

Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh

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Abstract:

Adjustment is a necessary characteristic to live a peaceful and balanced life as a fully-functional individual. Adjustment refers to the harmonious relationship between a person and his living environment. The present study aimed at analyzing the adjustment difficulties, namely emotional, social and educational adjustment of students with learning disabilities in Government schools of Chandigarh. The schools are divided into twenty clusters for administrative purposes. Out of these twenty clusters, one was randomly selected for the present study. The study was conducted on a sample of thirty five students randomly selected from the total number of learning disabled present in the cluster undertaken. The standardized tool used was the Sinha and Singh's (1995) Adjustment Inventory for School students. The results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively. The results found that social and educational adjustment are correlated since educational activities take place in a social environment. On the contrary emotional and educational adjustment was not found to be correlated in learning disabled students due to the deficit in emotional regulation.

Keywords: adjustment, emotional, social, educational learning disabled

I. INTRODUCTION

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 discrepancy between mental capacity for learning and actual level of functioning. However, there are other subtle aspects of this disability which are often overlooked. One such aspect is that of adjustment of the learning disabled. Coleman (1963) suggests, in general adjustment refers to an individual's attempt to maintain a harmonious relationship with his environment. Adjustment to school is influenced by a variety of personal and family characteristics as well as social trends. Margetts (2002) explains adjustment as the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school.

Hussain (2008) conducted a study on randomly selected 100 students of class IX to examine the level of academic stress and overall adjustment of Public and Government High school students using Sinha and Sinha scale of academic stress, Sinha and Singh Adjustment inventory for school students. Results indicated that the magnitude of academic stress was higher for significantly higher among the public school students whereas Government school students were better in terms of the level of adjustment.

Lavakare (2009) personal and social adjustment with reference to age, gender and class in a sample of 263 adolescents selected randomly from 26 English medium schools of Mumbai. The results revealed that personal adjustment status was a good indicator of physical ailments

and behavior problems. In another study (Sharma and Saini 2013) studies the health, social and emotional adjustment problems of college going students. The study revealed average health and social adjustment and unsatisfactory emotional adjustment of girls, boys were average in social adjustment but unsatisfied in health and emotional adjustment. Tammanaeifar and Nezhad (2014) in a causal-comparative study of social, affective, educational adjustment and academic achievement among students suffering from learning disabilities and normal students found significant between-group difference. The study makes a claim for absolute necessity for educational and counseling intervention for the enhancement of adjustment skills.

Weiner and Schneider (2002) compared children with learning disabilities in four types of educational settings namely, in-class support, resource room for children with mild to moderate learning disabilities and inclusion class, self-contained special education class for children with severe learning disabilities in terms of social acceptance, number of friends, quality of relationship with best friends, self-concept, loneliness, depression, social skills, and problem behaviors. Children receiving In-Class Support were more accepted by peers, had higher self-perceptions of mathematics competence, and fewer problem behaviors than children receiving Resource Room Support. Children in Inclusion Classes had more satisfying relationships with their best school friends, were less lonely, and had fewer problem

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behaviors than children in Self-Contained Special Education Classes.

Lavoie (1994) clearly demonstrated that individuals with learning disabilities tend to be less accepted by peers, interact awkwardly and inappropriately in social situations and are socially imperceptive. In the same study he opined that School-aged children and adolescents need to be accepted and supported by their peers. Their social incompetence often prevents them from establishing and maintaining such relationships.

II. DESIGN

The present study used a descriptive survey design to describe the emotional, social and educational adjustment of the learning disabled students in Government Schools of Chandigarh.

III. SAMPLE

A total number of 1038 learning disabled students were identified on the basis of check list made by the Sarv Shiksha Abhiyan Society/Mission, U.T., Chandigarh. The Government schools in Chandigarh are divided into twenty clusters for administrative purposes, wherein each cluster is made up of an unequal number of schools. For the assessment of identified learning disabled students, five clusters which had total of nine Schools were selected. A sample of thirty five students were drawn randomly from the total number of learning disabled students already identified in the chosen clusters.

CLUSTERS	SCHOOLS	TOTAL NO. OF LEARNING DISABLED STUDENTS	NO.OF COLLECTED SAMPLE
Custer-3	Government Model High School, Sector-12	21	3
	Government Model Senior Secondary School, Sector-15	15	6
Cluster-9	Government High School, Sector-24	12	5
Cluster-13	Government High School, Sector-38B	7	1
Cluster-14	Government High School, Sector-25	19	5
	Government Model Senior Secondary School, Sector-38W	16	5
Cluster-17	Government Model Senior Secondary School, Sector-46	19	5
	Government High School, Sector-46	18	3
	Government Model school, Sector-46	14	2

IV. TOOL USED

Sinha and Singh's (1995) 'Adjustment Inventory for School Students' (Hindi Version) published by National Psychological Corporation, Agra.

V. OBJECTIVES

1. To study of emotional adjustment of learning disabled students.
2. To study of social adjustment of learning disabled students.
3. To study of educational adjustment of learning disabled student.
4. To study correlations between emotional, social and educational adjustment among learning disa-bled students.

VI. HYPOTHESES

1. There will be no significant level of emotional adjustment among learning disabled students.
2. There will be no significant level of social adjustment among learning disabled students.
3. There will be no significant level of educational adjustment among learning disabled students.
4. There will be no co-relation between emotional and social adjustment among learning disabled students.
5. There will be no co-relation between social and educational adjustment among learning disabled students.
6. There will be no co-relation between educational and emotional adjustment among learning disabled students.

VII. RESULTS

Figure: Showing mean scores of Emotional, Social and Educational Adjustment

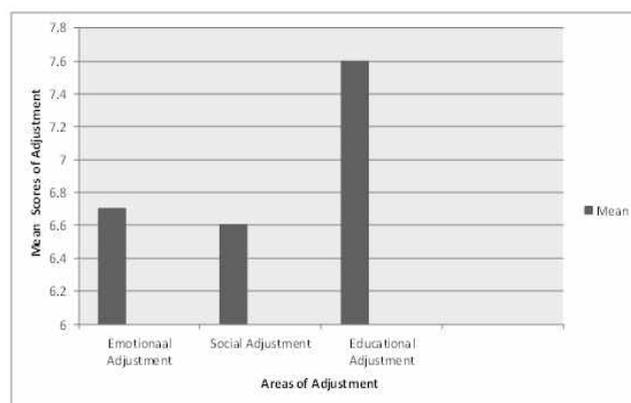


Table No. 2: Showing co-efficient of correlation between various dimensions Adjustment

Emotional Adjustment & Social Adjustment Scores	Social Adjustment & Educational Adjustment Scores	Emotional Adjustment & Educational Adjustment Scores
0.298	0.480**	0.240

** Significant at both 0.05 and 0.01 level

Table No. 3: Showing level of adjustment in each area

AREA OF ADJUSTMENT	VEL OF ADJUSTMENTILE	
	UNSATISFACTORY	AVERAGE
Emotional Adjustment	15	07
Social Adjustment	16	11
Educational Adjustment	18	12

VIII. DISCUSSION

It was found that the students with learning disability face problems in emotional, social and educational adjustment. The average scores show that the students with learning disability face more difficulty in educational adjustment than emotional and social adjustment. Scores of significance of given mean of educational adjustment at both 5 per cent and 1 per cent level of confidence are higher than emotional and social adjustment. Table 3 shows; there were 15 Learning disabled students who showed unsatisfactory level of emotional adjustment, as against 7 with average level of emotional adjustment. This shows that majority of learning disabled students are not emotionally well-adjusted. In the area of social adjustment, 16 learning disabled students showed average level of social adjustment which indicates that they are neither well-adjusted nor poorly adjusted, while 11 students had unsatisfactory level of social adjustment. This shows that the level of social adjustment is also not very optimum. As regards educational adjustment, the data revealed a clearer picture with 18 learning disabled students showing unsatisfactory level of educational adjustment, and 12 with average level of educational adjustment. Most of the learning disabled students showed poor educational adjustment. The results obtained are consistent with previous studies where personal adjustment status was a good indicator of physical ailments and behavior problems (Lavakare, 2009). Another study found absolute necessity for educational and counseling intervention for the enhancement of adjustment skills (Tammanaeifar & Nezhad, 2014).

The calculated value of correlation between emotional adjustment scores and social adjustment scores of learning disabled students is non-significant at both the levels. This indicates that the emotional and social adjustment of learning disabled are not inter dependent due to the deficit in emotional regulation and social skills of the learning disabled students. This as well as previous re-search suggests unsatisfactory emotional adjustment of girls and boys with disability and found boys to be average in social adjustment (Sharma & Saini, 2013).

The calculated value of correlation between social adjustment scores and educational adjustment scores of learning disabled students is significant at both the levels. This indicates that the educational activities also take place in a social environment hence social adjustment and educational adjustments are interdependent.

The calculated value of correlation between emotional adjustment scores and educational adjustment scores of

learning disabled students is non-significant at both the levels. This is indicative that emotional and educational adjustment among learning disability is not interdependent due to the deficit in emotional regulation among learning disabled students.

IX. EDUCATIONAL IMPLICATIONS

Educational implications for emotional, social, and educational adjustment among learning disabled students are:

1. To educate them in regular classes with part-time special service.
2. To give them free environment for work, play.
3. To use devices and equipment those are helpful in fostering interest in learning.
4. To help them interact with their peers and other teachers.
5. A continuum of education placements, including the regular education classroom, must be available to all students with learning disabilities and must be flexible enough to meet their changing needs.
6. Specialized instructional strategies, materials, and appropriate accommodations must be provided as needed.
7. Because the educational, social, and emotional adjustment needs of students with learning disabilities change over time, systematic and ongoing review of the student's progress and needs is essential to make appropriate adjustments in current educational programs and related services.
8. Because learning depends on the quality of the programs and services provided, systematic and ongoing evaluation of programs and their effectiveness in producing desired long-term outcomes is essential.
9. Social acceptance has a significant impact upon self-esteem of students with learning disabilities. Social acceptance of these students requires the sensitivity of the entire school community.
10. To ensure effective mainstreaming of students with learning disabilities, the school must set the tone for a positive and accepting learning environment for all children.

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