

Home environment of Children with Specific learning disability

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ABSTRACT: Background: Specific Learning Disability (SLD) is a disorder in one or more of the basic psychological processes involved in understanding/using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Objective: To examine the home environment among children with specific learning disability.

Method: A sample of 100 children (N=100) of age range 8-11 years were screened by Specific Learning Disability Screening Questionnaire as specific learning disability (n1=50) and non-specific learning disability (n2=50). Purposive sampling method was used to select the sample.

Tools: Specific Learning Disability screening questionnaire (Singh, 2007) and; home environment inventory (Misra, 1989).

Results: The two groups significantly ($p < 0.05$) differed on home environment. SLD children scored significantly low ($p < 0.01$) on control and social-isolation home environment. The difference between SLD and Non-SLD children found significantly ($p < 0.05$) on deprivation home environment.

Conclusion: Punishment, conformity, reward, nurturance and permissiveness home environment were higher in SLD children. Control, social isolation, deprivation and overall home environment were statistically lower among SLD than Non-SLD children.

Keywords: Specific Learning disability, home environment

handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, emotional disturbance or environmental, cultural or economic disadvantages." (Federal Register, 1977, p. 65083) (Karanth, 2002).

Specific Learning Disability (SLD) involves disorders of learning and cognition that are intrinsic to the individual. SLD are specific in the sense that these disorders each significantly affect a relatively narrow range of academic and performance outcomes. SLD may occur in combination with other disability conditions, but they are not due primarily to other conditions, such as mental retardation, behavioral disturbance, lack of opportunities to learn, or primary sensory deficits (Bradley, Danielson, and Hallahan, 2002).

Americans with Disabilities Act (ADA, 2008) and Section 504 (Rehabilitation Act 1973) defines specific learning disability as impairment in a "process" that leads to the "imperfect ability" to engage in activities like reading.

Specific Learning Disabilities are seen in approximately 8 to 10 percent of school children (Rozario, 2004) affecting their school performances. Majority of children having SLDs are not identified in time and are not able to get specific help for their disabilities. Early identification and intervention brings significant difference for child with SLD in academic performance as well as in psychological development.

DSM-5 considers SLD to be a type of Neurodevelopmental Disorder that impedes the ability to learn or use specific academic skills (e.g., reading, writing, or arithmetic), which is the foundation for other academic learning. The learning difficulties are 'unexpected' in that other aspects of development seem to be fine. Early signs of learning difficulties may appear in the preschool years (e.g., difficulty learning names of letters or counting objects), but they can only be diagnosed

I. INTRODUCTION

"Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, spell or to do mathematical calculations. These deficits will be present in spite of having average or above average level of intellectual functioning. The term includes such conditions as perceptual

reliably after starting formal education. SLD is understood to be a cross-cultural and chronic condition that typically persists into adulthood, albeit with cultural differences and developmental changes in the way the learning difficulties manifest. For example, in English-speaking countries, children struggle to learn the correspondence between letters and sounds in order to decode single words accurately, whereas adults may have mastered basic decoding skills but read slowly and with effort. By contrast, in countries with a non-alphabetic language or in which the correspondence between speech sounds of one's language and the letters used to represent those sounds is much simpler than in English, children with SLD (e.g., dyslexia) master letter-sound correspondence quickly, and both children and adults with SLD struggle with reading fluency.

Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations. Studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement (Ahuja and Goyal 2005).

II. REVIEW OF LITERATURE

Among the social groups, home occupies the first as well as most important place for the development of the individual. Home is the person's primary environment from the time he is born until the day he dies; therefore its effect on the individual is also very significant and enduring. Home environment is the most important institution for the existence and continuance of human life and the development of various personality traits (Rani, 2013). The home environment is the domestic environment, which relates to the running of a home and all the familial activities that take place inside of it (Miller & Maxwell, 2003).

Finding of a study conducted by Dr. Payal Gupta (2015) revealed that out of 10 dimensions revealing home environment only 3 were significant; which are control, rejection & nurturance.

Sambrani (1997) revealed that poor home environment facilitated significantly more frequent occurrence of emotional disturbance to normal distribution. Psychological atmosphere of home may fall into any of the four quadrants, each of which represents one of the four general combinations acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control.

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, 1992), a decay in behavior problems (Comer, 1984), and academic initiative and persistence (Es-trada, Arsenio, Hess, & Holloway, 1987).

In one of the study (Agarwal, 1984) the extent of relationship between creativity and home environment was studied that revealed that parental acceptance was found to be a significant and positive factor in the development of creativity. Parental rejection was found to be negative and demoting factor in creative development in case of boys. Chakrabarti, (1994) identified some component of HEI which effects creativity such as lack of sharing ideas and experience, absence of curiosity, guidance, love and sympathy among boys.

An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and are neither threatened of being isolated from beloved persons nor deprived of love, respect and childcare (Aminabhavi, 2011).

A study conducted by Sunita bist and Dr. manju gera (2015) shown that adjustment of school children with learning disability is significantly correlated with parental home involvement. Home involvement significantly effects the adjustment of school children.

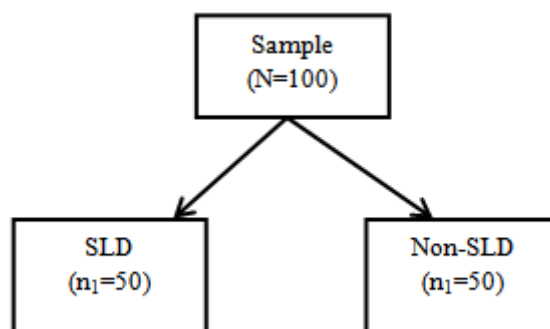
Kaur (2009) studied gender differences in home environment among 1011 Indian adolescents and reported significant gender differences in different components of home environment. Rani and Singh (2013) studied the home Environment and parenting styles of rural and urban children and found that there were significant differences in all

aspects of home environment, namely responsibility, encouragement for maturity, emotional climate, learning material and opportunities, enrichment, family companionship, family integration and physical environment and significant differences were found between parenting style, namely authoritative, authoritarian and permissive in both mother and father parenting. Parmar (2014) found significant gender differences in control, punishment, social isolation, reward, deprivation of privileges, rejection and permissiveness dimensions of home environment. No significant gender differences were found in protectiveness, conformity and nurturance. Rapheal, Damodaran and Paul (2014) conducted a study on home environment of 290 families of adolescents with participants in the age range of 13 to 18 years and from urban as well as rural areas. Results revealed that there were significant gender differences in 6 dimensions of home environment. Differences in place of residence of adolescents were significant only in two dimensions of home environment i.e. control and permissiveness. Paul (2015) concluded that there were significant gender differences in adolescents on home environment.

Rational of the present study:

Most of the earlier studies have focussed on the deficits of children with SLD while on the same time very little work is done in the Bihar region. Findings of this study may enrich information about less studied SLD children of Patna region. As well as early identification may help in intervention as studies report that children with learning problems often experience frustration, develop emotional problems and adjustment problems thus affecting the interpersonal relationship which in turn may influence achievement.

III Design: Quasi-experimental design



Objective: To examine the home environment among children with specific learning disability.

II Methodology

Hypothesis: Children with SLD would show better home environment (control, protectiveness, punishment, conformity, and social isolation, and reward, deprivation of privileges, nurturance, rejection & permissiveness) compared to their counterpart without Specific learning disability (NSLD).

II Sample:-

Purposive sampling method was used to select sample for this study. The sample comprised of 100 children (N=100) of age range between from 8-11 years. Sample was drawn from different schools of Patna namely, Patna Convent and Holy Faith High School. Using screening tool, (Specific learning disability screening questionnaire by Singh, 2007) 50 SLD children ($n_1=50$) and 50 healthy counterparts ($n_2=50$) was identified.

Inclusion criteria for SLD children (Experimental group):

1. Child must be suffering from SLD as per the screening tool (cut off score <-).
2. age range of 8-11years
3. With no other chronic disease
4. With no other major medical/clinical history

Exclusion criteria for SLD children (Control Group):

1. Child must not be suffering from SLD as per the screening tool (cut off score >).
2. Age range <8-11>years
3. With any other chronic disease
4. With any other major medical/clinical history

Table 1 Distribution of demographic characteristics of selected sample

Groups	N	Mean age	Gender				Class							
			boys		girls		III		VI		V		VI	
			F	%	F	%	f	%	f	%	f	%	f	%
SLD	50	9.54	50	50	50	50	21	84	9	39.13	13	32.5	7	58.33
NSLD	50	10.04	50	50	50	50	4	16	14	60.86	27	67.5	5	41.66

IV Tools:

1. Social Demographic Data Sheet:

This data sheet was developed for the current study to collect relevant socio-demographic information about the participants. The following socio-demographic variables were included in the data sheet: name, age, gender, residential area, education etc.

2. Specific Learning Disability Screening Questionnaire (SLD-SQ): (Sinha, 2007)

It is made for school going children of class III to class VII. It consists of 12 items. Reliability of the questionnaire is 0.87.

3. Home Environment Inventory: (Misra, 1989). This inventory is designed to measure the psycho-social climate of home, quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to ten dimensions of home environment that is control, protectiveness, punishment, conformity, and social isolation, and reward, deprivation of privileges, nurturance, rejection & permissiveness. The instrument requires participants to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes, i.e., he/she is requested to tell whether a particular parental behaviour (as mentioned in an item) Occurs—'Mostly', 'Often', 'Sometimes', 'Least', and 'Never'. Split half reliability coefficients for ten dimensions of Home Environment as measured by HEI are control

is .879, protectiveness is .748, punishment is .947, conformity is .866, social isolation is .870, reward is .875, deprivation is .855, nurturance is .901, rejection is .841 and for permissiveness is .726.

V Procedure: Proper permission was sought from the concerned schools authorities for collecting data. Rapport was established and informed consent was taken from each participant before data collection. Ethical guidelines of APA (2010) were followed while working with human participants of the study.

The data was collected in 2 phases;

In the 1st phase SLD children was identified using the screening tool from different schools of Patna. Then respective data was collected from them. In the 2nd phase, a comparative sample of children without SLD was selected and data was also collected from them too. SPSS version 20 was used for data handling and statistical analysis.

III. RESULT

This chapter deals with the result and interpretation of the findings. The descriptive statistics (Mean & SD) and inferential statistics (t-value) were computed on the scores of home environment. All the analysis was done using Statistical Package in Social Sciences (SPSS) Version-20. The interpretation of the obtained results is being discussed hypothesis wise.

Result Table 1: Showing descriptive (mean & SD) and inferential (t-value) statistics for home environment among children with and without SLD

Dimensions of Home environment	Descriptive & inferential statistics					
	Sample type	N	Mean	SD	t-test	Significant value
Control	SLD	50	29.34	1.547	4.233	P<0.01
	NSLD	50	30.56	1.327		
Protectiveness	SLD	50	31.78	1.489	1.253	P>0.05
	NSLD	50	32.16	1.543		
Punishment	SLD	50	32.04	1.029	0.842	P>0.05
	NSLD	50	31.86	1.107		
Conformity	SLD	50	34.96	1.498	0.720	P>0.05
	NSLD	50	34.72	1.819		
Social isolation	SLD	50	11.66	2.016	3.319	P<0.01

	NSLD	50	13.06	2.198		
Reward	SLD	50	36.48	1.542	0.532	P>0.05
	NSLD	50	36.32	1.463		
Deprivation	SLD	50	12.44	1.445	2.70	P<0.05
	NSLD	50	13.26	1.588		
Nurturance	SLD	50	29.48	2.757	0.789	P>0.05
	NSLD	50	29.08	2.311		
Rejection	SLD	50	5.92	1.967	0.857	P>0.05
	NSLD	50	6.20	1.212		
Permissiveness	SLD	50	16.94	1.420	1.084	P>0.05
	NSLD	50	16.60	1.702		
Total	SLD	50	241.70	4.487	2.581	P<0.05
	NSLD	50	244.30	5.534		

Result table 1 shows that in control dimension of home environment SLD children scored lower (mean=29.34, SD=1.547) than their Non-SLD counterparts (mean=30.56, SD=1.327), and this difference was statistically significant ($p>0.01$). In protectiveness dimension of home environment SLD children scored lower (mean=31.78, SD=1.489) than their Non-SLD counterparts (mean=32.16, SD=1.543). However, this difference was not statistically significant ($p<0.05$). SLD children scored higher (mean=32.04, SD=1.029) than Non-SLD counterparts (mean=31.86, SD=1.107) in punishment dimension of home environment. However, the difference was not statistically significant ($p<0.05$). In conformity dimension SLD scored higher (mean=34.96, SD=1.498) than their Non-SLD counterparts (mean=34.72, SD=1.819). The difference between two means was not statistically significant ($p<0.05$). In social isolation dimension score of SLD was lower (mean=11.66, SD=2.016) than their Non-SLD counterparts (mean=13.06, SD=2.198). However, the difference was statistically significant ($p>0.01$). In reward dimension of home environment SLD children scored higher (mean=36.48, SD=1.542) than Non-SLD counterparts (mean=36.32, SD=1.463). This difference was not statistically significant ($p<0.05$). In deprivation dimension SLD scored lower (mean=12.44, SD=1.445) than Non-SLD

counterparts (mean=13.26, SD=1.588). However, the difference was not statistically significant ($p>0.05$). There was higher score of SLD children (mean=29.48, SD=2.757) than their Non-SLD counterparts (mean=29.08, SD=2.311) in nurturance dimension of home environment. The difference between two mean was not statistically significant ($p<0.05$). In rejection home environment SLD scored lower (mean=5.92, SD=1.967) than their Non-SLD counterparts (mean=6.20, SD=1.212). However, this difference was not statistically significant ($p<0.05$). In permissiveness dimension of home environment SLD scored higher (mean=16.94, SD=1.420) than their Non-SLD counterparts (mean=16.60, SD=1.702). However, the difference was not statistically significant ($p<0.05$). In overall home environment SLD scored lower (mean=241.70, SD=4.487) than their Non-SLD counterparts (mean=244.30, SD=5.534). This difference was statistically not significant ($p>0.05$). So, on the basis of findings it can be concluded that results do not support hypothesis 2(a) "Children with SLD would show better home environment (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection & permissiveness) compared to their counterparts without Specific learning disability (Non-SLD)".

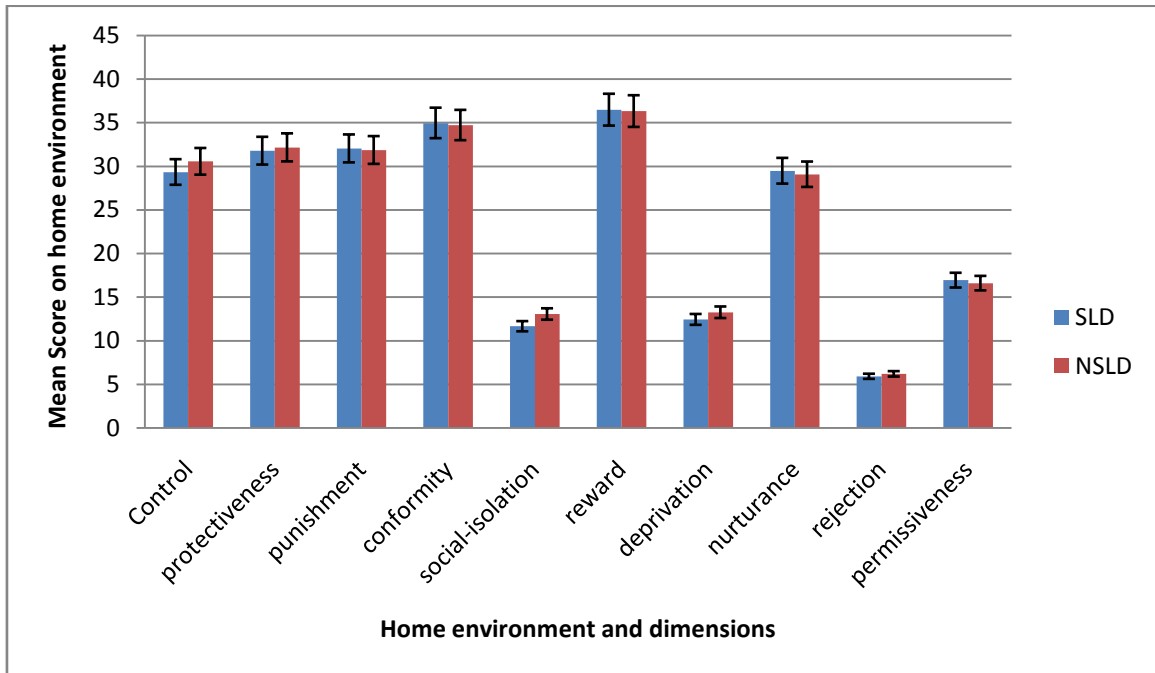


Figure 1: Comparative Bar Diagram of Mean Scores of SLD children and their Non-SLD counterparts on dimensions home environment

Figure 1 gives comparative graphical representation on home environment and its dimension of SLD children and Non-SLD counterparts. Blue bars in the bar diagram are

slightly taller on punishment, conformity, reward, nurturance and permissiveness which indicates that SLD children have more of these home environment than that of Non-SLD counterparts.

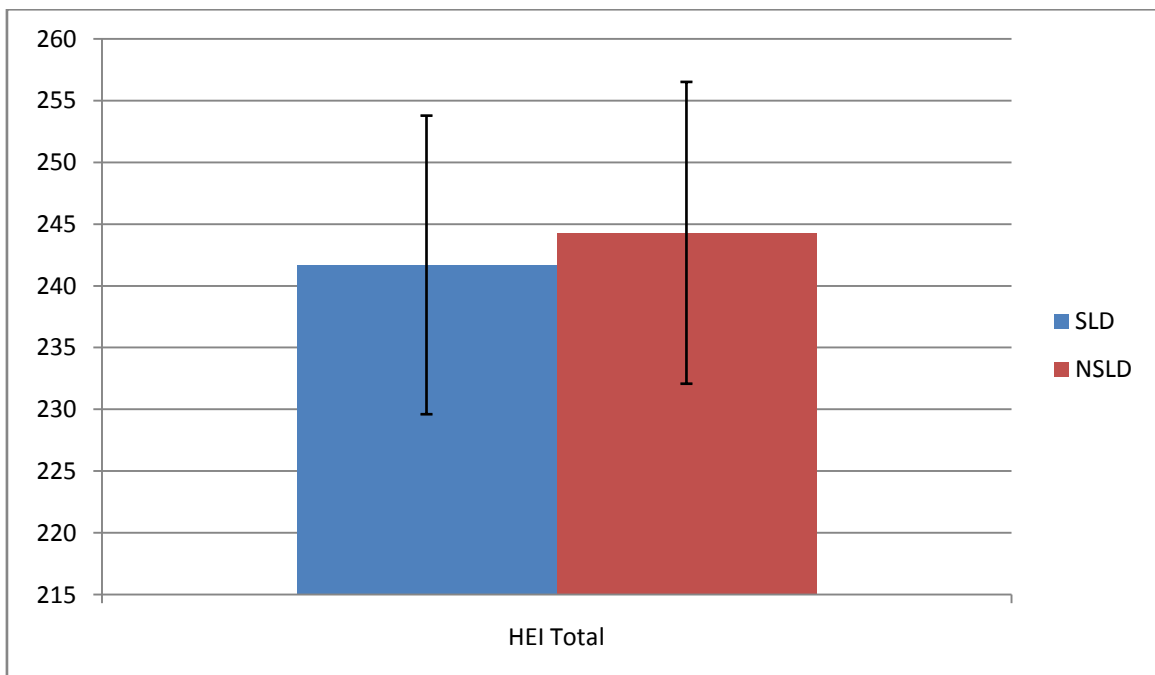


Figure 2: Comparative Bar Diagram of Mean Scores of SLD children and their Non-SLD counterparts on dimensions home environment

Figure 2 gives comparative graphical representation on home environment of SLD children and Non-SLD counterparts. Red bar in the bar diagram are slightly taller on total home environment which indicates that NSLD children have better home environment than that of SLD children.

IV. DISCUSSION

In the present chapter, the results are discussed in terms of the original hypotheses with regard to the literature that was reviewed. The meaning, implication of the study, results, and the congruence with the results of other studies, was all explored.

The objective of the present study was to study home environment of children with specific learning disability in Patna compared to their non-specific learning disability children counterparts.

Results of the present study reveal that there were significant differences among SLD and Non-SLD children on dimensions of home environment (control, social isolation, deprivation, and overall home environment). Among ten dimensions of home environment in three dimension (control, social isolation and deprivation) difference were statistically significant. In a study conducted by Gupta (2015) observed that out of 10 dimensions revealing home-environment only 3 were significant. There is significantly more control on the SLD than normal children. Similarly, the SLD was also exposed to more rejected environment as compare to their normal counterparts. Normal children had more nurturing environment in comparison to SLD. Autocratic atmosphere in the home of SLD, in which many restrictions were imposed on children by their parents, it may be concluded that it influences the originality of the SLD. Rejected environment i.e. attitude of parents of SLD towards the child that he has no right as a person, no right to become autonomous individual. It may be said that this kind of environment influences the whole personality of SLD negatively.

V. CONCLUSION

This chapter presents concluding results regarding hypothesis framed on major objective.

The present study aimed to study of home environment of children with specific learning disability in Patna. In order to meet the requirement of the objective a quasi-experimental research design was selected. A sample comprised of 100 children (N=100) of age range from 8-11 years, and was divided into two groups (SLD, n1=50; Non-SLD, n2=50) based on inclusion and exclusion

criteria. Psychometrically sound tools were used as per need of the present study which included, socio-demographic form was used, specific Learning Disability Screening Questionnaire(Singh, 2007) to screen children with SLD and without SLD and Home Environment Inventory (Misra, 1989), was used. Further appropriate inferential and descriptive statistics were applied on the data to test the hypothesis framed.

An extensive and comprehensive discussion of the result has led to the following conclusions:

1. Punishment, conformity, reward, nurturance and permissiveness home environment were higher in SLD children. Control, social isolation, deprivation and overall home environment were statistically lower among SLD than Non-SLD children.

Implication

The current study may help in early identification of children who may be susceptible to SLD. This, in turn, may help in designing a proper and timely intervention program for preventing adverse clinical outcome.

Limitations and future Suggestions:

Following are some points which worked as limitations to the study and more confidence might be gained if it is checked in further studies:

1. Owing to small sample size of the present study generalizing of its findings has its own limitations.
 2. The study was delimited to Patna district of Bihar.
 3. The study has been confined to students studying in class III, IV, V and VI only.
 4. Sample was taken from 2 schools situated in urban area of Patna district (Bihar).
- Based on the findings and conclusion of the present study following future suggestions can be made:
 1. This study conducted in only Patna region, it also can conducted in other states, with large sample size
 2. This study did not included gender as a variable so gender also can be included for future research
 3. To enrich the study parents and teachers are also can be included in study

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