CHAPTER –V
SUMMARY AND CONCLUSIONS

In the preceding chapters, introduction to the problem, review of literature method of study, interpretation of results have been discussed. Present chapter provides a glimpse of background of the findings, brief description of the emergence of the problem, sample, design, procedure, educational implications, and suggestion for further research.

5.1 INTRODUCTION

All children are not alike; every child develops at his own pace. Some of them are brilliant others are less talented. Some have physical disability other may be emotionally disturbed or not able to adjust in school, family or community. When problems of children in any of the areas are recognized at early stage, it can be addressed properly and then their long term consequences can be reduced and eliminated completely. Important skills for a child are learning to read and write. In spite of having average or above average intelligence, many children exhibit poor performance in academics. They do not get benefit from normal class room programme. They face difficulties in reading, arithmetic, spelling and writing. Inability of children in learning not only affected their curricular areas but also personal, social, self-esteem and adjustment areas (Rozario 1991). These children often experience frustration, exhibit low tolerance for frustration, have difficulty in making decisions, poor adjustments with peers (Brooks, 2001) and have low self-esteem, develop emotional problems because of frequent failures (Lyon 2000). Such characteristics of children are called ‘Learning Disabilities’. It refers to retardation in the processes of speech, language, perception, reading, spelling, and arithmetic (Krik, 1968). This means, if a child's intellectual ability is much higher as compared to his or her educational performance, then child is diagnosed with a learning disability.

From the past few decades, concept of learning disabilities has changed, but still it is new for many developing countries like India. Research conducted in the field of learning disabilities is yet in infancy stage. It is quiet challenging to identify and assist children with learning disabilities, according to their requirement. However
current research in the area of learning disabilities indicated that 10-14% of children in India have a learning disability (Krishnan, 2007). But these children remain unnoticed, as unlike other disabilities, learning disabilities is a hidden handicap. It doesn’t leave any visible signs, which make other to understand or offer support to a person having learning disabilities. It affects individual’s ability to understand what they see or hear and link that information to various parts of the brain.

Learning disabilities is long-lasting disorder, which affect many parts of a person’s life like school work, daily routines, family life, and sometimes relationships and even play. One of the most problematic behaviour found commonly in school is peer victimization. Evidences indicated that peer victimization occurs at a rate of 2.4 cases per hour (Atlas, Rona, & Pepler, 1998) and a total of 10–20% of youth being purposefully harassed (Olweus, 1994). In a study conducted by Kavale and Forness (1996) explained that children with learning disabilities are found to be more peer excluded, lower social status, less supportive and have few friends. They found that children with learning disabilities are low in social capabilities. Due to this their peers do not select them as friends.

Peer victimization is correlated to many other negative consequences. So it is necessary to find the nature of peer victimization in children with learning disability. It is linked with very serious problem like anxiety, depression, school drop outs, social problems, drug user, and school violence and in severe cases it leads to death of victims. Due to these children become less adjusted person who is not socially accepted (Hawker & Boulton 2000). Child with learning disabilities is a cause of great stress for parents (Dyson, 1996) and create problems in the relation of parents and child (Amerongen & Mishna, 2004).

Parent’s involvement in child education has shown remarkable positive effect on student achievement (Harris et al, 1987). Supportive home environment is the one of the major factor which strongly influences outcome of children with learning disability (Shapiro & Gallico, 1993; Shaywitz, 1998). Research studies linked parental involvement not only with student achievement but also with less absenteeism, better class room environment, lower dropouts, better school satisfaction, high self-esteem, improved student behaviour, improved parent teacher
relation, high motivation and positive approach toward school (Bryan & Sullivan-Burnstein, 1998; Desforges & Abouchaar, 2003).

Previous studies have shown that children with LDs face many psychosocial, emotional and behavioural problems (Sorensen et al., 2003). But study conducted by Martinez and Semrud-Clikeman (2004) found that emotional and behavioral adjustment problems in children with LDs varies according to types of LD viz: single or multiple learning disabilities. Adjustment process is influenced by many people like parents, peers, personal characteristics of an individual. Children themselves with their unique abilities and propensities are able in forming and improving their performance, goals and adjustment to their environment. Several studies correlated poor peer relation with adjustment problems in children (Bond, Carlin, Thomas, Rubin, & Patton, 2001; Storch & Masia, 2001).

Due to this victimized children experience higher level of loneliness, depression and reported more adjustment difficulties (Crick & Grotpeter, 1996; Nansel et al., 2004). Parent’s involvement in their child’s school education, not only improves academic achievement but also improves behaviour, attitudes, better emotional adjustment and greater well-being (Jeynes, 2007; Hornby & Witte 2010).

Learning disabilities are life-long. But the way in which learning disabilities are defined may depends on an individual’s lifespan, reliant on the relations between the demands of the environment and the individual’s strengths and needs (Learning Disabilities Association of Canada, 2002). Children with learning disabilities are matter of concern for parents, teachers and school authorities. With their joint efforts, help, assessment and remediation at right time children with LD can learn successfully and become well adjusted in the society at the later stage of life.

5.2 Rational for the study

The progress of any nation depends on the nature and kinds of its man power. Every individual, irrespective of their personality and potentiality contribute for national development. Even exceptional children cannot be omitted from this contribution. The National Policy on Education (NPE, 1986) has suggested that education for children with some disability should be given together with others in general schools as far as possible. Due to this more and more children with mild
disability do join general schools, but many of them dropout due to lack of understanding to their educational needs. The term 'learning disability' is used to define a definite group of individuals, who have problems in learning in the educational side. These problems are generally in the areas of reading, writing, spellings and mathematics. Parents and teachers usually discover the problem when the child fails to cope with school work. To attain the goal of ‘education for all’, the school system should be equipped adequately for identification and assessment of the learning disabilities. For a child success or failure in learning some skills and education normally will decide his future career as well as his role in the world. Thus, school failure due to learning disability can represent a main disaster affecting both the child and his family.

Learning disabilities is a lifetime disorder that affect many parts of a child's life: his school or work, everyday routines, family life, and even his relation with peers and play. In some persons, many coinciding learning disabilities may be apparent whereas other persons may have a single learning problem that has little effect on other areas of their lives. Children with learning disabilities may have lots many problems associated with academics, social, home and emotional domains. They are not able to survive successfully in school without abundant help and support from their teachers, peers and parents. Adjustment to school require support from a number of skills, as well as social ability, problem solving, self-reliance and willpower, explore about ‘not knowing’ and what to do about it, communication control and educational competence (Fabian 2000b; Margetts 2002). Children with learning disabilities face many adjustment problems in inclusive education setting. They score lower on overall adjustment as well as social and educational adjustment as compared to normal students (Tamannaeifar & Nezhad, 2014). They experience stress, nervousness, depression, low success motivation, poor socio-personal adjustment and low self-concept. Student having adjustment problem may face more frustration, depression and their learning & speed of performance gets effected (Goyal, 1988). Children who are non-compliant, disorganized, distractible, or antisocial are more likely to experience adjustment difficulties than other children (Margetts, 2002). Peer relation also plays an important role in child’s adjustment. Rejection from peer or peer victimization is related with increase in aggression (Dodge, Lansford, Burks, Bates, Pettit & Fontaine, 2003) internalizing & externalizing behavior problem and delinquency (Hanish & Guerra, 2002). A student
with learning disabilities is more frequent target of peer victimization (Baumeister, Storch, & Geffken, 2008). Children who are poor in reacting and regulating their emotions found to be more victimized. Friendship of children with LD is less stable as compared to children without LD. They are not able to understand social cues or verbal or non-verbal information. Children with learning disabilities found to be more peer excluded, lower social status, less supportive and less number of friends. Due to this children with learning disabilities faces many serious problem like anxiety, depression, school drop outs, social problems, drug user, and school violence and in severe cases it leads to death of victims. Parent’s involvement in their child’s school education, not only improve academic achievement but also improved behaviour, attitudes, better emotional adjustment and greater well-being (Jeynes, 2007). Also parental involvement is correlated to better self-satisfaction, self-control, more caring, competence, positive peer relations, better social adjustment, (Gillum, 1977). Parents Support, monitoring, and discipline are fundamental dimensions of parental behaviour that are linked with children's adjustment, development, and well-being.

While reviewing the literature investigator came across many studies, which discussed the variable under consideration in isolation. Review of related literature reveals mixed results. Parental involvement exhibited inconsistent and conflicting findings. Some researchers reported that parental involvement had no impact on adjustment, while others reported remarkable, positive effects at the same time other found a negative relationship.

Many studies have been conducted so far which discussed the negative relation of peer victimization on children’s adjustment. But in India no such study has been done which discusses the association of peer victimization and poor adjustment of children with learning disabilities. Also relationship of parental involvement and adjustment of children with learning disabilities have largely remained unexplored India. Moreover studies have been conducted so far on the adjustment of students but very few studies are conducted in India on peer victimization, parental involvement and adjustment among children with learning disabilities. Hence, the present study is carried out with the objective of studying the peer victimization, parental involvement and adjustment among children with learning disabilities.
5.3 STATEMENT OF THE PROBLEM

PEER VICTIMIZATION PARENTAL INVOLVEMENT AND ADJUSTMENT AMONG STUDENTS WITH LEARNING DISABILITIES

5.4 OPERATIONAL DEFINITIONS

I. Children with Learning Disabilities

Children with learning disabilities are those children who were identified by Diagnostic Test of Learning Disabilities (DTLD; Swarup & Mehta, 1993). They are normal in vision, hearing and having average or above average intelligence, but they have specific learning problems or difficulties in reading, spelling and mathematical calculations.

II. Peer Victimization

Peer victimization is the conscious desire of the bully to hurt or threatened someone else. It may be physical, verbal, social manipulation or attack on property. All these have common feature, the illegitimate use of power by one person over another. It consist of behaviours like teasing, taunting, threatening, hitting, stealing spreading rumours or stories about the victim or his family, commenting on someone’s handicap, taunting, humiliating, gossiping and excluding from groups which is done by one or more children against a victim.

III. Parental Involvement

Parental involvement is involvement encompasses the role played by parents in the life of their wards. Be it physical, mental, intellectual, social or educational. This role is crucial as regards to the total development of the pupil.

IV. Adjustment

Adjustment is defined as such a process containing both intellectual and behavioural responses by which an individual struggles to cope up successfully with inner needs, tensions, obstructions and conflicts and to affect a degree of harmony between those inner demands and those imposed on his or her objective world. In the present study the term 'adjustment' was used collectively to refer to both the pupil adjusting to the social, emotional and school context and peer group as well as the attempt of others (teachers) within the school to adjust to what they see and expect of
the pupil. Therefore adjustment was seen as a satisfactory relationship between the individual and his environment in respect of three areas - social, emotional and academic.

5.5 OBJECTIVES

1. To study peer victimization of students with and without learning disabilities.

2. To study parental involvement of students with and without learning disabilities.

3. To study adjustment of students with and without learning disabilities.

4. To study the difference in peer victimization of students with and without learning disabilities across the level of intelligence.

5. To study the difference in parental involvement of students with and without learning disabilities across the level of intelligence.

6. To study the difference in adjustment of students with and without learning disabilities across the level of intelligence.

7. To study the difference in peer victimization of students with learning disabilities across the level of intelligence.

8. To study the difference in parental involvement of students with learning disabilities across the level of intelligence.

9. To study the difference in adjustment of students with learning disabilities across the level of intelligence.

10. To study the difference in peer victimization of students without learning disabilities across the level of intelligence.

11. To study the difference in parental involvement of students without learning disabilities across the level of intelligence.

12. To study the difference in adjustment of students without learning disabilities across the level of intelligence.

13. To study the gender difference on peer victimization of students with and without learning disabilities.
14. To study the gender difference on parental involvement of students with and without learning disabilities.

15. To study the gender difference on adjustment of students with and without learning disabilities.

16. (a) To study the relation between adjustment and peer victimization of students with learning disabilities.

(b) To study the relation between adjustment and peer victimization of students without learning disabilities.

17. (a) To study the relation between adjustment and parental involvement of students with learning disabilities.

(b) To study the relation between adjustment and parental involvement of students without learning disabilities.

5.6 HYPOTHESES

H01: There is no significant difference between students with learning disabilities (LD) and students without learning disabilities on variable of peer victimization and its dimension viz.:

H01.1 Verbal victimization (VV)
H01.2 Physical victimization (Ph.V)
H01.3 Social Manipulation (SM)
H01.4 Attack on property (AP)

H02: There is no significant difference between students with learning disabilities (LD) and students without learning disabilities (i.e. Normal children, NLD) on variable of parental involvement (PI) and its dimension viz.:

H02.1 School Involvement (SI)
H02.2 Home Involvement (HI)
H02.3 Parent teacher association (PTA)
H₀³: There is no significant difference between students with learning disabilities (LD) and students without learning disabilities (i.e. Normal students, NLD) on variable of adjustment (AD) and its dimensions viz.:

H₀³.1 Emotional Adjustment (EAD)
H₀³.2 Social Adjustment (SAD)
H₀³.3 Educational Adjustment (EdAD)

H₀⁴: There is no significant difference between average intelligence with learning disabilities students (LDₐI) and average intelligence without learning disabilities students (NLDₐI) on the variable of peer victimization (PV) and its dimensions viz.:

H₀⁴.1 Verbal victimization (VV)
H₀⁴.2 Physical victimization (Ph.V)
H₀⁴.3 Social manipulation (SM)
H₀⁴.4 Attack on property (AP)

H₀⁵: There is no significant difference between average intelligence with learning disabilities students (LDₐI) and average intelligence without learning disabilities students (NLDₐI) on the variable of parental involvement (PI) and its dimensions viz.:

H₀⁵.1 School Involvement (SI)
H₀⁵.2 Home Involvement (HI)
H₀⁵.3 Parent teacher association (PTA)

H₀⁶: There is no significant difference between average intelligence with learning disabilities students (LDₐI) and average intelligence without learning disabilities students (NLDₐI) on the variable of adjustment (AD) and its dimensions viz.:

H₀⁶.1 Emotional Adjustment (EAD)
H₀⁶.2 Social Adjustment (SAD)
H₀⁶.3 Educational Adjustment (EdAD)
H₀7: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and above average intelligence without learning disabilities students (NLD_{AAI}) on the variable of peer victimization (PV) and its dimensions viz.:

H₀7.1 Verbal victimization (VV).
H₀7.2 Physical victimization (Ph.V).
H₀7.3 Social manipulation (SM).
H₀7.4 Attack on property (AP)

H₀8: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and above average intelligence without learning disabilities students (NLD_{AAI}) on the variable of parental involvement (PI) and its dimensions viz.:

H₀8.1 School Involvement (SI)
H₀8.2 Home Involvement (HI)
H₀8.3 Parent teacher association (PTA)

H₀9: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and above average intelligence without learning disabilities students (NLD_{AAI}) on the variable of adjustment (AD) and its dimensions viz.:

H₀9.1 Emotional Adjustment (EAD)
H₀9.2 Social Adjustment (SAD)
H₀9.3 Educational Adjustment (EdAD)

H₀10: There is no significant difference between high intelligence with learning disabilities students (LD_{HI}) and high intelligence without learning disabilities students (NLD_{HI}) on the variable of peer victimization (PV) and its dimensions viz.:

H₀10.1 Verbal victimization (VV)
H₀10.2 Physical victimization (Ph.V)
H₀10.3 Social manipulation (SM)
H₀10.4 Attack on property (AP)
H₀₁¹: There is no significant difference between high intelligence with learning disabilities students (LDₜₜ) and high intelligence without learning disabilities students (NLDₜₜ) on the variable of parental involvement (PI) and its dimensions viz.:

H₀₁¹.1 School Involvement (SI)
H₀₁¹.2 Home Involvement (HI)
H₀₁¹.3 Parent teacher association (PTA)

H₀₁²: There is no significant difference between high intelligence with learning disabilities students (LDₜₜ) and high intelligence without learning disabilities students (NLDₜₜ) on the variable of adjustment (AD) and its dimensions viz.:

H₀₁².1 Emotional Adjustment (EAD)
H₀₁².2 Social Adjustment (SAD)
H₀₁².3 Educational Adjustment (EdAD)

H₀₁³: There is no significant difference between average intelligence with learning disabilities students (LDₐₐ) and above average intelligence with learning disabilities students (LDₐₐₐₐ) on the variable of peer victimization (PV) and its dimensions viz.:

H₀₁³.1 Verbal victimization (VV)
H₀₁³.2 Physical victimization (Ph.V)
H₀₁³.3 Social manipulation (SM)
H₀₁³.4 Attack on property (AP)

H₀₁⁴: There is no significant difference between average intelligence with learning disabilities students (LDₐₐ) and above average intelligence with learning disabilities students (LDₐₐₐₐ) on the variable of parental involvement (PI) and its dimensions viz.:

H₀₁⁴.1 School Involvement (SI)
H₀₁⁴.2 Home Involvement (HI)
H₀₁⁴.3 Parent teacher association (PTA)
$H_015$: There is no significant difference between average intelligence with learning disabilities students (LD$_{\text{AI}}$) and above average intelligence with learning disabilities students (LD$_{\text{AAI}}$) on the variable of adjustment (AD) and its dimensions viz.:

$H_{015.1}$ Emotional Adjustment (EAD)

$H_{015.2}$ Social Adjustment (SAD)

$H_{015.3}$ Educational Adjustment (EdAD)

$H_{016}$: There is no significant difference between average intelligence with learning disabilities students (LD$_{\text{AI}}$) and high intelligence with learning disabilities students (LD$_{\text{HI}}$) on the variable of peer victimization (PV) and its dimensions viz.:

$H_{016.1}$ Verbal victimization (VV)

$H_{016.2}$ Physical victimization (Ph.V)

$H_{016.3}$ Social manipulation (SM)

$H_{016.4}$ Attack on property (AP)

$H_{017}$: There is no significant difference between average intelligence with learning disabilities students (LD$_{\text{AI}}$) and high intelligence with learning disabilities students (LD$_{\text{HI}}$) on the variable of parental involvement (PI) and its dimensions viz.:

$H_{017.1}$ School Involvement (SI)

$H_{017.2}$ Home Involvement (HI)

$H_{017.3}$ Parent teacher association (PTA).

$H_{018}$: There is no significant difference between average intelligence with learning disabilities students (LD$_{\text{AI}}$) and high intelligence with learning disabilities students (LD$_{\text{HI}}$) on the variable of adjustment (AD) and its dimensions viz.:

$H_{018.1}$ Emotional Adjustment (EAD)

$H_{018.2}$ Social Adjustment (SAD)

$H_{018.3}$ Educational Adjustment (EdAD)
$H_019$: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and high intelligence with learning disabilities students (LD_{HI}) on the variable of peer victimization (PV) and its dimensions viz.:

$H_{019.1}$ Verbal victimization (VV)

$H_{019.2}$ Physical victimization (Ph.V)

$H_{019.3}$ Social manipulation (SM)

$H_{019.4}$ Attack on property (AP)

$H_020$: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and high intelligence with learning disabilities students (LD_{HI}) on the variable of parental involvement and its dimensions viz.:

$H_{020.1}$ School Involvement (SI)

$H_{020.2}$ Home Involvement (HI)

$H_{020.3}$ Parent teacher association (PTA)

$H_021$: There is no significant difference between above average intelligence with learning disabilities students (LD_{AAI}) and high intelligence with learning disabilities students (LD_{HI}) on the variable of adjustment and its dimensions viz.:

$H_{021.1}$ Emotional Adjustment (EAD)

$H_{021.2}$ Social Adjustment (SAD)

$H_{021.3}$ Educational Adjustment (EdAD)

$H_022$: There is no significant difference between average intelligence without learning disabilities students (NLD_{AI}) and above average intelligence without learning disabilities students (NLD_{AAI}) on the variable of peer victimization (PV) and its dimensions viz.:

$H_{022.1}$ Verbal victimization (VV)

$H_{022.2}$ Physical victimization (Ph.V)

$H_{022.3}$ Social manipulation (SM)

$H_{022.4}$ Attack on property (AP)
$H_023$: There is no significant difference between average intelligence without learning disabilities students (NLD$_{AI}$) and above average intelligence without learning disabilities students (NLD$_{AAI}$) on the variable of parental involvement (PI) and its dimensions viz.:

$H_023.1$ School Involvement (SI)

$H_023.2$ Home Involvement (HI)

$H_023.3$ Parent teacher association (PTA)

$H_024$: There is no significant difference between average intelligence without learning disabilities students (NLD$_{AI}$) and above average intelligence without learning disabilities students (NLD$_{AAI}$) on the variable of adjustment (AD) and its dimensions viz.:

$H_024.1$ Emotional Adjustment (EAD)

$H_024.2$ Social Adjustment (SAD)

$H_024.3$ Educational Adjustment (EdAD)

$H_025$: There is no significant difference between average intelligence without learning disabilities students (NLD$_{AI}$) and high intelligence without learning disabilities students (NLD$_{HI}$) on the variable of peer victimization (PV) and its dimensions viz.:

$H_025.1$ Verbal victimization (VV)

$H_025.2$ Physical victimization (Ph.V)

$H_025.3$ Social manipulation (SM)

$H_025.4$ Attack on property (AP)

$H_026$: There is no significant difference between average intelligence without learning disabilities students (NLD$_{AI}$) and high intelligence without learning disabilities students (NLD$_{HI}$) on the variable of parental involvement (PI) and its dimensions viz.:

$H_026.1$ School Involvement (SI)

$H_026.2$ Home Involvement (HI)

$H_026.3$ Parent teacher association (PTA)
H₂₀:2₇: There is no significant difference between average intelligence without learning disabilities students (NLDₐI) and high intelligence without learning disabilities students (NLDₜI) on the variable of adjustment (AD) and its dimensions viz.:

H₂₀.2₇.1 Emotional Adjustment (EAD)
H₂₀.2₇.2 Social Adjustment (SAD)
H₂₀.2₇.3 Educational Adjustment (EdAD)

H₂₀:2₈: There is no significant difference between above average intelligence without learning disabilities students (NLDₐₐI) and high intelligence without learning disabilities students (NLDₜI) on the variable of peer victimization (PV) and its dimensions viz.:

H₂₀.2₈.1 Verbal victimization (VV)
H₂₀.2₈.2 Physical victimization (Ph.V)
H₂₀.2₈.3 Social manipulation (SM)
H₂₀.2₈.4 Attack on property (AP)

H₂₀:2₉: There is no significant difference between above average intelligence without learning disabilities students (NLDₐₐI) and high intelligence without learning disabilities students (NLDₜI) on the variable of parental involvement and its dimensions viz.:

H₂₀.2₉.1 School Involvement (SI)
H₂₀.2₉.2 Home Involvement (HI)
H₂₀.2₉.3 Parent teacher association (PTA)

H₂₀:₃₀: There is no significant difference between above average intelligence without learning disabilities students (NLDₐₐI) and high intelligence without learning disabilities students (NLDₜI) on the variable of adjustment and its dimensions viz.:

H₂₀.₃₀.1 Emotional Adjustment (EAD)
H₂₀.₃₀.2 Social Adjustment (SAD)
H₂₀.₃₀.3 Educational Adjustment (EdAD)
H₀31: There is no significant difference between entire sample of male and female students on peer victimization (PV) and its dimensions viz.:

H₀31.1 Verbal victimization (VV)
H₀31.2 Physical victimization (Ph.V)
H₀31.3 Social manipulation (SM)
H₀31.4 Attack on property (AP)

H₀32: There is no significant difference between entire sample of male and female students on parental involvement (PI) and its dimensions viz.:

H₀32.1 School Involvement (SI)
H₀32.2 Home Involvement (HI)
H₀32.3 Parent teacher association (PTA)

H₀33: There is no significant difference between entire sample of male and female students on adjustment and its dimensions viz.:

H₀33.1 Emotional Adjustment (EAD)
H₀33.2 Social Adjustment (SAD)
H₀33.3 Educational Adjustment (EdAD)

H₀34: There is no significant difference between male and female students with learning disabilities on peer victimization and its dimensions viz.:

H₀34.1 Verbal victimization (VV)
H₀34.2 Physical victimization (Ph.V)
H₀34.3 Social manipulation (SM)
H₀34.4 Attack on property (AP)

H₀35: There is no significant difference between male and female students with learning disabilities on parental involvement and its dimensions viz.:

H₀35.1 School Involvement (SI)
H₀35.2 Home Involvement (HI)
H₀35.3 Parent teacher association (PTA)
There is no significant difference between male and female students with learning disabilities on adjustment and its dimensions viz.:

- **H₀⁰.³⁶.₁** Emotional Adjustment (EAD)
- **H₀⁰.³⁶.₂** Social Adjustment (SAD)
- **H₀⁰.³⁶.₃** Educational Adjustment (EdAD)

There is no significant difference between male and female students without learning disabilities on peer victimization (PV) and its dimensions viz.:

- **H₀³⁷.₁** Verbal victimization (VV)
- **H₀³⁷.₂** Physical victimization (Ph.V)
- **H₀³⁷.₃** Social manipulation (SM)
- **H₀³⁷.₄** Attack on property (AP)

There is no significant difference between male and female students without learning disabilities on parental involvement (PI) and its dimensions viz.:

- **H₀³⁸.₁** School Involvement (SI)
- **H₀³⁸.₂** Home Involvement (HI)
- **H₀³⁸.₃** Parent teacher association (PTA)

There is no significant difference between male and female students without learning disabilities on adjustment and its dimensions viz.:

- **H₀³⁹.₁** Emotional Adjustment (EAD)
- **H₀³⁹.₂** Social Adjustment (SAD)
- **H₀³⁹.₃** Educational Adjustment (EdAD)

There is no significant relationship between adjustment and peer victimization of students with learning disabilities and its dimensions viz.:

- **H₀⁴⁰.₁** Verbal victimization (VV)
- **H₀⁴⁰.₂** Physical victimization (Ph.V)
- **H₀⁴⁰.₃** Social manipulation (SM)
- **H₀⁴⁰.₄** Attack on property (AP)
H₀41: There is no significant relationship between adjustment and peer victimization of students without learning disabilities and its dimensions viz.:

H₀41.1 Verbal victimization (VV)
H₀41.2 Physical victimization (Ph.V)
H₀41.3 Social manipulation (SM)
H₀41.4 Attack on property (AP)

H₀42: There is no significant relationship between adjustment and parental involvement of students with learning disabilities and its dimensions viz.:

H₀42.1 School Involvement (SI)
H₀42.2 Home Involvement (HI)
H₀42.3 Parent teacher association (PTA)

H₀43: There is no significant relationship between adjustment and parental involvement of students without learning disabilities and its dimensions viz.:

H₀43.1 School Involvement (SI)
H₀43.2 Home Involvement (HI)
H₀43.3 Parent teacher association (PTA)

5.7 DELIMITATIONS

1. The sample was taken from government and private schools of Chandigarh.

2. The initial sample consisted of 790 children both boys and girls of class 3rd and 4th only.

3. The study will be limited to the variable of peer victimization, parental involvement and adjustment.

5.8 DESIGN OF THE STUDY

A research design is a detail plan, structure and strategy of investigation. According to which observations are made and data is collected. It offers the
experiential and logical basis for drawing deductions and gaining information. According to Koul (2007) a pre-planned and well described methods will provide researcher a scientific and feasible plan for attacking and solving the problem under investigation. Whereas Kothari (2008) explained that research design is needed because it facilitates the smooth sailing of the research operations. There by making research as efficient as possible, yielding maximum information with minimum expenditure of efforts, time and money. It is an advance planning of methods to be adopted for collecting the relevant data and the techniques to be used in their analysis.

The present study is descriptive survey research intended to assess the peer victimization (PV) parental involvement (PIV) and adjustment (AD) among students with and without learning disabilities. To achieve the stated objectives students with learning disabilities of class 3rd and 4th were identified. Matching of normal students (without learning disability) was done on the basis of intelligence; gender; class; & school. The students with learning and without learning disabilities groups were assessed on peer victimization and parental involvement using standardized tools and data on academic achievement was collected from school records.

Design of the study
5.9 SAMPLE

In the present study, purposive sampling and Multi-stage random sampling was used. Purposive sampling is considered desirable when the universe happens to be small and a known characteristic of it is to be studied intensively (kothari, 2009). The sample is purposive in nature as only English medium schools in Chandigarh were taken.

Stage-I

At the initial stage, investigator prepares the sector wise list of English medium Government and Private Senior Secondary Schools of U.T., Chandigarh, out of which 7 schools were selected randomly by the lots of draws. After contacting the principals of the selected schools for the permission of data collection were short list to 5 schools.

Stage-II

Initial Sample:

During the second stage, teachers were made aware of the learning disabilities of the children. Then teacher referral forms were given to the teachers to assess the children’s learning disabilities from each of the 5 schools. Initially there were 790 children in grade III &IV in the age group of 8-11 years. Out of 790 children, an initial sample of 122 children was obtained on the basis of teacher referral form and academic performance of the children in the previous class.

Children fulfilling the following criteria were included in the initial sample:

1. Children between the age of 8 to 11 years and belonging to class III and IV.
2. Children who scored 60% and above in the teachers’ referral form.
3. Children who scored below 40% in their previous class.

Out of 122 children only 102 children fulfilled the above mentioned criteria and they were included in the initial sample of the present study.
Stage-II

Final Sample

On the basis of teacher referral form children who scored more than 60% and above were taken into consideration and also had poor academic performance i.e. scored below 40% in the previous class were taken into consideration. These children were administered Malin’s Intelligence scale for Indian children (1964). Out of 102 children, 95 children who scored 90 & above (full scale IQ) were given Diagnostic Test of Learning Disability by Swarup & Mehta (2005) in order to identify the learning problems areas of children. Out 95 children, 89 children were selected as children with learning disabilities for further study because they scored below 50 in whole test of DTLD. Hence these 89 students were considered as final sample.

5.10 TOOLS USED

The following tools were used:

1. Teacher Referral Form developed by the investigator for initial screening of students with learning disabilities.

2. Diagnostic Test of Learning Disability by Swarup and Mehta (1993)

3. Wechsler Intelligence Scale for Children by Malin (1969)

4. Peer-Victimization Scale developed by the investigator to assess peer victimization.


6. Adjustment Inventory for school student by Sinha and Singh (1993) (adapted by the investigator).

5.11 PROCEDURE OF DATA COLLECTION

The data collection of the study was done in phased manner the detailed of which is given below:-

Phase-I: The principles of the randomly selected schools were contacted with written permission for data collection. The aim of the study was explained to them. The class teacher of 3rd and 4th grade were contacted and made aware of various learning
difficulties of school children. Teacher referral forms were distributed to the teachers of 3rd and 4th class. Details regarding academic performance of the children were also obtained. Out of 790 children, an initial sample of 122 children was obtained on the basis of teacher referral form who scored more than 60% and above in the teachers’ referral form were taken. Further children who scored below 40% in their previous class were retained. Out of 122 children only 102 children fulfilled the above mentioned criteria and they were included in the initial sample.

**Phase-II:** During this phase Malin’s Intelligence Scale for Indian children (1969) was administered by the investigator on initial sample. Out of 102 children, 95 children who scored 90 & above (full scale IQ) were given Diagnostic Test of Learning Disability by Swarup & Mehta (2005) in order to identify the learning problems areas of children. Out 95 children, 89 learning disabled children were selected for further study because they scored below 50 in whole test of DTLD. Also, out of the 790 children, 89 normal children were matched with 89 children with learning disabled on the basis of intelligence score; gender; class and school.

**Phase-III:** In this phase Peer victimization Scale prepared by the investigator, Parental Involvement Scale by Chopra and Sahoo (2006), Adjustment Inventory for school student by Sinha and Singh (1993) adapted by the investigator were administered.

**5.12 STATISTICAL ANALYSIS**

Following statistical techniques were employed for testing research hypotheses:

1. Descriptive statistics namely mean and standard deviation for all variables were obtained to study the nature of distribution of scores of variables.
2. t-test was applied to find out the difference between students with learning and without learning disabilities (Normal students) on variables peer victimization, parental involvement and adjustment.
3. Co-efficient of correlation matrix was used.
4. Graphic representation was done wherever necessary.
5.13 MAJOR FINDINGS AND CONCLUSIONS

- Significant differences (at 0.01 level) were observed between children with learning disabilities (LD=89) and children without learning disabilities (Normal children, NLD=89) with respect to peer victimization (PV), and its dimensions verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

- No significant difference exists between student with learning disabilities and student without learning disabilities on variable parental involvement (PI) along with its dimensions school involvement, home involvement, parent teacher association.

- Significant difference exists between student with learning disabilities and student without learning disabilities on adjustment and its dimensions emotional adjustment (EAD), social adjustment (SAD), and educational adjustment (EdAD).

- Significant difference exists between average intelligence with learning disabilities student (LD_{AI}) and average intelligence without learning disabilities student (NLD_{AI}) on the variable of peer victimization (PV) along with its dimensions verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

- Average intelligence with learning disabilities student and average intelligence without learning disabilities student does not differ in respect of their parental involvement (PI), along with its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- Average intelligence with learning disabilities student and average intelligence without learning disabilities student differ significantly in respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

- Significant differentials exists between average intelligence with learning disabilities student and above average intelligence without learning disabilities student on variable peer victimization (PV) along with its dimensions [viz.
verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP)].

- No significant difference exists between above average intelligence with learning disabilities student and above average intelligence without learning disabilities student on variable parental involvement (PI), along with its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- Significant difference exists between above average intelligence with learning disabilities student and above average intelligence without learning disabilities student on variable adjustment and its dimensions.

- High intelligence with learning disabilities student and high intelligence without learning disabilities student differ significantly in respect of their peer victimization (PV), verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

- No significant difference exists between high intelligence with learning disabilities student and high intelligence without learning disabilities student on variable parental involvement (PI) and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- Significant difference exists between high intelligence with learning disabilities student and high intelligence without learning disabilities student on adjustment (AD), and social adjustment (SAD) and differ insignificantly on emotional adjustment (EAD), educational adjustment (EdAD).

- Average intelligence with learning disabilities student and above average intelligence with learning disabilities student differ in respect of their peer victimization (PV), verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

- Average intelligence with learning disabilities student and above average intelligence with learning disabilities student differ significantly in respect of their parental involvement (PI) whereas no significant difference exists on home involvement (HI), school involvement (SI), and parent teacher association (PTA).
- Significant difference exists between average intelligence with learning disabilities student and above average intelligence with learning disabilities student with respect to respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

- Average intelligence with learning disabilities student and high intelligence with learning disabilities student differ in respect of their peer victimization (PV), verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

- No significant difference exists between average intelligence with learning disabilities student and high intelligence with learning disabilities student on variable parental involvement (PI) and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- Average intelligence with learning disabilities student and high intelligence with learning disabilities student differ significantly in respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

- Above average intelligence with learning disabilities student and high intelligence with learning disabilities student differ significantly in respect of their peer victimization (PV) along with dimensions physical victimization (PhV), social manipulation (SM) and attack on property (AP) except on verbal victimization (VV).

- No significant difference exists between above average intelligence with learning disabilities student and high intelligence with learning disabilities student on variable parental involvement (PI) and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- Above average intelligence with learning disabilities student and high intelligence with learning disabilities student differ significantly in respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).
No significant difference was found between average intelligence without learning disabilities student and above average intelligence without learning disabilities student on peer victimization (PV) and its dimensions verbal victimization (VV), physical victimization (PhV), social manipulation (SM) and attack on property (AP).

No significant difference exists between average intelligence without learning disabilities student and above average intelligence without learning disabilities student on parental involvement (PI) and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

No significant difference exists between average intelligence without learning disabilities student and above average intelligence without learning disabilities student in respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

Average intelligence without learning disabilities student and high intelligence without learning disabilities student differ significantly in respect of their peer victimization (PV) along with dimensions physical victimization (PhV), social manipulation (SM) and attack on property (AP) except on dimension verbal victimization (VV).

No significant difference exists between average intelligence without learning disabilities student and high intelligence without learning disabilities student on parental involvement (PI), and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

Average intelligence without learning disabilities student and high intelligence without learning disabilities student differ significantly in respect of their adjustment (AD), and social adjustment (SAD) whereas no significant difference exist in respect of their emotional adjustment (EAD), and educational adjustment (EdAD).

No significant difference exists between above average intelligence without learning disabilities student and high intelligence without learning disabilities student in respect of their peer victimization (PV), verbal victimization (VV), social manipulation (SM) and attack on property (AP) whereas differ significantly in respect of their physical victimization (PhV).
• No significant difference exists between above average intelligence without learning disabilities student and high intelligence without learning disabilities student in respect of their parental involvement (PI), school involvement (SI), home involvement (HI), and parent teacher association (PTA).

• No significant difference exists between above average intelligence without learning disabilities students and high intelligence without learning disabilities students in respect of their adjustment (AD), emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

• No significant difference exists between the entire sample of male student and female student in respect of their peer victimization (PV), verbal victimization (VV), social manipulation (SM) and attack on property (AP) whereas differ significantly in respect of their physical victimization (PhV).

• No significant difference exists between the entire sample of male student and female student in respect of their parental involvement (PI), school involvement (SI), home involvement (HI), and parent teacher association (PTA).

• No significant difference exists between entire sample of male student and female student in respect of their adjustment (AD) and its dimensions emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

• No significant difference exists between LD_{males} and LD_{females} in respect of their peer victimization (PV) and its dimensions verbal victimization (VV) and social manipulation (SM) and attack on property (AP) whereas differ significantly in respect of their physical victimization (PhV).

• No significant difference exists between LD_{Male} and LD_{Female} in respect of their parental involvement (PI) and its dimensions school involvement (SI), home involvement (HI), and parent teacher association (PTA).

• LD_{Male} and LD_{female} differ significantly in respect of their adjustment (AD) whereas no significant difference exists for emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

• No significant difference exists between NLD_{Male} and NLD_{female} in respect of their peer victimization (PV), verbal victimization (VV) and attack on
property (AP) whereas differ significantly in respect of their physical victimization (PhV), and social manipulation (SM).

- No significant difference exist between NLD\textsubscript{Male} and NLD\textsubscript{Female} in respect of their parental involvement (PI), school involvement (SI), home involvement (HI), and parent teacher association (PTA).

- No significant difference exists between NLD\textsubscript{Male} and NLD\textsubscript{Female} in respect of their adjustment (AD) along with its dimensions emotional adjustment (EAD), social adjustment (SAD) and educational adjustment (EdAD).

- Significant and negative correlation exists between adjustment and peer victimization of students with learning disabilities along with its dimensions verbal victimization (VV), physical victimization (Ph.V), social manipulation (SM) and attack on property (AP).

- Significant and negative correlation exists between adjustment and peer victimization of students without learning disabilities along with its dimensions verbal victimization (VV), social manipulation (SM) and attack on property (AP) except physical victimization (Ph.V).

- Correlation between adjustment and parental involvement along with its dimensions school involvement and parent teacher association were not significant but there was significant relation between adjustment and home involvement found among students with learning disabilities.

- Correlation between adjustment and parental involvement along with its dimensions school involvement and home involvement were significant but there was no significant relation between adjustment and parent teacher association found among students without learning disabilities.

5.14 EDUCATIONAL IMPLICATIONS

Learning disabilities are life-long. But the way in which learning disabilities effect an individual’s lifespan may depends on, many factors like child’s own strengths and weakness, parental involvement, peer relations, societal expectation and demands of the environment. It creates a lot of academic as well as psychological adjustment problems for students. So parents, teachers need to be more aware of the
assessment, individualities and remedial methods of learning disability. Schools need to introduce compulsory earlier assessment of students with comparatively poor academic skills at the elementary schooling stage and provide intervention accordingly. Training should be given to teacher to change their attitudes towards students with learning disabilities and handle them with love and sympathy.

The analyses of the study revealed that significant difference exist between students with and without learning disabilities on variables peer victimization and adjustment. Students with learning disabilities as compared to their counterpart are at more risk of peer victimization and also peer victimization is negatively correlated to adjustment. Peer victimization is also associated to many other negative consequences like anxiety, depression, school drop outs, social problems, drug user, and school violence and in severe cases it leads to death of victims. This suggested that different remedial strategies and intervention programme need to be adopted to stop bullying, because bullying normally occurs in social environment and children spent their maximum time in school. For effective implementation of these strategies parent need to be involved in planning, promoting and creating no tolerance guidelines in respect of bullying. Teachers need to arrange peer focused activities to the children, which helps in the development of social skills in children. School counsellor need to provide training to children on social skills, conflict resolution and anger control. At the same time, team efforts of teachers, parents, and peer is required in order to help these children to perform to the best of their potentials.

And also the result of the study shows that significant and positive correlation exists between adjustment and parental home involvement. Thus supportive home environment is the one of the most important factor which strongly influences outcome of children with learning disability. Effective parental involvement not only influence student achievement but also reduce absenteeism, lower school dropouts rates, helps in improving class room environment, better school satisfaction, high self-esteem, improved student behaviour, positive peer relations, better social adjustment and positive approach toward school. So need of the hour is teacher and school administration should design and implement such polices so that more and more parents should involve in their child education. Parents should be concerned with to deliver better education facilities and home environment for their children. And parents should also understand their role in adjusting their child’s school education.
Spent more time with their children at home that will help them in improving not only in academics but also in improving behaviour, attitudes, better social and emotional adjustment.

5.15 SUGGESTIONS FOR FURTHER RESEARCH WORK

Due to paucity of time it was not feasible for the investigator to cover the entire related variable related to the study. Considering these and the findings of the present study, the researcher has following suggestions for further research in this area:-

1. The studies similar to the present one can be replicated with larger sample size.

2. This study included only the students from III and IV grades. In order to get more comprehensive results, the study can be extended by including the students from the other grades also, as it is expected that students from different classes would yield different results.

3. This study included the sample from urban area only. Further research work could be undertaken to be replicate the present study in the urban and rural areas of India.

4. The present study has covered only three variables. It is necessary to expand the study to cover other relevant variables.

5. Research should be conducted on social aspects of children with learning disabilities.

6. All the variables used in present study are not permanent/ fixed traits. Researcher suggests that longitudinal studies may be conducted on these variables in relation to the adjustment.