



# A STUDY ON RELATIONSHIP BETWEEN SOCIAL MATURITY, INTERPERSONAL INTELLIGENCE AND MENTAL HEALTH ACADEMIC ACHIEVEMENT OF B.ED STUDENTS

**Dr.S.SAMPATH KUMAR**

Asst, Professor of Education,  
Govt, College of Education for women,  
Coimbatore -01

**K.SHANMUGAM**

Ph.D (Research Scholar)  
Department of Education,  
Annamalai University,  
Chidambaram-

## ABSTRACT

The present study expected at investigating the relationship between social maturities, interpersonal intelligence and mental health of B.ed students' .Mental health are established amongst today's B.ed college students and psychosocial pressure has been recognized as a physically powerful contributing aspect. Equally, investigate has accepted that interpersonal intelligence is extremely defensive factors for despair, concern and stress (mental health). Conversely, the essential instrument whereby Interpersonal intelligence possibly will sustain stronger mental health is at present not well understood. This study used regression analyses to examine the hypothesis that belongingness inclusion, rejection partially mediates the effects of Interpersonal intelligence attention, intelligibility, and repair on psychological protection in a large of B.ed college students. Consequences supported the intervention hypotheses for all Interpersonal intelligence components and highlighted that the belongings of accusation on psychological social maturity protection be predominantly strong. During procession with previous investigate, our results indicate that prevention and intervention efforts with B.ed college students could explicitly intention Interpersonal intelligence skills in an endeavor to reduce supposed elimination and support B.ed college student protections.

**Keywords:** Social maturity, Interpersonal intelligence, mental health, B.ed college students,

## INTRODUCTION

Man is a social being who cannot survive separately since the humanity although living in the society to guide a diplomatic and harmonious life s/he has to follow the common norms and performance. This capability to significance in a properly dependable approach while understanding the social rules and norms in a place, in a given culture and the ability to use that knowledge efficiently is recognized as Social

Maturity. Social Maturity enables individual to contribute for social cohesion, function self satisfactorily in a common environment, make decisions, take stress and contribute to his own survival. Social Maturity produces a climate of expectation, accord, active co-operation and diplomatic co-existence while social irresponsibility, on the supplementary hand, produces an atmosphere of fear, discord, confrontation and one war after another. Social Maturity is the possession of appropriate attitudes by an individual which are essential for functioning efficiently in the society. It is a behavioral concept which indicates the extent to which an individual is proficient of successfully encountering his societal atmosphere in such a approach that the individual proficient of operating at the optimum level of efficiency and success. It is an index of the expansion of the being, within society which gets reflected in her or his has special scope viz.social assurance, social tolerance, honesty to modify, request direction, self direction, capacity to obtain pressure, statement,

## **SOCIAL MATURITY REVIEWS**

Explored children's drawings in regard to knowledge of the classroom and social understanding of the role of teacher. 120 4–11 yr old children (mixed male and female) were asked to draw pictures of their classrooms and were later interviewed. Analysis, which was dependent on the child's developing ability to draw human figures and classroom content, showed sex differences in the drawing of human figures and developmental differences in drawing human figures and classroom content. Children who included a teacher in their picture perceived the teacher not merely by classroom presence, but by the teacher's disciplinary functions. The drawings were indicative of the child's particular social understanding of the teacher in school. (13 ref) (PsycINFO Database Record (c) 2016 APA, all rights reserved) lightened trust and co- operation.

First-grade elementary school children (75 girls and 50 boys) took part in a study of the relationships among intelligence, gender, social maturity, and school readiness. Results indicated that school readiness is related to intelligence and sex but not to social maturity. The latter was found to be associated with sex of subject and intelligence.(Kutnick, P. (1978).

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This study investigated relationships between digital propensity and support needs as well as predictors of digital propensity in the context of support intensity, age, gender, and social maturity. A total of 118 special education teachers rated the support intensity, digital propensity, and social maturity of 352 students with intellectual disability. Leveraging the Digital Propensity Index, Supports Intensity Scale, and the Social Maturity Scale, descriptive statistics, correlations, multiple regressions, and regression analyses were employed. The findings revealed significant relationships between digital propensity and support needs. In addition, significant predictors of digital propensity were found with regard to support intensity, age, gender, and social maturity, (Soonhwa Seok , PhD &Boaventura DaCosta , PhD 2016)

Psychological tests were administered to a complete population of severely retarded children aged 0-14, from one area of south-east London. The fifty-six children selected for the present study included all those who had obtained scores on measures of social maturity, visuo-spatial skills not involving symbolic concepts, and level of language comprehension. The results show very low correlations between the age-

related quotients obtained for each measure. This suggests that, in severely retarded children, marked discrepancies can occur between different areas of cognitive and social development. Some children could be classified as moderately or mildly retarded on one type of test but as profoundly retarded on another. The profiles on the tests can be related to diagnosis and behavior pattern. The findings highlight the problems of assessment and educational placement of retarded children, (Gould J Journal of Mental Deficiency Research, 01 Sep 1977)

Education makes a man complete and socialized. The aim of education is to make a man physically, mentally, morally and totally mature, practical, job-oriented, independent, open-minded, helpful and perfect in every field. It is through schools, that the aim of education can be achieved. In schools, the teacher plays an important role in molding the character of the child. Teachers are the building blocks of an educational edifice. They play a vital role in educating and teaching future generations. Education provides mature person to the society. At the present age of competitive world every human being meets a lot of problem in his daily life. The root of most of human psychological problem is more in socially than psychologically. It is in social situation, a lack of moral judgment as well as Social maturity. Everyone needs knowledge about moral judgment and social maturity for leading a very healthy life in this world. The present study takes a position that moral judgment and social maturity is very important to the B.Ed student teachers and also for all students who live and grow in the complex social environment, (Sharath Kumar C R Assistant Professor, B G S B.Ed College, Kuvempunagar, Mysore, Karnataka, India, 2017)

Interpersonal intelligence refers to the ability of a person to relate well with people and manage relationships. It enables a person to understand the needs and motivations of those around them, which helps strengthen their overall influence. People with interpersonal intelligence seem to stand out in a crowd as people with lots of friends and can easily adapt to social situations. They communicate effectively and enjoy participating in discussions and debates. Individuals with interpersonal intelligence are characterized by their sensitivity to other people's moods, temperaments, motivations, and feelings.

Having an understanding of different teaching approaches from which we all can learn, as well as a toolbox with a variety of ways to present content to students, is valuable for increasing the accessibility of learning experiences for all students.

We want to continue to develop this toolbox, so it is especially important to gather ongoing information about student strengths and challenges, as well as their developing interests and dislikes. Providing different learning contexts for students and engaging a variety of their senses is supported by current research. Studies done by **Hamari et al (2016)** suggest that engaging in learning games has a positive effect on learning: “. . . educational video games may be an effective means of posing learning challenges that are perceived as interesting and enjoyable, resulting in engagement and immersion in the game-based learning task.”

As our insatiable curiosity about the learning process persists and studies continue to evolve, additional scientific research may emerge that further elaborates on multiple intelligences and learning styles. Classrooms offer a platform for students with interpersonal intelligence to showcase their rare skill set. Teachers can help such students put into use their skills through a variety of activities. One of these activities is offering students an opportunity to teach other students. This allows them to interact with their colleagues and practice their listening skills. It also helps them enhance their communication skills by listening and responding to the questions presented by other study

Students with disabilities are at increased risk of experiencing mental health difficulties, but may not be recognized as an at-risk population in the design of school-based prevention and intervention efforts.

Understanding the link between disability and mental health is important for school psychologists and guidance counselors, teachers, and special education personnel who are in a position to provide targeted opportunities for social and emotional learning and to ameliorate the potential for marginalization and isolation. This article reviews research related to mental health in students with disabilities, with a focus on understanding potential pathways between disability and mental health difficulties and examining the evidence for effective universal and targeted interventions. The research reviewed highlights the need for mental health promotion in schools to incorporate targeted approaches for at-risk students within the context of universal, whole-school approaches, and in particular to consider the mental health needs of students with disabilities. **(Julie M. McMillan and Jane M. Jarvis, 2013)**

**The Mental Health of America (2018)** has estimated that over 44 million American adults have a mental health condition. The statistics of youths experiencing mental health conditions, such as major depressive disorder, continues to rise in high rates yearly (Mental Health of America, 2018). Mental health in the United States continues to increase, and the amount of time Americans spend using social media is also on the rise. To reiterate, on average, Americans spend 28% of the time using the internet for social media interaction (Huang, 2018). Multiple studies have found social media use as a contributing link to various mental health symptoms associated with depression, anxiety, low self-esteem, and negative well-being (Ashford, 2017; Hardy & Castonguay, 2018; Hussain & Griffiths, 2018). These studies find that social media has a direct impact on mental health and well-being through the pure nature of content and interaction found while using social media sites. Although most studies find that youth populations are at most risk, adults are also associated with high mental health symptoms related to social media use. While social media may impact mental health for some individuals negatively, there are specific ways mental health practitioners are utilizing social media platforms to address these barriers in access to mental health care. Social media is a potentially useful tool used by practitioners to engage and access unreachable populations to bring mental health awareness, education, and support to those suffering from severe mental health illnesses **(Naslund & Riefer, 2018)**. Using Twitter as an online platform, Naslund et al. (2017) conducted a survey on people's preferences on receiving education and tools to deal with mental health symptoms through social media. The results of the survey indicated that 85% of respondents favored receiving mental health programs through social media, 72% for understanding health and welfare, and 90% prefer turning to social media to gain new ways to cope with mental health symptoms. Additionally, mental health practitioners can utilize social media to raise awareness about risks such as privacy, safety, cyber bullying, stigma, and discrimination **(Naslund et al., 2017)**. **Grove (2019)** also found that social media could serve as a tool by family members seeking information to gain more education about a loved one mental illness.

## NEED FOR THE STUDY

The excellence of a nation depends upon the quality of its citizens,. The quality of the citizens in turn depends upon the quality of education and ultimately upon the quality of the students. The destiny of India is being shaped in its classrooms, in which the students play a very significant role as per the Kothari commission report on educational policy of nation. The students especially at the college level are the creators of the future citizens of the nation play significant role. The students should be a inventory of noble qualities like morality, honesty, integrity which influences the behavior in the college atmosphere.

The responsibility of students is forever been challenging and active in the society. He/she not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the respected goals in the exact approach. In this background the institutions of Teacher Education 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 reproduction surroundings is provoked with the efforts of a healthy experienced teacher effective in these institutions. . A socially mature students becomes independent in the intelligence that he develops self-direction of endeavor 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 adjustment, co-operation, sacrifice, independence, etc. which are also the essential qualities of a interpersonal intelligent students . He develops the aptitude to construct judgments, decisions and take appropriate events while faced with a difficulty along with considerable issues. Accordingly, further the socially established and intelligence the students is more will be the social matured and interpersonal intelligent students and ultimately the society and the nation. In this background the investigator create the learning as significant as well as required.

## **STATEMENT OF THE PROBLEM**

As the B.ed students at college level are going to handle the young minds that are the stage to mould their mental health personality in a desirable way, it is important to develop such prospective students who are socially matured and interpersonal intelligent. With this intention the investigator prepared an endeavor to be familiar among concerning the level of Social Maturity and interpersonal Intelligence and to determine mental health between interpersonal Intelligence and Social Maturity of B.ed Students in Tanjavur Educational district. The study is unconstrained as “Social maturity interpersonal Intelligence in relation to mental health of B.ed college Students“

## **SIGNIFICANCE OF THE STUDY**

This study was significant because it provided useful data about students professionals studying in colleges of education and their interpersonal intelligence skills. If the study could provide information of the relationship of the social maturity competencies, interpersonal and their mental health on the success of an education organization, it may provoke more effort and support towards the application of different B.ed colleges in departments in higher education. They are now more in the spotlight and demand a different management approach because their deliverables are value based rather that behavioral based. So the more we understand the skills.

## **METHODOLOGY**

### **METHOD OF THE STUDY**

The study is descriptive in nature and survey method will use 100 student teachers studying in different colleges of education in tanjavur educational district, were selected randomly as sample of the study. Data will collect administering the interpersonal Intelligence scale developed and standardized, Social Maturity scale developed and standardized by (Nalini Rao, 1986). And mental health scale developed and standardized. The collect data will analyze use the statistical techniques t-test and Karl Pearson Product moment correlation test.

### **DATA AVAILABILITY STATEMENT**

The datasets generated for this study will not be made publicly available in order to maintain confidentiality of the study participants. Requests to access the datasets should be directed to the corresponding author.

## EDUCATIONAL IMPLICATIONS

As the student teachers from the urban environment found to acquire low level of social maturity, interpersonal Intelligence and mental health, the potential students should be confident to enhance their Social Maturity, interpersonal Intelligence and mental health. In this regard the students of the colleges of education should play vital role in developing the skills of Social Maturity interpersonal Intelligence and mental health through implementing extraordinary educational programmes similar to, life skills education programmes, seminars and special lectures. The institution should also take initiatives in creating awareness along with the parental society and population in universal as regards their responsibility in education positive their for children. The B.ed students must implement issue based teaching learning strategies attractive genuine life situations to construct the person's conscious of themselves and others. It is essential to reorganization the program of study with sufficient opportunities for practical knowledge. Moreover it is the duty of the students who should be role models possessing high level of social maturity, interpersonal Intelligence and Mental health to enhance these factors among the students who in turn can contribute to national development.

## CONCLUSIONS

The existing literature suggests several important areas for future research to inform the development of targeted and effective interventions in relationship between the social maturity, interpersonal intelligence and mental health of B. Ed students in tanjavur educational district. This study, along with recommendations for further research, will be the beginning for even more studies to contribute to the literature.

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