

# A Study of Adjustment among Learning Disabled Children In Relation to Their Gender

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## 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.

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## 1. 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). 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). Learning disability, a hidden and unexpected handicap in a child with normal intelligence, presents a great parental stress (Dyson, 1996). Study of Vogel (1990), indicate that females with LD are lower in IQ than males with LD. Whereas study of Mahmondi (2010), 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), Makwana and Kaji (2014) 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). But study of Lama (2010), Singh (2006) 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.

## 2. 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."

## 3. 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

## 4. Tools

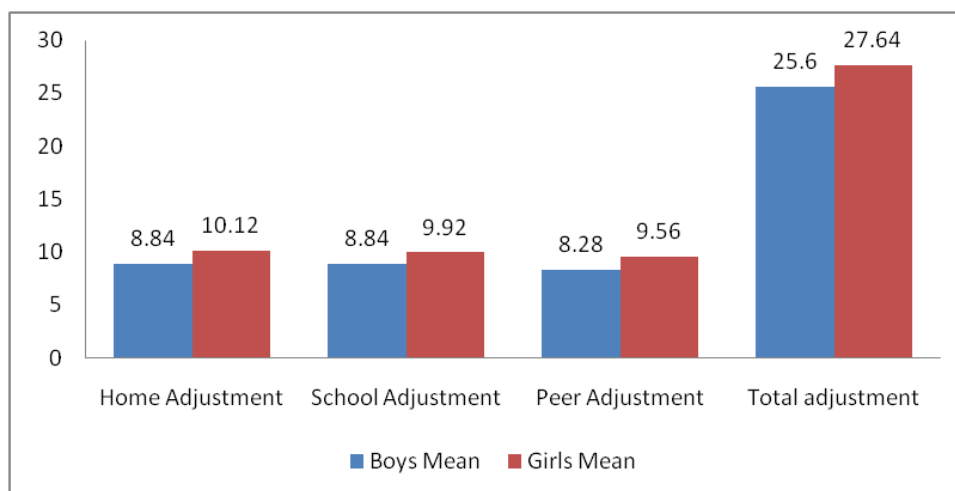
- Child Adjustment Scale (Dubey, 1997)

## 5. 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

## 6. 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.

## 7. 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.

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