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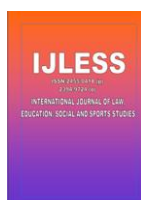
Adjustment Problems with Learning Disabled Children

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ABSTRACT

The present study focused on Adjustment Problems with Learning Disabled Children. The sample of the present study consists of 200 teaching disabled students (100 Boys & 100 Girls) and 200 non-learning disabled children (100 Boys & 100 Girls) of the upper primary school situated at Shahjahanpur District of Uttar Pradesh. The Data was collected with the help of the High School Adjustment Inventory was developed by A.K. Singh and A. Sen Gupta, Standard Progressive Matrices (SPM-1986) developed by J. C. Raven, and Verbal Learning Disability Checklist developed by Dr. Vishal Sood for identifying learning disabled children. In the study, 'CR' was used for the analysis of data. Conclusion of the study no significant difference was found between learning disabled and non-learning disabled children.

Keywords- Learning Disability, Standard Progressive Matrix, Verbal learning disability checklist, and Adjustment.

Introduction

Learning disabilities are professionally diagnosed with difficulties with reading, writing, speaking, listening, spelling, reasoning, or doing maths. People with learning disabilities have to bother taking in info through their senses and process that info accurately to the brain-Usually they'll receive scrambling info sort of a distorted radio signal or fuzzy television picture.

Learning disability is a hidden disability and is not readily observable in most situations. Most definitions of learning disability consider it as a disorder with the discrepancy between mental capacity for learning and the actual level of functioning. However, there are other subtle aspects of this disability that are often overlooked. One such characteristic is that of adjustment of the learning disabled children.

Coleman (1963) suggests, normally adjustment refers to an individual's plan to maintain a harmonious relationship along with his atmosphere. Adjustment to high school is influenced by a range of private and family characteristics additionally as social trends.

Margetts (2002) explains adjustment because the interaction of the child's characteristics and their experiences that ultimately determines however a toddler adjusts to high school.

According to the Individuals with Disabilities Education Act (IDEA), (2004), "Specific learning disability means a disorder in one or more of the basic psychological process involved in understanding or in using languages, spoken or written, which can surface in AN imperfect ability to pay attention, think to speak, read, write, spell or to do mathematical calculations.

The term doesn't embody youngsters United Nations agency have learning issues that are primarily thanks to visual, learning or motor handicaps of mental retardation of emotional disturbance or environmental, cultural or economic disadvantages”

Adjustment Difficulties in Children with Learning Disabilities

Internalizing issues whereas kids with reading disabilities had solely traditional adjustment patterns. Similarly, a recent study has shown that the emotional and behavioural adjustment profile varies among kids with differing types of LD: particularly, single and multiple LD.

Students with unobserved learning disabilities may demonstrate undesirable behaviour for a range of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of that specialize in their difficulties. Frustration may arise out of the students' level of performance compared to their level of actual ability, lack of understanding of why they struggle to perform the task, or sometimes the lack to speak in associate degree applicable method.

Review of related literature

Alisha Parshurami (2015) Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. Studies have revealed that children suffering from Learning Disorder have low self-esteem and have various adjustment problems. The study was carried out on 110 children to explore the self-esteem and adjustment in girls and boys with Learning Disability. The scales used were Adjustment Inventory for School Students & Rosenberg's Self-esteem Scale. It was observed that self-esteem was low in children with LD compared to those not having LD. On the other hand, it was found that boys with Learning disabilities had higher self-esteem as compared to boys without Learning Disability. Girls, however, had lower self-esteem as compared to girls without Learning Disability.

Bharati Roy and Smritikana Mitra (2012) made a study on the “Pattern of adjustment among early and late adolescent school students” examined the adjustment problems among early and late adolescent school students using Bell adjustment inventory adopted by Mohsin - Shamshad. The test was administered on a sample of sixty adolescents (30 early adolescents & 30 late adolescents). The study exposed that the early and late adolescents group differed significantly from each other in the home, health, and social areas of adjustment. Girls showed better adjustment than boys.

McCromick (2000) in the research work for improving social adjustment in children with attention deficit hyperactivity disorder diagnosed ninety-five children consecutively for two years. Difficulties with peer relations were commonly seen in children with ADHD. Sending motivational letters helped to improve social adjustment in these children. The data suggested that busy practitioners might consider incorporating this successful, and time-efficient, intervention into their ADHD treatment regimens

Objectives of the Study

1. To assess Adjustment between learning disabled & Non-learning disabled children.
2. To assess Adjustment between learning disabled & non-learning disabled children (boys).
3. To compare Adjustment between learning disabled and Non- learning disabled children (Girls).

Hypotheses

H₁ “There is no significant difference in Adjustment between LD & NLD Students,

H₂ “There is no significant difference in Adjustment between male LD & NLD Students,

H₃ "There is no significant difference in Adjustment between female LD & NLD Students

Method

The present study has been conducted under the descriptive survey method. This method is the most popular and widely used research method in the social sciences and education.

Sample and Sampling

A random sampling method has been employed in selecting the sample of School. The present study has aimed at the Adjustment of learning disabled children. It has been delimited to the upper primary school students affiliated to the Council of Basic Education Block Bhawalkhera, Kant, and Mirjapur of Shahjahanpur District of Uttar Pradesh.

The total sample for the present investigation consists of 400 students (200 learning disabled & 200 Non-learning disabled students from the Block Bhawalkhera, Kant, and Mirjapur of Shahjahanpur District of Uttar Pradesh). A sample of 400 students was selected randomly from the upper primary school affiliated to the council of Basic Education the same was done for Block Bhawalkhera, Kant, and Mirjapur of Shahjahanpur District of Uttar Pradesh.

Tools

1. **High School Adjustment Inventory** was developed by A.K. Singh and A. Sen Gupta, was used for Adjustment.
2. **Standard Progressive Matrices** (SPM-1986) developed by J. C. Raven had been used to measure intelligence in the preliminary stage of the study.
3. **Verbal Learning Disability Checklist** developed by Dr. Vishal Sood for identifying learning disabled children.

The procedure of Collection of Data

The researcher himself has collected all the relevant data from the entire sample of Students under consideration. To administer the tools, the investigator personally visited the selected upper primary school to appraise the authorities (Head Master) about the objectives of the study and to get permission to administer the tools. Then the complete list of students enrolled in school especially in VIth & VIIth classes during the particular study period has been collected and the sampling frame is prepared accordingly. A tentative schedule has been finalized with the school Head Master to administer the tools to the students. Accordingly; the investigator met the students and was introduced to them by the school's teacher. Thereafter, the investigator has created rapport with the students and requested their cooperation by explaining the nature and objectives of the investigation. Verbal learning disability checklist filled by the class teacher for identifying learning disabled children Standard Progressive Matrix tools are administered for measuring intelligence in the primary stage of the study and High School Adjustment Inventory and administer in the group of maximum 04-08 students at a time as the tools adopted for the study do have the provision of both types of administration. In some cases after preparing the sampling frame the students are personally approached in residences and data have been collected accordingly. Before administering the tools a briefing of the test and instructions is made to the respondents' and ensured that they are at ease.

Statistical Techniques:

To analyses the data following statistical techniques were employed: i. -Mean, Standard Deviation. ii. t- ratio.

Results and Discussion

Table No. 1: Frequency Distribution and Statistical Calculation of Score of Adjustment of LD & NLD Students

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Adjustment	LD	200	82.33	5.14	3.85	0.05*
		NLD	200	84.54	6.28		

*Significant at 0.05 Level

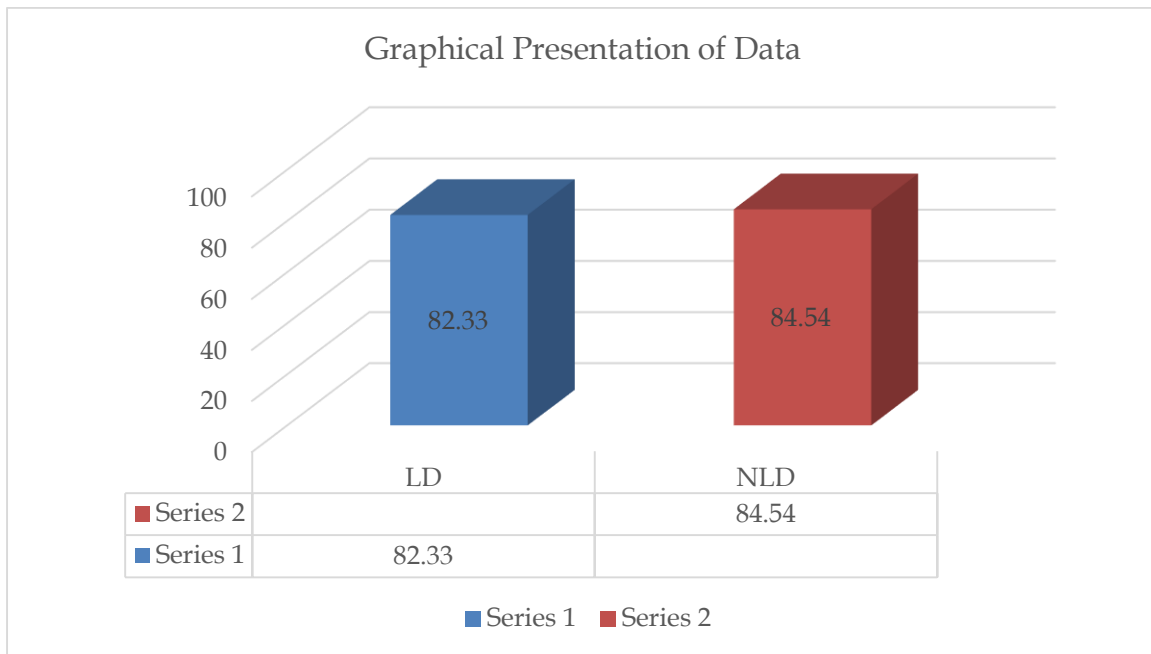


Table 1 presents the means, S.D's, and CR-value of Learning disabled and Non- Learning disabled Students about their Adjustment. The tabulated values of CR' with the degree of freedom 398 is 1.97 at a 0.05 level of significance. The CR-value (3.85) for the mean scores of Adjustment LD & NLD Students. Which is significant at a 0.05 level of significance. In this situation, the null hypothesis H_1 "There is no significant difference in Adjustment LD & NLD Students," is rejected at a 0.05 level of significance. So it was found that the mean score of Adjustment learning disabled students (82.33) is less than non-learning disabled students (84.54). It may therefore be concluded that LD students have less Adjustment in comparison to non-learning disabled students.

Table No. 2: Frequency Distribution and Statistical Calculation of Score of Adjustment of Male LD & NLD Students.

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Adjustment	LD	100	82.59	5.23	2.32	0.05*
		NLD	100	84.52	6.48		

*Significant at 0.05 Level

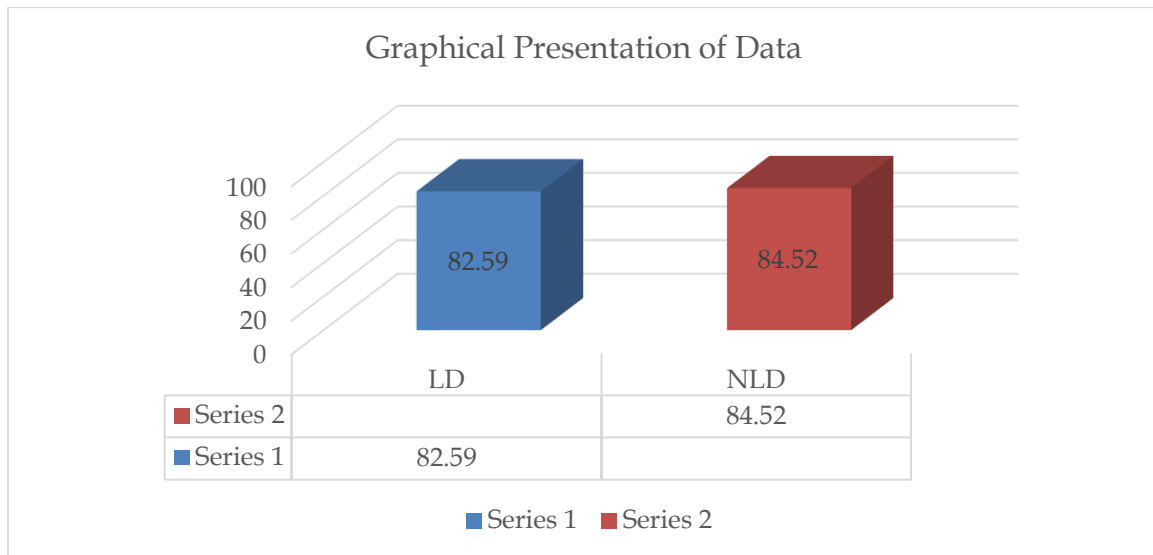


Table 2 presents the means, S.D's, and CR-value of male Learning disabled and Non- Learning disabled Students about their Adjustment. The tabulated values of CR' with the degree of freedom 198 is 1.97 at a 0.05 level of significance. The CR-value (2.32) for the mean scores of Adjustment of male LD & NLD Students. Which is significant at a 0.05 level of significance. In this situation, the null hypothesis H_2 "There is no significant difference in Adjustment between male LD & NLD Students," is rejected at a 0.05 level of significance. So it was found that the mean score of Adjustment of male learning disabled students (82.59) is less than non-learning disabled students (84.52). It may therefore be concluded that male LD students have less Adjustment in comparison to male non-learning disabled students.

Table-3: Frequency Distribution and Statistical Calculation of Score of Adjustment of Female LD & NLD Students.

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Adjustment	LD	100	82.07	5.06	3.14	0.05*
		NLD	100	84.56	6.10		

*Significant at 0.05 Level

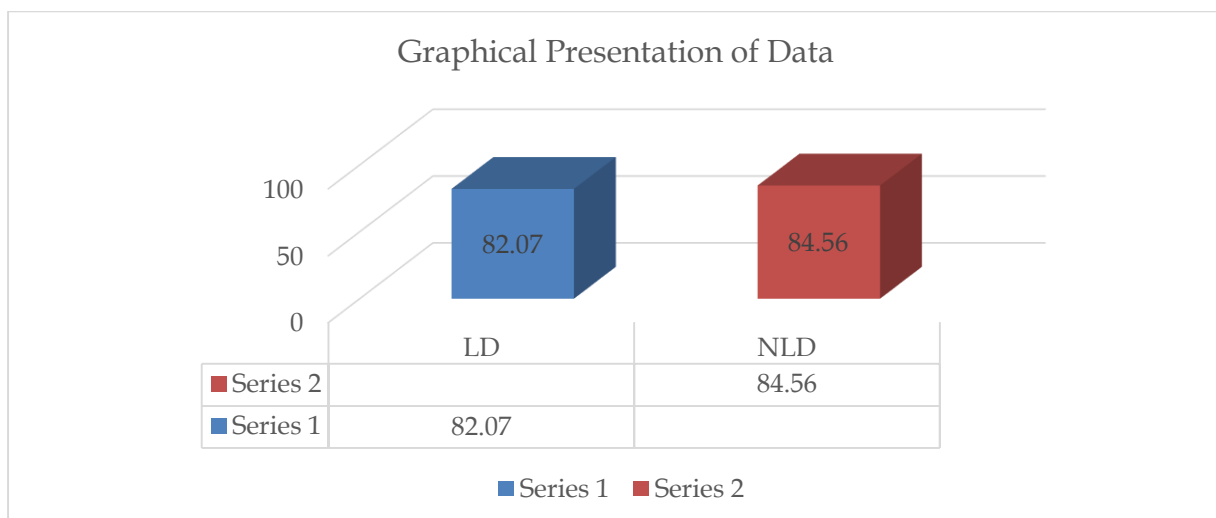


Table 3 presents the means, S.D's, and CR-value of female Learning disabled and Non- Learning disabled Students about their Adjustment. The tabulated values of CR' with the degree of freedom 198

is 1.97 at a 0.05 level of significance. The CR-value (3.14) for the mean scores of Adjustment of female LD & NLD Students. Which is significant at a 0.05 level of significance. In this situation, the null hypothesis H_3 "There is no significant difference in Adjustment between female LD & NLD Students," is rejected at a 0.05 level of significance. So it was found that the mean score of Adjustment of female learning disabled students (82.07) is less than non-learning disabled students (84.56). It may therefore be concluded that female LD students have less Adjustment in comparison to female non-learning disabled students.

Conclusion

- It was found that there is a significant difference between the Adjustment of learning disabled and Non-learning disabled students. The NLD students possess more Adjustment in comparison to LD Students.
- It was found that there is a significant difference between the Adjustment of male learning disabled and Non-learning disabled students. The male NLD students possess more Adjustment in comparison to male LD Students.
- It was found that there is a significant difference between the Adjustment of female learning disabled and Non-learning disabled students. The female NLD students possess more Adjustment in comparison to female LD Students.

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