



RESEARCH ARTICLE

A STUDY OF SOCIAL MATURITY OF STUDENT TEACHERS IN THE STATE OF HIMACHAL PRADESH

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ABSTRACT

The study aimed to find the effect of gender and locality on social maturity of student teachers in Mandi district of Himachal Pradesh. Total 349 student teachers of B.Ed. college of Mandi district was taken as sample out of which 167 being males and 182 being females. In the present study Dr. Nalini Rao's Social Maturity Scale was used. There are no significant differences on the various components of social maturity. Again, significant difference is found in the mean scores of male and female student teachers on social adequacy. Social Adequacy aspect of social maturity among student teachers is significantly affected by the interaction of gender and locality.

INTRODUCTION

A child matures in the context of relationships in the family in educational and with physical and social world and makes continuous biological and behavioral strides towards competence. A student teacher who experience continued problematic social relationships in the family, school or peer context appear to be a disadvantage in achieving social competence. Although, some aspects of maturity seem more social in meaning and function, the parameters of social maturity have not been strictly specified. Rather, researchers have typically considered biological, social cognitive and language processes to be interrelated. Researchers have however tended to focus on one major maturity process as the key impetus for change. Thus, ethnologists have focused on biological processes, social learning theorists and behaviorists on the social environment, cognitive theorists on the construction of thought processes, and linguists on the acquisition of languages. Hurlock (1967) says that a socially mature individual conforms not so much because he approves of existing patterns of behavior or because of fear of others but to realize that each individual must be willing to fit his wishes in to the pattern approved by the group as a whole. The school is considered a more conducive place for the cultivation of certain nonacademic goals that more needed in the present-day adjustment to the environment.

With the increasing importance of schools in this direction, in the face of the diminishing role of the family in socialization, it would be more appropriate to expect the present-day school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional school setting for developing such non-academic goals. Siddiqui (1976) studied the disciplined students were emotionally and socially mature than the undisciplined ones. Saovaluk (1983) found that the B.Ed college students with high SES background were found more socially matured than those coming from low socio-economic status strata. Pathak (1994) found a child having educated parents, and elderly mother with commitment for outside work, and a father occupied in work related to learning skills with managerial freedom was in an environment contributing positively to development of social maturity. Social maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behavior (Kumar and Ritu, 2013). A person having a quality of friendliness and adjustable nature is considered a socially mature person (Gupta, 2014). Lawrence and Jesudoss (2011) found that rural students are more socially mature than urban students. The rural students are more exposed to the society than urban students. Family background of rural students also provides more socialization for the child. They also found that females are found to have more social maturity than males.

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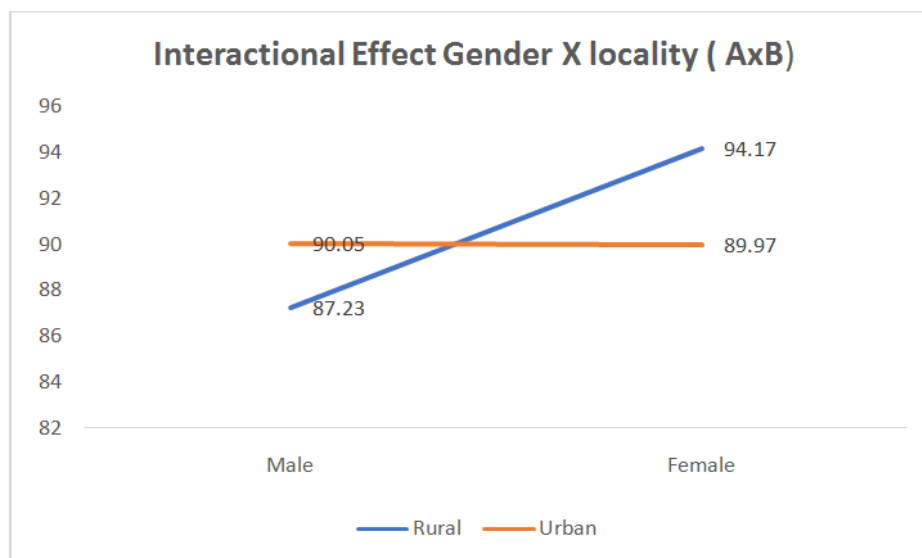
Methodology and Procedure: A sample of 349 Student Teachers was drawn from randomly selected B.Ed Colleges of

Table 1. Means and Standard Deviation on Social Adequacy at Different Levels

Locality	Measures	Gender		Mean
		Male	Female	
Rural	M	87.23	94.17	90.70
	σ	13.29	5.04	
Urban	M	90.05	89.97	90.01
	σ	8.26	9.93	
Mean		88.64	92.07	

Table 2. Summary of Results of 2x2 ANOVA

Source of Variances	Sum of Squares	df	Mean Squares	F-ratio
Gender (A)	411.42	1	411.42	4.45*
Locality(B)	16.45	1	16.45	0.17
Gender X Locality (AxB)	432.25	1	432.25	4.68
Within	12556.00	136	92.32	
Total	13416.14	139	96.51	



Mandi District of Himachal Pradesh.. Out of which 167 were males and 182 were females. In the present study Social Maturity Scale, developed by Dr.Nalilni Rao was used. 4-point scale was developed containing three categories i.e. personal adequacy, inter personal adequacy and social adequacy.

Social Maturity

Effect of Gender on Social Maturity Total of Student Teachers: To study the main effect of gender (A) i.e. male and female on various components of social maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Social Maturity Total, 2.15), (Social Adequacy, 4.45*), (Personal Adequacy, 1.53) and (Inter-Personal adequacy,0.20). Therefore, it can be said that the F-values for all above components of social maturity are not significant at 0.05 level of significance for 1/139 df except Social adequacy which is found to be significant at 0.05 level. This lead to say that both male and female student teachers, irrespective of their level of locality do not differ significantly from each other on Social Maturity Total, Personal Adequacy and Inter-Personal adequacy component of social maturity. The mean and standard deviation at different levels are given in Table 1 as under: The mean scores of female student teachers has come out to be 92.07 and that of male student teachers has come out to be 88.64 which means females

student teachers irrespective of their levels of locality have more social commitment, social tolerance and openness to change as compared to male student teachers.

Effect of Locality on Social Maturity Total of Student Teachers: To study the main effect of locality (B) i.e. male and female on various components of social maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Social Maturity Total, 0.83), (Social Adequacy, 0.17), (Personal Adequacy, 0.71) and (Inter-Personal adequacy,0.06). Therefore, it can be said that the F-values for all above components of social maturity are not significant at 0.05 level of significance for 1/139 df. This lead to say that both rural and urban student teachers, irrespective of their level of gender do not differ significantly from each other on each component of social maturity.

Interactional Effect: To study the interactional effect Gender X Locality (AxB) on various components of social maturity among student teachers, 2x2 ANOVA was used. The value of F-ratio for degree of freedom 1 are (Social Maturity Total, 1.33), (Social Adequacy, 4.68), (Personal Adequacy, 0.11) and (Inter-Personal adequacy,1.27). The above values show that except Social adequacy component all components of social maturity have f-values which are not significant at 0.05 level of significance for 1/139 df. From this it can be interpreted that there is no significant interactional effect of gender and

locality on various components of social competence except Social- Adequacy component. Above Tables 1 and 2 shows the significant effect of Social- Adequacy component of Social Maturity. F-value for studying the interactional effect of Gender and Locality on social adequacy has come out to be 4.68 which is significant at 0.05 level of confidence for 139 df.

The fact that the AxB (Gender X Locality) interaction is significant indicates that difference in the social adequacy due to the main effect of A (Gender) is not the same for the B (Locality) or the difference in the social adequacy due to the main effect of B (Locality) is not the same for the A (Gender) as shown in the Figure 1. The nature of the interactive effect of AxB can also be examined from the Figure. From the examination of the Figure it is clear that Blue line (rural student teachers), the orange line (urban student teachers) are not parallel. From this it may be said that the social adequacy component of social maturity among student teachers is significantly affected by the interaction of Gender and Locality.

Conclusion

The male and female student teachers, irrespective of their level of locality, do not differ significantly from each other on the social maturity total, personal adequacy and inter-personal adequacy components of social maturity, whereas on social adequacy component of social maturity is found to be significant at 0.05 level of confidence at 1/139df. Females student teachers irrespective of their levels of locality have more social commitment, social tolerance and openness to change as compared to male student teachers. The rural and urban student teachers, irrespective of their levels of gender, do not differ significantly from each other on the above stated components of social maturity. A significant interactional effect of Gender and Locality of student teachers on Social adequacy component of Social Maturity. Social adequacy aspect of social maturity among student teachers is significantly affected by the interaction of Gender x Locality (AxB).

Educational Implications: The results show that female rural and urban student teachers are socially maladjusted and how lack of independence as compared to the male rural and urban student teachers.

In the training institutions a conducive environment may be provided so that the female student teachers may not feel socially maladjusted. The teacher education programmes should be designed so that prospective teachers shall improve their knowledge of the society so that they can take predicted risks and succeed in life. Many researches indicate that social maturity can be improved when a prospective teacher exhibits social responsibility and desirable social skills in the classroom.

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