

**A COMPARATIVE STUDY OF SOCIAL ADAPTATION  
OF LEARNING DISABLED AND NON LEARNING  
DISABLED ADOLESCENTS AT SECONDARY LEVEL OF  
AGRA DISTRICT, U.P**

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**ABSTRACT**

Survival of adolescent's in society and schools, Social adaptation has play vital role, because in adolescence period, adolescents feel changes in physically, cognitively, emotionally, and socially. These changes which are created by environment, adolescence attempt to establish a sense of their own identity, independent of others, family and peer relationships. So Social adaptation is very crucial aspect to make harmony and adjustment in society. The present investigation has been carried out to compare the social adaptation of Learning disabled and Non learning disabled adolescents at secondary level of Agra district. In present study the investigator used descriptive survey method. The investigator used self made Learning Disabled Identification scale for screening the Learning disabled adolescents and self made Social adaptation Scale used for gathering data. The researcher was used random and purposive sampling technique for collecting data. The investigator found differences between Learning disabled and Non learning disabled adolescents on Social Adaptation Scale. The researcher also found high level of Social adaptation in Non learning disabled adolescents in comparison to Learning disabled adolescents.

**Key Words: Social Adaptation, Learning Disability, Adolescents and Secondary school.**

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## Introduction

“There are two kinds of 'disabled' persons: Those who dwell on what they have lost and those who concentrate on what they have left.” — **Thomas Stephen Szasz**,

“Adolescents who have challenges in Social adaptation often develop social isolation that deepens over time, contributing to negative self-image.”

Learning disability is a classification including several areas of functioning in which a person has feel difficulty to learn in a typical manner, that's caused by unknown factors. The two terms learning disability and learning disorder are often used interchangeably, but they are differ to each other. Learning disability is when a person has significance learning problems in a academic areas. These problems however, are not enough to warrant an official diagnosis but Learning disorders, on the other hand, is an official clinical diagnosis, where by individual meets certain criteria as determined by a professionals (psychologist, pediatricism etc). The differences between two terms have in degree, frequency, and intensity of reported symptoms and problems and thus the two, should not be confused.

## THE CONCEPT OF LEARNING DISABILITY

The last two decades, saw an increasing attention on the problems of learning disability. For this WHO (World Health organization) says: Incomplete development of mind is caused of learning disability. These are familiar disabilities of learning such as: Dyscalculia, Dyslexia, Dysgraphia, Nonverbal Learning Disability and Auditory & Visual Processing Disorder which influenced the development of person. (1) Dyslexia – a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder. (2) Dyscalculia – a mathematical disability in which a person has a difficult to solving arithmetic problems and grasping math concepts. (3) Dysgraphia – a writing disability in which a person feels hard to form letters or write within a defined space. (4) Auditory and Visual Processing Disorder – sensory disabilities in which a person has feel difficulty to understanding language despite normal hearing and vision. (5) Nonverbal Learning Disabilities – a neurological disorder which originates in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

#### 1.4.0 THE CONCEPT OF SOCIAL ADAPTATION

Human is the social animal so it is necessary to co-operate society with significant manner. It is necessary human being adopt the social rules for living his life properly and adjustable with society. Society have some universal norms, rules, regulation and values which relates from social class and group so every person and individual adjusted with these rules, values and norms then this adjustment with cognitively, emotionally and behaviourally called social adaptation. Process of socialization helps to occurs social adaptation and also with the help of process of social control, which consists state rules & regulation and social burden. Society has some important aspects of life which are affected when social change comes in short time, then social adaptation significantly increased due to social change.

In antagonistic societies, the individual may find himself unable to cope with life, to react properly to social change and to the increasingly complex demands of society, or to achieve his objectives within prescribed norms. Consequently, deviant behaviour, including unlawful behaviour, frequently results. With the elimination of class antagonisms in socialist society, the process of social adaptation has undergone fundamental changes. Relationships between the individual and the group are characterized primarily by the individual's conscious and voluntary compliance with social norms, including legal norms, and with the rules of morality and of the socialist community. In socialist society, the process of social adaptation requires study and concentrated action. The failure of certain individuals to adapt, combined with specific unfavourable situations, may adversely affect the individual's conduct. It is useful to study crime from the point of view of unsatisfactory social adaptation in order to understand the causes of crime and to fight crime effectively.

#### Justification of the Problem

Learning disabilities frequently had difficulties accurately evaluating their academic skills, social skills, social behaviour, social relations, social functioning and predicting their performance in society. They are unable to make adjustment with teachers, peers, parents as well as society and themselves. Therefore the researcher is curious to know through the study what is the importance of social adaptation for learning disabled and non learning disabled adolescents. So to get answered of these questions researchers have taken this topic for investigation. This study is

motivated primarily by the need to address the role of Social adaptation in children with Learning Disability. Healthy Social adaptation is important to be successful and happy throughout one's life. Knowing that learning disabilities often pose formidable hurdles to positive Social adaptation and in turn, contribute to a hard to break cycle of social-doubt, socialization, family and peers relationships. Thus researcher want to know the social adaptation of Learning Disabled and Non Learning Disabled Adolescents.

### **Statement of the Problem**

**“A Comparative Study of Social Adaptation of Learning Disabled and Non Learning Disabled Adolescents at secondary level of Agra District, U.P ”**

### **Operational Definition of the Key Terms**

#### **Social Adaptation**

According to Kahle, (1984) *“Social adaptation (SA) is a process by which an individual adjusts his or her cognition, emotion, and behaviour to adapt him/herself to a social environment.”*

#### **Learning Disability**

Learning disability is a disorder has difficulty to learn effectively, caused by unknown factors. Learning disability was a disorder found in children of normal intelligence. It affected a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason and organize information. A person had difficulty to learn effectively due to disorder.

#### **Adolescents**

Adolescence is a period through which a growing person makes transaction from childhood to maturity. Adolescence is a transitional period of development youth and maturity. As the child turn to this time of his life we noticed many mood swings. At that moment might be change and be actually angry. This is because his body is changing and he is becoming an adult and also becoming independent.

### **Objectives of the Study**

1. To identify the Learning Disabled and non Learning Disabled Adolescents in regular class rooms.

2. To study the social adaptation of Learning Disabled Adolescents.
3. To study the social adaptation of Non Learning Disabled Adolescents.
4. To study the level of social adaptation of Learning Disabled Adolescents.
5. To study the level of social adaptation of Non Learning Disabled Adolescents.
6. To compare the social adaptation of Learning Disabled and Non Learning Disabled Adolescents.

### **Hypotheses of the Study**

H0-1: There exists no significant difference between the social adaptation of Learning Disabled and Non Learning Disabled Adolescents in Agra.

### **Significance of the Study**

Learning disabilities are problems that affect the brains ability to receive process, analyze or store information. These problems can make it difficult for students to learn as quickly as someone who is not affected by learning disabilities. Certain kind of learning disabilities can interfere with a person's ability to concentrate or focus and can cause someone's mind to wander too much. Other learning disabilities can make it difficult for a student to read, write, spell or solve math problems.

Social adaptation helps in socialization of learning disabled adolescents and increases the social functioning, social relations, self regulating and self efficacy powers. Therefore it is the need of hour that to maintain the inclusive nature of classroom. These children are well attended by providing socio emotional support by the learner in school environment. Through the mechanism these learning disabled can enjoy the fruits of learning and stand with pride with their counterpart's i.e. Non learning disabled children's. The study will be helpful to gain knowledge about the learning disabled adolescents which will help us to make new opportunity to increase their learning disability as well to use new knowledge and new teaching to make them understand any subject very easily. It will be helpful to made new policies, programs for the benefit of such students. The student will be find out the environmental factors which are responsible for their low learning ability so that they can be prevented from further going so. This was the fact that inspired the investigator to conduct a study in this field.



### Delimitations of the Study

The sample was selected from the Secondary Schools of Agra District. The sample of study was collected from English medium schools. The data for the study was collected from only 5 schools and study did not consider gender, age and experiences.

### Review of the Related Literature

*Sharon Vaughn (2004)*, result of this study that students with LD were less well liked and more frequently rejected than AHA students. Although students' overall self-worth did not differ by achievement group, the students with LD demonstrated significantly lower academic self-concept scores.

*Coşkun , Arslan Selcuk (2006)*, this study conclude that” there was a significant negative relationship among anger expression and the social significant positive relationship between self-esteem , anger control, and social support” .

*Belgin, Lman & Gülen, Baran (2007)* the results showed that According to the occurrence rate and the stress index of interpersonal negative life events, causes are: “having a weak social network”, “reducing or losing contact with good friends”, and “being nervous or silent with unfamiliar people.”

*CL Tam (2011)*, conclude that “there were no gender differences in perceived social support and self-esteem among adolescents. However, a positive correlation was found between perceived social support and self-esteem.”

*Am J Occup (2012)*, conclude that “the social adjustment and socialization depends upon social adaptation. Social adaptation helps in good socialization of adolescents.”

*Lin Zhang, Binbin Liu (2013)* The results showed “that Self-esteem partly mediated the impact of negative interpersonal life events on negative emotions such as depression and loneliness, and fully mediated the impact of interpersonal negative life events on social avoidance.”

## Methodology

For the present study, the investigator used descriptive survey method.

## Tools Employed

**Self constructed tools** of social adaptation were used by researcher for study of social adaptation.

**Self constructed tool** of LDA (Learning Disabilities Adolescents) and NLDA (without Learning Disabilities Adolescents) was used for the identification of Adolescents with disability of learning and Adolescents without disability in learning in classes.

## Population and Sample of the study

The researcher was used random sampling for the selection of the 5 English medium schools in present research work. The appropriate population for the study was comprised IX and X Grade Adolescents of Agra city. In the present study total of 50 secondary school Adolescents 25 are Learning Disabled adolescents and 25 Non Learning Disabled Adolescents of Agra were selected as sample population by the investigator by using purposive sampling technique.

Source: Primary survey.

## Statistical Techniques Used

In the present research work standard deviation, mean, bar diagram and Pie charts were adapted by researcher as a descriptive statistic measures. In this research study t-test was used for drawing the conclusions and inferences.

## Analysis and Interpretation

### 1. To study the social Adaptation of Learning Disabled Adolescents.

**Table: 1** Exhibiting the frequency distribution of scores of Social Adaptation of LDA

C.I.	Learning Disabled Adolescents	
	Frequency	Smooth Frequency
36-40	00	.33
31-35	01	0.66
26-30	01	1.66

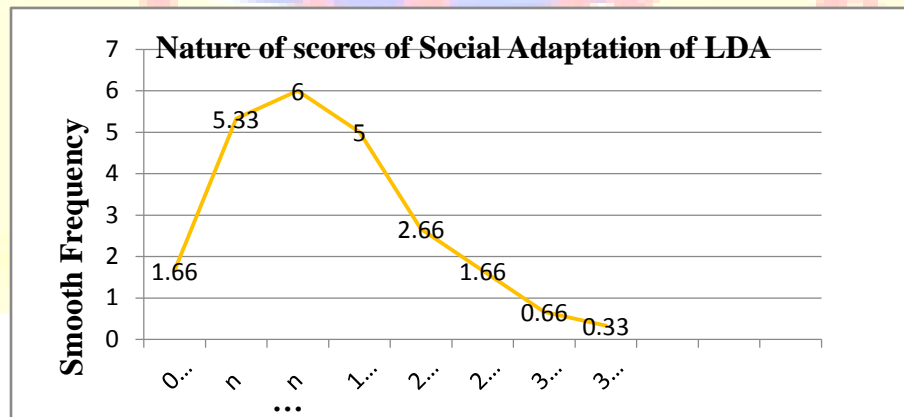
21-25	03	2.66
16-20	04	5.00
11-15	11	6.00
6-10	05	5.33
0-5	00	1.66
<b>Total</b>	<b>25</b>	

On the basis of obtained scores following values were calculated for further analysis

**Table: 2 Exhibiting the Descriptive statistics for the distribution of scores of Social Adaptation of LDA (Learning disabled adolescents)**

Group	Sample size (N)	Mean	Standard deviation	Skewness	Kurtosis
LDA	25	17.00	5.08	.240	0.204

The mean score and SD of Social Adaptation of Learning Disabled Adolescents were 17.00 and 5.08. The value of skewness of Learning Disabled was found be 0.240 which is positively skewed. The value of kurtosis was .204 which was less than .263. Thus, the curve was leptokurtic which indicates homogeneity within the group.



**Fig.1: Graph showing nature the of scores of Social Adaptation of Learning Disabled Adolescents**



2. To study the social Adaptation of Non Learning Disabled Adolescents

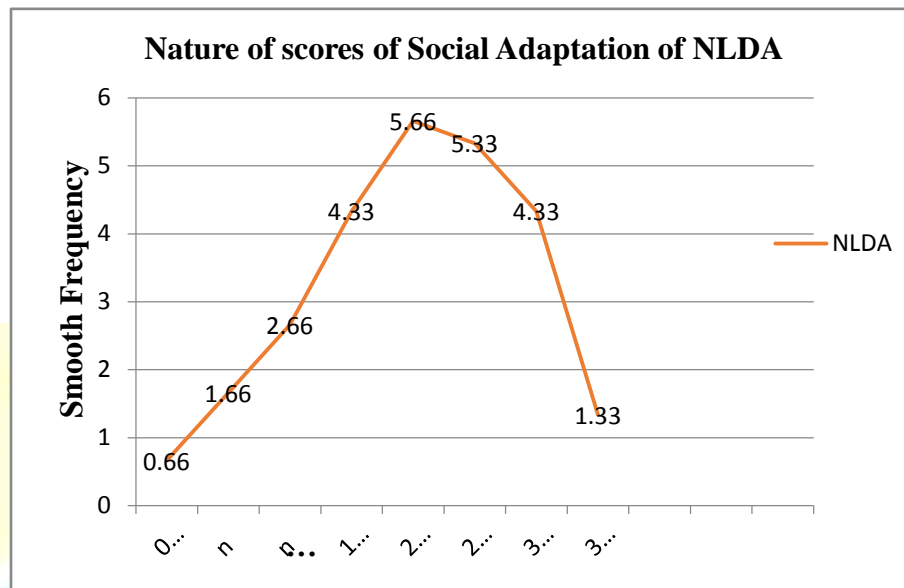
**Table 3: Exhibiting the frequency distribution of scores of Social Adaptation of NLDA**

C.I.	Non Learning Disabled Adolescents	
	Frequency	Smooth Frequency
36-40	01	1.33
31-35	03	4.33
26-30	09	5.33
21-25	04	5.66
16-20	03	4.33
11-15	03	2.66
6-10	02	1.66
0-5	00	0.66
<b>Total</b>	<b>25</b>	

**Table 4: Exhibiting the Descriptive statistics for the distribution of scores of Social Adaptation**

Group	Sample size (N)	Mean	Standard deviation	Skewness	Kurtosis
NLDA	25	29.48	4.14	-.270	0.230

The mean score of Social Adaptation of Non Learning Disabled Adolescents was 29.48 and standard deviation ws 4.14. The value of skewness of Non Learning Disabled Adolescents was found be -0.270 which was negatively skewed. The value of kurtosis was .230 which is less than .263. Thus, the curve was leptokurtic which indicates homogeneity within the group.

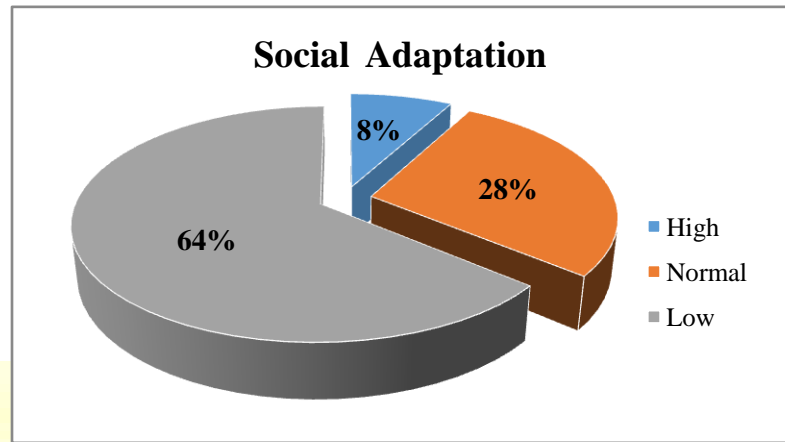


**Fig. 2: Graph showing the nature of scores of Social Adaptation of Non Learning Disabled Adolescents**

3. To study the level of social adaptation of Learning Disabled Adolescents.

**Table 5: Exhibiting levels of Social Adaptation, Total scores, Numbers of student and Percentage of Learning Disabled Adolescents**

S.N.	LEVEL OF SOCIAL ADAPTATION	TOTAL SCORES	NUMBERS OF STUDENTS	PERCENTAGE
1.	Low	0-13	16	64%
2.	Normal	14-26	07	28%
3.	High	27-40	02	08%



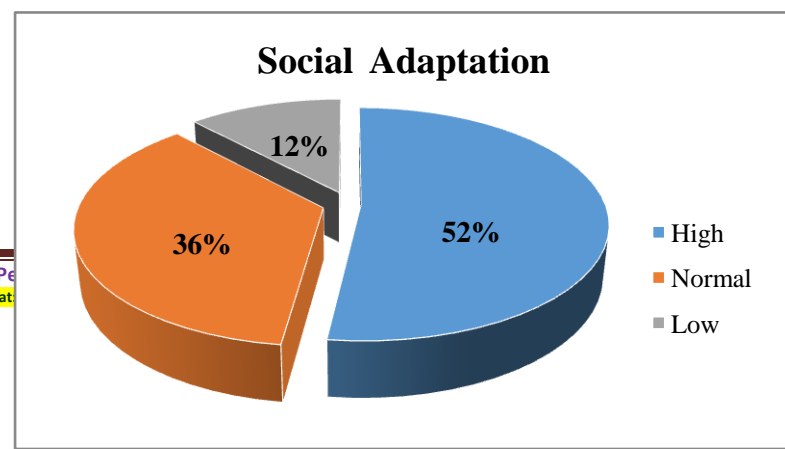
**Fig. 3: Pie chart showing % of level of Social Adaptation of Learning Disabled Adolescents**

Sixteen Adolescents with Learning Disability were found in low level of social adaptation. In the normal level of social adaptation seven Adolescents with LD (learning Disability) were found and two Adolescents with LD were found in high level of social adaptation. Learning disabled Adolescents have low level of social adaptation because of these low self-esteem and not adjusted in society and family easily. These are shy in nature therefore not make peer relationship easily.

**4. To study the level of social adaptation of Non Learning Disabled Adolescents.**

**Table 6: Exhibiting levels of Social Adaptation, Total scores, Numbers of student and Percentage of Non Learning Disabled Adolescents**

S.N.	LEVEL OF SOCIAL ADAPTATION	TOTAL SCORES	NUMBERS OF STUDENTS	PERCENTAGE
1.	Low	0-13	03	12%
2.	Normal	14-26	09	36%
3.	High	27-40	13	52%



**Fig. 4: Pie chart showing % of level of Social Adaptation of Non Learning Disabled Adolescents**

Three without learning disability Adolescents are found in low level social adaptation. In the normal level of social adaptation nine without learning disabilities Adolescents were found and thirteen Adolescents without learning disabilities were found in high level. NLDA have high level of social adaptation because they are capable to adjust in society and have high self esteem. They make family and peer relationship smoothly.

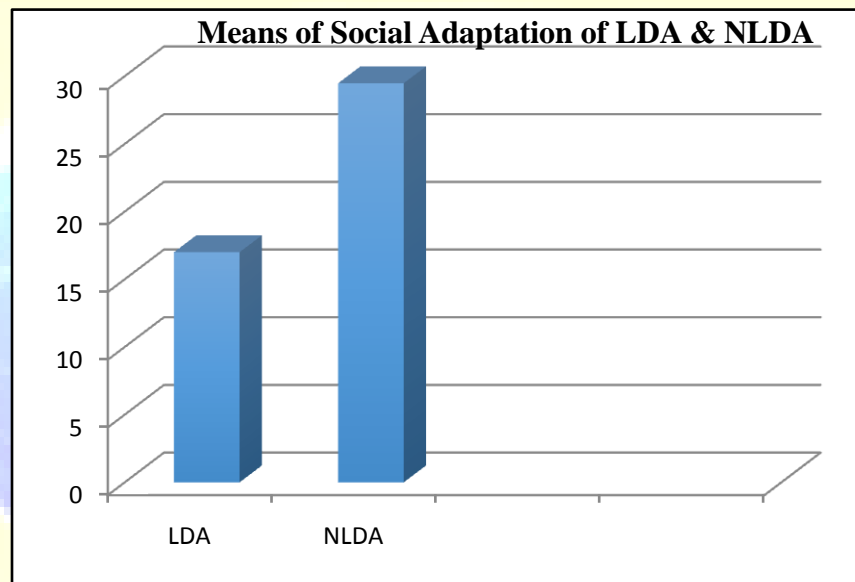
**5. To compare the Social Adaptation of Learning Disabilities Adolescents and Non Learning Disabilities Adolescents.**

**Table-7: Exhibiting S.D., Mean, and t-value of Social Adaptation of LDA & NLDA**

S.N	Groups	Sample size (N)	Mean	Standard deviation	Calculated t-value	Significant level
1.	Learning Disabled Adolescents.	25	17.00	5.08	7.29	0.05 Significant (P<13.09)
2.	Non Learning Disabled Adolescents	25	29.48	4.14		

The table shows that the mean scores (M=17.00) of Learning Disabled Adolescents was lower than Non Learning Disabled Adolescents (M=29.48). These values represent the individual

differences in learning with disabilities and learning without disabilities Adolescents. It indicates that Adolescents without learning disabled had higher scores in social adaptation in comparison to Learning Disabled Adolescents. Standard Deviation (SD=05.08) of Learning Disabled Adolescents was lesser than standard deviation (SD=4.14) of Non Learning Disabled Adolescents. It represents that validity of Non Learning Disabled Adolescents was greater than Learning Disabled Adolescents. The t-test value of two groups is 7.29. It indicates that scores of social adaptation of with and Without Learning Disabled Adolescents was significantly different to each other. The difference in their mean values is shown in graph.



**Fig. 5: Graph showing mean of Social Adaptation of LDA and NLDA**

#### **HYPOTHESES TESTING OF STUDY**

**There exists no difference significantly between in social adaptations of Learning disabled Adolescents (LDA) and Non learning disabled Adolescents (NLDA).**

The t-value ( $t=7.29$ ,  $P>0.01$ ,  $df 48$ ) indicates that the difference between scores of social adaptation of Learning Disability Adolescents and Non Learning Disability Adolescents was statistically different. Hence the hypotheses there exist no differences significantly between in social adaptation of LD Adolescents & NLD Adolescents has been rejected.

#### **Findings of the Investigation**

- a. Learning Disabled Adolescents had poor social adaptation in comparison to Non Learning Disabled Adolescents because learning disabled adolescents have difficulties in comparison to Non learning disabled adolescents.
- b. Non Learning Disabled Adolescents have high social adaptation because they have confidence, capability to life challenges facing & know yours problems and solve.
- c. The high social adaptation of Non Learning Disabled Adolescents indicates that the Non Learning Disabled Adolescents know what they want to be come in life and how they socialization take place in their life.
- d. Learning Disabled Adolescents had low level of self-esteem in comparison to Non Learning Disabled Adolescents they report feeling of loneliness, isolation and lack of fulfillment in social situations. This social isolations deepens over time, contributing negative self-image and difficulty in social functioning.
- e. Non Learning Disabled Adolescents had high level of self-esteem because they are self-confident, self-regulated and self-adjusted. Non learning disabled adolescent have good interaction among society, school, peer and family.

## CONCLUSION

The drawing conclusions, adolescents with disabilities live a difficult life than Non Learning Disabled Adolescents. Special accommodations are necessary to provide effective academic experiences for these students by enhancing their social mixing and interrelations in order to raise their social adaptation. Within resource classroom Learning Disabled Adolescents work at their own pace and may be less likely to feel pressured to do activities may are beyond their current abilities. They have listening, speaking, reading, writing, mathematical reasoning, thinking, gross and fine motor scale, social emotional domain and spelling and other disabilities therefore they cannot adjust with their educational environment and it promotes their most of myths about Learning Disabled Adolescents they miss understood as mentally retarded children. This study helpful in development of social interaction skills and install a abilities for social adaptation and socialization in adolescents with learning disabilities. Provides the foundations for scholastic skills these are; to solve reasoning & mathematical skills, reading skill, spell skill and writing skill. The findings of this present study to extracting negative qualities



disappointment, failure, loneliness, frustration, anxiety, and adequacy and like these in adolescents.

### EDUCATIONAL IMPLICATIONS

Learning Disabled Adolescents face an increased number of failures experiences compared to Non Learning Disabled Adolescents. So social adaptation of Learning Disabled Adolescents needs experience difficulties because they have to move more efforts to do the same work as a student in common classroom. The inability to complete a task creates frustration and embarrassment particularly if Learning Disabled Adolescents have low self-esteem and social adaptation. So a team approach is important for educating the adolescents with Learning Disabilities and Non Learning Disabilities. Adolescents, beginning with the assessment process and continuing through the development of the individual educational programme collaboration among special class teachers, parents, resources, rooms & teachers, educational organizations, administration, curriculum planners. Guidance workers and counselors, voluntary organizations are required. Knowledge about self-esteem and social adaptation of Learning Disabled and Non Learning Disabled Adolescents can be used to designs the appropriate and effective educational programme.

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