

SOCIAL MATURITY AS A FACTOR OF TEACHER EFFECTIVENESS- A STUDY OF MAURITIUS PRIMARY SCHOOL EDUCATORS

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ABSTRACT

In today's world, a teacher may have the top academic qualification but in the teaching field if he is devoid of social maturity then he will lack the core qualities for making him an effective teacher. Each child has his own social needs and come from a specific social background. It is up to the teacher to tailor his social skills as per the needs of the students in order to instill the trust and confidence to ensure a smooth relationship with the child. The present study aims at investigating the relationship between teacher effectiveness and social maturity of primary school educators in Mauritius. A sample of 517 primary school educators representing whole of the country of Mauritius was selected through stratified random sampling. The study revealed that there is a strong correlation between teacher effectiveness and social maturity of primary school educators in Mauritius.

Keywords: *Teacher Effectiveness, Social Maturity, teachers, Primary School, Educators*

INTRODUCTION

In the teaching profession it is impossible to separate good socialization skills from being up to date with the latest academic research. An effective teacher is one who must have acquired relevant knowledge of the subject concerned and should also be in tune with the age appropriate behaviors of children, the social norms existing in the region and accepting the children by adjusting to their needs. Brophy and Good (1986) stated that in a nutshell teacher effectiveness is related to how far a teacher is successful in socializing with students, stimulating their emotional and personal development coupled with successfully enabling the students to master the curriculum. According to Evans (2006) the personality of a teacher, the interactions that they have with pupils and the impact of their teaching on their behavior is what constitute an effective teacher. Indeed, teachers do not influence students only through the content they teach but also through their personality traits and the communication of these traits through their behavior. In Yilmaz (2011) study on characteristics of student teacher, the researcher found that the most preferred traits to be developed consist of: empathy, awareness of personal and social maturity, fair and non-judgment treatment of students, encouraging, flexible and so on. Hence, as per the above characteristics, it is imperative that the teacher should have social maturity. Johnsi and Arul (2017) define a mature person as one who has good adjustment capacity to his environment and the fulfilment of one's physical and cognitive faculties to its optimum. Kumar (2017) explains that in order to become socially mature, students need to be exposed to people who are socially mature so that they can imitate appropriate behavior. Students do their best to meet the expectations of people in their social setting who matters to them such as parents, teachers, peers and siblings. Attaining social maturity will involve knowing how to relate properly, understand, honor and respect people in their surrounding (family, friends, authority figures, parents and in intimate relationships). Kirchner (2009) investigated the lack of compatibility between the traditional selection method of teacher candidates and research findings on teacher effectiveness. Multiple regression analysis was used for this hypothesis and the results showed that less effective teachers were less socially mature, less receptive to criticism, less likely to incorporate criticism into teaching changes and scored the least on their generative proactive and interactive teaching scores. Barot (2018) claimed that an effective teacher is a role model who acts like a friend, guide and leader for his pupils. In order to become a good example to follow, the teacher needs to be equipped with leadership skills and good social maturity so as to deal with the uniqueness of each child. Hence, he conducted a study on how social maturity of trainee teachers relates to their leadership skills. The results of his study showed that in a sample of 250 trainee teachers there appeared a substantial relationship ($r=0.32$) between the variables. The results also demonstrated that the trainees have high social maturity and leadership quality.

Kumar (2017) explains that in this modern era, the aim of education is the physical, social, emotional, spiritual and moral development of the individual. He further explains that the personality of an individual develops to a large extent based on their social environment and that most of the problems faced are of a social nature. In his study on the relationship between moral judgement and social maturity with a sample of 150 B.Ed students of Mysore city, he found that a majority (45%) of B.Ed students have an average level and 29% had a high level of social maturity. Secondly, the majority had an average level of moral judgement. Thirdly, female student teachers had a higher level of moral judgement and social maturity as compared to the male participants. Singh (2017) explored the relationship between teacher effectiveness of prospective teachers in relation to their emotional intelligence, social maturity and academic achievement. Significant relationships were found between teacher effectiveness and (i) self-awareness, (ii) self-management, (iii) social awareness, (iv) social skills, (v) emotional intelligence, (vi) social maturity, and (vii) academic achievement. Manju (2016) had earlier pointed out that social maturity is needed for the following reasons: i. development of social skills; ii. decrease in egocentricity; iii. becoming confident; iv. to develop social emotions (democratic feelings, empathy, respect, trust); v. productivity; vi. develop social and human values (humanistic ideals, ethics); and vii. live life fully. Since they hypothesized that this was an essential quality for students teachers, they investigated the social maturity of 150 B.Ed student teachers from Mysore City and found that the majority of the students teachers had an average level of social maturity and female student teachers were more socially mature.

The present study focusses on the level of social maturity amongst Mauritius primary school educators and explores how this factor is related to their level of teacher effectiveness.

OBJECTIVES OF THE PRESENT RESEARCH

The main objectives of the study are:

1. To find out the level of social maturity of primary school educators in Mauritius and relate the same to teacher effectiveness.
2. To find out the correlations between Teacher Effectiveness and Social Maturity.

HYPOTHESES

Based on the objectives of the study, following hypotheses were formulated:

1. There will be a significant difference between male and female educators of Mauritius primary educators in regard to the scores on Social Maturity.
2. Teacher Effectiveness will differ between high and low scorers on Social Maturity.
3. There will be a significant positive correlation between Teacher effectiveness and Social Maturity.
4. There will be a significant positive relationship between teaching effectiveness and the sub domains of social maturity.

SAMPLE

Using stratified random sampling, 517 primary school educators were selected from a population of 6134 (Education Statistics, 2018). These teachers are working in the schools run by the Government, Hindu Education Authority and Roman Catholic Education Authority respectively. Both schools follow the same academic syllabus, teachers draw the same salary, are employed full time, follow the same entry requirements and have completed the Teachers Diploma for primary school at the Mauritius Institute of Education.

TOOL USED

Following tools have been used to collect the needed data from the respondents:

1. Social Maturity Scale by Dr Nalini Rao (1998)
2. Teacher Effectiveness Scale developed by Pramod Kumar and D.N. Mutha (1985)

Since the scales were standardized in Indian conditions, both the scales were adapted to Mauritius conditions, through a pilot study with a sample of experts in psychology and education, (Pilot study sample N=50). Certain items were modified on the basis of the feedback obtained from the experts. Thus, the Social Maturity scale had 90

items and the Teacher effectiveness scale had a total of 69 items. The domain-wise distribution of the two scales are given in tables 1 and 2 below:

Table 1: Domain wise Distribution of Social Maturity Scale

SN	Categories	Sub Scales
1.	Personal Adequacy	i. Work Orientation
		ii. Self-Direction
		iii. Ability to take Stress
2.	Inter-Personal Adequacy	i. Communication
		ii. Enlightened Trust
		iii. Cooperation
3.	Social Adequacy	i. Social Commitment
		ii. Social Tolerance
		iii. Openness to Change

Similarly, the Teacher Effectiveness Scale after the adaptation procedure had a total of 69 items with ten sub-scales. The domain-wise distribution of the Teacher Effectiveness scale items is presented in the table below:

Table 2: Domain wise Distribution of Teacher Effectiveness Scale

SN	Areas	Sub-Areas
1.	Academic	1. Information Source
		2. Motivator
		3. Teaching skills
2.	Professional	4. Co-curricular activities
		5. Professional knowledge
		6. Class-room management
3.	Social	7. Relationship with pupils, fellow teachers, principals and parents.
4.	Emotional	8. Adviser and Guide
5.	Moral	9. Disciplinarian
6.	Personality	10. Personality Characteristics

RESULTS

Social Maturity of Mauritius Primary School Educators

Social maturity indicates how mature the educators are in regard to their varied types of interactions in the social sphere. The scores of the Mauritius educators on social maturity were analyzed and the mean scores and standard deviation were computed which are presented in the table below:

Table 3: Social Maturity Scale: Mean and SDs of normative data (N=400) and that of present study (N=517)

	Mean and SD of Social Maturity scores (Mauritius educators)	Z-score	Interpretation	Mean and SD of Social Maturity scores of the normative data (for comparison)	Z-score	Interpretation
Social Maturity Scale	M= 271 SD=30.1	+1.42	High level	M= 213.87 SD= 40.75	-0.02	Average level
Personal Adequacy Domain	M= 89.4 SD=11.5	+1.37	High level	M= 71.75 SD= 12.57	-0.05	Average level
Interpersonal Adequacy Domain	M= 88.6 SD=10.7	+1.20	Above average	M= 71.12 SD= 13.96	0.00	Average level
Social Adequacy Domain	M= 93.1 SD=9.22	+1.74	High level	M= 69.29 SD= 13.61	-0.02	Average level

From the above table, it is seen that the average Mauritian primary school educators have a high level of social maturity as compared to the normative data given in comparison. Furthermore, it is significant to note that the Mauritian primary school educators have scored higher on all the sub domains of social maturity, as compared to the normative data available with the scale. Also it is worth mentioning that the obtained standard deviation for the scores of each dimension of Social Maturity indicates that the values in this study are less spread out and closer to the mean.

Social Maturity and Gender

An attempt was made to find out if there is any difference in the Social Maturity scores in terms of the gender factor. The Mean, SD and t-values were computed and given in the table below male and female educators differ in regard to social maturity factor, the mean and SD of the SM scores of male and female educators were put through a t-test and the table 4, below:

Table 4: Mean, SD and t-value of Social Maturity Scores in terms of gender (N=517)

Gender	N	Mean SM Scores	SD
Male	119	267.50	30.94
Female	398	271.92	29.80
Total	517	539.42	60.74

t-value= -1.41 df=515 P =NS (Not Significant)

From the above analysis it is seen that there is no significant difference in the SM scores of the male and female educators. In other words, both have almost the same level of Social Maturity. **This result rejects the hypothesis 1, which states that there will be a significant difference in the social maturity of male and female educators.**

Teacher Effectiveness(TE) of Mauritius Primary School Educators

The Mean of the combined total TE scores of its 10 sub areas of the Mauritius primary school educators and the normative data with standard deviation for the entire sample is presented in table 5 below:

Table 5: Teacher Effectiveness Scale: Mean, Median and S.D. from normative data (N=400) and data from present study (N=517)

	Mean	Median	S.D.
Normative Data	292.73	295.38	28.57
Present study	307.18	307.00	22.14

t= 8.40 df= 915 P > .01

It may be inferred from the above table that the Mauritian primary school educators are relatively more effective than is expected in terms of the norms. The obtained t-value clearly shows that the TE as a whole was significantly higher than that of the normative data and their effectiveness fall in the 70th percentile (P_{70}), indicating thereby that Mauritius primary educators are highly effective in their teaching.

Teacher Effectiveness and Gender

Since the sample consisted of both male and female educators, an attempt was made to compare the teacher effectiveness scores obtained by the two groups. Table below presents the detail:

Table 6: Teacher Effectiveness Mean Scores and Gender (N=517)

Gender	N	Mean TE Scores	SD
Male	119	305.19	19.52
Female	398	307.52	22.92
Total	517	612.71	42.44

t-value= -1.006 df=515 P > 0.05

From the above analysis, it is evident that there is no significant difference between male and female educators of Mauritius in regard to teacher effectiveness. In other words, both male and female educators are equal in their effectiveness in teaching.

Teacher Effectiveness in terms of high and low Social Maturity scores

Since Teacher Effectiveness and Social Maturity factors were found to be high amongst Mauritius educators, an attempt was made to find out if teacher effectiveness differs between educators with high and low level of social maturity. For this purpose, the social maturity scores were divided into high and low scores by using mid value as demarcation line. Values which were above the mid-point were considered as high scorers of Social Maturity and those below the mid-point were low scorers of Social Maturity. The 't' value was computed to find out if the differences in teacher effectiveness varies in terms of the social maturity being high and low. The table below presents the details of the scores related to the variables.

Table 7: Teacher Effectiveness and Social Maturity (N=517)

		N	Mean TE Scores	SD	Std. Error of the Mean
Social Maturity scores	Low	277	303.50	21.488	1.291
	High	240	311.00	22.347	1.442

$$t = -3.886 \quad df = 515. \quad P < 0.01$$

The t' value indicates a significant difference in teacher effectiveness in terms of social maturity level. More specifically, those who were high on social maturity showed significantly higher effectiveness in teaching as compared to those who were low on social maturity.

These results validate the hypothesis 2, which states that “Teacher Effectiveness will differ significantly between those who have high social maturity as compared to those who have low social maturity”.

Relationship between Teacher Effectiveness and Social Maturity

A correlational analysis was conducted using product moment coefficient of correlation to study whether there was any relationship between Teacher Effectiveness and Social Maturity. The total score of Teacher effectiveness was correlated with the total scores of Social Maturity and the results are presented in the table below:

Table 8: Correlation between Teacher Effectiveness and Social Maturity (N=517)

	Teacher Effectiveness	Social Maturity
Teacher Effectiveness	1	.274**
Social Maturity	.274**	1

** = significant at .01 level

From the above table, it is seen that teacher effectiveness is highly and significantly correlated with Social Maturity. In other words, higher the Social Maturity, higher is the Teacher effectiveness.

These results validate the hypothesis 3, which states that, “There will be a positive relationship between teacher effectiveness and social maturity.”

While teacher effectiveness was highly correlated with the overall Social Maturity, an attempt was made to find out the degree of correlation of Teacher Effectiveness with the sub dimensions of Social Maturity. The obtained correlation for each SM dimension are presented in Table 8 below:

Table 9: Correlation between Teacher Effectiveness and sub dimensions of Social Maturity (N=517)

	SM Scale		Personal Adequacy SM	Personal Adequacy SM	Personal Adequacy SM Ability to Take						Social Adequacy SM	Social Adequacy SM	Social Adequacy SM Openness to
TE Scale	.277**	.257**	.227*	.286**	.193**	.267**	.299**	.237**	.171**	.276**	.322**	.254**	.126**

The above table shows that while almost all dimensions of Social Maturity are showing significant correlation at .01 level, when correlations above 0.28 (closer to .30) are considered, it is seen that Social adequacy in terms of social communication, inter-personal adequacy in terms of communication ability, personal adequacy in terms of self-direction are highly and significantly correlated with teacher effectiveness. Thus it may be stated that though all dimensions of Social Maturity are correlated to TE, the three dimensions of social maturity namely, (i) communication ability, (ii) interpersonal communication and (iii) self-direction appear to be relatively more important factors for teacher effectiveness.

The above results validate the hypothesis 4 which states that, “There will be a significant positive relationship between teacher effectiveness and the sub domains of social maturity.”

CONCLUSION

The job of a teacher resides in the ability to interact and communicate constructively with their students so as to foster appropriate behaviours in the latter. Teachers are also highly influential agents in the life of a student and are also their role models. If teachers demonstrate socially mature behaviours in their interactions with the students, then the students will also emulate the teachers' behavior. It is encouraging to see that Mauritius Primary school educators have a high level of social maturity in total as well as in each of the SM dimensions. Also, when Teacher effectiveness scores were compared between high and low social maturity it was observed that Teacher Effectiveness scores of those higher on Social maturity were significantly higher than those with lower scores on social maturity. Also the communication and self-direction dimensions of SM that correlated the highest with TE is to be specially mentioned.

As for the implication of the findings of this study, it may be stated that if social maturity factor is focused in training of teachers, especially communication and self-direction, it would go a long way in rendering these teachers highly effective in teaching.

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