

INTER GROUP RELATIONSHIP OF LEARNING DISABLED AND NON-DISABLED CHILDREN

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Abstract

The purpose of the study was to examine the group variability of learning disabled and non-disabled children. The inter groups' relationship of learning disabled and non-disabled children were studied through socio-metric questionnaire. The Bhariya Vidya Bhawan and Jamia Millia Islamia schools are located in the National Capital Territory of Delhi were selected to drawn out the subjects for the study. Six socio-grams (three socio-grams from each school) were made on the basis of the first, second and third preferences amongst these tasks. Results of the study showed that learning disabled have been liked by non-disabled children and vice-versa. So, the interaction between learning disabled and non-disabled children is good with each other. It is seen that for learning disabled children there is a positive relationship between peer acceptances in school activities.

Keywords: Learning disability, non-disability, socio-metric.

Introduction

Individual differences among students affect their performance in every walk of life. Some students perform very high and some perform very poorly in different subjects and different fields of life. But every child has a psychological need of becoming socially active. Give the facility to satisfy these needs, the child's development and growth will be possible constructively. But unfavorable conditions may not let a child develop fully. So, the child faces social rejection.

The learning disabled children generally appear capable but experience extreme difficulty in learning some of the mentioned skills. For example, a child with reading disability can speak and write correctly but face difficulty in reading. These children also have variation in performance. For example, a child may achieve better marks in math but achieves very poor marks in language, due to reading and spelling difficulties (Sharma, 1986). Allan, (1977) defined a learning disabled as "a child at least average intelligence whose academic performance is impaired by a developmental lag in the ability to sustain selective attention.

The changing scenario of our educational world has given more emphasis on competition, expectations, technologies and development of science. This changing scenario of competition and globalization has given rise to certain problems. One of major problems today's is 'stresses. Every individual have a major impact of stress due to bloodshed competition in different field. Likewise, children's do have stress in their academic life and have to face the academic problems such of lack of adjustment in school. Lack of knowledge about their own aptitude and abilities, difficulty with subjects, fear of examination, grades, participation and so on. Parents and teachers are eager to know factors, enhance the stress among students. Parent expects their child to succeed. Grades are seen as the most important part of life.

There is growing concern for the child with learning disabilities. In every country, there is awareness of both existence and the needs intelligent children with specific learning disabilities. Most people are attempting to bring this matter to the attention of the appropriate educational or governmental authorities.

The problem we face today in each class room is that of the poor performance of healthy and intelligent children who neither are nether retarded nor mentally or physically handicapped. These children pass normal vision and hearing and yet for some reason or the other they do not interpret their surroundings as others do. They cannot function in a school environment. They can barely read or write. Mathematics throws them into confusion. Yet there IQ measures 130 or above and they are apparently capable of high quality work. The condition of these children is perplexing. Most probably, a veritable constellation of difficulties may be at fault. Some researchers have interpreted that such children demonstrate signs of emotional disturbance because of their learning problems which can be created by learning disability. Most of these children have become so accustomed to failure that there is a need to convince them of the possibility of sources for them. These children exhibit many other behavioral characteristics which may make them disruptive in the classroom and at home. As regard to children with learning disabilities, it is assumed that there is either a general slowdown in the progress of development as compared to age peers or that there has been an actual break down at some point. The obvious answer is to restore the course of development through remedial or therapeutic methods (Kephart, 1967).

Learning disability as a comprehensive field of study had its beginning in 1974 with the publication of "Psychology and Education of the Brain Injured Child", by Strauss and Lethinen. The early work of Strauss on brain injured child was questioned in the light of new knowledge insights and later many new concepts and terms were examined and introduced, such as brain damage, perceptual handicap, minimal brain dysfunction, syndrome and finally learning disabilities. It may be accepted that the historical development of the field of the learning disabilities is nothing but process of building towards a systematic knowledge.

Kirk (1975) was the first writer who used the term "Learning Disabilities" to describe a group of children who had disorders in the development of language, speech, reading and associated communication skills needed for social interaction. Blind, deaf, mentally retarded and emotionally disturbed children were excluded from this group. Johnson and Mykebust (1967) made a slight alteration to the term

“Learning disabilities” In their opinion the concept of ‘psychology of Learning’ is disturbed because of an impairment of the central nervous system. Due to neurological deficit, the learning process of these children is difficult. Hence, the term, “Psycho-neurological Learning Disabilities”, assumes the concern with learning and education as well as the medical pathology. However, the term “Learning Disabilities” is mostly accepted by the teachers and parents since it focuses mainly on the educational problem of the children. At present, it appears to be a satisfactory area, as it covers a wide range and diverse type of learning disorder.

The National Policy on Education (1986), in the section on ‘Education for Equality’, has emphasized the need for integrated education for the disabled children with normal children. The National Policy on Education states that’s that the objective should be “to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face with courage and confidence”. Since no two normal children are alike, they tend to differ in their life styles, motivation and aptitude, which creates disparity in academic achieve so far, was understood by teachers, in term of intellectual differences. The literature shows that if this area is neglected, the country may face high disability rate of pupils at elementary, secondary stage of education, which would be major defect in achieving the goals of Universalization of education. The pupil’s learning disabilities are generally ignored. In Britain and America, the group relations have proved helpful in improving school situation.

Socio-metry, it is a device for gathering a picture of the social interaction, especially in the class room. For this, the students are asked to name one or more classmates with whom they would like to associate in some particular activity e.g., studies, games and excursion etc. The socio-metric status of an individual is determined by many factors. It is the individuals own characteristics which influence the choices of the members of the group. Thus, the personality make-up achievement, interest pattern and social skills of the people help him to gain a status of importance in the group. It has been shown that high socio-metric status students are also higher in social skills.

Inclusive education brings all students together in one classroom and community, regardless of their strengths or weakness in any area, and seeks to minimize the potential of all students. Inclusion is an educational and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. Their provide appropriate individualized supports and services to all students without the stigmatization that comes with separation.

Inclusion means that disabled children should be accepted without any restrictions in all the educational programs. It denotes equality, and accepts every child with his own unique capabilities. In an inclusive program, all participants are accepted and supported by their peers and other members of the community and are support their participation in the program. It considers the uniqueness of every child and family.

'Integration' is most commonly applied to the bringing of handicapped children from segregated special schools into ordinary schools and since they are an excluded group, it is appropriate that this school be so.

The concept "integration" is not new in our education system. Synonymous of this term are institutionalization, de-leveling and mainstreaming (Rath, 1987). Integrated education means providing the least restrictive environment to disabled children, so that, they may grow and develop like normal children. It promotes a healthy social relationship between the normal and disabled children at all levels and reduces the physical distance between them through equal participation in social activities. Thus, the objectives of the present study is stated as to study the socio-metric status of learning disabled children and non-disabled children, as well as to find out difference between socio-metric status of learning disabled and non-disabled children.

Methods and Materials

Sample

The study was conducted in the Jamia Millia School and Bhariya Vidya Bhawan located in Union Territory of Delhi. Only identified learning disabled children were recruited for the study. The students of the school were of different socio-economic status. Total number of samples were 68 among that 17 belong to learning disability and remaining 51 belongs to non-disability.

The schedule was conducted on the selected students only. In the class each section was taken where the learning disabled children are studying.

Measuring Instruments

Socio-metric Questionnaire: In the socio-metric questionnaire the following questions were asked to the students of 5th class. Each question was to be responded by four students cooperatively. Each was required to read the task and select three classmates and write their name in order to preference.

Task No. 1

You are to prepare for examination. For this you have to select three other classmates with whom would you like to prepare. Write their names in the blank in order of your liking.

Task No. 2

A culture program is to be organized for parents in your school. You have to prepare this program with three classmates. Select and write their names in order of your linking.

Task No. 3

For playing a game you have to select three classmates. Write their names in order of preference with whom you would like to play.

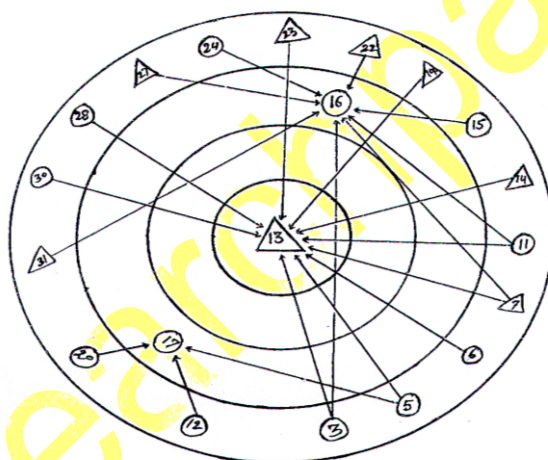
These questions have been chosen with the presumption that the expectations of the pupil are shown through the socio-metric of day-to-day occurrence in the society and social groups like class rooms. The socio-metric status of an individual

is determined by many factors. It can also be argued that the socio-metrics status of an individual is not only a function of his own characteristics but the group members also have an influence on it. The major assumption underlying socio-metric analysis is that in every group there emerges an informal organization among its members based on varying degrees of positive and interpersonal feelings. Socio-metric data are the direct reflection of interpersonal feelings. In the classroom, the socio-metric questionnaire is used to determine the extent to which students of different racial, religious and social class grouping accept each other.

Results and Discussion

Inter groups relationship between disabled and non-disabled children were studied through socio-metric questionnaire on the basis of the first performances, among the first, second and third task of 5th class in the schools, e.g., Jamia middle school and Bharatiya Vidya Bhawan. These schools are located in the National Capital Territory of Delhi. Similarly, six Socio-gram were made on the basis of the first, second and third preferences amongst these tasks.

Socio-gram 1: Preparation for Examination (Jamia Millia Islamia).

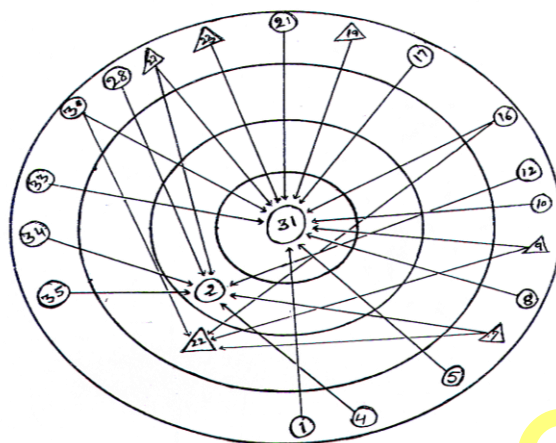


Legend: Non-disabled Children= O, Learning Disabled Children= Δ, Reciprocal Choice= ↔, One Way Choice= →

The first socio-gram was made on the basis of first preference of all the students in choosing the class fellows. In the first situation it shows that the number 13 is more popular among them and the second one in popularity is student number 16, and the third is number 17.

The number 13 is liked by 10 students and among them 4 are learning disabled. The number 16 is liked by 8 students, among them 4 are Learning disabled and the 3rd is liked by 5 non-disabled students only. The socio-gram showing that the non-disabled children have been liked by learning disabled and vice-versa. In this task the children chose learning disabled children as first performance.

Socio-gram 2: A cultural Programe for Parents (Jamia Millia Islamia).

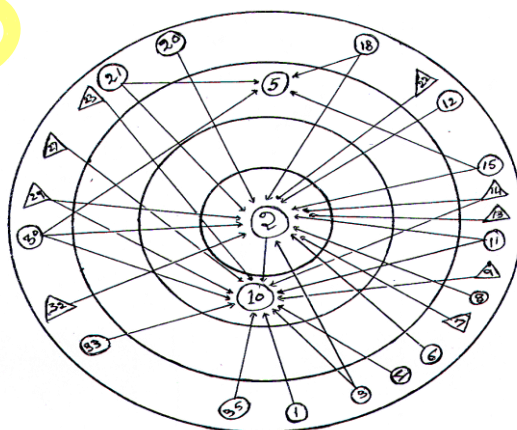


Socio-gram 2 was made on the basis of first preference of all the students in second situations for preparation of cultural program for parents in the Jamia middle school. The socio-gram shows same tendency as it appeared in the first situation. Among all the 33 students, the number 31 is the most popular amongst the class fellows. The number 2 and the number 22 are also popular.

The most popular student is liked by thirteen students of this class and among them four is learning disabled children. The second popular is liked by seven students, among them two students are learning disabled and the third popular student liked by 4 students and among them 02 are Learning disabled.

Here interpersonal relationship is less prevalent than what it is in the first socio-gram. Socio-gram number one shoes that the Learning disabled children are liked by normal and normal are liked by learning disabled children. But in socio-gram number 2, the Learning disabled children got third popular stage.

Socio-gram 3: Playing a Game with Classmate (Jamia Millia Islamia).



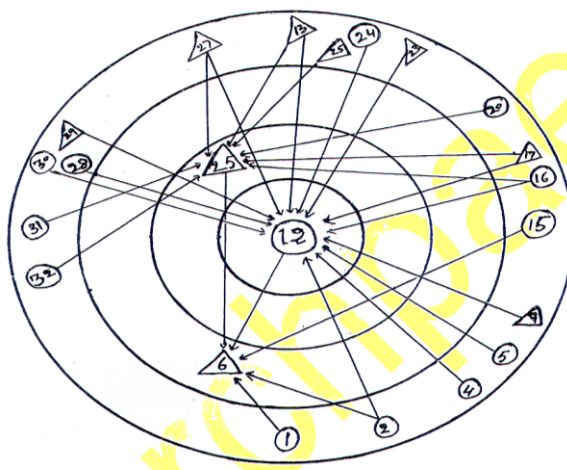
Socio-gram 3 was made on the basis of the first preference of all the students of class 5th in choosing friends for playing a Game. The socio-gram shows that no. 2

is the most popular among all but the second goes to number 10 and the third is number 13 and the third is chosen only by 4 students.

The first popular student is chosen by 16 students out of the 35 students in the class. Among them 6 students are Learning disabled and rest are normal children. The second popular student is liked by 13 students among them 5 are Learning disabled and the third is liked by 4 students, who are normal children.

So, it is evident from these three socio-grams that the interpersonal relationship among the classmates is quite good and frequent. Learning disabled are liked by non-disabled children and so, the non-disabled children liked by the Learning disabled children.

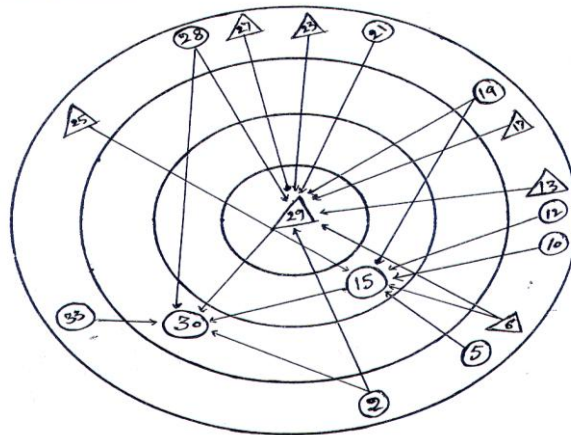
Socio-gram 4: Preparation for Examination (Bharia Vidya Bhawan).



The fourth socio-gram was made on the basis of first preferences of all the students of 5th of Bharatiya Vidya Bhawan in choosing class fellows. The first situation shows that number 12 is the most popular amongst the students. The second popular is the most popular is number 25 liked by 8 students and third popular is liked by 5 students is number 6.

The number 12 is more popular. He is a number children and he was chosen by 13 students among them 6 are Learning disabled children and the rest are non-disabled. The second popular child is number 25. He is learning disabled child and liked by 8 students, among them 4 are also learning disabled children. And the third popular child is liked by 5 students among them only 01 is learning disabled child and the rest are non-disabled.

The socio-gram suggests that there is more interaction among the class fellows preparing for the examination.

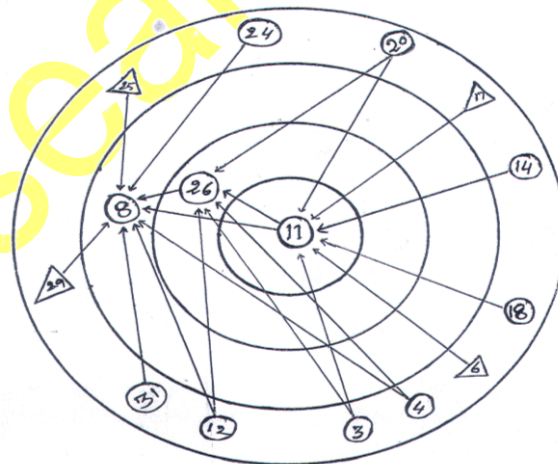


Socio-gram 5: A cultural Programme for Parents (Bhartiya Vdya Bhawan).

The first socio-gram was made on the basis of first preferences of all the students of class 5th to organize a cultural programme for parents. This socio-gram shows that number 29 is more popular among the class fellows. The second is number 15 and the third number is 30.

The first popular child is chosen by 09 students among them 05 are learning disabled children. The second is liked by 06 students, among them 02 are learning disabled children and the third is liked by only 05 students among them 01 is learning disabled child.

Here the socio-gram is choosing good relationship among the learning disabled as the first preference goes to learning disabled hand. Both children's interaction with each other is good. Here 05 learning disabled children liked among learning disabled fellow.



Socio-gram No. 6: Playing a Game with classmates (Bhartiya Vidya Bhawan).

The socio-gram no.06 was made on the basis of first preference of all the students of class 5th in choosing friends for the best liked actively for playing a game. This socio-gram is showing that the first preference goes to student number 11. This child is liked by 06 students, among them 02 are learning disabled children. The

second preference goes to number 26. This number is liked by 05 students among them there is no learning disabled children. And third one is i.e., number 08 has been chosen by 03 children, among them only 02 are learning disabled children.

This socio-gram is showing least interaction among the learning disabled and non-disabled children. The learning disabled children lag behind non-disabled children due to their limited ability and performance in the third task.

Conclusion

Seeing the socio-gram of both the schools, it becomes clear that learning disabled children have been liked by normal children and vice versa. So, the interaction between learning disabled and normal students is good with each other. There is a positive relationship between peer acceptance in school and school activities. Of course, learning disabled and non-disabled children also differed significantly in social preference but not in social impact.

It is known fact that the learning disabled children's percentage is increasing due to population explosion and fast changing living conditions, the principles of equality, liberty, fraternity and social justice. It is a Constitutional responsibility of the state to provide equal opportunities to all children.

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