

## Analytical Study of Value Pattern of B.Ed. Student Relation in Social Maturity

<sup>1</sup>Sutapa Sarma Sarkar & <sup>2</sup>Dr. Gurmeet Singh Kachooora

<sup>1</sup>Research Scholar OPJS University Churu Rajasthan

<sup>2</sup>Associate Professor OPJS University Churu Rajasthan

---

### ARTICLE DETAILS

#### Article History

Published Online: 13 March 2019

---

#### Keywords

Social Maturity; Moral Judgment and B.Ed Students.

---

---

### ABSTRACT

Education makes a man complete and socialized. The aim of education is to make a man physically, mentally, morally and totally mature, practical, job-oriented, independent, open-minded, helpful and perfect in every field. It is through schools, that the aim of education can be achieved. In schools, the teacher plays an important role in molding the character of the child. Teachers are the building blocks of an educational edifice. They play a vital role in educating and teaching future generations. They are perceived as the architects of the second creation. Therefore training institutions have played a vital role in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching. Education plays an elementary role in the society and we cannot even imagine a life without it. It is a determined element for the civilization of human society. It helps to develop healthy surroundings and it also generates advance community. The modern aim of the education is the wholesome balanced development of the personality. It means moral, social, spiritual, Intellectual, emotional and physical development. All these aspect are equally important for personality development. Personality does not exist in vacuum but to large extent depends upon social environment. Education develops the individual like a flower. This distributes its fragrance all over. Education provides mature person to the society. At the present age of competitive world every human being meets a lot of problem in his daily life. The root of most of human psychological problem is more in socially than psychologically. It is in social situation, a lack of moral judgment as well as Social maturity. Everyone needs knowledge about moral judgment and social maturity for leading a very healthy life in this world. The present study takes a position that moral judgment and social maturity is very important to the B.Ed. student teachers and also for all students who live and grow in the complex social environment.

---

### 1. Introduction

Education is regarded as the potential instrument of national development. Basically education deals with improvement of human resources. Nation transmits its heritage, recreation, culture, strengths through education. Its values it is the means of such immense importance that education has been enunciated s one of the fundamental human rights. Education is essential for revivalism of poverty. It is also important for solve economic planning and training in different service which are the internal components of the human resource development. Education is essential for everyone. It is the level of education that helps people earn respect and recognition and it is indispensable part of life both personally and socially. However, the unequal standard of education is still a major problem that needs to be solved. Society is significant medium where certain quality of life and certain types of activity and occupation are provided with the aim of securing development based on the social needs. Since it is a stem of growth characteristics of teacher trainees should adapt to the society in which they live and to which they also expected to adjust and contribute the social maturity receives important at the present context. Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. A student teacher is a student in a College of Education who is undergoing training under the supervision of a qualified teacher educator in order to obtain a

degree in Education. This term is also often used interchangeably with "PreService Teacher." It is a much broader term to include those students who are studying the required coursework in pedagogy as well as their specialty, but have not entered the supervised teaching portion of their training. In many institutions "Pre-Service Teacher" is the official and preferred title for all education students who are now-a-days called as student teachers.

#### What is value?

The value means to prize, to esteem, to appraise, to estimate. It is an act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else " (Dewey, 1948). Dictionary of Education (1959) explains value as, „the things in which people are interested- things they want, to desire to be or become; feel obligatory, worship or enjoy. Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behavior. The kind of behavior approved by the people is called moral behavior and the kind of behavior disapproved

by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. "Psychology of the child and curriculum" published by NCERT 1983 has listed the following important moral qualities which need to be developed in children.

- Honesty in words and deeds
- Truthfulness
- Self-respect and a desire to respect others
- Self Control
- Duty – Consciousness Comparison

### **Values Identified**

The society is a place of informal learning that guarantees inheritance to its members. It caresses the child with love and sense of possessiveness and the child learns to value the social patterns and its philosophy. The social tradition carries values of intimacy, language, love, equality, wishes to live, action, conduct, morality, unity, attachment and jealousy. These are the obvious traits, which a child borrows from the members of the society. The child encounters with many behavioral patterns and makes common causes with the peer groups; learns the value of neighborhood, unity in diversity, service to man is the service to God, co-operation and virtues comprehensively. The school is an important receiver to the society. It helps the member in choosing and distinguishing the values for which the nation aspires to achieve- democracy, socialism and secularism. „As the goals and aims have their own consequential values, lately schools have failed to put its learners on right track“.

### **Erosion of Values**

Twenty first century witnesses maximum erosion in individual, social, national, moral, ethical and spiritual values. It is due to the prevalent materialistic variables in the society working at the cross-purposes. The vested interests, terrorism, disruption and access attachment to worldly life have created vacuum in the social cohesion and stability. Values are thus affected and eroded gradually. The growing cynicism, gulf between rights and duties, materialistic tendency, moral degradation and violence have affected the powers of man's wisdom. Aesthetic senses, neighbourly relationship, emotional quotient and spiritual values are swiftly declining. The national goals, democracy, socialism and secularism are sidetracked. The role of school, society and the teacher need to be assigned afresh in the inculcation of values.

### **2. Importance of value education:**

In the existing educational system lays greater emphasis on individualism, competition, verbal fluency or linguistic ability and mere acquisition of information is given, this is just not sufficient and great emphasis will have to be given on the value education. Since it is the time to forge a reform civilization coherence with broadly acceptable national cultural identity

where social values and development can be naturally reinforcing. The cultural values need to be identified for standard curricula all over the country. The value education should be imparted compulsorily up to the high school level. Evaluation of value education should be routine one and it should be based upon the daily observations of student by teachers and peers and should be monitored by administrator properly and also by the parents. In value education man is the object and it is said moral is caught and not taught and therefore the person inculcating moral values must be of very high moral standard. In other words the teachers who imparts these values must be selected in such a way that he should be reservoir of these values and capacity to transform them among the student with active participation and maintenance of good environment and also all the teachers should be in a position to suggest new projects and at the same time they should be in touch with the parents with their wholehearted support for inculcating such values.

### **3. Social Maturity**

Social maturity is the ability to function in an appropriate responsible manner and understanding of the social rules and norms in place in a given culture and the ability to use that knowledge effectively. Self-care skill, healthy social interactions and an appreciation for others feelings are some indicators of social maturity in certain age groups. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. Social maturity means knowing what to do and striving for it by following role models to reach the desired level of acceptable social behavior. Social maturity is a long process. To be socially mature, students should be exposed to those people who are socially mature so that they can 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. Social maturity deals with learning to properly relate to acquaintances, friends and intimate relationships. It also involves understanding how to honor and respect those in authority; civil, parental, employer or spiritual.

Social maturity is evidence by an individual's capacity for making and keeping friends. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. He must be conscious of the interest of others, appreciative of their goals and supportive of their feelings of personal worth. Social maturity has to do with how well people understand the nature of the social world they live within. Social maturity is what enables us to function as healthy adults. Without it, we end up having a difficult time ourselves, or causing a lot of difficult times for other people. A high degree of social maturity has something to do with a high degree of social skill. Aware of personal and social responsibilities, upholds social values to keep up social maturity. Fair, and treats students equally and patiently is non-judgmental through moral judgment. Warm, kind, friendly, sociable, familiar, trustworthy, earns students' trust, humble, dynamic, disciplinarian and confident. Encouraging, supportive, democratic, flexible, amicable, cooperative, and respectful of students; values their opinions, cheerful, compassionate, and enjoys helping others. The above characteristics, it is imperative that the student teacher should

have moral judgment and social maturity. Moral Judgment and social maturity together may make people to make their decisions in right direction and in the creation of healthy society.

#### 4. Role of Teachers In Inculcating Values

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children. We should visualize education as a whole, having to do directly with all disciplines. Being a teacher involves being so many things at the same time that it might amuse you...you become a second parent to those students, many times a social worker, a psychologist, a therapist, a simple listener. You are also a model for them to follow. It is in the teacher's compromise towards education to try to help those students to be the best they can be, and if that involves trying to teach them the morals of society, then that are what a good teacher does. In Puerto Rico, it is indispensable for teachers to teach moral values, we must dedicate at least 5-10 minutes of our 50 minute classes to the discussion and the teaching of moral values. There must be no religion involved: just the teaching and review of values like love, integrity, sharing, dedication, responsibility, self-esteem, truth, tolerance...and so on. It's our responsibility as teachers to lead students to success, to a good and healthy life, to a life where hate, defiance, challenge of authority and disrespectful actions are not the answers to our problem. Dealing with values and moral issues is recognized as an integral part of teachers' roles. Especially in culturally heterogeneous societies teachers face multiple values that students and their families may hold. The study reported in this article explores different conceptions of teachers' moral roles aiming to develop an instrument for assessing teacher beliefs about those roles that could be used in teacher development. Paternalist, liberal and social-relativist conceptions of teachers' moral roles were operationalised using data collected in three focus groups with teachers from Bosnia & Herzegovina and Serbia discussing cases of school practices involving value-laden issues. Initial items for construction of a questionnaire for teachers were generated from teachers' utterances to ensure ecological validity. Implications for teacher development and future research are discussed.

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively. Teacher Education is divided into following stages:

- Initial Teacher Education: A pre service course before entering the classroom as a fully responsible teacher.
- Induction: The process of providing training and support during the first few years of teaching.

- Teacher Development: An in service process for practising teachers. Teacher Education curricula can be broken into areas:
- Foundational Knowledge in Education: Related aspects of philosophy, history, sociology and psychology of education.
- Skills in assessing student learning and using technology to improve teaching and learning.
- Content area and methods Emphasis is placed upon "transversal" or "horizontal skills". This knowledge and skills in students can be inculcated through value education. Supreka (1976) outlined eight different approaches to value education which are stated as follows:
  1. Evocation Approach: The students are encouraged to make spontaneously free, non rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students.
  2. Awareness Approach: In this approach the teacher presents value laden situations or dilemmas through readings, Films, Role playing, small group discussions and simulation.
  3. Inculcation Approach: A positive and negative reinforcement by the teacher helps value inculcation.
  4. Moral Reasoning Approach: Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers set up learning experiences which facilitate moral development. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge.
  5. Analysis approach: The group or individuals are encouraged to study the social value problems. They are encouraged to determine the truth and evidence of purported facts and arrive at purported facts and arrive at value decision, applying analogous cases and testing value principles underlying the decision.
  6. Commitment approach: It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner relative members of a social group and system.
  7. The Union Approach: The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger inter related whole.

#### 5. Conclusion

Moral Judgment and social maturity is an aspect that makes an individual adjust to the society at large. It is related to the development of the personality of student teachers. Moral Judgment and social maturity are essential for their daily life to adopt the class room situation. If a teacher having high Morality and socially mature they will guide their students properly. This study is aimed to know the Moral Judgment and Social maturity of B.Ed. student.

## References

1. Jennifer Nado, Daniel Kelly, Stephen Stich, (2006). Haidts Model, Greene's Model, Hauser Model of Moral Judgment. Data retrieved on 15th May, 2015 from [http://www.rci.rutgers.edu/~stich/Publications/Papers/Moral% 20 Judgment %20 %20 FINAL%20DRAFT%20- %20web.pdf](http://www.rci.rutgers.edu/~stich/Publications/Papers/Moral%20Judgment%20FINAL%20DRAFT%20-%20web.pdf) – 277
2. Y.S., Park, J.W., Son, Y.J., Han, S.S. (2004). Longitudinal Study on the Development of Moral Judgment in Korean Nursing Students. Data retrieved on 20th May, 2015 from <http://www.ncbi.nlm.nih.gov/pubmed/15176639>.
3. Mangal, S.K. (2007). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Meena Sharma, K.M. and PrabhatShukla, (1999). Moral Judgment in relation to Socio-Economic Status and School Background. *The Educational Review*, 1999 Jan, Vol-CV-No 1, pp. 9-13.
5. Peter Unger, (1996). Data retrieved on 25th May, 2015 from [http://www.rci.rutgers.edu/~stich/Publications/Papers/Moral% 20 Judgment %20-%20FINAL%20 DRAFT %20-%20web.pdf](http://www.rci.rutgers.edu/~stich/Publications/Papers/Moral%20Judgment%20-%20FINAL%20 DRAFT %20-%20web.pdf)
6. Pradhan, G.C. (1992). Variation in the Development of Moral Judgment of School Students in Different Types of Schools in Relation to General Intelligence, Personal Values, Socio-Economic Status and Sex. *Fifth Survey of Research in Education (1988-92)*, New Delhi: NCERT, Vol- II, p.1343.
7. PraedaoKlengklae, (2007). Parenting Styles and Moral Judgment in Juvenile Delinquency in Southern Thailand. Data retrieved on 15th -april, 2015 from [http://www.li.mahidol.ac.th/thesis/2550/ cd410/ 4636914.pdf](http://www.li.mahidol.ac.th/thesis/2550/cd410/4636914.pdf)
8. Anmol publications. Ramesh Kumar Mohanty, (2008). Development of Moral Judgment in Elementary School Children in Relation to their Home Environment, Socio-Economic Status and Intelligence. *Abstracts of Research Studies by Teacher Education Institutions in India, Vol. III, CASE, The M.S. University of Baroda, Vadodara*, p.237.
9. Robert Kegans, (2008). Development of Social Maturity. Data retrieved on 10th March, 2015 from [http://the-mouse-trap.blogspot.com/ 2008/09/ robert-kegans-stages-of-social maturity.html](http://the-mouse-trap.blogspot.com/2008/09/robert-kegans-stages-of-social-maturity.html)
10. Sarojamma, Y.H. (1990). Reading Ability and Social Maturity of Over, Normal and Underachievers of Standard VII. *Fifth survey of Educational Research (1988-1992) Vol. II, NCERT*. pp. 1912-1913
11. Stephens, Deidra Graves, (2009). Parental Attachment and Moral Judgment Competence of Millennial Generation College Students. Data retrieved on 15th April, 2010 from [http://digitalcommons.unl.edu/dissertations/ AAI3350011/-](http://digitalcommons.unl.edu/dissertations/AAI3350011/)
12. Surjit Singh, Dr. Praveen Thukral, (2010). Social Maturity and Academic Achievement of High School Students. Data retrieved on 23th May 2015 from [http://www.ampublisher.com/July%202010/ SIR-1007-012.pdf](http://www.ampublisher.com/July%202010/SIR-1007-012.pdf)