Abstract
The present study examines the personality of adolescents in relation to parenting styles. The sample of the study comprised of 200 eleventh class students (50 boys and 50 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed an insignificant difference in the social maturity of adolescents studying in government and private schools. But, there was no significant difference in the social maturity of adolescents in relation to low and high score on parenting style.

1. Introduction
Parenting is the most important roles ones face in the life time. Parents who provide an encouraging environment for their children are rewarded when as adult their children realize a successful life into culture and society. Effective parenting enables to develop positive behavior and social maturity that are important to functioning fully as healthy adults. Social maturity refers to attaining maturity in social relationship that is to establish good relation with family, friends, neighbours and all other person living in our society. A socially mature individual is capable of making and keeping friendship. Social maturity is a state of development in which the attitudes, understanding, feeling, skills of the individual with respect to human relationship, social tools and social institutions are those which tends to be typical to the adult, this state being characterized in most cultures, by the capacity for heterosexual love and by relatively high degree of self-control, social interest and altruism. Good (1959).
Parenting is the process of raising and educating a child from birth until adulthood. Parenting style is a psychological construct which represents the standard strategies used by parents in rearing their children. According to Martin (1987) Parenting is the term summarizing the set of behavior involved across life in the relations among organisms who are usually co-specifies and typically members of different generations or at least of different birth cohorts.

Pushpa (2015) conducted the study on the relationship between emotional intelligence and social maturity of students’ teachers at elementary level. Emotional intelligence and social maturity scale was administered in 100 D.Ed. students and the data obtained was subjected to descriptive correlation and differential analysis. The result revealed that there is positive deficit significant relationship between emotional intelligence and social maturity.

Gogolinski (2012) conducted a study on different aspects of parenting and how it affects both the couple’s relationship and the children involved this study, utilizing a clinical sample of 37 families, explored the relationship between differences in parenting styles and the child’s perception of family support and the differences in parenting styles and the couple’s distress level. No significant relationships were found among differences in parenting styles and a child’s perception of family support. Amanda et al. (2015) conducted a study entitled temperament and parenting styles in early childhood differentially influence neural response to peer evaluation in adolescence the study used functional neuron–imaging to assess the moderating effects of different parenting styles on neural response to peer rejection on two groups of adolescents characterized by their early childhood temperament (M=17.89 years, N=39, 17 males 22 females, 18 with BI; 21 without BI). Found that BI in early life relates to Greater neurobiological sensitivity to variance in parenting styles, particularly harsh parenting in late adolescence. These results are discussed in relation to bio-psychosocial models of development.

2. Objectives Of The Present Study

I. To compare the social maturity of adolescents studying in Government and Private Schools.
II. To compare the parenting style as perceived by adolescents studying in Government and Private Schools.
III. To compare the social maturity of adolescents with regard to gender.
IV. To compare the parenting style as perceived by adolescents with regard to gender.
V. To compare the social maturity of adolescents in relation to parenting style.

3. Hypotheses

I. There will be no significant difference in the social maturity of adolescents studying in government and private schools.
II. There will be no significant difference in the parenting style as perceived by adolescents studying in Government and Private schools.
III. There will be no significant difference in the social maturity of adolescents with regard to gender.
IV. There will be no significant difference in the parenting style as perceived by adolescents with regard to gender.
V. There will be no significant difference in the social maturity of adolescents in relation to parenting style.
4. Design, Sampling, Tool & Statistical Technique For The Present Study

I. Design: In the present study, descriptive survey method was employed to collect the data.

II. Sampling: Stratified random sampling technique was employed. The sample comprised of 200 students of class 11th of Chandigarh. Out of these 200 students, 100 were taken from government school and 100 were taken from private school. Further 50 male and 50 female students were taken from each type of schools i.e. Government and Private.

III. Tools: The two types of tools used in present study for analysis:
   i.) Social maturity Scale (RSMS) by Nalini Rao,(1971)
   ii.) Parenting Scale by Dr. R.L. Bharadwaj, Dr. H.C. Sharma and Dr. Amita Garg. (1998).

IV. Statistical Technique: The obtained data was analyzed by employing t-test.

5. Results and Discussion

Table 1: Mean Differentials with regard to the social maturity and parenting style as perceived by adolescents studying in Government and Private schools.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social maturity</td>
<td>233.69</td>
<td>233.16</td>
<td>40.86</td>
<td>12.59</td>
</tr>
<tr>
<td>Parenting style</td>
<td>696.90</td>
<td>625.58</td>
<td>74.36</td>
<td>104.70</td>
</tr>
</tbody>
</table>

Entries made in table 1 shows that ‘t’ values between Government and Private schools in the area of social maturity and parenting style. It indicates that there was no significant difference in the emotional competence of adolescents studying in Government (M1=233.69) and Private (M2=233.16) schools as t value is not significant at any level of significance. Thus, hypotheses -1 stands accepted.

The mean differential with regard to Parenting style as perceived by adolescents studying in Government and Private schools were significant at .01 level (t=5.573). It indicates that there was significant difference in parenting style of Government (M1=696.90) and Private schools (M2=625.58). It further indicates that the adolescents studying in Government school have high score on parenting style than the adolescents studying in Private schools. Thus, hypotheses -2 stands rejected.

Table 2: Mean Differentials with regard to the social maturity and parenting style as perceived by male and female students studying in Government and Private schools.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social maturity</td>
<td>236.46</td>
<td>230.39</td>
<td>29.14</td>
<td>30.99</td>
</tr>
<tr>
<td>Parenting style</td>
<td>652.76</td>
<td>669.72</td>
<td>97.56</td>
<td>96.35</td>
</tr>
</tbody>
</table>

Entries made in table 2. Shows that ‘t’ value (t=1.427) between male and female adolescents studying in Government and Private Schools were insignificant in the area of social maturity. It indicates that there was insignificant difference in emotional competence of male (M1=236.46) and female (M=230.39) adolescents studying in Government and Private school. It further indicates that the mean scores of Parenting style as perceived by male and female adolescents studying in
Government and Private schools is not significant at any level (\(t=1.23\)). It indicates that there was no significant difference in the parenting styles as perceived by male (M1=652.76) and female (M2=669.72) adolescent studying in Government and Private school. It further indicates that the both Private and Government senior secondary school male and female adolescents have almost equal scores on Parenting style. Thus, hypotheses 4 and 5 stand accepted.

Table 3: Mean Differentials with regard to social maturity of adolescents in relation to Low and High score on parenting style.

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Sub-Independent Variable</th>
<th>Mean Low PS</th>
<th>Mean High Ps</th>
<th>SD Low PS</th>
<th>SD High Ps</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting styles</td>
<td>Social maturity</td>
<td>230.35</td>
<td>235.69</td>
<td>26.40</td>
<td>32.58</td>
<td>1.240</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

Entries made in table 3. shows that the ‘t’ values (1.240) between the social maturity of adolescents in relation to low and high score on parenting style was not significant. It reveal that there was no significant difference in the social maturity of adolescence in relation to low (M1=230.35) and high score(M2=235.69) on parenting style. It further indicates that the social maturity of low and high scores on parenting style is almost same. Thus, hypothesis 5 also stands accepted.

6. Educational Implications

Efforts should be made by teachers as well as parents to develop social maturity of their child. This study is helpful in nurturing of the personality of the adolescent. Teachers can help the adolescents in way of expressing their emotions. Adequate outlet for the emotions will help the adolescents in proper development of social maturity. Parents at home and teachers at school always play a major role in influencing and developing social maturity. They should provide such atmosphere at home, so that the child grows to an adult so perfectly who turns out to be a responsible and mature individual who can handle situations with calm and maturity. The findings of this study will be an eye opening to the researchers, curriculum, practitioners and parents. The findings of the present study may be helpful to the student, teachers, principals, administrators and educational planner. Students should be provided with enough ways to enhance their social maturity. Group activities and team work should be organised among students which develop the feeling of co-operation, social attitude, independence, tolerance, acceptance of others, self-confidence and responsibilities. The parents and teachers should help to create conducive environment for children to keep them away from stressful environment.

7. References


Dr. Rohit Bhandari, Karuna Singh :: Study Of Social Maturity Among Adolescents In Relation To Parenting Styles