Social Maturity of B. Ed Student Teachers

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Abstract – The research study was taken to investigate the Social maturity of B. Ed Student teachers. The sample of 150 B. Ed student Teachers from Mysore City was selected to adopting Stratified random sampling technique giving representation to type of B.Ed colleges and streams. B Ed student teacher's social maturity was accessed with the help of social maturity scale developed by Nalini Rao. Specific objectives formulated were: 1. To assess the level of Social Maturity of the B. Ed student teachers. 2. To study the Significant difference between Male and Female B. Ed student teachers with respect to their Social Maturity. 3. To study the Significant difference between Arts and Science stream B.Ed student teachers with respect to their Social Maturity. 4. To study the Significant difference between Government, Aided and Un-aided B.Ed college student teachers with respect to their Social Maturity. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzed using percentage analysis, t-test and one-way ANOVA. Findings of the study were 1. A majority (45%) of the B. Ed student teachers in Mysore city was found to possess average level of Social Maturity and (26 %) were found to possess low level of Social Maturity, Only (29 %) of the B. Ed students possess high level Social Maturity. 2. Significant difference was found in Social Maturity of male and female B.Ed Student teachers comparing mean scores. It is found that the female student teachers have High Social Maturity than their male counterparts. 3. No significant difference was found between Arts and science B. Ed student teachers in their Social Maturity. 4. Significant difference was found in Social Maturity of Government, Aided and Un-aided B. Ed college student teachers comparing student mean scores. It is found that Aided college B. Ed college student teachers having High Social Maturity comparing than their Government and Un-aided College counter parts.

Keywords – Social Maturity, Student Teachers, Stream.

I. INTRODUCTION

Education plays an elementary role in the society and cannot even imagine a life without it. It is a determined element for the civilization of human society. It will also help to develop healthy surroundings and generates advance community. The modern aim of the education is the wholesome balanced or harmonious development of the personality. It means moral, social, spiritual, Intellectual, emotional and physical development. All these aspects are equally important for developing a healthy personality in the society. Personality does not exist in vacuum but to large extent depends upon social environment. Education develops the individual like a flower and distributes its fragrance all over the society.

Education makes a man completely socialized. The aim of education is to make a man physically, mentally, morally and socially mature and perfect in every field. Teachers are the building blocks of an educational edifice.

They play a vital role in educating and teaching future generations. They are perceived as the architects of the second creation. Therefore training institutions have to play a vital role in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching.

Teacher Education institutes are equip prospective teachers with the knowledge, attitudes, behaviors and skills. They require performing their tasks effectively in the classroom, school and wider community. Teacher Education Institutions play significant role in developing social maturity. These institutions train the future teachers in all aspects related to social maturity through various modes to serve for better cause. Social maturity attained in a natural setting or artificial setting is prompted by the efforts of a well trained teacher working in these institutions. They impart the knowledge about the society, its rules and norms to the students which is helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he/she develops self-direction of effort and learns efficiency to use time, control emotions, develop sense to deal with the different people in the society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc.

Society is significant medium where certain quality of life and certain types of activity and occupation are provided with the aim of securing development based on the social needs. Since it is a stem of growth characteristics of teacher trainees should adapt to the society in which they live and to which they also expected to adjust and contribute the social maturity receives important at the present context.

Social Maturity

Social maturity means knowing what to do and determined for it by following role models to reach the desired level of acceptable social behaviour. Social maturity is a long process to be socially mature. Students should be exposed to those people who are socially mature so they can pattern his/her behaviour accordingly. The students 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 confirm to group standards, morals, and traditions and becoming imbued with a sense of oneness, inter-communication 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, behaviour appropriateness, social problem solving and judgement".

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.

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

➤ *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.

➤ *To decline egocentricity:* As a person matures socially, he becomes less and less egocentric or self-cantered – his interests, thoughts and expressions are increasingly cantered 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.

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

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

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

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

➤ *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.

Social Maturity is a personal commitment of each individual must make as the attitude that will influence his/her daily lives. Individuals can opposite for the socially immature attitude of self centeredness or they can opposite for the socially mature attitude of genuine concern for the total well being of each other. It would help to a teacher to understand every individual student and to give a quality education to them. The Maturity of a student is influenced by various social factors such as dependence, self control, stress management, social maturation, ability to size up a social situation and social adjustment.

II. NEED AND IMPORTANCE IF THE STUDY

The quality of a nation depends upon the quality of its citizen. The quality of the citizens in term depends upon the quality of education and ultimately upon the quality of the teachers. The destiny of India is being shaped in its classroom, in which teachers play a very significant role as per the Kothari commission report on educational policy of nation. The teachers especially at the secondary level are the creator of the future citizens of the nation play significant role.

The teachers should be a collection of Nobel qualities like challenging and dynamic in the society. He/She not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the characterised goals in the right way. In this background the institution of education play a significant role in developing intellectual ability and Social maturity. Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need. Since it is stem of growth characterizes of B. Ed student teachers should adapt to the society in which they also accepts to adjust and contribute the social maturity receives important at the present context. In this direction this study takes a position that Social maturity are very important to the student teachers who live and grow in the complex of social environment. Therefore there is a need to study the Social maturity of B. Ed student teachers.

Hence this investigation is a modest venture in this direction. It is in this context this investigation makes an attempt to study the correlation between Moral Judgment and Social.

III. STATEMENT OF THE PROBLEM

As student teachers at secondary level are going to handle young minds that are the stage to mould their personality in a desirable way. It is important to develop such perspective teachers who are having socially matured. In this regard the present study intents to investigate the Social Maturity of B. Ed student teachers.

Hence the present study is entitled: "Social Maturity of B. Ed student teachers".

IV. OBJECTIVES OF THE STUDY

The following are the objectives of the study
1. To assess the level of Social Maturity of the B. Ed student teachers.
2. To study the Significant difference between Male and Female B. Ed student teachers with respect to their Social Maturity.
3. To study the Significant difference between Arts and Science stream B.Ed student teachers with respect to their Social Maturity.
4. To study the Significant difference between Government, Aided and Un-aided B.Ed college student teachers with respect to their Social Maturity.

V. HYPOTHESIS OF THE STUDY

In pursuance of the Objectives of the study, the following null hypotheses were formulated.

1. There is no significant difference between male and female B.Ed student Teachers with respect to their Social Maturity.
2. There is no significant difference between Arts and Science B. Ed student Teachers with respect to their Social Maturity.
3. There is no significant difference between Government, Aided and Un-aided B.Ed college student Teachers with respect to their Social Maturity.

VI. OPERATIONAL DEFINITIONAL OF THE KEY TERMS

Social Maturity: social maturity is taken to be the level of social skills and awareness that an individual has achieved relative to particular norms of the society in which he is a member. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgment. Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility that is contributing the well being of society. **(Dr. Nalini Rao; 2003).** The present study Social Maturity of B. Ed student teachers are represented by the total scores obtained by the student teachers on Social Maturity Scale developed by Dr. Nalini Rao.

B. Ed Students: The Students who finished their bachelor degree (BA/B. Sc) course and joined bachelor of degree in education under different streams like arts and science and also in different college like Government, private Aided and private Un-aided.

Types of B. Ed College: In this study the following three categories of the B. Ed colleges were considered.

➢ **Government College**

Colleges which are established, funded and managed by state government of Karnataka, consider as Government B. Ed colleges.

➢ **Private Aided College**

Colleges which are established and owned by private management and funded by Karnataka state government consider as private aided B. Ed College.

➢ **Private Un-aided College**

Colleges which are established owned, funded and managed by private management and recognized by state government are consider as and private Un-aided B. Ed college.

Streams

In the present study streams means the methodology subjects studies by B. Ed student teachers.

➢ **Arts Stream**

The student who studied arts as major subjects in degree or in Master degree and studying B.Ed under arts method like History-Kannada, History-Geography, History-English are called Arts stream.

➢ **Science Stream**

The student who studied Science as major subjects in Bachelor degree and studying B. Ed under Science method like Physics and Mathematics, Chemistry and Biology are called Science Stream.

VII. VARIABLES OF THE STUDY

The following are the variable of the study
Main variables:
❖ Moral Judgment
❖ Social Maturity
Background variables:
❖ Gender (Male / female)
❖ Streams (Arts / Science)
❖ Types of college (Government / Aided / Unaided).

VIII. METHODOLOGY

The present study was taken up to investigate the Social maturity of B. Ed Student teachers and to find whether there is any difference in these variables with respect to gender, Stream and type of colleges. Descriptive survey method of study was followed.

Sample of the Study

The Study was conducted a sample of 150 B. Ed student Teachers from different B. Ed colleges of Mysore city. The samples were selected using stratified random sampling technique giving representation to type of B.Ed colleges and streams.

The Sampling frame is as shown on table no 1:

Table No. 1: Table showing the sample of B. Ed Student Teachers.

Type of B Ed College	Stream		Total
	Arts	Science	
Government B.Ed College Student Teachers	25	25	50
Aided B.Ed College Student Teachers	25	25	50
Unaided B.Ed College Student Teachers	25	25	50
Total	75	75	150

Procedure For Data Collection

Data for the study was collected by administering the social maturity scale to the selected sample by the investigator. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing appropriate statistical techniques.

Research Tools Used

The following tool used to collect the data:

➢ **Social Maturity Scale"** developed by Nalini Rao (2003). Split half Reliability of the scale is 0.76.

Statistical Techniques used to Analysis The Data

The obtained data was analyzed using Percentage, 't' test, and one way ANOVA

IX. ANALYSIS AND INTERPRETATIONS OF THE RESULT

The analysis of data interpretation and discussion of the results are presented below: **Objective No 1: To assess the level of Social Maturity of B. Ed student teachers.**

Analysis related to objective 1 is presented in table no. 2.

Table No 2: Table showing the percentage of B. Ed student teachers with respect to their different levels of Social Maturity.

Level of Social Maturity	Score Limit	Percentage of B.Ed student teachers	
Highly Matured	391-450	39	26%
Moderately Matured	338-390	68	45%
Low Matured	0-337	43	29%

Table no. 2 reviles that majority of B. Ed student teachers that is 45% of B. Ed Student teacher's have moderate level of Social Maturity. It is seen that only 29% and 26% of B. Ed student Teachers are processing low and high level of Social Maturity.

Hypothesis 1: There is no significant difference between male and female B. Ed student Teachers with respect to their Social Maturity.

't' test was calculated to test the hypothesis no 1. The results are presented in the table no 3.

Table No 3: summary table of 't' test of social maturity of male and female B. Ed student teachers.

Gender	N	Mean	SD	df	t	Level of Significance
Male	43	269.30	25.64	148	3.27	Sig
Female	107	284.78	26.44			

Sig-Significant

Table no. 3 shows that obtained 't' value of 3.27 is more than the tabled 't' value of 1.98 at 0.05 level of significant for the degrees of freedom 148. Therefore the null hypothesis there is no significant difference between male and female B. Ed student teachers is rejected and it is concluded that there is a significant difference in male and female B. Ed student teacher with respect to their social maturity.

Comparing the mean value it is found that female B.Ed student teachers have a better Social Maturity comparing men counterparts.

Hypothesis No. 2: There is no significant difference between Arts and Science B. Ed student Teachers with respect to their Social Maturity.

't' test was calculated to test the Hypothesis no 2. The result are presented in the table no. 4

Table No. 4: Summary table of 't' test of social maturity of Arts and Science B. Ed student teachers.

Stream	N	Mean	SD	df	t	Level of Significance
Arts	74	281.06	29.21	148	0.321	N S
Science	76	279.64	24.95			

N S - Not Significant

Table no. 4 shows that obtained 't' value of 0.321 is less than the tabled 't' value of 1.98 at 0.05 level of significant for the degrees of freedom 148. Therefore the null hypothesis there is no significant difference between arts and science B. Ed student teachers is accepted and it is concluded that there is no significant difference in male and female B. Ed student teacher with respect to their social maturity.

Hypothesis No. 3: There is no significant difference between Government, Aided and Un-aided B. Ed College student Teachers with respect to their Social Maturity.

One way ANOVA was calculated to test the hypothesis no 3. The results are presented in the table no 5.

Table No 5: Summary table of the one way ANOVA of Social maturity of B. Ed Student teachers belonging to government, aided and unaided colleges.

Social Maturity	ANOVA Sum of squares	df	Mean square	'F'	Level of Significance
Below the group	12861.493	2	6430.747	9.821	sig
Within the group	96250.480	147	654.765		
Total	109111.973	149			

Sig -Significant

Table no. 5 shows that the obtained 'f 'value of 9.8241 is greater than the tabled value of 3.06 at 0.05 level of significant for degree of freedom 2 and 147. Therefore the null hypothesis there is no significant difference between B.Ed student teachers belonging to Government, aided and un aided college with respect to their social maturity is rejected and it is concluded that there is a significant difference in B. Ed student teachers belonging in Government, aided and un aided B. Ed colleges with respect to their Social Maturity.

Comparing the mean value it is found that Aided college B. Ed student teachers have a better Social maturity comparing Government and Un-aided B. Ed college student teachers.

X. Findings of The Study

It Was Found That

1. A majority (45%) of the B. Ed student teachers in Mysore city was found to possess average level of Social Maturity and (26 %) were found to possess low level of Social Maturity, Only (29 %) of the B. Ed students possess high level Social Maturity.

2. Significant difference was found in Social Maturity of male and female B.Ed Student teachers comparing mean scores. It is found that the female student teachers have High Social Maturity than their male counterparts.

3. No significant difference was found between Arts and science B. Ed student teachers in their Social Maturity.

4. Significant difference was found in Social Maturity of Government, Aided and Un-aided B. Ed college student teachers comparing student mean scores. It is found that Aided college B. Ed college student

teachers having High Social Maturity comparing than their Government and Un-aided College counter parts.

XI. EDUCATIONAL AMPLIFICATIONS

The following are the educational implications of the study:

✓ The present study has shown that there is a need to develop social maturity of B.Ed student teachers. Teachers are the nation builders. They affect the life of students a lot, so the teachers should be socially mature and they should be effective leader in dealing with the today's generation.

✓ Teacher education programmes should provide instruction for novice teachers to increase their understanding and knowledge of social maturity, methods, programmes, or strategies that might be employed to teach and discipline classroom students. Research indicates that social maturity encompasses various abilities that can be improved when a person learns about these aptitudes, thus reflecting upon his or her own behavior in the classroom. It is suggested that this study be replicated with other variables such as different age groups and different religions. It is also recommended that a future study take into account the perceptions of school principals and parents as well.

✓ The present study found that the female student teachers have High Social Maturity than their male counterparts. 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. The present scenario of society is characterized as being full of anger, hatred, distrust, disharmony, confrontation and above all degradation of human values. At this point of time, the colleges of education are considered more conducive place for the cultivation of certain desirable social skills among future teachers. They have to be trained to develop self-confidence, self-direction, social feeling, social and human values. Teachers and parents have to adopt the skills of social development to make their children socially concerned and aware along with inculcating in them social behaviour. There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.

✓ The teacher educators should adopt issue based teaching and learning strategies taking real life situation to make the individual aware of them self and others. It is essential to reform the curriculum with ample opportunities for partial knowledge. More ever it is the duty of the teacher educators who should be role models possessing high level of Social Maturity to enhance these factors among the students who in turn can contribute to national development.

XII. CONCLUSION

Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good social maturity environment can have good personality because Social Maturity enhances the personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring intelligent, fair minded, broad minded, courageous straight forward, imaginative and innovative.

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