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Social Maturity and Study Habits among the B.Ed Teacher Trainees

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ABSTRACT

Study habits may therefore be defined as the complex of reading behavior of a person, resulting from the varying degrees of interaction of a number of variable factors, when he seeks graphic records for acquiring information or knowledge. The concept of a study habit means the ability of the learner to schedule his time, the plan of the study, the habit of concentration, note taking, mental review, over learning, the judicious application of whole and part method, massed and distributed learning and so on. Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society. Hurlock says that a socially mature individual confirms not so much because he approves of existing patterns of behaviour or because of fear of others but to realize that each individual must be willing to fit his wishes into the pattern approved by the group as a whole. This paper highlights the social maturity and the study habits among the B.Ed teacher trainees.

Key Words : Social Maturity, Study Habits, Educational processes

INTRODUCTION

Education has become the right of every person. Learning style differs from person to person. Some of us receive information better where as others prefer an environment that has the least visual distraction. However, we learn what should be learnt successfully. It is important that the students should become independent learners, which help them to apply learnt skills as well as to prepare themselves for the examinations. Learning becomes fruitful when students use what they have learnt effectively and contextually. Students need to have appropriate independent study habits for mastering their subjects.

The maturity in growing child develops in three types: Physical, Mental and Social Maturity. Social development is one of the educationally significant and important aspects of human growth. Social development means acquisition of the ability to behave in accordance with social norms, customs and expectations. Social development means social maturity. It means how much a person is socially mature. Social Maturity is changing of social behaviour during puberty of social changes. Social Maturity is defined as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group.

Importance of social maturity:

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.

1. For the socialization of the individual
2. To decline egocentricity
3. To develop self-confidence

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4. To develop social feeling
5. Productivity
6. To live life fully
7. To develop social and human values

Role of education in social maturity :

Social Maturity plays major role in Education. It would help the educational administrator and educationists to know whether teachers have sufficient social maturity to become the effective teachers as only the socially matured teachers would be able to handle the young mind and to have patience to tolerate their nonsense activities and mould them into socialized human beings.

Social Maturity encompasses attainments in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility that are contributing the well being society (Greenberg *et al.*, 1995). Parents and teachers must be very particular in maintaining interpersonal relationship with the young students in order to utilize their energy in right direction.

Study habits - A long term process :

Education is not received, but achieved and so are study habits. Good study habits are to be achieved by an individual in his academic period for a bright future. Developing good study habits insure a good chance for school success. The least objective used by many experimentalists and educationist to study human development is one's study habits, which decide the totality of learning.

According to the first social-learning Theorist Watson (1913) "Well learned associations between external stimuli and observable responses, called habits are the building blocks of human development. It is the study responses which represent the stable aspects of one's attitude in learning" (P. 54).

Characteristics of Good Study Habits:

James Dees (1958) expresses some of the following characteristics of the good study habits.

1. Study habits facilitate active participation and social interpretation.

2. It facilitates maximum learning with minimum strain and less time.

3. It provides opportunities for original creative thinking.

4. It makes in progressive way and diverse from evil ideas.

5. It eliminates and practices or immoral values.

Review of related literature :

Kumar (2016) Social Maturity is the ability to function in an appropriate responsible manner. As adolescence is the age for an individual to express mature behavior. Social Maturity is an essential aspect for the individual as well as society. The present study was designed to investigate the social maturity of higher secondary students. For this purpose a total sample of 300 higher secondary students studying in 12th standard was taken on purposive basis from the schools of Vellore district in Tamilnadu. Out of which 162 were male and 138 were female. In order to collect the data Social Maturity scale by Nalini Rao's were administered on the participants. Thus obtained data was analyzed using means, S.D's, 't'-test and F test. The results of analysis showed no significant contribution of social maturity towards gender, locality of institution, type of institution, medium of instruction, parental qualification, residence of students, mode of school and type of family.

Manju (2016) The research study was taken to investigate the Social maturity of B. Ed Student teachers. The sample of 150 B. Ed student Teachers from Mysore City was selected to adopting Stratified random sampling technique giving representation to type of B.Ed colleges and streams. B Ed student teacher's social maturity was accessed with the help of social maturity scale developed by Nalini Rao. Specific objectives formulated were: 1. To assess the level of Social Maturity of the B. Ed student teachers. 2. To study the Significant difference between Male and Female B. Ed student teachers with respect to their Social Maturity. 3. To study the Significant difference between Arts and Science stream B.Ed student teachers with respect to their Social Maturity. 4. To study the Significant difference between Government, Aided and Un-aided B.Ed college student teachers with respect to their Social Maturity. The descriptive survey method was adopted for the study. The data, which was obtained from that survey, was analyzed using percentage analysis, t-test and one-way ANOVA. Findings of the study were 1. A majority (45%) of the B. Ed student teachers in Mysore city was found to possess average level of Social Maturity and (26 %) were found to possess low level of Social Maturity, Only (29 %) of the B. Ed students possess high level Social Maturity. 2. Significant difference was found in Social Maturity of male and female B.Ed Student teachers comparing mean scores. It is found that the

female student teachers have High Social Maturity than their male counterparts. 3. No significant difference was found between Arts and science B. Ed student teachers in their Social Maturity. 4. Significant difference was found in Social Maturity of Government, Aided and Un-aided B. Ed college student teachers comparing student mean scores. It is found that Aided college B. Ed college student teachers having High Social Maturity comparing than their Government and Unaided College counter parts.

Arnab (2014) the study tries to open out the adjustment ability and social maturity level among the secondary school students in relation to their gender, strata, and socioeconomic status and also measures the relationship between two variables through correlation. The samples are drawn through random sampling techniques from secondary schools of West Bengal and are categorised gender, strata, and socioeconomic status wise. Two standardized tools are used for data collection and collected data are analysed through descriptive statistics (mean, median, and SD) and inferential statistics (t-test and product moment correlation). The finding shows that there is a significant difference in adjustment ability and social maturity in relation to their gender, strata, and socioeconomic status and there is a significant correlation between the adjustment ability and social maturity. This study helps all the institutional units especially the teachers to understand how institutional adjustment increases students social maturity

Lallianzuali and Esther (2016) The study focuses on the Study Habits and Attitudes of B.Ed students. The sample of the study consisted of 50 B.Ed students studying Aizawl city, Mizoram who were randomly selected. 'Test of Study Habits and Attitudes' developed by Dr. C.P. Mathur was used to determine the level of Study Habits and Attitudes of the students. T-test was used to test the level of significance of hypotheses. Result showed that there was no significant between male and female B.Ed students. The study also revealed that most of the students fall under the category of satisfactory and poor Study Habits and Attitudes.

Bhat (2015) The study was undertaken to study the academic achievement and study habits of male and female college students of district Pulwama (J & K). The sample for the study was 410 including 193 male and 217 female college students .which was further divided into different groups of rural-urban dichotomy. For this purpose descriptive survey method was used. The college students were in the age group of 19 - 21 years. The sample has been selected on the basis of random sampling technique. Palsane and Sharma Study Habits Inventory (PSSHI) and Aggregate marks percentage obtained by the sample subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as measure of the academic achievement were administered for the collection of data. The result of the study highlights that the female college students have high academic achievement as compared to male college students. On the other hand It has been found that study habits of college female students are slightly higher than the male. The two groups under study do not show any significant difference in their study habits.

Kumar (2015) the study attempts to find out perception on study habits of undergraduate students and analyze relationship between study habits and academic performance and various other factors that affects study habits. It is generally believed that a student learns effective study habits in school. So college students are generally assumed to have effective study habits, but, the environment of school and college are very different and need of effective study habits is even more at college level as compared to school. So, this paper consists of details about why effective study habits are needed at college level and effective study habits that a college student must have in order to learn and eventually score better. Also, we conducted a survey in Rajdhani College, Delhi University to analyze study habits of students.

Statement of the problem:

As student teachers at secondary level are going to handle young minds that are the stage to mould their personality in a desirable way. It is important to develop such perspective teachers who are having socially matured. School and examinations are an inevitable aspect of most children's lives in today's world in which academic stress and test anxiety are ubiquitous problems Because of the detrimental effects of test anxiety such as poor academic performance and achievement, this construct will continue to be researched by researchers and professionals who work with children and youth. Understanding the relationship among some contributing factors like study habits, achievement motivation, test anxiety, and also prediction of academic success in a different culture may contribute to the international knowledge base in this field. A student who develops

and utilizes good study habits is likely to perform better in his studies when compared with the one who has bad study habits. Thus, study habit is very instrumental to the academic success of every student at all levels. However, one wonders the extent to which students in recent times develop and use their study habits; In this regard the present study intends to investigate the Study Habits and Social Maturity of B. Ed Teacher Trainees. Hence the present study is entitled: "Social Maturity and Study habits among the B.Ed Teacher Trainees".

Operational definitions :

Social maturity:

Social maturity is the final expected outcome of social development and socialization. The socially mature person is relatively secure and so open to new experiences which contribute to his continuous development. According to the present study the social maturity of B.Ed teacher trainees refers the total scores attained by them for the given questionnaire.

Study habits :

In the manual of Rao's study habits inventory, study habits are defined as "the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn". Here, the investigator means the same. Study habit refers to the method or technique of effective learning which in turn involves a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note taking, examination techniques and even job –hunting skills. According to the present study the study habits of B.Ed teacher trainees refers the total scores attained by them for the given questionnaire.

B.Ed teacher trainees :

According to Rowtree (1981) A Student who is learning to teach *i.e.*, going through a teacher training course. In this study it refers to the B.Ed Students who are undergoing a teacher training course in Vellore District.

Objectives of the study :

1. To find the significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their gender
2. To find the significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their gender
3. To find the significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Locality
4. To find the significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their Locality
5. To find the significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Type of Family
6. To find the significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their Type of Family
7. To find the correlation between social maturity and study habits with its dimensions among B.Ed Teacher Trainees

Hypotheses of the Study :

1. There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their gender
2. There is no significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their gender
3. There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Locality
4. There is no significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their Locality
5. There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Type of Family
6. There is no significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their Type of Family
7. There is a correlation between social maturity and study habits with its dimensions among B.Ed Teacher Trainees

METHODOLOGY

Tools used :

The study was carried out in September 2018 in from 321 B.Ed Teacher trainees studying 15 B.Ed Colleges situated in and around Vellore District, Tamil Nadu. In this investigation the main aim was to assess the Social Maturity and Study Habits with its dimensions among B.Ed teacher trainees studying in the various B.Ed Colleges situated in Vellore District.

For the present investigation the following tools are used,

1) Personal data sheet
2) Social Maturity Scale
3) Study habits Scale

Personal Data Sheet :

In the personal data sheet the details such as Gender, Religion, Medium of Instruction, Locality of residence, Type of family, Parent's Qualification, Parent's Occupation, parent's Monthly Income, are collected in the given format.

Social Maturity Scale :

Social Maturity Scale used was standardized scale prepared by Dr. Nalini Rao's (1998) Social Maturity Scale. The tool has 90 items under 3 areas: a) Personal Adequacy, b) Inter-personal Adequacy, c) Social Adequacy.

Study Habits Scale :

This scale was developed and standardized by Dr. C. Barathi and S. Vinoth (2018). The scale consists of 60 statements with six dimensions. Each dimension has 10items. All the items are positive statements.

Scoring :

Social maturity scale :

Social Maturity Scale has 90 items under 3 dimensions: a) Personal Adequacy, b) Inter-personal Adequacy, c) Social Adequacy. Each dimension has 30 items. The items were scored on a five point scale. The scoring for the positive items are for strongly agree, a score of 5 is given, for agree a score of 4, for neutral a score of 3, for disagree a score of 2 and for strongly disagree a score of 1 is awarded. The scoring for the negative items are for strongly agree, a score of 1 is given, for agree a score of 2, for neutral a score of 3, for disagree a score of 4 and for strongly disagree a score of 5 is awarded. Thus, on the total scale the scores range between 90 - 450.

Study habits scale:

Study Habits Scale consists of 60 items reporting from five point scale with 6 dimensions; each dimension has 10 items. The items of the scale are the statements demanding information for each in any one of the five options (*i.e.*) Always, Often, Sometimes, Rarely and Never. Scoring was done based on the response of the samples for each item. The respondents were requested to put a tick mark (v) against any one of the responses. Each statement of this tool carries five alternative responses. The score is given as 5 for Always, 4 for Often, 3 for Sometimes, 2 for Rarely and 1 for Never. Thus, on the total scale the scores range between 60 - 300.

Statistical techniques used :

In this present investigation, all the analysis is made with the help of SPSS (Version - 20) package; and the Statistical techniques were used are given below.

Descriptive analysis:

i) Measures of central tendency (mean)
ii) Measures of variability (standard deviation)

Differential analysis:

i) Independent sample 't' test
ii) One way ANOVA test

RESULTS AND DISCUSSION

Hypothesis 1 :

There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their gender

It is clear from the Table 1, that the significant 't' values of all the dimensions of social maturity are greater than 0.05 level of significance. And in the overall Social Maturity the significant 't' value (0.130) which is also greater than 0.05 levels of significance. Hence there is no significant difference between male and female B.Ed Teacher trainees with respect to their Social Maturity. Therefore the Hypothesis is accepted.

Hypothesis 2 :

There is no significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their gender

It is clear from the Table 2, there is no significant difference in the dimensions Study attitudes (0.064), Examination (0.069) and in Deep processing (0.389) in which the 't' Values are greater than 0.05 level of significance. But, There is significant difference in the Dimensions Time Management (0.021), Learning motivation (0.021), and in Study skills (0.013) of Study Habits in which the 't' Values are smaller than 0.05 level

of significance. And in the overall Study habits the significant 't' value (0.273) which is also greater than 0.05 levels of significance. Hence there is no significant difference between Male and Female B.Ed Teacher trainees with respect to their Study Habits. Therefore the Hypothesis is accepted.

Hypothesis 3:

There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Locality

It is clear from the Table 3, that there is no significant difference in the dimension Personal Adequacy (0.162) in which the 't' Value is greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Inter Personal Adequacy (0.001), Social Adequacy (0.035) of Social Maturity in which the 't' Values are smaller than 0.05 level of significance. And in the overall Social Maturity the significant 't' value (0.006) which is smaller than 0.05 levels of significance. Hence

Table 1 : Showing the mean scores of social maturity with its dimensions among B.Ed. Teacher Trainees Based on their Gender

Dimensions of Social Maturity	Gender	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Inter Personal Adequacy	Male	130	85.52	8.459	.909	Not Significant
	Female	190	85.63	7.612		
Personal Adequacy	Male	130	95.42	10.841	.065	Not Significant
	Female	190	97.51	9.256		
Social Adequacy	Male	130	95.53	10.978	.141	Not Significant
	Female	190	97.53	12.442		
Over all Social Maturity	Male	130	276.47	24.772	.130	Not Significant
	Female	190	280.66	23.826		

Table 2 : Showing the mean Scores of study habits with its dimensions among B.Ed. Teacher Trainees based on their gender

Dimensions of Study Habits	Gender	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Time Management	Male	130	28.82	5.953	.021	Significant
	Female	190	30.31	5.485		
Study attitudes	Male	130	35.70	3.913	.064	Not Significant
	Female	190	36.47	3.422		
Learning motivation	Male	130	37.35	4.506	.021	Significant
	Female	190	36.01	5.459		
Examination	Male	130	37.37	4.824	.069	Not Significant
	Female	190	36.38	4.738		
Study skills	Male	130	35.37	4.575	.013	Significant
	Female	190	37.61	4.900		
Deep processing	Male	130	37.50	5.208	.389	Not Significant
	Female	190	38.01	5.192		
Over all Study Habits	Male	130	212.11	21.551	.273	Not Significant
	Female	190	214.78	21.221		

Table 3 : Showing the mean Scores of social maturity with its dimensions among B.Ed Teacher Trainees Based on their Locality

Dimensions of Social Maturity	Locality	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Inter Personal Adequacy	Rural	266	86.27	7.586	.001	Significant
	Urban	54	82.19	8.885		
Personal Adequacy	Rural	266	97.01	9.988	.162	Not Significant
	Urban	54	94.93	9.771		
Social Adequacy	Rural	266	97.35	11.856	.035	Significant
	Urban	54	93.61	11.682		
Over all Social Maturity	Rural	266	280.63	23.596	.006	Significant
	Urban	54	270.72	26.013		

there is a significant difference between Rural and Urban B.Ed Teacher trainees with respect to their Social Maturity. Therefore the Hypothesis is rejected.

Hypothesis 4 :

There is no significant difference of study habits with its dimensions among B.Ed Teacher Trainees based on their Locality

It is clear from the Table 4, there is no significant difference in the dimensions Time Management (0.159), Study skills (0.476), and in Deep processing (0.098) in which the 't' Values are greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Study attitudes (0.013), Learning motivation (0.021), Examination (0.034) of Study Habits in which the 't' Values are smaller than 0.05 level of significance. And in the overall Study habits the significant 't' value (0.016) which is also smaller than 0.05 levels of significance. Hence there is a significant difference between Rural and Urban B.Ed Teacher trainees with respect to their Study Habits. Therefore the Hypothesis is rejected.

Hypothesis 5:

There is no significant difference of social maturity with its dimensions among B.Ed Teacher Trainees based on their Type of Family

It is clear from the Table 5, that there is no significant difference in the dimension Personal Adequacy (0.362) in which the 't' Value is greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Inter Personal Adequacy (0.043), Social Adequacy (0.002) of Social Maturity in which the 't' Values are smaller than 0.05 level of significance. And in the overall Social Maturity the significant 't' value (0.011) which is smaller than 0.05 levels of significance. Hence there is a significant difference between Joint and Nuclear family B.Ed Teacher trainees with respect to their Social Maturity. Therefore the Hypothesis is rejected.

Hypothesis 6:

There is no significant difference of study habits

Table 4 : Showing the mean Scores of study habits with its dimensions among B.Ed Teacher Trainees based on their Locality

Dimensions of Study Habits	Locality	N	Mean	Std. Deviation	Sig. 't' value	Significance at 0.05 level
Time Management	Rural	266	29.50	5.391	.159	Not Significant
	Urban	54	30.70	7.089		
Study attitudes	Rural	266	35.93	3.663	.013	Significant
	Urban	54	37.28	3.356		
Learning motivation	Rural	266	36.26	5.311	.021	Significant
	Urban	54	38.02	3.834		
Examination	Rural	266	36.53	4.846	.034	Significant
	Urban	54	38.04	4.331		
Study skills	Rural	266	36.61	4.812	.476	Not Significant
	Urban	54	37.13	5.277		
Deep processing	Rural	266	37.59	5.519	.098	Not Significant
	Urban	54	38.87	2.972		
Over all Study Habits	Rural	266	212.41	21.701	.016	Significant

Table 5 : Showing the mean Scores of social maturity with its dimensions among B.Ed Teacher Trainees based on their Type of Family

Dimensions of Social Maturity	Type of Family	N	Mean	Std. Deviation	Sig. value	Significance at 0.05 level
Inter Personal Adequacy	Joint	139	86.61	8.709	.043	Significant
	Nuclear	181	84.80	7.249		
Personal Adequacy	Joint	139	97.24	9.694	.362	Not Significant
	Nuclear	181	96.21	10.177		
Social Adequacy	Joint	139	99.02	11.878	.002	Significant
	Nuclear	181	94.94	11.627		
Over all Social Maturity	Joint	139	282.87	24.346	.011	Significant
	Nuclear	181	275.95	23.834		

with its dimensions among B.Ed Teacher Trainees based on their Type of Family

It is clear from the Table 6, there is no significant difference in the dimensions Time Management (0.185), Study attitudes (0.694), Examination (0.102) in which the 't' Values are greater than 0.05 level of significance. But, There is a significant difference in the Dimensions Learning motivation (0.006), Study skills (0.001), and in Deep processing (0.033) of Study Habits in which the 't' Values are smaller than 0.05 level of significance. And in the overall Study habits the significant 't' value (0.004) which is also smaller than 0.05 levels of significance. Hence there is a significant difference between Joint and Nuclear family B.Ed Teacher trainees with respect to their Study Habits. Therefore the Hypothesis is rejected.

Hypothesis 7:

There is a correlation between social maturity and study habits with its dimensions among B.Ed Teacher Trainees

It is clear from the Table 7, that the Pearson correlation coefficient is .069 which is significant ($p <$ .001 for a two-tailed test) and shows a significant correlation between Study Habits and Social Maturity and also the correlation is found to be positive in nature. Hence there is a significant correlation between Study Habits and Social Maturity among B.Ed teacher trainees. Therefore the above hypothesis is accepted.

Educational implications:

Based on the major findings of the study the following educational implications are formulated.

- The study is useful to the student who can help their students in developing Social Maturity and Positive as well as effective study habits without deoression to study. This will help them to develop their relationship as well as qualities of co-operation and co-existence.
- Such relationships help in collaborative study without any stress.
- The College administration may be able to device

Table 6 : Showing the mean Scores of study habits with its dimensions among B.Ed Teacher Trainees based on their Type of Family

Dimensions of Study Habits	Type of family	N	Mean	Std. Deviation	Sig. value	Significance at 0.05 level
Time Management	Joint	139	30.19	6.540	.185	Not Significant
	Nuclear	181	29.33	4.983		
Study attitudes	Joint	139	36.06	3.864	.694	Not Significant
	Nuclear	181	36.23	3.473		
Learning motivation	Joint	139	37.89	4.988	.006	Significant
	Nuclear	181	35.52	5.011		
Examination	Joint	139	37.28	4.533	.102	Not Significant
	Nuclear	181	36.40	4.957		
Study skills	Joint	139	37.70	5.057	.001	Significant
	Nuclear	181	35.93	4.624		
Deep processing	Joint	139	38.51	5.254	.033	Significant
	Nuclear	181	37.26	5.099		
Over all Study Habits	Joint	139	217.63	22.151	.004	Significant
	Nuclear	181	210.67	20.283		

Table 7 : Showing the correlation between social maturity and study habits among B.Ed Teacher Trainees

Correlations			
		Study Habits	Social Maturity
Study Habits	Pearson Correlation	1	.069**
	Sig. (2-tailed)		.217
	N	320	320
Social Maturity	Pearson Correlation	.069**	1
	Sig. (2-tailed)	.217	
	N	320	320
** Correlation is significant at the 0.01 level (2-tailed).			

suitable small group activities wherein more freedom and autonomy is provided to trainees which help in the emergence of socially matured B.Ed Teacher trainees who will develop the desirable study habits of their future students.

Conclusion:

This piece of research is fondly hoped would add to the ever growing data of educational research. This study is an attempt to measure Social Maturity and Study Habits of the. The future researchers may take up extensive research studies on Social Maturity and Study B.Ed teacher trainees habits. This study has enabled us to identify the level of Social Maturity and Study Habits of the B.Ed teacher trainees.

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