



Social Maturity of Hearing Impaired Adolescent Students in Relation to Gender and Locality

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Abstract

The present research study was undertaken to assess the social maturity levels of hearing impaired adolescent students in relation to their gender and locality. The sample consists of 400 hearing impaired adolescent students (200 male and 200 female) studying special schools in Rayalaseema region of Andhra Pradesh state were selected through purposive and convenient sampling techniques. Dr. Nalini Rao's social maturity scale was used to assess the social maturity in the dimensions as well as total scores of (male/female and rural/urban) hearing impaired adolescent students. The obtained data was analyzed by using Mean, SD and t-test. The results revealed that hearing impaired adolescent students possess average level of social maturity. The significant difference was found between male and female hearing impaired adolescent students and there is no significant difference between rural and urban hearing impaired adolescent students.

Key words: maturity, group standards, morals, traditions

Introduction:

Social development is one of the educationally significant and important aspects of human growth. The human beings are highly social and a child's birth is a social event in itself. When he grows he is influenced and shaped by the social and moral behavior of people surrounding him. Through the developmental stages, social development will attain maturity in social relationships that is to establish good relations with family, neighbors, friends, playmates, class-followers, teachers and other members of the society for making and keeping friends.

According to Hurlock, social development means attaining of maturity in social relationships. It means the process of learning to conform to group standards, morals, traditions and becoming imbued with a sense of oneness,

intercommunications and cooperation. This involves the development of new types of behavior, a change in interests, selection of new values and the choice of new types of friends.

Need of the study:

Adolescence is the stage of development which produces a number of social problems for a person. If an adolescent with social immaturity, he/she creates problems with his family, peer group and society. So it is necessary for adolescents to acquire maturity in social aspects. The social maturation allows detailed perception of social environment that help adolescent to develop proper social behavior. Hence social maturity of adolescent plays an important role in the personal and social life.

Adolescence stage is the second birth of every child with biological, psychological and social changes with lot



of confusions, emotional and social instability, these changes are equal for all adolescents either hearing or hearing impaired. The adolescents with high social maturity will be able to adjust easily in any social situation. This is very helpful to the hearing impaired adolescent students, because they have language and communication difficulties. Since language and communication is the bridge for socialization. The review of related literature on hearing impaired adolescent students has also shown that they have low social maturity than normal students. Hence the investigator felt that there is a need to find out the social maturity levels of hearing impaired adolescent students in relation to gender and locality. By that we can give more opportunities and can make special measures towards the social development as well as social maturity among hearing impaired adolescent students and inclusion promoted.

Objectives:

1. To find out the social maturity levels of hearing impaired adolescent students with reference to gender and locality.
2. To study the difference among hearing impaired adolescent students in each dimension of social maturity with reference to gender and locality.

Hypothesis:

1. There would be no difference in the level of social maturity among hearing impaired adolescent students with reference to gender and locality.

2. There would be no significant difference among hearing impaired adolescent students in each dimension of social maturity with reference to gender and locality.

Method of the study:

The present study is Descriptive survey type of research.

Sample: The sample of 400 hearing impaired adolescent students (15-18 years age group) studying in different special institutions in Rayalaseema region of Andhra Pradesh were selected through purposive and convenient sampling techniques.

Tool: For the purpose of the study the researcher adapted a standardized tool developed by Dr. Nalini Rao, for measuring dimension wise social maturity of hearing impaired adolescent students.

Statistical techniques used

Mean, SD and t'- test were applied for the collected data

Result and Discussion:

Levels of social maturity

To study the social maturity levels of hearing impaired adolescent students, data was collected, analyzed and interpreted as follows. The following Table-1 shows the mean scores and interpretation of social maturity levels for hearing impaired adolescent students with reference to gender and Locality.

Table-1 Social maturity levels of hearing impaired adolescent students

Variable	Group	Sample size	Mean scores	InterpretationLevel
Gender	Male	200	212.98	Average level maturity
	Female	200	208.18	"
Locality	Rural	169	209.50	"
	Urban	231	211.37	"



Table-1 shows the mean scores of hearing impaired adolescent was Male 212.98, Female 208.18, rural 209.50 and urban 211.37. The entire mean scores fall within the range of 208-213. As per the norms of social maturity scale the raw score for average level is 194-234. Thus, hearing impaired adolescent students had an average level of social maturity, irrespective of the selected variables. From the above table it was also observed that the male group and urban group

hearing impaired adolescent students have high mean scores than female group and rural group hearing impaired adolescent students.

Social Maturity of Hearing Impaired adolescent students in relation to Gender

To study the difference in the dimensions as well as total scores on social maturity between male and female hearing impaired adolescent students data was analyzed and interpreted as follows.

Table-2 social maturity scores of male and female hearing impaired adolescent students

Dimensions	Gender				t-value
	Male(N=200)		Female(N=200)		
	Mean	SD	Mean	SD	
Personal adequacy	71.42	6.71	68.50	7.15	4.22**
Inter personal	70.89	7.46	69.95	9.01	1.14@
Social adequacy	70.68	7.62	69.73	8.36	1.18@
Total	212.98	16.80	208.18	19.56	2.64**

@: not significant, *: significant at 0.05 level, **: significant at 0.01 level

It was observed from Table-2 the mean and SD scores for personal adequacy of male and female hearing impaired adolescent students were 71.42, 6.71 and 68.50, 7.15 respectively. The calculated t-value 4.22 was found to be significant at 0.01 levels. The mean values points out that male hearing impaired adolescent students have better personal adequacy than their female counter parts.

For interpersonal and social adequacy dimensions the calculated t-values of male and female hearing impaired adolescent students were 1.14 and 1.18 which was found to be not significant at 0.05 level. The mean values points out that male hearing impaired adolescent students are slightly better interpersonal and social adequacy dimensions than their female counter parts.

Hence the null hypothesis "There would be no significant difference between the

mean scores of male and female hearing impaired adolescent students" was rejected for personal adequacy dimension and accepted for inter personal and social adequacy dimensions of social maturity.

The table also explains the total scores on social maturity. Mean and SD values of male and female hearing impaired adolescent students were 212.98, 16.80 and 208.18, 19.56 respectively. The calculated t-value 2.64 was found to be significant at 0.01 level. Hence the formulated null hypothesis "There would be no significant difference between the mean scores of male and female hearing impaired adolescent students in their social maturity" was rejected. From the mean scores male hearing impaired adolescent students show better social maturity than their female counter parts.



Social Maturity of Hearing Impaired adolescent students in relation to Locality:

To study the difference in the dimensions as well as total scores on social maturity

between rural and urban hearing impaired adolescent students were analyzed and interpreted as follows.

Table-3 social maturity scores of rural and urban hearing impaired adolescent students

Dimensions	Locality				t-value
	Rural(N=169)		Urban(N=231)		
	Mean	SD	Mean	SD	
Personal adequacy	69.53	7.47	70.27	6.77	1.03 [@]
Inter personal	69.95	9.36	70.77	7.39	0.94 [@]
Social adequacy	70.02	8.24	70.33	7.84	0.38 [@]
Total	209.50	19.92	211.37	17.15	0.99 [@]

@: not significant, *: significant at 0.05 level, **: significant at 0.01 level

It was observed from table-3 that the obtained t-values of rural and urban hearing impaired adolescent students with reference to personal, inter personal and social adequacy dimensions were 1.03, 0.94 and 0.38 respectively which was found to be not significant at 0.05 level. Hence the null hypothesis "There would be no significant difference between the mean scores of rural and urban hearing impaired adolescent students in the dimensions of social maturity" was accepted.

For total scores on social maturity the mean and SD values of rural and urban hearing impaired adolescent student were 209.00, 19.92 and 211.37, 17.15 respectively. The calculated t-value 0.99 was found to be not significant at 0.05 level. Hence the null hypothesis "There would be no significant difference between the mean scores of rural and urban hearing impaired adolescent students in social maturity" was accepted.

The table also indicates that the mean scores of urban hearing impaired adolescent students had slightly higher social maturity than rural hearing

impaired adolescent students for the dimensions as well as total scores on social maturity even though there was no significant difference statistically.

Conclusions:

- Hearing impaired adolescent students found to have average level social maturity in relation to gender and locality.
- There is significant difference between the mean scores for male and female hearing impaired adolescent students in personal adequacy dimension and total scores on social maturity.
- There is no significant difference between the mean scores for male and female hearing impaired adolescent students in inter personal and social adequacy dimensions of social maturity.
- There is no significant difference between the mean scores for rural and urban hearing impaired adolescent students in personal, inter personal, social adequacy dimensions and total scores on social maturity.



- From the mean scores male hearing impaired adolescent students have high social maturity than female hearing impaired adolescent students in the dimensions and total scores on social maturity.
- From the mean scores urban hearing impaired adolescent students have high social maturity than rural hearing impaired adolescent students in the dimensions and total scores on social maturity.

Implications:

The major findings of the study is, average level social maturity is found among hearing impaired adolescent students in relation to gender and locality is a matter of concern which must be targeted through certain activities in home, schools and colleges to improve social maturity levels.

- Female hearing impaired adolescent students need to be exposed to good social environment for the development of social maturity.
- Awareness programs to improve language and communicative skills among rural hearing impaired adolescent students; this will help them for the development of social maturity.
- Parents, teachers and lecturers need to be provided a good environment and social experience to the female hearing impaired adolescent students for personal, inter personal and social adequacy dimensions, so that they could function effectively in the society.
- This study is helpful to the parents, educators and policy makers for providing proper activities for the development of social maturity among hearing impaired adolescent students.

- The study may pave way for more studies on similar samples with some more independent variables.

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