



Social Maturity Of Adolescents About Their Home Environment

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Abstract

Education is the act of learning things around us. Education is the first and foremost rights of every human being. Education helps a person in nourishing his present and future by ensuring his aim in life. Social maturity attained in a natural setting or artificial setting is prompted by the efforts of a well-trained teacher working in these institutions. She imparts knowledge about society, its rules, and norms to the students which are helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops a sense to deal with the different people in society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. He develops the ability to make judgments, and decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature the teacher is more will be the more social maturity among students, and the more mature will be society and the nation. Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for the inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes to the important task of creating wholesome individuals. The child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment molds the behavior, personality, attitude, level of aspiration, aptitude, and self-esteem of the child. An adolescent personality is affected constructively or adversely by the impact upon his potential by the people with whom he is surrounded. The adolescents' interaction with the social milieu might seem to be repetitious. For this task, an adolescent faces some problems which are mainly brought about by both personal and environmental factors. Adolescents have to face the problems which are brought about by environmental factors like school atmosphere, family atmosphere, peer group relationships, gang influence, etc. The unhealthy atmosphere of one's family, school, and the poor peer group relationship cast a bad influence on the social behavior of adolescents. The most marked and important development appears in his relationship with the members of the opposite sex. In childhood, boys play with boys and girls with girls. While in adolescence there is a

heterosexual trend in companionship. The adolescent boys and girls form a group based on their common interests and goals. The child's social adaptations are gradually achieved through continuously changing stages in the progress toward social maturity and home environment.

Keywords: Social Maturity, Home Environment, Adolescents.

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.

Social maturity attained in a natural setting or artificial setting is prompted by the efforts of a well-trained teacher working in these institutions. She imparts knowledge about society, its rules, and norms to the students which are helpful for students to solve their social problems. A socially mature teacher becomes self-reliant in the sense that he develops self-direction of effort and learns efficiency to use his time, control his emotions, develops a sense to deal with the different people in society, develop gentle personal relationships, acquire the quality of adjustment, co-operation, sacrifice, independence, etc. He develops the ability to make judgments, and decisions and take proper actions when faced with a problem and critical issues. Thus, more the socially mature the teacher

is more will be the more social maturity among students, and the more mature will be society and the nation.

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for the inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes to the important task of creating wholesome individuals.

The child receives the first lesson of life at home. The family nurtures the individual and prepares him for his role and function in society. Consciously, or unconsciously the home environment molds the behavior, personality, attitude, level of aspiration, aptitude, and self-esteem of the child.

The warmth of relationships between parents and children and siblings is the most important factor in the home- environment. Home environment affects the various spheres of one's life- intelligence, personality, learning ability, adjustment behavior, lifestyle, emotions, habits, attitudes, etc. the parents provide pure affection and love to the child which helps the child to be himself, to try out new things, to explore, to make mistakes in the process, to learn.

THEORETICAL ASPECT OF VARIABLES

Social Maturity

The word social maturity is comprised of two words social and maturity. Social means 'Living in Communities' and Maturity means 'Adjust himself to the social world around him". Thus, social maturity refers to attaining maturity in social relationships i.e. establishing good relations with family, friends, neighbors, and all other persons living in our society. Teacher Education institutions play a significant role in developing not only intellectual or emotional maturity but also social maturity.

Social maturity is the process of appropriate attitude for personal, interpersonal, and social adequacies of an individual which are essential for functioning effectively in society.

Social Maturity is a term commonly used in two ways, concerning the behavior that is appropriate to the age of the individual under observation and secondly the behavior that conforms to the standard and expectations of the adults. Thus, Social Maturity permits a more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behavior. (Bretsch,1952).

Social Maturity is a personal commitment each individual must make as the attitude that will influence his/her daily life. Individuals can opt for the socially immature attitude of self-centeredness or they can opt for the socially mature attitude of genuine concern for the total well-being of each other. The very informal atmosphere of self-help groups where the individuals discuss and share their problems and their achievements with each

other within the framework of caring and sharing without the fear of being exploited (Dilts, 1982).

CONCEPT OF SOCIAL MATURITY

Maturity marks the end of growth and development. In some aspects of development, maturity of structure and function comes at a fairly early age, whereas, in others, it comes later. Development comes from maturation and learning. The concept is concerned with the force, inside and outside the individual. Social maturity as a term is used commonly in two ways. Firstly, about the behavior that conforms to the standards and expectations of the adults, and secondly about the behavior that is appropriate to the age of the individual under observation (Srivastava, 1987). Psychologists usually use maturity in the second sense.

Development is an essential aspect of the individual as well as the process of socialization. It is also true that maturity marks the end of growth and development. In some aspects of development, maturity of development in terms of structure and function comes at a fairly early age, whereas in others it comes later. Development depends upon maturation and learning which is concerned with the force, inside as well as outside of the individual.

MATURITY

The word means “ripe for full development”. Maturity is the developmental process. It is the ability to react according to the situation. It is the process within which a person manifests from time to time. The blueprints were inherited from the time of conception. A child may be mature in the sense that he has reached the development, which is typical for his age.

Maturity is defined by Finley (1996) as “The capacity of the mind to endure an ability of an individual to respond to uncertainty, circumstances or environment appropriately”.

Key Qualities of Maturity are:

Self-control: Accept and control passions, emotions, desires, wishes, curiosity, and impulsiveness; chose to do what is right.

Wisdom: Understanding, insight, learning from experience; making appropriate decisions.

Responsibility: Accepting personal accountability for one’s actions; finances; conscientious work habits; integrity and reliability.

Independence: Make decisions and observe consequences- to make better decisions.

Types of Maturity

1. Physical maturity

- The age of your body
- Your muscles mass and body shape
- You can become a parent

2. Cognitive maturity

- Can select from information available
- Can apply information by making decisions
- Can understand and tolerate differences.

3. Emotional maturity

- Can maintain self-control in adversity
- Responsible for your own decisions.
- Wisdom

4. Relationship maturity

- Can be friendly and share resources.
- Cooperate with peers and teams.
- Communicate information

Nature of Maturity:

- It is increased capacity for responsible and productivity and its decreased receptive needs.
- Maturity is relative freedom from the well-known constellation of inferiority, egotism, and competitiveness.
- Maturity consists of the conditioning and the training necessary for socialization and domestication.
- Maturity is the firm sense of reality.
- Maturity is flexible and adaptable.

A Mature Person:

- Strives to live by moral code
- Acknowledges an obligation to society
- Works to acquire self-knowledge
- Develops a capacity to set goals, delay gratification, and accept reality
- Has a sense of humor and self-discipline
- Canto love and respects others as well as himself/herself
- Appreciates differences among people
- Accept himself/herself

1.3.3. The Nature of Social Maturity

The maturity of students is influenced by various social factors such as (1) Concept of dependence (2) Self-control (3) Stress (4) Social maturation (5) Ability to size up social situations (6) Social adjustment.

(1) Concept of Dependence

An individual is required to modify. His/her behavior in terms of asserting his independence and seeking aid relief in the socio-cultural context.

(2) Self Control

Self-control as a part of social maturity is necessary to fall into decision-making and face the consequences. Acquiring self-control is partly maturational and partly learned behavior. The student studying in a secondary school understands that society does not expect him to regress to childhood behavior at this age so he attempts at coming up to the expectations of society and this he achieves by controlling his behavior.

(3) Stress

Everybody has to overcome stress. Every time there is a stressful situation. A nature individual mobilizes the available resources and utilizes them. Then to the best of his ability to overcome the stress.

(4) Social Maturation

Socially mature are aware of their roles. During the process of social growth, students learn to live up to the expectations of the society in which they live.

(5) Ability to size up a Social Situation

Another component of social maturity is to size up a social situation and react to it appropriately.

(6) Social Adjustment and Social Maturity

The behavior of the individual depends on maturation. Maturation is also helpful in the process of social adjustment. Socialization plays an important role in social maturation, social learning, and social adjustment, much of the behavior of a child is determined by the process of socialization.

1.3.4. Characteristics of Social Maturity

Social maturity as described by Greenberger (1972) comprises general characteristics which represent the most common types of demands made by all societies on individuals and at the same time, specific categories which are culture-specific attributes of individuals that enable them to meet these demands. The three dimensions of social maturity and its components are given below:

Personal Adequacy

(i) Work Orientation

Work orientation manifests in the perception of work-related skills and development of proper attitudes towards work in terms of knowledge of standards of competence in performing tasks, and capacity for experiencing pleasure in work leading to self-sufficiency.

(ii) Self Direction

Self-direction manifests in one's capacity to act independently and exercise control over one's actions. This also involves the initiative an individual takes in directing himself and his actions with a feeling of security and full faith in one's efforts.

(iii) Ability to take Stress

An ability to exhibit appropriate emotional stability and react without embarrassing either himself or the group he is in. It also involves the ability to undertake challenging tasks with assurance.

Interpersonal Adequacy

(iv) Communication

Involves an ability to understand, write, communicate and make clear meaningful speech and gestures. The ability also involves empathy, which sensitizes the individual to the affective domain and demands effective communication.

(v) Enlightened Trust

Includes a general belief that it is acceptable to rely or depend on others when the need arises. It involves the clear functioning of enlightened decisions about whom, when, and how much to trust.

(vi) Co-operation

It is an altruistic tendency to join others in their efforts to reach a mutually desirable goal. It involves the ability to regard rules and practices more as a reciprocal social agreement than a rigid unchangeable law.

Social Adequacy

(vii) Social Commitment

It involves a feeling of oneness with others, a willingness to modify or relinquish personal goals in the interest of societal goals, and also a readiness to invest in long-term social goals.

(viii) Social Tolerance

It involves a person's willingness to interact with individuals and groups. Who differs from him thus, accepting the difference as a means of building out-group loyalties?

(ix) Openness to Change

It involves a willingness to accept change in the social setting and adapt oneself to the demands of these changes.

1.2 Home Environment

"Home is so much a devotee of home education that she named her school 'Children's House'. An atmosphere of neatness, love, and affection pervades all these 'Children House'.

(Madam Montessori)

Home connotes warmth, safety, and emotional dependence, the idea of home is one place where the residence is shared by a group of persons.

Environment means social, moral economic, political, physical, and intellectual factors which influence the development of the individual.

Home Environment stands for all those circumstances, which assert their influence on the child from conception to death.

Home environment means the dwelling place of a child or an individual. It is a set of surrounding conditions where something is discovered, found, developed, or promoted. In the present study, the home environment means the psycho-social climate of the home perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional, and social support that has been available to the child within the home.

Home is the first and the closest environment for a child to come in contact with. The family the fundamental unit of human society lays the background for the inculcation of values and is the most, significant place for the development of the child. Along with it, the family also contributes to the important task of creating wholesome individuals.

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The home environment is a major factor that influences the overall development of children. Within the home, children have their early interactions with the members of their family, and the availability of quality resources for learning and playing largely determines the nature of these interactions. Availability of stimulating objects, books, and plays material within the home are critical indicators for the overall quality of the home

environment. Parents also influence their children through their characteristics. Children sometimes come to conclusions about themselves by their parents because they assume that since they are biological offspring of their mother and father, they possess some of the qualities that belong to their parents. This emotionally tinged belief is called identification, and it is the basis for national pride and loyalty to ethnic and religious groups. Parents' love and affection make the child more confident. By contrast, the child who perceives a parent who is rejecting feels shame and became frustrated. A favorable home environment constitutes a good parent-child relationship.

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ADOLESCENCE

The term ADOLESCENCE is derived from the Latin word adolescence, which means growing towards maturity or adulthood. This is the most crucial period in the life of a human being. Adolescence is the time when the surge of life reaches its highest peak.

It is a biosocial transition period between childhood and adulthood marked by round intensive growth and development in the human system. This time emerges from childhood and merges into adulthood. Adolescence refers to the behavioral characteristics of this period that are influenced by physical, emotional, psychological, cultural, intellectual, and social changes. The suddenness of these changes results in anxieties, frustration, confusion, and unrest among adolescents.

According to Jersild (1978) "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

Review of Literature

The review of related literature helps the researchers to understand the research methodology that enables them to carry out the research in a promising way, interpret findings, and finally report the conclusions properly. It also makes the researcher more worthwhile. Therefore, a review of the related literature must precede any well-planned research study. For this purpose, a lot of literature about the variables under study was carefully reviewed through internet surfing, research journals, books, theses, and dissertations. Magazines, newspapers, government reports, and library visits. The review of related literature is classified into these studies related to the present study and has been reviewed for detailed consideration under the following headings:

Review Related to Social Maturity

Surjit Singh and Praveen Thukral (2010) conducted a study on “Social Maturity and Academic Achievement.” The result was found that there is a significant relationship between social maturity and academic achievement of high school students. No significant difference was observed between boys and girls as well as rural and urban school students based on social maturity.

Tinu Mariya Peter (2011) conducted a study on “A comparative study to assess social maturity among school-age children at a selected area of Tumkur.” This study was conducted to assess the level of social maturity among school-going children by comparing students from rural and urban areas. It was found that there is a varying degree of social maturity between rural and urban students who have high social maturity compared with the rural students.

Nazirul Hasnain and Parul Adlakha (2012) conducted a study designed to investigate the differences in the levels of self-esteem, social maturity, and well-being between adolescents with and without siblings.” This study was conducted with the objectives to investigate the difference in the level of self-esteem, social maturity, and well-being between adolescents with and without siblings and investigate the variance counted by social maturity and self-esteem in the well-being of adolescents without and without siblings. This study found a non-significant difference between adolescents with and without siblings in self-esteem and well-being. However, a significant difference was found between adolescents with and without siblings in social maturity and showed a significant contribution of social maturity and self-esteem together to the well-being of adolescents without siblings, but independently they did not contribute significantly to their well-being. Self-esteem is a widely used concept both in popular language and in psychology. It refers to an individual’s sense of his or her value or worth, or the extent to which a person values, approves, appreciates, prizes, or likes himself or herself.

Anand, Kunwar, and Kumar (2014) conducted a study on the impact of different factors on the Social Maturity of Adolescents in Coed schools. Adolescence is that critical period of human development during which rapid biological, psychological and social changes takes 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.

Singh, H. and Singh, M. (2015) conducted a study on Social maturity is used to measure how well a person fits into the actions and expectations of society. A person is said to be socially mature if he is skilled, self-directed, takes stress, communicates, cooperates, tolerates, and openness to change. Social maturity is very essential for proper adjustment in society and is a very important aspect on which the future of the child depends. A socially mature individual can adjust to himself and his environment and circumstances.

Hooda and Choudhary (2016) conducted a study on the Social Maturity of adolescents in their home environment. The sample comprised 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 the social maturity of adolescent students and Mishra's Home Environment Inventory was used to study the home environment of students. The obtained data were analyzed using Mean, S.D., and Pearson's Product Moment Correlation through the SPSS version (17). The result of the present study revealed that there is a significant negative relationship between the social maturity of adolescent students and various dimensions of the home environment related to them.

Mishra, Dubey, Kumari (2017). conducted the study on the social maturity of adolescents in Sultanpur City. In this study two inter-colleges namely; Stella Marris Convent College and KNIC College were selected from Sultanpur city. For the collection of information, 60 samples were selected randomly from that college. 60 students were divided into two categories comprising 30 boys and 30 girls. Vineland's social maturity test (1992) developed by Dr. A.J. Malin and Dr. J. Bharath Raj was used in this study. The major finding of the study most (66.66%) of the boy respondents had high social maturity and the girl sample (70%) of the respondent had high social maturity. As per data girls had high social maturity rather than boy's sample.

Biswas (2018) designed a study on social maturity among higher secondary school students. The study comprised a small sample of 100 students of Higher Secondary schools from four Higher Secondary Schools in rural and urban areas under the Bongaon City of West Bengal. The reliability was calculated which was 0.74. After the analysis of the result, it was found that all H.S. School Students are socially mature. The results revealed no significant difference in Social Maturity of H.S. School Level Students based on their gender and location. The study has implications for the students, parents, teachers, and policymakers.

Sharma, Asmat, and Dolkar (2019) designed a study role of mothers and social maturity among children in poverty settings. The sample comprised 400 children between the age of 3-6 years which were further divided into two groups i.e., 200 Anganwadi children (attending preschool components of ICDS) and 200 Home Based children (not going to ICDS centers or availing of any preschool program). Encouragement of social maturity provided to children by mothers was studied by using a modified stimulation scale primarily based on Mohite Home Inventory (MHI). The study employed a quantitative research design. The data obtained were analyzed by using mean scores, standard deviation, and t-tests for this component. The results revealed the difference in the encouragement of social maturity among children 4-5 years and 5-6 years of age where HBG received more encouragement from their mothers in respect of asking to do household work, cooperation, and pro-social qualities. Age trend on this indicator also showed significant differences in all the aspects of encouragement of social maturity except promoting pro-social qualities in AWG and asking the children to take care of siblings among HBG.

STUDIES RELATED TO HOME ENVIRONMENT

Kaur, M. (2013) made a study on a comparative study of the emotional maturity of senior secondary school students. In his study, he investigated the emotional maturity of adolescents in Chandigarh. He conducted on a group of 200 students, 100 boys and 100 girls from govt. and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of govt. and private school students; no significant difference was found in the emotional maturity level of boys and girls of senior secondary schools in Chandigarh.

Rani, S. (2015). Conducted a study on “A study of the Home environment, Academic Achievement and Teaching aptitude on training success of pre-service Elementary Teachers of India”. The study analyzed the numerical data from a survey of 380 teacher trainees of three DIETs in Delhi, India. Teaching Aptitude Test of SS Dahiya and L C Singh (2005) and the Home Environment Inventory by Karuna, Shakar, and Mishra were applied. The teaching Aptitude test has 50 items of multiple-choice types. Each item has four alternative answers - A.B.C.D. Home Environment Inventory has HEI and Contains 100 items related to ten dimensions of the home environment. The achievement of the students was taken from their 10+2 result, whereas their training success was established based on marks obtained in the final year in the theory and Practice of the ETE course. The study revealed that the Home environment and teaching aptitude of ETE trainees are significantly and positively correlated with training success. Similarly, academic achievement at +2 levels of the three streams of students i.e., Arts, Science, and Commerce differs significantly and the two groups of trainees. Trainees having Low aptitude and High aptitude differ significantly regarding training success in the ETE program.

Kakkar, N. (2016) Conducted a study on Academic achievement in the home environment of secondary school students. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children’s view of themselves. This way parents can builds self-esteem in their children and themselves to improve the quality of their lives and strengthen family relationships. The home environment not only influences academic achievement but also affects the mental condition of a child. On one hand, the congenial home environment supports a child to maintain good mental health and an uncongenial home environment forces her to develop several unpleasant mental conditions, like, tension, anxiety, stress, etc., which leads to her poor academic performance. The home environments are often directly connected to academic achievement.

Marina L. Puglisi (2017) Conducted a study of the Home literacy environment is a correlate, but perhaps not a cause of variations in children’s language and literacy development. Investigated in this study formal, informal, and indirect measures of the home literacy environment predict children’s reading and language skills once maternal language abilities are taken into account. Data come from a longitudinal study of children at high risk of dyslexia (N = 251) followed from preschool years. Latent factors describing

maternal language were significant predictors of storybook exposure but not of direct literacy instruction. Maternal language and phonological skills respectively predicted children's language and reading/spelling skills. However, after accounting for variations in maternal language, storybook exposure was not a significant predictor of children's outcomes. In contrast, direct literacy instruction remained a predictor of children's reading/spelling skills. We argue that the relationship between early informal home literacy activities and children's language and reading skills is largely accounted for by maternal skills and may reflect genetic influences.

Doley (2018) conducted a study on the Impact of Home environment factors on the academic achievement of adolescents. The main objective of the study is to analyze how come environment, parental expectation, parental involvement, academic stimulation, and parental encouragement significantly affect secondary school students on their academic achievement. A descriptive survey method was used in which data from 210 respondents collecting using the Home Environment scale, developed by A. Akhtar and S.B. Sexena (2011). Students from the higher secondary level are chosen from the Arts stream. Entire samples are divided based on sex, location, and management of the schools for further study. The total no obtained by students in the Higher Secondary Examination (HSE) conducted by Assam Higher Secondary Educational Council (AHSEC) in the year 2013-2014 were taken as the score of Academic achievement. The data collected is subjected to statistical analysis namely; mean, median, standard deviations"- test, and Karl Pearson's Correlation of Coefficient 'r'. Results show a positive significant correlation between home environment and academic achievement of the students.

Baraka and Adam (2019). Investigated the effect of home environmental factors on students' academic achievement among secondary schools in Monduli District, Tanzania using a descriptive design. A sample of 318 students from seven schools participated by filling out the questionnaire. Validity of the instrument was ensured through expert judgment and Cronbach's Alpha in all three variables was above 0.6 Analysis of the data employed descriptive and inferential statistics. The study established the existence of parental involvement in pupils' academic affairs. This was indicated by the fact that parents were committed to monitoring students' learning activities and giving all kinds of support needed. Parents' social-economic status afforded to facilitates the school needs of their children. Lastly, the study established a direct correlation between parental involvement and academic achievement, between social-economic status and academic achievement, and between social-economic status and parental involvement. Based on these conclusions the researchers recommend that there is a need to encourage parents to continue their parental involvement in their children's academic affairs as this is a way of improving academic achievement. Furthermore, parents should be encouraged to come up with strategies that will help to improve their income, as this will enable the sustainable provision of basic and school needs.

Need and Significance of the Study

In today's society children are more dependent on their parents. According to the research conducted by the Indian Pediatrics Association in 2002 about the social maturity of children, it was found that kids embrace the entrance into the fascinating cultural and social that set them apart from adults.

Children are by definition, socially immature, and nobody wants them to stay that way as they grow into adults. A great deal of difficulty is involved in helping children find their way to becoming mature adults. It includes the development of social skills, psychomotor skills, self-care skills, and social development. Adolescence is a period of transition from childhood to adulthood. The adolescent is neither considered a child nor an adult. This is an age of conflict where he wants to lead an independent life but at the same time is dragged back by various prevalent factors. Therefore, this age can be considered no less than a tug of war. Adolescents find difficulty in adjustment at home, in school, and the community. He begins to feel ashamed and embarrassed for the protection and care shown by his parents. He is often treated ambiguously by parents and teachers.

Relationship between Social maturity and home environment

Man is a social animal and his existence without a social setup can hardly be imagined. Parents, family members, neighbors, peer groups, society, etc. expect him to behave in a socially acceptable manner and to learn the ways to interact with them. It is the ability to tolerate and adjust to disappointment with stress while attaining a tolerant outlook, a satisfactory philosophy that enables one to satisfy physical as well as psychological needs. Social maturity produces a climate of trust, harmony, activity, cooperation and peaceful co-existence, while social adolescence.

Socially and family relationships of an immature person might not be acceptable. But a socially matured is found in a harmony with society and personal relations. Hence it becomes mandatory to a large extent that adolescents need to be mature socially. It brings social maturity with numerous aspects of social capabilities such as communication, self-direction, occupational activities, self-sufficiency, and also social participation. The growth rate of every child is different. Many times, children show landmark performances. A fast cognitive and social enhancement is experienced which is slow but steady. Thinking is more mature as compared to early childhood when egocentrism is noticed. Such kind of maturity develops the ability to problems solving and is also helpful in making independent decisions. Good adjustment is channelized by learning and experiencing and play important role in development. Depending upon their abilities children will develop a sense of self-respect. The child learns innovative things and it is influenced by self-concept. The social development of children is very important for society's development and hence care should be taken for the optimal development of children. The quality of the home environment is a salient mechanism through which come may alter child development. The home environment entails emotional warmth displayed by parents while interacting with their children, provision of stimulating and

learning experiences in the home, and physical surroundings, such as safety of play areas and cleanliness.

Conclusion

The present study is an attempt in the direction of finding a significant relationship between social maturity and the home environment of adolescent students. Keeping students isolated from society affects inversely their social maturity. This study concluded that the social maturity of adolescents would be higher when they perceive their home environment and parents as loving, demanding, nurturing, and permissive and lower when the home environment and parents are perceived as controlling, punishing, and depriving. So, we can say that social maturity can be improved by providing a conducive and favorable environment for 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 future and also can add peace and success to society.

Almost all commissions and committees favor the need for developing social maturity among the learners through curricular and co-curricular means. Indian Education Commission (1966) and National Educational Policy (1986) have highlighted the need for developing personality among adolescents as well as beyond the stage of adolescence. It is the responsibility of the teachers to organize personality development programs to enable the learners to attain not only social maturity but also integrate the development of personality. More in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quizzes, elocution, etc. aim at developing the social maturity of the learners.

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