

## **“Concept Formation of Learning Disabled Secondary Students”**

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### **Abstract**

Study of concept formation of learning disabled secondary students is the “Title” of the study. To study concept formation of Learning Disabled Students and Normal students is the objective 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, Socio Economic Test , Mental Ability Test ,concept formation Test were used as Tools of collection of data .The findings states that (1) 9.13%, 52.51%, 38.36% Normal students and 4.84%, 52.42% and 42.74% learning disabled students possess high, average and low concept formation (2) The normal students possess high concept formation than the learning disabled students. (3) Male & Female learning disabled students possess equal concept formation. (4) High intellectual students possess higher concept formation than that of the Low Intelligent student. (5) High & Low socio-Economic Learning disabled students possess same concept formation.

### **Introduction**

Education is the reconstruction of experiences of learners. It helps to develop cognitive, affective, psychomotor qualities of the learners. It attempts to promote reasoning, thinking , understanding, power of judgement, memory, perception, attitude, interest and motive of the Learners. It makes the learners good effective and creative citizens of nation in the future. Without education man cannot exist as a human being in the society. 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. Some studies reveal that, Learning disabled children Lag behind in achievement than the normal students due to psychological and emotional problems which affect 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.

## Objectives Of The Study

1. To study the levels of concept formation of normal & learning disabled students.
2. To study the concept formation of normal & hearing disabled students.
3. To study the concept formation of learning disabled students with reference to their Sex, IQ and Socio-economic status.

## Hypothesis

The following are the based on this hypothesis of the study.

1. All the normal & learning disabled children do not belong to different levels of concept formation.
2. There is no significant difference in the Mean concept formation test scores of normal & learning disabled students.
3. There is no significant difference in the Mean Concept formation test scores of normal & learning disabled students.
4. There is no significant difference in the Mean Concept formation test scores between high & low intelligent learning disabled students.
5. There is no significant difference in the mean concept formation test scores of high scores & low socio-economic status learning disabled students.

## Sample Of The Study

Purposive sampling method was used for the study. The sample of the study consists of 2000[two thousand] secondary school ix students in the district of Balasore,Odisha. Out of which 1752 are normal students and 248 are learning disabled students.

## Tools Used For The Study

**In order to obtain the desired data for the present study, Various tools are used.**

- Check list for identifying the Learning.Disabled students.
- Socio- Economic Status[S.E.S] scale
- Mental Ability Test
- Concept Formation Test

## Analysis And Interpretation

### **1. STUDY OF LEVEL OF CONCEPT FORMATION OF NORMAL AND LEARNING DISABLED STUDENTS.**

The hypothesis states that all the normal and learning disabled students do not belong to different levels of concept formation. Keeping this hypothesis in mind, the concept formation standard scores were analysed with the help of percentage. The result are given in the table-1.

**TABLE No-1**  
**Analysis of Concept Formation of Normal and Learning Disabled Students in Percentage.**

Levels of concept formation among normal students				Levels of concept formation among learning disabled students		
Levels	Range of Standard scores	Normal students (1752)	Percentage	Range of Standard scores	Learning disabled (248)	Percentage (%)
High concept formation	58 to 79	160	9.13	57 to 79	12	4.84
Average concept formation	45 to 57	920	52.51	42 to 56	130	52.42
Low concept formation	20 to 44	672	38.36	10 to 41	106	42.74

“All the normal & learning disabled students do not belong to different levels of concept formation” is not rejected,. 9.13%, 58.5%, 38.36% normal students belong to High average and low levels of Concept formation, and 4.84%, 52.42% and 42.74% learning disabled students belong to High, Average & Low Levels Concept formation respectively..

## 2. STUDY OF CONCEPT FORMATION OF NORMAL AND LEARNING DISABLED STUDENTS.

The hypothesis states that, there no significant difference in the Mean concept formation Test scores of normal and learning disabled students Keeping this hypothesis in mind ,the data were analysed with the help of ‘t’ test. The results are given in the following table no.-2.

**TABLE No.-2.**  
**‘t’ test on Mean Concept Formation Test Scores of Normal and Learning disabled students.**

Variable	Group	N	Mean	SD	t-ratio	Levels of significance
Concept Formation	Normal Children	1752	64.13	13.12	10.36	.01
	Learning Disabled	248	56.15	11.15		

The mean scores of normal and learning disabled students on concept formation test are 64.13 and 56.15 with SD’s 13.12 and 11.15 and t-ratio of above two groups is10.36,The result states that, there is significant difference between normal and learning disabled

children on concept formation test scores. In other words the concept formation of normal children is better than that of the learning disabled students.

### 3. TO STUDY THE DIFFERENCE IN THE CONCEPT FORMATION OF MALE AND FEMALE LEARNING DISABLED STUDENTS.

The hypothesis states that ,there is no significant difference in the Mean concept formation test scores between male and female learning disabled students.Keeping this hypothesis in mind , the data were analyzed with the help of ‘t’ test. The results are given in the following table no.- 3.

**TABLE No.-3**  
*‘t’ test on mean concept formation test scores of male and female learning disabled students.*

Variable	Group	N	Mean	SD	SEM	t-ratio	Level of significance
Concept Formation	Male	120	55.96	11.18	1.42	0.13	N.S
	Female	128	56.14	11.30			

The result states that, mean score of male and female students on concept Formation test do not differ significantly from each other.It means the concept Formation of male and Female Learning Disabled students are similar.

### 4. TO STUDY OF DIFFERENCE IN THE CONCEPT FORMATION OF HIGH AND LOW INTELLIGENT LEARNING DISABLED STUDENTS.

The hypothesis states that ,there is no significant difference in the Mean concept formation test scores of high and low intelligent learning disabled students. Keeping this hypothesis in mind ,the data were analyzed with the help of ‘t’ test. The results are given in the following table no - .4

**TABLE No. - .4**  
*‘t’ test on mean concept formation test scores of High and Low intelligent learning disabled students.*

Variable	Group	N	Mean	SD	SEM	t-ratio	Levels of significance
Concept Formation	High IQ	56	66.14	13.56	2.76	3.51	.01
	Low IQ	34	56.46	12.12			

The result states that, there is significant difference between high and low intelligent learning disabled Students,. Mean concept formation test score of high intelligent learning disabled students is better than that of low intelligent learning disabled students.

### 5. TO STUDY OF DIFFERENCE IN THE CONCEPT FORMATION OF HIGH AND LOW SOCIO-ECONOMIC STATUS LEARNING DISABLED STUDENTS.

The hypothesis states that ,there is no significant difference in theMean concept formation test scores of high and low socio-economic status learning disabled students.Keeping this

hypothesis in mind, the data were analyzed with the help of ‘t’ test. The results are given in the table no 5

**TABLE.5**  
*‘t’ test on mean concept formation test score of high and low socio-economic status learning disabled students.*

Variable	Group	N	Mean	SD	SEM	t-ratio	Level of significance
Concept Formation	High SES	63	62.86	12.40	2.09	0.18	N.S
	Low SES	78	62.48	12.32			

The result states that there is a significant difference between high and low socio- economic status on concept Formation test scores. It means the high socio-economic status Learning Disabled Students are better than the low socio-economic status learning disabled students on – Concept Formation.

## Finding

- (1) 9.13%, 52.51%, 38.36% Normal students and 4.84%, 52.42% and 42.74% learning disabled students possess high, average and low concept formation
- (2) The normal students possess high concept formation than the learning disabled students.
- (3) Male & Female learning disabled students posses equal concept formation.
- (4) High intelligent Learning Disabled students possess higher concept formation than that of the Low Intelligent Learning Disabled student.
- (5) High & Low Learning Disabled socio-Economic status students posses same concept formation

## Suggestion

1. The study was conducted on IXth standard students. Similar studies may be carried out in other classes .
2. The study was confined to Balasore district, Odisha. Similar study may be conducted in other districts 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.

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