

SELF-ESTEEM AND SOCIAL RELATIONS AMONG ADOLESCENT LEARNING DISABILITY

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ABSTRACT:

Self-esteem is defined as the principle that a person is accepted, connected, unique, powerful, and capable. Self-esteem issues take on a particular importance for students with learning or attention problems because self-assessment is to require the ability to evaluate and compare. This paper outlines self-esteem and communal relations among adolescent learning disability. This study conducted in Chennai city. Descriptive research method is used in this study.

Keywords: Self-esteem, social relations, adolescent and disability.

1.1. INTRODUCTION

*“Self –esteem: The cause and effect of success for the child with leaning differences”-
Richard D. Lavoie*

As such, Mruk (2006) defines four basic ways that self-esteem is defined a)As a certain attitude b). Based on discrepancy c). As a psychological response a person holds in the direction of himself or herself, and d)As a function of personality. In the study the following issues are dealt with a). Peer and adult perception of children with learning disabilities b). The friendly options of these children and c). prevailing their social status.

1.2. STATEMENT OF PROBLEM

The researcher came across lot of studies on learning disability and its relation with self-esteem and social relation, but a very few studies based on Indian scenario. This might be because of the late realization of the disability called the learning disability in India. There are very few interventions to address the issue. The role of self-esteem is more or less neglected.

1.3. NEED FOR THE STUDY

There is no national censuses of the learning disabled has been taken in India, it is difficult to assess their actual number, though there is an approximate representation. Neither the National Council of Educational Research and Training (NCERT) New Delhi nor the state council of education has data regarding the learning disabled students. In India about 13 to 14 per cent of all school children suffer from learning disorders (Sadaket 2009). And most of this cases are not diagnosed, due to various reasons like lack of resources, awareness, over populated class rooms etc..Thus the researcher by this study hopes to throw some light to educators, parents and education policy makers to find some alternative approaches to address learning disability and

build self-esteem in school children which is been neglected due to various reasons. Thus, reinvestigating the “best practices” followed in India. This will result in a positive, collaborative relationship with child’s teachers, parents- and everyone involved in his or her education, which is critical for the success of the child. Hence the need of policy innovation becomes more urgent.

1.4. RESEARCH METHODOLOGY

- The study on self-esteem and social relationship of adolescents with learning disability is based on the schools in Chennai, India.
- The sample consisted of 50 adolescents between the age group of 11 to 18 years with learning disability and was selected based on purposive sampling. The sample was selected into two groups 11- 14 as pre-adolescents and 15 to 18 as adolescents.
- The tools used in the study were Rosern Bergs 10 item Likert scale with Cronbach’s alpha value 0.7, and thirty other self-structured questionnaires for specific objective on variables like peers, teachers and parents.
- A pilot study was conducted to study the effectiveness of the study covering 10% of the sample size, and necessary modifications in the study . This was followed by data collection, interpretation of results and concluding the research finding. Scientific methodology was used to methodically solve the study crisis.
- Universe of The Study: The universe of study constitutes all the students with Learning Disability, in an alternative school in Chennai.
- Sample Size: For the study a sample of 50 children were taken which includes both genders following the curriculum and is dedicated to teach children with learning difficulties.

1.5. OBJECTIVES OF THE RESEARCH:

- To study the self-esteem of adolescents with Learning Disability in schools, Chennai
- To study the relationship of adolescents with learning disability with their peers, teachers, parents.
- To discover out the connection between self-esteem and social relations of adolescents with learning disability.

1.6. HYPOTHESIS OF THE STUDY:

Learning disability Adolescents with good social relationship will have high self-esteem.

1.7. FINDINGS OF THE STUDY

- 62% of male respondents and 38.0 percent are female respondents.
- 52.0% of the age group of 16 to 19 years.
- 72% of respondents’ family income is more than 15,000 per month and remaining 28 percent earn less than 15,000 per month.

- 48% of the respondents worry about the relationship they have with their parents.
- 56 % of the respondents are being compared with their siblings by their parents.
- 66 % of the respondents feel that they are blamed by their parents of no mistake of theirs.
- 44 % of the respondents feel stressed due to parental pressure.
- 26% of the respondents are not satisfied with the time their parents spends with them.
- 78 % of the respondents feel that they are being understood well by their friends.
- 48 % of the respondents are not comfortable of sharing their problems with their friends
- 32 % of the respondents feel that they are being left out by friends because of their learning disability.
- 56 % of the respondents feel sad as they are misunderstood by their friends.
- 100 % of the respondents feel comfortable to clear their doubts with their teachers.
- 88 % of the respondents feel their teachers know their interest and talent and encourage them.
- 82% of the respondents feel that they are understood better by parents because there is a good relationship between their parents and teachers
- 98% of the respondents trust their teachers.
- Present study that there is no significance relationship between the self-esteem of the respondents with Income of the respondents.
- The study denotes that there is no significance relationship between the parental relationships of the respondents with Income of the respondents.
- The study reveals that there is no significance relationship between the peer relationships of the respondents with Income of the respondents.
- Research testifies that there is no significance relationship between the teachers' relationships of the respondents with Income of the respondents.
- Age group of 16-19 years has a higher self-esteem than the respondents who fall under the age group of 11-15 years.
- Age groups of 16-19 years have a better parental relationship than the respondents who fall under the age group of 11-15 years.
- Age groups of 16-19 years have a better relationship with the peers than the respondents who fall under the age group of 11-15 years.
- Research testifies that the respondents who fall under the age group of 16-19 years have a better relationship with teachers than the respondents who fall under the age group of 11-15 years.
- There is insignificant relationship between the self-esteem with respect to respondents' gender.
- There is insignificant relationship between the respondents relationship with parents with respect to respondents' gender.
- There is insignificant relationship between the respondents relationship with peers with respect to respondents' gender.

- There is insignificant relationship between the respondents relationship with teachers with respect to respondents' gender.
- There is a significant relationship between the respondents relationship with parents with respect to respondents self-esteem.
- There is no significant relationship between the respondents relationship with peers with respect to respondents self-esteem.
- There is a significant relationship between the respondents relationship with teachers with respect to respondents self-esteem.

1.8. IMPLICATIONS OF THE STUDY

a). IMPLICATIONS FOR SOCIAL WORK PRACTICE:

- As family plays a major role in building self-esteem of an individual, social worker could set off an individual family-based intervention which helps to understand the family dynamics and the relationship among the family members, especially the relationship of the parents and through the parents and among the siblings.
- Social worker can bring about awareness on the genetic and clinical features of the disorder, which would help the parents to get rid of their anxiety.
- Social worker could apply the group family based intervention and this helps the group enabled parents to identify the psychosocial problems generated in the family because of children's learning disability. The emotional aspects in the family can be effectively dealt with.
- The group facilitates the parents to understand the need of mutual emotional support to deal with the learning disability child. It also clarifies the in appropriate emotional reactions.
- The results of this study suggest that the social relations of learning disability adolescents have deep impact on the self-esteem of learning disability children. Social workers interventions in the form of case work enhance children with learning disability to deal the issues of low self-esteem and enhance good social relationships.

b). THE STUDY SUGGESTS FAMILY COUNSELLING APPLICATION:

- The results suggest the need of developing a specially designed program which would build positive peer relationships among the respondents.
- Specially designed programs to be included in the day to day curriculum to boost the self-esteem of children especially of 11-15 years of age as they tend to show low self-esteem.
- A reward system to be developed in the school, which will motivate and reinforce self-confidence and build more positive behaviour with others.

c). SUGESSTIONS FOR SOCIAL WORK EDUCATION:

- The social workers can be trained to deal with various issues concerned with learning disability.
- The study also make necessary for the social worker's theoretical knowledge about with learning disability and without learning disability children .
- It has major implications to enhance the social workers approaches to assess the behaviour of adolescents. These help in better understanding of the purpose and effect of the behaviour(s) of concerns and provides information that is useful in the development of effective interventions.
- The curriculum can be framed giving importance also to ecological perspective. The perspective of the interaction of the child and family and their environment. Significant concept includes adaptation, transaction, goodness to fit between the students and their educated environments, reciprocity and mutuality.

d). SUGESSTIONS FOR SOCIAL WORK RESEARCH:

- Keeping this research as a base, more researches on different types of learning disability and the relationship with self esteem can be done in different mainstream schools and alternative schools.
- A research can be done focusing on psycho-social problems of Learning disability and also with regard to their parents.
- The study focus on peer relationship and self-esteem before and after the diagnosis of learning disability, would give a better knowledge about the importance of peer relationship.
- The effectiveness of various interventions like casework, group work, individual, group or family counselling or therapy; community organizations; crisis interventions; staff training can be studied in depth.

1.9. LIMITATIONS OF THE STUDY:

Some of these limitations can be seen as fruitful avenues for future research under the same theme.

- As it was difficult to get access to various alternative schools teaching students with learning disability, the researcher had to use purposive sampling. Hence the study to an extent cannot be generalized.
- The study is limited as the semi structured close ended questionnaire had uneven number of negative and positive questions framed under each objective.
- The study is also a combination of standardized and self-structured tool, and hence the result has its limitations.

1.10. SUGGESTIONS FOR FURTHER STUDIES:

- The present study is not much comprehensive and exhaustive due to the limitations of the following: There are some limitations in the design. Though the awareness on psychosocial impact of self-esteem in learning disability children is not new to the learners and education of the west, it's practically new to those in India. So it needs modification to suit the same in alternative schools and importantly the mainstream schools by further research. Some suggestions of further research are given below; the respondents' included in the study was learning disability adolescents studying in an school. This can be repeated and the researchers can conduct research on the same topic by including different age groups in the organization and may also conduct a comparative study on schools and mainstream schools. Along with relationship with peers, parents and teachers other aspects of personality can be included and co related with self-esteem so that a holistic view can be obtained.
- There is a lack of dependable data of the prevalence of learning disabilities of the students of Karnataka State and their remedial measures. Hence a study could be undertaken in this regard.
- There is no standardized program followed to improve self-esteem in children with learning disability. And hence a study to develop a standardized program can be undertaken.
- The research had its limitations regarding the sample design selected for the research. The study could be replicated on a large sample with suitable sample design, giving adequate coverage to different variables like gender, area of location, first generation learners. The present study confirms the effectiveness of alternative schools for LD students. Hence the scope of modules, programs, and guided inquiry lessons in the field of alternative schooling may be studied in a wider perspective.
- The researcher is of the view that the present study is useful if the findings led the curriculum designers to include the findings in psychiatric social workers and teacher training programs.

1.11. CONCLUSION

The early diagnosis of the problem is very important in corrective teaching and builds self-esteem, as at later stage it is very difficult to correct a child. This study indicates that learning disability adolescents have better social relationship will have high self-esteem. To realize the importance of self-esteem and its relationship with social relation, parents, teachers, educationists, social workers and doctors should co-ordinate in finalizing the strategy required for the involvement to build self-esteem and teaching learning disabled child. Schools should develop specific programs to build self-esteem and good social relations of a child. So that the learning-disabled child can be without much difficulty. It helps them to maintain a positive relationship with their peers, teachers and parents. The study was focused to know the relationship of self esteem and social relation in learning disability adolescents. The study was conducted among all the Adolescents with Learning Disability, in an alternative school in

Chennai. The size of the sample was 50 which include both genders and the sampling design was purposive sampling. Adolescents with learning disability of the age group 11 to 18 years were included for the study. The study shows that, statically there is a significant relationship between the respondents relationship with parents with respect to respondents self-esteem. There is less significant relationship between the respondents relationship with peers with respect to respondents self-esteem. Present study indicates that, statically there is a significant relationship between the respondent's relationship with teachers with respect to respondents self-esteem. Learning disability is a disorder which can be remedied using appropriate instructional strategies. Thus the learning disabled child can be trained effectively.

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