

## A STUDY OF SOCIAL MATURITY AMONG PROSPECTIVE TEACHERS OF CHANDIGARH

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### ABSTRACT

Social maturity is a very important aspect of human life. Social maturity describes a balanced personality. Social maturity is influenced by age, and level of education. It develops social and moral values among people. It develops values like trust, honesty, and cooperation in an individual. Social maturity also influences academic achievement. In the present study, a sample of 88 prospective teachers was studied. It was found that there was an above average level of Social Maturity among prospective teachers. It was found that there were no significant differences in above average level of Social Maturity based on Gender, Locality, and stream.

**KEYWORDS-** Social Maturity, Interpersonal Relationship, Harmony, Social Problem-Solving.

### INTRODUCTION

Social maturity is a social behaviour that is used by an individual to reach the desired socially acceptable acts. Social maturity is a long process to be socially mature (Manju, 2016). A well trained teacher can prompt the students to become socially mature by using suitable efforts in a natural or artificial setting in an institution (Kaur & Chopra, 2020). The development stages of an individual are responsible for social maturity and the students should be given proper opportunities and exposure to develop social maturity (Nadaf & Patil, 2019). Social maturity is judged by the competence of an individual with regard to interpersonal relations, and social problem-solving (Shah & Sharma, 2012). Social maturity is an important factor to determine the success and perfection in the future of an individual and it is very essential for the proper adjustment of an individual in society (Punia, 2016). Social maturity produces trust, harmony, active co-operation and peace, while social immaturity produces fear, discord, confrontation (Punia, 2013). The related studies found that social maturity of adolescents belonging to single-sex education system and co-education system do not differs (Fatima & Singh, 2018), effect of socio-demographic variables on social and emotional maturity (Samhitha, et.al., 2020), social maturity in relation to vocational maturity (Verma, 2019), social maturity of workers in healthcare organizations (Vydrova & Bejtkovsky, 2018), Social maturity of children and ability problem (Herlina, 2018), self-affiliation, social maturity and academic achievement (Oroma, 2018).

### SIGNIFICANCE OF THE STUDY

Immature adolescence sometimes creates maladjustments in family and society and perform different anti-social activities (Arya, 2019). It is seen that education and training of children with delinquency on social aspects helps to make them social and in decreasing delinquent behaviour among children (Lakshmi & Anuradha, 2015). Social maturity develops socially capabilities as

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communication, self-direction, occupational activities, self-sufficiency, and also social participation of individuals (Madhuri & Chaudhary, 2016). Social maturity among learners influences the academic achievement, and the whole teaching-learning process, so it is needed to study the social maturity of the prospective teachers in this study.

### OBJECTIVES OF THE STUDY

1. To study Social Maturity among prospective teachers of Chandigarh.

### HYPOTHESES OF THE STUDY

1. There is no significant difference in level of Social Maturity between Rural and Urban Prospective Teachers.
2. There is no significant difference in level of Social Maturity between Male and Female Prospective Teachers.
3. There is no significant difference in level of Social Maturity between Science and Arts stream Prospective Teachers.

### POPULATION AND SAMPLE

All the students studying in colleges of Education in Chandigarh constituted the population. A total of 88 students of B.Ed. of Govt. College of Education, Sector 20-D, Chandigarh were selected as a sample. Descriptive research methodology was used in this study.

### TOOLS USED

The researchers developed a self-developed Scale of Social Maturity consisting of 40 items consisting of five choices Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree and were scored as 1, 2, 3, 4 & 5 respectively. The score range was 200-40. The score range 161-200 described High Level of Social Maturity, 120-159 Above Average Level of Social Maturity, 80-119 Average Level of Social Maturity and the scores below 79 described Poor Level of Social Maturity.

### ANALYSIS AND INTERPRETATION

The results of the present study are analyzed in the following two sections:

Section I: To study level of Social Maturity among prospective teachers of Chandigarh.

Section II: Comparison of Level of Social Maturity of Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

#### Section I

1. To study the level of Social Maturity among prospective teachers of Chandigarh.

Table No. 1

| Sr. No. | Level of Social Maturity      | Range of Scores | No. of Students | Percentage |
|---------|-------------------------------|-----------------|-----------------|------------|
| 1       | High Social Maturity          | 161-200         | 10              | 11.36      |
| 2       | Above Average Social Maturity | 120-159         | 25              | 28.40      |

|   |                         |          |    |       |
|---|-------------------------|----------|----|-------|
| 3 | Average Social Maturity | 80-119   | 40 | 45.45 |
| 4 | Poor Social Maturity    | Below 79 | 13 | 14.77 |

It is analyzed from Table No. 1, that 10 students i.e. 11.36 percent of prospective teachers have High Social Maturity, 25 students i.e. 28.40 percent of prospective teachers have an above average level of Social Maturity, 40 students i.e. 45.45 percent of prospective teachers have an average level of Social Maturity, 13 students, i.e. 14.77 percent of prospective teachers have a poor level of Social Maturity.

## 2. To study the level of Social Maturity among prospective teachers of Chandigarh based on Locality, Gender, and Stream.

Table No. 2.

| Sr. No. | Variable             | Mean   | SD    | Interpretation                         |
|---------|----------------------|--------|-------|--|
| 1       | Prospective Teachers | 125.83 | 26.01 | Above Average Level of Social Maturity |
| 2       | Rural                | 121.75 | 29.73 | Above Average Level of Social Maturity |
| 3       | Urban                | 121.15 | 31.25 | Above Average Level of Social Maturity |
| 4       | Male                 | 120.86 | 34.05 | Above Average Level of Social Maturity |
| 5       | Female               | 126.09 | 28.97 | Above Average Level of Social Maturity |
| 6       | Science              | 126.86 | 30.71 | Above Average Level of Social Maturity |
| 7       | Arts                 | 124.12 | 29.86 | Above Average Level of Social Maturity |

It is analyzed from Table No. 2 that Prospective teachers have mean value 125.83, which shows Above Average Level of Social Maturity. Rural students have 126.09, Urban students have 121.15, Male students have 120.86, Female students have 126.09, Arts students have 124.12, Science Students have 126.86 i.e. Above Average Level of Social Maturity.

## Section II

### Comparison of Level of Social Maturity of Prospective Teachers studying in Colleges of Education on the basis of Gender, Locality, and Stream.

1. There is no significant difference in Level of Social Maturity in Rural and Urban Prospective Teachers.

Table No. 3.

| Locality | N  | Mean   | SD    | df | t-Value |
|----------|----|--------|-------|----|---------|
| Rural    | 30 | 121.75 | 29.73 | 86 | 1.21    |
| Urban    | 58 | 121.15 | 31.25 |    |         |

Entries in the table-3 show the mean differentials (t-test) Level of Social Maturity between rural and urban prospective teachers From the table 3, it is clear that mean and standard deviation for

rural group is found to be 121.75 and 29.73 respectively. Likewise, the mean and standard deviation for urban group is found to be 121.15 and 31.25 respectively. „t“-ratio is calculated as 1.21 which is less than the „t“- value 1.99, at 0.05 level of significance at  $df = 86$ . This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their level of Social Maturity So, the null hypothesis that, there is no significant difference in the Level of Social Maturity between Rural and Urban prospective teachers is accepted.

2. There is no significant difference in the Level of Social Maturity between Male and Female Prospective Teachers.

Table No. 4

| Gender | N  | Mean   | SD    | Df | t-Value |
|--------|----|--------|-------|----|---------|
| Male   | 11 | 120.86 | 34.05 | 86 | 0.579   |
| Female | 77 | 126.09 | 28.97 |    |         |

Entries in the table-4 show the mean differentials (t-test) of the Level of Social Maturity between Male and Female prospective teachers. From the table, it is clear that mean and standard deviation for Male group is found to be 120.86 and 34.05 respectively. Likewise, the mean and standard deviation for Female group is found to be 126.09 and 28.97 respectively. „t“-ratio is calculated as 0.579 which is less than the „t“- value 1.99, at 0.05 level of significance at  $df = 86$ . This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to their Level of Social Maturity. So, the null hypothesis that There is no significant difference in Level of Social Maturity between Male and Female prospective teachers is accepted.

3. There is no significant difference in Level of Social Maturity between Science and Arts Prospective Teachers.

Table No. 5.

| Stream  | N  | Mean   | SD    | df | t-Value |
|---------|----|--------|-------|----|---------|
| Science | 20 | 126.86 | 30.71 | 86 | 0.817   |
| Arts    | 77 | 124.12 | 29.86 |    |         |

Entries in the table-5 show the mean differentials (t-test) of the Level of Social Maturity between Science and Arts prospective teachers. From the table, it is clear that mean and standard deviation for Science group is found to be 126.86 and 30.71 respectively. Likewise, the mean and standard deviation for Arts group is found to be 124.12 and 29.86 respectively. „t“-ratio is calculated as 0.817 which is less than the „t“- value 1.99, at 0.05 level of significance at  $df = 86$ . This shows that the obtained „t“- value is not significant at 0.05 level of confidence. Therefore, it is clear from the results that mean scores of both the groups do not differ significantly with respect to Level of

Social Maturity. So, the null hypothesis that There is no significant difference in Level of Social Maturity between Science and Arts prospective teachers is accepted.

### FINDINGS OF THE STUDY

1. Prospective teachers have an average level of level of Social Maturity - Rural students, Urban students, Male students, Female students, Arts students, and Science Students all have an average level of Social Maturity.
2. The Level of Social Maturity does not differ between Rural and Urban prospective teachers.
3. The level of Social Maturity does not differ between Male and Female prospective teachers.
4. The level of Social Maturity does not differ between Science and Arts prospective teachers.

### CONCLUSION

It is concluded that in this study all the prospective teachers have an above average level of Social Maturity. There exists no difference in level of Social competence on basis of Gender, Locality, and Stream among prospective teachers. Our study supports the findings that Male and Female, Rural and Urban, Arts and Science B.Ed. Student-teachers are having a similar level of Social Maturity (Shanmuganathi, 2020). Our study supports the findings that in relation to their gender, and location there is no major difference in the mean social maturity scores of school students. (Kumar, & Muthamizhselvan, 2017; Mitra, 2020 & Purohit, 2020). Our findings are contradictory to that there exists significant differences in social maturity based on Gender, it also revealed that there exists no significant difference in social maturity among government and private secondary schools students (Bala & Bakshi, 2017; Mishra et.al. 2017)). Our study also supports the findings that there was no significant differences in social maturity based on their gender and location (Biswas, 2018).

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