SOCIAL MATURITY OF B.ED PUPIL TEACHERS IN RELATION TO THEIR PSYCHOLOGICAL HARDINESS

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Abstract—*The present study aimed at study of social maturity in relation to psychological hardiness of B.Ed pupil teachers. A sample of 200 pupil teachers (100 male and 100 female) was taken randomly from Government College of Education and University of Kashmir. Social Maturity Scale developed by Dr. Nalini Rao and Psychological Hardiness Scale developed by investigator himself were used for data collection. Statistical analysis of the data was done using Mean, SD, t-test and correlation and it was observed that there is a positive correlation between social maturity and psychological hardiness of B.Ed pupil teachers. The comparative analysis revealed that there is a significant difference between social maturity and psychological hardiness of male and female pupil teachers.*

Keywords*: B.Ed. Pupil Teachers, Social Maturity, Psychological Hardiness.*

1. INTRODUCTION

Education is the sheet anchor and cradle of the personality and its aim is not only to impart bookish knowledge but to make youth good citizens by bringing about their physical, mental, emotional, intellectual and social development. It is education by which students become socially mature and psychologically hardy so that they become adjusted individuals in the society. It is psychological hardiness through which individuals remain socially adjusted after experiencing high amounts of stressful life events. Psychological hardiness is personality based tendency to reduce the impact of stressful life events by optimistic cognitive appraisals decision coping action.

1.1 SOCIAL MATURITY

We need to know about maturity before discussing about social maturity. Psychologically, maturity means the ability to respond to the environment in an appropriate manner and also it encompasses being aware of the correct time and place to behave and knowing when to act according to the circumstances and the culture of the society in which one lives. Usually the word maturity used in two ways like, with reference to behavior that is consistent with the standards and expectations of adults and secondly, with reference to the behavior that is appropriate to the age of the person under observation.

Now we can discuss about social maturity. Social Maturity is the possession of suitable attitudes by an individual which are crucial for functioning efficiently in the society and is composed of two words 'social' and 'maturity' where social means 'living in communities' and maturity means 'adjusted socially'. It is an index of the growth of the person, which reflects socially in her/his communication with others and situations in the society. It also means maturity in social relationships of building good relationships with family, friends, neighbors and all other people living in our society. The different dimensions of social maturity are social commitment, social tolerance, openness to change, work orientation, self direction, and ability to take stress, communication, enlightened trust and co-operation. To be socially mature, students should be exposed to those people who are socially mature so that they can mold their behavior accordingly and they can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. *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". *Dr. Nalini Rao* has explained three main components of Social Maturity:

- **Personal Adequacy:** It includes- work orientation, self direction and ability to take stress.

- **Interpersonal Adequacy:** It includes- communication, enlightened trust and cooperation.

- **Social Adequacy:** It includes- they are social commitment, social tolerance and openness to change.

1.2 PSYCHOLOGICAL HARDINESS

At times things do not go the way we want and sometimes happenings bother us while other times these may make us happy. At the same time the same situation has varying impact on different people. Events occur in our life, but it depends on the way we perceive these events and the coping power that we have and an event may be stressful for someone and for another may not. Some people have resistance against stress and this resistance against stress is known as psychological hardiness. It is one of the new psychological factors that enable the individual to effectively cope with stress. The expression of psychological hardiness was first proposed by Kobasa (1979) and it was recognized as group of personal characteristics that provides a resistance resource against the stressful events. According to the Oxford Dictionary, "Hardiness is the ability to endure difficult conditions". While as "English Collins Dictionary" states Hardiness as "the condition or quality of being hardy, robust or bold". The level of hardiness varies across people and when it comes to dealing with stress some people seem to be hardy than others. It is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress (family and relationship problems, serious health problems, or workplace and financial stressors). It is the capability of surviving under unfavorable circumstances and helps people turn stressful circumstances into opportunities. Using existentialist theories in personality Kobasa defines psychological hardiness as combination of beliefs about oneself and the world which is composed of three domains (3Cs) *Commitment, Control and Challenge*. *Commitment (*vs. alienation) means psychological contract that makes the person committed to himself, his objectives, values, other people and his beliefs about the work. Hardy people show deeper involvement in whatever they do and have a tendency to perceive these activities as worth doing. One who possesses such feeling has found meaning and purpose for their every act. *Control* (vs. powerlessness) is a belief that implies life events and their consequences are controllable and predictable and they can be changed. It suggests that in the face of varied contingencies of life hardy persons have a tendency to feel and act in an effective manner rather than showing helplessness. *Challenge (*vs. security) is a belief that changes in life are opportunities for personal growth and hardy people tend to perceive change as challenge, for them anticipation of change is an interesting opportunity to grow rather than occasion of threat of security. On the other hand persons low in hardiness tends to find themselves and the environment boring, threatening and they have a belief that life is best without any change and feel powerless when confronted with overpowering forces. For them development is not a much important aspect and they are passive observers of their environment. They allow external forces to impose upon them because their personalities provide little or no buffer; the stressful events are allowed to have a debiting effect on health.

2. LITERATURE REVIEW

(Shruti A. Suthar, 2015) has found that male and female college students do not differ significantly on social maturity and social adjustment. (Ram Prakash Gupta, 2014) observed that among male and female students there is no significant difference in the social maturity level. (Vipinder Nagra and Maninder Kaur, 2013) have indicated that there is no significant difference in social maturity of teacher educators in relation to locality and subject streams. (Singh et al., 2013) revealed that on the social adequacy component of social maturity girls scored significantly higher. (Nazneen Ahamed and Manika Ghosh, 2012) concluded that life satisfaction is dependent on both moral values and social maturity. (Jyotsana K Shah and Bhawna Sharma, 2012) have indicated that there is a significant correlation between social maturity and school adjustment. (Lata Subhash More, 2012) found that female students are highly social matured than their counterparts. (A.S. Arul Lawrence and Rev. Dr. I. Jesudoss, 2011) reported that than boys girls are found to have more social maturity and academic achievement and it was also observed that girls attain maturity faster than the boys. (Ramalingam and Mani, 2009) showed that the social maturity of D. T. Ed., students is highly positive. (Suresh, Kumar, 2015) observed that there is a significant correlation between social maturity and general well-being of school students. (Dinesh, kumar. & Ritu, 2013) reported that there is a positive relationship between social maturity and personality of senior secondary school students. (Atkinson, 2013) found that elite footballers have superior levels of mental toughness and hardiness than recreational footballers. (Azeem, 2010) concluded that high level of hardiness persisted in teachers. (Sezgin, 2009) indicated that psychological hardiness was negatively and significantly correlated to the commitment predicted on compliance. (Sadaghiani, 2011) indicated that psychological hardiness is a protection against stress and its effects. (Kaveh and Yazdi, 2007) indicated that there is a significant positive relationship between intelligence and psychological hardiness. (Sheard, 2009) reported that psychological hardiness is much higher in school girls than school boys. (Mohammadi et al., 2011) observed that training increased hardiness and reduced levels of perceived stress. (Sandvik et al., 2015) concluded that instability, antisocial behavior and low level of commitment increase the risk of experiencing anxiety. (Petosa and Old Field, 2005) concluded that among students psychological hardiness enables them to pursue the challenging academic course work. (Maddi, 2006) found hardiness as an auditor to positive Psychological Hardiness is a combination of attitudes that provides that courage and motivation to do the hard

strategic work of turning stressful circumstances from potential disasters in to growth opportunities. (Alma Azarian, Ali Asghar Farokhzadian and Elahe Habibi, 2016) found that there is a negative relationship between psychological hardiness and three components of depression, anxiety and angar.

3. STATEMENT OF THE PROBLEM

The problem chosen for the present study is as under:

"Social Maturity of B.Ed. Pupil Teachers in relation to their Psychological Hardiness"

4. OBJECTIVES OF THE STUDY

1. To study social maturity and psychological hardiness of B.ed pupil teachers.

2. To study correlation between social maturity and psychological hardiness of B.ed pupil teachers.

3. To study significant difference of social maturity among male and female B.ed pupil teachers.

4. To study significant difference of psychological hardiness among male and female B.ed pupil teachers.

5. HYPOTHESES OF THE STUDY

1. There exists no significant correlation between social maturity and psychological hardiness of B.ed pupil teachers.

2. There exists no significant difference of social maturity among male and female B.ed pupil teachers.

3. There exists no significant difference of psychological hardiness among male and female B.ed pupil teachers.

6. RESEARCH METHODOLOGY

Descriptive research method was used to conduct the study. To obtain relevant and precise information concerning the current status of phenomena descriptive research studies are designed, and whenever possible, to draw valid general conclusion from the facts discovered. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. As a result to collect the valid and reliable data investigator chooses the survey method.

6.1 SAMPLE

The population of the present study was the B.Ed students studying in government colleges and universities located in Kashmir valley of Jammu and Kashmir. In the present study, simple random sampling method was used to select the sample. One college (Government college of education, IASE) and one university (University of Kashmir) were selected randomly from various colleges and universities located in Kashmir Valley. Through sample random sampling method

200 students were selected. The sample was divided on the basis of gender (100 Male and 100 Female).

6.2 TOOLS USED

1. Psychological Hardiness Scale developed by the investigator himself was used to measure psychological hardiness among B.ed students. The scale comprised of 45 items and it measures three dimensions (Commitment, Control and Challenge). 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 neither agree nor disagree 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 neither agree nor disagree a score of '3', for disagree a score of '4' and for strongly disagree a score of '5' is awarded. Higher score represent greater psychological hardiness. The maximum psychological hardiness score is 225 (45x5 marks) and the minimum score is 45 (45x1 marks).

2. 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).

6.3 STATISTICAL TREATMENT

For achieving the objectives of present study, the collected data was analyzed by using the appropriate statistical techniques with the help of SPSS-20.

6.4. RESULTS AND INTERPRETATION

The results and their interpretation have been presented in the following tables:

Table 1.1: Coefficient of correlation between social maturity and psychological hardiness of B.ed pupil teacher trainees.

Variable	Mean	S.D	Correlation
Social Maturity	6.97	0.30	0.70
Psychological Hardiness	3.18	0.33	

Significant at the 0.01 level

Results of the above table revealed that there is a positive correlation between social maturity and psychological hardiness. The intensity of the relationship is (r = .70) and found statistically significant. On the basis of the above results it can be said that socially mature people may show resistance against stressful events.

Table 1.2: Significance of the difference between Mean Scores of Social Maturity of Male and Female pupil teachers.

Category	N	Mean	Std. Deviation	T-Value	Level of significance
Male	100	6.79	0.32		
Female	100	7.10	0.20	2.52	0.05

The above table indicated that the mean scores of male and female pupil teachers on the variable of social maturity are 6.79 and 7.10 respectively. The t-ratio was calculated as 2.52 which are significant at 0.05 level of confidence. This reveals that significant difference exists between male and female pupil teachers on the variable of social maturity. Hence, the hypothesis stating that there exists no significant difference of social maturity among male and female B.ed pupil teachers is rejected. As the mean scores of female pupil teachers are higher than that of male pupil teachers on the variable of social maturity, it may be concluded that female pupil teachers have higher level of social maturity than male pupil teachers.

Table 1.3: Significance of the difference between Mean Scores of Psychological Hardiness of Male and Female pupil teachers.

Category	N	Mean	Std. Deviation	T-Value	Level of significance
Male	100	3.44	0.37		
Female	100	3.31	0.39	2.11	0.05

Table 1.3 depicts that the mean scores of psychological hardiness of male and female pupil teachers which comes out to be 3.44, 3.31 with S.D. 0.33 and 0.39 respectively. The t-ratio between the psychological hardiness scores of male and female pupil teachers is 2.11 which are significant at 0.05 level of confidence. It means that there is significant difference between psychological hardiness of male and female pupil teachers, which indicates that our null hypothesis is not accepted. Further, the table revealed that the mean score of male pupil teachers is higher than female pupil teachers, it can be concluded that male pupil teachers are psychologically hard than the female pupil teachers.

7. CONCLUSION

From the analysis and interpretation of the data the following conclusions were drawn:

- There is a positive correlation between social maturity and psychological hardiness of pupil teachers.

- A significant difference was found between mean scores of male and female pupil teachers on the variable of social maturity. As the mean score of female pupil teachers were found to be higher than that of male pupil teachers, it can be concluded that female pupil teachers have higher level of social maturity than male pupil teachers.

- There exists a significant difference between mean scores of male and female pupil teachers on the variable of psychological hardiness. As the mean score of male pupil teachers was found to be higher than female pupil teachers, it can be concluded that male pupil teachers are psychologically hardy than female pupil teachers.

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