



A study of social maturity of elementary school teachers

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Abstract

Social Maturity is the indication of mastery in social behaviour in terms of human relationships, social techniques and social institutions. Social maturity is a key to handle social relationships. The present research study was undertaken to assess the social maturity social maturity of Elementary School Teachers. For this purpose a total sample of 260 Elementary School Teachers was taken on purposive basis from the schools of Vellore district in Tamilnadu. Out of which 133 were male and 127 were female. In order to collect the data Social Maturity scale by Nalini Rao's were administered on the participants. Thus obtained data was analyzed using means, S.D's, 't'-test and F test. The results of analysis showed no significant contribution of social maturity towards Gender, Locality of Institution, Mode of Management, Teaching Stream, Locality of Institution, Year of Teaching Experience, Marital Status and Type of family.

Keywords: social maturity, human relationships, social techniques, social institutions

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.

Social Maturity

Social Maturity is a personal commitment each individual must make as the attitude that will influence his/her daily lives. Individuals can opt for the socially immature attitude of self-centeredness or they can opt for the socially mature attitude of genuine concern for the total well-being of each other. The very informal atmosphere of self-help groups where the individuals discuss and share their problems and their achievements with each other within the framework of caring and sharing without the fear of being exploited (Dilts, 1982) [2]. Ryff (1998) [8] proposes that some factors of well-being in particular self-acceptance, environmental mastery, and purpose in life are highly correlated with self-esteem. According to Major, Cooper, Richards and Zubek (1998) [9] self-esteem may be thought of as a core resource that contributes to resilient personality, and a person with resilient personality has a positive view of him or her, a sense of control and an optimistic outlook on the future. Levi (1987)

defined well-being as a dynamic state of mind characterized by a reasonable amount of harmony between an individual's abilities, needs, expectations and environmental demands. Social maturity is a term commonly used in two ways, with reference to the behavior that conforms to the standards and expectations of the adults and secondly, with reference to the behavior that is appropriate to the age of the individual under observation. Thus, the social maturation permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develops table patterns of social behaviour (Bretsch, 1952).

Words 'Social Maturity' is comprised of two words, "Social Means living in communities", which means an individual continually adjusts himself to the social world around him. 'Maturity' means a stage at which an organism has reached full development or completion of the process of growth. Thus social maturity refers to attain maturity in social relationship. Social maturity is the process of appropriate attitude for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society. Social maturity does not require the formal joining of a group. It is a personal commitment, based on cold hard facts of life or nature, as old as time, which we see around us every day. It is a constantly evolving open ended concept. It goes beyond transcends the narrow or parochial limitations. Social maturity is the ability to function in an age in appropriate responsible manner. Self care, skills, healthy social interactions and an appreciation for other's feelings are some indicators of social maturity in certain age group.

Methodology

Normative survey method was followed. The present study is based on correlation method where the dependent variable is factors affecting social maturity where the independent variable is social maturity.

Sample

The sample consists of 260 of Elementary school teacher selected from the schools of Vellore district. Out of which 133 were male and 127 were female. The sample was collected by using multistage random sampling technique

Tool

Self-designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. Social maturity of the respondents was assessed by using Rao's Social Maturity scale developed by Nalini Rao's.

Statement of the Problem

The problem chosen for the study may be stated as "A study Social Maturity of Elementary school teacher.

Statistical Techniques Used

The investigator used the statistical techniques, Mean, Standard Deviation 't' test and 'F' test to accept or reject hypotheses.

Operational Definitions of Key Term Used

Social maturity means acceptance of a person or how a person is accepted in the society. It is characterized by the individual's ability to establish social relations independently with different social groups of the society. Social maturity in this study has been taken as an aggregated countenance involving self-confidence, self-direction, social-feeling, productivity and social and human values. A composite score on human adequacy-personal, interpersonal and social-constitute a construct called social maturity.

Description of the Tool

The items were scored by a five point scale. Namely strongly agree, a score of 5 is given, for agree a score of 4 is given, for neutral a score of 3 is given, for disagree a score of 2 is given and for strongly disagree a score of 1 is awarded. Higher score represent the high social maturity. The maximum social maturity score is $90 \times 5 = 450$ marks, and minimum social maturity score is $90 \times 1 = 90$ marks.

Objectives of the Study

1. To find out there exists any significant difference in social maturity of gender elementary school teachers.
2. To find out there exists any significant difference in social maturity of locality of institution elementary school teachers.
3. To find out there exists any significant difference in social maturity between the sub samples of mode of management of elementary school teachers.
4. To find out there exists any significant difference in social maturity between the sub samples of teaching stream of elementary school teachers.
5. To find out there exists any significant difference in social maturity of locality of residence elementary school

teachers.

6. To find out there exists any significant difference in social maturity of teaching experience of elementary school teachers.
7. To find out there exists any significant difference in social maturity of marital status of elementary school teachers.
8. To find out there exists any significant difference in social maturity of type of family of elementary school teachers.

Hypotheses of the Study

1. There exists no significant difference in social maturity of gender elementary school teachers.
2. There exists no significant difference in social maturity of locality of institution elementary school teachers.
3. There exists no significant difference in social maturity between the sub samples of mode of management of elementary school teachers.
4. There exists no significant difference in social maturity between the sub samples of teaching stream of elementary school teachers.
5. There exists no significant difference in social maturity of locality of residence elementary school teachers.
6. There exists no significant difference in social maturity of teaching experience of elementary school teachers.
7. There exists no significant difference in social maturity of marital status of elementary school teachers.
8. There exists no significant difference in social maturity of type of family of elementary school teachers.

Level of Significance

The research workers chose several arbitrary standards for the convenience of interpreting the data. These arbitrary standards are called level of significance. For the present investigation the investigator has used 0.05 level as the significance to test the various hypotheses.

Differential Analysis Social Maturity Gender and Social Maturity

Table 1: 't' test between Mean Scores of Gender of Elementary school teachers towards Social Maturity

Gender	N	Mean	SD	't' Value	Level of Significance
Male	133	277.69	49.77	0.694	NS
Female	127	273.73	41.63		

It is evident from the Table: 1 the calculated 't' value is 0.694, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between male and female gender of elementary school teachers with respect to their Social Maturity.

Locality of institution and Social Maturity

Table 2: ‘t’ test between Mean Scores of Locality of institution of Elementary school teachers towards Social Maturity

Locality of institution	N	Mean	SD	‘t’ Value	Level of Significance
Rural	113	272.69	47.91	0.944	NS
Urban	147	278.11	44.37		

It is evident from the Table: 2 the calculated ‘t’ value is 0.944, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is

inferred that there is no significant difference found out between rural and urban locality of institution of elementary school teachers with respect to their Social Maturity.

Mode of Management and Social Maturity

Table 3: ‘F’ test among the Sub- samples of Mode of management with Respect to Their Social Maturity

Mode of Management	Sum of Squares	Mean Squares	df	‘F’ Value	LOS
Between Groups	18.902	9.451	2	0.004	NS
Within Groups	546500.832	2126.462	257		
Total	546519.735		259		

It is evident from the Table: 3 the calculated ‘F’ value is 0.004, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected.

It is inferred that there is no significant difference among sub samples of mode of management with respect to their Social Maturity of elementary school teachers.

Teaching stream and Social Maturity

Table 4: ‘F’ test among the Sub- samples of Teaching Stream with Respect to Their Social Maturity

Mode of Management	Sum of Squares	Mean Squares	df	‘F’ Value	LOS
Between Groups	7044.004	3522.002	2	1.678	NS
Within Groups	539475.731	2099.127	257		
Total	546519.735		259		

It is evident from the Table: 4 the calculated ‘F’ value is 1.678, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected.

It is inferred that there is no significant difference among sub samples of teaching stream with respect to their Social Maturity of elementary school teachers.

Locality of residence and Social Maturity

Table 5: ‘t’ test between Mean Scores of locality of residence of Elementary school teachers towards Social Maturity

Locality of residence	N	Mean	SD	‘t’ Value	Level of Significance
Rural	120	271.30	49.55	1.449	NS
Urban	140	279.57	42.39		

It is evident from the Table: 5 the calculated ‘t’ value is 1.449 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between rural and urban locality of residence of elementary school teachers with respect to their Social Maturity.

It is evident from the Table: 6 the calculated ‘t’ value is 1.689 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between below 10 and above 10 of years of teaching experience of elementary school teachers with respect to their Social Maturity.

Years of teaching experience and Social Maturity

Table 6: ‘t’ test between Mean Scores of years of teaching experience of Elementary school teachers towards Social Maturity

Years of teaching experience	N	Mean	SD	‘t’ Value	Level of Significance
Below 10	114	270.33	49.49	1.689	NS
Above 10	146	279.99	42.64		

Marital status and Social Maturity

Table 7: ‘t’ test between Mean Scores of marital status of Elementary school teachers towards Social Maturity

Marital status	N	Mean	SD	‘t’ Value	Level of Significance
Married	124	274.37	49.28	0.461	NS
Unmarried	136	277.01	42.80		

It is evident from the Table: 7 the calculated 't' value is 0.461 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between married and unmarried of elementary school teachers with respect to their Social Maturity.

Type of family and Social Maturity

Table 8: 't' test between Mean Scores of type of family of Elementary school teachers towards Social Maturity

Type of family	N	Mean	SD	't' Value	Level of Significance
Nuclear	122	272.75	49.32	0.991	NS
Joint	138	278.41	42.71		

It is evident from the Table: 8 the calculated 't' value is 0.991 which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between nuclear and joint type of Family of elementary school teachers with respect to their Social Maturity.

Major findings of the study

1. It is found that that there is no significant difference found out between male and female gender of elementary school teachers with respect to their Social Maturity.
2. It is found that there is no significant difference found out between rural and urban locality of institution of elementary school teachers with respect to their Social Maturity.
3. It is found that there is no significant difference among sub samples of mode of management with respect to their Social Maturity of elementary school teachers.
4. It is found that there is no significant difference among sub samples of teaching stream with respect to their Social Maturity of elementary school teachers.
5. It is found that there is no significant difference found out between rural and urban locality of residence of elementary school teachers with respect to their Social Maturity.
6. It is found that there is no significant difference found out between below 10 and above 10 of years of teaching experience of elementary school teachers with respect to their Social Maturity.
7. It is found that there is no significant difference found out between married and unmarried of elementary school teachers with respect to their Social Maturity.
8. It is found that there is no significant difference found out between nuclear and joint type of Family of elementary school teachers with respect to their Social Maturity.

Educational implication

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 schools 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, and 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.

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