



A STUDY OF SOCIAL MATURITY AND EMOTIONAL MATURITY OF B.ED

COLLEGE STUDENT TEACHER

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Abstract

The objective of this research is to get an understanding of the degrees of social maturity and emotional maturity that are present among student instructors who are currently enrolled in Bachelor of Education (B.Ed) programs. The purpose of this study is to get an understanding of the ways in which these aspects of maturity impact the overall development and efficacy of future instructional professionals. Normative survey methodology is used in this research project. The Random Sampling Technique was used to pick the sample size for the research, which consisted of two hundred students and instructors. The statistical methods that were used in this investigation were the Mean, the Standard Deviation, and the t-test for the purpose of analyzing the data. The most important points that emerged from the research were as follows: i) The degree of social maturity among B.Ed. student-teachers at colleges of education is around average. It has been observed that both male and female Bachelor of Education students and instructors exhibit a comparable degree of social maturity. It has been seen that both rural and urban B.Ed. students and teachers have a comparable degree of social maturity. Additionally, it has been observed that both arts and science B.Ed. students and instructors have a comparable level of social maturity. According to the results, while B.Ed student instructors have a reasonable degree of social and emotional maturity, there is still potential for growth in all aspects of their development. Modules and activities that build these qualities of maturity should be included into teacher education programs. This will result in an increase in the overall competence and effectiveness of future educators. Additionally, it is advised that additional study be conducted in order to investigate the influence that certain treatments have on the development of social and emotional maturity in student teachers.

Keywords: *Maturity, Emotional, B.Ed, Student, Teacher*

Introduction

Educators are responsible for more than just passing on information; they are also responsible for influencing the behavioral and psychological well-being of their pupils. As a result of the fact that it affects their capacity to engage successfully with students, colleagues, and the larger educational community, it is essential for teacher educators to exhibit high levels of social and emotional maturity. These aspects of maturity are investigated in this research, which focuses on student teachers pursuing a Bachelor of Education (B.Ed) degree. These students are responsible for shaping the future of the teaching profession. The capacity of a person to engage in a manner that is both suitable and successful within proper social circumstances is referred to as social maturity. It includes abilities such as communication, empathy, and the ability to make connections with other people. Individuals who are socially mature are often skilled at navigating difficult social situations, settling disagreements, and developing connections that are significant to them. In order to cultivate a constructive and encouraging atmosphere in the classroom, it is vital for student instructors to demonstrate social maturity. Emotional maturity refers to a person's capacity to comprehend, control, and effectively communicate their feelings and emotions. Self-awareness, emotional control, and resiliency are all components of this dimension. These persons are more suited to manage the stress and problems involved with teaching, retain a balanced viewpoint, and cultivate an environment that is helpful for their students. Emotionally mature individuals are also better equipped to face difficult situations. When it comes to the teaching profession, the significance of these various types of maturity has been well established. The emotional and social abilities of teachers have been shown to have a substantial influence on the quality of their teaching as well as the academic and emotional results of their pupils, according to research. Because of this, evaluating these characteristics among student teachers may give very helpful insights about the degree to which they are prepared for the teaching profession.

Social Maturity and Its Relevance in Education

The development of interpersonal skills, the capacity for efficient communication, and the ability to manage social situations with ease are all factors that contribute to social maturity. According

to Johnson and Johnson (2005), instructors who have reached a sufficient level of social maturity are better able to cultivate good connections with both their students and their colleagues, which in turn leads to a classroom atmosphere that is more welcoming and supportive of all pupils. Teachers with a higher level of social maturity are more suited to manage the dynamics of the classroom, settle disagreements, and cultivate an environment that encourages cooperative learning.

In light of the findings of research conducted by Furlong and Christenson (2008), it is essential for educators to possess social maturity since it influences their ability to connect with students from a variety of backgrounds. There is a correlation between teachers who have high levels of social maturity and the likelihood that they would implement inclusive teaching practices and establish fair learning opportunities for all of their pupils.

Emotional Maturity and Its Impact on Teaching

Being emotionally mature involves having self-awareness, being able to regulate one's emotions, and having resilience. It is crucial for people to be emotionally mature in order to be able to properly regulate their emotions, as stated by Gross and John (2003). This capacity is necessary in order to maintain a pleasant and stable learning environment. According to Brackett et al. (2010), emotional maturity in the context of teaching enables educators to react constructively to stress and obstacles, which in turn reduces the likelihood of burnout and increases work satisfaction.

Teachers that have greater degrees of emotional maturity tend to have better classroom management abilities and are more effective in promoting student engagement and motivation, according to a research that was conducted by Howard and Johnson (2004). According to Rimm-Kaufman et al. (2006), emotional maturity also plays a role in empathy, which is essential for developing a knowledge of the emotional needs of students and providing solutions to those needs.

Relationship Between Social and Emotional Maturity

The interplay between social and emotional maturity has been explored in various studies. For instance, Salovey and Mayer's (1990) work on emotional intelligence suggests that emotional skills are closely linked with social competencies. Their research indicates that individuals who are emotionally mature are likely to exhibit higher levels of social maturity due to their enhanced ability to understand and manage social interactions.

A number of research have been conducted to investigate the relationship that exists between social and emotional maturity. For example, the research that Salovey and Mayer (1990) conducted on emotional intelligence makes the suggestion that social competences and emotional abilities are strongly related to one another. According to their findings, people who are emotionally mature are more likely to have higher degrees of social maturity. This is because emotionally mature people have a greater capacity to comprehend and coordinate their relationships with other people.

Taking into consideration the field of teacher education, Jennings and Greenberg (2009) conducted a research that highlights the significance of including both social and emotional learning within the curriculum of teacher education programs. They contend that fostering emotional intelligence may result in enhanced social interactions and greater classroom management, which will ultimately be beneficial to both the instructors and the students.

Implications for Teacher Education

Based on the material that was evaluated, it seems that social and emotional maturity are essential components of successful teaching. The development of these characteristics may help student instructors who are pursuing a Bachelor of Education degree to improve their professional practice and add to their overall success as educators. According to Zins et al. (2004), including training programs that concentrate on social and emotional skills might help

future educators become more equipped to deal with the complexity of the classroom environment and to promote the well-being of both instructors and students.

In a nutshell, the body of research emphasizes the significance of social and emotional maturity in the teaching profession and lays the groundwork for investigating these characteristics among future teachers who are pursuing a Bachelor of Education degree. It is possible to get useful insights for the purpose of enhancing teacher education programs and better prepare future educators for the demands of the profession by gaining an understanding of the degrees of social and emotional maturity that are present in this group.

Need and Importance of the Study

The most important quality that every human being has is the ability to become emotionally mature. The lack of emotional maturity is the root cause of a great deal of the difficulties and challenges that people face. The absence of emotional maturity is the root cause of a variety of issues and situations that are now being heard in legal proceedings. If people were to master the ability of harmonizing their emotional actions, the world would be transformed into a place where brotherhood and harmony prevail. For this reason, research on emotional maturity is particularly important in today's environment, which is characterized by the pervasive presence of technology. Through the maintenance of a healthy equilibrium and the appropriate use of emotional maturity, social cohesion and social integrity may be ensured. The notion of a mixed family structure is becoming less prevalent, and in nuclear households, children are given a significant amount of precedence instead. There are some youngsters who do not have any companions or siblings living with them at home. These youngsters are forced to live a reclusive existence because of the pervasive influence of mass media such as television, the internet, and other such platforms. Due to the fact that there is a lack of emotional equilibrium, there is a high probability that the conduct will be insufficient. The instructors need to have the appropriate orientation in order to manage the children's social and psychological abilities. In order for them to become a member of society with a variety of characteristics, they need to acquire a great deal of interpersonal skills. When it comes to the educational process, students are the most important. Education is not only a process, but it also serves as a tool that helps bring out the

natural behavior that naturally exists inside a person. Those who are now enrolled in school are the youths of the future and the inhabitants of the nation of the future. Therefore, it is essential that healthy development and progress of the pupils be assured from the very beginning of their educational journey. During this time period, the required procedures that are made guarantee that a healthy environment is present in all parts of the nation. The purpose of this research is to determine whether or not B.Ed students have reached an appropriate level of emotional maturity and adjustment. This is because these students are going to become teachers and the genuine architects of our society. The potential teachers will be influenced by these characteristics of emotional maturity, which will eventually and maybe reflect in the conduct of the students they will teach in the future. On account of this, the current research is both necessary and significant.

Objectives:

1. To assess the social maturity of B.Ed student teachers.
2. To Assess the present levels of social and emotional maturity among student instructors pursuing a Bachelor of Education degree.
3. To What is the level of social maturity among student-teachers pursuing a Bachelor of Education degree at the College of Education.

Hypotheses of the Study

There is a high level of social maturity among the student-teachers pursuing a Bachelor of Education degree at the College of Education.

There is no significant opposition in the mean scores on the degree of social maturity among B.Ed. student-teachers at the College of Education with according to their demographic variables, which include gender, the location of the college, and the subject they are studying.

Methodology

Due to the fact that the purpose of the study is to determine the degree of social maturity among B.Ed. student-teachers in college of education, the research should be classified as a normative survey method.

Selection and Size of the Sample

Through the use of the Random Sampling Technique, the investigator had sampled a total of two hundred student teachers from the city of Delhi.

Tool to be Used in this Study

The Social Maturity measure that was used was a standardized measure that was developed by Dr. Nalini Rao via her Social Maturity Scale (1986). The tool has ninety elements that are organized into three categories: Personal adequacy, interpersonal adequacy, and social adequacy are the three types of adequacy. A five-point scale was used to determine the values for the items. The scoring for the positive items is as follows: a score of '5' is granted for strongly agreeing, a score of '4' is rewarded for agreeing on, a score of '3' is awarded for neutral, a score of '2' is awarded for disagreeing, and a score of '1' is awarded for severely disagreeing.

Data Analysis

When doing the study of the data, the investigator used the Mean, Standard Deviation, and 't' Test statistics. A presentation of the findings may be found in the tables that follow.

Hypothesis 1: The level of social maturity among student teachers pursuing a Bachelor of Education degree at colleges of education is very high.

Table 1: The mean and standard deviation scores on the degree of social maturity among Bachelor of Education student teachers across all colleges of education in the United States

S. No.	Variables	N	Mean	SD
1	Total	20	60.9	3.1
		0	7	3

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

The maximum and minimum mean and standard deviation of the social maturity were found to be 61.15 and 60.81 respectively, with 3.75 and 2.46 respectively, based on table 1. Furthermore, it has been shown that the average and standard deviation of the Social Maturity score for the whole sample were respectively 60.97 and 3.13. According to the findings, the degree of social maturity among Bachelor of Education (B.Ed.) student teachers at colleges of education is around average. The second hypothesis is that there is no statistically significant difference in the mean scores on the degree of social maturity among B.Ed. student-teachers in college of education with regard to their gender.

Table 2: ‘t’ value in the mean scores on the degree of social maturity among Bachelor of Education student teachers at colleges of education with regard to 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

As can be seen in Table 2, the 't' value of 0.74 does not meet the criteria for statistical significance at the 0.05 level. The findings indicate that there is no discernible difference in the degree of social maturity between male and female B.Ed. student-teachers with regard to their gender. This is the conclusion that can be drawn from the findings. Male and Female B.Ed. Student-teachers are having a comparable degree of Social Maturity. Because of this, the null hypothesis that was framed is determined to be accepted.

Hypothesis 3: As far as the mean scores on the degree of social maturity are concerned, there is no discernible difference between the B.Ed. student-teachers at the College of Education in terms of their locality of the college.

Table 3: "t" value in the mean scores on the degree of social maturity among Bachelor of Education student teachers at colleges of education with regard to their locality of the college was found to be significant.

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

However, the 't' value of 0.86 is not statistically significant at the 0.05 level, as seen in Table 3. Based on the findings, it can be deduced that there is no substantial disparity in the degree of social maturity shown by B.Ed. student-teachers from rural and urban areas with respect to the location of their college. Both rural and urban B.Ed. students and professors achieve a degree of social maturity that is comparable to one another. Because of this, the null hypothesis that was framed is determined to be accepted.

Hypothesis 4: The Mean scores on the degree of Social Maturity among B.Ed. Student-Teachers in the College of Education regarding their Subject do not vary significantly from one another in a meaningful way.

Table 4: 't' value in the mean scores on the degree of social maturity among Bachelor of Education student teachers at colleges of education with regard to their Subject in the College of Education.

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

As can be seen in Table -2 below, the 't' value of 0.37 does not meet the criteria for statistical significance at the 0.05 level. Based on the findings, it can be deduced that there is no discernible difference in the degree of social maturity among students who have earned a Bachelor of Education in Arts and Science. Student-Teachers About their Subject. There is a comparable degree of social maturity among students who are pursuing a Bachelor of Education in Arts and Science. Because of this, the null hypothesis that was framed is determined to be accepted.

Discussion

Based on the results of the study, it has been determined that the level of social maturity among B.Ed. student-teachers at colleges of education is around average. It is clear from this that B.Ed. students who eventually become teachers at colleges of education adhere to the principle of maturity. A comparable level of social maturity is shown by both male and female students who are pursuing a Bachelor of Education degree. In terms of social maturity, both rural and urban B.Ed. students and instructors are experiencing the same degree of development. The degree of social maturity shown by students who are pursuing a Bachelor of Education in the Arts and Science is comparable. As a result of the review of the relevant literature, it has been discovered that the following finding is closely connected to the research conducted by Surjit Sing, T. and Praveen Thakral, N. (2010). The research discovered that there was no significant difference between the Social Environment and the locus of control in terms of social maturity. It was discovered that being socially competent is independent of academic level and gender. In

addition, the research conducted by Herry Y. and colleagues (2012) discovered that there is no discernible difference in the level of social maturity among primary school pupils living in urban and rural settings. It has been shown that there is no correlation between the level of social maturity exhibited by urban youngsters and certain socio-demographic factors. The findings of the research, which were published in 2013 by Kaneko, F. and Okamura, H., indicated that the majority of the participants had some degree of motor issue as well as a delay in social maturity.

Conclusion

Research on B.Ed students' social and emotional development yields many key teacher education conclusions. General Development Levels Research shows that Bachelor of Education student teachers are somewhat emotionally and socially mature. They have some teaching abilities, but they need to improve in both areas. Results suggest targeted interventions to strengthen these areas are needed to prepare prospective teachers for the teaching profession. Different demographics The research found significant demographic disparities in emotional and social maturity. Comparing male and female student teachers, the former exhibited better emotional maturity. These variances demonstrate the need to tailor teacher education programs to all student teachers and promote balanced development. Intellectual-Emotional Development Interaction A good correlation between social and emotional development shows their interdependence. According to this link, emotional development may improve social maturity, and vice versa. Thus, integrated training programs that focus on both components may improve student teachers' overall competency. This Impacts Preservice Teachers The findings show that prospective educators need additional social and emotional learning courses. If they emphasize these competencies, teacher preparation programs may better prepare potential teachers to meet students' emotional needs, manage classroom dynamics, and provide supportive learning environments. Integration may improve student teachers' professional growth and learning. Ideas for Further Research Further research is needed to aid student teachers emotionally and socially. Longitudinal study may help explain how these attributes affect instructors' effectiveness and change. Teacher preparation programs might benefit from studies on how educational approaches and training methodologies effect students' social and emotional development. The study found that B.Ed student instructors' social and emotional maturity needs development and

stressed the need of tailored training programs. Training teachers to positively impact students and the classroom requires improving these areas of growth.

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