TIJSEG

ISSN: 1300 – 7432
www.tijseg.org

Turkish International Journal of Special Education and Guidance & Counseling 2023, volume 12, issue 1

SOCIO-DEMOGRAPHIC FACTORS AS PREDICTORS OF SOCIAL SKILLS DEVELOPMENT OF LEARNERS WITH INTELLECTUAL AND LEARNING DISABILITIES

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Received: March 03, 2023 **Accepted:** May 27, 2023 **Published:** June 30, 2023

Suggested Citation:
Oladimeji, O. O., & Lazarus, K. U. (2023). Socio-demographic factors as predictors of social skills development of learners with intellectual and learning disabilities. *Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG), 12*(1), 24-34.

Abstract

This study considered some demographic factors as predictors of social skills development of pupils with learning and intellectual disabilities in primary schools in Ibadan North area of Oyo State. Purposeful random sampling technique was used to select the three schools from the special schools in the area, and three public schools to select pupils with learning disabilities, three instruments were administered on the participants. The data collected were analyzed using multiple linear regressions. The result indicated that both socioeconomic status and gender are social factors that could predict the social skills development of pupils with learning and intellectual disabilities. Likewise, degree of intellectual disability and age were influencing factors for social skills development of pupils with learning and intellectual disabilities. The implications were stated while the recommendations were highlighted.

Keywords: Gender, pupils with intellectual and learning disabilities, socio-economic status, the development of social skills development.

INTRODUCTION

The development of social skills is essential in the life of every individual. It is the foundation for easy acquisition of other skills whether academic or functional skills that any individual might want to acquire in life. A social skill is a component of adaptive behaviour necessary for effective functioning of an individual in society. Social skills include interpersonal relationship, responsibility, self-concept, self-actualization, self-esteem and following rules and regulation. Social skills are defined as a set of behaviour that allows individuals to initiate and maintain positive social relationship, contribute among peers, demonstrate self-acceptance and allow for effective coping (Rutherford, Quinn, & Mathur, 2004). It can also be defined as a complex set of skills that include communication, problem-solving, and decision making, assertion, peer and group interactions and self-management (Kolb & Hanley Maxwell, 2003).

Humphrey and Wiglesworth (2012) maintained that social skills are very important as it were and have also been found to relate to other important domains of development such as mental health. However, lack of social skills is a major characteristic of pupils with intellectual and learning disabilities. Its acquisition have been found to be germane in the developmental processes by which children learn to act and respond appropriately while having social interactions and to maintain a healthy relationship among others (Ogden,

2015). Though there are many categories of learners with special educational needs, this study only focused on two high incidence disabilities which are intellectual and learning disabilities.

Social skills are all the things that we should do and say when we interact with people. They are specific abilities that allow a person to perform competently at particular social task. Social skills are the ability to perceive and interpret social situation, generate an appropriate social responses and interact with others (Smith, 2007).

Intellectual Disability (ID)

Intellectual disability on one hand is a disability characterized by significant limitation both in intellectual functioning and adaptive behaviour which covers many everyday social practical skills. This disability originates before the age of 18 (American Association on Intellectual and Developmental Disability AAIDD, 2010). Intellectual disability is a particular state of functioning that starts in childhood; it is characterized by limitation in both intelligence and adaptive skills.

Pupils with intellectual disability have some physical characteristics which make them socially incapacitated. They have slow development and some physical problem as a result of their physical characteristics (Adams & Oliver, 2011). In view of this, the development of social skills has been a difficult task for them. However, emphasis on social skills has been overshadowed by academic skills among pupils with cognitive impairments like those with intellectual and learning disabilities (Kolb & Hanley-Maxwell, 2003). Meanwhile, there is need for an increased emphasis on the development of social skills among pupils with intellectual and learning disabilities in order to promote their social competence and functioning in the society. The development of Social skills enable all categories of children including those with intellectual and learning disabilities access education, choose friends and maintain effective relationships. Without the adequate development of social skills, pupils with intellectual disability will not be able to fit in appropriately into social contexts where they can be assisted to learn daily routines and competencies necessary for them to be self-reliant (Oladimeji, 2017).

Learning Disability (LD)

Learning disabilities, a heterogeneous group of several specific disabilities, is a condition that, despite the lack of other problems, such as intellectual disability or emotional or behavioural disorders, causes significant learning problems, most often in areas related to reading and writing (Fuchs, Fuchs, Mathes, Lipsey, & Roberts, 2002). Learning disability is a neurological disorder which includes the presence of significantly reduced ability to understand new or complex information, or learn new skills, a reduced ability to cope independently, that is an impaired social functioning that starts before adulthood with a lasting effect on development, (Royal College of General Practitioners, 2010).

Lazarus (2009) defined learning disabilities as a condition when despite having a normal intelligence quotient, students experience substantial underachievement in learning. It is often presented as a significant discrepancy between the student's potential and ability where all other impairments are ruled out. Children with learning disabilities are as smart as or smarter than their peers, but they may have difficulty reading, writing, spelling, and reasoning, recalling and/or organizing information if left to figure out issues by themselves or if taught in conventional ways.

One of the common and defining characteristics of learning disabilities is deficits in social skills (Kavale & Mostert, 2004). The development of social skills of pupils with learning disabilities had been slowed down with various factors irrespective of the fact that policies and practices had been put in place for their educational achievement. Social skills instruction is a critical educational component for many pupils with learning disability. Some of the long term effects caused by lack of social skills can be: classroom management problem, delinquency, peer rejection, emotional difficulties, and lack of peer acceptance, problems with interpersonal relationship and low social status and esteem.

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ISSN: 1300 – 7432
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Turkish International Journal of Special Education and Guidance & Counseling 2023, volume 12, issue 1

Studies in the past have shown that learning disabilities are a heterogeneous group of problems, that comprise difficulties experienced by learners in the acquisition of different school skills, for instance difficulties in reading, (recognizing or deciphering words, reading fluency and understanding), written expression, (handwriting, spelling, text formation) and mathematical abilities. Such problems are frequently experienced by the same pupils and may occur concomitantly alongside other disorders, such as attention disorder or distraction or social or emotional deficits (Fletcher, Lyon, Fuchs, & Barnes, 2007; Smith, 2008).

It is quite true that not all pupils with learning disabilities have problem with the development of social skills, but some of them have deficit in social skills and even find it difficult to develop social skills effectively. Kavale and Moster (2004) maintained that one of the key factors for defining characteristics of learning disabilities is lack of social skills. Pupils with learning disabilities often display social ineptitude and have difficulties making and maintaining friendships. Their social and behaviour problems become more visible than their academic problems as they grow. They also manifest anti-social behaviour, immaturity, and other social skills problems such as difficulty giving feedback, negotiating, and showing resistance to peer pressure. These social problems are evident during the preschool years when they mostly experience strong feelings of loneliness (Bryan, Brustein, & Ergul, 2004). This problem does not end during the preschool years as it persist through adolescence when they manifest the feelings of rejection and display inadequate development of social skills (Le Mare & de Ronde, 2000).

Socio-demographic Factors and The development of social skills among Pupils with Intellectual and Learning Disabilities

The variables of interest explored in this study are: the socio-economic status of pupil's parents, the degree of disability (whether mild or severe), gender and age. When educators assist pupils to develop academic and social skills that are necessary for effective functioning in their immediate environment and in society generally, one of the variables often considered is the socio-economic status of the pupils' family. Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993) posited that a family socio-economic status is based on family income, parental education level, occupation and social status in the community, such as contact within the community, group association and the perception of the community about the family. All these impact a pupil's life either negatively or positively. Various studies have confirmed the influence of socio-economic status on self-concept and other areas of development in children and adolescents (Komos & Kiddle, 2013).

Socio-economic status positively relates to behavioural health in every age-group and social context in which it has been studied. At every level of socio-economic status, health and well-being are usually better at the level above and poorer at the level below (Gnanadevan, Selvaraj, & Sivakumar, 2015). Trembley, (1999) also averred that youth from higher socio-economic status backgrounds exhibit fewer internalizing and externalizing problems, fewer social skills deficits, and higher life satisfaction. Pupils from families where parents have less education and low socio-economic status tend to systematically perform worse than pupils from families where parents are educated and of high socio-economic status (Ahmad & Khan, 2012). Socio-economic status could affect the development of social skills of pupils with intellectual and learning disabilities. It also has serious impact on the behaviour of children with intellectual and learning disabilities and their acquisition of appropriate social skills (Oladimeji. 2017). Hoghton (2010) reiterated that the state of the home affects children a lot since the parents are the first socializing agents in an individual's life.

Zheng, Chen, Li, Du, Pei, Zhang, Ji, Song, Tan, and Yang (2012) found a significant relationship between socio-demographic factors and intellectual disability. Sirin (2005) reported that a medium to strong SES-achievement relation existed. Lareau (2011) conducted an in-depth observation of black and white middle-class, and poor families and found that socio-economic class makes a difference in the lives and futures of American children. Thus, there is a strong and stable correlation between socio-economic status and children's academic achievement and cognitive development. Shonkoff and Garner, (2012) reported that

early experiences and environmental influences can have a lasting effect on learning (linguistic, cognitive and socioemotional skills), behaviour and health. Higher levels of emotional and behavioural challenges, such as social problems, delinquent behaviour sign, and attention deficit/hyperactivity disorder among teenagers, are linked to lower levels of SES (DeCarlo, Santiago, Wadsworth, & Stump, 2011; Russell, Ford, Williams, & Russell, 2016; Spencer, Kohn, & Woods, 2002)

The degree of intellectual disability could also affect the development of social skills of pupils with intellectual disability Oladimeji (2017). The severity of the condition is assessed across three main domains, namely, conceptual, social and practical. Basically, the degree of retardation a pupil experiences varies; this calls for classification because there are individual differences within the population of intellectual disability is often defined in terms of severity of condition. Educators still classify pupils with intellectual disability as mild (educable), moderate (trainable), severe and profound. Another classification of the degree of intellectual disability is the British classification. According to this classification:

1) Mild intellectual disability also referred to as educable -They have Intelligence Quotient between 55 and 69. They are able to read, learn practical life skills and function in social setting. They do not display obvious characteristics of ID. Their condition becomes noticed when there is need for learning.
2) Moderate intellectual Disability also known as trainable. They have Intelligence Quotient between 40 and 54. People in this category have fair communication skills; they can effectively participate in self-care activities and adjustment at home. They have difficulty in social situations and problems learning social cues.
3) Severe intellectual disability. Their Intelligence Quotient is between 25 and 39. They have pronounced developmental delays, they have problem living an independent life. They need serious supervision to participate in social situations.
4) Profound intellectual disability. They have Intelligence Quotient below 25, most people in this category have problem living an independent life. They live in homes or hospitals in most cases under the supervision and guide of a caregiver (AAIDD, 2010).

According to the Learning Disability Association of Ontario (2020), despite the absence of a formal standard to measure what can be regarded as mild, moderate or severe learning disabilities the following can be considered to determine the degree of a learning disability:

1. The number of skill areas affected by learning disabilities. That is, does learning disability affect academic, social, life skills or behavioural skills?

ii. What is the severity of the deficit in psychological processes and the degree of impairment in the skills areas affected by the learning disabilities?

iii. To what degree does the impairment inhibit with the individual's everyday functioning, despite appropriate intervention/remediation (in different academic skills, life skills, and social/behavioural skills?

It can be said that on a general note, the more skill areas are affected, and the higher the degree of impairment, the more severe the learning disabilities is. For instance, a pupil with phonological processing problems may experience difficulty learning to decipher word, but after basic reading abilities are learned, he or she might be able to read. He or she will, however, continue to require a longer time to read and comprehend texts. This would be in line with a mild case of learning disabilities. In contrast, if a student has difficulties in a number of psychological processes, such as working memory, processing speed, phonological processing, and language processing, there could be remarkable impairment in many academic skills associated with these processes, such as oral communication and listening comprehension, reading, decoding as well as reading comprehension, spelling, and writing, understanding the language of

mathematics, remembering instructions, and completing mental computations. Because of the major impairments in these areas, the learning disabilities will certainly affect most of the other academic subjects (including arithmetic), as well as daily communication and social functioning, making it severe (Learning Disabilities Association of Ontario, 2020).

Gender is very crucial in the development of social skills among pupils with intellectual and learning disabilities. It is a factor that needs serious consideration in the assessment, treatment and development of social skills of pupils at different age and skills level. Gresham and Elliot (1990) in their investigation on gender differences on social skills discovered that girls scored higher than boys in test of social skills. Several studies have indicated that girls are more active when it comes to some social activities like turning taking, personal fantasy and small group activities while boys prefer to engage themselves in large group physical activities, playing football and different types of rough play (Walker, 2005).

The effect of gender on learning and achievement is constructed by culture. Girls are expected to behave passively in western societies while boys are expected to be active and curious to the point of getting themselves into trouble (Schrum & Geisler 2003). Literature has shown that the development of social skills and behavoiural problems often differ by gender, while girls are likely to develop higher social skills and display high academic competence, boys have often more behavioural problems and lack social competence (Keane & Calkins, 2004; Margetts, 2005). Sasikala and Swarnakumari (2019) examined the influence of gender differences on social skill, problem behaviours and academic competencies of children with mild intellectual disability based on their teacher and parent ratings in inclusive education. It was found that females obtained higher scores than males on social skills.

Age differences play a key role in the development of social skills of pupils. Social skills give pupils a wide range of benefits. Researchers from Penn State and Duke University discovered that children that listen, follow rules, cooperate and engage in better sharing activities are likely to graduate to college and that good social skills can assist kids in having a brighter future. In another study, it was discovered that the development of appropriate social skills in pupils can predict success in adulthood (Jones, Greenberg, & Crowley, 2015). Pupils' social and emotional development is critical to overall success in school and life. Children with developmental delays experience significant social difficulties due to their learning and behavioural differences. As children mature, there are expectations of the various developments of social skills they are to exhibit.

Statement of Problem

Traditionally, emphases on the development social skills among pupils with intellectual and learning disabilities have been overshadowed by academics skills. Therefore, there is need to investigate to what extent the selected socio-demographic variables namely, socioeconomic status, degree of intellectual and learning disabilities, age and gender predict the development of social skills among pupils with intellectual and learning disabilities.

Research Questions

The following research questions were raised and answered in the study.

(1) What is the relationship between socio-economic status, degree of intellectual and learning disabilities, gender and age to the development of social skills among pupils with intellectual and learning disabilities?

(2) What is the composite contribution of socio-economic status, degree of intellectual and learning disabilities, gender and age to the development of social skills of pupils with intellectual and learning disabilities?

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ISSN: 1300 – 7432
www.tijseg.org
Turkish International Journal of Special Education and Guidance & Counseling 2023, volume 12, issue 1

(3) What is the relative contribution of socio-economic status, degree of intellectual and learning disabilities, gender and age to the development of social skills among pupils with intellectual and learning disabilities?
(4) Will there be any significant difference in the development of social skills among pupils with intellectual and learning disabilities?

METHOD

Population and Sample

The population for this study comprised primary four to six pupils with intellectual and learning disabilities. The sample comprised 107 primary four to six pupils with intellectual and learning disabilities (53 males and 54 females) between the ages of 10 and14. Three public special schools were purposefully selected to get the pupils with intellectual disability and three public regular education schools to select pupils with learning disabilities. All the students were screened with Slooson Intelligence Test to determine their Intelligence Quotient (IQ).

Consequently, pupils with learning disabilities had IQ ranging between 80 and 110 while pupils with intellectual disability had IQ ranging between 69 and 24. Forty-three (43) pupils had mild learning disabilities, thirteen (13) moderate learning disabilities, Five (5) severe and one (1) had profound learning disabilities. Also, fourteen (14) pupils had mild intellectual disability, five (5) had moderate intellectual disability, fourteen (14) had severe intellectual disability and twelve (12) had profound intellectual disability.

Instrumentation

Socioeconomic Scale (SES)

The socioeconomic status (SES) scale by Salami (2000) was used to measure the socio-economic status of the participants. The scale was used to elicit response from the participants about the educational qualifications, occupation and social status of their parents or guardians for the purpose of this study. The reliability coefficient obtained by the researchers after a pilot testing exercise using 10 pupils with learning disabilities and 10 pupils with intellectual disabilities who were not part of the study, is 0.73. This was considered to be reliable.

Slosson's Intelligence Test (SIT)

Slosson's Intelligence Test was used to determine the IQ of the pupils with intellectual and learning disabilities. It is a screening instrument for children and adult and a measure of ability and a test of general intelligence. It was published by Richard Slosson in 1963, revised in 1981, 1990, 2002 and 2005 respectively by Nicholson, Terry, Hibpshman and Larson. The interpretation manual was first published in the year 1990 and revised in 1998, 2002 and 2006 respectively. The reliability coefficient ranged from .90 to.98 depending on the participants' age. The instrument was given to experts to peruse in order to determine the content validity. The reliability coefficient was obtained after a pilot study conducted using 10 pupils with intellectual disability and 10 pupils with learning disabilities who were not part of the respondents; the result was .73 which ascertained the reliability of the instrument.

Attitude to Social Skills Scale (ATSSS)

This scale was developed by the researcher**.** It was used to measure the development of social skills and attitude of the participants towards social skills. The scale consists of 20 items with modified likert 4-point scale of Strongly Agreed, (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD). The instrument was trial tested at a special school and a regular education school, both in Ibadan, Nigeria, to ascertain its validity and reliability. The reliability coefficient of 0.75 was obtained. The instrument was designed and used in the year 2017 by one of the researchers to screen for the attitude of pupils with intellectual disability towards social skills development.

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Turkish International Journal of Special Education and Guidance & Counseling 2023, volume 12, issue 1

RESULTS

Research Question One: What is the relationship between socio-economic status, degree of intellectual and learning disabilities, gender and age to the development of social skills among pupils with intellectual and learning disabilities?

Table 1. Pearson Product Moment Correlation (PPMC) showing the relationship between social skill development, Socio-Economic status, Age, Degree of Intellectual and Learning disabilities, and Gender.

	Social skills dev.	SES	Age	Degree of ID	Degree of LD	Sex
Social skills dev.	-					
SES	.172 (.077)	-				
Age	-.130 (.183)	.131 (.180)	-			
Degree of intellectual disability	-.267* (.005)	-.009 (.928)	.145 (.136)	-		
Degree of learning disability	.436* (.000)	.341* (.000)	-.036 (.713)	-.114 (.244)	-	
Sex	.158 (.104)	.248* (.010)	.180 (.063)	-.178 (.067)	.182 (.061)	-
Mean ($\bar{X}$)	51.2897	24.6822	16.8785	1.5888	.8224	1.5000
Std.Dev.	8.1241	5.1718	.6828	.8236	.8882	.502

* Sig. at .05 levels

Table 1 shows that there is a significant relationship between the development of social skills and degree of intellectual disability (r=-.267, p(.005)<.05), and Degree of learning disability (r=.436, p(.000)<.05), but there was no significant relationship between the development of social skills and socio-economic status (r=.172, p(.077)>.05), Age (r= -.130, p(.183)>.05), and Gender (r=.158, p(.104)>.05)respectively.

Research question two: What is the composite contribution of Socio-economic status, Degree of intellectual and learning disabilities, Gender and Age to the development of social skills of pupils with intellectual and learning disabilities?

Table 2. Regression Analysis showing the composite contribution of Socio-economic status, Degree of Intellectual and Learning disabilities, Age and Gender to the Development of social skills of pupils with intellectual and learning disabilities.

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.521	.272			.236	.1033	
			A N O V A			
Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remark**
Regression	1899.891	5	379.978	7.531	.000*	Sig.
Residual	5096.128	101	50.457			
Total	6996.019	106				

*p<.05

Table 2 above shows the composite contribution of socioeconomic status, degree of intellectual and learning disabilities, age and gender to the development of social skills among pupils with intellectual and learning disabilities. The Table 2 also shows a coefficient of multiple correlation (R = .521 and a multiple R^2 of .272. This means that 27.2% of the variance was accounted for by five predictor variables when taken

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together. The significance of the composite contribution was tested at p<.05. The Table 2 also shows that the analysis of variance for the regression yielded F-ratio of 7.531 at .05 level of significance. This implies that the joint contribution of the independent variables (socioeconomic status, degree of intellectual and learning disabilities, age, and gender) to the dependent variable (the development of social skills among pupils with intellectual and learning disabilities) was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question three: What is the relative contribution of socioeconomic status, degree of intellectual and learning disabilities, age and gender to the development of social skills among pupils with intellectual and learning disabilities?

Table 3. Regression Analysis showing the relative contribution of Socio-economic status, Degree of Intellectual and Learning Disabilities, Age and Gender on the Development of Social Skills of Pupils with Intellectual and Learning Disabilities.

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	67.322	17.278		3.896	.000
Socioeconomic status	.103	.147	.065	.697	.487
Age	-1.097	1.054	-.092	-1.041	.301
Gender	.473	1.506	.029	.314	.754
Degree of learning disability	1.557	1.128	.170	1.380	.171
Degree of Intellectual Disability	-2.184	.776	-.345	-2.813	.006

*p<.05

Table 3 reveals the relative contribution of the independent variables to the dependent variable, expressed as beta weights, viz: Socio-economic status (β = .065, p>.05), Age (β = -.092, P >.05), Gender (β = .029, p>.05) while Degree of intellectual disability (β = -.345, p<.05) had significant relative contribution that is, could significantly and independently predicts the development of social skills among pupils with intellectual and learning disabilities in the study, Degree of learning disability (β = .170, p>.05) had no significant relative contribution to the development of social skills among pupils with intellectual and learning disabilities.

Research Question four: Will there be any significant difference in the development of social skills among pupils with intellectual and learning disabilities?

Table 4. Independent t-test showing the difference in the Development of Social Skills of pupils with Intellectual and Learning disabilities.

Social skills dev.	n	Mean	Std.Dev.	Crit-t	Cal-t.	DF	p value
Learning disability	62	54.84	7.7865	1.96	6.159	105	.000*
Intellectual disability	45	46.40	5.7224				

*p<.05

Table 4 shows that there was a significant difference in the development of social skills among pupils with intellectual and learning disabilities (Crit-t = 1.96, Cal.t = 6.159, DF = 105, p<.05 level of significance). The result shows that pupils with learning disabilities obtained higher mean scores ($\bar{x}$ =54.84) than those with intellectual disability with mean score of ($\bar{x}$ =46.40) in the development of social skills, implying that pupils with learning disabilities tend to develop social skills more and better than pupils with intellectual disability in the study.

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ISSN: 1300 – 7432
www.tijseg.org
Turkish International Journal of Special Education and Guidance & Counseling 2023, volume 12, issue 1

DISCUSSION, CONCLUSION, and RECOMMENDATIONS

The result of the research question one as revealed on Table 1 shows that there is a significance relationship between the development of social skills and degree of intellectual and learning disabilities, but there is no significant relationship between the development of social skills and socioeconomic status, gender, and age respectively. Table 2 reveals a significant composite contribution of the independent variables (socioeconomic status, degree of intellectual disability, degree of learning disabilities, gender, and age) to the dependent variable (the development of social skills) among pupils with intellectual and learning disabilities. This implies that socio-economic status, degree of intellectual and learning disabilities, gender and age impact on the development of social skills among pupils with intellectual and learning disabilities either positively or negatively. This is in line with the findings of Lareau (2011) which states that there is a strong and stable correlation between socio-economic status and children's academic achievement and cognitive development. However, the finding negates the submission of Shonkoff and Garner (2012) who reported that early experiences and environmental influences can have a lasting effect on learning (linguistic, cognitive and socioemotional skills), behaviour and health. Result of the third research question as shown in Table 3 indicates that socio-economic status, gender, age and degree of learning disabilities had no significant relative contribution to the development of social skills among pupils with intellectual and learning disabilities, while degree of intellectual disability had a significant relative contribution, that is, it made the highest relative contribution to the development of social skills among pupils with intellectual and learning disabilities. This means that the independent variables all have implication on social skills development of pupils with intellectual and learning disabilities. This result is in agreement with the findings of Zheng et. al (2012), that there is a significant relationship between socio demographic factors and intellectual disability but the degree of intellectual disability could significantly and independently predicts the development of social skills among pupils with intellectual and learning disabilities. This further indicates that the degree of intellectual disability should be given proper consideration in teaching the development of social skills among pupils with intellectual and learning disabilities. Table 4 also indicates that there is a significant difference in the development of social skills of pupils with intellectual and learning disabilities. Pupils with learning disabilities develop social skills more and better than pupils with intellectual disability. This is simply because pupils with intellectual disabilities learn at a slow rate compared to their counterparts with learning disabilities.

Conclusion

The development of social skills of pupils with intellectual and learning disabilities is determined by their gender, age, socioeconomic status of their parents and degree of intellectual and learning disabilities. It is evident from the findings of this study that socioeconomic status, age, gender and degree of learning disability had no significant relative contribution to the social skills development of pupils intellectual and learning disabilities, but degree of intellectual disability is significant in predicting the social skills of pupils with learning and intellectual disabilities.

Recommendations

Based on the above findings, it is recommended that teachers and parents of pupils with intellectual and learning disabilities should work hand in hand to see to the development of social skills of these pupils at home and at the school front. Social skills training should be incorporated into the curriculum of pupils with intellectual and learning disabilities irrespective of their, age, gender and the degree of intellectual and learning disabilities.

Concerted efforts should be made by teachers to encourage the parents to daily build on social skills the pupils might have been exposed to at school when they are back home. Educational agencies and curriculum planners should flood their curriculum with topics that can help pupils with intellectual and learning disabilities come across necessary social skills per day which will form the bases on which other learning

materials are centered. Learning appropriate social skills will help them learn other skills necessary for their effective performance especially in academic skills.

Ethics and Conflict of Interest

Ethical procedures in conducting the study were adhered to by the researchers and they declare that no conflict of interest exists.

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