Social Maturity among Student Teachers

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Abstract*:* The present study aims to identify the social maturity of a sample of 200 teacher educators in relation to locality and subject stream. Results of the study reveal that teacher educators have high level of social maturity while no significant difference was observed in social maturity of teacher educators in relation to locality and subject streams. The analysis of variance results were also insignificant highlighting that there was no interaction effect of locality and subject stream on social maturity of teacher educators.

Keywords: Social maturity, Teacher educators, Locality, Subject stream.

I. Introduction

Man is a social animal and his existence without social set up can hardly be imagined. Parents, family members, neighbors, peer groups, society, etc. expect him to behave in a socially acceptable manner and to learn the ways to interact with them. This ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to frustration with stress while attaining tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. Social maturity produces a climate of trust, harmony, active co-operation and peaceful co-existence while social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another.

Teacher Education Institutions play significant role in developing not only intellectual or emotional maturity but also social maturity. These institutions train the future teachers in all aspects related to social maturity through various modes to serve for better cause. Social maturity attained in a natural setting or artificial setting is prompted by the efforts of a well trained teacher working in these institutions. S/he imparts the knowledge about the society, its rules and norms to the students which is helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops sense to deal with the different people in the society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. He develops the ability to make judgments, decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature the teacher is more will be the social maturity among students and more mature will be the society and the nation. Taking these things into consideration the investigator felt a need to know about the social maturity of student teachers of Hoshiarpur district.

Study conducted by Vora (1980) to analyse the social maturity of students of colleges of education concluded that the student teachers coming from the urban areas were more mature than the student teachers from the rural areas as well as male student teachers were superior to female student teachers. Saovaluk (1983) examined social maturity as a function of some psycho-socio-adjustment

factors of B.Ed. college students of North-Central Region of Thailand. It was found that B.Ed. College students with high socio-economic background were socially more mature than those coming from low socio-economic status. Sabapathy (1986) studied the relationship of manifested anxiety and emotional maturity of standard Xth students on their academic achievement. It was found that emotional and social maturity was positively and significantly related to achievement in individual subjects and total academic achievement. Asthana (1989) analysed the social maturity among school going children in the city of Lucknow and concluded that social maturity increased with increase in grade level, the growth rate being highest in the first school year. Angenent & Man (1989) studied the relationships among intelligence, gender, social maturity and school readiness and revealed that school readiness was related to intelligence and sex but not social maturity. Sarojamma (1990) compared the reading ability and social maturity of over, normal and underachievers of standard VII and found that there was significant difference in the reading ability of normal and underachievers, over-and normal achievers, girls and boys and students having high and low social maturity. Mulia (1991) compared the social maturity of higher secondary students in the context of their streams, sex and DIQ. It was concluded that there was no significant difference in social maturity among students of the three streams, and between two sexes while DIQ had main significant effect on social maturity streams and sex. Yadav (1992) while studying the social maturity of teachers before and after teacher training found that social maturity of teacher trainees increased in all the dimensions except for self direction, personal adequacy, etc. Goh & Feldhusen (1994) investigated relationships among leadership potential, social maturity, creativity, intelligence, and academic achievement among adolescents in the United States and Singapore. It was highlighted that positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated with both intelligence and academic achievement. Gavazzi et. al. (1995) examined the impact of family differentiation and peer differentiation levels on adolescent problematic behaviours and psycho social maturity in 63 families, each of whom had adolescent offspring (aged 11-19yrs). Differentiation levels were assessed in both the families and peer systems. It was found that family differentiation was the sole predictor of adolescent problematic behaviour. Additional regression analysis indicated that peer differentiation was a significant predictor of psycho social maturity, along with the significant impact of adolescent gender and age. Phatak et. al. (1995) studied motor development, mental development and 15 environmental components as the independent variables and social maturity as the dependent variable in a study of 89 infants assessed at 3, 6, 9, 12, 18, 24 and 30 months of age. It was summarized that a child having educated parents, an elderly mother with commitment for outside work and a father occupied in work related to learning or skills with managerial freedom was contributing positively to development of social maturity. Emery (1997) examined the effects of educational placement on academic achievement, social maturity, and motivation for students with mild mental retardation. No significant differences were found on the dependent variables of achievement and social behaviours. Sanders (1999) investigated the effects of the early school entry and late school entry on subsequent student success. The teacher on the whole viewed the early entry children as being more delayed than their matched regular entry peers in the social maturity and leadership areas. Sodhi (2000) studied social maturity as related to gender, anxiety and adjustment of the adolescents and found that there was no significant difference between 3 dimensions of social maturity viz. personal adequacy, interpersonal adequacy, and social adequacy of male and female adolescent. Adolescents pursuing humanities as well as science as streams of disciplines did not differ on social maturity. Gao (2001) compared the social maturity of pre school children with cerebral palsy of Japan and China and concluded that the social maturity level was lower in the Chinese children than in the Japanese. The children who were under collective cares were higher on the scale of social maturity than those children who are provided care in their homes. Lestari et. al. (2005) investigated factors influencing social maturity among obese children at elementary school in Surankarta. It was concluded that the prevalence of social immaturity in these children was 32.5%. Kaneko and Okamura (2006) conducted study on the social

maturity, self perception, and associated factors, including motor co-ordination of children with attention deficit hyperactivity disorder. It was suggested that most of the subjects had some degree of motor problem and delay of social maturity. They also suggested an association between social maturity and static-dynamic balance, which was one of the indices of motor coordination. Landis et. al. (2006) studied cognitive social maturity, life change events, and health risk behaviours among adolescents: Development of a structural equation model. It was found that adolescents' social thought process was related to their recent life events, which in turn are related to their substance use behaviours. Chand (2007) conducted study on social maturity among student teachers and concluded that both male and female student teachers belonging to rural and urban localities did not differ from each other on personal adequacy and interpersonal adequacy dimensions of social maturity. Pooja (2008) conducted study on impact of values on social maturity of senior secondary school students and concluded that there was significant difference between the students studying in government and private schools with regard to 3 dimensions of social maturity. Female students were better self-directed and had more ability to take stress than their male counterparts. There was no difference between social maturity of students with regard to their values.

The review of studies suggests that most of the studies are conducted upon children of various age groups and very rarely any study has been conducted upon student teacher. Thus, the study was conducted with the objective to know about the social maturity of student teachers in relation to locality and subject streams of Hoshiarpur district (Punjab). It is possible that the results of the study will enable the teacher educators as well as the parents to deal effectively with their wards and provide guidance in becoming socially mature individuals.

II. Hypotheses

Following hypotheses were framed to analyse the objectives:
1. There exists average social maturity among student teachers.
2. There exists no significant difference in social maturity of urban and rural student teachers.
3. There exists no significant difference in social maturity of science and arts student teachers.
4. There exists no significant interaction effect of locality and subject stream on social maturity of student teachers.

III. Method

Sample

The sample consisted of 200 student teachers selected randomly from different education colleges of Hoshiarpur District (Punjab). 100 student teachers were urban (50 arts and 50 science) and 100 were rural (50 arts and 50 science).

Tool

Nalini Rao's "Social Maturity Scale" was used to collect the data. The scale consists of three components viz., personal adequacy (work orientation, self direction and ability to take stress), interpersonal adequacy (communication, enlightened trust and cooperation) and social adequacy (social commitment, social tolerance and openness to change). It is a four point scale (Strongly Agree, Agree, Disagree and Strongly Disagree) consisting of 90 items both positive (11) and negative (30). The test- retest reliability of the scale is found to be 0.79 and has been validated against the external criterion.

Statistical Techniques

Scores were arranged into three levels (below 120, 120-240 and 240 and above) to know about the respondents low, average and high social maturity level. Two way (2*2) ANOVA technique (Table 1), mean, standard deviation and t- tests (Table 2) were employed for the analysis and interpretation of data.

IV. Results and Discussion

The data was analyzed to find answers to the hypotheses set for the study. The mean score of the total sample was found to be 245.23 which fall in high level category indicating that student teachers of colleges of education of Hoshiarpur district have high level of social maturity.

The results obtained for the main effects and interactions of factors have been presented in Table 1:

Table 1. Summary of Two- way (2*2) ANOVA Results

Source of Variation	df	SS	MS	F-value
Locality (A)	1	959.22	959.22	2.24
Subject stream (B)	1	4.5	4.5	0.01
Locality x Subject (A*B)	3	1618.94	539.65	1.26
Within Treatment	194	84126.48		
Total	199	85745.42		

Main Effect (Locality/ Subject stream)

ANOVA results presented in Table 1 show the F-value for locality in the mean social maturity to be 2.24, and for subject stream of student teachers to be 0.01 which is statistically insignificant at both levels (P>.01and P>.05).

Interaction Effect (Locality x Subject stream)

The F-value for the interaction effect of locality and subject stream of student teachers is 1.26 which is not significant at 0.05 level of confidence for 3/194df. Therefore, there exists no significant interaction effect of locality and subject on the social maturity of student teachers of Hoshiarpur district.

Table 2. Comparisons of Sub Samples for social maturity

Sub- Samples	Total (N)	Mean (M)	Standard deviation (σ)	t-value
Urban	100	247.45	22.59	0.12
Rural	100	243.85	18.40	
Science	100	245.65	24.10	0.05
Art	100	245.80	16.52	

Further from Table 2, the result of t-test of significance of the means applied to each group indicate that neither urban and rural nor science and art student teachers differ significantly in their social maturity scores as the values of t-test applied are found to be insignificant.

After comparing their means, it is found that mean social maturity score of urban student teachers is higher than those of rural student teachers. It means although there is no significant difference in social maturity of urban and rural student teachers yet the level of social maturity in case of urban student teachers is higher as compared to their counterparts. A high degree of social maturity has something to do with a high degree of social skill (Dorothy & Barbara 2009). The high social maturity of urban student teachers may be due the fact that in urban setting, environment is calm and congenial and which enhances the feeling of oneness, cooperation, social efficiency, personal adequacy, interpersonal relationships, etc. in comparison to rural settings. The schools and colleges situated in urban areas offer more extra curricular activities that enhances their social maturity and the student teachers belonging to these areas are more socially mature than rural ones (McCracken & Barcinas 1991). All these factors make difference in social maturity of student teachers of urban-rural areas. The above results are in agreement with the findings of Paur & Thukral (2012) who reported that urban and rural students scored equally on social maturity while the results of Vora (1980) are contradictory suggesting that urban student teachers are more socially mature than rural student teachers.

The mean score of science stream and art stream student teachers is almost same with almost negligible mean difference suggesting that subject streams are not at all the reason that affects the social maturity of the individual. Results of Mulia (1991) and More (2012) also reveal that streams does not affects social maturity.

V. Conclusions

After analyzing the data following conclusions have been drawn:
1. Student teachers of Hoshiarpur district have high level of social maturity.
2. Locality (i.e. urban and rural) does not affect the social maturity level of student teachers of Hoshiarpur district.
3. The subject stream (i.e. science and arts) does not affect the social maturity level of student teachers of Hoshiarpur district.
4. There is no interactional effect of locality and subject on the social maturity of student teachers of Hoshiarpur district.

VI. Educational Implications

The present scenario of society is characterized as being full of anger, hatred, distrust, disharmony, confrontation and above all degradation of human values. At this point of time, the colleges of education are considered more conducive place for the cultivation of certain desirable social skills among future teachers. They have to be trained to develop self-confidence, self-direction, social feeling, productivity, social and human values. Teachers and parents have to adopt the skills of social development to make their children socially concerned and aware along with inculcating in them social behaviour. There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.

VII. References

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