

Social maturity and Leadership of adolescence in their Home Environment

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Abstract - Social maturity is a necessary aspect of the individual and society. Each individual is expected to show mature behavior in the adolescence period because the socially immature behavior of a child can be ignored but not the adolescent. Only a socially matured adolescent can be accepted both by peers and society. The present study was undertaken to study the social maturity of adolescent students in their home environment. Adolescence is the stage of development, which produces several social problems for a person. These problems arise out of adolescents' adjustment to social groups. Thus, social maturation allows detailed perception of the social environment that helps adolescents influence the social circumstances and develop social patterns of social behavior.

Index Terms- Social maturity, Leadership, Adolescence & Home Environment.

1.INTRODUCTION

Among God's creation, 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. This ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to frustration with stress while attaining a tolerant outlook, a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. Social maturity produces a climate of trust, harmony, active cooperation, and peaceful co-existence while social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another. 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. Career education or Vocational education is very important, especially in the context of recent changes in the education system which aim to bridge the gap between work-oriented education and mature career choices.

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. Taking these things into consideration the investigator felt a need to know about the social maturity of adolescents in government and private schools.

The leadership behavior must adequately recognize the importance of each individual in accomplishing the task by the contribution of the individuals through group activity. Leadership evolves from the group that works for the attainment of the goals and maintains group solidarity, getting the support and affiliation of the group. Leadership has been one of the most studied organizational issues. Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

The home environment showed a positive impact on social intelligence. The students having high leadership personality traits and dominant personality traits were more socially mature than those having submissive personality traits. However, the percentage of effect of other factors on social maturities such as religion, personality, and mass media. They concluded that socializing agents, especially the parents, peer groups, and community a large seem to hold an influential hold to decide the important dimensions of social maturity in the personality of children. The students having high leadership personality traits and dominant personality traits were more socially mature than those having submissive personality traits. The social maturity of children was influenced by variables such as family income, mother education, father occupation, family size, etc.

1.1 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.

Horlock, social maturity is reflected through one's conformity to the group standards, morals, and traditions of becoming imbued with a sense of oneness.

Raj (1996) defines social maturity as a level of social skill and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual in interpersonal relations, behavior appropriateness, social problem solving, and judgment.

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).

Raj defines social maturity as the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual in interpersonal relations, behavior appropriateness, social problem solving, and judgment. Social responsibility, also a sub-trait of social maturity, defined as adherence to social rules and role expectations, by Wentzel (1991) is instrumental in the acquisition of academic knowledge and skills. Social responsibility makes two contributions to learning:

(1) Behaving responsibly can aid learning by promoting positive interactions with teacher and peers, e.g. peer sharing of materials or exchanging help with assignments.

(2) Students' "goals to be compliant and responsible can constrain and enhance the learning process, e.g. pupils" striving to complete assignments on time to comply with requirements.

Anderson (1939) has very aptly, pointed out, "Growth and development are not merely changing in physical size or body proportions changes occur in almost every relation within and without the human being."

Social performance, sociable and prosocial behavior, social inhibition, and withdrawal are some of the traits associated with the psychosocial maturity of an individual. They are either the components or the resultants of social maturity. How an individual performs in an environment also depends largely on how he or she has adapted or adjusted to it. Adjustment is a built-in mechanism for coping with the problematic or other realities of life. The adjustment has been considered as an index to integration; a harmonious behavior of the individual by which other individuals of society recognize that the person is well adjusted (Pathak, 1990). Optimal adjustment to the learning environment seems to be a precursor to

maximizing the achievement of students. School psychologists often come across numerous cases in which a child performing brilliantly at one school is unable to actualize his potential at a different school or class.

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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.

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”.

According to Garry Kingsley (1980) “Maturity is the process whereby behavior is modified as a growth and development of physical structures.”

According to John Hanwell Riker (1997) “Maturity is put forth as an empirical discovery. It contains several assumptions about what is valuable in life that it can neither justify nor connect up with a coherent system of moral values.”

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

1.2 LEADERSHIP

Leadership has been described as "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task". For example, some understand a leader simply as somebody whom people follow or as somebody who guides or directs others, while others define leadership as "organizing a group of people to achieve a common goal."

According to social psychologists, leadership evolves from a dynamic and interacting group that is held together by loyal ties to an individual and is concerned with the goals of the group.

Thus, a leader may be anyone who is organized by individuals or by the group as an available source of help.

The leadership behavior must adequately recognize the importance of each individual in accomplishing the task by the contribution of the individuals through group activity. leadership evolves from the group that works for attainment of the goals and maintain group solidarity, gets support and affiliation of the group.

Leadership has been one of the most studied organizational issues. leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Hogan (1978) stated "leaders generally can be found to be very social, intelligent, self-confident and dominant. Furthermore, their knowledge and skills must be adequate to justify others following them."

Institute for Educational Leadership (2001) Teacher leadership is a mobilization of the available attributes of teachers to strengthen student performance at the ground level. Teacher leaders work toward collaboration and shared leadership in the daily activities of the school

Katzen Meyer & Moller (2001) Teacher leaders lead within and outside of the classroom. A teacher leader is a member and contributor to a community of teacher-learners. They are influential in the continued improvement of educational practice.

Murphy (2005) Teacher leaders hold influence outside of the classroom and are autonomous in their work. Still, they do not engage in managerial or supervisory tasks.

Leadership is typically defined by the traits, qualities, and behaviors of a leader. What traits reflect quality leadership and which leadership theories are most closely aligned to it. "Both leadership theories and TQM have had as primary objectives the enhanced performance of organizations and increased job satisfaction for employees." (Puffer and McCarthy, 1996, p109) The key differences in leadership between TQM and traditional organizations are as follows:

- Strategic leadership is more important in TQM organizations because TQM is more likely to
- Emphasize that internal systems be aligned with external environments.
- Visionary leadership because the success of TQM depends on employees sharing a common
- Vision or goal.
- Designing reward systems for all stakeholders to foster creativity and innovation.
- Empowerment and teamwork, timely responses to customer concerns by having all employees take a leadership role as well as share information and expertise."(Puffer and McCarthy, 1996, p125)

Leadership emerges as one important topic that has received a great amount of exposure within the psychological literature. Even though there is no

universal definition, we each recognize leadership when it is present and when it is absent. In the present study, leadership is defined as a quality belonging to a person who directs others while exhibiting responsibility, respect, loyalty, and care for others.

LEADERSHIP IN FORMAL AND INFORMAL SETTINGS

When evaluating the qualities of leaders, a distinction must be made between the types of leadership roles being assessed, namely if they are formal or informal. In a formal adult leadership role, the individual is either elected or appointed into the leadership position (e.g., the President of the United States). In an informal adult leadership role, the individual is not placed into this position based upon any election but is considered a leader among their peers (e.g., a group of friends in a book club). Formal and informal leadership roles are also found in adolescent groups. A student who holds a leadership position in a school-related club might be considered a formal adolescent leader. A student who emerges as the 'leader' of his or her social group might be considered an informal adolescent leader. A review of the literature suggests that the characteristics associated with leaders seem to vary substantially according to the age group sampled (i.e., adults versus adolescents) as well as the setting in which leadership is assessed (i.e., formal versus informal).

ADULT LEADERSHIP IN FORMAL SETTINGS

Much of the research on adult leadership has been conducted in formal settings. This research has produced consistent findings concerning characteristics associated with the leaders, in that the social characteristics, such as compassion and creativity, are valued less than nonsocial characteristics, such as organization. Specifically, social characteristics are linked to socially-oriented behaviors that are ultimately oriented toward improving personal relations with others. Nonsocial characteristics are valued more in leaders and are linked to goal-oriented behaviors that are ultimately oriented toward the successful completion of tasks in a timely and organized manner. Consistent with this notion, Yukl, Wall, and Lepsinger (1989, as reported in Hogan, 1994) identified 14 categories of behavior

that characterize adult leaders. These categories all describe nonsocial characteristics, and include "planning and organizing," "problem-solving," "monitoring," "motivating," and "networking." Similarly, Morris (1991) found that adults ranked the top three leadership characteristics as, "sense of purpose", "integrity", and "knowledge or skills," which are all nonsocial characteristics, and the bottom three characteristics as, "flexibility", "compassion" and "creativity," which are all social characteristics.

ADOLESCENT LEADERSHIP IN FORMAL SETTINGS

Similar to research on adult leadership, much of the research on adolescent leadership has been conducted in formal settings. However, in contrast to adults, adolescents seem to value social characteristics (e.g. good listening skills) in their leaders as much as nonsocial characteristics (e.g. integrity). Morris (1991), for example, reported that adolescent school leaders ranked integrity and knowledge, both nonsocial characteristics, as high as good listening, a social characteristic.

ADULT LEADERSHIP IN INFORMAL SETTINGS

The limited amount of research on leadership in an informal setting has produced contradictory conclusions and has focused almost exclusively on adults. Specifically, the research on adults has provided mixed evidence regarding whether social or nonsocial characteristics are valued in informal settings. On the one hand, there is evidence that social characteristics are valued in informal settings. On the other hand, there is evidence that social characteristics are important in informal settings. For example, Gough (1990, as reported in Hogan et al., 1994) found several characteristics to be significantly correlated with high ratings of adult leadership in leaderless discussion groups, including but not limited to sociability, self-acceptance, and empathy. On the other hand, there is contrasting evidence that shows that nonsocial characteristics are important in informal settings. For example, research by Stine and Heller (1979, as reported in Eagly, 1991) has suggested that socially-oriented behaviors, such as contributing to the maintenance of interpersonal relations, are less likely

to be associated with leadership in comparison to a formal setting.

ADOLESCENT LEADERSHIP IN INFORMAL SETTINGS

In comparison to research on adult leadership in informal settings, little if any research has been conducted on adolescents. The present study attempts to fill this apparent void in the literature by examining the characteristics of adolescent leaders in an informal setting. Because previous research has been inconclusive regarding the degree to which social characteristics (e.g., self-acceptance and social ability) are important for leaders, special attention will be paid to these characteristics. In particular, this study will examine whether adolescent leaders differ from adolescent nonleaders in their levels of self esteem.

LEADERSHIP AND FEMININE AND MASCULINE CHARACTERISTICS

In addition to determining whether adolescent female leaders differ from nonleaders in the degree to which they exhibit social characteristics (e.g., high self esteem), this study also seeks to examine whether adolescent female leaders exhibit more masculine or more feminine characteristics than non-leaders. Lockheed and Hall suggest two styles of leadership, masculine and feminine (1976, as reported in Edwards, 1994). feminine traits include compassion, an eagerness to soothe hurt feelings, a sensitivity to the needs of others, and yielding.

ADULT FEMALE LEADERS IN THE WORKFORCE

Given that leadership is generally considered to be a masculine quality (Bem,1974), it seems likely that men would be more likely to be accepted as leaders and that women would be less likely than men to exhibit a masculine leadership style when in the position of leadership. Although historically, women have held fewer leadership positions than men, females are increasingly being accepted as leaders in the workforce. In 1953, a Gallup poll revealed that 57 percent of women and 75 percent of men preferred a male boss to a female boss. In 2000, the bias toward male leaders faded, with the Gallup poll later revealing

that 50 percent of women and only 45 percent of men preferred a male boss to a female boss (Aronson, 2004). Interestingly, females have been found to assume a more masculine leadership style than a feminine leadership style when in a position of formal leadership, such as in the workforce As shown in a meta-analysis performed by Eagly and Karau (1991), women who behave in a feminine way (i.e., caring, loving, sensitive, and creating group harmony) are viewed as having fewer leadership abilities than men behaving in the same way. As a result, adult females who are viewed as leaders typically exhibit masculine characteristics. Essentially, this evidence shows that females are being accepted more as leaders than they have in the past, and while these females assume the leadership role, they typically do so by exhibiting masculine characteristics.

ADOLESCENT LEADERSHIP AND MASCULINE AND FEMININE CHARACTERISTICS

Consistent with the adult leadership literature that has shown that adult female stands to exhibit masculine characteristics, it has been found that adolescent females who are viewed as leaders are more likely to exhibit masculine characteristics as well. For example, in a single-sex, formal setting (girl scout troops), Edwards (1994) found that adolescent female leaders appeared to be selected based on traditionally masculine characteristics such as organization, goal setting, and generation of new ideas.

1.3 HOME ENVIRONMENT

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 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.

1.4 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 adolescence.

According to Jean Piaget (1959) “Adolescence is the age of great ideas as well as the time of simple adaptation to reality.”

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.”

Adolescence is a transitional period between childhood and adulthood. It is the period in which an individual changes the status of a dependent child, to that of an independent man.

Characteristics of Adolescents

Adolescence is a time of change and transition. During this time, individuals undergo tremendous changes in physical development, levels of maturity, behaviors, and understandings of the world and themselves. Van

Linden and Fertman identify two stages of adolescents: early adolescents (ten to fourteen years old) and late adolescence (fifteen to nineteen years old), differing in needs, characteristics, and tasks. Since the participants of this study included students in Grade 8, van Linden and Fertman's description of early adolescents will be considered here.¹⁶ Specific needs of early adolescents, as identified by van Linden and Fertman, are as follows:

- Understanding of physical and emotional changes that take place during puberty
- Self-acceptance
- Acceptance of and by others
- Acceptance, understanding, approval, and love from significant adults
- Knowledge of responsibility to others
- Discovering how to make decisions, assume responsibility, use independent judgment, and recognize and accept consequences of actions
- Figuring out how to deal with feelings
- The beginnings of a personal value system

ADOLESCENTS AND LEADERSHIP

As young adolescents struggle to answer the questions “Who am I?” and “How do I fit in?” few inclines to answer, “I am a leader.” Why is this so? The answer is simple: adolescents have a limited understanding of leadership. Through life experiences, observation, and education, youngsters arrive at adolescence having constructed limiting conceptualizations of leadership. First, adolescents tend to constrain their understanding of leadership to leadership tasks: leading meetings, speaking in public, and acting as class president or team captain. In the eyes of an adolescent, one either does leadership tasks or doesn't. Furthermore, there are certain

Characteristics that they associate with leadership (i.e., tall, physically fit, popular, attractive, well-behaved, older, extroverted, etc.). These characteristics make for a narrow definition of leadership – one with which few adolescents can identify. Van Linden and Fertman argue that all people, including adolescents, have the potential to lead. Unfortunately, not every adolescent will be recognized for his or her 18 leadership skills, or even know that those abilities exist. Some adolescents may even be reluctant to lead altogether. Leadership requires work and effort, and these

adolescents may have other needs that rank higher on their list of priorities.

In any case, adolescents need help to tap into their leadership potential. A broader and more accessible definition of leadership will allow adolescents to look at leadership in a new light. Leadership must be viewed as a set of skills and attitudes that can be learned and practiced by all adolescents. This broader definition invites all adolescents to explore their potential as a leader. After all, argue van Linden and Fertman, “adolescence is an optimal time of opportunity in which to awaken the leadership potential in individuals; it is a time to help adolescents be the leaders they already are.”

REVIEW OF LITERATURE

A Survey of the related literature is an important prerequisite to actual planning and the execution of any research work. Familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing or what problems remain to be solved. A careful review of available literature in the form of encyclopedias, monographs, journals, periodicals, abstracts, books, and other sources of information on the problem similar to or related to the one being investigated is one of the important steps in the planning of any research. In the present chapter, an attempt has been made to examine the existing literature relating to the present problems.

Studies Related to Social maturity

Singh and Thukral (2010) conducted a study on the social maturity and academic achievement of high school students. Social Maturity and Academic Achievement of high school reported a significant relationship between social maturity and academic achievement of high school students.

Lawrence and Jesudoss (2011) conducted a study on the relationship between social maturity and academic achievement of higher secondary school students. They found that a significant difference exists between boys and girls students in their social maturity.

Singh's (2012) results reported that Rural and Urban high school students differ significantly in their level of general mental ability and anxiety whereas no significant differences were found between them on

the variables of emotional maturity, social maturity, and academic achievement.

Nagra and Kaur (2013) conducted a study on social maturity among Students Teachers. 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. This ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity.

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, and can take stress, communicate, 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.

STUDIES RELATED TO LEADERSHIP

Mann and Rindi (2011) Leadership Quality & Social maturity of teacher trainees in Sri. Mukatsar Sahib District. they conducted a study on Leadership Quality and Social Maturity of Teacher Trainees in Sri Muktsar Sahib District. A sample of 200 teacher trainees was selected. Dr. HASEEN TAJ and Dr. R.P. Shrivastva respectively modified the Leadership Effectiveness scale and the social maturity scale was employed to collect the data which was analyzed by using Mean S.D. and t-test. The findings of the study revealed that there is a significant correlation between

leadership quality and the social maturity level of teacher trainees.

In Cohen et al. (2012) study, participants took part in workshops from the beginning of the program that presented information about disabilities. Later, they began volunteer projects that offered services to people with disabilities within various frameworks and had active participation in various interest groups such as music, art, cooking, and sports. At the time of the program, the advisor continued to meet with the members once a week.

Clayton, Sanzo, and Myrano (2013) conducted a study on Understanding mentoring in Leadership Development Perspectives of District Administrators and Aspiring Leaders. It was found that aspiring leaders can promote an environment that is conducive to high levels of student achievement.

STUDIES RELATED TO HOME ENVIRONMENT

Bandhana Bandhana, Darshana P. Sharma (2012) results revealed that the students with a high home environment have a higher level of reasoning ability in comparison to those having a low home environment. Furthermore, it was revealed that private school students have a higher level of reasoning ability in comparison to the ones belonging to government schools.

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.

Dutta, J. et al. (2014) conducted a study on “A Comparative Study of Delinquency Prone and Non- Delinquency Prone Adolescents with regards to Self-Concept, Emotional Maturity and Academic Achievement in Assam”. The study reported that delinquency-prone adolescents

had low self-concept, low emotional maturity, and poor academic achievement than that of Non-delinquency prone adolescents. Further, the study showed a positive co-relation among Self-concept, Emotional maturity, and Academic Achievement.

Although many researchers find that a single-parent family structure has a significant and detrimental effect on a child's well-being, the above-mentioned detailed description of research reveals contradictory findings. One side recent review of the research literature highlights the very robust findings and consistently reports that single parents and their children have an average higher possibility of difficulties in their psychological, physical, and school adjustment than those growing up in two-parent biological families. On the other side, it is also evident from the description that the support factors (human and material resources) play a very important role in single-parent families and if proper attention is paid to prevention and support risk could be minimized.

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 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. Researchers in the fields of child development, child psychology, and education have commented that there are many gaps in home environment research (Bandhana Bandhana, Darshana P. Sharma (2012); Kaur, M. (2013).

CONCLUSION

The present study is an attempt in the direction of finding a significant relationship between social maturity, leadership, and the home environment of adolescent students. It was found that social maturity, leadership, and home environment are negatively correlated in this sample which indicates that excessive control, protectiveness, and strict punishment to the adolescent by family prevents the development of social maturity in an adolescent. 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. There is a significant difference in leadership quality and social maturity among adolescent boys and girls. This study will also help the researcher to find out the significant difference between leadership quality and social maturity both are different parts but we can study it same time on adolescent age and search on study both boys and girls an influence of social maturity and leadership quality.

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