

A STUDY BETWEEN PSYCHO-SOCIAL CORRELATES OF LEARNING DISABLED AND NON-LEARNING DISABLED STUDENTS

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ABSTRACT

Childhood is regarded as a very special time in everyone's life, but not every child has the same experience. A child who is intelligent elsewhere but who does not fulfil the expectations of the parents and teachers in academic work would obviously be a source of curiosity. Teachers were initially unable to understand why some students were unable to handle basic classroom tasks, while others could easily understand those tasks. For this reason the teachers insisted that this was just a sign of his "inattention or faintness," his "lack of seriousness" to schoolwork, and his "lack of willingness" to succeed. As a result, the child felt frustrated and upset. It will affect their psycho-social behavior also.

The study was carried out on sixty (60) students of Class V and VI from one school of north 24 parganas district of West Bengal, India. The study examined the psycho-social correlates of learning disabled and non-learning disabled students in North 24Parganas Districts of West Bengal, India.

Key-words: – *Psycho-social correlation, anxiety, social dissatisfaction, Learning disabilities.*

1. INTRODUCTION:

The first few years of the child's life play an important role in his personality's whole round growth. During this formative period, child's physical, social and intellectual capacities need to be discovered, nurtured and developed so as to enable him to lead a useful and productive life.

Childhood is regarded as a very special time in everyone's life, but not every child has the same experience. A child who is intelligent elsewhere but who does not fulfil the expectations of the parents and teachers in academic work would obviously be a source of curiosity. Teachers were initially unable to understand why some students were unable to handle basic classroom tasks, while others could easily understand those tasks. For this reason the teachers insisted that this was just a sign of his "inattention or faintness," his "lack of seriousness" to schoolwork, and his

"lack of willingness" to succeed. As a result, the child felt frustrated and upset. Those students are called Learning Disabled.

The term "learning disability" was used to describe children with above-average intellect who struggle in one or more academic subjects. Learning disabilities affect people of all ages and socioeconomic groups. It is not a form of mental impairment, as many people believe, because IQ levels might be very high. Many often, children with minor learning difficulties are branded as learning handicapped due to a lack of a clear definition of the word. The issue reveals as in a disparity between their academic accomplishment and their ability. A learning disability is a condition in which a person's ability to process information is impaired.

In this paper, the researcher tries to examine the psycho-social correlates of learning disabled and non-learning disabled students in North 24 Parganas Districts of West Bengal, India.

II. OBJECTIVES:

- i) To study anxiety in children with learning disabilities and non-learning disabled children.
- ii) To study loneliness in children with learning disabilities and non-learning disabled children.
- iii) To study social dissatisfaction of learning disabled and non-learning disabled students.

III. HYPOTHESIS:

Following hypotheses were formed based on theoretical considerations and research studies reviewed.

H₀1: Children with learning disabilities will experience more anxiety than children who are not learning disabled.

H₀2: Children with learning disabilities will experience more loneliness than children who are not learning disabled.

H₀3: Children with learning disabilities will more social dissatisfaction than non-learning disabled students.

IV. METHODOLOGY:

4.1 Population: Learning disabled and non-learning disabled students of West Bengal Board of Secondary Education who are studying in class V and VI were considered as population for this study.

4.2 Sample: Total number of students in the study was sixty (60). 30 learning disabled and 30 learning able students selected randomly from one semi-urban secondary schools of North 24 parganas district of West Bengal were chosen as sample.

4.2.1 Sample selected for the study: Sample consists of 150 students selected from one school of north 24 parganas district, West Bengal. From the selected 150 students, the investigator identified 60 (30 learning disabled and 30 non-learning disabled students) students.

4.2.1.1 Criteria and Tools/Techniques used for identifying Learning Disabled students:

- i) Achievement Test of learning disability developed by the investigator was administered. Students scoring above 40% were eliminated. Others were selected (last 30 students).
- ii) Children deviation I.Q. limit below 90(Dull Average) were selected.
- iii) Children who are absent frequently in school were eliminated.
- iv) Children having sensorial handicaps were selected.

4.2.1.2 Criteria and Tools/Techniques used for identifying Normal Students:

In the Achievement Test the students who came in 1st, 4rd, 7th, 10thwere selected. This was continued till the investigator got 30 normal students.

4.3 Method: Descriptive approach is used of this study.

4.4 Variables: i) Achievement test, ii) Test of Intelligence (MGTI-M), iii) Children's Loneliness and Social Dissatisfaction Scale, iv) Screen for Child Anxiety Related Disorders (SCARED).

4.5 Tools: i) **Mixed Type Group Test of Intelligence (MGTI-M):** This test consists of two tests, i.e., verbal and non-verbal. This test developed by Dr. P. N. Mehrotra. These tests contain five sub-tests each. Under each test there are fifty items organized in an omnibus selective form.

ii) **Achievement test:** This test prepared by the Investigators. This includes 50 objective types question.

iii) **Children's Loneliness and Social Dissatisfaction Scale (Cassidy and Asher., 1992) –**

Loneliness and social dissatisfaction is a self-report questionnaire that is used on children to their feelings of loneliness and dissatisfaction with peer relationships. This scale was used in the study keeping the characteristics of the learning disabled children in mind. This scale is made up of 24 items, 16 of these items are used to assess loneliness and social dissatisfaction (e.g. Are you lonely at school?). The 8 items that remain are fillers that include question that focus on the child's interests like their hobbies and other fun activities. These filler items are designed to make the children feel relaxed during the interview. The children are required to respond to each statement by saying either "yes", "no" or "sometimes" whichever of these responses they think is true for the given statement. A total score is then calculated by adding up all items which assess loneliness and social dissatisfaction and leaving out the responses of the filler items. The higher the score, greater is the indication of the experience of loneliness and social dissatisfaction.

Reliability - A satisfactory internal consistency reliability (= .79) Cornbach's alpha) was reported by the authors (Cassidy & Asher, 1992).

Validity- it was also reported by the authors that the self reports by children on this form were significantly correlated with the peer status derived from socio-metric measures and also on teachers report on child's social behaviour (Cassidy & Asher, 1992). This scale has been successfully used on the Indian population by Devi *et al.* (2012)

iv) **Screen for Child Anxiety Related Disorders (SCARED) (Birmaher *et al.*, 1997) –**

The screen for child anxiety and related disorders is used to obtain anxiety scores for children. It's a self report questionnaire. SCARED contains 41 items that can be grouped into 5 sub-scales. Four of these subscales measure anxiety disorder symptoms as conceptualized in the DSM-IV-TR: Panic disorders, general anxiety disorder, separation anxiety disorder and social anxiety. The fifth subscale, which 76 measures school anxiety, represents a common anxiety problem in childhood

and adolescence (Birmaher *et al.*, 1997). The subject is asked to read each phrase carefully and decide if it is “Not true or hardly ever true” or “somewhat true or sometimes true” or “very true often true” out of the response that describes the subject best in the last three months. The authors of the scale reported that for the total score and each of the five subscales both the child and the parent SCARED demonstrated good internal consistency ($\alpha = .74$ to $.93$), test retest reliability (intraclass correlations co-efficient = $.70$ to $.90$). The SCARED shows promise as a screening instrument for anxiety disorders (Birmaher *et al.*, 1997). This scale is used by many researchers (Wren, 2007). This tool has been used on Indian children by Mohapatra *et al.*, 2014; Joshi *et al.*, 2013)

4.6 Techniques:

Statistical Analysis (Mean, SD, Std. Error, ‘t’ value and graphical re-presentations are used.

4.7 Result and Interpretation of data:

In terms of mean, standard deviation and t-test process, the collected data was evaluated via the above-mentioned inventories.

Table – 1

Score of Children’s Loneliness and Social Dissatisfaction Scale of All Students							
Learning disabled				Non-Learning disable			
Sl. No.	Score	Sl. No.	Score	Sl. No.	Score	Sl. No.	Score
01	66	16	73	01	27	16	35
02	62	17	72	02	22	17	38
03	56	18	66	03	24	18	30
04	59	19	67	04	26	19	37
05	54	20	70	05	30	20	41
06	60	21	59	06	28	21	44
07	61	22	68	07	29	22	35
08	58	23	63	08	23	23	37

09	57	24	71	09	21	24	33
10	67	25	78	10	18	25	30
11	69	26	65	11	25	26	33
12	56	27	66	12	26	27	44
13	55	28	70	13	20	28	41
14	54	29	69	14	19	29	48
15	63	30	77	15	17	30	32

Table – 2

Showing the result of mean score, standard deviation, Std. Error, t-value and level of significance of Children's Loneliness and Social Dissatisfaction Scale of all Students of learning disabled (30) and non-learning disabled (30) students (total sample=60) in semi-urban area of North 24parganas district of West Bengal.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Learning disabled	30	64.36	6.69	1.95	17.4	Significant

Non-Learning disable	30	30.43	8.35			
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df =58

Table value = 2.00 at 0.05 level

Interpretation –

Table - 2 shows that the mean scores on children's loneliness and social dissatisfaction of learning disabled and non-learning disabled students were 64.36 and 30.43 with standard deviation of 6.69 and 8.35 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 17.4 was greater than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that children with learning disabilities will experience more Loneliness and Social Dissatisfaction than children who are not learning disabled is accepted.

Table – 3

Total Score of Screen for Anxiety Related Disorders of All Students (Anxiety Disorder)							
Learning disabled				Non-Learning disable			
Sl. No.	Score	Sl. No.	Score	Sl. No.	Score	Sl. No.	Score
01	26	16	34	01	16	16	22
02	28	17	31	02	19	17	20
03	24	18	29	03	18	18	17
04	29	19	27	04	15	19	19
05	25	20	32	05	17	20	21
06	25	21	27	06	12	21	21
07	27	22	28	07	14	22	16
08	23	23	32	08	16	23	22
09	31	24	31	09	15	24	23

10	33	25	29		10	20	25	20
11	28	26	26		11	22	26	24
12	26	27	26		12	24	27	25
13	30	28	35		13	21	28	26
14	24	29	37		14	18	29	23
15	33	30	36		15	19	30	27

A total score of >25 may indicate the presence of an Anxiety Disorder. Scores higher than 40 are more specific.

Table – 4

Screen for Anxiety Related Disorders for Learning disabled (N=30) and Non-Learning disable (N=30) students.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Learning disabled	30	29.06	3.74	0.96	9.72	Significant
Non-Learning disable	30	19.73	3.71			

df =58

Table value = 2.00 at 0.05 level

Interpretation –

Table - 4 shows that the mean scores on creativity of learning disabled and learning able students were 29.06 and 19.73 with standard deviation of 3.74 and 3.71 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 9.72 was higher than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that Children with learning disabilities will experience more anxiety than children who are not learning disabled is accepted.

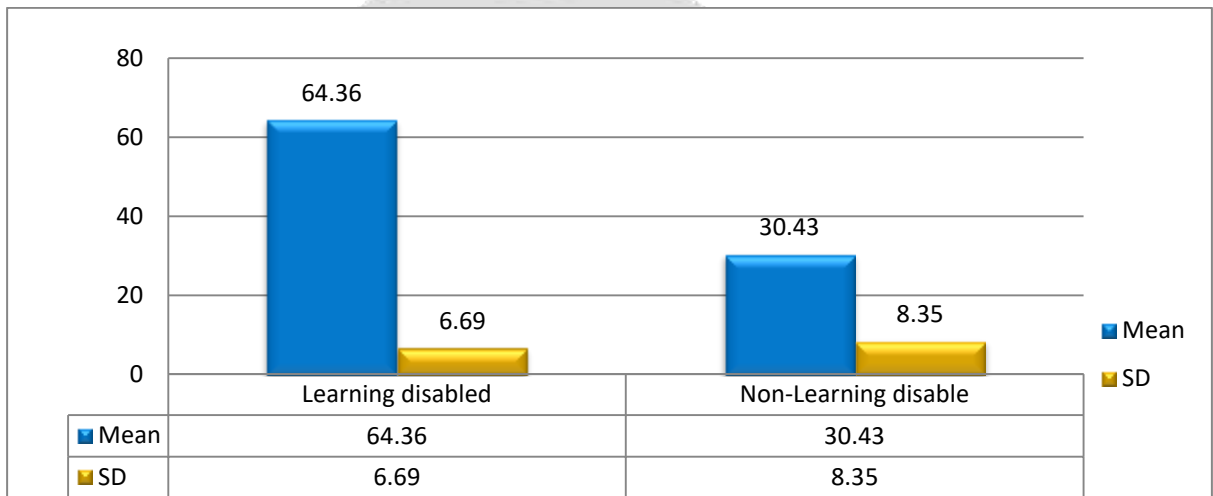


Fig. 1

Mean differences in Children’s Loneliness and Social Dissatisfaction Scale of all Students of learning disable (30) and non-learning disable (30) students (total sample=60) in semi-urban area of North 24parganas district of West Bengal.

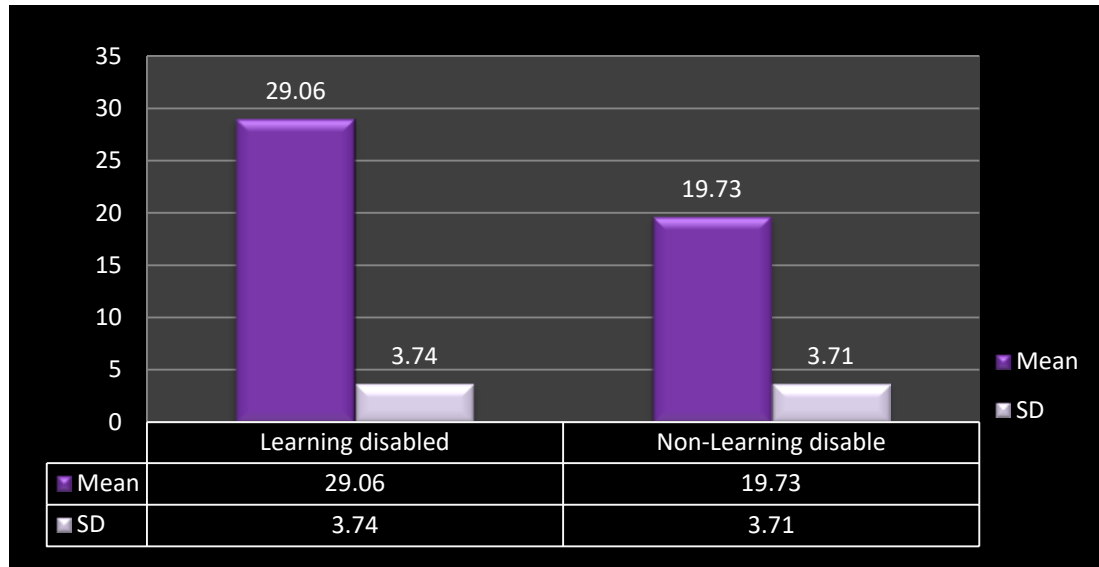


Fig. 2

Mean differences of Anxiety Related Disorders for Learning disabled (N=30) and Non-Learning disabled (N=30) students in semi-urban area of North 24parganas district of West Bengal.

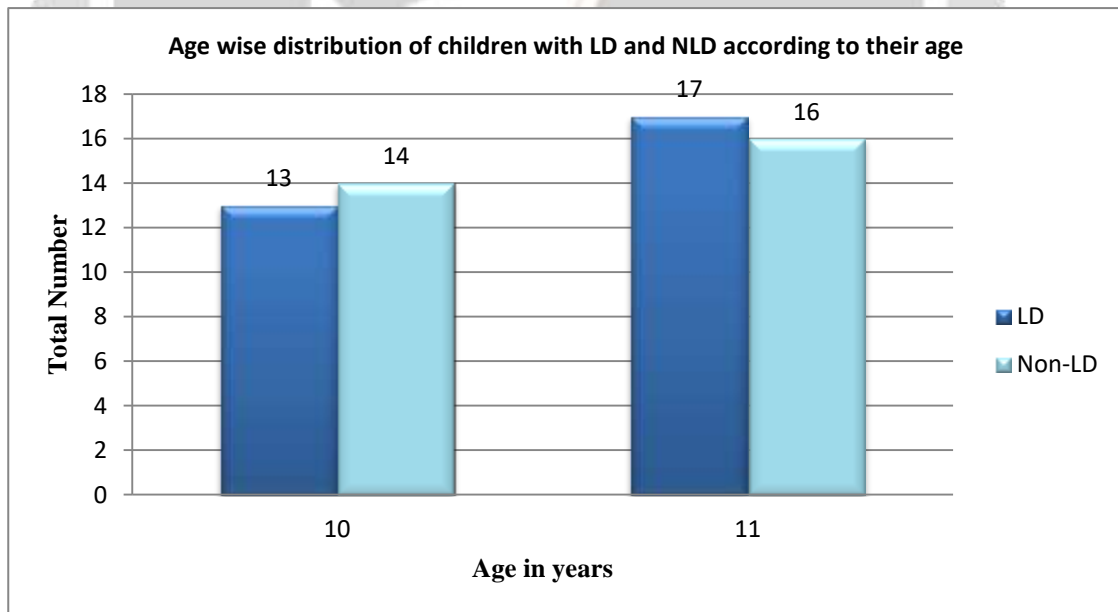


Fig. 3

Showing the age wise distribution of children with LD and NLD according to their age.

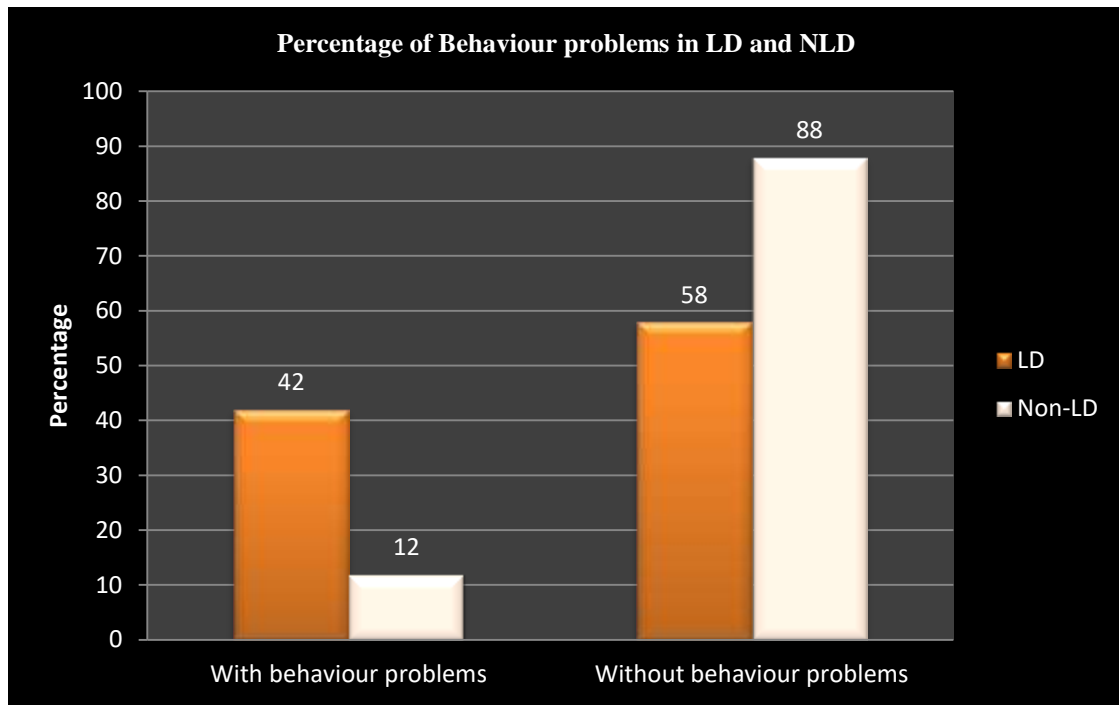


Fig. 4

Percentage of Behaviour problems in Learning Disabled and Non Learning Disabled students

V. FINDINGS OF THE STUDY:

From the Interpretation of the data which are represented by different Tables and Figures, it is concluded that –

- i) Children with learning disabilities will experience more anxiety than children who are not learning disabled.
- ii) Children with learning disabilities will experience more loneliness than children who are not learning disabled.
- iii) Children with learning disabilities will more social dissatisfaction than non-learning disabled children.

VI. CONCLUSION :

Education is regarded as a fundamental right of every child. But a large number of children have problems in reading, handwriting, spelling, mathematics, listening, expressive language, and social skills. Among them children with learning disabilities find difficulties in acquiring basic academic skills from school educational system. Teachers were initially unable to understand why some students were unable to handle basic classroom tasks, while others could easily understand those tasks. For this reason the teachers

insisted that this was just a sign of his "inattention or faintness," his "lack of seriousness" to schoolwork, and his "lack of willingness" to succeed. These children are endowed but ignored by the personnel involved in the educational system. Unfortunately, enough awareness has not been generated among the teachers and parents and the absence of adequate educational programme has long deprived the nation of latent potential in these children. For these reason these children experience more anxiety, more loneliness and more dissatisfaction than other children.

The study of learning disabled children is important for both social and academic reasons. This current study points at the various psychosocial variables that describe learning disabled children. The findings of this study highlight the potential relationship between the psychosocial and behavioural profiles of learning disabled children. As a result, the current study urges educators and families of learning disabled children to implement comprehensive special education and counseling programmes that address not only the academic aspects of the child's disability, but also the psychological and social consequences. If treated with sensitivity and care, a learning disabled child with average intelligence and low academic achievement can have a bright future ahead of him or her.

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