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Address

- Vikram Nagar, Boudhi Chouk, Latur.
- Tq. Latur, Dis. Latur 413512
- (+91) 9922455749, (+91) 9158387437

Email

- aiirjpramod@gmail.com

Website

- www.aiirjournal.com

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Leadership Quality and Social Maturity of Teacher Trainees in Sri Muktsar Sahib District

Dr.Amandeep Kaur

Assistant Prof.

D.A.V.College Of Education, Fazilka,

Panjab,India

Abstract

This present study was undertaken to investigate the Leadership Quality and Social Maturity of Teacher Trainees in Sri Muktsar Sahib District. A sample of 200 teacher trainees was selected. Dr. HASEEN TAJ and Dr. R.P. Shrivastva respectively modified Leadership Effectiveness scale and social maturity scale was employed to collect the data which was analysed by using Mean, S.D. and t-test. The findings of the study revealed that there is significant correlation between leadership quality and social maturity level of teacher trainees.

Introduction

Leadership :- According to social psychologists, leadership evolves from a dynamic and interacting group that is held together by loyal ties to an individual, and is concerned with the goals of the group.

Thus a leader may be anyone who is organized by individuals or by the group as an available source of help.

The leadership behaviour must adequately recognize the importance of each individual in accomplishing the task by the contribution of the individuals through group activity. Leadership evolves from group who works for attainment of the goals and maintain group solidarity, gets support and affiliation of the group. Leadership has been one of the most studied organizational issue. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Hogan (1978) stated "leaders generally can be found to be very social, intelligent, self confident and dominant. Furthermore, their knowledge and skills must be adequate to justify others following them."

Institute for Educational Leadership (2001) Teacher leadership is a mobilization of the available attributes of teachers to strengthen student performance at the ground level. Teacher leaders work toward collaboration and shared leadership in the daily activities in the school

Katzenmeyer & Moller (2001) Teacher leaders lead within and outside of the classroom. A teacher leader is a member and contributor to a community of teacher learners. They are influential in the continued improvement of educational practice.

Murphy (2005) Teacher leaders hold influence outside of the classroom and are autonomous in their own work. Still, they do not engage in managerial or supervisory tasks.

Social Maturity :- The word social maturity is comprised of two words social and maturity. Social means 'Living in Communities' and Maturity means 'Adjust himself to the social world around him. Thus social maturity refers to attaining maturity in social relationships i.e. to establish good relations with family, friends, neighbours and all other persons living in our society. Teacher Education institutions play significant role in developing not only intellectual or emotional maturity but also social maturity.

Horlock, social maturity is reflected through ones conformity to group standard, moral and traditions of becoming imbibed with sense of oneness.

Kenneth (1996) Social maturity is our attitude towards the environment in which he all survive not only affecting our species but all other species on this planet

Statement Of The Problem

"Leadership Quality and Social Maturity of Teacher Trainees in Sri Muktsar Sahib District."

Objectives

1. To study the leadership Quality of Teacher trainees in Muktsar District.
2. To study the Social Maturity of Teacher trainees in Muktsar District.
3. To study the relationship between leadership qualities and social maturity level of teacher trainees.
4. To study the difference in the leadership qualities of male and female teacher trainees.
5. To study the difference in the Social Maturity level of male and female teacher trainees.

Hypotheses :- For the present study following hypotheses are developed.

1. There exist positive correlation between leadership quality and social maturity level of teacher trainees in Muktsar District.
2. The degree of leadership qualities of teacher trainees is high.
3. The degree of social maturity of teacher trainees is high.
4. There exist no significant difference in the leadership qualities of male and female teacher trainees.
5. There exist no significant difference in the social maturity level of male and female teacher trainees.

Reviews Of Related Literature

Lastari, et.at. (2005) investigated factors influencing social maturity among obese children at elementary school in Surankarta. It was concluded that the prevalence of social immaturity in these children was 32.5%

.Landis et.al. (2006) studied cognitive social maturity, life change events, and health risk behaviours among adolescents. Development of a structural equation model. It was found adolescents social thought process was related to their recent life events, which in turn are related to their substance use behaviours.

Chand (2007) concluded study on social maturity among student teachers and concluded that both male and female student teachers belonging to rural and urban

localities did not differ from each other on personal adequacy and interpersonal adequacy dimensions of social maturity.

Jyotsana and Shah (2008) The result reveals that there is positive correlation between Social Maturity and Adjustment of school students.

Singh and Thukral (2010) Social Maturity and Academic Achievement of high school reported a significant relationship between social maturity and academic achievement of high school students in that sample

Lawrence, and Jesudoss (2011) found that significant difference exists between boys and girls students in their social maturity.

Singh (2012) The results reported that Rural and Urban high school students differ significantly in their level of general mental ability and anxiety whereas no significant differences were found between them on the variables of emotional maturity, social maturity and academic achievement.

Shubash (2012) It was found that boys and girls differ in the social maturity. Further it was found that there exist significant difference between the social maturity of students from Rural Urban and Arts, Commerce and Science discipline.

Clayton, Sanzo and Myrano (2013) It was found that aspiring leaders can promote an environment that is conducive to high levels of student achievement

Sample

For the present study 200 teacher trainees of Muktsar District was selected; among them 100 was male and 100 were female trainees.

Method

The Descriptive Survey method was employed for the present study.

Tools

1. Leadership Effectiveness Scale by Dr.Haseen Taj (2010)
2. Social Maturity Scale by Dr.R.P Shrivastva (2004)

Results

Hypothesis -I :- There exist significant correlation between leadership quality and social maturity level of teacher trainees

Table -I Showing the correlation between Leadership Quality and Social Maturity among teacher trainees

Variable	N	Coefficient of correlation(r)	Remarks
Leadership quality	100	0.803	significant at 0.05 level and .01 level
Social Maturity	100		

From the table-I it is clear that coefficient of correlation between scores of leadership quality and social maturity has come to be 0.803 which is significant at .05 level and .01 level. The obtained result held the opinion that leadership quality and social

maturity has positive Therefore, it can be stated that our Hypothesis -1 namely **There exist significant correlation between leadership quality and social maturity level of teacher trainees** is found to be accepted.

Hypothesis –II :-The Degree of Leadership Qualities of Teacher Trainees is high

Table –II Showing Range and Level of Leadership Effectiveness Quality Scale

Sr. No.	Z – Score Range	Grade	Leadership Effectiveness Level
1.	+2.01 and above	A	Very High
2.	+1.26 to + 2.00	B	High
3.	+ 0.51 to + 1.25	C	Above Average
4.	- 0.50 to + 0.50	D	Average
5.	- 0.51 to – 1.25	E	Below Average
6.	- 1.26 to – 2.00	F	Low
7.	- 2.01 and below	G	Very Low

Table II reveals that the mean scores of Leadership Quality of Teacher Trainees in Muktsar District is -0.0016 which is regarded as average level (Grade-D) of leadership quality. It means that degree of Leadership Quality of Teacher Trainees in Muktsar District was found to be Average.

Hypothesis – III :-The Degree of Social Maturity of Teacher Trainees is high

Table-III Showing Range and Level of Social Maturity Scale

Sr. No.	S.Q. Range	Category/ Level
1.	141+ Above	Very Superior
2.	121-140	Superior
3.	111-120	Above Average
4.	91-110	Average
5.	81-90	Below Average
6.	71-80	Inferior
7.	51-70	Very Inferior
8.	26-50	Poor
9.	Below 25	Very Poor

Table-III, reveals that the mean score of Social Maturity Scores of Teacher Trainees in Muktsar is 97.92 which is in the range of average Level of Social Maturity. It means that degree of Social Maturity of Teacher Trainees in Muktsar District was found to be Average.

Hypothesis – IV:-There exist no significant difference in the Leadership qualities of male and female teacher trainees

Table-IV Showing the Differences in Leadership Effectiveness Quality of Male and Female Teacher Trainees

Category	N	Mean	SD	SE _M	SE _D	t- Value	Remarks
Leadership quality of Male	100	0.2414	0.6665	0.0665	0.099	4.909	Significant at 0.05 &.01 level
Leadership quality of Female	100	0.2446	0.743	0.0743			

From the Table-IV, it is clear that the Mean score of Leadership quality of male teacher trainees has been found to be 0.2414 which is more than the mean score of leadership quality of female teacher trainees i.e. 0.2446. The t – value for the variables of leadership quality of male and female teacher trainees came out to be t=4.909 with 198df. The t – value is significant for concerned variable between the two groups at .05 and .01 level of significance. Therefore it can be stated that our Hypothesis-II namely, **There exists no significant difference in the Leadership qualities of male and female teacher trainees** is found to be rejected.

Hypothesis –V:-There exist no significant difference in the Social Maturity of male and female teacher trainees

Table-V Showing the Differences in Social Maturity of Male and Female Teacher Trainees

Category	N	Mean	SD	SE _M	SE _D	t- Value	Remarks
Social Maturity of Male	100	100.88	13.755	1.3755	1.6398	3.6101	Significant at 0.05 level
Social Maturity of Female	100	94.96	8.928	0.8928			

From the Table-V , it is clear that the Mean score of Social Maturity of male teacher trainees has been found to be 100.88 which are more than the mean score of Social Maturity of female teacher trainees i.e. 94.96. The t – value for the variables of Social Maturity of male and female teacher trainees came out to be 3.6101. The t – value is significant for concerned variable between the two groups at .05 and 0.01 level of significance with 198 df. Therefore it can be stated that our Hypothesis-II namely, **There exists no significant difference in the Social Maturity of male and female teacher trainees** is found to be rejected.

The obtained results are in conformity with the previous findings of Emery(1997), Singh and Surjit(2012). However these results contrary to the previous findings of Singh and Thukral (2010), Lawrence and Jesudoss(2011), Shubash(2012).

Conclusions:- On the basis of the scores obtained results and discussions, the following conclusions can be drawn:-

1. There exist Positive degree of correlation between leadership quality and social maturity, as the value of $r = 0.803$ which is significant at 0.05 as well as at 0.01 level. The results that Leadership and Social Maturity go side by side. Both are the two sides of same coin. It can be inferred that Social Maturity plays a vital role for developing Leadership.
2. The second hypothesis “ **The Degree of Leadership Quality of teacher trainees is high**” The mean scores for the variables of leadership quality of male and female teacher trainees came out to be -0.0016 which lies in the Average range. So our hypothesis –II namely “ **The Degree of Leadership Quality of teacher trainees is high**” is partially accepted.

3. The third hypothesis **“The Degree of Social Maturity of teacher trainees is high”** The mean scores for the variables of social maturity of male and female teacher trainees came out to be 97.92 which lies in the average range. So our hypothesis –III namely **“The Degree of Social Maturity of teacher trainees is high”** is partially accepted.
4. The fourth hypothesis **“There exist no significant difference in the Leadership qualities of male and female teacher trainees”** The t- value for the variables of male female teacher trainees came out to be 4.909. The t- value is significant for concerned variable between the groups at 0.05 as well as 0.01 level. Therefore it can be stated that our Hypothesis –IV is found to be rejected. The mean score of male is high as compare to females. The reason behind this may lies in the ways of upbringing the Male and Female. Male in the Indian Society are given more exposure which contribute towards developing Leadership and Social Maturity.
5. The fifth hypothesis **“There exist no significant difference in the Social Maturity of male and female teacher trainees”** The t- value for the variables of male female teacher trainees came out to be 3.6101. The t- value is significant for concerned variable between the groups at 0.05 as well as 0.01 level. Therefore it can be stated that our Hypothesis –V is found to be rejected. It can be inferred that male got more exposure and they are given very free atmosphere everywhere. This may be the reason for that the male are socially mature as compared to female teacher trainees.

Educational Implications

1. Teachers are the nation builders. They affect the life of students a lot, so the teachers should be socially mature should be effective leader in dealing with the Today’s Generation.
2. Female’s upbringing should be at par with Male’s upbringing. Female are the most important part of Society. They should be given equal rights. So that Female’s can have effective Leadership Quality.
3. Only teacher’s can shape student’s personality by becoming model for them. With qualities like leadership and social maturity, teachers can exhibit a live model. So congenial environment at schools, appreciation by Principal/ Headmaster Management should be given to Teachers.
4. Teachers must be confident that administrators and other teachers will not criticize them for expressing ideas that might seem unusual at first.

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