

EFFECT OF HOME ENVIRONMENT AND SCHOOL ENVIRONMENT ON SOCIAL MATURITY OF ADOLESCENTS

Bharti Rao

Research Scholar Bharti Vishwavidyalaya, Durg, Chhattisgarh

Dr. Swati Pandey

Bharti Vishwavidyalaya, Durg, Chhattisgarh

ABSTRACT

A vital component for both the person and society is the development of social maturity. During the teenage stage, it is expected of every person to demonstrate adult behavior. This is due to the fact that the socially immature behavior of a kid may be disregarded, but not the behavior of an adolescent. To be accepted by both one's peers and by society, an adolescent must first have reached a level of social maturity. The current research was carried out with the purpose of examining the social maturity of adolescents in relation to the environment in which they now reside. The sample consisted of five hundred and fifty adolescents who were enrolled in the eleventh and twelfth grades at the Government Senior Secondary Schools in South Haryana. The Social Maturity Scale developed by Rao was used to evaluate the level of social maturity shown by adolescents, while the Home Environment Inventory developed by Mishra was utilized to investigate the home environments of pupils. A Mean, Standard Deviation, and Pearson's Product Moment Correlation based analysis was performed on the data that was gathered using SPSS version (17). The findings of the current research showed that there is a considerable inverse relationship between the social maturity of adolescents and the many aspects of their home environment that are connected to them.

Keywords: Social Maturity, Home Environment.

INTRODUCTION

Education is life long process. It is a comprehensive term. The modern aim of education is the wholesome, balanced, or harmonious development of the personality. It means moral, social, spiritual, intellectual, emotional, and physical development. All the aspects are equally important for personality development. Personality does not develop in a vacuum but to a large extent depends upon the social environment. Man has attained refinement by the process of education. It contributes to the growth and development of society. Education develops the individual like a flower that distributes its fragrance all over. Education provides mature people to this society. A mature person means a person who is adjusted to the environment easily or a person who adjusts environment easily

Education is considered to be the most powerful instrument for bringing about the desired changes in society. In any free country, education is charged with the twin responsibility of conserving the country's traditional culture, initiating healthy social change, and progressive modernization. The quality of a nation relies upon the quality of its citizens. The quality of the citizens in a critical sense is depending on the

quality of their education and their family environment. The quality of their education relies upon their parents and the quality of teachers. It is related to ego and people with low self esteem asserted to be suffering from an inferiority complex.

Every child is unique in him and has its own pace of growth and development. As the child grows up, his emotions and social functioning change and continue till adolescence. Adolescence is that critical period of human development during which rapid biological, psychological, and social changes take place. This period marks the end of childhood and sets the foundation for maturity. Adolescence is defined as the period of transition between childhood to adulthood that involves biological, cognitive, and socio-emotional changes.

Society and individual both need 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 than their family members and seem 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 come 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 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.

OBJECTIVES

1. To study on social maturity of adolescents

2. To study effect of home environment and school environment

METHODOLOGY

Researchers chose to conduct their survey using a descriptive method since it was a strategy that was well-suited to the aims and design of the research. The here and now is taken into consideration by this method, which also includes describing and analyzing the current situations.

Sample

With the use of the stratified random selection method, a total of five hundred high school seniors from five distinct districts in South Haryana who are students at government senior secondary schools connected with the H.B.S.E. Bhiwani were chosen at random for the purpose of this study.

ANALYSIS AND INTERPRETATION OF THE DATA

The results of the data analysis and interpretation are presented in the following parts. These sections contain the determination of the mean, the standard deviation (S.D.), and the correlation:

Table 1

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

The results shown in Table 1 indicate that there is a significant correlation ($r = -.112$ at the 0.05 level of significance, with 498 degrees of freedom) between the control component of social maturity and the familial environment of high school students. This indicates that the null hypothesis, which states that "There is no significant relationship between social maturity and control dimension of home environment of adolescent students," cannot be an accurate representation of the situation.

Table 2

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

The protectiveness dimension is used to examine the correlation coefficient between the social maturity of adolescent students and their familial environment. The correlation coefficient is -.175 (significant at the 0.01 level of significance with 498 degrees of freedom), as shown in table 2. The conclusion that can be drawn from this is that the null hypothesis, which states that "There is no significant relationship between social maturity and protectiveness dimension of home environment of adolescent students," cannot be sustained.

Table 3

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

According to the data shown in Table 3, it is evident that there exists a significant correlation ($p < 0.01$) between the variables of social maturity and family environment and the punishment component of the performance of adolescent students on the punishment scale. This correlation is characterised by 498 degrees of freedom. Consequently, the statement "There exists no significant relationship between social maturity and punishment dimension of home environment of adolescent students" is not acceptable for consideration.

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

Table 5

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

According to the data shown in Table 5, there is a negative correlation of -.212 between the social isolation dimension and the social environment of the students who are enrolled in high school. At the 0.01 level of statistical significance, this quantity is statistically significant when 498 degrees of freedom are assumed. It has been shown that there is no significant correlation between the social maturity of adolescents and the social isolation feature of their family environments. Because of this, the working hypothesis asserts that this is it.

Table 6

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

Table 6 demonstrates that there is a significant connection of -.113 between the reward component of social maturity and the familial surroundings of teenagers. This connection is based on the fact that there are 498 degrees of freedom and a significance level of 0.05. As a consequence of this, the hypothesis When it comes to the reward component, there is no correlation between the parental surroundings of adolescents and their level of social maturity.

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		

It is evident from table 7 that the correlation coefficient between social maturity and home environment is -1.52, which is significant at the 0.01 level of significance with 498 degrees of freedom. This is the case because the deprivation of privilege dimension of adolescent learners is used to assess the relationship between social maturity and home environment. As a consequence of this, the hypothesis There is not a significant correlation between the deprivation of privilege component of home contexts and the level of social maturity developed in teenagers.

Table 8

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

Table 8 demonstrates that there is a significant correlation of -.095 between the social maturity and home environment characteristics of the nurturing experiences of adolescent pupils. The significance level for this correlation is set at 0.05, and there are 498 degrees of freedom. As a consequence of this, the hypothesis There is no correlation between the caring nature of the familial situations in which adolescents are raised and their social development.

Table 9

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

The results shown in Table 9 indicate that there is a significant correlation ($r=-.217$, $p=0.01$) between the social maturity of students and the familial situations in which they were raised, as determined by the rejection dimension (498 degrees of freedom). The fact that this is the case leads us to think that the rejection that is a part of children's familial surroundings has a little effect on the social maturity of the children.

Table 10

Variable	No. of Students	Mean	Correlation	Significance Level
Social Maturity	500	245.382	- .005	Not significant

Home Environment (Permissiveness)	500	24.4900		
---	-----	---------	--	--

Table 10 demonstrates that there is a -.005 coefficient of connection between social maturity and home environment. This is based on the permissiveness dimension of adolescent students. However, this value does not meet the criteria for significance at any level, yet there are 498 degrees of freedom being considered. According to the concept that is generally acknowledged, the familial surroundings of adolescents do not substantially correspond with the level of social maturity that they possess.

CONCLUSION

The purpose of this study is to investigate whether or not there is a connection between the familial environment of high school students and the amount of social maturity that they possess. In this particular sample, a negative connection was seen between the home environment and social maturity. This gives rise to the hypothesis that the social maturity of teenagers is hindered by the presence of overprotective parents and other adults in their life. Instead of having a positive impact on students' social development, restricting their access to outside influences has the opposite effect. According to the findings of this study, teenagers' social maturity would grow when they see their home environment and parents as loving, demanding, nurturing, and permissive. This is in contrast to the situation in which they perceive their parents as being controlling, punishing, and depriving. As a result, it is reasonable to assert that providing adolescents with an environment that is warm and encouraging may allow them to develop their social skills. To ensure that their children are able to become productive members of society who provide prosperity and peace, parents should always do their utmost to give their children with an environment in which they may learn and develop.

REFERENCES

- [1] Anand, A. and Bhanot, S. (2017). 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.(2021). 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.(2018). The socio-economic status and social maturity. *The Progress of Education*. LXXIII(5), 117-119.
- [4] Kumar, D. and Ritu (2023). 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. (2018). 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.(2016). *Encyclopedia Dictionary of psychology and Education*, New Delhi: Anmol Publications.
- [7] Sharma, B. and Shah, J.K. (2022). 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. (2023) 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. (2020). Social Maturity and Academic Achievement of High School Students. *Canadian Journal on Scientific and Industrial Research* Vol. 1, No. 16
- [10] Wentzel, K. R. (2021). Relations between social competence and academic achievement in early adolescence. *Child Development*, 62, 1066-1078
- [11] Singh H, Singh M. (2015) Comparative study of social maturity among non-sports women and sportswomen", *Global journal for research analysis*, 4:6-10.
- [12] Srivastava, S. (1987). Three paths of adult development: Conservers, seekers, and achievers. *Journal of Personality and Social Psychology*, 80, 995–1010.
- [13] Sharma, A., Asmat, S. & Dolkar. (2019). "Role of mother and social maturity among children in poverty settings". *International Journal of Current Microbiology and Applied Sciences* ISSN: 2319-7706 Volume 8 Number 08 (2019) Journal homepage: <http://www.ijcmas.com>
- [14] Kaur, M. (2013). A Comparative Study of Emotional Maturity of Senior Secondary School Students. *International Indexed and Referred Research Journal*, Vol. VII, Issue 34, 48-49.
- [15] Marina L. Puglisi (2017). "The Home Literacy environment is a correlate, but perhaps not a cause, of variations in children's language and literacy development". *Journal scientific studies of Reading* Vol.21, 2017-Issue 6 P.498-514
- [16] Mishra, A., Dubey, S. & Kumari, M. (2017). A study of social maturity in Sultanpur city". *International Journal of Home Science* ISSN: 2395-7476 2017; 3(2): 278-283 www.homesciencejournal.com
- [17] Rani, S. (2015). A Study of Home Environment, Academic Achievement, and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.28, 2015

