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Self Concept and School Adjustment of Children with Learning Disability

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Abstract: *The aim of the study is to study attachment and personality in person with the self concept, school adjustment, and learning disability and compare it with normal children. The data has been collected from Delhi and NCR. 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 a 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 programs may bring the children with difficulty on par with normal children.*

Keywords: *Learning Disability (L.D), Non-Learning Disability (N.L.D).*

INTRODUCTION

SELF-CONCEPT

Self-concept is a dominant element in personality pattern; therefore, the measurement of self-concept becomes essential. A variety of methods and techniques have been developed to measure self-concept. The problem of measuring the self-concept to a large extent still remains unsolved. The difficulty in conducting research in such an area is that the concept of self is not very well defined and is in a state of flux. There are several terms that are virtually synonymous with self-concept among them are "Self-image", the "Ego" "Self-understanding", "Self-perception" and "Phenomenal self".

SCHOOL ADJUSTMENT

School adjustment has been constructed historically in terms of children's academic progress or achievement (Birch & Ladd, 1996) this outcome is important, but being very limited it narrows the search for precursors and events in children's environments that may affect adjustment. On a broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation (e.g. engagement, avoidance, absences) (Birch&Ladd,1996; Roser,1998; Roeser et al.,1998).

LEARNING DISABILITY

Learning disabilities are a group of disorders that adversely affects the brain's ability to receive, process, store, respond, and to communicate information. It should be noted that learning disabilities are different from the intellectual disabilities, sensory impairments, and autistic disorder. The children with learning disabilities have average or above average or above average intelligence but they face problems in acquiring age appropriate skills and face difficulties I carrying out tasks at schools and at home.

REVIEW OF LITERATURE

According to Waheeda, Tabassam and Jessica Grainger a considerable comorbidity, ranging from 40% to 80%, has been reported in the literature between learning disability and attention deficit hyperactivity disorder (ADHD). This study examined how students with LD and students with comorbid ADHD (LD/ADHD) differ from typically achieving peers in self-concept, self-efficacy beliefs

and attribution style. Both students with LD and students with LD/ADHD reported significantly lower scores on academic self-concept, academic attribution style and academic attribution style and academic self-efficacy beliefs than typically achieving peers. No significant differences were found between students with LD and with LD/ADHD on these variables. However, the LD/ADHD group reported significantly lower scores on peer relation self-concept than the other two groups. Results availed that the academic self-perceptions of students with learning disabilities were not significantly influenced by their comorbidity with ADHD. The correlational analysis demonstrated a close relationship between self-concept, self-efficacy beliefs and attribution style. The need for further research and implications for self-concept enhancement of students with LD and with LD/ADHD are discussed.

According to Fuentes MC, Garcia JF, and Garcia E, Lila M. This study analyses the relationship between a multidimensional measure of self-concept from 5 questionnaires (AF5), and a broad set of adolescent's psychological adjustment indicators. From the responses of 1,281 participants (53.7% females) aged 12 to 17 years (M=14.98 years, SD=1.74 years), results indicated that higher self-concept scores correspondence t better psychological adjustment, good personal skills, and fewer behavioral problems. Although a positive relationship between a positive relationship between social self-concept and drug use was found, this significant relationship disappeared once adolescents and sex were controlled for. These results support the idea that the self-concept is a basic theoretical construct closely related to the psychosocial adjustment in adolescence. Also, this study helps explain some contradictory results reported in the literature (i.e., a positive relationship between social self-concept and drug use), by showing how the statistical control of a third variable effect (i.e., age) avoids reaching conclusions based on spurious relationships.

According to Connolly, Jennifer. An examination of social self-efficacy in 163 high school students (aged 13-19 yrs) and 79 emotionally disturbed adolescents (aged 12-18 yrs) is reported. The adolescent social self –efficacy scale, a 25-item scale which elicits self –ratings of behavioural effectiveness in problematic peer contexts, was developed. Scale homogeneity and test –retest reliability were evident in the samples tested. The validity of the social self-efficacy construct was demonstrated by correlations with indices of social self-concept and ratings of social adjustment. Clinical utility of the scale was also evident. Emotionally disturbed adolescents Ss rated themselves more poorly than did their well-functioning peers. Findings support the conceptualisation of social self-efficacy as a component of social competence and as a contributor to mental health. (French abstract) (Psych INFO Database Record (c) 2012 APA, all rights reserved)

RATIONAL FOR THE STUDY

Since children in learning disability have severe academic concerns and perform poorly in academics, therefore, they are likely to face a lot of rejections negative comments from peers, teachers, and parents. Repeated exposure to failure and negative comments is likely to adversely affect a child's self-concept. Since peers play an important role in the early developmental phases of a child. Therefore when there is rejection from by their peers, their children are likely to have significant school adjustment difficulties. These difficulties may affect their overall development and may manifest various social and psychological problems.

RESULTS AND 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).

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