

Assessing Self Concept and School Adjustment Level of Children with Learning Disability

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ABSTRACT

The aim of the study is to study attachment and personality in person with self concept, school adjustment and learning disability and compare it with normal children. The data has been collected from Delhi and NCR. The data is collected from rehabilitation centre from Delhi and NCR for self concept, school adjustment and learning disability for normal population data is collected from different schools of the Delhi and NCR. The relationship between self concept and adjustment among children with learning disability. A total sample of 60 children studying in grade 8 to 12 in different schools were selected based on their previous academic performance of the class-tests and teacher's rating. They were further tested on Adjustment inventory for school studies of A.K.P. Sinha and R.P. Singh and Self concept questionnaire of Dr. Raj Kumar Saraswat. Children with learning disability obtained significantly low score in self-concept and adjustment when compared to normal children. The result indicates a significant relationship between self concept and adjustment. In General, the results indicated that the better adjustment people have, the more ability they will make progress in their life. . However, the differences between the groups were found to be low suggesting that suitable remedial/ intervention programmes may bring the children with difficulty on par with normal children. A child with Learning Disability appears to exhibit emotional problems due to adjustment difficulties resulting from academic failure. Sometimes kids have trouble expressing their feelings, calming themselves down, and reading nonverbal cues, which can lead to difficulty in the classroom and with their peers. Students with undetected learning disabilities might demonstrate undesirable behaviour for a variety of reasons. They might feel angry, sad, lonely, frustrated, or hopeless as a result of focusing on their difficulties. Special needs students are deprived of a suitable education when they are taught at a mismatched level with students how are significantly above their level. Children with learning disabilities may have problems with Academics, social, home and emotional aspects. These problems they may over come through attending special education classes and parental attention. There is a need for special education for children with learning disability and conduct awareness programmes regarding learning disability and their common problems.

Keywords: *Self Concept, School Adjustment Level, Learning Disability*

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Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

Self Concept: The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of one self. *Adjustment:* In psychology, adjustment refers to the behavioural process of balancing on flicking needs or needs against obstacles in the environment. Humans and animals regularly do this for example when they are stimulated by their physiological state to seek food, they eat to reduce their hunger and thus adjust to the hunger stimulus.

School Adjustment: School adjustment is the process of adapting to the role of being a student and various aspects of the school environment .Failure to adjust can lead to mental issues and school refusal or school dropout and may require school counselling.

Learning Disability: According to the national committee on learning disabilities (NJCLD 1987) Learning disability 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, and reasoning or mathematician abilities.

REVIEW OF LITERATURE

Firstly, Chapman (1988) reviewed studies published between 1947 and 1986. He concluded that most studies from the time period inspected indicated that children with LD were more likely to have negative self-perceptions.

A study was conducted in Nepal in 1991 to assess the factors affecting learning disabilities in mathematics. 58 learning disabled boys and 46 learning disabled girls from 29 rural and 15 urban schools participated in the study. The analysis of these 104 learning disabled students' bio data revealed that the factors related to the children with learning disability in mathematics were 'poor instruction', 'parent's adverse behaviour to them', and 'teacher's negligence in the class'.

A more recent meta-analytic review carried out by Zeleke (2004) inspecting the self-concept of LD pupils in comparison with NA pupils took a more rigorous approach. However some research has indicated that poor readers have more negative reading self-concepts than good readers (van Kraayenoord & Schneider, 1999; Roeschl-Heils, Schneider & Kraayenoord, 2003). Two key components in academic self-concept are verbal and mathematical self-concept (Marsh, Byrne, & Shavelson, 1988). If students have difficulty in either of these two facets, their academic self-concept will diminish. These two realms of academic self-concept are also very important for students with LD.

RESULTS AND DISCUSSION

Table 1: Score of Adjustment Questionnaire of Normal Students and Learning Disability Students

S.NO	Adj N	Adj LD
1.	13	34
2.	24	29
3.	22	39
4.	25	30
5.	10	32
6.	23	31
7.	15	37
8.	14	31
9.	19	27
10.	28	28
11.	27	35
12.	29	42
13.	28	34
14.	28	21
15.	30	29
16.	28	33
17.	9	28
18.	16	33
19.	30	38
20.	13	32
21.	9	30
22.	22	37
23.	26	32
24.	11	34
25.	10	36
26.	12	37
27.	7	26
28.	8	23
29.	14	14
30.	15	30

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

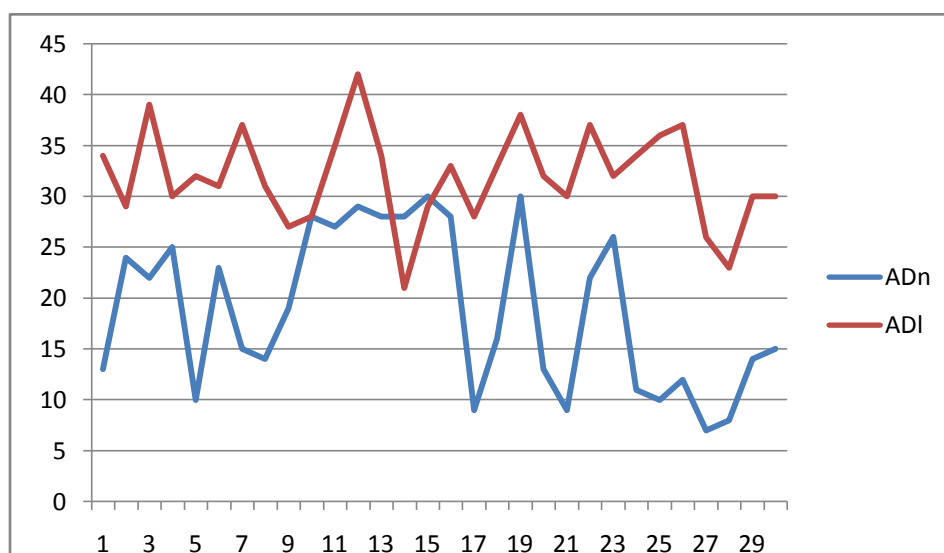


Figure 1. ADn and ADI

Adj N – Adjustment scores of normal students

Adj LD – Adjustment scores of learning disability

$r = 0.17553$

Table :2 Scoring Of Self Concept Questionnaire Normal Students With Learning Disability Students :

S.NO	SC.N	SC.LD
1.	192	189
2.	174	147
3.	189	176
4.	155	175
5.	183	185
6.	166	184
7.	190	194
8.	178	176
9.	173	181
10.	181	178
11.	212	138
12.	164	142
13.	126	155
14.	120	160
15.	153	199
16.	176	136
17.	171	159
18.	136	161
19.	136	169

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

S.NO	SC.N	SC.LD
20.	128	153
21.	142	181
22.	120	171
23.	166	155
24.	178	157
25.	179	151
26.	205	135
27.	212	184
28.	213	140
29.	210	156
30.	222	135

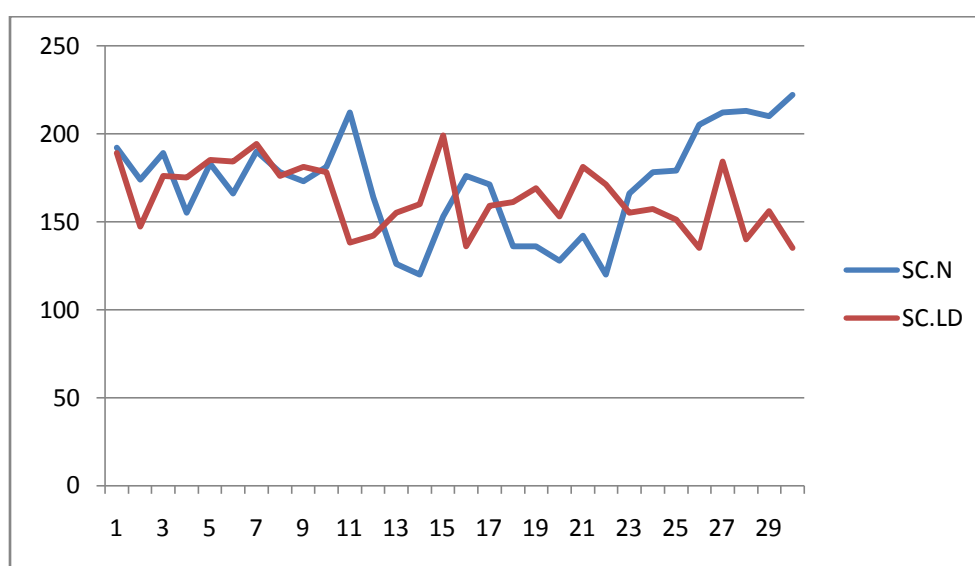


Figure 2: SC.N and SC.LD

SC.N Self concept scores of normal students

SC.LD: Self concept scores of learning disability

$r = -0.19268$

Table: 3 Correlation Calculation Self Concept Student And Adjustment Of Normal Students

S.NO	SCn	Adj n
1.	192	13
2.	174	24
3.	189	22
4.	155	25
5.	183	10
6.	166	23
7.	190	15
8.	178	14

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

S.NO	SCn	Adj n
9.	173	19
10.	181	28
11.	212	27
12.	164	29
13.	126	28
14.	120	28
15.	153	30
16.	176	28
17.	171	9
18.	136	16
19.	136	30
20.	128	13
21.	142	9
22.	120	22
23.	166	26
24.	178	11
25.	179	10
26.	205	12
27.	212	7
28.	213	8
29.	210	14
30.	222	15

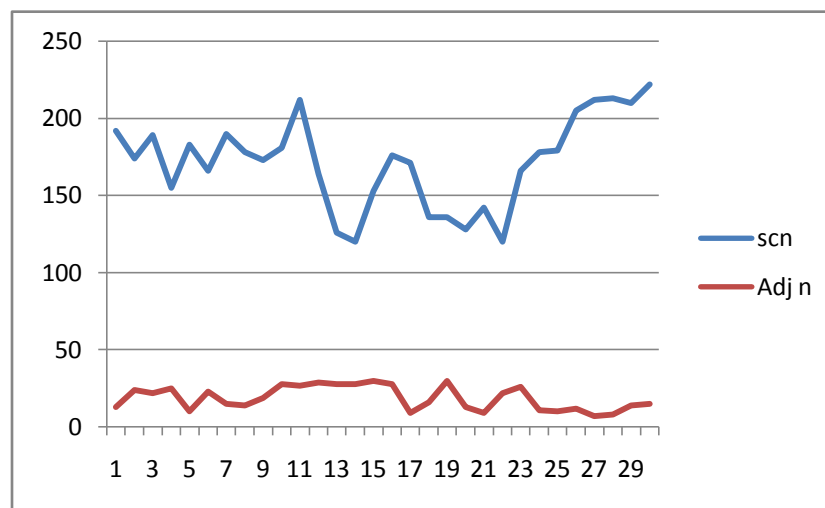


Figure 3: scn and Adj

scn: self concept score of normal students

Adj n: adjustment score of normal students

$r = -0.404629$

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

Table: 4 Correlation Between Self Concept And Adjustment Of Students

S.NO	SC LD	Adj LD
1.	189	34
2.	147	29
3.	176	39
4.	175	30
5.	185	32
6.	184	31
7.	194	37
8.	176	31
9.	181	27
10..	178	28
11.	138	35
12.	142	42
13.	155	34
14.	160	21
15.	199	29
16.	136	33
17.	159	28
18.	161	33
19.	169	38
20.	153	32
21.	181	30
22.	171	37
23.	155	32
24.	157	34
25.	151	36
26.	135	37
27.	184	26
28.	140	23
29.	156	14
30.	135	30

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

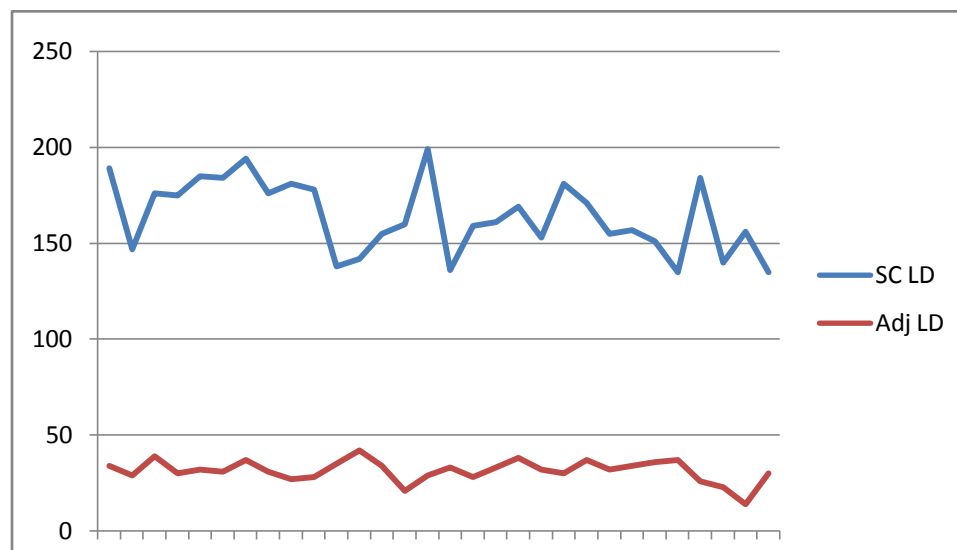


Figure 4: SC LD and Adj LD

SC LD: Self concept score of learning disability students.

Adj LD: Adjustment score of learning disability students.

$r = -0.04130$

DISCUSSION

This study examined self concept and school adjustment children with L.D and normal. The present study found no significant differences in self concept and adjustment between the children with LD and non LD. As both groups exceeded the normative range in self concept and adjustment, it can be inferred that the children with LD did not generally have a lower self concept and adjustment than children without LD in general. This finding contradicts studies that reported children with LD to have a lower concept and adjustment than non-LD children (Ayres & Cooley, 1990; Clever et al., 1992; Hiebert et al., 1982; Kistner & Osborne, 1977; La Greca & Stone, 1990; Rogers & Sakolske, 1985). Rather, the present results support other studies reporting that the general self concept of children with LD is not significantly lower than the normal (Bear et al., 1991; Bear et al., 1993; Clever et al., 1992; Coleman 1983a; Grolnick & Ryan, 1990; Kistner et al., 1987; Sabornie, 1994).

CONCLUSION

It may be concluded from the study that children with learning disability had low level of self-concept and adjustment compared to normal children. Though significant differences were observed by the self concept Questionnaire of Dr. Raj Kumar Saraswat and Adjustment inventory for school students by A. K. P. Sinha and R.P. Singh questionnaire. The differences were not huge in terms of percentage of scores. This suggests that appropriate intervention/remedial programmes may help those children with learning disabilities to

Assessing Self Concept and School Adjustment Level Of Children with Learning Disability

overcome their problems. Essential support from parents and teachers may play crucial role in this regard.

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Conflict of Interests: The author declared no conflict of interests.

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