

Social Maturity and Psychological Well-being of B.Ed. Trainees

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Abstract

The present study examined the social maturity and psychological well-being of B.Ed trainees. The investigator adopted survey method for the present study. The major objective of the study is to find whether there is any significant relationship between social maturity and psychological well-being of B.Ed trainees. The tools used for the study are social maturity scale (2022) by Shanthamurthy and Venkataraman and psychological well-being scale (2022) constructed and validated by the investigator. Data were collected from 300 B.Ed trainees of different colleges in Kanyakumari District. The statistical techniques used for the present study are t-test and correlation analysis. Results showed that there is significant relationship between social maturity and psychological well-being of B.Ed trainees.

Keywords: Social maturity, psychological well-being, B.Ed trainees

Introduction

The second decade of life the teen ages are necessarily difficult and problematic because the child is being transformed into the adult, physically, intellectually, culturally and socially. At this age the adolescent faces many problems of social adjustment also. Social maturity as a term is used commonly in two ways. Firstly, in reference to the behavior that conforms to the standards and expectations of the adults and secondly in reference to the behavior that is appropriate to the age of the individual under observation. Psychologists usually use maturity in

the second sense. The social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication, self-direction and social participation. Social Maturity enables individual to contribute for social cohesion, function self-sufficiently in an average environment, make decisions, take stress and contribute to his own survival. Social Maturity produces a climate of trust, harmony, active cooperation and peaceful co-existence while social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another.

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 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.

Well-being is a complex construct that concerns optimal experience and functioning (Ryan and Deci, 2001). The concept of well-being refers to optimal psychological functioning and experience. Well-being is also known as “wellness”, refers to a state of health, happiness or prosperity. Well-being can be both positive as well as negative in one’s life. Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life (Deci & Ryan, 2008). Therefore, people with high psychological well-being report feeling happy, capable, well-supported, satisfied with life, and so on.

Significance of the Study

One of the most important aspects of life achievement is social maturity. An immature

person will direct his energy to come out to turn with his surroundings, but a socially mature person will direct his energy to come out to turn with his environment. A socially self-reliant person develops self-direction of effort and learns how to effectively use his time, control his emotions, develops a sense of how to deal with different people in society, develops gentle personal relationships, acquires the qualities of adjustment, cooperation, sacrifice, independence, and so on. Adolescents, who are on the verge of adulthood, need to develop social maturity today. They will be fully matured, especially socially, after completing their courses. They will face numerous challenges in their future lives. These future life challenges may cause bad emotions in them, but if they are initially mature, they will be able to face these difficult situations effectively. Our ability to operate as healthy adults is determined on our social maturity. We end up having difficult times for ourselves and cause a lot of problems for others if we don't have it. These problems of future life may develop certain types of negative emotions regarding society and career among them but if they are initially mature, they can handle these problematic situations properly and able to stabilize their life.

The term psychological well-being is used to describe an individual's emotional health and overall functioning. It should be emphasized that distress and anxiety are normal reactions to a situation as threatening and unpredictable to the corona virus pandemic. Well-being is the experience of health, happiness and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose and ability to manage stress. 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. S/he imparts the knowledge about the society, its rules and norms to the students which is helpful for students to solve their social problems and become psychologically

well. Thus the investigator conducted a study on social maturity and psychological well-being of B.Ed Trainees.

Objectives of the Study

1. To find out whether there is any significant difference in social maturity of B.Ed trainees with regard to age.
2. To find out whether there is any significant difference in social maturity of B.Ed trainees with regard to marital status.
3. To find out whether there is any significant difference in psychological well-being of secondary student-teachers with regard to age.
4. To find out whether there is any significant difference in psychological well-being of B.Ed trainees with regard to marital status.
5. To find out whether there is any significant relationship between social maturity and psychological well-being of B.Ed trainees.

Hypotheses of the Study

1. There is no significant difference in social maturity of B.Ed trainees with regard to age.
2. There is no significant difference in social maturity of B.Ed trainees with regard to marital status.
3. There is no significant difference in psychological well-being of B.Ed trainees with regard to age.
4. There is no significant difference in psychological well-being of B.Ed trainees with regard to marital status.
5. There is no significant relationship between social maturity and psychological well-being of B.Ed trainees.

Methodology

The investigator has adopted survey method for the present study. The tools used for the study are social maturity scale (2022) by Shanthamurthy and Venkataraman and psychological well-being scale (2022) constructed and validated by the investigator. Data were collected from 300 B.Ed trainees of different colleges in Kanyakumari District. The statistical techniques used for the present study are t-test and correlation analysis.

Analysis of the Data

H0: 1 There is no significant difference in social maturity of B.Ed. trainees with regard to age.

Table 1

Difference in Social Maturity of B.Ed. Trainees with regard to Age

Variable	Age	N	Mean	Standard Deviation	Calculated 't' Value
Social Maturity	<25 years	259	148.76	12.310	0.035
	>25years	41	148.83	13.479	

Not Significant at 0.05 level

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (1) that the calculated 't' value is less than the table value at 5% level of significance. Hence there is no significant difference in social maturity of B.Ed. trainees with regard to gender and the null hypothesis is accepted.

H0:2 There is no significant difference in social maturity of B.Ed. trainees with regard to marital status.

Table 2

Difference in Social Maturity of B.Ed. Trainees with regard to Marital status

Variable	Marital Status	N	Mean	Standard Deviation	Calculated 't' Value
Social Maturity	Single	241	148.49	12.229	0.790
	Married	59	149.92	13.377	

Not Significant at 0.05 level

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (2) that the calculated 't' value is less than the table value at 5% level of significance. Hence there is no significant difference in social maturity of B.Ed. trainees with regard to marital status and the null hypothesis is accepted.

H0: 3 There is no significant difference in psychological well-being of B.Ed. trainees with regard to age.

Table 3

Difference in Psychological Well-being of B.Ed. Trainees with regard to Age

Variable	Age	N	Mean	Standard Deviation	Calculated 't' Value
Psychological well-being	<25 years	259	95.37	6.715	0.753
	>25 years	41	96.22	6.858	

Not Significant at 0.05 level

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (3) that the calculated 't' value is less than the table value at

5% level of significance. Hence there is no significant difference in psychological well-being of B.Ed. trainees with regard to age and the null hypothesis is accepted.

H0: 4 There is no significant difference in psychological well-being of B.Ed. trainees with regard to marital status.

Table 4

Difference in Psychological Well-being of B.Ed. Trainees with regard to Marital Status

Variable	Marital Status	N	Mean	Standard Deviation	Calculated 't' Value
Psychological well-being	Single	241	95.13	6.871	1.831
	Married	59	96.92	5.960	

Not Significant at 0.05 level

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the table (4) that the calculated 't' value is less than the table value at 5% level of significance. Hence there is no significant difference in psychological well-being of B.Ed. trainees with regard to marital status and the null hypothesis is accepted.

H0: 5 There is no significant relationship between social maturity and psychological well-being of B.Ed. trainees.

Table 5

Relationship between Social Maturity and Psychological Well-being of B.Ed. Trainees

Variable	N	Calculated 'r' Value
Social Maturity & Psychological Well being	300	0.217

Significant at 0.05 level

(The table value of 'r' at 5% level of significance is 0.139)

It is inferred from the table (5) that the calculated 'r' value is greater than the table value at 5% level of significance. Hence there is significant relationship between social maturity and psychological well-being among B.Ed. trainees and the null hypothesis is rejected.

Findings and Interpretations

1. No significant difference is revealed between B.Ed trainees of age below 25 years and above 25 years in their social maturity. This may due to the fact that B.Ed trainees, regardless of their age, are immersed in the same educational and social environment. The curriculum, teaching methodologies, peer interactions, and institutional expectations are consistent for all students, which can homogenize their social maturity levels.

2. No significant difference is revealed between single and married B.Ed trainees in their social maturity. This may due to the fact that both trainees balance various responsibilities, such as academic work, practical teaching, and personal life. The skills developed in managing these responsibilities contribute to social maturity and are not necessarily dependent on marital status.

3. No significant difference is revealed between B.Ed trainees of age below 25 years and above 25 years in their psychological well-being. This may due to the fact that irrespective of age, they are able to focus on their goals to develop their personal and social identities, regulate complex emotions and behaviours appropriately, improve their perspective-taking skills for interpreting social cues accurately, effectively negotiate relationships and conflicts with peers and adults and make ethical decisions about daily challenges contributing to one's own well-being.

4. No significant difference is revealed between single and married B.Ed trainees in their psychological well-being. This may be due to the fact that both of them, irrespective of marital status, with good mental health will take the stress-causing problems with a positive attitude and face the problems with a greater analytical sense, and they will not be resorting to any imaginary

solutions; instead, they will be looking for a practical solution taking into account the real situations of the issues, thus showing no difference.

5. Significant relationship is revealed between social maturity and psychological well-being of B.Ed trainees. This may be due to the fact that socially mature individuals tend to have higher levels of self-awareness and emotional regulation. They are more adept at recognizing and managing their own emotions, which contributes to greater emotional stability and overall psychological well-being.

Educational Implications

In the light of the findings of the present study, the investigator offers the following implications for the study:

Opportunities should be provided in pairing trainees with experienced educators or mentors who model exemplary social behaviors and provide guidance can positively influence the development of social maturity.

Teachers should incorporate reflective practices into coursework and teaching experiences encourages trainees to critically assess their own behaviors, attitudes, and interpersonal interactions. Reflection promotes self-awareness, a foundational aspect of social maturity, and encourages continuous improvement.

In order to promote psychological well-being, teachers can conduct creative online academic and non-academic sessions by making their classes more interactive, engaging students in the form of quizzes, puzzles, small competitions, and giving more creative home assignments to break the monotony of the online classes.

Teachers have a role to play in the promotion of psychological well-being. Virtual workshops can be conducted in which life skills related to coping in stress can be in focus by using more practical examples.

Conclusion

Based on the results of the study, significant relationship is revealed between social maturity and psychological well-being of B.Ed trainees. The significant relationship between social maturity and psychological well-being of B.Ed trainees highlights the interconnectedness of social skills, emotional resilience, interpersonal relationships, and psychological health. Socially mature individuals often exhibit resilience and adaptability in the face of challenges and setbacks. They are more likely to seek social support, utilize coping strategies effectively, and maintain a positive outlook, which buffers against stress and promotes psychological well-being. Enhancing social maturity through educational experiences, personal growth, and supportive environments can promote better psychological well-being among trainees.

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