

# A STUDY OF SOCIAL MATURITY AMONG PROSPECTIVE TEACHERS OF DISTRICT BATHINDA OF PUNJAB STATE

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## **Abstract**

*The study in hand was aimed to study the level of social maturity among the prospective teachers of district Bathinda of Punjab state. The sample of the study was selected by using simple random sampling technique. Sample of 200 prospective teachers was selected from various education colleges situated in district Bathinda of Punjab state. A standardized Social Maturity scale by Dr. Nalini Rao was administrated on the selected sample. The collected data was analysed by using descriptive statistical techniques and t test was also administrated to study the difference between the groups. The results of the study are 1) 73 percent of prospective teachers of district Bathinda of Punjab state shows average and above average level of Social maturity, 2) 20.5 percent of total sample showed below average level of social maturity, 3) 9 percent of prospective teachers showed low level of social maturity, 4) Miniature part with 3 percent of total sample illustrate very low level of social maturity, 5) Insignificant difference was founded between the gender in level of social maturity, 6) Male prospective teachers of district Bathinda showed slightly higher level of social maturity than female prospective teachers, 7) no significant difference in social maturity was founded among prospective teachers of District Bathinda with respect to Residence Area. Findings may be concluded as the gender and rural and urban locality does not significantly affect the level of social maturity among prospective teachers.*

**Key Words: Social Maturity, Prospective Teachers, Gender, Locality.**

## **Introduction**

The quality of a country depends upon the quality of citizen living in that country. The quality of the citizens in term depends upon the quality of education and ultimately upon the quality of the educators. The future of our country is being shaped in its classroom, in which teachers play a vital role as per the Kothari commission report on educational policy of nation. The teachers are the creator of the future citizens of the nation play significant role in determining the future of nation.

The nature of this maturity is that how to understand the nature of people and social world. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a

high degree of social skill, but these two things are not the same. A sociopath can evidence a lot of slick social skill, but that sociopath's ability to accurately represent the reality of the social world (e.g., to care about the fact that other people have feelings and lives) is likely to be severely delayed, and thus we would have to consider the sociopath to be fundamentally socially immature.

Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing to the well being of the society (Greenberg, Josselson, Knerr and Knerr, 1995).

Raj, M. (1996) defines, 'Social maturity is a level of social skills and awareness that an individual has achieved, relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment'.

According to Advanced Learners Dictionary (2000), 'Social maturity refers to degree of growth in social and vocational abilities'.

According to Dictionary of Education (2007) by Lohithakshan, 'Social maturity means social development level characterized by independence from parental and adult control in social situations'. It describes the individual's ability to mix up with people in social conditions and deal with social dealings without anybody's support. In other words, it is the attainment of the adult level social behavior after undergoing the natural process of socialization. "Why is social maturity important?" you might ask. Think about it. Who are the people you want to be able to depend upon; to have as friends and family members? Not the fair-weather-friends you want to have a good time with, but the people you want to have as sources of comfort and advice when the going gets rough. You want to have socially and emotionally mature people around you in times of crises. Socially immature people are a blast at keg or cocktail parties, and make for exciting lovers, but due to their essential selfishness, they simply suck as spouses, and parents and grandparents, and as leaders of any variety.

### **Significance of the study**

Social maturity is an essential part of one's personality. The level of social maturity determines the quality social role in society. Society expects from our teacher community to be an ideal for our youth. A balanced and socially matured teacher can transfer their social qualities towards the immature ones i.e. learners. In the presents scenario people moved towards self oriented approach to live in society. This harms the social understandings of our upcoming youth. Social integrated approach enriched with variety of protectors to secure the web of relationships, closeness, belongingness etc. Children learn this social integration first from their home and when they enter in the worlds of school they follow their teachers as their ideals. So, it is very important to maintain an optimal level of social maturity among prospective teachers. In this point of view the present study was conducted to study the level of social maturity among prospective teachers of district Bathinda of Punjab state.

## Objectives

1. To study the Social Maturity of prospective teachers of District Bathinda.
2. To study the difference in Social Maturity of prospective teachers of District Bathinda with respect to Gender.
3. To study the difference in Social Maturity of prospective teachers of District Bathinda with respect to Residence Area.

## Hypotheses

1. There exists no significant difference in Social Maturity of prospective teachers of District Bathinda with respect to Gender.
2. There exists no significant difference in Social Maturity of prospective teachers of District Bathinda with respect to Residence Area.

## Method and Procedure

### Sample

The study in hand is descriptive in nature. The sample of the study is selected by using simple random sampling technique. Sample of 200 prospective teachers was selected from various education colleges situated in district Bathinda of Punjab state. The total sample comprised with 91 male and 109 female prospective teachers. On the basis of residence, the sample includes 94 rural and 106 prospective teachers residing in urban area of Bathinda district.

### Tool used

A standardized Social Maturity scale by Dr. Nalini Rao was administrated on the above selected sample.

### Statistical Techniques

The collected data was analysed by using descriptive statistical techniques and t test was also administrated to study the difference between the groups.

### Analyses and Interpretation

Objective 1. To study the Social Maturity of prospective teachers of District Bathinda.

**Table 1 Showing the Frequency Distribution of Social Maturity among Prospective Teachers of District Bathinda.**

Class Intervals	Frequency	Percent	Cumulative Percent
115-129	3	1.5	1.5
130 - 144	1	0.5	2.0
145 - 159	4	2.0	4.0
160 - 174	14	7.0	11.0
175 - 189	26	13.0	24.0
<b>190 - 204</b>	<b>54</b>	<b>27.0</b>	<b>51.0</b>

205 - 219	46	23.0	74.0
220 - 234	47	23.5	97.5
235 - 249	5	2.5	100.0
Total	200	100	

**Mean = 202.57      Median = 204      Min. = 120      Max. = 245      Range = 125**

The above table shows the frequency distribution of scores obtained by prospective teachers of district Bathinda of Punjab state in Social Maturity Scale. The prospective teachers scored 202.57 in mean with 22.71 standard deviation. The data shows that the 24 percent of prospective teachers scored below mean interval that means 24 percent of perspective teachers shows lower level of social maturity than the mean interval. Whereas, 27 percent of prospective teachers fall in the mean interval i.e. 190 to 204. The rest 49 percent of prospective teachers scored higher in scale which may be interpreted as they have high level of social maturity as compare to the mean interval.

**Table 2 Showing the Frequency Distribution According to the Level of Social Maturity among Prospective Teachers of District Bathinda**

Levels of Social Maturity	Frequency	Percent	Cumulative Percent
Above Average Level of Social Maturity	5	2.5	2.5
Average Level of Social Maturity	142	71.0	73.5
Below Average Level of Social Maturity	41	20.5	94.0
Low Level of Social Maturity	9	4.5	98.5
Very Low Level of Social Maturity	3	1.5	100
Total	200	100	

The above table 2 shows the levels of social maturity of prospective teachers of district Bathinda of Punjab state. As per to the norms standardized by the authors of the scale used in data collection, seven point scale was prepared to categorized the levels of social maturity. The findings show that 2.5 percent prospective teachers demonstrate above average level of social maturity. A huge part of the sample with 71 percent of total sample exhibits average level of social maturity. In the negative side 20.5 percents of prospective teachers fall under below average level of social maturity. Furthermore, 4.5 percent of prospective teachers show low level of social maturity and only 1.5 percent of total sample reveal very low level of social maturity.

Objective 2. To study the difference in Social Maturity of prospective teachers of District Bathinda with respect to Gender.

**Table 3 Showing the Mean Difference, Standard Deviation and t Value Between the Gender in Social Maturity Among Prospective Teachers of District Bathinda.**

Gender	N	Mean	Std. Deviation	MD	Std. Error Difference	t value
Male	91	205.31	19.97	5.01	3.214	1.56
Female	109	200.29	24.64			

The table 3 shows the mean difference, standard deviation and t values between the genders in Social Maturity among prospective teachers of district Bathinda. The investigation reveals that male (205.31) prospective teachers scored higher than females (200.29) in mean in social maturity. The calculated t value between the genders is 1.56. The calculated t value is lower than the t critical 1.96 at 0.05 level of confidence. The findings may be interpreted as male prospective teachers show insignificantly more than females' social maturity because higher scores show higher level of maturity.

Hence, the hypothesis 1, There exists no significant difference in social Maturity of prospective teachers of District Bathinda with respect to Gender, is accepted.

Objective 3. To study the difference in Social Maturity of prospective teachers of District Bathinda with respect to Residence Area.

**Table 4 Showing the Mean Difference, Standard Deviation and t Value Between the Rural and Urban Residence Area in Social Maturity Among Prospective Teachers of District Bathinda.**

Residential Area	N	Mean	Std. Deviation	MD	Std. Error Difference	t value
Rural	94	200.69	23.73	3.55	3.216	1.10
Urban	106	204.24	21.76			

The table 4 shows mean difference, standard deviation and t values between rural and urban residential area in Social Maturity among prospective teachers of district Bathinda. The investigation reveals that rural (200.69) prospective teachers scored lesser than urban (204.24) in mean in social maturity. The calculated t value between the genders is 1.10. The calculated t value is lower than the t critical 1.96 at 0.05 level of confidence. The findings may be interpreted as urban prospective teachers show insignificantly more social maturity than rural because higher scores show higher level of maturity.

Hence, the hypothesis 2, There exists no significant difference in social Maturity of prospective teachers of District Bathinda with respect to residential area, is accepted.

### Findings

1. 73 percent of prospective teachers of district Bathinda of Punjab state shows average and above average level of Social maturity.

2. 20.5 percent of total sample showed below average level of social maturity.
3. 9 percent of prospective teachers showed low level of social maturity.
4. Miniature part with 3 percent of total sample illustrate very low level of social maturity.
5. Insignificant difference was founded between the gender in level of social maturity.
6. Male prospective teachers of district Bathinda showed slightly higher level of social maturity than female prospective teachers.
7. No significant difference in social maturity was founded among prospective teachers of District Bathinda with respect to Residence Area.

## Conclusions

Social maturity is an essential part of one's personality. The level of social maturity determines the quality social role in society. Society expects from our teachers community be an ideal for our youth. So, it is very important to maintain an optimal level of social maturity among prospective teachers. In this point of view the present study was conducted to study the level of social maturity among prospective teachers of district Bathinda of Punjab state. Satisfactory results were found with enormous percentage of prospective teachers in the average and above level of social maturity. Results of demographic profile were found insignificant with respect to mean differences between gender and rural and urban residential area. It may be concluded as the gender and rural and urban locality does not significantly affect the level of social maturity among prospective teachers.

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