

A Comparative Study of Social Maturity among B.P.Ed and B.Ed Students

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ABSTRACT

The research paper attempted to compare the social maturity of B.P.Ed and B.Ed students. A sample of 120 students (60 B.P.Ed and 60 B.Ed students) was taken from Government Physical College of Education Ganderbal and Government College of Education Srinagar (presently known as IASE Srinagar). Dr. Nalini Rao's Social Maturity Scale was administered. For analysis, mean, SD and t- test were used. The investigator came to the conclusion that there is no significant difference between B.P.Ed students and B.Ed students on various dimensions (personal adequacy, interpersonal adequacy and social adequacy) of social maturity. The study also revealed that there is no significant difference between female B.P.Ed students and female B.Ed students on first two dimensions (personal adequacy and interpersonal adequacy) of social maturity. But on the third dimension (social adequacy) of social maturity female B.P.Ed students and female B.Ed students differ significantly.

1. Introduction

Social Maturity is the possession of suitable attitudes by an individual which are crucial for functioning efficiently in the society. It is a behavioral concept which indicates the extent to which an individual is capable of fruitfully encountering his social environment in such a way that the individual capable of operating at the best level of efficiency and success. It is an index of the growth of the person, socially which gets reflected in her/his communication with others and situations in the society. The Social Maturity has different dimensions viz., social commitment, social tolerance, openness to change, work orientation, self direction, ability to take stress, communication, enlightened trust and co-operation.

Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behavior. Social maturity is a long process. To be socially mature, students should be exposed to those people who are socially mature so that they can mold their behavior accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. Social maturity deals with learning to properly relate to connections, friends and intimate relationships. It also involves understanding how to tribute and respect those in authority; civil, parental, employer or spiritual. According to Hurlock (1950) "Social-development means attaining maturity in social-relations. It means the process of learning to verify to group standards, morals, and traditions and becoming imbued with a sense of oneness, intercommunication and co-operation". 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, behavior appropriateness, social problem solving and judgment". 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. Dr. Nalini Rao has explained three main components of Social Maturity. They are: *Personal Adequacy*: It has three subcomponents- work orientation, self direction and ability to take stress. *Interpersonal Adequacy*: It includes communication, enlightened trust and cooperation. *Social Adequacy*. It has three subcomponents; they are social commitment, social tolerance and openness to change. 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 develop stable patterns of social behaviour (Bretsch, 1952). Shruti A. Suthar (2015) has found that there is no significant mean difference in Social Maturity and Social Adjustment of male and female college students. There is significant mean difference in Emotional Adjustment of the college students in relation to their gender. Ram Prakash Gupta (2014) observed that there is no significant difference in the social maturity level among male and female students. Vipinder Nagra and Maninder Kaur (2013) have found 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. Singh et al. (2013) revealed that girls scored significantly higher on the social adequacy component of social maturity. However, no gender differences were observed on the composite social maturity and emotional maturity scores. Social maturity was found to be significantly positively correlated. Nazneen Ahamed and Manika Ghosh (2012) revealed that life satisfaction is dependent on both moral values and social maturity of the students. Since they are the pillars of our future generation their value pattern and social maturity reflects in their behavior. Jyotsana K Shah and Bhawna Sharma (2012) have found that there is a significant

relationship between social maturity and school adjustment. Also, significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement. *Lata Subhash More (2012)* reported that the Female students are highly Social Matured than their counterparts as well as the students belonging to rural area are seems to be highly Social Matured than the students from urban area. No significant differences were observed between the students from Arts, Commerce and Science discipline, all they are equal on the basis of Social Maturity. *Athanimath and Ganga Yenagi (2011)* revealed that, half of the students were socially matured followed by 42 percent of the students were high on social maturity and 6 percent of them were low on social maturity, there was no significant gender difference on social maturity followed by low (30%) and highly depressed (16 %) and there was significant gender difference among the students on depression indicating that boys being more depressed than girls. There was negative but non-significant relation between social maturity and depression among the students. Age had positive and significant relation with depression among the students while parents' education and annual income of the family had negative and significant relationship with the depression. Thus it revealed that the students with high social maturity were less depressed. A.S. Arul Lawrence and Rev. Dr. I. Jesudoss (2011) found that girls are found to have more Social Maturity and Academic Achievement than boys; it was proved that girls attain maturity faster than the boys. The society also demands that girls should express more mature behavior than boys. *Ramalingam and Mani. (2009)* showed that the social maturity of D. T. Ed., students is highly positive. *Kaneko and Okamura H. (2005)* 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.

2. Justification of the Study

Maturity plays important role in a personal and social life. Social maturity is one of the key factors for the success in life. Socially mature person uses his energy in his environment properly whereas an immature person will direct his energy to come out to turn with his environment. By the time no much attention has been given to the study of social maturity among B.P.ed and B.ed students. Today it is necessary to develop social maturity among B.P.ed and B.ed students as they are at the doorstep of adjustment in their life. After completion of their studies, they should be fully developed especially socially. In their future life, they have to face a lot of problems. These problems of future life may develop certain types of negative emotions among them but if they are initially mature they can handle these problematic situations properly and can properly adjust themselves in their life. The present study will help to have knowledge of social maturity of B.P.ed and B.ed students.

3. Objectives of the study

Following objectives have been formulated for the present study:

1. To study the social maturity of B.P.Ed students.
2. To study the social maturity of B.Ed students.

3. To compare the social maturity of B.P.Ed students with the social maturity of B.Ed students.
4. To compare the social maturity of male B.P.Ed students with the social maturity of male B.Ed students.
5. To compare the social maturity of female B.P.Ed students with the social maturity of female B.Ed students.

4. Hypotheses of the study

To achieve the above mentioned objectives, the following hypotheses have been formulated for the present study:

1. There is no significant difference between B.P.Ed and B.Ed students with respect to their social maturity.
2. There is no significant difference between male B.P.Ed students and male B.Ed students with respect to their social maturity.
3. There is no significant difference between female B.P.Ed students and female B.Ed students with respect to their social maturity.

5. Procedure

Sample

The investigator selected 120 students randomly 60 from Government physical college of education Ganderbal district and 60 from Government College of education Srinagar district (presently known as IASE Srinagar). The sample was divided equally with respect to gender. The breakup is given below:

Table showing sample for the study

Groups	Male	Female	Total N
B.P.Ed Students	30	30	60
B.Ed Students	30	30	60

Tool used

For the measurement of social maturity, Dr. Nalini Rao's Social Maturity Scale was administered. It has 90 items under 3 dimensions: a) Personal Adequacy, b) Inter-personal Adequacy and Social Adequacy. The scale consists of 30 items in each dimension. The responses are scored on a five point scale. The scoring for the positive items are for strongly agree, a score of '5' is given, for agree a score of '4', for neutral a score of '3', for disagree a score of '2' and for strongly disagree a score of '1' is awarded. The scoring for the negative items are for strongly agree, a score of '1' is given, for agree a score of '2', for neutral a score of '3', for disagree a score of '4' and for strongly disagree a score of '5' is awarded. Higher score represent the higher social maturity. The maximum social maturity score is 450 (90 items x 5 marks) and the minimum social maturity score is 90 (90 items x 1 mark).

Statistical treatment

The collected data was analyzed and interpreted by using some statistical treatments like.

1. Mean
2. Standard deviation.
3. t-test

In order to achieve the objectives formulated for the present study, the collected data has been tabulated as under:-

Table 01 Showing significance of mean difference between B.P.Ed Students and B.Ed students on Social Maturity

category	N	Mean	Std. Deviation	t-value	Level of significance
B.P.Ed	60	2.99	0.13	0.10	Insignificant
B.Ed	60	2.98	0.33		

A perusal of above table shows the mean comparison of B.P.Ed and B.Ed students. The table depicts that there is no significant mean difference between the two groups on social maturity. The table also reveals that the mean score of B.P.Ed students is 2.99 and of B.Ed students is 2.98. The table reveals that the calculated t-value of both the groups is 0.10 which is insignificant at both the levels. Thus both B.P.Ed and B.Ed students have same level of social maturity.

Table 02 Showing significance of mean difference between B.P.Ed Students (N=60) and B.Ed students (N=60) on social maturity (dimension wise)

Category	Factors	Mean	SD	t-Value	Level of Sig.
B.P.Ed Students	Personal Adequacy	2.85	0.24	0.45	insignificant
B.Ed Students		2.81	0.40		
B.P.Ed Students	Interpersonal Adequacy	3.06	0.20	0.53	insignificant
B.Ed Students		3.01	0.35		
B.P.Ed Students	Social Adequacy	3.04	0.14	0.72	insignificant
B.Ed Students		3.12	0.40		

The above table shows significance of mean difference between B.P.Ed students and B.Ed students on social maturity (dimension wise). The table depicts that there is no significant difference between two groups on personal adequacy,

interpersonal adequacy and social adequacy. This again justifies that both B.P.Ed students and B.Ed students are equal on social maturity.

Table 03 Showing significance of mean difference between male B.P.Ed students (N=30) and male B.Ed students (N=30) on social maturity (dimension wise)

Category	Factors	Mean	SD	t-Value	Level of Sig.
B.P.Ed Students	Personal Adequacy	2.84	.273	1.13	insignificant
B.Ed Students		2.66	.401		
B.P.Ed Students	Interpersonal Adequacy	3.06	.171	1.80	insignificant
B.Ed Students		2.83	.363		
B.P.Ed Students	Social Adequacy	3.07	.170	0.93	insignificant
B.Ed Students		2.94	.394		

The table 04 depicts that the mean score of Male B.P.Ed students is 2.84, 3.06 and 3.07 on personal adequacy, interpersonal adequacy and social adequacy of social maturity where as the mean score of male B.Ed students is 2.66, 2.83 and 2.94 on personal adequacy, interpersonal adequacy and social adequacy. The table also reveals that the mean score of

two categories do not differ significantly. It can be interpreted from the analysis that there is no significant difference between male B.P.Ed students and male B.Ed students on social maturity. Therefore, it can be deduced that both categories are equal on social maturity.

Table 04 Showing significance of mean difference between female B.P.Ed students (N=30) and female B.Ed students (N=30) on social maturity (dimension wise)

Category	Factors	Mean	SD	t-Value	Level of Sig.
B.P.Ed Students	Personal Adequacy	2.87	0.23	0.56	insignificant
B.Ed Students		2.95	0.36		
B.P.Ed Students	Interpersonal Adequacy	3.05	0.24	1.17	insignificant
B.Ed Students		3.19	0.25		
B.P.Ed Students	Social Adequacy	3.02	0.12	2.24	0.05
B.Ed Students		3.29	0.35		

The above table shows significance of mean difference between Female B.P.Ed students and female B.Ed students on social maturity. The table also depicts that there is no significant difference between two categories on dimensions of social maturity except the dimension of social adequacy on which two categories differ significantly at 0.05 level. Therefore it can be interpreted that female B.Ed students are high on social adequacy of social maturity than female B.P.Ed students.

6. Major findings

1. There is no significant difference between B.P.Ed students and B.Ed students on social maturity.
2. It was also found that there is no significant difference between male B.P.Ed students and male B.Ed students on various dimensions (personal adequacy, interpersonal adequacy and social adequacy) of social maturity.
3. Further it was also found that there is no significant difference between female B.P.Ed students and

female B.Ed students on first two dimensions (personal adequacy and interpersonal adequacy) of social maturity. But on the third dimension (social

adequacy) of social maturity female B.P.Ed students and female B.Ed students differ significantly.

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