



Peer Reviewed/
Refereed Journal

ISSN - PRINT-2231-3613 ONLINE-2455-8729
International Educational Journal

CHETANA

Impact Factor SJIF=4.157



Received on 8th Nov. 2018, Revised on 10th Nov. 2018; Accepted 16th Nov. 2018

RESEARCH PAPER

Social Maturity among Students with Learning Disability Studying in Integrated and Special Schools

* **Mr. Laxmidhar Dey**, Research Scholar
North Orissa University, Baripada
Email ID-laxmidhar.dey1975@gmail.com

Key words: *Evaluation, Social skills, social maturity etc.*

Abstract

The purpose of this paper is to find out the proper and conducive educational setting (integrated and special school setting) for the maximum development of the potentialities of their children. The study was carried out to determine the difference in social maturity among students with learning disability studying in integrated and special schools. The sample comprised 90 students with learning disability studying different secondary school of Balasore and Mayurbhanj district of Odisha. The data were collected with the help of The Matson Evaluation of Social skills with Youngsters (MESSY). The results show there is a significant difference between students studying in integrated and special schools on social maturity in general and all the dimensions.

INTRODUCTION

The children with learning disability require special techniques and support services for their education whether it may be in special or integrated setting. School setting plays a crucial role in developing all aspects among children in general and children with learning disability in particular (Parua and Kumar, 2017). Students with Learning disability should be encouraged to realize their potentialities and contribute something for the society. Thus, integrated and special settings do have their important influence over different aspects of developmental process (Sharma, 2004). The learning disabled are socially disadvantaged and academically less achiever due to the improper stimulating educational environment and faulty method of teaching. (Parua, 2011). Moreover, they are born and brought up in a different social set up and their abilities may be latent and we

need to nourish and develop the same. In this regard, the policy planners and the educational experts need to be well versed with the psychological principles basically with respect to cognitive and non-cognitive abilities of disabled students so as to find out the etiology of their deficits in developmental areas and chalk out remedial measures to bring them into the mainstream of the society.

The rearing of learning disabled children is a matter of concern for educational planner and administrator. A number of investigations have been established either by the Government agencies according to the needs of such children. The institutional separation for their education and re-habitation has provided relief to a large extent. Still role of integrated and special schools in bringing up of such children has its own problems. To study the social development of learning disabled children in integrated and special schools is almost important since school guidance is also part of educational and rehabilitation of these psychologically deprived students. But social maturity of learning disabled children in term of integrated and special schools is untouchable variables. Hence the need was felt to study and addresses the problem to “The study of social maturity of students with learning disability studying in integrated and special schools” so that efforts could be made on part of parents, teachers, educational institutions as well as other members of the society in rendering constructive guidance to the students.

The purpose of the present study is to find out the social maturity among students with learning disability studying in integrated and special schools.

Research Design

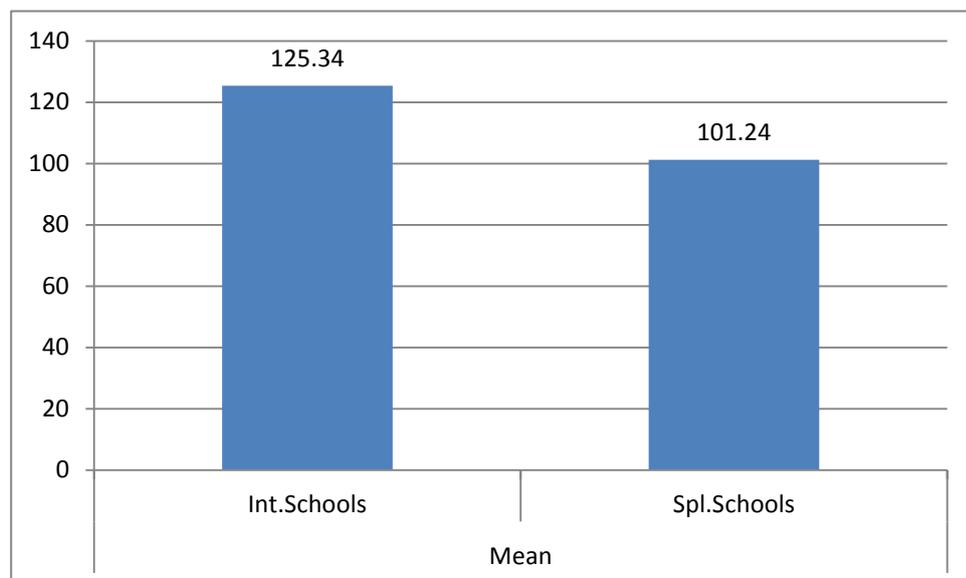
The present study was a descriptive survey type of research. A sample of 90 students with learning disability studying in different schools of Balasore and Mayurbhanj district of Odisha. Out of 90 students, 45 students from integrated schools and 45 students from special schools. Purposive sampling technique was employed for the collection of the sample. Adapted version of The Matson Evaluation of Social skills with Youngsters (MESSY) was used to measure the social maturity among students with learning disability. Statistical techniques like mean, SD and t-test were used for analyzing the data.

Analysis and Interpretation of the data
Table -1
Significance of Difference between Students with learning disability
Studying
in Integrated and Special Schools on Social maturity .

Variables	Groups	N	Mean	S.D.	SED	t-ratio	Level of significance
Social maturity	Int.Schools	45	125.34	30.39	5.01	4.78	.01
	Spl. Schools	45	101.24	23.55			

Table Value= .05 =1.96 =.01=2.58

Fig-1 Mean Scores Of Students with learning disability Studying In Integrated and Special Schools On Social maturity .



It is revealed from the Table-1 that the mean scores of students with learning disability studying in integrated and special schools on social maturity are 125.34 and 101.24 with S.D's 30.39 and 23.55 respectively. The t-ratio came out to be 4.78 which is significant at .01 level of significance. That means there is a significant difference between students with learning disability studying in integrated and special schools on social maturity. However, the mean score of students with learning disability studying in integrated schools is higher than the students with learning disability studying in special schools. It implies that the students those were studying in integrated schools had better social maturity as compare to the students studying in special schools.

Table -2
Significance of Difference between Students with learning disability Studying in Integrated And Special Schools on Different Dimensions of Social maturity
N=90

Sr. No	Dimensions	Types of school	Mean	S.D	SED	t-ratio
01	Appropriate Social maturity	Int. Schools	35.71	7.34	0.92	1.5
		Spl.Schools	34.33	6.50		
02	In Appropriate Assertiveness	Int. Schools	20.85	4.98	0.58	6.29**
		Spl.Schools	17.20	3.50		
03	Overconfident	Int. Schools	23.34	5.82	0.68	10.42**
		Spl.Schools	16.25	4.20		
04	Impulsiveness	Int. Schools	22.67	6.01	0.74	8.85**
		Spl.Schools	16.12	5.15		
05	Loneliness	Int. Schools	22.77	6.24	0.72	7.54**
		Spl.Schools	17.34	4.20		

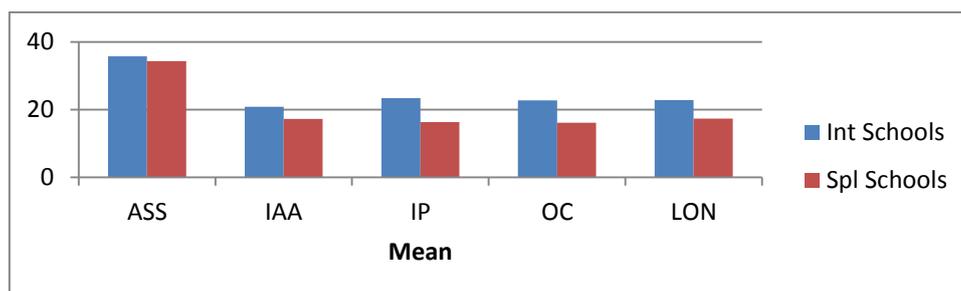
Df= N-2= 90-2= 298

Table of 298 df at .01 level= 1.96

At .05 level= 2.58

Fig-2

Mean Scores Of Students with learning disability Studying In Integrated And Special Schools On Social maturity .



It is revealed from the Table 2 that the mean scores of students with learning disability studying in integrated schools on different dimensions of social maturity like In Appropriate Assertiveness (IAA), Impulsiveness (IP), Overconfident (OC), and Loneliness (LON) are 20.85, 23.34, 22.67 and 22.77 with S.D's 4.98, 5.82, 6.01 and 6.24 respectively. The Mean scores of students with learning disability studying in special Schools on different dimensions of social maturity like In Appropriate Assertiveness (IAA), Impulsiveness (IP), Overconfident (OC), and Loneliness (LON) are 17.20, 16.25, 16.12 and 17.34 with S.D's 3.50, 4.20, 5.15 and 4.20 respectively. The t-ratio came out to be 6.29, 10.42, 8.85 and 7.54 which is significant at .01 level of significance. That means there is a significant difference between students with learning disability studying in integrated and special schools on social maturity on above dimension. But the dimension like appropriate social maturity (ASS), there is no significant difference between students studying in integrated and special schools, as their t-ratio indicated that 1.50. However, the mean score of students with learning disability studying in integrated schools is higher than the students with learning disability studying in special schools. It implies that the students those were studying in integrated schools had better social maturity as compared to students with learning disability studying in special schools.

Discussion and Conclusion

The present study reveals that the students with learning disability who have studied in integrated schools have better social maturity than who are studied in special schools. So it is suggested to the parents of learning disabled children that they should admit their children in integrated schools for their better social maturity. In special schools the teacher should make an effort to develop a conducive social climate in the class so that every student with learning disability should feel that he belongs to a group of normal population. The study also presents that the students of integrated schools are more confident than special schools. So, there must be organize programmes drama, poetry, sports etc. more to enhance the social maturity among students with learning disability. The findings also show that the students of special schools feel more loneliness and impulsiveness than integrated schools. So, it is recommended to the teachers of special schools that they should understand and identify child's self esteem to encourage and generate social maturity among students with learning disability. They can also assign some projects to develop the social maturity. The

impulsiveness and loneliness of students with learning disability can be decreased in special schools with good and congenial environment because there is a keen relationship between social environment and social maturity.

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*** Corresponding Author:**
Mr. Laxmidhar Dey, Research Scholar
North Orissa University, Baripada
Email ID-laxmidhar.dey1975@gmail.com