

Social Maturity of Adolescents In Relation To Their Home Environment

Dr. Madhuri¹, Dr. Poonam Choudhary²

¹(Assistant Professor, Department of Education, M.D.U. Rohtak)

²(Lecturer, GSSS Karola, Gurgaon).

ABSTRACT: *Social maturity is a necessary aspect for the individual and society. Each individual is expected to show mature behavior in adolescence period because the socially immature behavior of child can be ignored but not the adolescent. Only a socially matured adolescent can be accepted both by the peers and society. The present study was undertaken to study the social maturity of adolescent students in relation to their home environment. The sample comprised of 500 adolescent students studying in 11th and 12th standards of Govt. Sen. Sec. Schools of South Haryana. Rao's Social Maturity Scale was used to assess social maturity of adolescent students and Mishra's Home Environment Inventory was used to study home environment of students. The obtained data was analyzed using Mean, S.D., Pearson's Product Moment Correlation through SPSS version(17). The result of the present study revealed that there is significant negative relation between social maturity of adolescent students and various dimensions of home environment related to them.*

KEYWORDS: *Social Maturity, Home Environment.*

I. INTRODUCTION

Society and individual both needs development. While talking about development it brings maturity in function and structure at an early stage while in other cases it comes a little late. Both inner and outer force of an individual brings out maturation and learning which depends upon development of individual. If we have to define a socially mature person then he must be well aware of his role in interest of group willingness, capable of keeping pace in social life, play with fairness, treat others equally, known as conformist etc. Adolescent social maturity is dealt sensibly by behaving socially and culturally to a situation skilled from childhood. In case adolescent is incapable in order to act as suitably in society he might be immature in social status. Little child even immature might be accepted but not so in case of mature person. Socially and family relationship of immature person might not be acceptable. But a socially matured person is found in harmony with society and in personal relations. Hence it becomes mandatory to large extent that adolescent needs to be mature socially. It brings social maturity with numerous aspects in socially capabilities as communication, self-direction, occupational activities, self-sufficiency and also social participation. When adolescent reaches it is noticed by various emotions such as emotional and attitude changes, swings of the mood. Adolescents treat their friends and peers more respectfully even then their family members and seems more influenced by them. While put under pressure sometime adolescent inculcate in wrong deeds which are not accepted socially. Irrespective to all other factors family influences more than anyone else to an adolescent as it is the foremost and major portion of one's life starting years. It is noticed that successors and achievers' in the society comes mostly from the family which are integrated, well adjusted and where healthy relationship exist among family members. As a matter of great disappointment adolescents confused to choose good or bad for them in search of different identity in sociality. While adolescent is reached it is processed through many stages such as physical, psychological, and maturation on social level. Various statements were given about adolescent saying it is the onset of taking charge of freedom to from the parents to itself, getting sexual experience for first time, taking care of someone instead of being cared and lot more. It seems to be crucial phase of development which results in the comfort of both society and individual and implementing good health to serve society. Now the society wishes adolescent to behave as much mature person and expect adolescent to make good and healthy relations with both sexes of its age, should show responsible behavior towards the society and nation.

II. OBJECTIVES OF THE STUDY

The study was carried out with the following objectives:

1. To find out the relationship between social maturity of adolescent students and control dimension of home environment.
2. To find out the relationship between social maturity of adolescent students and protectiveness dimension of home environment.

3. To find out the relationship between social maturity of adolescent students and punishment dimension of home environment.
4. To find out the relationship between social maturity of adolescent students and conformity dimension of home environment.
5. To find out the relationship between social maturity of adolescent students and social isolation dimension of home environment.
6. To find out the relationship between social maturity of adolescent students and reward dimension of home environment.
7. To find out the relationship between social maturity of adolescent students and deprivation of privileges dimension of home environment
8. To find out the relationship between social maturity of adolescent students and nurturance dimension of home environment
9. To find out the relationship between social maturity of adolescent students and rejection dimension of home environment
10. To find out the relationship between social maturity of adolescent students and permissiveness dimension of home environment.

III. HYPOTHESES OF THE STUDY

In order to realize the objectives of the study, the following null hypotheses were formulated:

1. There exists no significant relationship between social maturity and control dimension of home environment of adolescent students.
2. There exists no significant relationship between social maturity and protectiveness dimension of home environment of adolescent students.
3. There exists no significant relationship between social maturity and punishment dimension of home environment of adolescent students.
4. There exists no significant relationship between social maturity and conformity dimension of home environment of adolescent students.
5. There exists no significant relationship between social maturity and social isolation dimension of home environment of adolescent students.
6. There exists no significant relationship between social maturity and reward dimension of home environment of adolescent students.
7. There exists no significant relationship between social maturity and deprivation of privileges dimension of home environment of adolescent students.
8. There exists no significant relationship between social maturity and nurturance dimension of home environment of adolescent students.
9. There exists no significant relationship between social maturity and rejection dimension of home environment of adolescent students.
10. There exists no significant relationship between social maturity and permissiveness dimension of home environment of adolescent students.

IV. METHODOLOGY

Keeping in view the nature and purpose of the study, investigator adopted a descriptive survey method to carry out the study. This method deals with what exists at present and it describes and interprets the current prevailing.

V.

SAMPLE

In the present study, stratified random sampling technique was used to select the sample of 500 adolescent students of Government Senior Secondary Schools affiliated to H.B.S.E. Bhiwani from 5 districts of South Haryana.

VI.

TOOLS USED

For this study the investigator used the following tools:

- Social Maturity Scale for Adolescents (English) by Dr. Nalini Rao
- Home Environment Inventory (Hindi) by Dr. Karuna Shankar Mishra.

VII. ANALYSIS AND INTERPRETATION OF THE DATA

The analysis and interpretation of the data was done by computing Mean, Standard Deviation (S.D.) and Correlation and the results are given in the following sections:

Section:1 Relationship between social maturity of adolescent students and control dimension of home environment.

Objective:1 To find out the relationship between social maturity of adolescent students and control dimension of home environment.

Table 1

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .112	.05
Home Environment (control)	500	22.2640		

From table 1, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of control dimension of adolescent students is -.112 which is significant at 0.05 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and control dimension of home environment of adolescent students” is rejected.

Section:II Relationship between social maturity of adolescent students and protectiveness dimension of home environment.

Objective :2 To find out the relationship between social maturity of adolescent students and protectiveness dimension of home environment.

Table 2

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	-.175	.01
Home Environment (Protectiveness)	500	27.3220		

From table 2, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of protectiveness dimension of adolescent students is -.175 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and protectiveness dimension of home environment of adolescent students” is rejected.

Section:III Relationship between social maturity of adolescent students and punishment dimension of home environment.

Objective : 3 To find out the relationship between social maturity of adolescent students and punishment dimension of home environment.

Table 3

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	-1.38	.01
Home Environment (Punishment)	500	27.2240		

From table 3, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of punishment dimension of adolescent students is -1.38 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and punishment dimension of home environment of adolescent students” is rejected.

Section:IV Relationship between social maturity of adolescent students and conformity dimension of home environment.

Objective : 4 To find out the relationship between social maturity of adolescent students and conformity dimension of home environment.

Table 4

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .182	.01
Home Environment (Conformity)	500	26.9340		

From table 4, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of conformity dimension of adolescent students is - .182 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and conformity dimension of home environment of adolescent students” is rejected.

Section:V Relationship between social maturity of adolescent students and social isolation dimension of home environment.

Objective : 5 To find out the relationship between social maturity of adolescent students and social isolation dimension of home environment.

Table 5

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .212	.01
Home Environment (Social Isolation)	500	15.3560		

From table 5, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of social isolation dimension of adolescent students is -.212 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and social isolation dimension of home environment of adolescent students” is rejected.

Section:VI Relationship between social maturity of adolescent students and reward dimension of home environment.

Objective : 6 To find out the relationship between social maturity of adolescent students and reward dimension of home environment.

Table 6

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .113	.05
Home Environment (Reward)	500	28.3020		

From table 6, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of reward dimension of adolescent students is -.113 which is significant at 0.05 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and reward dimension of home environment of adolescent students” is rejected.

Section:VII Relationship between social maturity of adolescent students and deprivation of privilege of home environment.

Objective : 7 To find out the relationship between social maturity of adolescent students and deprivation of privilege dimension of home environment.

Table 7

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- 1.52	.01
Home Environment (Deprivation of privilege)	500	22.0780		

From table 7, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of deprivation of privilege dimension of adolescent students is -1.52 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and deprivation of privilege dimension of home environment of adolescent students” is rejected.

Section:VIII Relationship between social maturity of adolescent students and nurturance dimension of home environment.

Objective : 8 To find out the relationship between social maturity of adolescent students and nurturance dimension of home environment.

Table 8

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .095	.05
Home Environment (Nurturance)	500	26.4960		

From table 8, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of nurturance dimension of adolescent students is -.095 which is significant at 0.05 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and nurturance dimension of home environment of adolescent students” is rejected.

Section:IX Relationship between social maturity of adolescent students and rejection dimension of home environment.

Objective : 9 To find out the relationship between social maturity of adolescent students and rejection dimension of home environment.

Table 9

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .217	.01
Home Environment (Rejection)	500	14.1920		

From table 9, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of rejection dimension of adolescent students is -.217 which is significant at 0.01 level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and rejection dimension of home environment of adolescent students” is rejected.

Section:X Relationship between social maturity of adolescent students and permissiveness dimension of home environment.

Objective : 10 To find out the relationship between social maturity of adolescent students and permissiveness dimension of home environment.

Table 10

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .005	Not significant
Home Environment (Permissiveness)	500	24.4900		

From table 10, it is clearly evident that coefficient of correlation between social maturity and home environment on the basis of permissiveness dimension of adolescent students is -.005 which is not significant at any level of significance with 498 df. So, the hypothesis “There exists no significant relationship between social maturity and permissiveness dimension of home environment of adolescent students” is accepted.

VIII.

CONCLUSION

Present study is an attempt in the direction of finding a significant relationship between social maturity and home environment of adolescent students. It was found that social maturity and home environment are negatively correlated in this sample which indicates that excessive control, over protectiveness and strictly punishment to the adolescent by family prevents development of social maturity of adolescent. To keep students isolated from the society affects inversely their social maturity. This study concluded that social maturity of adolescents would be higher when they perceive their home environment and parents as loving, demanding, nurturing and permissive and lower when home environment and parents are perceived as controlling, punishing, and depriving. So, we can say that social maturity can be improved by providing conducive and favorable environment to adolescents. It is always very important for parents to give them such type of environment in which they can improve their actions and behavior to make their own future and also can add peace and success to the society.

REFERENCES

- [1] Anand, A. and Bhanot, S. (2007). Effect of socio-personal and economic factors on social maturity of adolescent girls of rural and urban areas – A comparative study. *Indian J. Social Res.*, 47: 41-44.
- [2] A.S. Arul Lawrence and Rev. Dr. I. Jesudoss.(2011). Relationship between Social Maturity and Academic Achievement of Higher Secondary School Students. *International Journal of Educational Administration*.ISSN 0976-5883 Volume 3, Number 3 (2011), pp. 243-250© Research India Publications<http://www.ripublication.com>
- [3] Diwan, R.(1998). The socio-economic status and social maturity. *The Progress of Education*. LXXIII(5), 117-119.
- [4] Kumar, D. and Ritu (2013). SOCIAL MATURITY OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PERSONALITY. A Publication of TRANS Asian Research Journals AJMR ,Asian Journal of Multidimensional Research Vol.2 Issue 8, August 2013, ISSN 2278-4853.
- [5] Rani Swarupa, G. and Prabha Rathna, C. (2008). Social maturity levels of adolescents belonging to different parenting styles. *Psycho-lingua*, 38 (2), 185-188, Agra: Psycho linguistics association of India.
- [6] Raj, M.(1996). *Encyclopedia Dictionary of psychology and Education*, New Delhi: Anmol Publications.
- [7] Sharma, B. and Shah, J.K. (2012). A study on Social Maturity, School Adjustment and Academic achievement among residential school girls. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 7, 2012.69
- [8] Singh, R. , Pant,K. and Valentina,L.(2013) Gender on Social and Emotional Maturity of Senior School Adolescents: A Case Study of Pantnagar. *Stud Home Com.Sci*,7(1):1-6(2013).
- [9] Singh, S. and Thukral, P. (2010). Social Maturity and Academic Achievement of High School Students. *Canadian Journal on Scientific and Industrial Research* Vol. 1, No. 16
- [10] Wentzel, K. R. (1991). Relations between social competence and academic achievement in early adolescence. *Child Development*, 62, 1066-1078