

Spiritual Maturity and Social Adjustment of Student Teachers at Secondary Level

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Abstract: *Spiritual maturity implies exercising wisdom and compassion in relationship to other people, regardless of gender, creed, age or ethnic origin as well as reverence and respect for all forms of life. Spiritual maturity also suggests a subjective sense of insight and understanding based on the willingness to recognize illusions, to love in the face of impermanence and to come to terms with existential freedom and morality. Social adjustment refers to the pattern of the modes of response built up the individual in his social environment and evaluated in terms of the standard of his culture group as acceptable, desirable or successful. The present paper speaks of the relationship between spiritual maturity and social adjustment of student teachers. The study reveals that there is a significant relationship between spiritual maturity and social adjustment of student teachers.*

Keywords: *Spiritual Maturity, Social Adjustment*

I. INTRODUCTION

Spiritual life is a domain that is surely as mathematics or reading can be handled with greater or lesser skills and requires unique set of competencies. The concept of spiritual intelligence enhanced the concept of spiritual maturity.

Spirituality is a very complex and personal concept. Since ancient times, spirituality has been an integral part of human life. Everyone has the potential for developing spiritual intelligence, just as everyone has a capacity for intuition, thinking, sensing and feeling. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process.

It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. And in today's world we can see that students are facing adjustment problems and this is due to the lack of spiritual maturity.

Need and Significance of the Study

The quality of education largely depends on the quality of teachers. The success and chances of productive output of new curriculum are directly depends on how the teachers enhance social interaction and social engagement. The student teachers are expected to understand the necessity of social adjustment as part of their profession. Social adjustment and spiritual maturity are two important correlates and spiritual maturity provides the context in which social adjustment operates. It has been suggested that one spiritual maturity characteristics of student teachers are known and understood it will be possible to be aware of their social adjustment. Effectiveness of teaching depends upon the spiritual maturity and social adjustment of to be teachers.

Statement of the Problem

The present study is entitled as

Spiritual Maturity and Social Adjustment of Student Teachers at Secondary Level

Spiritual Maturity

Spiritual maturity is the ability to say yes to life unconditionally .It is dropping all boundaries, manmade divisions and becoming one with the omnipotent (Swami Brahmavidananda, 2003).

Social Adjustment

The pattern of the modes of response built up by the individual with respect to his social environment and evaluated in terms of the standards of his culture group as acceptable, desirable or successful (Cater. V. Good, 1959).

Student teachers at secondary level

Student teachers at secondary level refer to the students who are undergoing pre-service teacher-training course to become teacher at secondary level. Here the students studying for B.Ed degree course in the colleges of teacher education referred to as student teacher.

II. OBJECTIVES

1. To find out whether there will be any significant relationship between spiritual maturity and social adjustment of student teachers based on
 - a. Gender
 - b. Locality of institution
 - c. Type of management of institution

III. HYPOTHESES OF THE STUDY

There is significant relationship between spiritual maturity and social adjustment of student teachers for the total sample and sub-samples.

IV. METHODOLOGY

Method adopted for the study

A normative survey method was adopted to conduct the study

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Variables

Independent variable-spiritual maturity
 Dependent variable-social adjustment

Sample

The study was conducted on a sample of 312 student teachers from different Teacher Education Institutions in Ernakulam district. The sample comprised of student teachers of urban and rural areas of different types of management institutions.

1) Tools

Social adjustment was measured by the social adjustment Inventory developed by the investigator .For measuring spiritual maturity the investigator adopted the Spiritual Assessment Scale developed by Kenneth. E. Byrant

Statistical Technique

- 1) Mean
- 2) Standard Deviation
- 3) t-test
- 4) Pearson’s Correlation

Analysis and Interpretation

Analysis of relationship between spiritual maturity and social adjustment for total sample

Extend of relation between spiritual maturity and social adjustment of student teachers at secondary level for total samples were studied by using correlation and the results are given in table 1.

Table -1 Pearson correlation between spiritual maturity and social adjustment of student teachers at secondary level for total sample

SAMPLE	r
312	0.198*

*Significant

The table shows that correlation coefficient between spiritual maturity and social adjustment for total sample is 0.198, which is statistically significant at 0.01 level. It indicates that social adjustment increases significantly with the increase in the score regarding spiritual maturity.

Relationship between spiritual maturity and social adjustment of student teachers at secondary level based on gender

Extend of relation between spiritual maturity and social adjustment of student teachers at secondary level based on gender were studied by using correlation and the results are given in table 2.

Table -2 Pearson correlation between spiritual maturity and social adjustment of student teachers at secondary level based on gender.

Gender	Correlation between spiritual maturity and social adjustment of student teachers
Boy	0.224*
Girl	0.15*

*Significant

The table shows the correlation coefficient between spiritual maturity and social adjustment of student teachers at secondary level based on gender .From the table it can be seen that correlation coefficient of males is .224 and that of females is 0.15, which is statistically significant at 0.01 level.

Relationship between spiritual maturity and social adjustment of student teachers at secondary level based on locale

Extend of relation between spiritual maturity and social adjustment of student teachers at secondary level based on locale were studied by using correlation and the results are given in table 3..

Table -3 Pearson correlation between spiritual maturity and social adjustment of student teachers at secondary level based on locale.

Locale	Correlation between spiritual maturity and social adjustment of student teachers
Rural	0.161*
Urban	0.168*

*Significant

The table shows the correlation coefficient between spiritual maturity and social adjustment of student teachers at secondary level based on locale .From the table it can be interpreted that correlation coefficient of rural students is 0.161 and that of urban is 0.168, which is statistically significant at 0.05 level.

Relationship between spiritual maturity and social adjustment of student teachers at secondary level based on type of management

Extend of relation between spiritual maturity and social adjustment of student teachers at secondary level based on type of management were studied by using correlation and the results are given in table 4.

Table-4 Pearson correlation between spiritual maturity and social adjustment of student teachers at secondary level based on type of management.

Type of Management	Correlation between spiritual maturity and social adjustment of student teachers
Aided	0.137*
Unaided	0.176*

*Significant

The table shows the correlation coefficient between spiritual maturity and social adjustment of student teachers at secondary level based on type of management .From the table it can be seen that correlation coefficient of aided students were is 0.137 and that of unaided is 0.176, which is statistically significant at 0.01 level.

V. CONCLUSION

Teacher education is a process of initial and continuing empowerment of professional practitioners for the purpose of generating competency based learning in practically all children by adopting suitable aids, activities, motivational

devices and evaluation procedures. A growing concern for fostering spiritual maturity is visible among school teachers in various countries. Social engagement of children, teachers and adults in shared activities contribute to the rapid growth of children whereby they become skilled participants in intellectual and social lives in their society.

VI. REFERENCES

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