



A study of adjustment among learning disabled children in relation to their gender

Jyoti Rathi¹, Dr. Meenakshi Joshi²

¹ Research Scholar, Manipal University, Jaipur, Rajasthan, India

² Assistant Professor Manipal University, Jaipur, Rajasthan, India

Abstract

The present study attempts to compare the adjustment level (Home, School, and Peer adjustment) of learning disabled children in relation to their gender. The study was carried out on 50 students (25 L.D. boys and 25 L.D. girls). The age of the selected subjects ranged from 8 to 12 years. The data was analyzed with the help of suitable statistical techniques like mean, standard deviation and t-test. On the basis of the responses, the gender difference was seen. Result shows a significant difference among the home, school, peer and overall adjustment of male and female learning disabled children.

Keywords: adjustment, learning disabled, gender

Introduction

Adjustment is the interaction between a person and his environment. In other words both personal and environmental factors work side by side in adjustment. A person's own adjustment to others and vice versa, both play an important role in his being well-adjusted. During this process the individual and his environment interact with each other and strike a balance. When such a balance happens then we can say that the individual is well-adjusted. If not, we say that the individual is maladjusted. The process of adjustment involves various events and methods that help a student or child to become well-adapted to new situations. It is for the teacher to help the student to face reality and accept himself as he is; especially in the case of learning disabled students who may be facing adjustment crises.

Although many studies have demonstrated that children with learning disabilities (LD) are at greater risk for adjustment difficulties, still little is known about what role the child's proximate environment plays in the relationship between LD and adjustment (Gurian, 2010)^[3]. According to Data for 1998-2013: Original analyses by Child Trends of the National Health Interview Survey, "Boys are more likely than girls to be identified as having a learning disability". In 2013, nine percent of boys and six percent of girls, ages three to 17, had a learning disability (Sorensen, *et al.*, 2003)^[13]. Learning disability, a hidden and unexpected handicap in a child with normal intelligence, presents a great parental stress (Dyson, 1996)^[2]. Study of Vogel (1990)^[15], indicate that females with LD are lower in IQ than males with LD. Whereas study of Mahmondi (2010)^[6], Shaywitz *et. al.*, (1990) showed no significant differences in the prevalence of with and without reading disability in boys compared to girls. Study of Kaur (2016)^[4], Makwana and Kaji (2014)^[7] found that there was no significant difference in Home, School and Emotional adjustment of boys and girls, but significant difference in Social adjustment of students.

Studies also showed that girls with non-working mother had overall better and higher adjustment level (Roy *et al.*, 2011; Banka, 1999; Nelson, 1971; Ravi, 1999; Sharma & Dharmawat, 2009; Vandana, 2013)^[8, 7, 12, 14]. But study of

Lama (2010)^[5], Singh (2006)^[11] reported that female students experience adjustment problems more than males.

On the basis of above mentioned reviews it can be seen that there is scarcity of researches related to Adjustment level on learning disabled children in relation to their gender, henceforth, the above mentioned study investigate the comparison between gender (male and female) of adjustment of school going children.

Methodology

Sample: This study comprised 50 Learning disabled children (25 boys; 25 girls) between 8 to 12 years of age.

Statement of the Problem: "To compare Adjustment between girls and boys of learning disabled children."

Objective of the Study

- To measure the home adjustment among learning disabled girls and boys.
- To measure the school adjustment between learning disabled girls and boys.
- To measure the peer adjustment among learning disabled girls and boys.
- To measure the total adjustment level of learning disabled in relation to their gender

Tools

- Child Adjustment Scale (Dubey, 1997)

Result and Analysis

Table 1: Mean, standard deviation and t value of males and females on all variable

Variables	N	Boys		Girls		t
		Mean	S.D.	Mean	S.D.	
Home Adjustment	25	8.84	2.89	10.12	3.50	1.164
School Adjustment	25	8.84	2.20	9.92	3.32	1.790
Peer Adjustment	25	8.28	2.97	9.56	3.35	1.457
Total adjustment	25	25.60	6.23	27.64	9.92	.781

Significant at 0.05 levels

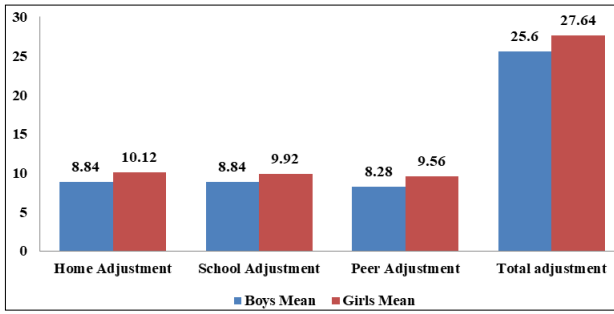


Fig 1: Mean of Male and Female scores on all Variables

Discussion

This study was conducted to measure the adjustment level of learning disabled children. For this purpose a sample of 50 learning disabled children (25 boys, 25 girls) was taken and their responses were recorded. On the basis of children’s responses, table and graph were made and results are discussed. Table 1 shows the mean, sd and t-value and Graph 1, shows the mean difference of home adjustment, school adjustment, peer adjustment and total adjustment on the basis of gender. On the basis table 1 and graph, it can be seen that on home adjustment the mean difference on the basis of gender comes out to be 1.28 and the t-value is 0.261, this clearly shows the significant difference. Similarly, on school adjustment also there is significant difference on the basis of gender which is of 1.08. On peer adjustment, there is a significant difference among boys and girls at 0.05 level. Similarly, at total adjustment level, a highly significant difference among both the genders can be seen. This clearly shows that girls show better adjustment at home, school and among their peers as compare to boys.

Conclusion

To conclude, it can be said that there is significant difference among home, school and peer adjustment on the basis of gender and on total adjustment there was also a significant difference, where girls showed better adjustment as compare to boys.

References

1. Banka R. Effect of maternal employment on children's home and emotional adjustment, 2007. Retrieved from <http://www.grin.com/en/e-book/142630/effect-ofmaternal-employment.on> 22/3/10.
2. Dyson L. The experiences of families of children with learning disabilities: Parental stress, family functioning, and sibling self-concept. *Journal of Learning Disabilities*. 1996; 29:281-288.
3. Gurian M. Boys and girls learn differently! A guide for teachers and parents: Revised 10th anniversary edition. John Wiley & Sons, 2010.
4. Kaur P. A study of adjustment among secondary school Students in relation spiritual intelligence. *International Educational E-Journal*, 2016, 103-108.
5. Lama M. Adjustment of college freshman: The importance of gender and place of residence. *International Journal of Psychological Studies*. 2010; 2(1):142-150.
6. Mahmondi A. Influence gender on adjustment among adolescent. *Journal of Social Science Research*. 2010; 2:53- 64.
7. Makwana MD, Kaji SM. Adjustment of Secondary School Students in Relation to their Gender. *The*

8. *International Journal of Indian Psychology*. 2014; 2(1):5-12.
8. Nelson DD. Impact of working and non working mothers on personality adjustment among children. *The Journal of Educational Research*. 1971; 64(7):328-330.
9. Ravi S. Differential personality patterns of the daughters of working and non working mothers. *Journal of Community Guidance and Research*. 1999; 16(1):1-8.
10. Roy B, Ekka A, Ara A. Adjustment among university students. *Journal for Social Development, ISDR. Ranchi*, 2010, 2(2).
11. Singh H. Effect of socio- emotional climate of the school on the adjustment of students. *Psycho Lingua*. 2006; 36(2):133-143.
12. Sharma R, Dharmawat M. Behavioral adjustment of pre adolescent children of working and non-working mothers. *Indian Journal Social Science Researches*. 2009; 6(1):118-121.
13. Sorensen LG, Forbes PW, Bernstein JH, Weiler MD, Mitchell WM, Waber, DP. Psychosocial adjustment over two-year period in children referred for learning problems: Risk, resilience and adaptation. *Learning Disabilities Research & Practice*. 2003; 18:10-24.
14. Vandana C. A study on adjustment of higher secondary school students of Durg district. *OSR Journal of Research & Method in Education*. 2013; 1(1):50-52.
15. Vogel SA. Gender differences in intelligence, language, visual-motor abilities, and academic achievement in students with learning disabilities: A review of the literature. *Journal of Learning Disabilities*. 1990; 23(1):44-52.