ABSTRACT

The present study examined Social Maturity among Male and Female M.Ed. Students. The study was confined to 100 male and female students of Science and Arts students of M.Ed. of Himachal Pradesh. Comprehensive scale of Social Maturity prepared by Roma Pal was used. The reliability were calculated which were 0.834 and 0.793 respectively; validity was 0.831. After the analysis of the result, it was found that all M.Ed. students are social mature whether they belong to science and humanity groups, there is no significant difference in the social maturity level among female arts and science students. There is no significant difference in the social maturity level among male arts and science students; among male and female science students; among male and female arts students. It was observed that there is no significant difference in the social maturity level among male and female students.

Keywords: Social Maturity; M.Ed. Students

INTRODUCTION

Education is a lifelong process. It is comprehensive term. The modern aim of education is the wholesome, balanced or harmonious development of the personality. It means moral, social, spiritual, intellectual, emotional and physical development. All these aspect are equally important for personality development. Personality does not exist in vacuum but to large extend depends upon social environment. Man has attained refinement by the process of education. It contributes to the growth and development of society. Education develops the individual like a flower which distributes its fragrance all over. Education provides mature person to this society. Mature person means a person who is adjusted to environment easily or a person who makes adjustment with environment easily.

Maturity implies a satisfactory fulfillment of one’s potentialities. This means developing and issuing one’s physical and mental abilities to the fullest extent. Maturity requires adjusting to and participating creatively in one’s environment requires adjusting to and participating creatively in one’s environment in order to participate creatively in this world. It is the complete charge in an individual which assist him to reach at the stage of functional readiness.

Today’s citizen must be literate in the political, social, economic, scientific and artistic field. If he is taking an active and cooperative part in his social group than he is mature. If for some reasons he is not ready to act, feel and think in way appropriate according to his stage of physical and mental development, than he is an immature person.

Operational Definitions of The Key Terms Used

Social maturity: - A person having a quality of friendship and adjustable quality of mature person in society referred as social maturity term.
M.Ed. Students: Students who are under teacher trainees related to regular pre-service training i.e. P.G. course of one year duration in different colleges of education in the period of maturity.

Definitions of Maturity

“Maturation means the growth and development that is necessary, either before any unlearned behaviour can occur or before learning of any particular can take place.”

“Maturity is the state or quality of being mature specially.”

The maturity and growing child develops in three types:

Physical, Mental, Social Maturity

Social development is one of the educationally significant and important aspects of human growth. Social development means acquisition of the ability to behave in accordance with social norms, customs and expectations. Social development means social maturity. It means how much a person is socially nature. What are his relations with other human beings? How he deals with others. How he takes interest in others. How he makes his friends so maturity has great impact on child’s personality.

Thus social maturity means attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person.

RELATIVE REVIEW

Puranik, S.D. (1984), found in his study Social maturity of female students was higher than that of male students. The controlled organizational climate, government management and urban locality were conducive to development of morale of teachers. Beck, A.L.; Nethercut, G.E.; Crittenden, M.R. and Hewins, J.(1986) showed that visibility was inversely correlated with identity stability (p less than 0.05), social maturity (p less than 0.025), and self-esteem (p greater than 0.10), while jointly controlling for patients' age and years since last transplant. Although patients with visible handicaps remain at risk for maladjustment, many developed positive coping strategies in order to face the developmental challenges of adulthood. Goyal, R.P. (1974), Gopal, A.K. (1975) and Ray; T. (1989) studied the personality traits of high creative studying different subjects. Among them, Goyal, R.P. (1974) and Ray, T. (1989) reported that science students were characterized by high emotional stability, tough mindedness and better adjustment. These characteristics differentiated this group from the language group. Sharma, N.C. (1989), found many similarities and differences in respect of both between subgroups by gender, age and Socio-economic-status. (The relationships between the two sets of variable were not probably probed). Kunder, SR. and Julius, S (1996), showed that there is no correlation between parental anxiety and social maturity of autistic and Down's syndrome children. Jain, Prabha and Patel, Amisha (2003), found that social maturity was not significantly affected by the employment of the mother which may due to the positive attitude of mother towards employment status. The sample revealed low relation between their social maturity and social acceptance irrespective of employment of mother, which may be indicative of presence of other factors besides social maturity, which were affecting social acceptance. Peterson, Candida; Slaughter, Virginia and Paynter, Jessica (2007), found In Study theory of mind was found to predict typical preschoolers’ social maturity independently of age and verbal maturity. In Study 2, children with autism scored below age-matched and younger typical developers in both theory of mind and social maturity. Those with Asperser’s disorder did well on theory of mind but poorly on social maturity. Study 2 replicated Study 1’s finding (for typical children and for the full sample) that theory of mind was linked with social maturity independently of age and verbal ability, although the link was not independent of autism diagnosis a systematic approach to assess deaf pupils' academic ability, behaviour in school and social maturity.
NEED AND IMPORTANCE OF SOCIAL MATURITY

Social maturity is evidence by an individual’s capacity for making and keeping friends. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. He must be conscious of the interest of others, appreciative of their goals and supportive of their feelings of personal worth. Thus, social maturity is needed for the following reasons:

1. For the socialization of the individual: A human being gradually evolves from the extreme individualism of the infant and accompanying dependency on a few persons, chiefly the mother and father, the outgoing membership in an adult social group and dependency on its many members. So in the process of growing up, we become more and more social, for which social maturity is needed.

2. To decline egocentricity: As a person matures socially, he becomes less and less egocentric or self-centered – his interests, thoughts and expressions are increasingly centered less on self and more on others and the whole world outside himself. This change is moreover, a necessary inner complement of the increasing outer activity that leads to social maturity.

3. To develop self-confidence: This includes acceptance of self, emotional security, freedom from egotism and inferiority complex.

4. To develop social feeling: This includes trust, democratic, character structure, warm relating to others, empathy accurately, perceptive and response to other intimacy.

5. Productivity: Ability to work, industry task orientation, competence, skills for solving, objective problems, deepening of interest and generatively in work.

6. To develop social and human values: This includes ethical certainty, integrity, autonomous conscious and humanistic values.

7. To live life fully: It enables a person to live the life to the fullest, he shares his feelings, attitudes and interest with others. For the successful sharing, he needs to be getting mixed with people, which is only possible if he is socially mature.

JUSTIFICATION OF THE PROBLEM

Maturity plays on important role in a personal and social life. Social maturity is one of the key factors for the success in life. Socially matures 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 on the study of social maturity in relation to M.Ed. students. Today it is necessary to develop social maturity in M.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 M.Ed. students. The result will help to understand the need of controlling unwanted immaturity so as to ensure proper social development.

OBJECTIVES

The present problem endeavours for the realization of the following objectives:-

1. To study the social maturity level of M.Ed. students.
2. To study the social maturity level among male and female students.
3. To study difference of social maturity among male and female students from science base.
4. To study difference of social maturity among male and female students from humanities base.
5. To study difference of social maturity among female students from humanities and science base.
6. To study difference of social maturity among male students of humanities and science base.

**HYPOTHESES**

The following are the hypotheses based upon above stated objectives of the study.

1. There is no significant difference in the social maturity level among male and female students.
2. There is no significant difference in the social maturity level among female students of humanities and science base.
3. There is no significant difference in the social maturity among male students of humanities and science base.
4. There is no significant difference in the social maturity level among male and female students of science base.
5. There is no significant difference in the social maturity level among male and female students of humanities base.

**DELIMITATIONS OF THE STUDY**

It is not possible to thoroughly investigate the problem in its manifold aspect because of shortage of time. Therefore the problem is delimited in its scope. Keeping in view the paucity of time at disposal of investigator the study has been delimited to some areas.

- The study has been confined to 100 students M.Ed.
- The study has been confined to male and female students of science and humanities base.

**Sample**

For the requirement of study’s male and female students were selected randomly. The investigator has select the random sampling 100 M.Ed. students of 10 college in H.P. the requirement of study is equal number of 50 male and 50 female students.

**Design of the Study**

The investigator has selected the descriptive method. It is the method which is organized to attempt, to analyze, to interpret and to report the present status of social institution.

**Tools**

*Comprehensive scale of social maturity prepared by Roma Pal was used.* The reliability coefficient were calculated which were 0.834 and 0.793 respectively. The correlation coefficient was 0.831. This significant correlation indicates that the present scale is valid measures of social maturity.

**STATISTICAL TECHNIQUE USED**

**Interpretation of Data**

**Hypotheses 1.** Comparison of Social Maturity Level among Female Humanities and Science Students

**Table 1.** Faculty Wise Mean, Standard Deviation and T-Value Of Social Maturity Of Female Students

<table>
<thead>
<tr>
<th>Faculty</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>146.4800</td>
<td>10.80555</td>
<td>25</td>
<td>0.285</td>
</tr>
<tr>
<td>Science</td>
<td>147.3200</td>
<td>10.05700</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Note: *Not significant at 0.05 levels.*
From Table 1, it is evident that the mean of female humanities students is 146.48 and science group is 147.32. The standard deviation of humanities group is 10.805 and of science group it is 10.05. Thus t-value is 0.285 which is not significant at 0.01 levels. It indicates that the social maturity among female students of humanities and science stream do not differ significantly. In this context, the Null Hypothesis “There is no significant difference in the Social Maturity level among female arts and science students.” is not rejected. It may, therefore be said that there is no significant difference in the social maturity level among female arts and science students.

This is because equal opportunities are provided for arts and science graduate female students in our society to take different decisions in their life which depends upon their social maturity. So humanities and science females are equally efficient in social areas to tackle different social issues.

**Hypotheses 2.** Comparison of Social Maturity Level among Male Humanities and Science Students

**Table 2.** Faculty Wise Mean, Standard Deviation And T-Value Of Social Maturity Of Male Students

<table>
<thead>
<tr>
<th>Faculty</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>142.8000</td>
<td>10.29158</td>
<td>25</td>
<td>0.755</td>
</tr>
<tr>
<td>Science</td>
<td>144.8000</td>
<td>12.11404</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Note: *Not significant at 0.05 levels.

Table 2 shows that the mean of male humanities students is 142.800 and science group is 144.80. The standard deviation of humanities group is 10.29 and of science group it is 12.11. The t-value is 0.755 which is not significant at 0.01 levels. It indicates that the social maturity among male students of humanities and science stream do not differ significantly. In this context, the null hypothesis, namely “There is no significant difference in the social maturity level among male arts and science students” is not rejected. It may therefore be said that there is no significant in the social maturity level among male arts and science students.

This shows that the choice of subjects does not make any difference. The male students whether belonging to humanities stream or science stream are socially mature. Thus the students of humanities and science stream get equal opportunities in their respective streams.

**Hypotheses 3.** Comparison of Social Maturity Level among Male and Female Students of Science Stream

**Table 3.** Gender Wise Mean, Standard Deviation T-Value of Social Maturity of Science Stream

<table>
<thead>
<tr>
<th>Faculty</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>144.8000</td>
<td>12.11404</td>
<td>25</td>
<td>.800</td>
</tr>
<tr>
<td>Female</td>
<td>147.3200</td>
<td>10.05700</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Note: *Not significant at 0.05 levels.

From table 3, it is evident that the mean of male science students is 144.800 and the standard deviation is 12.11. The mean of female science group it is 147.32 and standard deviation is 10.05. The t-value is .800 which is not significant at 0.05 levels. It indicates that the social maturity among male and female students of science stream does not differ significantly. In this context, the null hypothesis namely, “There is no significant difference in the social maturity level among male and female students of science stream” is not rejected.

This shows that the both male and female students share equal status in the society. No discrimination is made between them. They both enjoy equal rights and opportunities which enables them to adjust to the society.

**Hypotheses 4.** Comparison of Social Maturity Level among Male and Female Students of Humanities Stream
Table 4. Gender Wise Mean, Standard Deviation, And T-Value Of Social Maturity Of Arts Stream

<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>142.400</td>
<td>10.29158</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>146.480</td>
<td>10.80555</td>
<td>25</td>
<td>1.367</td>
</tr>
</tbody>
</table>

Note: *Not significant at 0.05 levels.

From table 4, it is evident that the mean of male humanities students is 142.400 and the standard deviation is 10.29. The mean of female humanities group is 146.48 and standard deviation is 10.80. The t-value is 1.367 which is not significant at 0.01 levels. It indicates that the social maturity among male and female students of arts stream do not differ significantly. In this context, the null Hypothesis, namely, "There is no significant difference in the social maturity level among male and female students of Arts stream," is not rejected.

Thus both male and female students of humanities stream are socially mature. This shows that they both get equal facilities in their family, school and environment.

Hypotheses 5. Comparison of Social Maturity Level among Male and Female Students

Table 5. Gender Wise Mean, Standard Deviation, And t-Value Of Social Maturity Of Humanities And Science Stream

<table>
<thead>
<tr>
<th>Gender (Humanities &amp; Science)</th>
<th>M</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>143.60</td>
<td>11.19037</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Female (humanities &amp; Science)</td>
<td>146.90</td>
<td>10.33964</td>
<td>50</td>
<td>1.532</td>
</tr>
</tbody>
</table>

Note: *Not significant at 0.05 levels.

Table 5, shows that the mean of male students (humanities and science group) is 143.600 and the standard deviation is 11.19. The mean of female (humanities and science group) is 146.90 and standard deviation is 10.33. The t-value is 1.532 which is not significant at 0.01 levels. It indicates that the social maturity level among male and female students do not differ significantly. In this context, the null Hypothesis namely, "There is no significant difference in the social maturity level among male and female students is not rejected. It may therefore be said that there is no significant difference in the social maturity level among male and female students.

This shows that both male and female students whether belonging to humanities group or science group are socially mature.

Study of Social Maturity of M.Ed. Students

The objective was to study the average level of social maturity of M.Ed. students. The objective was analyzed with the help of average mean and the results are given.

Table 6. Showing the Social Maturity of M.Ed. Students

<table>
<thead>
<tr>
<th>N</th>
<th>M</th>
<th>Range of the score</th>
<th>Maturity level</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>145.25</td>
<td>106 to 148</td>
<td>Socially matured</td>
</tr>
</tbody>
</table>

Table 6, shows the mean of social maturity of M.Ed. students. The mean of social maturity is 145.25 which fall in the category of socially matured person.

Thus, the above result shows that with the changing time the facilities given to the individual have changed. Now, a person has more facilities compared to the past. He gets equal opportunities in whether in family, school and society. These facilities make him socially mature and enable him to adjust to the society and live life fully.

FINDINGS OF THE STUDY

I have conducted my study on Social Maturity students of M.Ed. class. On the basis of different
studies I design objectives and hypotheses of the study. I have observed my findings are as follows:

1. All M.Ed. students are socially mature whether they belong to science or humanities group.
2. It is found that there is no significant difference in the social maturity level among female arts and science students.
3. It is observed that there is no significant difference in the social maturity level among male arts and science students.
4. The result shows that there is no significant difference in the social maturity level among male and female science students.
5. It is found out that there is no significant difference in the social maturity level among male and female arts students.
6. It is observed that there is no significant difference in the social maturity level among male and female students.

CONCLUSION

1. Equal opportunities are provided for arts and science graduate female students in our society to take different decisions in their life which depends upon their social maturity. So, the present study shows that humanities and science females are equally efficient in social areas to tackle different social issues.
2. The choice of subjects does not make any difference. The male students whether belonging to humanities stream or science stream are socially mature. Thus, the present study revealed that the students of humanities and science stream get equal opportunities in their respective streams.
3. Both male and female students share equal status in the society. No discrimination is made between them. They both enjoy equal rights and opportunities which enables them to adjust to the society with maturity. So, the present study showed that both male and female students are able to adjust in the society with the maturity.
4. Both male and female students of humanities stream are socially mature. This shows that they both get equal facilities in their family and environment.
5. Both male and female students whether belonging to humanitarian group or science group are socially mature.

SCOPE OF THE STUDY

The present study deals with a very important factor i.e. social maturity. The study has the following scope:

1. The sample size can be enlarged to reach more concrete results.
2. Study can be extended at other colleges or university level.
3. Other tools of measuring social maturity can also be used for data collection.
4. Study can be conducted on teachers, adolescents and school children.
5. Study can also be conducted on social maturity and their co-relationship with other variable like anxiety, self-confidence, academic achievement etc.
6. This study can be conducted at state or national level so that it can produce the representative data for the solution of this problem.
7. This study can be conducted to Government Schools, Public Schools, recognized Schools and Navodaya Schools also.
8. The study can be conducted on people living in rural and urban areas.
9. Study can be conducted on gifted, creative, backward or learning disable children.

REFERENCES