

# Role of Parental Involvement in Adjustment of Children with Learning Disability

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**Abstract :-** The present study is intended to examine the role of parental involvement in adjustment of elementary school children with learning disabilities. The study was conducted on a sample of 89 students (59 boys, 30 girls) randomly selected from the various government and private schools of Chandigarh. Hence an effort is made to study the relationship of parental involvement and adjustment of elementary school children with learning disabilities. A standardised scale on parental involvement developed by Chopra and Sahoo (2006) was used for this study. To measure adjustment of elementary school children a questionnaire was developed by the investigator. The major findings of the study have shown that adjustment of elementary school children with learning disability is significantly correlated with parental home involvement. Home involvement significantly effected the adjustment of school children. No significant correlations were found between adjustment and parents' school involvement and parental involvement through parent teacher association.

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## I. INTRODUCTION

Every person from the time he or she go out of the family makes a makes many adjustment between his needs and the environment. Each boy or girl has desire to become a person of healthy physique, a growing intellectual ability, a great degree of emotional and social adjustment and such qualities which increase one's personality. Even parents, teachers and other significant members of the society to which person belong will boost this desire. Children learn these proficiencies from home and school. In actuality, the child is completely dependent on his immediate environment i.e. the house and the school to meet his needs. Children with learning disabilities are facing many adjustment problems. Children with learning problems often experience frustration and develop emotional problems such as low self- esteem as a result of repeated failures (Lyon 2000). According to report of Brooks (2001), many children with learning problems are burdened with feelings of low self esteem and they exhibit helplessness in learning, have difficulty in making decisions, exhibit low tolerance for frustration and poor adjustments with peers. Although learning difficulties are isolated problems but it can affect personal, social, self esteem and adjustment areas (Rozario 1991). **Many studies show that parents have significant role in adjustment of children with learning disabilities.** Parent involvement (PI) in children's education has been associated with numerous positive outcomes for elementary school students in fact, productive collaboration between schools and families has been related with higher student achievement (Keith et al., 1993; Christenson, Rounds, & Gorney, 1992.), lower dropout rates (National Center for Education Statistics, 1992c), a decay in behavior problems (Comer, 1984), and academic initiative and persistence (Es-trada, Arsenio, Hess, & Holloway, 1987). Epstein (1987) identified five main types of PI: (a) parents fulfilling their obligations towards their children (i.e., providing food, clothing, shelter, etc.), (b) schools informing parents about basic school programs, (c) parents participating in activities at school, (d) parents mediating home based learning activities, and (e) PI in governance and advocacy at the school, district, and state levels.

For the current study the investigator study three types of the parental involvement viz; school involvement, home

involvement, and parent teacher association and their association with adjustment of children with learning disabilities.

## II. OBJECTIVES OF THE STUDY

- To study the relation between adjustment and parental involvement of children with learning disabilities.

### Hypotheses

H<sub>0</sub>1: There will be no significant relation between adjustment and parental involvement of children with learning disabilities.

This hypotheses covers following dimensions:

H<sub>0</sub>1.1: School Involvement (SI).

H<sub>0</sub>1.2: Home Involvement (HI).

H<sub>0</sub>1.3: Parent teacher association (PTA).

## III. METHODOLOGY

The researcher employed descriptive survey method for the present study. In this study, adjustment is the dependent variable whereas parental involvement served as the independent variable. For the present study total sample of sample of 89 children (59 boys, 30 girls) randomly selected from the various government and private schools of Chandigarh. The age of the students ranged between 8 & 9 years. Firstly children with learning disabilities were identified from the referred cases with help of Diagnostic test of Learning Disability by Swarup & Mehta (2005) and measuring their IQ by administering Indian adaptation of WISC Malin. On those children Adjustment inventory for elementary school children was administered and their parental involvement was checked by filling the Parental Inventory Scale Chopra & Sahoo (2006) from their parents

### Analysis and interpretation

The obtained data were analysed in terms of t-test. The analysis of data and their interpretations are presented below:

**Table: 1**

**Correlation coefficient of Adjustment (AD) and Parental involvement (PI) of children with learning disabilities; (N = 89)**

Variables	PI	SI	HI	PTA
AD	-.126	-.065	-.211*	-.020
EAD	-0.003	0.021	-0.101	0.088
SAD	-0.163	-0.146	-0.169	-0.085
EdAD	-0.134	-0.041	-0.231*	-0.043

\* Correlation is significant at 0.05 level

\*\* Correlation is significant at 0.01 level

Table 1 represents the relationship parental involvement and adjustment of children with learning disabilities. From the table it is clear that the coefficient of correlation between adjustment (AD) and parental involvement (PI) was  $r = -0.126$  which was not significant. As the scale of adjustment used is of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.126$ . Similarly value of correlation coefficient of dimension of adjustment viz; emotional adjustment, social adjustment and educational adjustment with parental involvement were 0.003, 0.163, 0.134. Hence no significant correlation exists between parental involvement (PI) and adjustment (AD) along with its dimension emotional adjustment, school adjustment and educational adjustment.

For having more comprehensive view adjustment is correlated with various dimension of parental involvement:

**Relationship between adjustment (AD) and school involvement(SI)**

The table depicts that the coefficient of correlation between adjustment and school involvement was  $r = -0.065$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.065$ . Hence no significant correlation exists between school involvement and adjustment. Results are also found consistent with the study Dubois, Eitel, & Felner (1994); Sui-Chu & Willms (1996) is that parental involvement which is of type in-school parental activity has little effect on individual's adjustment

**Relationship between adjustment (AD) and home involvement (HI)**

The values of  $r = -0.211$  which was significant at 0.05 level of significance. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.211$ . It means that there exist positive significant relationship between adjustment and home involvement found among children with learning disabilities.

**Relationship between adjustment (AD) and parent teacher association (PTA)**

The result presented in table shows that coefficient of correlation between adjustment and parent teacher association was  $r = -0.020$  which was not significant thus result indicate that adjustment of children with learning disability was not significantly related with parent teacher association.

**Relationship between emotional adjustment (AD) and school involvement (SI)**

The table depicts that the coefficient of correlation between adjustment and school involvement was  $r = 0.021$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.021$ . Hence no significant correlation exists between school involvement and emotional adjustment.

**Relationship between emotional adjustment (EAD) and home involvement (HI)**

The values of  $r = -0.101$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=-0.101$ . It means that there exist no significant relationship between adjustment and home involvement found among children with learning disabilities.

**Relationship between emotional adjustment (AD) and parent teacher association (PTA)**

The result presented in table shows that coefficient of correlation between emotional adjustment and parent teacher association was  $r = 0.088$  which was not significant thus result indicate that emotional adjustment of children with learning disability was not significantly related with parent teacher association.

**Relationship between social adjustment (SAD) and school involvement (SI)**

The table depicts that the coefficient of correlation between social adjustment and school involvement was  $r = -0.146$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.146$ . Hence no significant correlation exists between school involvement and social adjustment.

#### **Relationship between social adjustment (AD) and home involvement (HI)**

The values of  $r = -0.169$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.169$ . It means that there exist no relationship between social adjustment and home involvement found among children with learning disabilities.

#### **Relationship between educational adjustment (EdAD) and school involvement (SI)**

The table depicts that the coefficient of correlation between educational adjustment and school involvement was  $r = -0.041$  which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.041$ . Hence no significant correlation exists between school involvement and educational adjustment.

#### **Relationship between educational adjustment (EdAD) and home involvement (HI)**

The values of  $r = -0.231$  which was significant at 0.05 level of significance. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was  $r=0.231$ . It means that there exist positive significant relationship between educational adjustment and home involvement found among children with learning disabilities.

#### **Relationship between educational adjustment (EdAD) and parent teacher association (PTA)**

The result presented in table shows that coefficient of correlation between adjustment and parent teacher association was  $r = -0.043$  which was not significant thus result indicate that educational adjustment of children with learning disability was not significantly related with parent teacher association.

From the table value it is clear that home involvement has significant correlation with adjustment and educational adjustment found among children with learning disabilities. Thus home environment created by the parents has significant role on the adjustment of children with learning disabilities than mere attending parent teacher association or helping their wards in their homework.

This means that if the parents of children with learning disability are more involved with them at home then children are more adjusted. Result is consistent with

findings of Melhuish., Sylva, Sammons, Siraj-Blatchford, and Taggart, (2001) concluded that higher home learning environment was associated with increased levels of cooperation and conformity, peer sociability, confidence, lower anti-social and worried or upset behaviour .

Hence, the null hypothesis  $H_0$ : There is no significant relationship between parental involvement and adjustment of children without learning disabilities along with dimensions school involvement and parent teacher association was accepted whereas for home involvement it was rejected.

#### **Conclusion**

On the basis of result it was found that there was significant positive correlation between total adjustment and home involvement and significant correlation exists between educational adjustment and home involvement. Adjustment of children is influenced by many people, (like parents, the broader family, peer group, neighborhood) and institutions (e.g. schools college, clubs). The concern, therefore” extends to how the role of parents and school facilities collaboratively can enhanced and improved to meet the growth needs of the children and thus help the child to become a well-adjusted person of the society. So schools authority comes forward to establish a practice for grater communication with parents . Role of parents is not squeeze to just attend a parent teacher meeting but also voluntarily involved in organising school activities and assist their wards in home work and school also.

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