

A Study of Social Relationship I.E. Parental Relationship among Learning Disabled Senior Secondary School Students in Relation to Gender , Age, Parental Income and Self-Esteem**Dr. Neeru Rathee¹ and Mr. Chiranjit Sarkar²****Assistant Professor¹ AND M.com, B.Ed, MA in Education , M.Phil, Ph.D. Research Scholar², Dept. of Education , Maharshi Dayanand University.****neerurathee@yahoo.com¹ANDmailme.chiranjitsarkar@gmail.com²****ABSTRACT**

Learning disability refers to a kind of disorder which are related with intrinsic factors like dysfunction of central nervous system, brain injury, neurological damage etc. According to UNESCO Report 75 % of children cannot attend schools due to their learning disabilities in India. Another significant report given by UNESCO is that three- fourth of the children with learning disabilities at the age group of 5 years as well as one -fourth of the children between the age group of 5 to 19 years not eligible to go any educational institution. Self-esteem is an objective evaluation rather than subjective of an individual of his or her own value. Self-esteem relates to belief about oneself e. g. I am loved, I am a valuable person etc. Self-esteem refers to the self-image and ideal self, shame, pride, despair are the chief component of self-esteem. We cannot understand the definition of parents' duty and responsibility until we become parents. That's why the word parents is not a simple term. The characteristics of parents are as below

- i. Learning activities can be increased through the support of parental encouragement.
- ii. ¹A child's education is crucial not only the involvement of school teacher, but also parental involvement.

Here, descriptive school survey method is used to gain intensive knowledge regarding the topic. The study was conducted at Paschim Bardhaman in West Bengal. For this study, the researcher was selected 14 senior secondary schools which were situated at Paschim Bardhaman in west Bengal. The total number of schools i.e. population size was 40.

¹<https://www.csub.edu/~lwildman/finishedwebsite/parent.htm>

KEY WORDS

Social Relationship, Parental Relationship, Learning Disability, Parental Income and Self-Esteem.

INTRODUCTION

A child with learning disabilities refers to the inadequate mental ability, improper sensory processes, lack of emotional stability, lack of emotional maturity, defects in perceptual ability, lack of learning efficiency as well as dysfunction of central nervous system. A comprehensive range of academic skill or academic achievement or may be functional skill including the ability of speaking skill, the ability of listening skill, the ability of reading skill, the ability of writing skill, the ability of reasoning skill etc may be known as learning disability. Learning disability is used for a severe problem. Learning disabled children are not lazy or have low IQ.

- i. Learning disability refers to a kind of disorder which are related with intrinsic factors like dysfunction of central nervous system, brain injury, neurological damage etc.
- ii. It is related with or connected to basic psychological processes.
- iii. It means a certain kind of disorder.
- iv. There are some intrinsic points like, insufficient emotional intelligence, lack of educational opportunities, poverty, gender, language; religion, caste etc are not directly related with learning disabilities or learning-disabled.

NATURE AND CHARACTERISTICS OF LEARNING DISABILITY

Psychologist, researcher as well as teachers have significantly noticed that a number of distinguished characteristics of the learning-disabled children. Some of the important ones mentioned below

- i. Fundamentally suffer from serious learning problem or disorder.
- ii. Samuel krirk first introduced and defined the term learning disability in the year 1963.



Dr. Samuel A. Kirk gives a child the mirror reading test.

The Picture of Samuel Krirk

- iii. Attention deficiency and high distractibility are one of the chief characteristics of learning disability.

CURRENT SCENARIO OF LEARNING DISABILITIES IN INDIA

According to UNESCO Report 75 % of children cannot attend schools due to their learning disabilities in India. Another significant report given by UNESCO is that three- fourth of the children with learning disabilities at the age group of 5 years as well as one -fourth of the children between the age group of 5 to 19 years not eligible to go any educational institution. 3rd July 2019 (Wednesday) UNESCO stated that learning disability with boys are greater than learning disability in girls in school level. The reason for dropout children significantly and successively higher due to learning disability. In 2019 “State of the education report for India:Children with Disability”, there are 7864636 children with learning disabilities comprises 1.7 % of the total children population. According to the “Children with Disability” (CWD) report 61 % of children with disabilities aged between 5 and 19 are enrolling an educational institution relating to the overall figure of 71%. Although there are several government schemes and

opportunities to give facilities for the children with disabilities specially children with learning disabilities.

SELF-ESTEEM

Self-esteem is an objective evaluation rather than subjective of an individual of his or her own value. Self-esteem relates to belief about oneself e. g. I am loved, I am a valuable person etc. Self-esteem refers to the self-image and ideal self, shame, pride, despair are the chief component of self-esteem. According to Smith and Mackie (2007) stated that self-concept and self-esteem are very much similar to each other but difference is that what we think about myself is self-concept.

SOCIAL RELATION

According to Aristotle, "Every art does something good. Education is an art. It is to be seen what good is done by education to man and society". Some educationists believe that individual development or self-development is greater than that of the society. On the other hands, many educationists believe that social aim of education is greater than individual aim. Therefore, individual and social aims of education are quite contradicted to each other. Here, we see that social aim of education opposed the individual aim and stated that the state or society is superior to the individual. According to Harbert Spencer "complete living is the aim of education".

Parents Relation and Relationship with Parents

A cat gives birth to a kitten, a cow gives birth to calf and a human being gives birth to a child. They are differ from one another or a particular type of body shape and other likewise characteristics. Even we find that there are individual differences even in the members of the same group. A child resembles his sister, brother, parent, grand-parent and other member of the family. Here, the answer is heredity, which means that an offspring in-herits most of the personality trait of his parent and four-fathers that make him resemble them.

We cannot understand the definition of parents' duty and responsibility until we become parents. That's why the word parents is not a simple term. The characteristics of parents are as below

- iii. Learning activities can be increased through the support of parental encouragement.

- iv. ²A child's education is crucial not only the involvement of school teacher, but also parental involvement.

SIGNIFICANCE OF THE STUDY

Morgan introduced the term dyslexia. Here, the etymological meaning of dyslexia is “difficulty with word”. Many research studies give conclusive evidence that the causes of dyslexia is not related with visual impairment, but considered with language disorder. Therefore, a new and specific theory of supportive evidence is that “dyslexic readers have phonological (speech) processing deficit” (Snowing MJ, 1996). Dyslexia is a type of learning disorder instead of several limitation and difficulties in reading. It is proven that dyslexic person are very imaginative and multi-dimensional (Eklavya School). Walt Disney and Albert Einstein were one of them. In 1983 famous psychologist Howard Earl Gardner's “Theory of Multiple Intelligence” introduced many ways to teach learning-disabled children. Today, learning disability is a “language based disorder” introduced by The association of language disturbance with learning disabilities. (Karanth, 2002)

After defining the term dyslexia several types of specific learning disability is discovered.

- a. Dysgraphia-trouble in writing.
- b. Dyscalculia- trouble in numbers and mathematical formulas.
- c. Dysnomia- trouble in naming.
- d. Dyspharia- trouble in expressive language.

OBJECTIVES OF THE STUDY

O#1: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Gender.

O#2: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Age.

O#3: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Parental Income.

²<https://www.csub.edu/~lwildman/finishedwebsite/parent.htm>

O#4: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Self-esteem.

HYPOTHESIS OF THE STUDY

H0₁: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Gender.

H0₂: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Age.

H0₃: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Parental Income

H0₄: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Self-esteem.

REVIEW OF RELATED LITERATURE

Rajput (2015) Reviewed “self-concept and social skills of children with reading difficulties in respect to their educational self-perception and self-efficacy currently”. It describes thoroughly what would be done and the way would it not be done; what variety of sample would be designated and what information aggregation devices will be used. “The right tools are essential to doing employment well, and nonetheless every day, folks are asked to accomplish their task with tools that are unwell formed, unwell designed and inadequate. The sole tools value having are people who produce and enhance value”.

Shehu, Zhilla and Dervishi (2015) studied “The impact of the quality of social relationship on self esteem of children with dyslexia”. The main objective of the study is to determine the relationship between social relation i.e. relation with parents, peers and teachers and self esteem level of dyslexic children. A close ended structured questionnaire and for identifying social relation and the level of student's self esteem using a scale designed by Joseph R Cautela and Sharon Esonic in 2010. Appropriate intervention with multidimensional approach rates to help self esteem.

Kuriyan and James (2018) Studied "Prevalence of learning disability in India: a need for mental health awareness programme". The objective of the study is to help and to explore the need for creating awareness on learning disability in India. The aim of the study was to review the prevalence of learning disability in India systematically. This study have identified that a percent of school going children in India have learning disabled. A necessary intervention programme and prevention of mental health will be essential to organized awareness among parents and teachers.

Kamal (2015) Reviewed "Impact of rational emotive behaviour therapy on self esteem, aggression and depression among adolescent students". The objectives of the study are to understand the study and compare between self esteem as well as aggression and to study and compare the relationship between self-esteem as well as depression. Tools used in the study are "Rosenberg self-esteem scale" in 1965. Experimental research method is used in this study. The finding of the study is REBT on self-esteem among adolescent students and REBT is equally effective in increasing self-esteem for male and female adolescence students.

METHOD OF RESEARCH

Here, descriptive school survey method is used to gain intensive knowledge regarding the topic. Through this method the researcher tries to search the actual percentage of senior secondary school students with learning disorder. Through this study the researcher tries to understand the details of socio-demographic figure, degree of self-esteem and social relationship of the specified population. Its main purpose is to determine the statistical result and suggest improvement were necessary. Here, the result can predict certain outcomes of social relationship among learning disabled senior secondary school students in relation to their gender, age, parental income and self-esteem.

DESIGN OF THE STUDY

Here, the researcher uses fourth and highest level of measurement i. e. ratio scale. It is purely quantitative research that's why it uses deductive or top down approach. It is based on logical positive paradigm. It uses scientific method. It aims to describe, to explain and to predict of social phenomenon. Here, Rosenberg Self-esteem Scale like as Likert Scale, structured close

ended questionnaire, purposive sampling technique which represent the total population and 50 samples are used in quantitative survey studies. Mean, standard deviation, significance of mean, standard error of mean and significance of difference between mean at 5% level of significance and their statistical significance ($P \leq 0.05$) used to describe the representative and validated quantitative data.

VARIABLES INVOLVED

A variable is something which varies. Variables maybe defined as those attributes of object, events, thing and beings which can be measured (Singh, 2018 p. 433). In other word variables are the characteristics or condition that are manipulated, controlled or observed by the researcher. Variables can be classified in several ways. Some of the commonly excepted classification is presented i.e. Dependent Variable and Independent Variable.

The term Dependent Variable and Independent variable have been borrowed from the field of mathematics in behavioral research. The dependent variable is considered as one where a prediction is possible by the researcher. The independent variable is considered as one which is manipulated, measured and selected by the researcher. In this study gender, age, parental income and self-esteem are considered as independent variables. On the other hand, social relationship i.e. 'relationship with parents' . The table shows clearly the name of variables

VARIABLES TAKEN FOR THE STUDY

Dependent Variables	Independent Variables
Social Relationship i.e. Parental relationship	Gender, Age, Parental Income and Self-Esteem

POPULATION AND SAMPLE

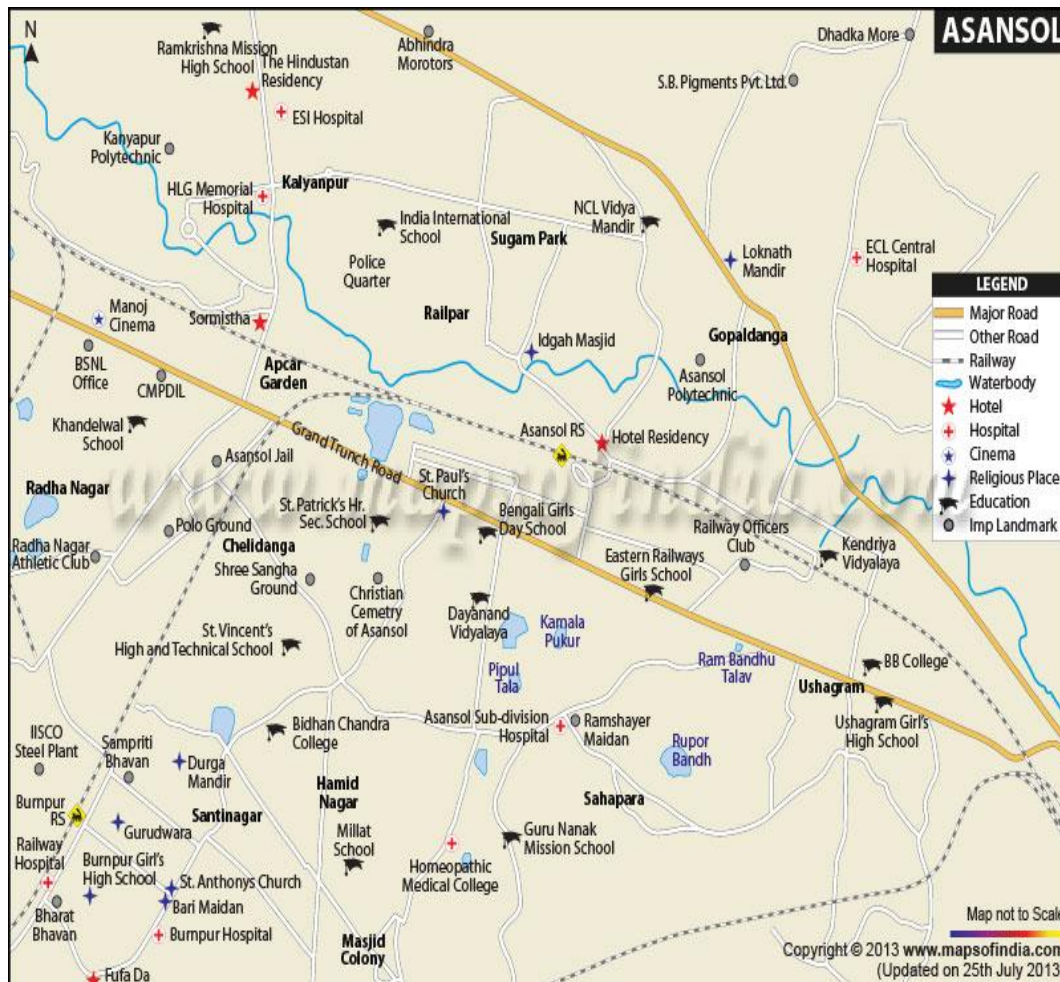
The study was conducted at Paschim Bardhaman in West Bengal. For this study, the researcher was selected 14 senior secondary schools which were situated at Paschim Bardhaman in west Bengal. The total number of schools i.e. population size was 40. Before going to discuss the

sampling method and procedure, sample size and population the researcher wants to display the political map of Paschim Bardhaman.

State: WEST BENGAL

District: PASCHIM BARDHAMAN

Town: ASANSOL



This is a political map of Asansol city under Asansol Municipal Corporation, PaschimBardhaman in West Bengal

In this study the population consists of 40 senior secondary schools (Bengali medium) at Paschim Bardhaman in West Bengal.

For this study the researcher has selected 14 senior secondary schools including both gender with learning disorder children. Here, 50 learning disorder children were selected to know the effect of gender, age, parental income and self esteem on their social relationships. All these schools followed by W.B.B.S.E. and W.B.C.H.S.E. curriculum, affiliated by the Govt. of West Bengal. The judgment or purposive sampling method is used for this study. Here, the researcher was to select a sample of 50 learning disorder children on the basis of his own judgment based on experience. That's why the selected sample is known as judgment or purposive sample.

List of sample Schools and learning disabled students

SL. NO.	NAME OF SCHOOLS	NO OF STUDENTS SELECTED
1	BURNPUR BOYS HIGH SCHOOL	04
2	SANTINAGAR VIDYAMANDIR (BOYS)	05
3	BURNPUR GIRLS HIGH SCHOOL	03
4	MONIMALA GIRLS HIGH SCHOOL	04
5	USHAGRAM GIRLS HIGH SCHOOL	03
6	ASANSOL OLD STATION HIGH SCHOOL	05
7	ASANSOL BENGALI GIRLS' DAY SCHOOL	04
8	SEARSOLE GIRLS HIGH SCHOOL	05
9	GYAN BHARATI HIGH SCHOOL	02
10	NIRJHAR HIGHER SECONDARY SCHOOL	05
11	AMRAI HIGH SCHOOL	02

12	BHIRINGI GIRLS HIGH SCHOOL	03
13	KULTI HIGH SCHOOL	02
14	DAKSHIN KHANDA HIGH SCHOOL	03
	Total	50

STATISTICAL ANALYSIS

This study mainly contents the analysis of the data as well as interpretation of the result. The tables and graph are based on social relationship i.e. relationship with parents to their gender , age, parental income and self-esteem. Here, social relationship of the learning disabled children depends on their Gender i.e. male and female ; age i.e. age group 15-16 and 17-18 ; parental income i.e. less then 10,000/- per month and more then 10,000/- per month and self-esteem.

ALLOCATION OF THE SUBJECTS ACCORDING TO THEIR GENDER

SL.NO	GENDER	FREQUENCY	PERCENTAGE
1	Male	35	70
2	Female	15	30
	Total	50	100

ALLOCATION OF THE SUBJECTS ACCORDING TO THEIR AGE

SL.NO	AGE	FREQUENCY	PERCENTAGE
1	15 - 16	27	54.0
2	17 - 18	23	46.0

	Total	50	100
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**ALLOCATION OF THE SUBJECTS ACCORDING TO THEIR PARENTAL INCOME
(MONTHLY)**

SL.NO	INCOME(MONTHLY)	FREQUENCY	PERCENTAGE
1	<10,000/-	28	56
2	>10,000/-	22	44
	TOTAL	50	100

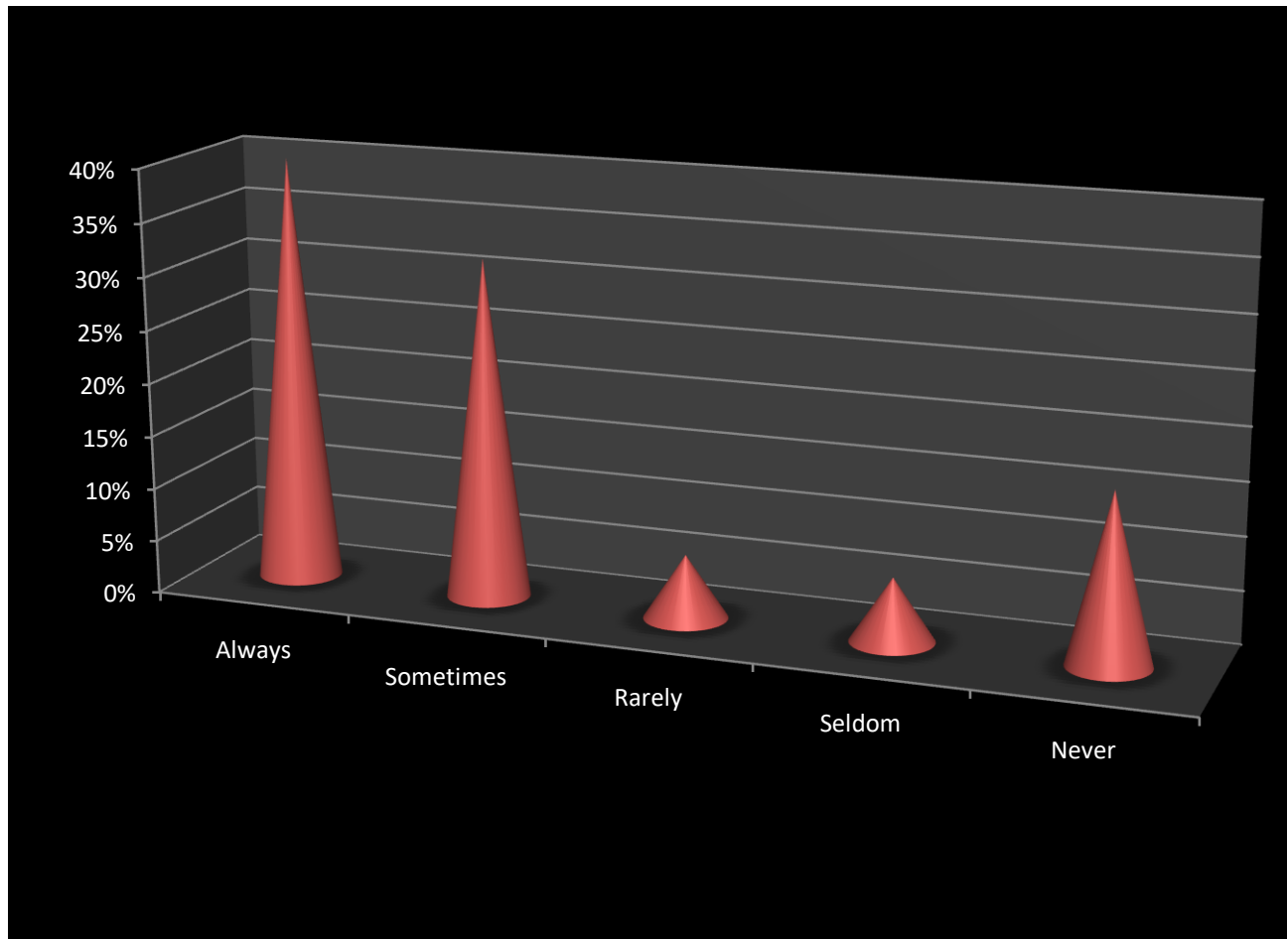
ALLOCATION OF SUBJECTS BY THEIR SELF-ESTEEM

SL. NO	SELF-ESTEEM	FREQUENCY	PERCENTAGE
1	Low	35	70
2	High	15	30
	Total	50	100

TO UNDERSTAND THE RELATIONSHIP OF LEARNING DISABLED SENIOR SECONDARY SCHOOL STUDENTS WITH THEIR PARENTS.

The Graph reflecting the subjects' Feeling tense with their Parents.

Feeling of being nervous or tensed with their parents

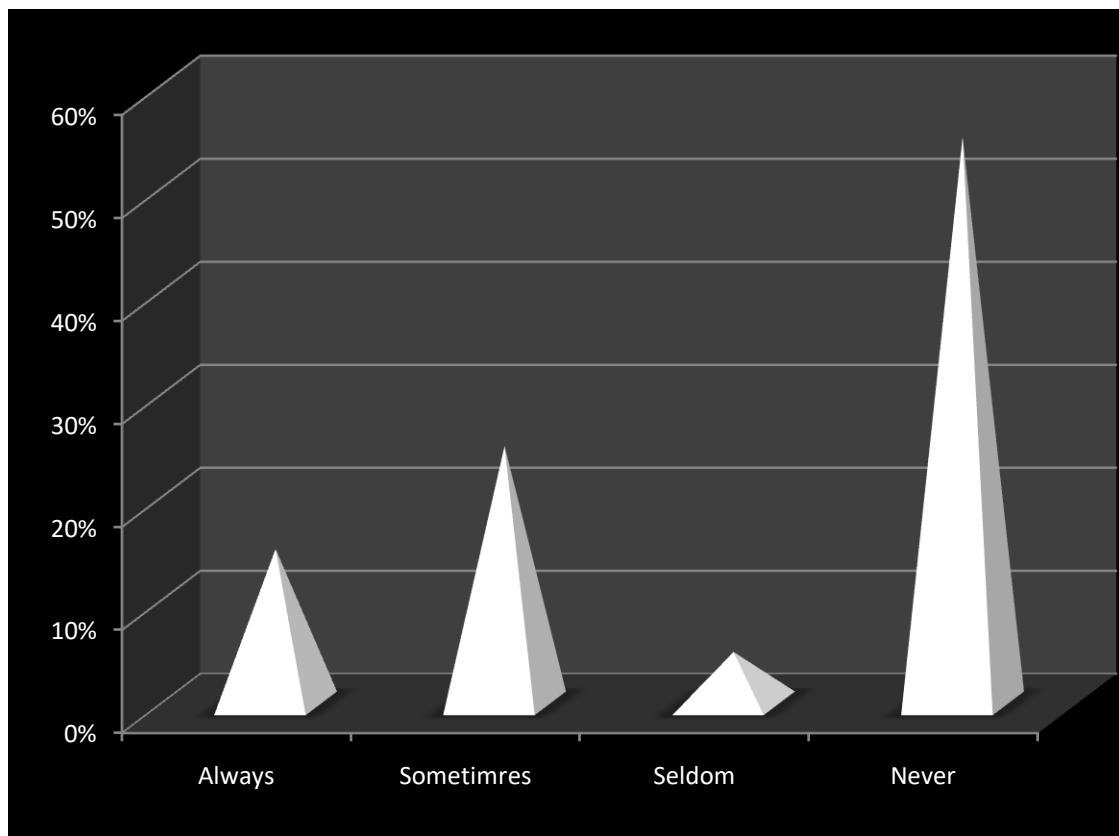


The above graph (4.A) shows that 72% of the subjects feel tense or nervous regarding the relationship with their parents and 28% of the subjects feel less tense or nervous regarding the relationship with their parents. From the above graph (4.A), it is cleared that learning-disabled senior secondary school students are not showing their confidence with their parents. Therefore, they have tensed about the relationship with their parents. Learning difficulties generally are

secrete problem. Therefore, they are very confused and depressed with their problem. That's why they feel insecure regarding their problem.

The Graph Reflects The Subjects (Learning-Disabled Children) Feeling Nervous Or Strain Because Of Parental Pressure

Nervous or Strain because of Parental Pressure



P- VALUE OF PARENTAL RELATIONSHIP AMONG LEARNING DISABLED SENIOR SECONDARY SCHOOL STUDENTS AND GENDER

O#1: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Gender.

H0₁: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Gender.

Study and Compare Parental Relationship with Gender.

VARIABLE	Male	Female	P -VALUE
	N=35	N=15	
	Mean± SD		
Parental Relationship	27.24±8.025	30.25±7.11	0.785*

***P>0.05, Not Significant, Null Hypothesis Accepted.**

- ❖ There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Gender.

P- VALUE OF PARENTAL RELATIONSHIP AMONG LEARNING DISABLED SENIOR SECONDARY SCHOOL STUDENTS AND AGE.

O#2: To study and compare parental relationship among learning disabled senior secondary school students in relation to their age.

H0₂: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their age.

Study and Compare Parental Relationship with Age

VARIABLE	15-16	17-18	P -VALUE
	N=27	N=23	
	Mean± SD		
Parental Relationship	26.28±5.23	32.24±7.09	0.025*

***P≤0.05, Significant, Null Hypothesis Rejected**

- ❖ There exists a significant difference between parental relationships among learning disabled senior secondary school students in relation to their age. Here, the age group of 15-16 showing a better relationship with parents.

P- VALUE OF PARENTAL RELATIONSHIP AMONG LEARNING DISABLED SENIOR SECONDARY SCHOOL STUDENTS AND PARENTAL INCOME.

O#3: To study and compare parental relationship among learning disabled senior secondary school students in relation to their Parental Income.

H0₃: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Parental Income.

Study and compare parental relationship with their Parental Income.

VARIABLE	<10,000/- N=28	>10,000/- N=22	P -VALUE
	Mean± SD		
Parental Relationship	29.24±6.12	27.48±7.08	0.45*

***P>0.05, Not Significant, Null Hypothesis Accepted.**

❖ There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Parental Income.

P- VALUE OF PARENTAL RELATIONSHIP AMONG LEARNING DISABLED SENIOR SECONDARY SCHOOL STUDENTS AND SELF-ESTEEM.

O#4: To study and compare parental relationships among learning disabled senior secondary school students in relation to their Self-esteem.

H0₄: There exists no significant difference between parental relationships among learning disabled senior secondary school students in relation to their Self-esteem.

Study and compare parental relationship with their Self-Esteem.

VARIABLE	Self-esteem	Self-esteem	P -VALUE
	Low	High	
	Mean± SD		
Parental Relationship	20 ±7.11	28.85±6.33	0.003*

***P≤0.05, Significant, Null Hypothesis Rejected.**

- ❖ There exists a significant difference between parental relationships among learning disabled senior secondary school students in relation to their Self-esteem.

FINDINGS OF THE STUDY

- The appraisal of male students with learning disability is greater than the appraisal of female students.
- The ratio of learning disabled male students is greater than the ratio of the female students in senior secondary schools at Paschim Bardhaman in West Bengal. Male : Female = 7:3, sample size 50.
- The attitude of parents towards their male child with learning disability is differ from the attitude of parents towards their female child with learning disability.
- The number of cases of learning disabled male students in not equal to number of cases of female students at Paschim Bardhaman in West Bengal at senior secondary level.
- Teacher’s attitude towards learning disabled male students is differ from the teacher’s attitude towards female students.
- There is a difference between the age group of secondary level students with learning disability and the age group of senior secondary level students.
- The number of secondary school students with learning disability is greater than the number of senior secondary school students with learning disability.

- The ratio of learning disabled students between the age group of 15 to 16 is greater than the ratio of learning disabled students between the age group of 17 to 18 at Paschim Bardhaman in West Bengal.
- Learning disability can be identified more at the secondary level.
- Difference exists between the age group of secondary and senior secondary school students with learning disability at Paschim Bardhaman in West Bengal.

EDUCATIONAL IMPLICATION

In India it is an unfortunate that senior secondary school students with learning disability was not identified properly due to various reason. The reasons are as below

- i. Lack of opportunities for the modification or change in behaviour for the learning-disabled children for school level.
- ii. Lack of remedial programme for the learning-disabled children at secondary and senior secondary school level children in India.
- iii. Lack of competent teacher or good peer group for providing safe and secure assistance for the learning-disabled children at the school level.
- iv. Lack of VAKT Approach (V= Visual, A= Auditory, K= Kinesthetic and T= Tactile experience to the children).
- v. Lack of use of audio tape and tape recorder at the school level to teach learning-disabled children.
- vi. Self-instructional material or individualized instruction or instructional remedial programme cannot arrange properly to the learning-disabled children.

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