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“Evaluation of Social Maturity among Prospective Teachers”

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Abstract

This study deals with the investigation of Social Maturity among Prospective teachers. The study investigates Personal, Inter-Personal, social, and Emotional Adequacy levels. For this purpose, a descriptive survey model of the Social Maturity Scale was developed by research scholars, and it was used to collect the data from Prospective teachers. The scale consisted of 125 items divided into four components. The factors are randomly mixed. The researcher takes a random sample of 100 Prospective teachers from the Guntur District. (Andhra Pradesh). This study was limited to the Guntur district only; The data were evaluated by Statistical software to calculate t-test, Standard Deviation and Mean tests. The result revealed that 16% of the Prospective teachers have a low level of social maturity. 70 % of the Prospective teachers have an average level of social maturity. Only 14 % of the Prospective teachers have a high level of social maturity. The social maturity of Prospective teachers in all factors is around 83%. The variables of gender, course, subject group, and educational tours experience of the Prospective teachers differed significantly in their social maturity. According to this study, the investigator concluded that male and female, D.Ed, and B.Ed, mathematics and Science groups Prospective teachers differ in their social maturity.

Keywords: Social Maturity, Personal adequacy, Emotional Adequacy, Inter-Personal Adequacy, Social Adequacy.

Introduction:

The teaching profession is responsible and superior in society. Teachers are highly respected, especially in Indian society. The position of the Teacher in the Indian education system has been unique since ancient times. The Teacher's effort in reforming the students according to their social needs is immeasurable. If the school is a miniature society, then the Teacher has to perform many functions in controlling the students' emotions so that the evil effects in the society do not fall on them; teachers play a prominent role in providing the right experiences. Teachers performing such duties require social maturity. Social maturity can develop adequate inputs required in teachers, and this maturity can provide a fruitful way in the teaching-learning process. Teachers can understand how to interact with students and build positive emotions in them. Teachers need to respect the feelings, goals and opinions of students. Teachers' behaviour performances provide freedom and a good learning environment. Teachers' involvement and community experiences directly or indirectly impact students. Social maturity enables teachers to adapt without any inverse impact on students. If they develop social maturity during training, they can fully discharge their responsibility without difficulty. In today's society, students need proper socialization. Teachers need to strive to foster good behaviour in students constantly. Teachers need to create various learning experiences for students to develop the content and their holistic personalities. In designing these experiences, teachers need to empathize with the community's values, customs, and beliefs.

Socially mature Teacher:

The socially mature Teacher is capable of admitting and correcting faults quickly. The Teacher can maintain personal trust and respect. The Teacher's actions are structured, yet they are also flexible and spontaneous. The instructor is constantly ready to respond to situations and the requirements of the pupils. He enjoys teaching and wants his students to enjoy learning as much as he does. The Teacher can pay close attention to the students' questions, remarks, and concerns. Students are treated equally and fairly by the Teacher. Outside the classroom, he consistently engages in positive dialogue and contact with children. At all times, maintains a professional demeanor. Socially mature teachers can engage in open, two-way dialogue. The Teacher communicates with pupils' families regularly. He is qualified to speak about educational philosophy. Actively participates in meetings of the faculty and school committees and volunteers to help others. A teacher can participate in the community and take on leadership responsibilities on

school committees and teams. He or she can work collaboratively with academics and staff, treating colleagues with respect and collegiality. The Teacher is aware of students' cultures and issues that they were facing the students in their communities. The Teacher can think that all pupils, even those in challenging family situations, can succeed. To handle unacceptable behaviour, the Teacher uses nonverbal clues. According to Kegan in his book "The Evolving Self", social maturity refers to people's understanding of the nature of the social world in which they live. It is what allows us to function as well-adjusted adults. As a result, having a high level of social maturity entails having a high level of social skills, albeit the two phrases should be distinct. For example, a sociopath's ability to reflect the reality of the social world (such as caring about the fact that people have feelings) is likely to be severely delayed, and he or she will be labelled as socially immature. Everyone wants to be surrounded by socially and emotionally mature people in a crisis. Socially immature people would fail as wives, parents, and leaders due to their inherent selfishness. According to Kegan, social immaturity in adults is a societal and personal issue that affects not only individuals but also their families and employers. It is what defines or maintains mental diseases in some cases. Long-term drinking or drug abuse that begins in childhood is typically linked to social immaturity.

Need for a socially mature teacher for society and school

Socially mature teachers are necessary to society and schools. Nowadays, the world has become a global village. Various resources provide complete knowledge. Everything is under the fingertip of the people. In this situation, people need mentors to find excellent and bad societal ways. Especially for students, a socially mature teacher can provide proper guidance to achieve their life needs and goals. He can identify the right way and how it is valuable for students in the present conflict. Narcotic habits rapidly spread in educational institutes; it is a national emergency to prevent this kind of evil habit of students. A socially mature teacher can understand every student's behaviour and provide proper guidance and counselling to overcome bad habits.

A teacher with proper social maturity strives to eliminate the bad in society and realize the good. In that way, he will explain the good things he has perceived and realizes the good consequences of practising them. Building proper social maturity in teachers from the training period can build a superior society.

Need and significance of the study:

Appropriate attitudes and abilities of individuals essential for functioning effectively in society are nothing but social maturity.

- It is an indicator of the growth of an individual, which is reflected in their interaction with others socially and in the circumstances of society.
- Teachers' involvements and experiences in the community have a direct or indirect impact on students.
- Social maturity can provide personal, interpersonal, and Social adequacy.

A socially mature Teacher can lead his/her student into proper socialization. The process of socialization that begins with birth continues throughout life. It is an interactive process. When a person interacts with others, the response continues through each response. The child interacts with the teachers from the time they join the school. The school has more impact than home. The socially mature Teacher can play a vital role in the socialization of students. It is necessary for the Social and Emotional development of pupils. Social maturity is required to uphold moral values and constitutional values. Teachers need social maturity to transform students into future Indian citizens. In this study, the researcher intends to determine the measure of the social maturity of Prospective teachers.

Objectives of the Study

1. To determine the Social Maturity of Prospective teachers and classify it.
2. To find out the Social Maturity of Prospective teachers in the following dimensions
 - A. Personal Adequacy.
 - B. Inter-Personal Adequacy.
 - C. Social Adequacy.
 - D. Emotional Adequacy
3. To find out the Social Maturity of Prospective teachers concerning the following variables:
 - a. Gender: Male/ Female
 - b. Area: Rural / Urban
 - c. Course: D.Ed / B.Ed
 - d. Subject: Science/ Arts/ Mathematics
 - e. Educational tours Experience: no experience/ 1 time/ 2 and more times.

Hypothesis:

1. There exists no significant difference between male and female Prospective teachers in their Social Maturity.
2. Rural and Urban Prospective teachers have no significant difference in their Social Maturity.
3. D.Ed and B.Ed Prospective teachers make no significant difference in their Social Maturity.
4. Mathematics, Science and Arts group Prospective teachers make no significant difference in their Social Maturity.
5. Educational tours Experience of Prospective teachers makes no significant difference in their Social Maturity.

Sample: A random sample of 100 Prospective teachers from the Guntur District was taken.

Method used:

A descriptive survey method was used to determine prospective teachers' social maturity. The survey method was shown to help gather information regarding Prospective teachers' social maturity.

Tool used:

The social Maturity Scale was developed by the researcher and was used to collect data from Prospective teachers. The scale consists of 125 items. These items are divided into four components. The factors are mixed randomly.

Data Analysis:**Objective -1:****To evaluate the Social Maturity of Prospective teachers and classify it.**

To analyze the data, S.D., Mean, and percentage of Mean Scores of the total sample of Prospective teachers were tabulated in Tables 1 and 2.

Table 1: Social Maturity among Prospective teachers

Total Sample	Mean	SD	% of Mean
100	443.84	33.61	84.86

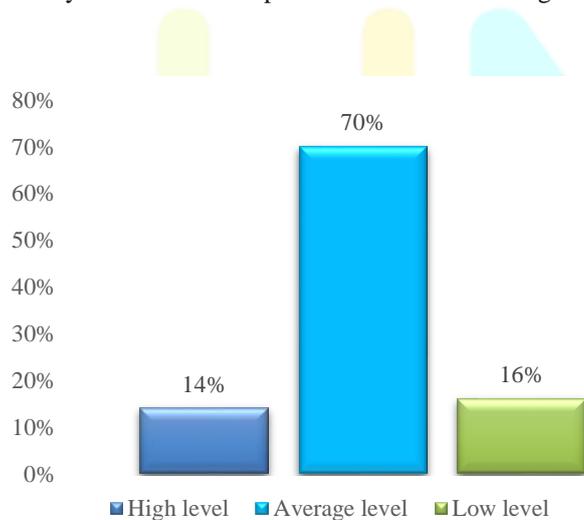
Table 2: Levels of Social Maturity among Prospective teachers.

S.No	Levels of Social Maturity	Score	No of Sample	Percentage
1	High level	477 and above	14	14%
2	Average level	476 to 411	70	70%
3	Low level	Below 410	16	16%

One standard deviation is added to the mean ($\text{Mean}+1\text{SD}=443.84+33.61=477$). The obtained value is 477. The number of Prospective teachers whose scores are above 477 (rounded off) is arrived at (14) and converted into a percentage (14%). This group is considered to have a high Value of Social Maturity. One standard deviation is subtracted from the mean. The obtained value is 410 ($\text{Mean}-\text{SD}=443.84-33.61=410$). The number of teachers whose scores are below 410 (rounded off) is arrived at (16) and converted into a percentage (16%). This group is considered to have low Social Maturity. The number of Prospective teachers with scores between 476 and 411 is considered to possess average Social Maturity.

Findings:

1. From tables 1 and 2, it may be inferred that the prospective teachers' sample has average social maturity.
2. 16% of the Prospective teachers have a low level of Social Maturity.
3. 70% of the Prospective teachers have an average level of Social Maturity.
4. Only 14 % of the Prospective teachers have a high level of Social Maturity.

**Fig. 1. Levels of Social Maturity among Prospective teachers.****Objective -2**

To find out the Social Maturity of Prospective teachers in the following dimensions

A. Personal adequacy.

B. Inter-Personal Adequacy.

C. Social Adequacy.

D. Emotional Adequacy

Table 3: Factors of Social Maturity of Prospective teachers

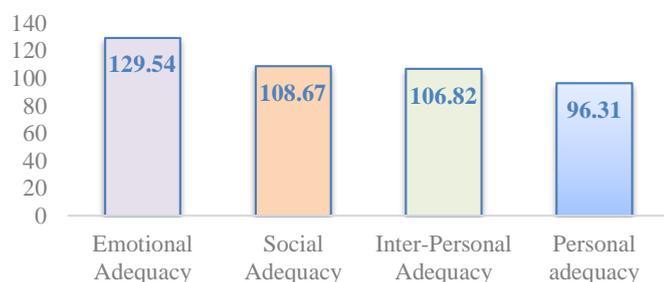
S.No.	Factor	Sample	Mean	SD	%M	Rank
1	Emotional Adequacy	100	129.54	11.92	84.11	I
2	Social Adequacy	100	108.67	8.56	86.93	II
3	Inter-Personal Adequacy	100	106.82	9.76	82.8	III
4	Personal adequacy	100	96.31	10.86	82.31	IV

Interpretation:

- From table 3, it is observed that Prospective teachers scored high in all dimensions of Social Maturity.
- Social Maturity of Prospective teachers in all factors is around 83%

Findings:

The Social Maturity of Prospective teachers consists of 4 factors, and from those factors, Emotional Adequacy has a higher mean score (129) than the other factors. The Prospective teachers have high Emotional Adequacy, moderate level of Social Adequacy (108) and Inter-Personal Adequacy (106), and low level of, Personal adequacy (96).

**Fig. 2. Factors wise Mean value comparison of Social Maturity of Prospective teachers****Objective 3**

To find out the Social Maturity among Prospective teachers concerning the following variables:

- Gender (Male / Female),
- Area (Rural / Urban),
- Course (D.Ed / B.Ed),
- Subject (Mathematics/ Science / Arts).

- Educational tours Experience (no experience/1-time experience/ 2 times and more)

The following hypotheses have been formulated and tested one by one.

Hypotheses formed:

- Male and female Prospective teachers have no significant difference in their Social Maturity.
- Rural and Urban Prospective teachers have no significant difference in their Social Maturity.
- D.Ed and B.Ed Prospective teachers make no significant difference in their Social Maturity.

Hypothesis 1 to 3**Table: 4 Comparison of mean vale, S.D, t value.**

S.no	Variable	Group	N	Mean	SD	% of Mean	SED	“t”	Hypotheses
1	Gender	Male	10	465	39.22	88.91	1.74	2.13*	Null hypothesis rejected
		female	90	441.48	32.33	86.65			
2	Area	Urban	55	444.32	32.14	89.76	0.15	0.15**	Null hypothesis accepted
		Rural	45	443.24	35.69	84.74			
3	Course	B.Ed	68	437.29	33.92	87.8	3.06	2.94*	Null hypothesis rejected
		D.Ed	32	457.75	28.78	87.52			

* Significant at 0.05 level, ** not Significant at 0.05 level.

Findings:

1. The variable Gender of the Prospective teachers differed significantly in their Social Maturity.
2. The variable Area does not play a significant role in the Social Maturity of student teachers.
3. The variable Course of the Prospective teachers differed significantly in their Social Maturity.

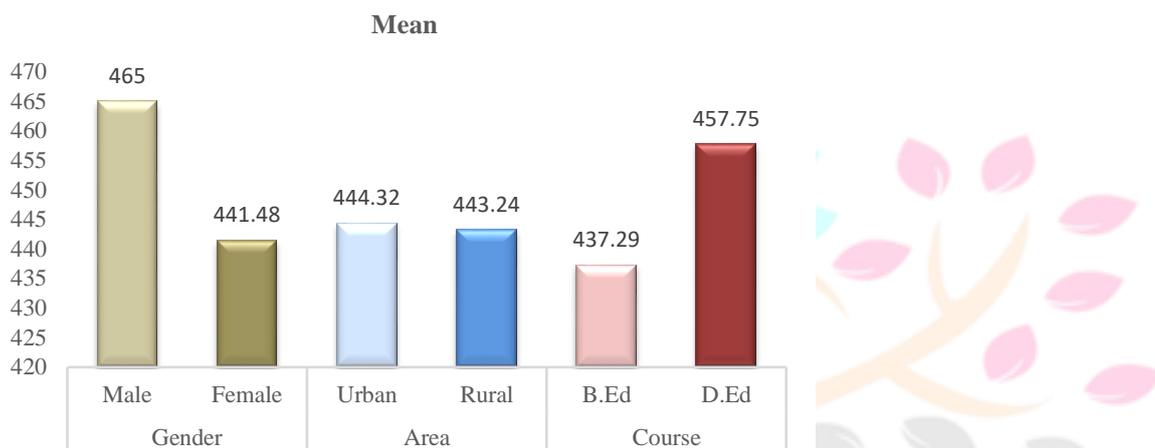


Fig. 3. Gender- Comparison of mean vale

Hypothesis: 4 Mathematics, Science and Arts group Prospective teachers make no significant difference in their Social Maturity.

Table: 5. Mean, S.D of prospective teachers group subjects

Group Subjects	N	Mean	Std. Deviation
Arts	36	444.3	32.43
Mathematics	16	464.75	13.55
Science	48	436.52	36.53
Total	100	443.84	33.61

Table -6 Group Subject– ANOVA

Designation	Sum of Squares	df	Mean Square	F
Between Groups	9574.8219	2	4787.411	4.53*
Within Groups	102324.6181	97	1054.893	
Total	111899.44	99		

* Significant at 0.05 level,

Interpretation:

It is observed from Tables 9 and 10 that the obtained F (2, 97)-value= 4.53, $p=0.43$. For it is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, it can be inferred that Group Subjects of prospective teachers significantly affect their social maturity. Since the F-value is significant, a further probe is attempted to determine which subject group differs significantly in social maturity from other subgroups. Means and S.Ds of three subgroups of subjects on this variable were computed separately.

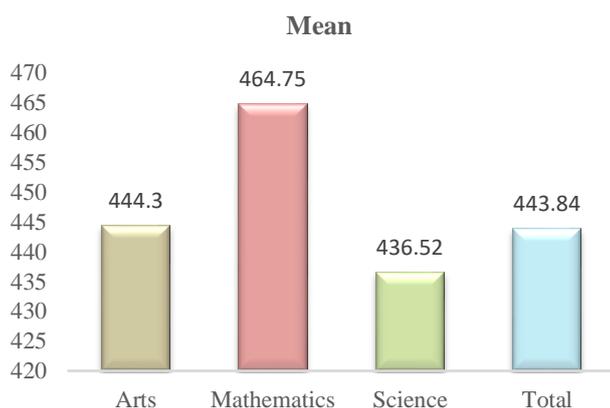


Fig. 4. Subjects- Comparison of mean vale

Table. 7- Comparison of mean vale, S.D, t value.

Group	N	Mean	SD	% of Mean	SED	"t"	significance
Arts	36	444.3	32.43	89.21	3.14	2.41852	significant at 0.05 level
Mathematics	16	464.75	13.55	93.88			
Arts	36	444.3	32.43	89.21	1.06	1.01326	not significant at 0.05 level
Science	48	436.52	36.53	83.46			
Mathematics	16	464.75	13.55	93.88	4.45	3.00853	significant at 0.05 level
Science	48	436.52	36.53	83.46			

Findings:

Mathematics subject group prospective teachers were significantly more socially mature than were art subject group $t(50) = 2.418$, $p=0.192$ and science subject group $t(62) = 3.008$ $p=0.037$. No other differences were significant at the 0.05 level.

Hypothesis: 5 Educational tours Experience of Prospective teachers make no significant difference in their Social Maturity

Table: 8. Mean and S.D of different experiences

Educational tours Experience	N	Mean	Std. Deviation
No Experience	23	459.69	24.27
1time	72	436.47	33.27
2 times and more	5	493.4	2.19
Total	100	443.84	33.61

Table:9 – Different experiences – ANOVA

Designation	Sum of Squares	df	Mean Square	F
Between Groups	21904.426	2	10952.213	11.59*
Within Groups	91594.014	97	944.2682	
Total	113498.44	99		

* Significant at 0.05 level,

Interpretation:

It is observed from Tables 5 and 6 that the obtained $F(2, 97)$ -value= 11.59, $p=00003$, for it is significant at 0.05 level. Therefore, the null hypothesis is rejected. Hence, the educational tours experience of prospective teachers makes a significant difference in their social maturity. Since the F-value is significant, a further probe is attempted to know which experience differs significantly in their social maturity with other subgroups. Means and S.Ds of three subgroups of experience on this variable were computed separately.

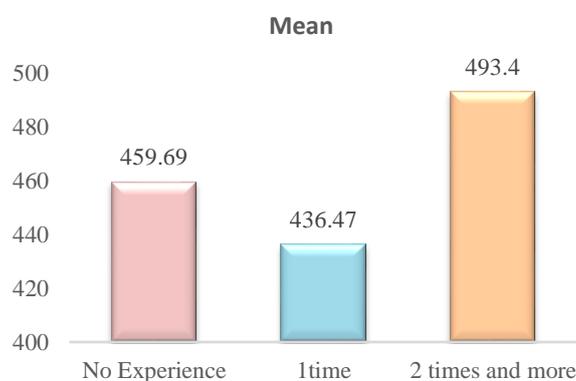


Fig. 5. Educational tours experience- Comparison of mean vale

Table. 10- Comparison of mean vale, S.D, t value.

Group	N	Mean	SD	% of Mean	SED	“t”	significance
No	23	459.69	24.27	92.3	3.58	3.08993	significant at 0.05 level
1 time	72	436.47	33.27	83.45			
NO	23	459.69	24.27	92.3	0.92	1.32904	not significant at 0.05 level
2 times and more	5	477	35.83	96.36			
1 time	72	436.47	33.27	83.45	2.20	2.62248	significant at 0.05 level
2 times and more	5	477	35.83	96.36			

Findings:

No Educational tours Experience of prospective teachers were significantly more socially mature than were as one-time educational tour experienced prospective teachers $t(93) = 3.089, p = 0.001$ and two times and more educational tours experienced prospective teachers were significantly more socially mature than were one-time educational tour experienced prospective teachers $t(75) = 2.62, p = 0.105$. No other differences were significant at the 0.05 level.

Educational Implications:

1. Colleges and schools prioritize social maturity enrichment among student teachers, so they are transmitted to their students and the community.
2. The present study also helps the students and society, as prospective teachers are brilliant in their emotional adequacy.
3. This study may be implied and valuable to teacher educators to understand the Social Maturity of Prospective teachers to give modalities and guidelines.
4. The results of this study may help plan various pre-service and in-service programmes for teachers.
5. Prospective teachers who have good emotional adequacy can improve the student's effectiveness in emotional and social skills.
6. It is recommended that academicians pay attention to academic activities and field engagements (educational tours); these are suggested in the curriculum to enhance prospective teachers' skills and social maturity.

Conclusion:

Education is a way of knowing life. The teacher will likely participate in gaining knowledge and inculcating the inner being's values and transformers. The moral and spiritual basics on which we edifice our education system alone can mould the child's personality and the future destiny of our country. The collaboration between people can grow up society's character, which builds on the national character. Therefore, if someone desires to develop social maturity, the first thing to do is deal with each person's emerging individual socialization. We believe that when social maturity is high in a person, he/ she with a sense of affection for others. This bond can amalgamate many mixed feelings relating to one another, including ethnic, cultural or historical attributes. Individuals with high social maturity revealed higher satisfaction and performance measures and appeared to be socialization and good character building. A teacher with proper social maturity strives to eliminate the bad in society and realize the good. The process of socialization that begins with birth continues throughout life. The school has more impact on a child's development than home. Teachers need social maturity to transform students into future Indian citizens.

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