

A Study on the Social Maturity of B.Ed College Students in Chennai City

Dr. V. Vasudevan¹, Dr. R. Dhamotharan²

¹*Asst. Professor and Head, Department of Educational Psychology, Tamil Nadu Teachers Education University, India*

²*St. Joseph's Women's College of Education, Jolarpettai, Tirupattur District, India*

This study aims at finding the social maturity of B.Ed College students in Chennai city. The study was carried out using normative survey method with 200 B.Ed students as sample selected using simple random sampling. The tool used for the study was the 'Social Maturity Scale' prepared by Dr. Nalini Rao which consisted of 90 items. The statistical techniques used to analyse the data in the present study were Mean, Standard Deviation and 't' test. Findings of the study revealed that the level of social maturity of B.Ed College Students in Chennai City was average. The level of social maturity of B.Ed College Students in Chennai City was similar based on the biographic variables Sex, Locality and Stream.

Keywords: Social Maturity, B.Ed. College Students, Chennai City.

1. Introduction

Social Maturity is defined as the process of developing appropriate attitudes for personal, interpersonal, and social adequacies of an individual, that are essential for effective functioning in the Society. 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. A Socially mature person knows what to do and strives for it by following role models to reach the coveted level of acceptable social behavior. Social maturity is not simple process. To be culturally mature, students should be presented to those people who are socially mature so that they can shape their behavior. The students can 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. Social maturity also helps in understanding as to how to honor and respect those in authority, civil, parental, employer, or spiritual.

2. Literature Review

Baskaran and Anandan (2017) investigated the Social maturity of B. Ed Student teachers. The sample of 150 B. Ed Student Teachers from Perambalur District were 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 that a majority (45%) of the B. Ed student teachers in Perambalur District 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 was found that the female student teachers have higher social maturity than their male counterparts and no significant difference was found between Arts and science B. Ed student teachers with regard to Social Maturity.

Shabir A. Malik and EramNazir (2018) compared the social maturity of B.P.Ed and B.Ed students. A sample of 120 students (60 B.P.Ed and 60 B.Ed students) was taken from Government Physical College of Education Ganderbal and Government College of Education Srinagar (presently known as IASE Srinagar). Dr. NaliniRao's Social Maturity Scale was administered. For analysis, mean, SD and t- test were used. The investigator came to the conclusion that there is no significant difference between B.P.Ed students and B.Ed students on various dimensions (personal adequacy, interpersonal adequacy and social adequacy) of social maturity. The study also revealed that there is no significant difference between female B.P.Ed students and female B.Ed students on first two dimensions (personal adequacy and interpersonal adequacy) of social maturity. But on the third dimension (social adequacy) of social maturity female B.P.Ed students and female B.Ed students differ significantly.

Ali Hatami et al., (2019) determined the relationship between the addiction to social networks and social maturity of students. This is a descriptive, analytical study using random sampling on 181 students of Shoushtar Faculty of Medical Sciences in 2016. A researcher-designed questionnaire of addiction to social networks and Rao's Social Maturity Scale (RSMS) were employed to collect the data. The data was analysed by SPSS-16. According to the findings, highly addicted students to social networks had lower overall social maturity ($p=0.028$) and interpersonal adequacy ($p=0.023$), however no significant relationship was found between the personal adequacy and social adequacy ($p>0.05$). Males had higher overall social maturity, personal adequacy, interpersonal adequacy, and social adequacy ($p=0.000$) than females. No significant difference was found between males and females in terms of the social network addiction scores ($p=0.707$). High addiction to social networks is related to individual's social maturity. This relationship can be used in preventing and treating the addiction to social networks.

3. Need for the Study

Social Maturity 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. B.Ed students who are future teachers will need social maturity as they are exposed to the society when they become teachers. So the present study has been attempted “A Study on the Social Maturity of B.Ed College Students in Chennai City”.

4. Objectives of the study

The study is framed with the following objectives.

- To find out the level of Social Maturity among B.Ed. college students in Chennai city.
- To find out the significant difference in the mean scores of the level of Social Maturity among B.Ed. College Students in Chennai city based on Gender, Locality, and Stream.

5. Hypothesis of the Study

Following are the hypotheses of the present study.

- The level of Social Maturity among B.Ed. college student in Chennai city is high.
- There is no significant difference in the level of Social Maturity among B.Ed. College Students in Chennai city based on Gender, Locality, and Stream.

6. Methodology

The study was carried out using Normative Survey Method, as it is indented to find out the level of Social Maturity among B.Ed. college students in Chennai city.

Sample Selected

200 B.Ed College students from Chennai city were selected as the sample for the present study.

Tool Used for the Study

The tool used for the present study was Dr. Nalini Rao’s Social Maturity Scale. The tool has 90 items. 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.

Analysis of Data

Hypothesis 1 – The level of Social Maturity among B.Ed. college students in Chennai city is high.

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

From the above table, the obtained Maximum and Minimum Mean and SD of the Social Maturity are 61.15 and 60.81 and 3.73 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. college students in Chennai city is average. Hence the Hypothesis “The level of Social Maturity among B.Ed. college students in Chennai city is high” is rejected.

Hypothesis 2 – There is no significant difference in the level of social maturity among B.Ed. college students based on Gender, locality and stream.

Variables	Sub Variable	N	Mean	Std. Deviation	‘t’ value	Level of Significance
Gender	Male	98	60.81	2.87	0.74	Not Significant
	Female	102	61.14	3.37		
Locality	Rural	96	61.15	3.35	0.86	Not Significant
	Urban	104	60.82	2.92		
Stream	Science	92	61.06	3.73	0.37	Not Significant
	Arts	108	60.89	2.46		

It is seen from the above table that the calculated ‘t’ value for gender, locality and stream which are 0.74, 0.86, 0.37 respectively are less than the table ‘t’ value 1.96 at 0.05 level of significance. This states that there is no significant difference in the level of social maturity among B.Ed. college students in Chennai city based on gender, locality and stream. Hence the null hypothesis “There is no significant difference in the level of social maturity among B.Ed. college students in Chennai city based on gender, locality and stream” is accepted. Male and Female B.Ed. college students, B.Ed. college students from rural and urban area, B.Ed. college students belonging to arts and science stream have similar level of social maturity.

7. Findings of the Study

Following are the findings of the present study.

1. Level of Social Maturity among B.Ed. college students in Chennai city is average.
2. Male and female B.Ed. students in Chennai city have similar level of social maturity.

3. Rural and urban B.Ed. students in Chennai city have similar level of social maturity.
4. Arts and science B.Ed. students in Chennai city have similar level of social maturity.

8. Conclusion

From the findings of the study, it can be concluded that the Social Maturity among B.Ed. college students in Chennai city is average. The results of the present study reveal that B.Ed. college students in Chennai city have social maturity. This has to be maintained and strengthened further for which healthy competitions may be arranged. Student – teachers may be oriented to reflect on the day to day incidence being published in newspapers, a group discussion can be organised in the classroom in order to reinforce good social maturity.

References

1. Ali Hatami et al., (2019). Examining the Relationship between Addiction to Social Networks and Social Maturity of University Students, *Journal of Research in Medical and Dental Science*, 7, 1.
2. Baskaran G. and Anandan K. (2017). Social Maturity with respect of Gender and Subject of Study among B.Ed Student Teachers, *Shanlax International 12 Journal of Education*, 5, 3 , 11-15.
3. JohnsiPriya, J. and Arul Lawrence, A.S. "Social Maturity of Prospective Teachers in Relation to Their Risk Taking Behaviour." *Indian e-Journal on Teacher Education*, vol. 5, no. 1, 2017, pp. 29-43.
4. Mishra Astha, et al., (2017). A study on social maturity of adolescent in Sultanpur city, *International Journal of Home Science*, 3(2): 278-283.
5. Murray.J(2003). Are you growing up, or just getting old?. Available: <http://www.sonic.net/~drmurray/maturity.htm>.
6. Narayanasamy, U., and V. Vasudevan. "A Study On Stress Coping Among High School Teachers Working In Tribal Schools." *Turkish Online Journal of Qualitative Inquiry* 12.6 (2021).
7. Raj, M (2011). *Encyclopaedia Dictionary of Psychology and Education*. New Delhi: Anmol Publications.
8. Shabir A. Malik and EramNazir (2018). A Comparative Study of Social Maturity among B.P.Ed and B.Ed Students, *Research Review International Journal of Multidisciplinary*, 3, 10.
9. Vasudevan V and Rose V (2024). Enhancing Higher Education through Behavioural Approaches.. *Multidisciplinary Approach in Research Area* 14 (1), 17-19,