

SOCIAL MEDIA

INFLUENCE ON YOUTH IN THEIR PSYCHO-SOCIAL BEHAVIOURAL FUNCTIONS

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Palayamkottai - 627 002

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SOCIAL MATURITY OF B.ED TRAINEES IN RELATION TO THEIR GENDER AND SOCIAL MEDIA

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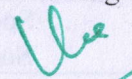
INTRODUCTION

Social Maturity is a term commonly used in two ways like with reference to the behavior that conforms to the standards and expectations of the adults and secondly, with reference to the behavior that is appropriate to the age of the individual under observation. Social maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing to the wellbeing of the society. Social maturity is the final expected outcome of social development and socialization. Socially mature person has a positive and optimistic outlook on life beneficial to himself and to others around him. Students should be exposed to those people who are socially mature so that they could pattern their behavior accordingly. The students can try to reach the expectations of the social system, parents, teachers, siblings and peers who matter to them. The teachers are playing the major role in developing the social skills of the students. Therefore, social maturity is extremely important for the B.Ed. trainees.

Social media is a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas over the internet and in virtual communities. Children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, MySpace, and Facebook, which has made the social media a vital aspect of their life. Social network is transforming the manner in which young people interact with their parents, peers, as well as how they make use of technology. It is becoming increasingly clear that social networks have become part of people's lives. Many young people are using their tablet computers and smart phones to check Tweets and status updates from their friends and family. As technology advances, people are pressured to adopt different lifestyles. Social networking sites can assist young people to become more socially capable.

SIGNIFICANCE OF THE STUDY

The quality of a nation depends upon the quality of its citizen. The quality of the citizens in term depends upon the quality of education and ultimately upon the quality of the teachers. The teachers should be a collection of noble qualities like challenging and dynamic in the society. Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need. Since it is stem of growth characterizes of B.Ed. student teachers should adapt to the society in which they also accepts to adjust and contribute the social maturity receives important at the present context. Social networking sites have brought evolution into the field of communication. It is used both in education and entertainment throughout the world. It has reached the student communities in the outstanding exploration. Every student should be trained to use the social networking effectively for their positive development since it is the double edged sword.



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OBJECTIVES OF THE STUDY

1. To find out level of social maturity and its dimensions of B.Ed. trainees.
2. To find out the significant difference, if any, in the social maturity and its dimensions of B.Ed. trainees in terms of gender.
3. To find out the significant difference, if any, in the social maturity and its dimensions of B.Ed. trainees in terms of social media.

NULL HYPOTHESES

1. There is no significant difference between male and female B.Ed. trainees in their social maturity and its dimensions.
2. There is no significant difference between B.Ed. trainees of having access and not having access to social media with reference to social maturity and its dimensions.

METHODOLOGY

The investigator adopted the survey method to find out the social maturity of B.Ed. trainees.

POPULATION FOR THE STUDY

The population for the present study consists of B.Ed. trainees, who are studying in Tirunelveli, Thoothukudi and Kanyakumari districts.

SAMPLE FOR THE STUDY

The investigator has used stratified random sampling technique for selecting the sample from the population. The sample was randomly selected from 30 colleges of education out of 77 colleges of education at Kanyakumari (36), Tirunelveli (27) and Thoothukudi (14) districts (According to TNTEU 2014 -2015). The selection was done on the basis of type of college and locality of the college. From these colleges of education, 1050 B.Ed. trainees were selected by using simple random sampling technique. The stratification has been done on the basis of gender, age, marital status, type of family, discipline, qualification, religion, nature of the college.

TOOL USED

Social maturity scale was constructed and validated by the investigator and the guide (Flowerlet& Thomas Alexander, 2015) and a General Datasheet was designed for the purpose.

DATA ANALYSIS

The investigator has used mean, standard deviation, percentage analysis and 't'-test.

Table 1
Level of social maturity of B.Ed. trainees

Dimensions of Social Maturity	Low		Moderate		High	
	N	%	N	%	N	%
Work orientation	203	19.3	620	59.0	227	21.6
Self determination	197	18.8	646	61.5	207	19.7
School behaviour	211	20.1	592	56.4	247	23.5
Home behaviour	189	18.0	676	64.4	185	17.6
Social behaviour	224	21.3	637	60.7	189	18.0
Social maturity	232	22.1	557	53.0	261	24.9

It is inferred from the above table that 19.3% of B.Ed. trainees have low, 59% of them have moderate and 21.6% of them have high level work orientation.

18.8% of B.Ed. trainees have low, 61.5% of them have moderate and 19.7% of them have high level of self determination.

20.1% of B.Ed. trainees have low, 56.4% of them have moderate and 23.5% of them have high level of school behaviour.

18% of B.Ed. trainees have low, 64.4% of them have moderate and 17.6% of them have high level of home behaviour.

21.3% of B.Ed. trainees have low, 60.7% of them have moderate and 18% of them have high level of social behaviour.

22.1% of B.Ed. trainees have low, 53% of them have moderate and 24.9% of them have high level of social maturity.

Table 2

Difference between male and female B.Ed. trainees in their social maturity and its dimensions

Dimensions of Social Maturity	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Work orientation	Male	110	21.96	5.1810	2.579	S
	Female	940	23.25	4.9211		
Self determination	Male	110	23.83	3.5929	1.012	NS
	Female	940	23.49	3.3224		
School behaviour	Male	110	25.50	4.0631	3.141	S
	Female	940	26.72	3.8296		
Home behaviour	Male	110	20.68	3.8047	3.109	S
	Female	940	21.70	3.1872		
Social behaviour	Male	110	29.92	3.7654	0.366	NS
	Female	940	29.77	4.1267		
Social maturity	Male	110	121.90	11.1598	2.770	S
	Female	940	124.94	10.8383		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) at 5% level of significance in the dimensions of work orientation, school behavior, home behavior and social maturity. Hence the respective null hypothesis is rejected. But the calculated 't' value is less than the table value (1.96) at 5% level of significance in the dimensions of self-determination and social behaviour. Hence the respective null hypothesis is accepted.

While comparing the mean scores of male (mean=21.96, 25.50, 20.68, 121.90) and female B.Ed. trainees (mean=23.25, 26.72, 21.70, 124.94) it is inferred that the female B.Ed. trainees have better work orientation, school behavior, home behavior and social maturity than the male B.Ed. trainees.

Table 3

Difference between B.Ed. trainees of having access and not having access to social media with reference to social maturity and its dimensions

Dimensions of Social maturity	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Work orientation	Having	586	23.16	5.1344	0.344	NS
	Not having	464	23.05	4.7405		
Self determination	Having	586	23.75	3.3027	2.419	S
	Not having	464	23.25	3.3951		
School behavior	Having	586	26.70	3.9126	1.074	NS
	Not having	464	26.44	3.8167		
Home behavior	Having	586	21.46	3.2575	1.479	NS
	Not having	464	21.76	3.2822		
Social behaviour	Having	586	30.07	4.1506	2.509	S
	Not having	464	29.43	3.9860		
Social maturity	Having	586	125.15	11.2097	1.776	NS
	Not having	464	123.95	10.4852		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) at 5% level of significance in the dimensions of self-determination and social behaviour. Hence the respective null hypothesis is rejected. But the calculated 't' value is less than the table value (1.96) at 5% level of significance in the dimensions of work orientation, school behavior, home behavior and social maturity. Hence the respective null hypothesis is accepted.

While comparing the mean scores of B.Ed. trainees of having access (mean=23.75, 30.07) and not having access to social media (mean=23.25, 29.43), it is inferred that the B.Ed. trainees of having access to social media have better self determination and social behaviour than not having access to social media.

FINDINGS

21.6% of B.Ed. trainees have high level work orientation. 19.7% of them have high level of self determination. 23.5% of them have high level of school behaviour. 17.6% of them have high level of home behaviour. 18% of them have high level of social behaviour. 24.9% of them have high level of social maturity.

There is no significant difference between male and female B.Ed. trainees in the dimensions of self determination and social behavior. But there is significant difference in the dimensions of work orientation, school behavior, home behavior and social maturity. While comparing the mean scores of male (mean=21.96, 25.50, 20.68, 121.90) and female B.Ed. trainees (mean=23.25, 26.72, 21.70, 124.94) it is inferred that the female B.Ed. trainees have better work orientation, school behavior, home behavior and social maturity than the male B.Ed. trainees.

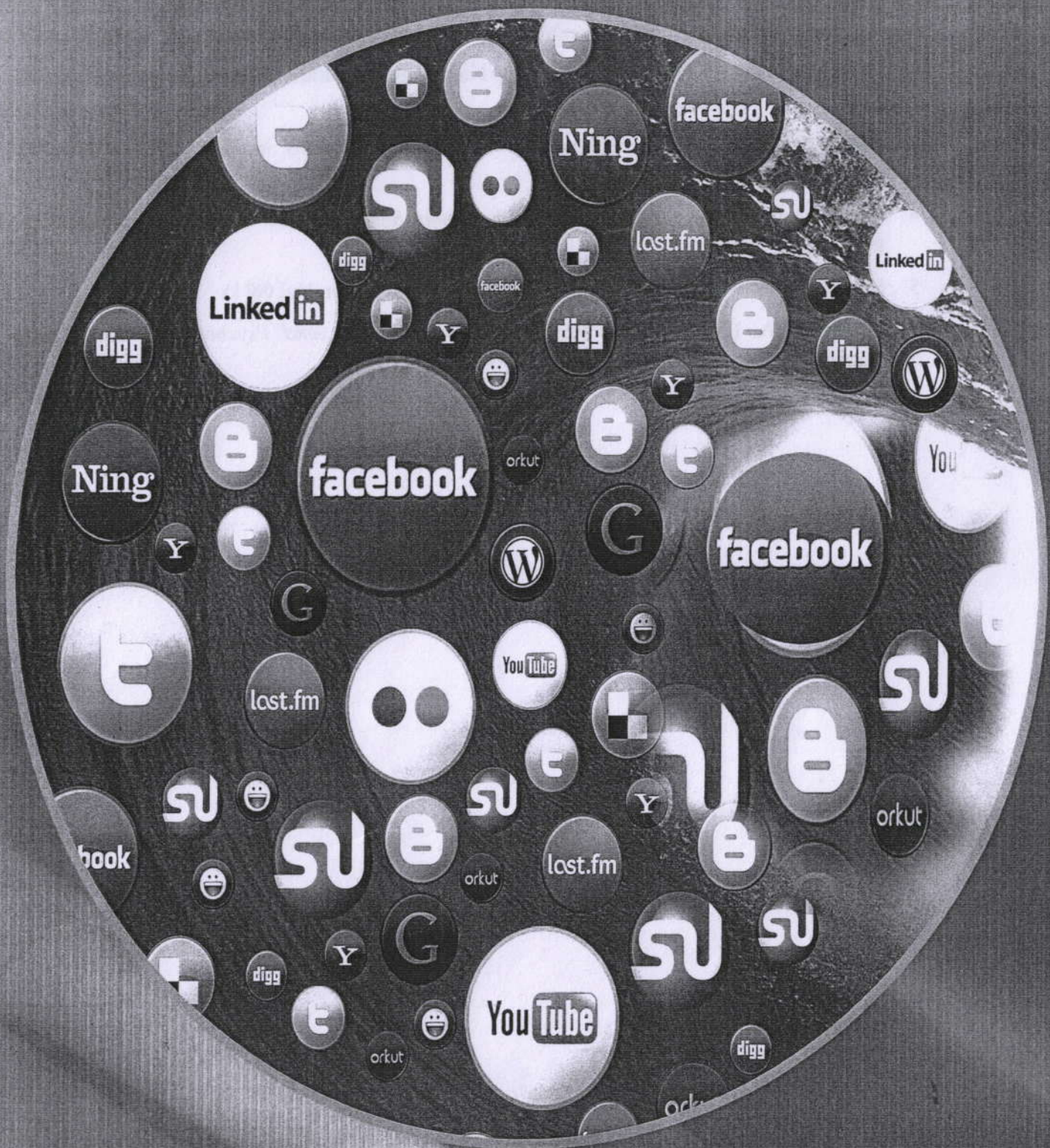
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