
SOCIAL MATURITY WITH REPECT OF GENDER AND SUBJECT OF STUDY AMONG B.Ed STUDENT TEACHERS

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Article Particulars

Received: 23.5.2017

Accepted: 25.5.2017

Published: 19.6.2017

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 Perambalur District was selected by adopting Random sampling technique giving representation to type of B.Ed colleges and streams. B Ed student teacher's social maturity was obtained 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. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzed using percentage analysis, t-test. Findings of the study were as follow. A majority (45%) of the B. Ed student teachers in Perambalur District 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. It is also found that the female student teachers have High Social Maturity than their male counterparts and no significant difference was found between Arts and science B. Ed student teachers in their Social Maturity.

Introduction

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 responsible 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 frustration with stress while attaining tolerant outlook, a satisfactory life philosophy that enables 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 immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another.

Teacher Education Institutions play significant role in developing not only intellectual or emotional maturity but also 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. She /he 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 develops self-direction of effort and learns efficiency to use his time, control his emotions, develops sense to deal with the different people in the society, develop gentle personal relationships, acquire the quality of

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adjustment, co-operation, sacrifice, independence, etc. He develops the ability to make judgments, decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature the teacher is more will be the social maturity among students and more mature will be the society and the nation. Taking these things into consideration the investigator felt a need to know about the social maturity of student teachers of Perambalur District.

Need and Importance of 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. The teacher 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.

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 intends to investigate the Social Maturity of B.Ed student teachers. Hence the present study is entitled : "Social Maturity with respect of Gender and subject of study among B.Ed student teachers".

Objectives of the Study

The objectives of the study are

1. To find out the level of Social Maturity among B.Ed student teachers
2. To find out the social maturity of Male and Female B.Ed student teachers
3. To find out the social maturity of science and arts B.Ed student teachers

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Hypotheses of the Study

On the basis of objectives of the study the following research hypotheses have been 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.

Method of the Study

a. Sample

The present research study belongs to the Survey Method, as the study intended to find out the exists level of social maturity among the student Teachers in Perambalur district. The investigators had selected 150 B.Ed. Student- Teachers studying in various Colleges in Perambalur District as sample by Random Sampling Technique.

b. Tools Used

The Social Maturity tool was standardized by Nalini Rao (1986). The scoring procedure of measuring the Social Maturity is used in the Likert type. It is a four point scale (Strongly Agree, Agree, Disagree and Strongly Disagree) consisting of 90 items both positive (11) and negative (30). The test- retest reliability of the scale is found to be 0.79 and has been validated against the external criterion strict.

c. Data Analysis

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

Table No1: 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 Teacher	
Highly Matured	391-450	39	26%
Moderately Matured	338-390	68	45%
Low Matured	0-337	43	29%

Table No1 reveals that majority of B. Ed student teachers that is 45% of B. Ed Student teachers 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.

Table-2 t value between the Mean scores on the level of Social maturity among the Student Teachers with respect to their Gender

Variables	Gender	N	Mean	SD	t value
Social Maturity	Male	45	269.30	25.64	3.27
	Female	105	284.78	26.44	

**-. Significant at 0.05 Level

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Table No.2 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 that 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 teachers 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 Male counterparts.

Table-3 t value between the mean scores on the level of Social maturity among the student Teachers with respect to their Subject stream

Variables	Subject Stream	N	Mean	SD	t value
Social Maturity	Science	74	281.06	29.21	0.321
	Arts	76	279.64	24.95	

**-. Not Significant at 0.05 Level

Table no3 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 that 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 teachers with respect to their social maturity.

Findings

The Findings of the study

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

Conclusions

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.

Educational Implications

The present study has shown that there is a need to develop social maturity among 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

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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 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 the role models possessing high level of Social Maturity to enhance these factors among the students who in turn can contribute to national development.

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