57	I explore new solutions to achieve my goal.
A58	I aspire to do well in most of the things I try.
A59	I am good at making new friends.
A60	I try to respect others' opinions even when I disagree.
A61	I am able to cheer myself up when I feel down.
A62	I try to overcome my weaknesses.
A63	I can always motivate myself even when I feel low.
A64	I try to maintain good relations with others.
A65	I usually believe that I will succeed before starting something new.
A66	Even a little criticism from my teachers can destroy my confidence.
A67	I feel happy when others succeed.

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*Note.* Only the 67 items validated by experts and retained for EFA were included. These items formed the pool from which the final 16-item Emotional Intelligence Scale was derived

**Appendix D**  
**Principal Component Analysis (PCA): Factor Loadings**

**Table D1**

*Standardized Factor Loadings for the Emotional Intelligence Scale ( $\geq .30$ )*

Factor	Item Code	Loading
PC-1	A62	0.697
	A56	0.686
	A63	0.621
	A57	0.606
	A58	0.605
	A55	0.567
	A65	0.475
	A9	0.466
	A52	0.344
PC-2	A59	0.612
	A34	0.598
	A33	0.585
	A23	0.579
	A49	0.571
	A30	0.503
	A27	0.470
PC-3	A36	0.437
	A6	0.693
	A42	0.657
	A66	0.651
	A4	0.556
	A10	0.514
	A14	0.415

**Table D1***Standardized Factor Loadings for the Emotional Intelligence Scale ( $\geq .30$ )*

Factor	Item Code	Loading
PC-4	A18	0.367
	A21	0.596
	A16	0.584
	A5	0.558
	A48	0.514
	A29	0.497
	A1	0.327

*Note.* Extraction method: PCA with varimax rotation. Only loadings  $\geq .30$  are displayed; lower loadings are suppressed.

## Appendix E

### Confirmatory Factor Analysis: Standardized Factor Loadings

**Table E1**

*Standardized Factor Loadings for the Emotional Intelligence Scale (Final 16 Items)*

Factor	Item Code	Estimate	SE	95% CI (Lower– Upper)	Z	p	Std. Estimate
Factor 1: Self-Motivation & Confidence	A65	0.495	0.061	0.375– 0.615	8.11	<.001	0.412
	A57	0.660	0.056	0.551– 0.769	11.87	<.001	0.590
	A63	0.667	0.057	0.555– 0.779	11.70	<.001	0.584
	A56	0.688	0.056	0.578– 0.799	12.23	<.001	0.608
Factor 2: Interpersonal Relationships & Empathy	A34	0.526	0.060	0.408– 0.644	8.75	<.001	0.503
	A49	0.522	0.060	0.405– 0.639	8.77	<.001	0.507
	A27	0.505	0.058	0.393– 0.618	8.79	<.001	0.510
Factor 3: Emotional Awareness & Regulation	A6	0.844	0.067	0.714– 0.975	12.67	<.001	0.646
	A42	0.758	0.066	0.628– 0.887	11.45	<.001	0.583

**Table E1***Standardized Factor Loadings for the Emotional Intelligence Scale (Final 16 Items)*

Factor	Item Code	Estimate	SE	95% CI (Lower– Upper)	Z	p	Std. Estimate
	A66	0.748	0.071	0.609– 0.887	10.57	<.001	0.536
	A4	0.556	0.065	0.428– 0.684	8.51	<.001	0.438
	A10	0.491	0.061	0.372– 0.610	8.09	<.001	0.418
Factor 4: Social Interaction & Adaptability	A5	0.435	0.082	0.273– 0.596	5.27	<.001	0.359
	A48	0.528	0.080	0.370– 0.685	6.58	<.001	0.500
	A29	0.391	0.079	0.237– 0.545	4.96	<.001	0.337
	A1	0.270	0.071	0.130– 0.410	3.79	<.001	0.253

*Note.* All loadings are significant at  $p < .001$


## Appendix F

### Certificates of Seminar Presentations


#### F1. Certificate of International Seminar Presentation



## F2. Certificate of National Seminar Presentation


 **NAGALAND UNIVERSITY**  
(A Central University Established by an Act of Parliament, 35/1989)


**Department of Teacher Education  
School of Humanities & Education  
Kohima Campus, Meriema - 797 004**





*Certificate of Participation*

This is to certify that Mr./Mrs./Ms./Dr./Prof..... Maengchila Jamir.....  
Department of Teacher Education, N.U. : Kohima.....  
.....has participated/Presented a paper  
entitled..... Emotional Intelligence as a Key to Holistic  
Development among the Adolescents.....  
in the **National Seminar on Social Transformation in India 2.0 and NEP-2020** held from  
21<sup>st</sup> to 22<sup>nd</sup> April, 2022 organised by Department of Teacher Education, School of Humanities &  
Education, Nagaland University, Kohima Campus, Meriema, Nagaland-797 004.

  
Prof. A.K. Mishra  
Pro-Vice Chancellor  
Kohima Campus

  
Prof. Buni Chesvi  
Dean  
School of Humanities and Education

  
Prof. P.K. Pattnaik  
Head  
Dept. of Teacher Education

  
Dr. Ragami  
Convener

## Appendix G

### Publications in Journals

#### G1. Journal 1

- **Title:** *Gender Differences and Correlational Study of Personality and Social Maturity among Secondary School Students*
- **Authors:** Maongchila Jamir and Rashmi
- **Journal:** JIAAP (Journal of the Indian Association of Applied Psychology)
- **Volume / Issue:** Vol. 51, Special Issue, April–June 2025
- **Page Numbers:** 170–179
- **Published Date:** April 1, 2025
- **URL / DOI:** <https://jiaap.in/gender-differences-and-correlational-study-of-personality-and-social-maturity-among-secondary-school-students/>

Jamir, M., & Rashmi. (2025). Gender differences and correlational study of personality and social maturity among secondary school students. *Journal of the Indian Association of Applied Psychology*, 51(Special Issue), 170–179.

<https://jiaap.in/gender-differences-and-correlational-study-of-personality-and-social-maturity-among-secondary-school-students/>

#### G2. Journal 2

- **Title:** *Emotional Intelligence in Adolescents: The Teacher's Role as a Catalyst for Change*
- **Authors:** Maongchila Jamir & Rashmi
- **Journal:** International Research Journal of Educational Psychology (IRJEP)
- **Volume / Issue:** Vol. 8, No. 1 (Jan–Jun 2024)
- **Page Numbers:** 24–30
- **Published Date:** June 30, 2024
- **URL:** <https://irjep.in/index.php/IRJEP/article/view/94>

Jamir, M., & Rashmi. (2024). Emotional intelligence in adolescents: The teacher's role as a catalyst for change. *International Research Journal of Educational Psychology*, 8(1), 24–30. <https://irjep.in/index.php/IRJEP/article/view/94>

### G3. Journal 3

- **Title:** *Big Five Personality Traits and Emotional Intelligence: A Study on Secondary School Students in Nagaland*
- **Authors:** Ms. Maongchila Jamir & Dr. Rashmi
- **Journal:** Journal for ReAttach Therapy and Developmental Diversities (JRTDD)
- **Volume / Issue:** Vol. 6, No. 8s (Special Issue)
- **Year / Date Published:** August 18, 2023
- **Page Numbers:** 1067–1083
- **DOI:** <https://doi.org/10.53555/jrtdd.v6i8s.3472>
- **URL:** <https://jrtdd.com/index.php/journal/article/view/3472>

Jamir, M., & Rashmi. (2023). Big five personality traits and emotional intelligence: A study on secondary school students in Nagaland. *Journal for ReAttach Therapy and Developmental Diversities*, 6(8s), 1067–1083.

<https://doi.org/10.53555/jrtdd.v6i8s.3472>