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## SOCIAL MATURITY OF LEARNING DISABLED SECONDARY STUDENTS

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### ABSTRACT :

Study of Social Maturity of learning disabled secondary students is the "Title" of the study. To study the Levels and differences in the Social Maturity of learning disabled students and normal students are the objectives of the study. The sample of the study consists of 2000 (two thousand) secondary school students. Out of which 1752 are normal students and 248 are Learning disabled students. Check list for identifying learning disabled students, Social Economic Test (.S.E.S. Test), Mental Ability Test were used as Tools of collection of data. Social Maturity Scale (1) 11.01%, 51.42, 37.57% Normal student and 6.05%, 50% and 43.90% learning disabled students possess high and low social maturity.

- 2) The normal students possess high social maturity than the learning disabled students.
- 3) Male and Female learning disabled students possess same social maturity.
- 4) The high and low social economic status learning disabled student possess same social maturity.
- 5) High Intelligent learning disabled student possess high social maturity than the low intelligent learning disabled students.

## INTRODUCTION :

Education is the reconstruction of experiences of learner. It helps to develop cognitive, affective, psychomotor qualities of the learner. It attempts to promote reasoning thinking understanding power of judgement, memory, perception, attitude interest and motive of the Learner to become a good affective and creative citizen of nation. It promotes valuable qualities of the learners and make them good noble person in the society. Without education man cannot exist as a human being in the society.

Our government have established number of formal agencies of education for the achievement of qualities of the learners. Number of quality education programmes are organized by the institution for achievement of learners government has also implemented number of valuable and quality education programmes to make the learners efficient and effective for the future development of the country.

According to Gandhiji - "Education is man's fundamental rights irrespective of caste, creed, race, colour, sex and socio-economic status.

Our constitution of India has granted equality of educational opportunities to the children with special needs. Our great thinkers and administrators have suggested certain special educational provision for the exceptional children.

At present inclusive education set up are recommended for the disabled children.

To make them normal in the educational process. Some studies reveal that, Learning disabled children Lag behind than the normal students due to psychological and emotional problems which effects their learning and motivation in the class room.

They do not profit much in the inclusive setup due to their deficiencies in reading, writing, speaking and Mathematical ability.

The present study has been under taken by the investigator on the learning disabled students.

The investigator wants to know their levels of Social Maturity.

## Meaning of Social Maturity:

Maturity is the process of development within his person from time to time shows different traits for normal growth.

A social matured person shows or perform of social activities effectively. Three types of maturity are generally seen – Physical, Psychological & Social, Emotional maturity.

Person who has characteristics of awareness his/ her role in growth designed keep peace in social life, sense of the fair, play considerate treatment to others.

An Emotional Social Matured person does not show anger and tension un reasonably causes proper adjustment to new situation respect other cultures religion. Indulges himself & herself social welfare activities to commities to social norms develop sense of co-operation equal treats others. Accepts social changes develop abilities for social progress and posses right judgment in right time and other hand one suffering from low Emotional & Social Maturity means suffering from emotional instability selfishness, narrowness orthodoxy & mal adjustment.

Dr. Ramapal development Emotional Social Maturity Scale which translated into Odia version by the investigator was administer to find out the emotional social maturity of class IX student in rural & urban students.

Emotional Social Maturity may be defined as level of maturity acquired by the student at home & schools which can be measured through standardized tools that is Emotional Social Maturity Scale.

## Objectives of the Study :

The present study is based on the following objectives :

1. To study the levels of social – maturity of normal learning disabled students.
2. To study the social maturity of normal & learning disabled students.
3. To study the social maturity of learning disabled students with reference to their sex, I.Q & socio-economic status.

### 1.9.0 HYPOTHESIS :

The following studies are based on this hypothesis.

1. All the normal & learning disabled student do not belong to different levels of social maturity.
2. There is no significant difference in the mean social maturity test scores normal & learning disabled students.
  - 2.1 There is no significant difference in the mean social maturity test scores between male & female learning disabled students.
  - 2.2 There is no significant difference in the mean social maturity test scores of high & low intelligent learning disabled students.
  - 2.3 There is no significant difference in the mean social maturity test scores of high & low socio-economic status of learning disabled students.

### SAMPLE :

My using purposive sampling method, the sample of students, was selected. Out of 856 pupils from 13 Govt. high school and 954 pupils from 17 Aided high school of Balasore district. Sample of 2000 pupils of standard IX were selected for the study.

### TOOLS USED FOR THE STUDY

- ❖ Check list for identifying the L.D. students.
- ❖ S.E.S Test
- ❖ Mental Ability Test
- ❖ Social Maturity Test

### ANALYSIS AND INTERPRETATION :

#### 4.4.0 STUDY OF LEVELS OF SOCIAL MATURITY OF NORMAL AND LEARNING DISABLED STUDENTS.

The fourth objectives is 'to study the levels of social maturity of normal and learning disabled students. The hypothesis states that all the normal and learning disabled students do not belong to different levels of social maturity.

Keeping this hypothesis in mind, the social maturity standard scores were analyzed with the help of percentage.

The result are given in the table No- 4.4.0

**TABLE No.-4.4.0**

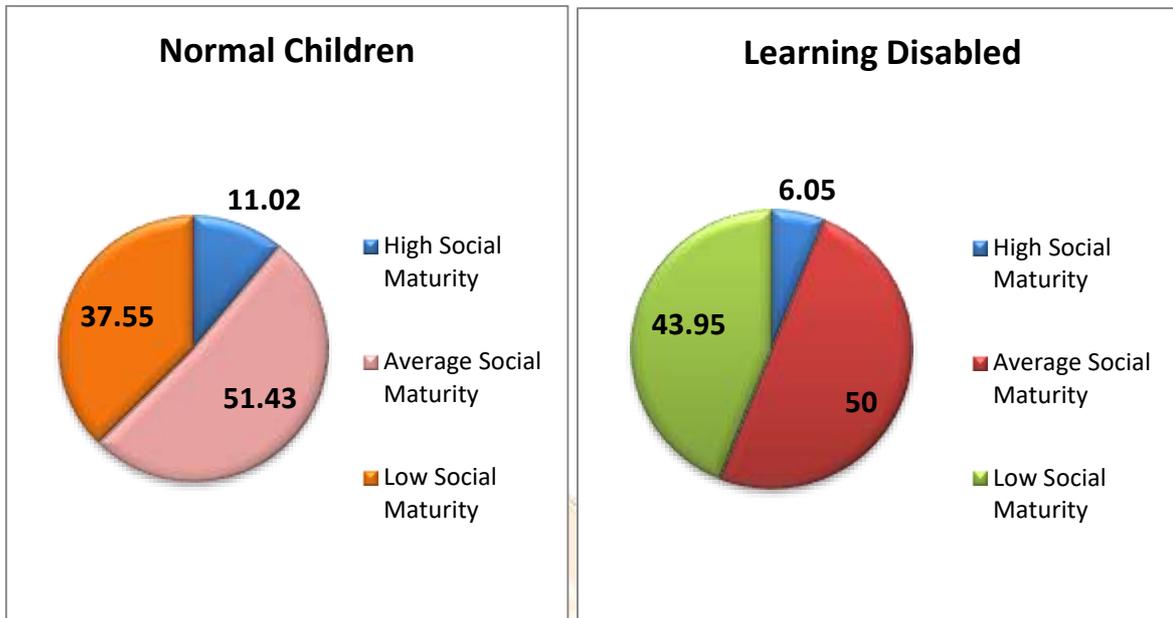
Levels of social maturity among normal students				Levels of social maturity among learning disabled students		
Levels	Range of Standard score	Normal children (1752)	Percentage (%)	Range of Standard score	Learning disabled (248)	Percentage (%)
High Social Maturity	55-75	193	11.01	52-73	15	6.05
Average Social Maturity	42-54	901	51.42	40-51	124	50
Low Social Maturity	20 -41	658	37.57	8-39	109	43.95

From the table 4.4.0 it is observed there are 1752 normal students out of which 193 normal student have secured high social maturity standard scores in between range 55 to 75. In other words 11.01% students belong to high levels social maturity. 901 normal student have secured average level of social maturity standard scores in between range 42 to 54. In other words 51.42% students belong to average level social maturity. 658 normal students have secured lower levels of social maturity standard scores in between range 20 to 41. In other words 37.57% students belong to lower level social maturity.

Again it is found that, there are 248 learning disabled students, in which 15 learning disabled students have secured high social maturity standard scores between range 52-73. In other words 6.05% students belong to high levels social maturity. 124 learning disabled students have secured average levels of social maturity standard scores in between range 42 to 56. In other words 50% learning disabled students belong to average levels social maturity. 109 learning disabled student have secured lower social maturity standard scores in between range 10 to 41. In other words 43.95% learning disabled students belong to lower level of social maturity. So the null hypothesis "All the normal and learning disabled students do not belong to different levels of social maturity" is not rejected. It means 11.01%, 51.42%, 37.57% normal students belong to the average and low levels of social maturity, and 6.05%, 50% and 41.95% learning disabled students belong to High, Average & Low Levels social maturity respectively.

**FIGURE No.-4.4.0**

*Pia- diagram indicates the levels of social maturity of normal and learning disabled children.*



#### DISCUSSION :

The result of this objectives indicates that, the normal & learning disabled students belongs to different categories of social maturity.

Maturity is developmental process which a person from time to time manifests different traits for normal growth. A person who is socially accepted by others, performs, social activities effectively is called socially matured person.

Generally there are three types - maturity physical, psychological and social. Emotional maturity.

A person who has characteristics of awareness of his / her role in the group, desire to keep peace in social life, sense of faire play, considerate treatment to others etc. may be designated a socially matured.

An Emotionally & social matured does not show anger and tension unreasonably possess proper adjustment to new situation, respect others culture and religion, indulges himself / herself social welfare activities commits to social norms develops sense of co-operated equally treats other, accepts social change, develops ability for social progress and possess right judgement at right time.

On the other hand, one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment. In this objectives 11.0%, 51.42%, 37.57% normal students & 6.05%, 50% & 43.95% learning disabled students belong to high, average & low social maturity categories.

Only 11% & 51.42% Normal students & 6.05% & 50% learning disabled students are highly & average social matured.

They possess characteristics like they do not show anger and tension unreasonably, possess proper adjustment to new situation respect other, culture and religion, indulges himself social welfare activities / commits to social norms develop of cooperation-equal traits other, accepts social change develop ability for social progress and possess right judgement right times. Those students who have high social maturity, control emotion ability of a adjustment good planning, do not criticise others, concentration, importance to social interest democratic achievement of social goal, co-operation, self-satisfaction. Importance of social interest and social goals problem solving ability of others, help to other cast & religion proper behavior to others. Importance to human relation, take intelligent judgement, excepting other, strong patience, positive attitude towards works, capacity towards independently control over action. Emotional stability ability to understand, ability to regard rules & regulation, high tolerance.

37.57% normal students & 43.95% learning disabled students belong to low social maturity, they possess characteristics like suffering from emotional instability, selfishness, narrowness, orthodoxy maladjustment.

#### 4.4.1 STUDY OF SOCIAL MATURITY OF NORMAL AND LEARNING DISABLED STUDENTS.

The third objective is 'to study the social maturity of normal and learning disabled students. The hypothesis states that there is no significant difference in the Mean Social Maturity test scores of normal and learning disabled students.

Keeping this hypothesis in mind, the datas are analyzed with the help of 't' test. The results are given in the Table – 4.4.1

**TABLE No.- 4.4.1**

*'t' test on Mean social maturity test scores of Normal and Learning Disabled students.*

Variable	Group	N	Mean	SD	SED	t-ratio	Level of significance
Social Maturity	Normal Students	1752	63.18	13.01	0.87	5.47	.01
	Learning Disabled Students	248	58.42	12.96			

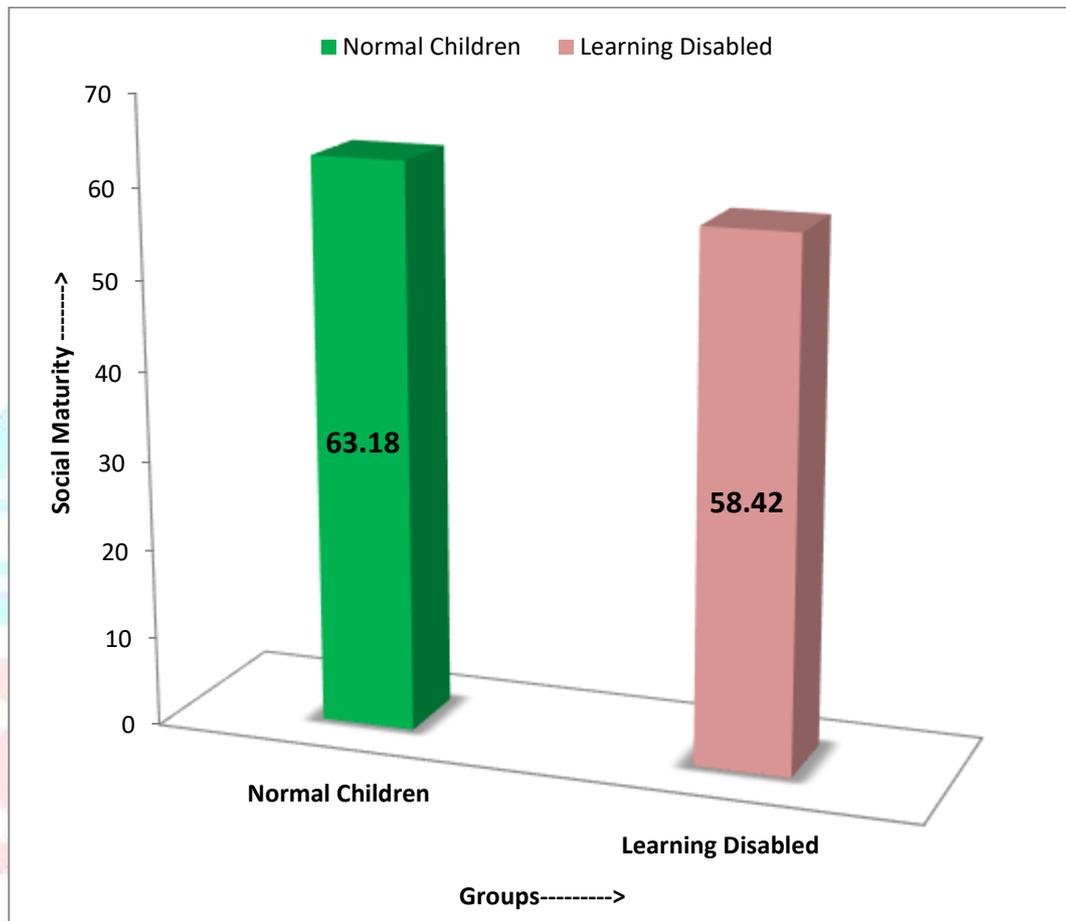
It is revealed from the Table-4.4.1 that the mean scores of normal and learning disabled students on social maturity test are 63.18 and 58.42 with SD's 13.01 and 12.96 respectively and t-ratio came out from above two groups are 5.47, which is significant at .01 level. That means there is significant difference between normal and learning disabled children on social maturity scores.

Further, it is state that the means social maturity test scores of normal Children 63.18 which is greater than that the learning disabled children. It indicates that normal children have better social maturity than the learning disabled children. Thus the nullhypothesis 'that there is no significant difference between normal and learning disabled children on social maturity' is rejected.

Social maturity scores of normal and learning disabled children are presented in fig-4..4.1.

**FIGURE No.- 4.4.1**

*The mean social maturity scores of normal and learning disabled Students presented in fig-4.4.1*



#### DISCUSSION :

To compare the social maturity of Normal & learning disabled students. The fifth objective social maturity test has been administered over normal & learning disabled students. The results of fifth objective states that , social maturity of normal students is more higher than that of he learning disabled students.

Generally high social matured student possess. That is why, Normal student possess above characteristics of high social maturity. But learning disabled students are suffering from low emotional & social maturity meaning

suffering from emotional instability selfishness, narrowness orthodoxy, maladjustment etc. So the normal students possess high social maturity than the learning disabled students.

#### 4.5.0 STUDY THE DIFFERENCE IN THE SOCIAL MATURITY OF LEARNING DISABLED STUDENTS WITH REFERENCE TO THEIR SEX, SOCIO ECONOMIC STATUS AND I.Q.

The objective contains three sub- objectives. The sub-objectives are given bellow.

##### 4.5.1 THE FIRST SUB-OBJECTIVE OF FIFTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SOCIAL MATURITY OF MALE AND FEMALE LEARNING DISABLED STUDENTS.

The hypothesis states that, there is no significant difference in the Mean social maturity test scores male and female learning disabled students.

Keeping this hypothesis in mind, the datas were analyzed with the help of 't' test. The result are given in the Table no - 4.5.1

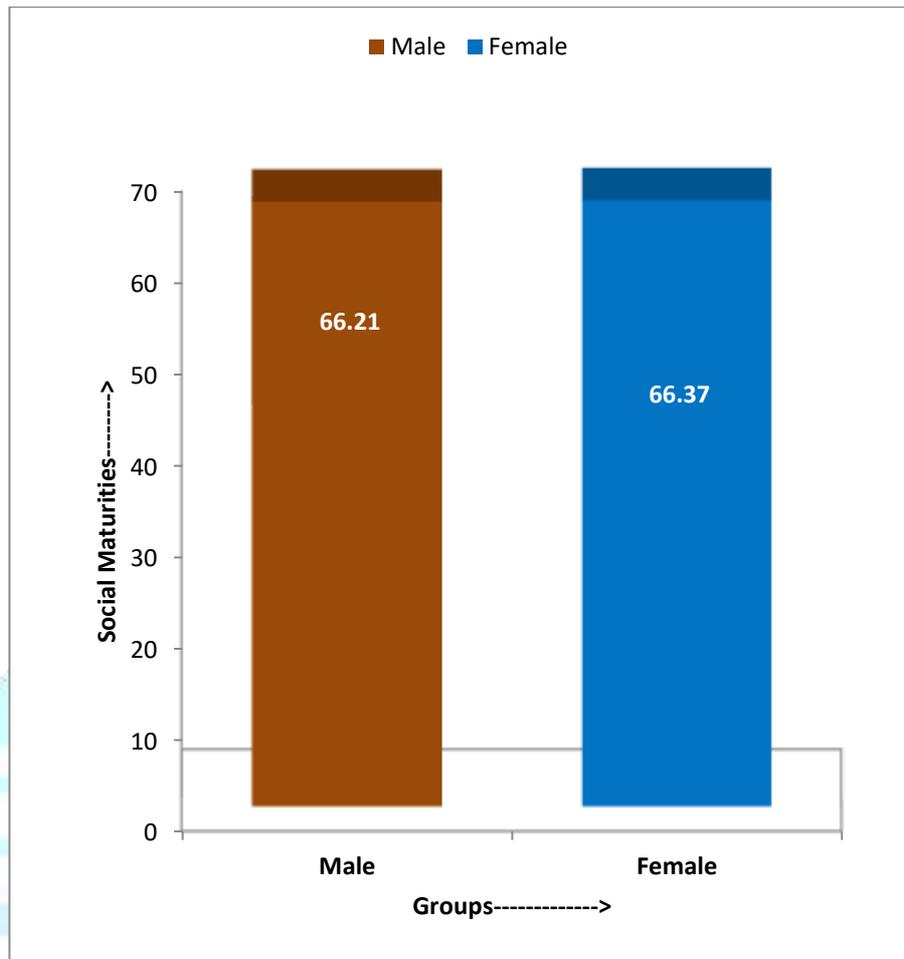
**TABLE-4.5.1**

*'t' test on mean social maturity test score of Male and female learning disabled students .*

Variable	Group	N	Mean	SD	SED	t-ratio	Level of significance
Social Maturity	Male	120	66.21	12.67	2.62	0.06	NS
	Female	128	66.37	12.80			

It is revealed from the Table-4.5.1 that the mean scores of male and female learning disabled students on social maturity are 66.21 and 6637 with SD's 12.67and 12.80 respectively. The t-ratio come out from above two groups is 0.06, which is significant at any level

So it indicates that mean score of male and female students on social maturity test do not differ significantly from each other. So the null hypothesis, there is no significant difference in the Mean social maturity test scores of secondary school students is not rejected. It means the social matiruty test score male and female are similar.

**FIGURE No- 4.5.1**

## DISCUSSION :

The first sub-objective of fifth objective is to study the difference in the social maturity of male and female learning disabled students.

The result indicates, that there is no significant difference in the social maturity of male & female learning disabled students.

Maturity is developmental process which a person from time to time manifests different traits for normal growth. A person who is socially accepted by others, performs, social activities effectively is called socially matured person.

Generally there are three types - maturity physical, psychological and social. Emotional maturity.

A person who has characteristics of awareness of his / her role in the group, desire to keep peace in social life, sense of faire play, considerate treatment to others etc. may be designated a socially matured.

An Emotionally & social matured does not show anger and tension unreasonably possess proper adjustment to new situation, respect others culture and religion, indulges himself / herself social welfare activities commits to social norms develops sense of co-operated equally treats other, accepts social change, develops ability for social progress and possess right judgement at right time.

On the other hand, one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment.

They possess characteristics like they do not show anger and tension unreasonably, possess proper adjustment to new situation respect other, culture and religion, indulges himself social welfare activities / commits to social norms develop of cooperation-equal traits other, accepts social change develop ability for social progress and possess right judgement right times. Those students who have high social maturity, control emotion ability of a adjustment good planning, do not criticise others, concentration, importance to social interest democratic achievement of social goal, co-operation, self-satisfaction. Importance of social interest and social goals problem solving ability of others, help to other cast & religion proper behavior to others. Importance to human relation, take intelligent judgement, excepting other, strong patience, positive attitude towards works, capacity towards independently control over action. Emotional stability ability to understand, ability to regard rules & regulation, high tolerance.

So the above results implies that, both the learning disabled male & female students possess same social maturity ability. Both have same development in social maturity.

#### 4.5.2. THE SECOND SUB-OBJECTIVE OF FIFTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SOCIAL MATURITY OF HIGH AND LOW SOCIO-ECONOMICAL STATUS LEARNING DISABLED STUDENTS

The hypothesis states that , there is no significant difference in the Mean social maturity test scores of high and low Socio-Economical Status learning Disabled Students.

Keeping this hypothesis in mind, the datas were analyzed with the help of 't' test. The results are given in the following table no 4.5.2

**TABLE-4.5.2**

*'t' test on mean social maturity test score of high and low socio-economic status learning disabled students .*

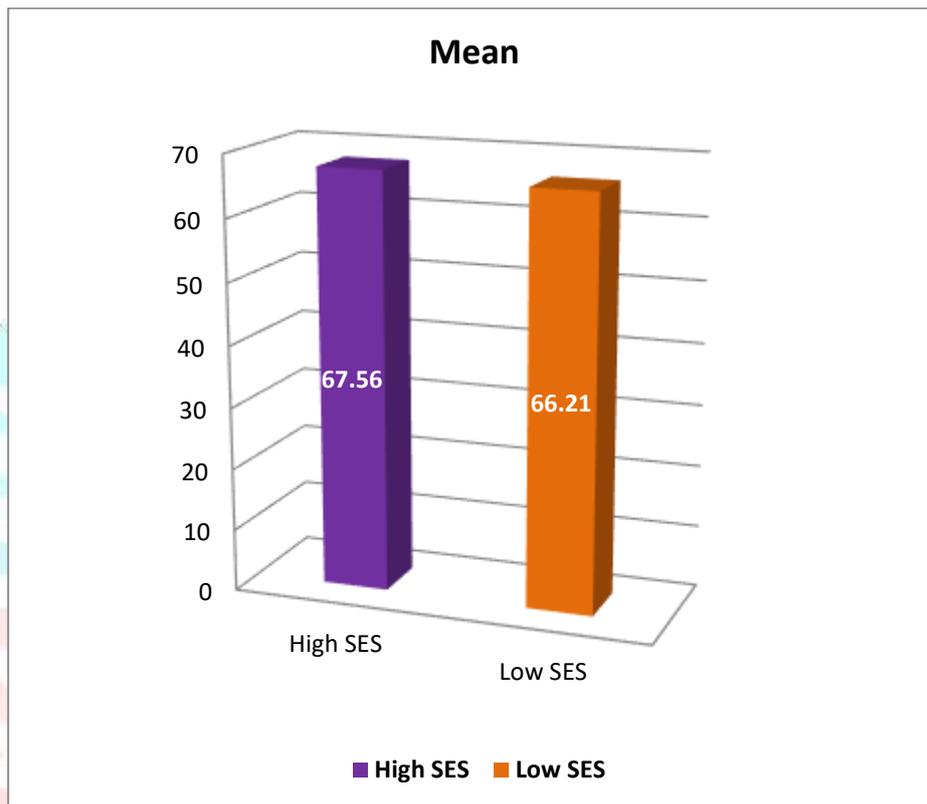
Variable	Group	N	Mean	SD	SED	t-ration	Level of significance
Social Maturity	High SES	63	67.56	12.43	2.09	.64	Not significant
	Low SES	78	66.21	12.34			

It is revealed from the Table-4.5.2 that the mean scores of high and low socio-economic status of learning disabled students on social maturity test scores are 67.56 and 66.21 with SD's 12.43and 12.34 respectively and t-ratio comes out from above two groups is .64, which is not significant. That means there is no significant difference between high and low social economic status learning disabled students on social maturity test scores .

That means it indicates that mean score of high and low social economic status of learning disabled students on social maturity do not differ significantly from each other. So the null hypothesis there is no significant difference between high and low socio-economic status learning disabled students on social maturity' is not rejected. It means the Social maturity test scores of high and low socio economic status learning disabled students are similar.

The mean scores of high and low socio-economic status learning disabled children presented in fig- 4.5.2

**FIGURE No- 4.5.2**



## DISCUSSION :

The third sub objective of fifth sub-objective is to study the difference in the social maturity of high & low social economic status learning disabled students.

The result states that, social maturity of high socio-economical status and low social economical status learning disabled student do not differ significantly. The cause may be that both the high social-economical status and low social=economical status learning disabled student have equal social maturity of abilities.

Maturity is developmental process which a person from time to time manifests different traits for normal growth. A person who is socially accepted by others, performs, social activities effectively is called socially matured person.

Generally there are three types - maturity physical, psychological and social. Emotional maturity.

A person who has characteristics of awareness of his / her role in the group, desire to keep peace in social life, sense of faire play, considerate treatment to others etc. may be designated a socially matured.

An Emotionally & social matured does not show anger and tension unreasonably possess proper adjustment to new situation, respect others culture and religion, indulges himself / herself social welfare activities commits to social norms develops sense of co-operated equally treats other, accepts social change, develops ability for social progress and possess right judgement at right time.

On the other hand, one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment.

They possess characteristics like they do not show anger and tension unreasonably, possess proper adjustment to new situation respect other, culture and religion, indulges himself social welfare activities / commits to social norms develop of cooperation-equal traits other, accepts social change develop ability for social progress and possess right judgement right times. Those students who have high social maturity, control emotion ability of a adjustment good planning, do not criticise others, concentration, importance to social interest democratic achievement of social goal, co-operation, self-satisfaction. Importance of social interest and social goals problem solving ability of others, help to other cast & religion proper behavior to others. Importance to human relation, take intelligent judgement, excepting other, strong patience, positive attitude towards works, capacity towards independently control over action. Emotional stability ability to understand, ability to regard rules & regulation, high tolerance.

So both these high socio-economic status and low socio –economic status students are able to develop equally the social maturity qualities.

So there is no difference in social maturity of high & low socio-economic status learning disabled students.

#### **4.5.3 - THE THIRD SUB-OBJECTIVE OF FOURTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SOCIAL MATURITY OF HIGH AND LOW INTELLIGENCE LEARNING DISABLED STUDENTS.**

The hypothesis states that, there is no significant difference in the Mean social maturity test scores of High and Low intelligence learning disabled students.

Keeping this hypothesis in mind, the datas are analyzed with the help of ‘t’ test. The results are given in the following table no - 4.5.3

**TABLE-4.5.3**

**'t' test on mean social maturity test scores of High and Low IQ learning disabled students.**

Variable	Group	N	Mean	SD	SED	t-ratio	Level of significance
Social Maturity	High IQ	56	68.23	12.56	2.56	3.16	.01
	Low IQ	34	60.13	11.34			

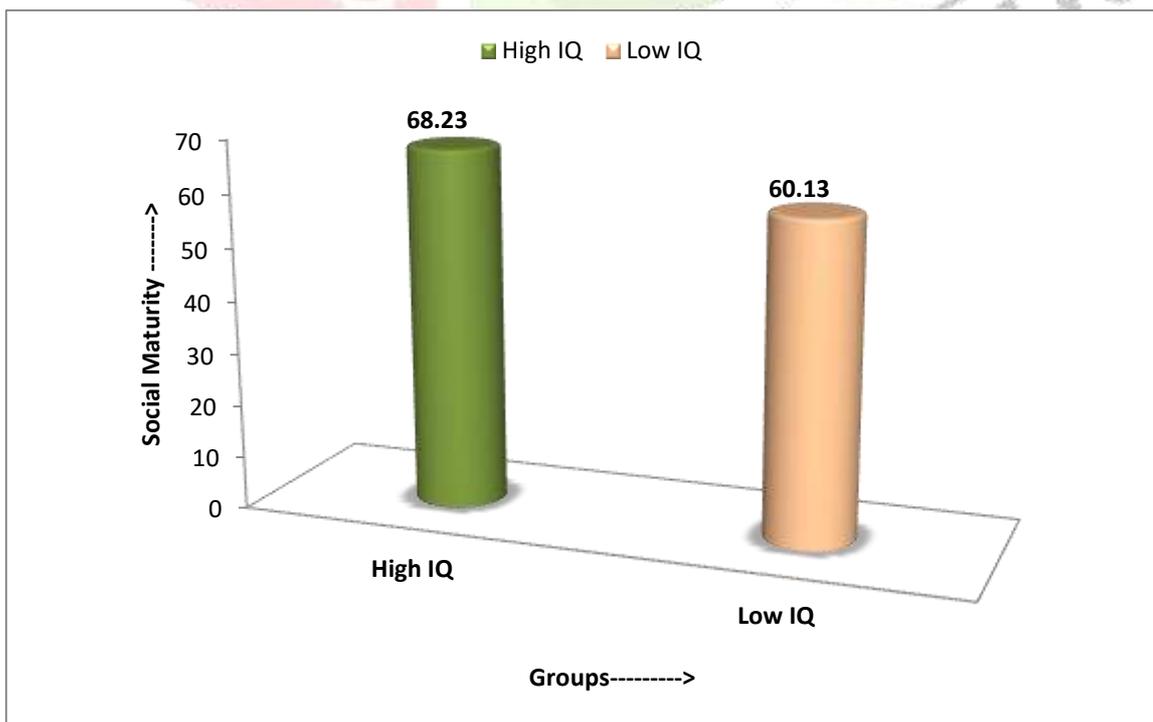
It is revealed from the Table-4.5.3 that the mean scores of high and low intelligence learning disabled students on social maturity test scores are 68.23 and 60.13 with SD's 12.56 and 11.34 respectively

The t-ratio come out from above two groups is 3.16, which is significant at .01 level. That means there is significant difference in the mean social maturity test scores between high and low intelligence learning disabled students. Further, it is stated that the mean social maturity test scores of high intelligence learning disabled students is better than the low intelligence learning disabled students.

Thus the null hypothesis-4.5.2 'that there is no significant difference the mean social maturity test scores between high and low intelligence learning disabled students is rejected.

**FIGURE No. -4.5.3**

*The mean social maturity test scores high and low intelligence learning disabled children presented in fig-4.5.3*



**DISCUSSION :**

The result of second sub-objective of fifth objective states that, the social maturity of the high intelligent learning disabled students & higher than that of the low intelligent learning disabled students.

The reason is that intelligent is a global capacity of the student to think rationally, to do effectively & purposefully in a situation and high intelligent students have more social maturity ability than the low intelligent students. The high intelligent student have high levels of social maturity ability. That means social maturity means, Maturity is developmental process which a person from time to time manifests different traits for normal growth. A person who is socially accepted by others, performs, social activities effectively is called socially matured person.

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On the other hand, one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment

They possess characteristics like they do not show anger and tension unreasonably, possess proper adjustment to new situation respect other, culture and religion, indulges himself social welfare activities / commits to social norms develop of cooperation-equal traits other, accepts social change develop ability for social progress and possess right judgement right times. Those students who have high social maturity, control emotion ability of a adjustment good planning, do not criticise others, concentration, importance to social interest democratic achievement of social goal, co-operation, self-satisfaction. Importance of social interest and social goals problem solving ability of others, help to other cast & religion proper behavior to others. Importance to human relation, take intelligent judgement, excepting other, strong patience, positive attitude towards works, capacity towards independently control over action. Emotional stability ability to understand, ability to regard rules & regulation, high tolerance.

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On the other hand, one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment.

But low intelligent learning disabled student faces many problems like emotional & psychological problems, which effects their learning & achievement.

So the social maturity of the high intelligent learning disabled student is better than the low intelligents learning disabled students.

But low intelligent learning disabled student faces many problems like one suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment

So the social maturity of the high intelligent learning disabled student is better than the low intelligents learning disabled students.

#### **SUGGESTION :**

1. The study was conducted on IXth standard students. Similar studies may be carried out in other classes as well.
2. The study was confined to Balasore district, Odisha. Similar study may be conducted in other district and states.
3. The study may be extended to other sub-samples based on local and socio-economic status.
4. The influence of management private school on learning disability of children can be explored.
5. The present study was focused on Learning Disabled Students. It may be extended to other categories of exceptional children such as intellectually, emotionally, physically & socially exceptional.
6. Role of the parents in the remediation of learning disability can be studied.
7. The same study may be conducted on a large sample in the future.

#### **5.9.0 RECOMMENDATIONS:**

The study recommends:

1. As the study found that learning disabled students have certain short coming in their concept formation. Social maturity and self concept, which hamper their achievement in learning, these could remedied through proper and timely intervention.

2. Curriculum planners and teachers should give due importance to learning disability and appropriate instructional strategies must be developed and practiced to enhance the concept formation, social maturity and self concept of learning disabled students.
3. Identification of learning disability at an early stage is inevitable since remediation may more effective during early years.
4. The authorities should enact specific laws to include the identification of learning disability of student and special services to learning disabled students as a compulsory and routine affair in the school programme.
5. The authorities should ensure that, there must be at least one fulltime teacher in every school who is a specially trained professional with experience in using remedial method in the areas of reading, writing, speaking and mathematics.
6. Appropriate steps are to be taken to improve the self concept, concept formation and social maturity of learning disabled students.
7. Novel strategies are to be planned and implement for learning disabled students to create favourable attitude towards school, teacher's curricular and co-curricular activities.
8. To uplift the ability of concept formation, self concept, social maturity of learning disabled teaching learning methods are to be practiced.
9. The factors leading to the difference between high and low intelligent learning disabled students in concept formation, social maturity and self concept, efficiency is to be analyzed.

### **EDUCATIONAL IMPLICATION :**

Study of maximum problems can be solved by following person :

#### **1. Teacher :**

Teacher plays a very important role for facilitating the learning cognitive development. Behaviour, comprehension, concentration and interaction and language have different study behavior which contributory the factor for development of proper guidance and study habit.

#### **2. Parents :**

Personality of the child depends upon the development and personality of parents. The socio economic status of Maximum parents both rural and urban area is very low-which quite unable to provide adequate support to their children for effective learning experience. The parent should be very much careful. Fulfil with their development despite of socio-economic condition for the study habit of better scholastic achievement of learning disable problem at home parent & children both interact with their children in the respect of learning difficulties.

### 3. Curriculum designer :

While designing the curriculum , the curriculum designer should take almost care for the development of study habit of the learner by abolishing the learning disability.

The various techniques of teaching learning elements such as attention interest and should be reflected while designing the curriculum. It should be need based and flexible keeping the interest of the learner.

### Text Book Writer :

The learning aspect for the text book written should be given more emphasize. The learner of socio economic status principle enable to comprehend the learning concept, terms fact and learning principle.

### Administrator / Headmaster

Teaching learning process should be insure the cognical school climate for the learner. It helps into reduce psychological fear and also facilitable to interact with learner and headmaster to overcome the learning difficulty.

### CONCLUSION :

The present study aims to find out the difference between formal & learning disability students in the field of social maturity.

Based on the finding of the study of the conclusion which are drawn concept formation, social maturity & self concept of boys & girls are similar respect.

Existence of positive relationship between concept formation, social maturity & self concept of the student. Govt. of India takes initiated steps to asses free & compulsory education for all citizen.

Many of our students are not able to enjoy this opportunities. Such scenario govt. should take clear & transperment policy to help the student of learning disable student and teacher. Which make them obliged to make sure that, this policy are well planned and implemented.

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