A Comparative Study of Social Maturity, Adjustment and Academic Achievement of Differently- Abled and Normal Students Studying at University Level

KEYWORDS

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ABSTRACT Academic achievement of university students depends upon a number of personal, institutional and social factors. At this level Social Maturity and Adjustment are important personal factors of students which help in manipulating the overall environment in a more positive manner. This in turn leads to better Academic Achievement. Social Maturity and Adjustment are more crucial for Differently Abled students in order to achieve up to their potentials. This in turn leads to better Academic Achievement. In this paper an attempt has been made to compare the Social Maturity, Adjustment and Academic Achievement of Differently Abled students and the Normal Students studying at university level. A sample of 150 university students comprising 75 Differently Abled and 75 Normal students was selected. Two standardised tools along with the Academic Achievement were used to collect the data. Results are analysed by using 't' test and correlation. Educational Implications of study have been presented in the end of the paper.

No two human beings respond in the same way to same stimulus. Each individual is unique and this uniqueness may be due to his cognitive behavioural, physical and psychological aspects. Sometimes the differences are so much that people deviate from the status of being normal. This deviation may be physical i.e in terms of visually challenged, hearing impaired etc or may be psychological as reflected in maladjustment and/or unsocial behaviour. The cause of disability may be associated to heredity influences or environmental factors. Thus both heredity and environmental influences shape the entire personality structure of the individual which in turn influences the academic achievement. Every individual from birth through entire life span attempts to adjust to his environment and develops his unique way of adjustment. This task is little more challenging for the differently abled students. The review of research in this particular area of research also looks inconclusive. Sublock (1976) concluded that visually impaired were somewhat satisfactorily adjusted in all areas but impaired students were emotionally maladjusted. Sarita (1985) in her study found that sighted students were better adjusted than visually challenged as far as emotional, social and educational adjustment is concerned. Study of Pandey 1985, revealed that deprivation as felt by rural blind students were significantly more acute than that felt by urban blind students. There was no significant difference in the pattern of affection deprivation between congenitally blind students (CBC) and post natal blind student (PBC). Teare (1985) examined adjustment of partially sighted and found that behavioural problems in blind were influenced equally by their cognitive ability and their visual functioning. Nisar (1990) found that congenitally blind were superior in academic performance as compared to adventitiously blind. Sahoo (1991) said normal students showed much better behavioural functioning and self concept as compared to blind, the deaf and the dumb students. But blinds did not differ from deaf student with regard to their self concept. Aminabhavi (1996) studied the adjustment ability of post graduate physically disabled and abled students, from the colleges of Dharwad and Belgaum and found that physically disabled were maladjusted with respect to family, emotion, mode and leadership aspects. The association between academic and social performance

has been demonstrated in a number of empirical studies in North America and West Europe (Green, Forehand, Beck & Vosk, 1980; Havighrust, Bowman, Liddle, Mathews & Pierce, 1962; Wentzel & Asher, 1995). In general it has been found that students who display sociable and pro social behaviour are likely to achieve highly in academic areas. (Green et al., 1980; Masten et al., 1995; Wentzel & Asher 1995). In contrast students, who are disruptive and aggressive, fare poorly on academic achievement (Dishion, 1990; Masten et al 1995). It has also been found that social withdrawal and inhibition are also associated with academic difficulties among North American students. (Green et al 1980; Wentzel 1991); socially inhibited and shy student tend to perform more poorly in school/college than their less inhibited counterparts. (Wentzel and Asher 1995)

The review of the studies indicates that both social maturity and adjustment are associated with academic achievement in a positive way. However some contradictory results have also been reported by few researchers. The present study is an attempt to study the effect of two important independent variables i.e adjustment and social maturity on the academic achievement of both normal and Differently Abled students. It is highly essential to investigate the factors which are positively or negatively correlated to the academic achievement of this special group of students so that strategies may be drawn to educate them to their potentials in order to do justice whit this population who are neglected in our society.

OBJECTIVES OF STUDY
- To compare the academic achievements of differently abled and normal students.
- To compare the social maturity of differently abled and normal students.
- To compare the Adjustment of differently abled and normal students.
- To compare the influence of social maturity on academic achievement between normal and differently abled groups.
- To compare the influence of adjustment on academic achievement between normal and differently abled groups.

HYPOTHESES OF STUDY

The following hypotheses were framed for empirical verification:

- There would be no significant difference between differently abled and normal students on the measure of academic achievement.
- There would be no significant difference between social maturity of normal and differently abled students.
- There would be no significant difference between adjustment of normal and differently abled sample.
- There would be no significant difference between social maturity groups (high & low) on the measure of academic achievement among normal and differently abled groups.
- There would be no significant difference between adjustment groups (high &low) on the measure of academic achievement among normal and differently abled groups.

METHODOLOGY AND DESIGN OF STUDY:

The study was conducted on a sample of 150 university students selected randomly. Out of these 75 were Differently abled and 75 Normal students. Following standardized tools were used for the purpose of collecting data.

- Adjustment Inventory by Mittal (1965): the reliability of the tool was calculated by split half which came out to be +0.94 as reported by the test author.
- Social Maturity Scale by Srivastava (1983): the reliability coefficient of the scale was determined by test re test method and calculated to be 0.782 and coefficient of correlation between the scores was 0.62.
- Academic Achievement: The total percentage of marks obtained by the student was considered Academic Achievement which was collected from the office of faculties.

Statistical techniques used:

The main statistical techniques used for the data analysis were bivariate correlation to know the correlation between the variables and't' test for knowing the significance between the means of different comparative groups. The data was analyzed with the help of computer by using SPSS to get accurate results and also to save time.

ANALYSIS AND INTERPRETATION OF RESULTS

Table 1: Comparison of Mean Scores of Academic Achievement of Normal and Differently Abled Students

Groups	N	Mean	S.D	df	t-value	Remark
Normal sample	75	67.41	4.004	148	7.019*	*significant at 0.01 level
Differently Abled sample	75	61.91	5.47			

It is clear from the calculated't' value 7.019 (table 2), that there exist a significant difference between the means of the two groups at the 0.01 level. The result indicates that academic achievement of normal students is higher than that of differently abled students. The poor performance of Differently abled students on academic achievement may be attributed to the available poor infrastructure in respect to their special needs, lack of specially trained teachers and the negative or indifferent attitude of normal students toward them. Thus Ho1 is rejected.

Table 2: Comparison of Mean Scores of Social Maturity of Normal and Differently Abled Students

Groups	N	Mean	S.D	df	t-value	Remark
Normal sample	75	105.7	7.483	147	7.889*	*significant at 0.01 level
Differently Abled sample	75	95.98	7.201			

It is evident from the obtained t value (7.88) that there exists a significant difference between the normal and differently abled students on the measure of social maturity. It can be inferred that normal students showed better social maturity as compared to the normal students. The results are on expected lines as the differently abled students find little opportunity with outside world because they consider themselves inferior and the general population also shows reluctance to accept their disability. Thus the Ho2 is rejected.

Table 3: Comparison of Mean Scores of Adjustment of Normal and Differently Abled Students

Groups	N	Mean	S.D	df	t-value	Remark
Normal sample	75	200.92	8.688	148	0.889	Not Significant
Differently Abled sample	75	199.24	13.868			

It is cleared from the table 4 that the difference between the two means is insignificant. It can be inferred that the adjustment of both the group was similar. The results are quiet encouraging. Ho3 is thus accepted.

Table 4
Comparison of Mean Scores of Academic Achievement in Relation to high and low Social Maturity for Normal and Differently Abled Sample.

Groups	N	Mean	df	't' value	Remark
High social maturity group of Normal Sample	37	67.77	43	2.526*	*Significant at 0.05 level
High social maturity group of Differently Abled sample	8	63.28			
Low social maturity group of Normal Sample	8	65.57	43	2.066*	*Significant at 0.05 level
Low social maturity group of Differently Abled sample	37	61.55			

Above mentioned comparison of the mean scores of academic achievement of normal and differently abled students having high social maturity indicates that students who were normal had better academic achievement as compared to the differently abled students with high social maturity. Similarly on comparison the mean scores of academic achievement of normal and differently abled students with low social maturity indicated that the academic achievement of normal students was found better than that of differently abled students. The "t" value for both the comparative groups was found to be significant at 0.05 level of confidence. It is clearly seen that normal students performed better academically than differently abled students on different levels of social maturity. Thus, based on the findings of the table 6 the hypothesis no. 4 is also rejected.

Table 5: Comparison of Mean Scores of Academic Achievement in Relation To High and Low Adjustment for Normal and Differently Abled Samples.

Groups	N	Mean	df	't' value	Remark
High adjustment group of Normal Sample	23	67.46	43	4.197*	*Significant at 0.01 level
High adjustment group of Differently Abled sample	22	61.34			
Low adjustment group of Normal Sample	23	68.84	43	4.531*	*Significant at 0.01 level
Low adjustment group of Differently Abled sample	22	62.76			

From above table it is clear that normal students having high adjustment performed well academically than the highly adjusted differently abled students. Further t value (4.531) for normal and differently abled samples with low adjustment was also found significant at 0.01 level showing that normal students scored better marks than differently abled group. It is also found in many studies that adjustment factors have some impact on the academic achievement of students. Sarita (1985) in her study found that sighted students were better adjusted than visually challenged as far as emotional adjustment is concerned. Based on the finding presented in above table the hypothesis Ho5 is rejected.

IMPLICATIONS and CONCLUSIONS

The present study clearly indicates that academic achievement is positively correlated with social maturity and adjustment i.e better the adjustment and social maturity more will be the academic achievement. Both better social maturity and better adjustment influence the students to achieve better academically with respect to differently abled students.

Present study highlights the fact that social maturity and adjustment factors of learners need special attention. This is more important in case of differently abled students. Special opportunities must be provide to these students to participate co curricular activities in order to develop social maturity and proper adjustment.

Opportunities for guidance and counselling to all students especially differently abled students should be available in every department of university. These guidance cells should be established in all colleges and universities to provide them support and needed special facilities for getting better achievement.

Adjustment and social maturity are those psychological factors which plays an important role in the academic achievement of students. immediate remedial measure are needed to be taken to control, manage and regulate adjustment process and maturation by adopting suitable adjustment techniques.

Parents, teachers and principals must be very particular in maintaining personal relationships with the differently abled students in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counselling and freedom of making decision in order to enhance their academic achievement, as well as social and emotional adjustment in society.

Refresher and orientation courses should be organised by UGC Academic Staff Colleges for university teachers to teach strategies for the deal Differently Abled students and handle their problem psychologically by motivating them to realise their potentials and use them for academic excellence.

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