

## Ecological factors related with learning Disabilities Children

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### ABSTRACT

An investigation was carried out in the state of Manipur (India) on 60 respondents from various schools of rural area of Thoubal district, preferably students with low academic performance in the class were selected for the study which were of age between the 6-8 years. McCarthy scales of children abilities, visual motor integration test (VMI) directionality sub test was used to detect the LD among the children. The mothers of LD children were also interviewed to find out the opinion of mothers and causes responsible for disability among the children through self-structured interview schedule. It was observed that the parents who were not able to provide their children with good resources, proper care, academic and play material suffered from two or more learning disabilities. Parents also had opinion that due to lack of resources, education and motivation, they could not provide their children healthy environment for learning.

**Keywords:** LD- Learning Disabilities, visual motor integration test (VMI)

Learning disabilities are neurologically based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organization, time planning, abstract reasoning, long or short-term memory and attention. It is important to realize that learning disabilities can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace.

Since difficulties with reading, writing and/or math are recognizable problems during the school years, the signs and symptoms of learning disabilities are most often diagnosed during that time. However, some individuals do not receive an evaluation until they are in post-secondary education or adults in the workforce. Other individuals with learning disabilities may never receive an evaluation and go through life, never knowing why they have difficulties with academics and why they may be having problems in their jobs or in relationships with family and friends.

Study of (Chen, C., et al , 2019) examined the perceptions of the ecology and middle school transition in relation to interpersonal competence patterns (ICPs) of approximately 3,000 sixth graders (46.2% boys) including 415 students with disabilities from 26 metropolitan

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schools. Teacher ratings of students' academic competence, externalizing and internalizing behavior, popularity, physical attractiveness/athletic ability, and friendliness are used to determine students' ICPs. Using latent profile analyses, distinct ICPs are identified, including Model (high adaptive), Average, Tough (popular-aggressive), Passive (shy, withdrawn), and Troubled (low adaptive) for boys and girls, respectively. Although students with disabilities are overrepresented in Passive and Troubled ICPs and underrepresented in the Model ICP, 804 students without disabilities (367 boys) were identified in risk ICPs (i.e., Passive, Tough, Troubled) compared with 197 students with disabilities (128 boys). Risk ICPs are differentially associated with students' perceptions of the school ecology and the transition experience of students with disabilities. Implications for Multitiered Systems of Support and the tailoring of interventions are considered. (Chen, C., et al , 2019)

(Maciver, D. et al, 2019) study showed that there are three overarching mechanisms representing psychosocial factors for children (1) identity (2) competence and (3) experience of mind and body. Environmental aspects (context) compromised five interrelated areas: (1) structures and organization, (2) peers, (3) adults, (4) space and (5) objects. Also their study provides insights on how professionals may organize efforts to improve children's participation. Consideration of these findings will help to proactively deal with suboptimal participation outcomes. (Maciver, D. et al, 2019)

The number of studies focused on the postsecondary experiences of students with disabilities has grown rapidly in recent years. This study reports the results of a qualitative content analysis of disability-focused articles appearing in 7 leading higher education and student affairs journals from January 2011 through December 2018. Findings describe authorship, methods, and major contributions of these journal articles. An ecological synthesis of major findings is presented in order to structure implications for research and practice. (Kimball, 2019)

The complex health needs of people with LDs who are diagnosed or at risk of developing diabetes are gaining wider recognition, and recent studies have begun to implement and evaluate potential solutions. Further analysis and alignment between services is required. (Maine, 2020)

Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantages.

Learning Disabilities, in education of children with special needs may have a variety of meanings and labels depending on experience, perspective, and information about the child in question, family background & socio-economic status. This enigma remains as children exhibiting learning disabilities may manifest a wide variety of social and educational problems. Children with learning disabilities are found nearly in every classroom. They do not normally acquire the basic skills of reading, writing and arithmetic from regular classroom instruction as these children have average or above-average intelligence (Chadha, 2001)

Learning disability is recognized as a diverse, heterogeneous disorder that can affect different aspect of an individual life such as academic success, motor or perceptual functioning, and social adaptation (Reddy and Jeyasala, 1999).

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Generally speaking, people with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. This is why learning disabilities are referred to as "hidden disabilities": the person looks perfectly "normal" and seems to be a very bright and intelligent person yet may be unable to demonstrate the skill level expected from someone of a similar age.

### METHODOLOGY

#### Sample

A sample of 60 students from the age group of 6-8 from different schools of rural areas of district Thoubal selected randomly.

#### Tools

The data were collected with the help of McCarthy (1970) scales of children abilities, visual motor integration test (VMI) directionality sub test; test to detect the LD among the whole sample.

The mothers of these children were also interviewed to find out the opinion of mothers toward disabilities among children and their causes through self-structured interview schedule.

### RESULTS AND DISCUSSION

The whole sample consisted of 60 respondents from various schools of rural areas of Thoubal district. Preferably students with low academic performance in the class were selected for the study on the basis of their class performance from group age between 6-8 years. The different tests were applied on these children and the individual scoring was one for assessing the learning disabilities of all the children. The areas of cognitive development were memory, perception, attention, reading abilities and visual mother integration.

*Table 1 Children with learning disabilities in the age group 6-8 years*

Areas of LD	Age	LD Children				Normal Children				G.Total
		6	7	8	Total	6	7	8	Total	
Memory		2	3	12	17	18	17	8	43	60
Perception		3	3	9	16	17	17	10	44	60
Verbal Performance		2	4	11	17	18	16	9	43	60
VMI		7	5	8	20	13	13	14	40	60
LD in above all areas		5	3	6	14	15	17	14	46	60

The data depicted in table 1 revealed that the majority of the children with poor VMI were in all age group under study followed by verbal performance and poor memory and the perception. When overall comparison was done then almost same trend was observed as highest number of children (20) with the poor Verbal Performance (17), Memory (17), poor perception (16) and 14 children were those having LD in above all areas. The results was supported by data obtained by Oberoy (2007) that in typical classroom of 30-40 children, there were 3-4 children with learning disabilities.

*Table 2 Effect of SES of parents on learning disabilities of children*

Aspects	LD	Normal	Total
Education of father			
Illiterate	9	9	18

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Aspects	LD	Normal	Total
Primary/Middle	3	11	14
High	2	26	28
Total	14	46	60
<b>Occupation of father</b>			
Labour	7	16	23
Farming	5	23	28
Service	2	7	9
Total	14	46	60
<b>Caste</b>			
Low	8	11	19
Medium	4	13	27
Hgh	2	22	24
Total	14	46	60
<b>Annual income</b>			
Below 50,000	8	11	19
Upto 1,00,000	5	14	19
More than1,00,000	1	21	22
Total	14	46	60

*SES=Socio-economic status*

*LD= Learning Disabilities*

The results from **table 2**, indicated the association between learning disabilities and ecological factors such as caste, father's education, occupation and annual income which suggests that out of 14 learning disabled children having all type of learning disabilities, the highest (8) were from low caste. The reason was that due to lack of resources and awareness. Father's education was also a crucial factor beyond the learning disabilities in children as out of 14 learning disabled children majority of children (9) were those whose fathers were illiterate. The reason for this was lack of motivation due to lack of knowledge. The illiterate parents could not provide healthy environment for learning to their children. The reason was that due to improper education they were not able to teach their children at home.

The data further reported that out of the 14 learning disabled children half of them belong to families engaged in laborer activities followed by farming. The income of family was an important determinant of learning disabilities among children as out of the 14 children the highest numbers (8) of children were from the low-income group. Factors such as cultural or language differences, inadequate or in appropriate instruction, socio-economic status or lack of motivation are also responsible for disabilities. Saini (2004) also studied that general learning of preschoolers is significantly associated with ecological factors such as mother's education, family income, facilities and reward provided by the school and literature facilities at home.

Therefore, it can be concluded that the parents who were not able to provide their children with good resources, proper academic and play material suffered two or more learning disabilities.

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**Table-3 Opinion of Mothers towards the disabilities of their Children**

Mother's Opinion	Yes	No
Satisfied with performance of Child	9	5
Father's involvement	11	3
Limited space for living	7	7
Appropriate environment or study	14	0
More interaction with grandparent	12	2
Appropriate teaching environment in school	9	5

**Table 3** depicted opinion of mothers towards the disabilities of their children. Out of 14 mothers, 9 were not satisfied with the performance of their children and their expectations were high. Although, other three were also not satisfied but they know the mental level of their children and they did not have any confusion with low performance of their children. Most of the mothers (11) who complained that their husbands did not teach the children at home. The reason was either due to hectic schedule or low educational level of parents.

There were some mothers i.e. 7 complained that they had small houses and more members in the family were not able to provide appropriate environment for study. Out of 14 mothers of learning-disabled children, 12 complained that the children spend most of time with their grandparents and that's why they were not able to study well. Out of 14 mothers, 9 blamed the teachers of children that they did not teach them properly in school.

Somehow improvements in learning abilities of slow learner children were possible through an effective teaching environment (Sangeeta, 2000) and parental acceptance of the problem of their children and providing them sound environment for their development and study.

### **SUMMARY & CONCLUSION**

Therefore, results from tables 1, 2 and 3 revealed that the parents from the poor background (environment) such as caste, father's education, occupation and annual income which suggested that out of 14 learning disabled children having all type of learning disabilities got the highest scores like 9,8, 7 and 8 were from different Socio-economic status. It was due to lack of resources, awareness, motivation and not able to teaches or guide their children in a proper way. As from the opinion of mothers towards the disabilities of their children also shows that most of the mothers were not satisfied with their children's performances. Most of mothers were blaming on their father involvements, hectic schedules of the parents, and spending most of the time with their grandparents, and least reason was the space problem. Studies were also support improvements in learning abilities of slow learner children were possible through an effective teaching environment (Sangeeta, 2000), that the parental acceptance of the problem of their children and providing them sound environment for their development. Another study support by Obery (2007) that in typical classroom of 30-40 children, there were 3-4 children with learning disabilities. These could be due to the majority of the children with poor VMI were in all age group under study followed by verbal performance and poor memory and the perception. However, overall comparison was done then almost same trend was observed as highest number of children (20) with the poor Verbal Performance (17), Memory (17), poor perception (16) and 14 children were those having LD in above all areas.

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### **Conflict of Interest**

The author declared no conflict of interest.

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