

A Study on Social Maturity of Pre-service Teachers in Yangon University of Education

Su Myat Aye¹ and Ei Mon Mon Aung²

Abstract

The main purpose of this study is to investigate the social maturity of preservice teachers. A quantitative approach was used in this study. A total of 450 first year, third year and fifth year students from Yangon University of Education participated. The required sample was selected by using a simple random sampling technique and preservice teachers' social maturity was examined by using a questionnaire survey method. The instrument used in this study was Social Maturity Scale developed by Lalonde and Chandler (1995) to study social maturity. Social Maturity Scale consisted of 37 items containing two subscales: intentional and conventional. After the data analysis, the results showed that preservice teachers in this study were high in social maturity. The independent samples *t*-test results revealed that female students had more social maturity than male students. The independent samples *t*-test results also indicated that no significant difference was found in social maturity between two age groups. Then, the ANOVA results pointed out that there were no significant differences in social maturity of preservice teachers by education level and birth order.

Keywords: Preservice Teacher, Social Maturity, Intentional and Conventional.

1. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education

2. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education