

Social, Emotional and Educational Susceptibility of adjustment in Slow Learner due to Media Propaganda in Education

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Abstract

Every child has a right to be educated; apart from this basic acquisition children often require a healthy culture and supportive environment. There are many reasons to which a requisite number of assisting teachers and understanding parents are needed, utmost of all a class is a group of many minds and many masters amongst which slow learner is an isolation. Defining the circumstances, which are playing a big role in their sufferings, allocation of cause has become consulting point in educational fraternity. They are mentally neither disable nor having learning disabilities; only away from the normal mental processes indicative to their capacities of going along with normal classmate. Planning for a training sessions or remedial classes is unjust to their existence as a right to be loved equally. Slow learner is an umbrella term for thinking, learning, writing, calculating, reading, conceptualization etc, is rated as a certain skill development in the school at various level of attainment. Their mental development as well as socio cultural development goes equally with the trends available in the education to pacing up and down the platform of growth and achievements. In today's scenario media took a deep root in various aspects of life, there benefits should be monitored as they carry different credits to its users, which may fast and slow their cognition and perception as welfare in term of susceptible and result in clinical abnormality.

Key terms- *Slow Learner, Mental Process, Isolation, Socio Cultural Development, Metal Development, Clinical Abnormality.*

1. Introduction

As the term suggests itself about slow learner that they are slow in learning, which is an indicative measure of acquiring knowledge in school to upgrade oneself to be called educated. We have many students in the class, who are different from one another in respect to their intelligence. Intelligence is the ability to perceive information and apply it to deal with the environment by an adopted behaviour. It is not just having acquisition of calibre but it also includes logic, understanding, self awareness, learning, emotional skills, reasoning, decision making and problem solving etc. These are all the factors of mental ability further a part of psychological attributes. In schools many theories of intelligence are placed to benefit these individual factors which results a person's mental development and growth in getting maturity according to their age in the peer group. School curriculums are specially based on these parameters which facilitate a child to achieve their hidden potential to its best. In this direction teachers duty become more effective and needs more affords to just not only make their wards understand about requirement of their schooling but also create a culture in which they can make themselves skilful to pace their success. School is the centre to learn the socio culture functioning as well as building up of one's character, a training institute to severe the society. But all these become horrible when a child's cognitive abilities are below average. They struggle to cope with the traditional academic demands of the regular classroom. Their mental age is low then their chronological age, which constitute their content uptake slow than other classmate and often, teased by other students of the class. They are not only slow in these areas but also need assistance in mixing up with others because of their inability to catch hold off emotions and get failed to gain attention which they need. They have limited scope of achievement as their intelligence quotient fall in 76 to 89; this category is undertaking about 18 percent of strength in every school population G. Lokanadha Reddy et. al, said. These Children are quite well physically built but are found introvert, uncoordinated, sometimes clumsy and unorganised, due to the treatment they usually get from others as blame, subside their interest towards schooling. Suspension of interest by any causes, transforms their ability towards negative judgement about oneself which traces their emotions to cope up with demands put in by their surroundings as "I AM NOT A GOOD BOY/GIRL, NOBODY TRUST ME, UNDERSTANDS ME" and in the last "NOBODY LOVE ME, I AM USELESS." This is time when they need attention by their teachers, family and their friends which make them understand about their potential. As Burt (1937) has rightly pointed out that

the term “backward” or “slow learner” is reserve for those children who are unable to cope with the work normally expected of their age group. Apart from these criteria they are seen happy with extra co curricular activities, which suggest that children learn only when they are ready to learn according to some published researchers Rashmi Rekha Borah said (2013)

Now what do you mean by slow learner? First of all it is neither a clinically excepted disorder nor a disability, but yes, a challenging situation for educators as a matter of fact that slow learners need extra attention and coordination which becomes more problematic for educators as they have to deal with every child in the time span of 30-45 minutes of lessons. Their dimensions of mental process are found slow from other so they need repetitions (verbal or non-verbal) and slow pace of instructions to complete the task. That’s why they are usually tagged with various terminologies. Now again the question comes why they are found happy with visual and audio methods of teaching , because its profound them with sound and pictures as a first receptor of working memory from environment then this will get transfer to short then to long memory by practising it with associations and motivation (intrinsic or extrinsic). This entire process gets slow when children either loss interest in between or get stuck with other psychological attributes.

Science suggest that learning is not only the part of traditional teaching but also a part of observational learning to gain experience resulting in intelligence.

This study is a suggestive to all the educators who are worried about the adjustment issues of a slow learner in the school whether it is behaviour or academic. This range of children is a very big victim of media, a boon or doom for this age group. Media is tracing their attention towards internal satisfaction of self esteem & concept, confidence, acceptance and work as a motivator to fulfil the cognitive competences of their personality which is accepted by a mass population outside their circumference of influence by different age groups. But have also seen this complex age group of adolescence instead of learning, getting hostile towards media propaganda which has resulted in a distorted mind. Media propaganda is pouring aggression, criminal and abnormal mindset with adjustment issues in educational, social and emotional factors of this group. By and now this platform has awarded ego, reluctance, shifting of blame, neuroticism, moodiness and Doerr et.al said delay in the self regulation which encompasses a person’s capacity to adapt the self as necessary to meet demands of the environment. Slowly they become adamant about others point of view because media is exposing them to the world in which nobody’s targeting their capacities and potential further causing troubling adjustment with peer group, family and teachers.

2. Methodology of Study

Problem- Media Propaganda is creating Social, Emotional and Educational Susceptibility in adolescence as a Slow Learner

Objective – Slow learners are tracking their adjustment with media propaganda in terms of educational, emotional and social settings

Hypothesis - Social, Emotional and Educational Susceptibility of adjustment in Slow Learner due to Media Propaganda in Education

Sample This present study is based on 30 adolescences selected through random sampling from various schools of Ajmer, Rajasthan. The students were of higher secondary schools with minimum age group of 14 to 18 years. Test which was conducted on this age group is State Adjustment Inventory for School Student (AISS-ss). This test has been design for Hindi knowing school students of India of age group of 14 to 18 years in two category of male and female from poorly adjusted student in the areas of adjustment :Emotional, Social, Educational. A list of 100 questions indicate the significant problems of these student in the 3 areas respectively, they were to be answered in yes or no. Split Half, Test –Rest and K – R Formula 20 are used for the 3 covered areas.

Table: 4 Classification of Adjustment in terms of categories

Category	Description	Range of Scores	
		Male	Female
A	Excellent	5 & below	5 & below
B	Good	6 – 12	6 – 14
C	Average	13 – 21	15 – 22

D	Unsatisfactory	22 – 30	23 – 31
E	Very Unsatisfactory	31 & above	32 & above

Table 5 Sample of 30 Sample for result analysis is as follows

Male					Female			
Adjustment Areas	Emotional	Social	Educational	Total	Emotional	Social	Educational	Total
	10	2	15	27	19	4	16	39
Mean	5.62	5.91	6.38		6.55	6.21	5.35	
S.D	3.12	2.38	2.91		2.81	2.52	3.00	
Adjustment	Unsatisfactory				Very Unsatisfactory			

Manual for adjustment inventory for school students

Result Analysis and Interpretations- The statistic shows that the hypothesis - Social, Emotional and Educational Susceptibility of adjustment in Slow Learner due to Media Propaganda in Education is proved by scoring High in emotional and educational area whereas low score in social adjustment shows aggressive, maladjusted behaviour and overall shows unsatisfactory/ very unsatisfactory results in student which indicate no adjustment.

3. Discussion and Conclusion

The result analysis shows that slow learners are prone to media propaganda susceptibility because they are gaining their concept of self esteem from it which is a source of confidence. If these slow learners do not get proper attention from their family and teachers along with peer group they seek for outside sources which satisfy their needs of appreciation and acceptance as what they are. The need to understand that they are slow not disables to undertake any educational task should be considered by the educators. No report card in this entire world can reveal the internal potential of any child. Those who are good in studies sometimes lack in other aspects of life and opposite to it those who are tagged as slow learner or failure may become eminent personalities of society. NCF 2015 has worked in this direction to pace their multiple intelligence ground keeping this fact in mind that every child is different from others and has different needs as well as different intelligence. So a positive approach and not letting them feel along can help them in building up of an accepted personality of society. As just tagging them as slow learner is not the completion of our duty rather treat them with dignity as we have been given a chance to explore our potential in finding out a new direction in the field of education. Researchers suggested that adolescence is a sensitive age where any deformity will end up in any sort of disorders in future. Hence dropping out from schooling, reluctant and showing aggressive behaviour is an inevitable landmark of slow learner that they need a dint of caring and affection in bonding themselves with studies. Media can benefit to those only who knows how to use it to enhance their knowledge instead of making it an institution of education cum anti social platform.

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