LEADERSHIP QUALITY AND SOCIAL MATURITY OF B. ED. TRAINEES IN AHMEDABAD, INDIA

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ABSTRACT

Education has been recognized as a basic human right by all the countries as per the declaration of Dhaka Summit and the EFA movement at Jointien (1990) aimed at transformation of educational values, structures and procedures in many parts of the world. World Declaration on Education for All (ECEFA 1990) has emphasized that education should ensure a safer, healthier, more prosperous contribution to social, economic and cultured progress, tolerance and international cooperation. Every person, child, youth and adult must be benefited from educational opportunities designed to meet their basic learning needs. During recent years phrases like "school improvement", "education reform", "better schools" etc have emerged as significant concepts. Schools are expected to focus on and deliver the cultural and organizational change needed for all types of continuous improvement. The teacher is the key role player in the school. For children he is a leader; a guide and a friend; he has to recognize the potential of child; one should have social maturity to deal with children of individual differences. This paper throws light on the leadership quality and its relationship with social maturity of trainee teachers of Aurangabad city. The study was conducted on 250 trainee teachers of B.Ed college. The result reveals that (0 the correlation coefficient of leadership quality and social maturity level is 0.32 which is positive but low (ii) the degree of leadership qualities of B Ed. trainees is high and (iii) the degree of social maturity of B Ed. trainees is average and in both i.e. degree of leadership and degree of social maturity, sex is not a'amithmt i.e, there is no significant difference in male and female B Ed. trainees.

INTRODUCTIUON

"Growth & development are not merely changes in physical size or body proportions. Changes occur in almost every relation within and without the human being". —**Anderson (1939)**

The human being as we witness is never static. From the moment he is conceived till the time of his death, he is undergoing constant changes. At each stage some of these changes are just beginning, some are at their peak and some are in their process of decline.

Concept of Maturity

The maturity marks the end of growth and development. In some aspects of development, maturity of structure and function comes at fairly early age, whereas, in others, it comes later. Development comes from maturation and learning. The concept is concerned with the forces, inside and outside the individual. The maturity, as a term, is used commonly in two ways — firstly, in reference to the behavior that conforms to the standards and expectations of the adults and secondly, in reference to the behavior that is appropriate to the age of the individual under observation. Psychologists usually use maturity in the second sense.

Social Maturity

The Educational Policies of National Education Association (NEA) 1918 include 7 areas in the social development of the personality of the human being. These are as follows: 1) Health, 2) Command of the Fundamental Process, 3) Worthy Home Membership, 4) Vacation, 5) Citizenship, 6) Worthy use of leisure and 7) Ethical character. Later on more aspects were included by NEA (1938) 1) Self-realization, 2) Human Relationship, 3) Economic Efficiency, 4) Civic Responsibility

Meaning and Concept of 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 recognized by Individuals or by the group as an available source of help.

The leadership behavior must adequately recognize the Importance of each individual in accomplishing the task by the contribution of the individuals rough group activity. Power and position t ion may not be the criteria for I leadership. Leadership requires specific characteristics which an effective leader must possess. Thus it may be defined as the 'city to guide others in the achievement of a common goal. Decisiveness, determination, 'interpersonal and organizational aptitude, loyalty self-efficacy, and self-discipline are considered ,as some of the attributes of effective lenders. Leadership evolves from groups; these groups are usually unified around mutually agreed upon goals. The individual in the group, who works for attainment of the goals and maintains group solidarity, gets support and affiliation of the group. Members of the group accept the proposals made by such individuals and accept them as their leaders. Thus, Icatiership includes following also.

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Gandhiji was a national leader and the entire country accepted his principles and followed him in the freedom struggle. Similarly, in an educational setup we find leaders and followers. The Headmaster leads the entire school and the teachers lead the students.

The present paper focuses on the two important aspects i.e. Leadership Quality and Social Maturity. The investigators wanted to study the relationship between the two aspects as these are very essential for teachers and especially trainees as they are the future teachers.

Review of Related Research

• 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."

• Hohmann and Hawker (1982) identified sensitivity to other's needs, acceptance and use of others' contributions, tolerance for personal differences and confidence in skills and knowledge as characteristics of- strong leaders.

• Deshpande, S. (1983) conducted research on, "An analytic study of leadership qualities in junior college students in Vidarbha Region". The findings revealed: 1) there was no relationship between parents' education and students' leadership qualities; 2) there was no significant relationship between parents' economic status and students' leadership qualities.

• Mulia, R.D. (1986) in his Ph.D. Thesis worked on, "An investigation into the leadership behaviour of students in the context of some psychosocial factors," The findings of research were: 1) The students of science stream had higher leadership behavior than students from commerce & arts stream; 2) girls are superior to boys in leadership behavior; 3) the SES variable had no effect on leadership behavior.

• Pattramon Jumpangern (1986) conducted a study of social maturity of teachers' college students of Western Region of Thailand in the context of some psycho-socio factors. He stated that student-teachers with dominant personality traits were more socially matured than those having submissive personality traits. Student-teachers with high leadership traits were more socially matured than those having low leadership traits. Student-teachers having low neuroticism were more socially matured than those having high neuroticism; those having high emotional stability were more socially matured than those learning low emotional stability; good-family adjustment and good personal adjustment also showered more social maturity.

• Asthana Anju (1989) in a study "A study of social maturity among school going children in the city of Lukhnow" found 1) Social maturity increased with increase in grade level; the growth rate had been highest in the first school year. 2) Intelligence academic achievement and adult –dependence were significantly associated with the social maturity of children, although adult – dependents had negative association. 3) No significant association was found between social maturity and SES of the child.

• Ban Eng (ion and John Feldhusen (I 994) investigated relationships among leadership potential, social maturity, creativity, intelligence and academic achievement among adolescents in the U.S. and Singapore. Results showed higher intelligence but lower leadership potential among Singapore students and a positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated intelligence achievement.

Objectives

• To study the leadership qualities of B.Ed. trainees in Ahmadabad City.
• To study the social maturity level of B Ed. trainees in Ahmadabad City.
• To study the relationship between leadership qualities and social maturity level of B Ed. trainees in Ahmadabad City.
• To study the differences in the leadership qualities of male and female B Ed. trainees in Ahmadabad City.
• To study the differences in the social maturity level a male and female B Ed. trainees in Ahmadabad City.

Hypotheses

♦ There is positive and high correlation between leadership quality and social maturity level of B Ed trainees in Ahmadabad City.
♦ The degree of leadership qualities of B.Ed. trainees in City is high.
♦ The degree of social maturity of B.Ed. trainees in City is high.
♦ There is no significant difference in the leadership qualities of male and female B.Ed. trainees in Ahmadabad City.
♦ There is no significant difference in the social maturity level of male and female B.Ed. trainees in Ahmadabad City.

Population

All B Ed trainees in Ahmadabad, Dist-Patan (North Gujarat).

Sample

There are 10 B.Ed. colleges in Ahmadabad, Dist-Patan (Gujarat) from each college randomly 25 students were selected; a total of 250 B Ed students were selected; among them 125 were male and 125 were female students.

Tool

i) The leadership qualities were measured using 'Leadership Effectiveness Scale' prepared by Dr. Haseen Taj.
ii) ii) Social maturity was measured by 'Social Maturity Scale' prepared by Dr. R.P. Shrivastva.

Analysis of Data

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Table-1: Range & Level of Leadership Effectiveness Quality Score

S.No	Range	Level
1	5-98	Low Level
2	99-197	Average Level
3	198-296	High Level
4	297-395	Very High Level

Table-2: Range & Level of Social Maturity Score

S.No	Range	Level
1	0-39	Low Level
2	40-79	Average
3	80-120	High

Table-3: Coefficient of Correlation & Mean of Variables

Coefficient of Correlation	0.32
Mean (Leadership Quality)	271.7
Mean (Social Maturity)	79.86

Table-4: Mean, N,S.D t Value & Significant/Insignificant

Variable	Group	N	Mean	S.D	t-Value	Significant at 0.05 level	Significant at 0.05 level
Leadership	Female	125	272.42	33.03	0.415	Insignificant	Insignificant
	Male	125	270.74	30.94			
Social Maturity	Female	125	81.34	9.40	1.4166	Insignificant	Insignificant
	Male	125	78.70	18.44			

Findings

• The coefficient of correlation Between scores of leadership qualities and scores of social maturity was found to be 0.32 which indicate positive and low but substantial relationship.

• Table 3 reveals that the Mean score of scores of leadership quality of B Ed trainees in Aurangabad City is 271.7 which is regarded as high level of leadership quality (Table 1). It means that the degree of leadership quality of B Ed trainees in Aurangabad City was found to be high.

• Table 3 reveals that the Mean score of Social maturity of lid trainees in Ahmadabad city was 79.86 which was in the range of high social maturity (Table 2).

• There was no significant difference between the leadership qualities of male m id female B Ed trainees in Ahmadabad City as the t value is 0.415 which is non-droll-leant at 0.05 level of significance.

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• There was no significant difference in the social maturity of male and female B Ed trainees in Ahmadabad City as the t value is 1.4166 which is insignificant at 0.05 level of significance.

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