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A Study on Social Maturity Among B.Ed. Student-Teachers in Colleges of Education

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Abstract

The paper study was intended to find out the level of Social Maturity among B.Ed. Student- Teachers in the College of Education. This study involves to Normative Survey Method. The size of the sample in the study was 200 students- teachers who were selected through the Random Sampling Technique. The Statistical procedures used in this study were Mean, Standard Deviation, and 't' test to analyze the data. The Major findings of the study were i) The level of Social Maturity among B.Ed. Student- Teachers in Colleges of Education are average. ii) Both Male and Female B.Ed. Student – teachers are having a similar level of Social Maturity. iii) Both Rural and urban B.Ed. Student – teachers are having a similar level of Social Maturity and iv) Both Arts and Science B.Ed. Student – teachers are having a similar level of Social Maturity.

Keywords: Social Maturity, Student- Teachers, College of Education

Introduction

Social maturity means knowing what to do and striving for it by following role models to reach the coveted level of acceptable social behavior. Social maturity is a complex process. To be culturally mature, students should be presented to those people who are socially mature so that they can pattern their behavior, therefore. The students can try to reach the expectations of the social system, parents, teachers, siblings, and peers who matter to them. Social maturity deals with learning to correctly relate to acquaintances, friends, and intimate relationships. It also involves understanding as to how to honor and respect those in authority; civil, parental, employer, or spiritual.

Social Maturity is the process of developing appropriate attitudes for personal, interpersonal, and social adequacies of an individual, which are essential for functioning effectively in the Society. Hurlock says that a socially mature individual conforms not so much because he approves of existing patterns of behavior or because of fear of others but to realize that each individual must be willing to fit his wishes into the pattern approved by the group as a whole.

Research Studies

Surjit Sing, T. and Praveen Thakral, N. (2010) conducted a study on "Social Maturity and locus of control of high achievers and low achievers." The major findings of the study are there is no significant difference between the Social Environment as far as the Social Maturity and locus of control are concerned. Social Competence was found independent of academic standing and gender. The socializing agents, especially the parents, peer groups, and community at large, seem to hold an influential hold to decide the material dimension of Social Maturity in the personality of children.

Herry Y et al. (2012) conducted a study on the effect of Pre-School Experience on Social Maturity of first grade elementary children in Iran. Results indicated that i) There is no significant difference in social maturity elementary children between urban and rural areas. ii) There is no association between the social maturity of rural children and selected socio-demographic variables. iii) There is no association between the social maturity of urban children and selected socio-demographic variables.

Kaneko, F. and Okamura, H. (2013) conducted a study on the Social Maturity, Self-Perception & Associated factors, including motor co-ordination of children with Attention Deficit Hyperactivity Disorder. The result of the study suggested that most of the subjects had some degree of motor problem & suspension of Social Maturity. They also suggested an association between Social Maturity & Static Dynamic balance, which was one of the indices of motor coordination.

Need for the Study

Man is a social animal, and his existence without social set up can hardly be imagined. Parents, family members, neighbors, peer groups, society, etc. expect him to behave in a socially acceptable manner and to learn the ways to interact with them. This ability to function in an appropriately efficient manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to disappointment with stress while attaining a tolerant outlook, a satisfactory life philosophy that enables one to satisfy physical as well as psychological needs. Social maturity produces a climate of trust, harmony, active co-operation, and peaceful co-existence, while social adolescence, on the other hand, produces a climate of fear, discord, meeting, and one war after another. So the present study has been attempted "A Study on Social Maturity among B.Ed. Student- Teachers in Colleges of Education".

Objectives of the Study

The objectives of the study are

- To find out the level of Social Maturity among B.Ed. Student-Teachers in College of Education

- To find out the significant difference in the Mean Scores of the level of Social Maturity among B.Ed. Student-Teachers in College of Education concerning their Demographic Variables such as Gender, Locality of the College, and Subject.

Hypotheses of the Study

The hypotheses of the study are given below

- The level of Social Maturity among B.Ed. Student-Teachers in the College of Education are High.
- There is no significant opposition in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in College of Education concerning their Demographic Variables such as Gender, Locality of the College, and Subject.

Methodology

The study belongs to a Normative Survey Method, as it is indented to find out the level of Social Maturity among B.Ed. Student-Teachers in College of Education.

Selection and Size of the Sample

The investigator had selected 200 student-teachers as a sample by Random Sampling Technique from Trichy District.

Tool to be Used in this Study

Social Maturity Scale used was standardized scale prepared by Dr. Nalini Rao's (1986) Social Maturity Scale. The tool has 90 items under three areas: a) Personal Adequacy, b) Inter-personal Adequacy, c) Social Adequacy. The items were calculated on a five-point scale. The scoring for the positive items are for strongly agree, a score of '5' is given, for agree on a score of '4', for neutral a score of '3', for disagreeing a score of '2' and for strongly disagree a score of '1' is awarded.

Data Analysis

The investigator followed Mean, Standard Deviation, 't' Test for the analysis of the data. The results were presented in the following tables.

Hypothesis 1: The level of Social Maturity among B.Ed. Student- Teachers in Colleges of Education are high.

Table 1: Mean and Std. Deviation Scores on the level of Social Maturity among B.Ed. Student-Teachers in Colleges of Education in Total

S. No.	Variables	N	Mean	SD	
1	Total	200	60.97	3.13	
2	Gender	Male	98	60.81	2.87
		Female	102	61.14	3.37
3	Locality of the College	Rural	96	61.15	3.35
		Urban	104	60.82	2.92
4	Subject	Arts	96	61.06	3.73
		Science	104	60.89	2.46

From table 1, the obtained Maximum and Minimum Mean and SD of the Social Maturity are 61.15 and 60.81 and 3.75 and 2.46. It is also revealed that the Mean and SD of the Social Maturity score of the total sample were 60.97 and 3.13. It shows that the level of Social Maturity among B.Ed. Student-Teachers in Colleges of Education are average.

Hypothesis 2: There is no significant difference in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in College of Education concerning their Gender.

Table 2: ‘t’ value in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in Colleges of Education concerning their Gender

S. No.	Gender	N	Mean	Std. Deviation	‘t’ value
1	Male	98	60.81	2.87	0.74**
2	Female	102	61.14	3.37	

** Not Significant at 0.05 level

It is seen from the above Table 2 that the ‘t’ value 0.74 is not sig. at the 0.05 level. It is understood from the result that there is no significant difference in the level of Social Maturity among male and female B.Ed. Student-Teachers concerning their Gender.

Male and Female B.Ed. Student-teachers are having a similar level of Social Maturity. Hence the framed null hypothesis is found to be accepted.

Hypothesis 3: There is no significant difference in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in College of Education concerning their Locality of the College.

Table 3: ‘t’ value in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in Colleges of Education concerning their Locality of the College

S. No.	Locality of the College	N	Mean	Std. Deviation	‘t’ value
1	Rural	96	61.15	3.35	0.86**
2	Urban	104	60.82	2.92	

** Not Significant at 0.05 level

Table 3 reveals that the ‘t’ value 0.86 is not significant at the 0.05 level. It is understood from the result that there is no significant difference in the level of Social Maturity among rural and urban B.Ed. Student-Teachers concerning their Locality of the College. Rural and urban B.Ed. Student – teachers are having a similar level of Social Maturity. Hence the framed null hypothesis is found to be accepted.

Hypothesis 4: There is no significant difference in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in the College of Education concerning their Subject.

Table 4: ‘t’ value in the Mean scores on the level of Social Maturity among B.Ed. Student-Teachers in Colleges of Education concerning their Subject

S. No.	Gender	N	Mean	Std. Deviation	‘t’ value
1	Arts	92	61.06	3.73	0.37**
2	Science	108	60.89	2.46	

** Not Significant at 0.05 level

It is seen from the above Table -2 that the ‘t’ value 0.37 is not significant at the 0.05 level. It is understood from the result that there is no significant difference in the level of Social Maturity among Arts and Science B.Ed. Student-Teachers concerning their Subject. Arts and Science B.Ed. Student – teachers are having a similar level of Social Maturity. Hence the framed null hypothesis is found to be accepted.

Findings of the Study

The findings of the present study are presented below. They are as follows

- The level of Social Maturity among B.Ed. Student- Teachers in Colleges of Education are average.

- Both Male and Female B.Ed. Student – teachers have a similar level of Social Maturity.
- Both Rural and urban B.Ed. Student – teachers possess a similar level of Social Maturity.
- Both Arts and Science B.Ed. Student – teachers hold a similar level of Social Maturity.

Discussion of the Study

From the research findings, it is found that Social Maturity among B.Ed. Student- Teachers in Colleges of Education are average. This shows that maturity is strictly followed by B.Ed. Student – teachers in Colleges of Education. Both Male and Female B.Ed. Student – teachers are having a similar level of Social Maturity. Both Rural and urban B.Ed. Student – teachers are having a similar level of Social Maturity. Both Arts and Science B.Ed. Student – teachers are having a similar level of Social Maturity. From the review of related Literature, it is found that the following finding is closely associated with the study of **Surjit Sing, T. and Praveen Thakral, N. (2010)** the study found that there was no significant difference between the Social Environment as far as the Social Maturity and locus of control is concerned. Social Competence was found independent of academic standing and gender. **Herry Y, et al., (2012)** the study also found that there is no significant difference in social maturity elementary children between urban and rural areas. There is no association between the social maturity of urban children and selected socio-demographic variables. **Kaneko, F. and Okamura, H. (2013)** the result of the study suggested that most of the subjects had some degree of motor problem & delay of Social Maturity.

Conclusion

From the findings of the study, it was concluded that Social Maturity among B.Ed. Student- Teachers in Colleges of Education are average. The results reveal you tat the social Maturity among B.Ed. Student – teachers are good. This trend must be maintained and strengthened further for which healthy competitions may be arranged among the B.Ed. Student- teachers in a different social situation. Student – teachers may be oriented to highlight the day to day incidence being published in

the newspapers in the classroom interaction within the students to reinforce Social Maturity.

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