Synopsis

Introduction

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 moulding 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, Schools of Education, as the primary teacher training institutions, have vital roles in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching.

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 in the classroom, school and wider community. A student teacher is a student in a College of Education who is teaching under the supervision of a qualified teacher educator in order to obtain a degree in Education. This term is also often used interchangeably with "Pre-Service Teacher.” It is a much broader term to include those students who are studying the required coursework in pedagogy as well as their speciality, 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.

An effective teacher is described as one who is able to successfully perform tasks expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the communication of these traits through behavior. Kucukahmet (1999) points out that; teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits. According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development.

The following are the most preferred characteristics to be developed in a student teacher according to Ali Yilmaz (2011) is

1. Empathetic, understands students’ emotions by their emotional maturity.
2. Aware of personal and social responsibilities, upholds social values to keep up social maturity.
3. Fair, and treats students equally and patiently is non-judgemental through moral judgement.

4. Warm, kind, friendly, sociable, familiar, trustworthy, earns students’ trust, humble, dynamic, disciplinarian and confident.

5. Encouraging, supportive, democratic, flexible, amicable, cooperative, respectful of students; values their opinions, cheerful, compassionate, and enjoys helping others.

As per the above said characteristics, it is imperative that the student teacher should have emotional maturity, social maturity and moral judgement. These three aspects are very important for a student teacher and hence the researcher has chosen these three areas for the present study.

The emotional maturity, social maturity and moral judgement are the there important aspects in the behaviour of teachers. As the students teachers are being prepared to be the pillars of the future generations their value pattern of emotional maturity, social maturity and moral judgement are vital. So the present study intends to measure the emotional maturity, social maturity and moral judgement of student teachers.

A few empirical studies have been published, that investigate the emotional maturity, social maturity and moral judgement of college students. The research outlined in this study attempted to identify and understand the emotional maturity, social maturity and moral judgement levels of students. An effort was made to identify the differences between the level of emotional maturity, social maturity and moral judgement, and selected independent variables, such as gender, age, religion, location of residence, marital status, type of family, siblings, annual income of the family, stream at graduation level, teaching methodology at B.Ed. level, moral instruction at school level, and academic achievement.

Cognitive developmental researchers have conducted many research studies on emotional maturity, social maturity and moral judgement over the last 30 years. This collective body of research is a part of a broader effort to research each of the cited areas as separate phenomena and then to study the interactions between them.

There are theorists who postulate that some nonintellectual dimensions of human beings are independent domains of giftedness or intelligence. In particular, emotional giftedness or intelligence sometimes including moral or ethical sensitivity; intrapersonal and interpersonal intelligence wisdom and leadership have been suggested as separate forms of giftedness or intelligence. It should be said that these are not completely “noncognitive,” and each has a cognitive component and includes some underlying degree or level of intellectual skills and abilities.
Review of Related Studies

Out of an extensive review of literature conducted thirteen studies in Emotional Maturity, ten studies in Social Maturity and thirty seven studies in Moral Judgement were presented in the second chapter.

Statement of the Problem

Emotional Development is one of the major aspects of human growth and development. Emotions like anger, fear, love etc. play a great role in the development of child’s personality. Not only are their physical growth and development linked with his emotional makeup, but also their intellectual, social, moral and aesthetic development are also controlled by their emotional behavior and experiences.

The emotional maturity, social maturity and moral judgement are the important three aspects in the behaviour of teachers because their behaviour influences the children at a greater level. As the students teachers are the foundation pillars of the future generations the study of emotional maturity, social maturity and moral judgement are significant.

Therefore the present investigation was taken up to find out the level of Emotional Maturity, Social Maturity and Moral Judgement of Student Teachers of Guntur District, Andhra Pradesh, South India. The study intends to find out the answers for the following questions:

- To what extent the student teachers possess emotional maturity, social maturity and moral judgement.
- Is there any influence of the following independent variables i.e gender, age, religion, location of residence, marital status, type of family, siblings, family annual income, stream at graduation level, teaching methodology at B.Ed. level, moral instruction at school level, and academic achievement on the dependent variables i.e emotional maturity, social maturity and moral judgement of student teachers.

Title of the Study

“Emotional Maturity, Social Maturity and Moral Judgement of the Student Teachers of Guntur District.”

Objectives of the Study

The objectives formulated for the study were:

1. To construct a moral judgement questionnaire for student teachers.
2. To find out the overall scores of emotional maturity, social maturity and moral judgement of student teachers.
3. To classify the student teachers based on their emotional maturity, social maturity and moral judgement.

4. To find out the influence of the following independent variables i.e gender, age, religion, location of residence, marital status, type of family, siblings, family annual income, stream at graduation level, teaching methodology at B.Ed. level, moral instruction at school level, and academic achievement on emotional maturity, social maturity and moral judgement of student teachers.

**Hypotheses of the Study**

To test the significance of the objectives formulated, the following hypothesis were framed.

1. There would be no significant difference between male and female student teachers with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

2. There would be no significant variance between age wise student teachers groups i.e. i) below 25 years ii) between 26-30 years and iii) above 30 years with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

3. There would be no significant variance between student teachers belonging to different religious group’s i.e. i) Hindus ii) Muslims and iii) Christians with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

4. There would be no significant difference between rural and urban student teachers with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

5. There would be no significant difference between married and unmarried student teachers with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

6. There would be no significant difference between student teachers belonging to joint and nuclear families with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

7. There would be no significant difference between student teachers with siblings and with no siblings with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

8. There would be no significant difference between student teachers with low and high family annual income with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

9. There would be no significant variance between student teachers pursuing different streams of study viz : i) Arts ii) Commerce iii) Sciences with respect to their a) emotional maturity, b) social maturity and c) moral judgement.
10. There would be no significant variance between student teachers who have opted for different teaching methodologies in this B.Ed. course viz: i) mathematics ii) biological sciences iii) social studies with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

11. There would be no significant difference between student teachers who have and those who have not received moral instruction at school level with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

12. There would be no significant variance between student teachers with varying range of percentage of aggregate marks at graduation level i.e: i) below 50% (ii) between 50-60% iii) above 60% with respect to their a) emotional maturity, b) social maturity and c) moral judgement.

**Variables of the Study**

The variables chosen for testing their influence on emotional maturity, social maturity and moral judgement of student teachers were as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Independent Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male, Female</td>
</tr>
<tr>
<td>2</td>
<td>Age</td>
<td>Below 25 yrs, Between 25-30 yrs, Above 30 yrs</td>
</tr>
<tr>
<td>3</td>
<td>Religion</td>
<td>Joint, Nuclear</td>
</tr>
<tr>
<td>4</td>
<td>Location of Residence</td>
<td>Rural, Urban</td>
</tr>
<tr>
<td>5</td>
<td>Marital Status</td>
<td>Married, Unmarried</td>
</tr>
<tr>
<td>6</td>
<td>Type of family</td>
<td>Joint, Nuclear</td>
</tr>
<tr>
<td>7</td>
<td>Siblings</td>
<td>Yes, No</td>
</tr>
<tr>
<td>8</td>
<td>Family Annual Income</td>
<td>Low(&lt; Rs.1 Lakh), High (&gt;Rs.1 Lakh)</td>
</tr>
<tr>
<td>9</td>
<td>Study Stream at Graduation Level</td>
<td>Arts, Commerce, Science</td>
</tr>
<tr>
<td>10</td>
<td>Teaching Methodology at B.Ed. Level</td>
<td>Mathematics, Biological Sciences, Social Studies</td>
</tr>
<tr>
<td>11</td>
<td>Moral Instruction at School Level</td>
<td>Yes, No</td>
</tr>
<tr>
<td>12</td>
<td>Academic Achievement</td>
<td>Below 50%, Between 50%-60%, Above 60%</td>
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</tbody>
</table>
Delimitations of the Study

1. The study is confined to only 12 different Colleges of Education in Guntur District of Andhra Pradesh.
2. The sample is restricted to only student teachers pursuing B.Ed. course.
3. The sample size is restricted to only 609 student teachers.
4. The study is limited to collect information about independent variables like gender, age, religion, location of residence, marital status, type of family, siblings, family annual income, study stream at graduation level, teaching methodology at B.Ed. level, moral instruction at school level and academic achievement.
5. The moral situations in the moral judgement questionnaire are to be limited to only 15 and the subject of the alternatives under each moral situation is confined to the main categories of theories of morality viz., Absolute, Relative and Subjectivite.
6. The study is limited to only studying the three dependent variables emotional maturity, social maturity and moral judgement.

Method of Investigation

Method of investigation means gathering of evidence relating to current condition. Survey is the critical inspection to obtain exact information, which involves gathering method, is not concerned with the characteristics of individuals, but it is concerned with generalized statistics of the whole population or representative population.

The present study would fall under descriptive survey method as it deals with survey of the observation of student teachers of different methodologies. It would also deal with making survey of alternatives of moral judgements in moral situations. Descriptive survey studies serve as direct sources of valuable knowledge concerning human behaviour. They help in identifying status of educational programmes and in planning desirable changes. They also seek to answer the questions relating real facts with regard to the existing condition on the current practices.

Sample and Sampling

A sample is a small portion of population selected for observation and analysis. It is a collection of objects or individuals of characteristics, which are found in the population. Sampling is the process of selecting a sample from the population. According to Patton (1987) “Random sampling means, the form applied when the method of a selection assures each individual or elements in the universe an equal chance of being chosen”.

Stratified random sampling : This technique is used when the population is heterogeneous with regard to characteristic or variable under study. The entire population is
divided into certain subgroups (strata) and simple random sampling is used to select individuals from each strata.

Survey Sample

**TOTAL SAMPLE**

(609)

- Mathematics
  - (233)
  - Boys (50)  Girls (183)

- Biological Sciences
  - (226)
  - Boys (59)  Girls (167)

- Social Studies
  - (150)
  - Boys (49)  Girls (101)

△ **Statistical Techniques Used**

The following statistics were applied to analyze the collected data.

- Arithmetic Mean
- Standard Deviation
- Skewness
- Kurtosis
- ‘t’ Value
- ANOVA (F – Value)

△ **Findings of the Study**

The following are the findings that were drawn on the basis of data analysis.

1. The mean emotional maturity of the student teachers of the whole sample is 194.77, with percentage of mean being 81.15%, the standard deviation being 27.39, the kurtosis is 2.036 and the skewness of the overall sample distribution is -1.380.

2. The mean social maturity of student teachers of the whole sample is 288.891, with percentage of mean being 64.19%, the standard deviation being 25.57, the kurtosis is 0.575 and the skewness of the overall sample distribution is 0.335.

3. The mean moral judgement of the student teachers of the whole sample is 40.623, with percentage of mean being 90.28%, the standard deviation being 4.650, the kurtosis is 1.874 and the skewness of the overall sample distribution is -1.374.

4. Analysis of the sample (609 student teachers) showed that 467/609 or 76.68% student teachers are having moderate emotional maturity, 85/609 or 13.95% student teachers
are having low emotional maturity and 57/609 or 9.35% student teachers are having high emotional maturity

5. Analysis of the sample (609 student teachers) showed that 419/609 or 68.80% student teachers are having moderate social maturity, 102/609 or 16.74% student teachers are having low social maturity and 88/609 or 14.44% student teachers are having high social maturity.

6. Analysis of the sample (609 student teachers) showed that 384/609 or 63.05% student teachers are having moderate moral judgement, 90/609 or 14.77% student teachers are having low moral judgement and 135/609 or 22.16% student teachers are having high moral judgement.

7. The mean emotional maturity of the female student teachers 199.5 is higher than that of their male counterparts 181.27 with percentage of mean being 83.25%, 75.52% respectively with variance being 541.20 for female student teachers and 1106.56 for male student teachers. The ‘t’ value for significance of mean difference between female and male student teachers is 6.36 which is significant at 0.01 level.

8. The mean social maturity of the female student teachers 290.45 is higher than that of their male counterparts 284.44 with percentage of mean being 64.54%, 63.20% respectively with variance being 617.33 for the female student teachers and 736.78 for the male student teachers. The ‘t’ value for significance of mean difference between female and male student teachers is 2.44 which is significant at 0.01 level.

9. The mean moral judgement of the female student teachers 41.35 is higher than that of their male counterparts 38.52 with percentage of mean being 91.91%, 85.60% respectively with variance being 14.35 for the female student teachers and 36.64 for the male student teachers. The ‘t’ value for significance of mean difference between female and male student teachers is 5.51 which is significant at 0.01 level.

10. The mean emotional maturity of the student teachers of the age group below 25 years is 195.93 with percentage being 81.63%, with variance being 650.33 is the highest, the age group between 26-30 years is 187.13 with percentage being 77.97%, with variance being 1316.50 is the lowest and the mean of the age group above 30 years 195.56 with percentage being 81.48%, with variance being 851.67 is in between the other two age groups and the ‘F’ value is 3.56 which is significant at 0.05 level.

11. The mean social maturity of the student teachers of the of the age group below 25 years is 289.25 with percentage being 64.27%, with variance being 634.53, the age group between 26-30 years is 285.12 with percentage being 63.36%, with variance
being 734.88 and the mean of the age group above 30 years is 293.40 with percentage being 65.20%, and variance being 786.5 and the ‘F’ value is 1.29 which is not significant at 0.05 level.

12. The mean moral judgement of the student teachers of the age group below 25 years is 40.68 with percentage being 90.40%, with variance being 19.53 and the mean of the age group between 26-30 years is 40.35 with percentage being 89.66%, with variance being 31.25, the age group above 30 years is 40.32 with percentage being 89.60%, with variance being 35.64 and the ‘F’ value is 0.22 which is not significant at 0.05 level.

13. The mean emotional maturity of the student teachers of Muslim religion is 203.21 with percentage being 84.67%, with variance being 340.17 is the highest, the mean of the student teachers of Christian religion is 191.36 with percentage being 79.73%, with variance being 1020.49 is the lowest and the mean of the student teachers of Hindu religion is 194.89 with percentage being 81.20%, with variance being 705.43 is in between the other two religious groups and the ‘F’ value is 3.26 which is significant at 0.05 level.

14. The mean social maturity of the student teachers of Hindu religion is 289.79 with percentage being 64.39%, with variance being 681.30, for Muslim religion is 285.85 with percentage being 63.52%, with variance being 647.43 and the mean of the student teachers of Christian religion is 286.98 with percentage being 63.77%, with variance being 565.96 and the ‘F’ value is 0.96 which is not significant at 0.05 level.

15. The mean moral judgement of the student teachers of Hindu religion is 40.41 with percentage being 89.80%, with variance being 22.71, for Muslim religion is 41.21 with percentage being 91.57%, with variance being 17.25 and the mean for Christian religion is 41.10 with percentage being 91.33%, with variance being 19.33 and the ‘F’ value is 1.47 which is not significant at 0.05 level.

16. The mean emotional maturity of the rural and urban student teachers is 194.15 and 195.73 respectively with percentage of mean being 80.89%, and 81.55%, respectively with variance being 795.35 and 682.63. The ‘t’ value for the significance of mean differences between the rural and urban student teachers in their emotional maturity is 0.70 which is not significant at 0.05 level.

17. The mean social maturity of the rural and urban student teachers is 289.15 and 288.47 respectively with percentage of mean being 64.25%, and 64.10%, respectively with variance being 671.81 and 629.28. The ‘t’ value for the significance of mean
differences between the rural and urban student teachers in their social maturity is 0.32 which is not significant at 0.05 level.

18. The mean moral judgement of the rural and urban student teachers is 40.56 and 40.70 respectively with percentage of mean being 90.13%, and 90.44%, respectively with variance being 21.32 and 22.18. The ‘t’ value for the significance of mean differences between the rural and urban student teachers in their social maturity is 0.35 which is not significant at 0.05 level.

19. The mean emotional maturity of the married student teachers is 199.52 with percentage being 83.13% is higher than the mean of the unmarried student teachers i.e. 193.31 with percentage being 80.54% with variance being 724.08 and 750.90 and the ‘t’ value is 2.40 which is significant at 0.05 level.

20. The mean social maturity of the married and unmarried student teachers is 291.70 and 288.02 respectively with percentage of mean being 64.82%, and 64.00 %, respectively with variance being 700.16 and 638.11. The ‘t’ value for the significance of mean differences between the married and unmarried student teachers in their social maturity is 1.47 which is not significant at 0.05 level.

21. The mean moral judgement of the married and unmarried student teachers is 41.09 and 40.47 respectively with percentage of mean being 91.31%, and 89.93%, respectively with variance being 21.91 and 21.50. The ‘t’ value for the significance of mean differences between the married and unmarried student teachers in their moral judgement is 1.37 which is not significant at 0.05 level.

22. The mean emotional maturity of the student teachers belonging to joint and nuclear families is 192.55 and 196.62 respectively with percentage of mean being 80.22 % and 81.92%, respectively with variance being 900.99 and 620.23. The ‘t’ value for the significance of mean differences between the student teachers of joint and nuclear families in their emotional maturity is 1.80 which is not significant at 0.05 level.

23. The mean social maturity of the student teachers belonging to joint and nuclear families is 289.21 and 288.62 respectively with percentage of mean being 64.26%, and 64.13%, respectively with variance being 719.20 and 602.00. The ‘t’ value for the significance of mean differences between the student teachers of joint and nuclear families in their social maturity is 0.28 which is not significant at 0.05 level.

24. The mean moral judgement of the student teachers belonging to nuclear family is 41.00 with percentage being 91.13% which is higher than the mean of the student
25. The mean emotional maturity of the student teachers with and with no siblings is 195.82 and 187.65 respectively with percentage of mean being 81.59% and 78.18% respectively with variance being 646.95 and 1412.59. The ‘t’ value for the significance of mean differences between the student teachers with and with no siblings in their emotional maturity is 1.85 which is not significant at 0.05 level.

26. The mean social maturity of the student teachers with and with no siblings is 288.88 and 288.93 respectively with percentage of mean being 64.19% and 64.20% respectively with variance being 678.47 and 494.89. The ‘t’ value for the significance of mean differences between the student teachers with and with no siblings in their social maturity is 0.01 which is not significant at 0.05 level.

27. The mean moral judgement of the student teachers with and with no siblings is 40.69 and 40.12 respectively with percentage of mean being 90.42% and 89.15% respectively with variance being 20.13 and 31.90. The ‘t’ value for the significance of mean differences between the student teachers with and with no siblings in their moral judgement is 0.85 which is not significant at 0.05 level.

28. The mean emotional maturity of the student teachers with low family income (Annual Income less than Rs.1 Lakh) and high family income (Annual Income more than Rs.1 Lakh) is 195.50 and 193.47 respectively with percentage of mean being 81.45% and 80.61% respectively with variance being 706.50 and 830.50. The ‘t’ value for the significance of mean differences between the student teachers with low and high family income in their emotional maturity is 0.85 which is not significant at 0.05 level.

29. The mean social maturity of the student teachers with low family income (Annual Income less than Rs.1 Lakh) and high family income (Annual Income more than Rs.1 Lakh) is 288.71 and 289.21 respectively with percentage of mean being 64.15% and 64.26% respectively with variance being 658.37 and 649.25. The ‘t’ value for the significance of mean differences between the student teachers with low and high family income in their social maturity is 0.23 which is not significant at 0.05 level.

30. The mean moral judgement of the student teachers with low family income (Annual Income less than Rs.1 Lakh) and high family income (Annual Income more than Rs.1 Lakh) is 40.61 and 40.63 respectively with percentage of mean being 90.24% and 90.28% respectively with variance being 20.78 and 23.25. The ‘t’ value for the
significance of mean differences between the student teachers with low and high family income in their moral judgement is 0.02 which is not significant at 0.05 level.

31. The mean emotional maturity of the student teachers belonging to Commerce stream is 203.53 with percentage being 84.80% and variance being 410.25 is the highest, the mean of the student teachers of Arts stream is 189.17 with percentage being 78.82% and variance being 1081.44 is the lowest and the mean of student teachers of Science stream is 195.79 with percentage being 81.57% and variance being 669.35 is in between the other two streams and the ‘F’ value is 4.28 which is significant at 0.05 level.

32. The mean social maturity of the student teachers belonging to Science stream is 290.80 with percentage being 64.62% and variance being 616.30 is the highest, the mean of the student teachers of Arts stream is 282.58 with percentage being 62.79% and variance being 748.13 is the lowest and the mean of the student teachers of Commerce stream is 285.15 with percentage being 63.36% and variance being 657.49 is in between the other two streams and the ‘F’ value is 5.40 which is significant at 0.01 level.

33. The mean moral judgement of the student teachers belonging to Commerce stream is 42.00 with percentage being 93.33% and variance being 12.48 is the highest, the mean of the student teachers of Arts stream is 39.46 with percentage being 87.68% and variance being 36.34 is the lowest and the mean of the student teachers of Science stream is 40.85 with percentage being 90.77% and variance being 17.74 is in between the other two streams and the ‘F’ value is 5.63 which is significant at 0.01 level.

34. The mean emotional maturity of the student teachers who have opted for Mathematics methodology subject is 197.19, percentage being 82.16%, with variance being 664.22, while that of Biological Sciences methodology student teachers is 194.44, percentage being 81.01, with variance being 671.00 while that of the student teachers who belong to Social Studies methodology subject is 191.12 percentage being 79.63% with variance being 1015.60 and the ‘F’ value is 2.21 which is not significant at 0.05 level.

35. The mean social maturity of the student teachers who have opted for Mathematics methodology subject is 292.52, percentage being 65.00, with variance being 639.56 is the highest, while that of the student teachers who belong to Social Studies methodology subject is 282.22, percentage being 62.71 with variance being 741.67 is the lowest and the mean of Biological Sciences methodology student teachers is
289.11, percentage being 64.24, with variance being 579.46 is in between those two methodology subjects and the ‘F’ value is 7.37 which is significant at 0.01 level.

36. The mean moral judgement of the student teachers who have opted for Mathematics methodology subject is 40.73, percentage being 90.51, with variance being 18.50, while that of Biological Sciences methodology student teachers is 40.94, percentage being 90.97, with variance being 17.07 while that of the student teachers who belong to Social Studies methodology subject is 39.91, percentage being 88.68, with variance being 34.06 and the ‘F’ value is 2.25 which is not significant at 0.05 level.

37. The mean emotional maturity of the student teachers who have received and those who have not received moral instruction at school level is 194.77, 194.78 respectively, with percentage of mean being 81.15% and 81.15% respectively with variance being 724.25 and 867.18. The ‘t’ value for the significance of mean differences between the student teachers with and without moral instruction at school level in their emotional maturity is 0.002 which is not significant at 0.05 level.

38. The mean social maturity of the student teachers who have received and those who have not received moral instruction at school level is 288.93, 288.71 respectively, with percentage of mean being 64.20% and 64.15% respectively with variance being 672.64 and 581.25. The ‘t’ value for the significance of mean differences between the student teachers with and without moral instruction at school level in their social maturity is 0.08 which is not significant at 0.05 level.

39. The mean moral judgement of the student teachers who have received and those who have not received moral instruction at school level is 40.76, 40.03 respectively, with percentage of mean being 90.57% and 88.95% respectively with variance being 20.70 and 25.29. The ‘t’ value for the significance of mean differences between the student teachers with and without moral instruction at school level in their moral judgement is 1.43 which is not significant at 0.05 level.

40. The mean emotional maturity of the student teachers who have secured aggregate of above 60% is 198.42, percentage being 82.67%, with variance being 567.25 is the highest, the mean of the student teachers who have secured aggregate of below 50 % is 175.97, percentage being 73.32, with variance being 1396.94 is the lowest and the mean of the student teachers who have secured between 50%-60% is 192.52, percentage being 80.21% with variance being 837.26 is in between the other two groups and the ‘F’ value is 13.8 which is significant at 0.01 level.
41. The mean social maturity of the student teachers who have secured aggregate of above 60% is 292.97, percentage being 65.10%, with variance being 589.13 is the highest, the mean of the student teachers who have secured aggregate of below 50% is 282.30, percentage being 62.73%, with variance being 992.21 is the lowest and the mean of the student teachers who have secured between 50%-60% is 283.78, percentage being 63.06% with variance being 641.33 is in between the other two groups and the ‘F’ value is 10.49 which is significant at 0.01 level.

42. The mean moral judgement of the student teachers who have secured aggregate of above 60% is 40.97, percentage being 91.04, with variance being 15.46 is the highest, the mean of the student teachers who have secured aggregate of below 50% is 37.15, percentage being 82.55%, with variance being 52.64 is the lowest and the mean of the student teachers who have secured between 50%-60% is 40.70, percentage being 90.44% with variance being 23.55 is in between the other two groups and the ‘F’ value is 12.62 which is significant at 0.01 level.

Conclusions of the Study

From the above findings the following conclusions are drawn.

1. Gender of the student teachers is influencing their emotional maturity, social maturity and moral judgement.
2. Age of the student teachers is influencing their emotional maturity but not their social maturity and moral judgement.
3. Religion is an influencing factor on the emotional maturity of the student teachers but does not do so on their social maturity and moral judgement.
4. Location of the student teachers is not casting its impact on student teachers emotional maturity, social maturity or moral judgement.
5. Emotional maturity of the student teachers is dependent on their marital status but social maturity and moral judgement are not.
6. The type of family (joint/nuclear) has a bearing on the moral judgement of the student teachers but does not do so on emotional maturity and social maturity.
7. The presence of siblings does not influence the emotional maturity, social maturity or moral judgement of the student teachers.
8. Family annual income does not have an impact on the student teachers emotional maturity, social maturity or moral judgement.
9. The stream of study at graduation level (Arts/Science/Commerce) does not have a bearing on the student teachers emotional maturity, social maturity and moral judgement.

10. Social maturity of the student teachers is influenced by the methodology they have adopted at B.Ed level, but the other two variables emotional maturity and moral judgement are not.

11. Moral instruction received at school level does not have a bearing on the student teachers emotional maturity, social maturity and moral judgement.

12. The academic achievement (marks at graduation) has a bearing on the student teachers emotional maturity, social maturity and moral judgement.

**Educational Implications**

On the basis of a single study it will not be justifiable to suggest some educational implications of the present study. However, on the basis of the findings of the study a few educational implications of the study may be indicated as follows:

- Co-curricular activities related to the affective domain should also be incorporated in the curriculum which should be a compulsory part of the curriculum. Educationists, educational administrators and teachers must acquaint their student about the pros and cons of moral education and with the help of various mass media and modern means of communication the concepts of moral education should be published and popularized viz. newspaper, radio, TV, films, etc. It would be more beneficial and effective if special programmes are launched to develop moral values among students and this is possible only through inclusion of special courses on moral education in the schools.

- Value-oriented education in the light of moral education and moral awareness should be provided. Students should be allowed to listen to teacher’s and adults’ moral judgements. Students should lead discussions in groups in which they will have a chance to grapple actively with moral issues. Teachers should engage the classes in a good deal of heated debate. He/she should to leave much of the discussion to the students themselves, stepping in only to summarize, clarify, and sometimes present a view himself with encountering views which challenge their thinking and stimulate them to generate better arguments and formulate sound inferences.

- Students will develop not because they are shaped through external reinforcements but because their curiosity, by participating in discussion, is aroused. They become interested in information that does not quite fit into their existing cognitive structures and are
thereby motivated to revise their thinking and hence they should be provided with opportunities to develop their curiosity.

- Students are to be encouraged "to think critically in a democratic group to discuss assumptions, and. when they feel it is necessary, to challenge the teacher's suggestions". Thus, moral development remains a product of the students' own thinking.

- Persuasive discourse that incorporates moral argumentation pervades student lives: from moral stories, news shows, talk shows, documentaries, political speeches, policy discussions, lawyer arguments in a jury trial, teacher talk in a classroom often containing implicit moral reasoning, persuasive discourse of any kind may be understood distinctively by different comprehenders in correspondence to their levels of moral judgement development.

- Moral reasoning schemes can be generated through class discussion with peers. Those who teach character/values, civics, prevention or recovery should pay attention to these findings. Explicit educational curricula and instruction concerning moral topics such as social behaviour change may not be properly understood if the moral judgement capacities of the student are not accommodated.

- Teachers should attempt to match the reading level of a text with the student’s level of reading skill. Moral and social education programmes should attempt to match the moral reasoning level of a text with the student’s level of moral reasoning capacity. In order to create the context for cognitive growth, such texts should be selected that contain familiar and slightly more advanced moral reasoning.

- Curricula advocating behaviour change, such as character education curricula, should be thoroughly piloted in order to gauge what is understood by the target audience. A curriculum that works with one age may not work for another.

- Practicing experts such as judges and policy makers may provide further insight into the characteristics of moral reasoning expertise. Also, subsequent studies should use more naturalistic texts, expository texts and film clips in order to see how widely moral reasoning expertise affects general social decision processing.

- The context-specific dilemmas, through story pull, familiarity, cooperative education and situation based learning, exert sufficient influence that may help students in demonstrating their social and emotional maturity.

- The technical focus of accounting education using rule-based learning should be deemphasized and replaced with an appreciation of the role of accounting in the political,
economic and social contexts. The direct curricula approach to ethics education might be one way to achieve this goal.

- It is proposed that a person who develops the capacity to reflect on emotional feedback and the consequences of their actions (knowing), to consider the needs of others (loving), and who is prepared to take responsibility in a situation (willing), is more likely to act-on-moral judgement.

- Teachers’ support for independent critical thinking will be reflected in the students’ own nonconformist critical thinking. The two clearly share a strong emphasis on the importance of attending to one’s understandings, principles, and personal sense of justice in making moral and personal decisions, rather than simply obeying external social dictates or egoistic impulses.

- Teachers’ ability to allow students’ criticism and encourage the expression of independent opinions in the classroom. As such behavior might be difficult and perhaps even threatening for many teachers, it appears that moral educators would do well to invest special efforts in teacher training, focusing on the encouragement of students’ criticism. Such training may focus not only on the importance of criticism support, but also on the difficulties

- The teachers’ ability to tolerate and even encourage critical and independent thinking in students, accept the expression of critical opinions by students might be an important factor in promoting students’ moral judgement and development.

- Students with personal inadequacies and who are maladjusted in the college environment should be identified and recognized. Problem students require special attention.

- Special care should be given to students who isolate themselves from others. Regulated boosting of their ego may help them overcome the feeling of isolation. College activities should be designed in such a way that every student receives due attention and acclaim for creditable achievements.

- Students who are poor academically and the students with special abilities should be identified and their problems should be diagnosed. By compensating for their shortcomings help them to cope with their inferiority complexes.

- For converting the aggressive and hostile feeling of maladjusted students the socially useful outlets for energy as that of athletic contest, painting, dramatics and stage plays will assist the aggressive students to overcome from the emotional imbalances.
As a teacher if one possesses values like honesty, truthfulness, sincerity and perseverance the students will naturally develop same sentiments.

New approaches to develop value judgement among the students like value analysis, value discussion and jurisprudential inquiry through which the students can reach the solutions should be adopted. These approaches develop will-power, reasoning ability and rational judgement in the students.

Participating in the counseling programmes will help the teachers to enrich their knowledge and counsel the problem children. The orientation programmes focus on the nature and cause of various problems, disorders of emotions such as extreme shyness, over-anxiousness or depression, disorder of conduct such as lying, stealing and truancy.

**Suggestions for Further Research**

The following are some of suggestions for further research in the area related with the present investigation while the suggestions offered cannot be regarded as very much exhaustive and complete, and attempt has been made to list some topics of most immediate interest, based on the findings of this investigations.

- A correlation study between intelligence and moral judgement, emotional intelligence and emotional maturity and social intelligence and social maturity could throw light on the interdependence between intelligence and maturity.
- The impact of emotional and social maturity on classroom behaviour, and social adjustment of adolescents and young adults could be taken up.
- A study on competence leadership and morale of the teachers in relation to their emotional and social maturity could help redesign Teacher Education curriculum.
- A more global study on the interdependence of emotional maturity, emotional instability, emotional regression, stress, anxiety could be attempted.
- Cross-cultural comparative study between Tribal and Non Tribal; First generation and Traditional learners in relation to their social and emotional maturity and moral judgement could be taken up.
- Moral judgement, social maturity and emotional maturity of adolescent and young adults in relation to some cognitive variables like intelligence, problem solving ability, creativity, learning styles etc could be undertaken.
- Moral judgement, social maturity and emotional maturity of adolescent and young adults in relation to some non cognitive variables like adjustment – personal, social and educational, mental health, physical health, and socio-economic status could be taken up.
Moral judgement, social maturity and emotional maturity of adolescent and young adults in relation to some personality variables related to self like extroversion-introversive, self-concept, self-esteem, motivation, values, anxiety, and security-insecurity and achievement motivation could be undertaken.

A critical analysis of personality needs, value patterns and moral judgement could be taken up.

A study on moral judgement of children in relation to their parental behaviour, child rearing practices, home environment, parent-child relationship, parental styles and parental attachment could be taken up.

A longitudinal study on the development of moral judgement could be investigated from childhood to adulthood.

As an extension to this study a study could be replicated over an extended geographical area (Whole of Andhra Pradesh) or by involving a larger sample (including one or two more universities).

The study of influence of some other variables like birth order, death or divorce of parents, peer and adult influence, political awareness on moral judgement, emotional maturity and social maturity could give a broader picture of the psychology of adolescents and young adults.

**Conclusion**

This piece of research is fondly hoped would add to the ever growing data of educational research. This study is a primary attempt to measure Emotional Maturity, Social Maturity and Moral Judgement of the Student Teachers. The future researchers may take up extensive research studies on Emotional Maturity, Social Maturity and Moral Judgement. This study has enabled us to identify the level of Emotional Maturity, Social Maturity and Moral Judgement of the Student Teachers and point out the crucial role of moral values, those to be stabled and constructively progressed.

The investigator would term this study as a modest beginning which can pave the way for quite a number of studies. The investigator, to put it admits with all modesty her basic interest in the area of Emotional Maturity, Social Maturity and Moral Judgement, as teacher educator, an Indian citizen and as a humanist.

Needless to say, the researcher feels satisfied, though not complacent, with this study as it sought to answer some very important questions. In the process, this study has raised many questions in our minds which will be a curtain raiser for further research, and also satisfy our thirst to find an answers to other related questions.
 Selected Bibliography


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