



Social maturity of hearing and hearing impaired in relation to their academic achievement

Mrs.Ch. Baby Prasuna, Assistant Professor, Department of Education,
Sri Padmavathi Mahila Visvavidyalayam Tirupati

Abstract:

The behavioral patterns of a person mature from the social stand point if he cooperates with all those with whom he comes into contact and is always ready to sacrifice his interests for the greater cause of groups' society and nation. From the Analyzed data it is found that there is significant difference between Hearing and Hearing Impaired in Social maturity, there is no significant difference between hearing and hearing impaired in academic achievement. There is positive relationship between Social maturity and academic achievement of students with hearing and hearing impairment. It is the responsibility of the teachers to organize personality development programmes to enable the learners to attain not only social maturity but also attain integrated development of personality. Moreover in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quiz and elocution etc. aim at developing social maturity of the learners.

Keywords: mature, academic achievement, programme

Introduction

Man is a social being he needs to cater to the needs of the society. He has to grow and develop to compete and excel in this competitive world. He should have an all round maturity to meet the demands of the society. In addition to be a well adjusted adapted individual in the society he has to have high level of social maturity. Socialization is a process whereby an individual learns to behave in accordance with the social traditions and morals. Social maturity means understanding the nature and causes of individual behavior in social situations. Understanding the wide range of conditions that to other persons. The behavioral patterns of a person mature from the social stand point if he cooperates with all those with whom he

comes into contact and is always ready to sacrifice his interests for the greater cause of groups' society and nation. While demanding and asserting for his rights, he always cares for sharing and shouldering the social responsibilities and able to make proper decisions, take suitable action at the time of any if any social crisis. He possesses a strong desire to serve the cause of society and possess greater degree of adaptability and adjustability. He can get adjusted easily to the varying needs of the society and social circumstances (Mangal.S.K, 2000).

Definitions of social maturity

According to Longman Dictionary of Psychology and psychiatry (1984) Social maturity is defined as the development of social standards and behavior that are



the norms for adults or for particular age of individuals.

According to Atkinson (1988): Social maturity is an individual development of skills and customs, characteristics of the group

Social maturity comprises of general characteristics which represents the most common types of demands made by all societies on the individuals and at the sametime specific categories which are culture specific attributes of individuals that enable them to meet these demands. The three dimensions of social maturity are Personal Adequacy, Interpersonal Adequacy and Social Adequacy.

Social development depends heavily on communication. Social interaction is the communication of ideas between two or more people. Since society depends heavily on language, hearing impaired has personality and social characteristics that are different from those of people with normal hearing ability.

The hearing handicapped individuals are often at a serious disadvantage when interacting with others. A loss of 45-60db clearly affects social interactions. Even though amplifications make conversations possible, still they are too far from the level of excellence in communication. There is a sense of detachment from others and social relationships with those who have similar hearing problems are preferred.

Impact of deafness on social maturity

In childhood, the deaf are often noted to be emotionally withdrawn or to show frequent compulsive traits or rituals performed repeatedly. Which may

be mistaken for retardation or even autism. However this type of behavior changes substantially when the hearing when the hearing problem is somewhat solved.

Deaf children are reported to be significantly less happy, less creative or imaginative and reported to have less complaint. Less pride in mastery and less enjoyment in the interaction with their mothers. Deaf children with better communication skills however were comparable to the hearing children in respect of these traits (Schlesinger and Meadow.1980). Deaf children whose language development is retarded will have fewer opportunities for social interaction both within and outside the family. The opportunities for social interaction both within and outside the family. The response of the other members of the family to one's actions and reactions and the correct interpretations of the response is necessary for accommodating a child successfully to a particular situation.

The Deaf children of deaf parents were rated significantly higher than the deaf children of hearing parents in residential school on dimensions of maturity, independence and ability to take responsibility (Meadow, 1980) as observed Meadow, parents attitudes and child rearing practices may be most responsible for the slow development in social maturity of deaf children, but in their residential living. There would be absence of family contact and the close supervision would also be conspicuously absent which might lead to few opportunities for independence. The protectiveness of some families provide for their deaf children, probably contributes to their retarded social development.



Visual and tactual sense became mandatory in the functioning of environment and the difficult task of interacting with others any preclude relationships with profoundly deaf.

The deaf is often identifies to be academically retarded. The deaf child's motivation for learning is related to many personal factors associated with his hearing problems itself. For instance, his dependency on other and his tendency to withdraw from contacts may affect his curiosity and interest in learning as also his willingness to put in adequate effort for learning. The correlations between intelligence and educational achievement scores and social maturity also are significant.

Academic achievement

Academic achievement is the outcome of education –the extent to which a student, teacher and institution has achieved their educational goals. Academic achievement refers to the extent to which learners acquire the knowledge, skills and proficiencies that the instructor seeks to teach or assign³. Academic achievement can be referred here as academic intelligence, by academic intelligence means a typically defined by conventional definition and tests comprising so-called general ability and related abilities. Students ability to express his or her personality and to enjoy rich and complex social relations depends largely on his mastery of academic matters⁵. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects is more important procedural knowledge such skills or declarative knowledge such as

facts. Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child.

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject (Busari, 2000). It is the level of performance in school subjects as exhibited by an individual (Ireogebu, 1992). In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. It is the schools evaluation of the pupils class work as quantified on the basis of marks or grades (Adedipe, 1985). These marks assigned by school could either be high or low, which means that academic achievement, could either be good or bad.

Academic achievement of children with hearing impairment

The deaf is often identified to be academically retarded. The deaf child's motivation for learning is related to many personal factors associated with his hearing problems itself. For instance, his dependency on others and his tendency to withdraw from contacts may affect his curiosity and interest in learning as also his willingness to put in adequate effort for learning.

Need of the study

Speech, language and communication are the bridge for socialization. Hearing impaired lags behind in these areas, only when a person interacts effectively with different aspects of society and socialization then he will



be mature in it. When the current trend is inclusion that is mainstreaming the disabled into society it is possible only when the disabled are socially matured. Moreover, it is a fact that the academic achievement is one of the bases for successful life the society this realization of importance of academic achievement is one dimension of social maturity this makes it important to study the relationship between academic achievement and social maturity.

Objective of the study

1. To find out the Social maturity of students with Hearing and Hearing Impairment.
2. To find out the Academic Achievement of students with Hearing and Hearing Impairment.
3. To estimate the relationship between social maturity and academic achievement of hearing and hearing impaired.

Hypothesis

1. There would be no significant difference between students with Hearing and Hearing Impairment in their Social maturity.

2. There would be no significant difference between students with Hearing and Hearing Impairment in their Academic Achievement.
3. There would be no significant relationship between social maturity and academic performance of hearing and hearing impaired students.

Methodology

In the Present study 100 students were selected consists of 50 Hearing and 50 Hearing Impaired from both VIII&IX classes. The data was collected by using 'Rao's Social Maturity scale' which is standardized. Academic Scores were collected from progress reports of the selected sample.

Results

The Social Maturity of students with hearing and hearing impairment was measured by Rao's Social Maturity Scale (1971) and Academic Achievement scores were obtained from their progress report that is their Quarterly and half yearly Examination marks statements. The data were collected from 50 Hearing and 50 Hearing Impaired students.

Distribution of Mean's, S.D's and 't' values of Social Maturity among Hearing and Hearing Impaired

S.No.	Groups	N	Mean	S.D.	't' Value
1.	Hearing	50	49.1	6.45	5.856 *
2.	Hearing Impaired	50	41.68	6.224	

• Significant at 0.05 level

From the above table, the 't' Value was observed to be 5.856 which shows that there was significant difference between Hearing and Hearing Impaired students in their Social maturity. The reasons for the findings



may be due to exposure of Hearing children to the linguistic environment. The Hearing Impaired students possess less Social maturity compared to Hearing children due to lack of speech and auditory feedback that leads to less

exposure to linguistic environment. The linguistic environment. Is the source for information in varied form. When there is a backdrop in this source, naturally it will lead to backwardness in the Social maturity.

Distribution of Mean's, S.D's and 't' values of Academic Achievement among Hearing and Hearing Impaired

S.No.	Groups	N	Mean	S.D.	't' Value
1.	Hearing	50	33.62	12.126	0.139 @
2.	Hearing Impaired	50	33.3	10.796	

@ not significant at 0.05 level.

The calculated 't' Value was 0.139. Which shows that there was no significant difference between Hearing and Hearing Impaired students in their Academic Achievement. The reasons for the findings may be due to low socio-economic status and lower literacy level of parents.

Correlation between Social maturity and Academic Achievement of Hearing and Hearing Impaired

S.No.	Subjects	Correlation Co-efficient
1.	Hearing	0.28
2.	Hearing Impaired	0.29

The above table denotes that low correlation present between Social maturity and Academic Achievement of Hearing students (0.28) and Hearing impaired students (0.29). The results depicts that there is a positive relationship between Social maturity and Academic Achievement for both the groups (Hearing and Hearing impaired).

Conclusions

Social maturity means understanding the nature and causes of individual behavior in social situations. Understanding the wide range of

conditions that to other persons. The behavioral patterns of a person mature from the social stand point if he cooperates with all those with whom he comes into contact and is always ready to sacrifice his interests for the greater cause of groups' society and nation. It is found that there is significant difference between Hearing and Hearing Impaired in Social maturity, there is no significant difference between hearing and hearing impaired in academic achievement. There is positive relationship between Social maturity and academic achievement of students with



hearing and hearing impairment. It is the responsibility of the teachers to organize personality development programmes to enable the learners to attain not only social maturity but also attain integrated development of personality. Moreover in public, who have high social status may be invited to share their experiences and provide necessary guidance to their learners. Competitions like debate, quiz and elocution etc. aim at developing social maturity of the learners.

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