



## INDEPENDENT EFFECT OF SOCIAL PROBLEM-SOLVING SKILLS ON SOCIAL COMPETENCE OF LEARNING DISABLED AND NON-LEARNING DISABLED STUDENTS

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### ABSTRACT

The main aim of this research was to study the independent effect of social problem-solving skills on social competence of learning disabled (LD) and non-learning disabled (NLD) students. For fulfill the main aim of the study the researcher framed following objectives: to study the social problem-solving skills and social competence of learning disabled (LD) and non-learning disabled (NLD) students and to study the independent effect of social problem-solving skills on social competence of learning disabled (LD) and non-learning disabled (NLD) students. Descriptive survey method was employed and the sample of 200 students (100 LDs and 100 NLDs) of secondary schools affiliated to U.P. board was selected purposively. Self-constructed tool for identifying the learning disabilities, social problem solving skills and social competence developed by the researcher was used for data collection in the study. Mean, S.D. and C.R. Value were calculated to analysis the data. The result of the study revealed that social problem-solving skills was found to play significant role in influencing social competence of learning disabled and non learning disabled adolescents. Social problem-solving skills is found as a predictor which is directly contributing in determining the social competence.

**Keywords:** *Social Problem-Solving Skills, Social Competence, Learning Disabled and Non- Learning Disabled*

### INTRODUCTION

Social competence is the ability to use the appropriate social skills in every aspect of life. For adolescents with learning disabilities, it is a difficult skill to master. These adolescents have trouble with communicating, following directions, listening and completing a task, which can cause problems in the classroom and in adulthood. Children and adults must display appropriate social skills within the rules of their culture to maintain relationships that will help them to be independent and successful. Those who display inappropriate social behaviors are less appealing to their peers and have been found to have continual problems in life (Pavri & Luftig, 2000). Social competency is an area of concern for those who work with students who are learning disabled. Mellard (1992) analyzed that the majority of adolescents with a learning disability need more time than average to encode and produce information in various social and educational situations. Learning to successfully interact with others is one of the most important aspects of a child's development, with far-reaching implications. Although most adolescents acquire social skills, Osman (2011) suggests that adolescents with learning disabilities may have difficulty making and keeping friends also shown to interact less with their peers and to spend more leisure time alone, addicted to TV, computer games, and the internet. Haager & Vaughn (2003) reported that it is estimated that 35 to 75 percent of adolescents with learning disabilities have less interaction with their peers and much more engaged in TV or video games

### REVIEW OF RELATED LITERATURE

The brief account of the previous researches is presented as:

Romera (2016) conducted study on social competence, motivation and peer relationship, Baliya and Bhagat investigated a comparative study of social comparative and self esteem of secondary school students, Case (2012) examined the changes in the social competence and self-concept of campers with learning disabilities (LD), Dembla (2011) attempted a study on the Teachers Freezing as the Determinant of Social competence and career Maturity among secondary Level students. Abraham (2010) conducted a study on Adolescents with Learning Disability, in an alternative school in Bangalore. Malti (2009) investigated the structure of social

competence among learning disabled children, Sharma (2007) has made an attempt a study to social competence in adolescents with learning disabilities. Malti (2006) examined the relation between aggression, self-understanding, and social competence in a sample of 93 Swiss Elementary-school children.

### OBJECTIVES OF THE STUDY

1. To study the social problem-solving skills and social competence of learning disabled (LD) and non-learning disabled (NLD) students.
2. To study the independent effect of social problem-solving skills on Social competence of learning disabled (LD) and non-learning disabled (NLD) students.

### METHODOLOGY

#### Method of the Study

The researcher has adopted descriptive survey method for the present study.

#### Sample Selection

The present study was confined to the adolescents of the age group 14 to 16 years and appearing IX and X grade studying in schools affiliated to U.P. Board of Education.

**Tools & Techniques of Data Collection:** Self-constructed tool for identifying the learning disabilities, social problem solving skills and social competence developed by the researcher was used for data collection in the study.

#### Statistical techniques used:

Mean, S.D. and C.R. Value were calculated to analysis the data.

### RESULT AND DISCUSSION

The data collected is tabulated and the results obtained are presented under the following headings:

- To study Social Problem-Solving Skills of Learning Disabled (LD) and Non Learning Disabled (NLD) students

Table 1

Showing Mean, S.D. and CR-value for scores distribution of Social Problem-Solving Skills for Learning Disabled and Non Learning Disabled Students

VARIABLES	GROUPS	N	MEAN	S.D	C.R.	df	P
Social Problem- Solving Skills	LDs	100	53.36	12.54	3.72	198	>.001
	NLDs	100	59.38	12.98			

In order to compare the social problem-solving skills of learning disabled (LD) and non learning disabled (NLD) students. Mean, standard deviation and CR-value have been calculated and given in the table 1, it is indicated that mean values for social problem-solving skills of learning disabled (LD) and non learning disabled (NLD) students are found to be 53.36 and 59.38 and related value of standard deviation are found to be 12.54 and 12.98. Calculated CR-value between LDs and NLDs for social problem-solving skills has been found to be 3.72 which is more than statistical table value at 198 degree of freedom on 0.01 level of confidence. Thus it can be inferred that there exists significant difference between LDs and NLDs regarding social problem-solving skills. It may cause that Individuals with LD have exhibited the weaknesses in social cue understanding, lack of cognitive social behavior communication and interpersonal relations with society. The above results also revealed with the following arguments and researches such as adults with LD can experience difficulties in both social and employment domains (American Psychiatric Association; APA, 2000). Difficulties with anxiety, withdrawal, depression, and low self-esteem are common within the LD population (Klassen, & Hannock, 2011; Nelson & Harwood, 2011). Good problem-solving skills can promote healthier, pro-social decisions in a variety of areas that affect the adolescent, including those choices that affect their interpersonal relationships.

- To study Social Competence of Learning Disabled (LD) and Non Learning Disabled (NLD) students

Table 2

Showing Mean, S.D. and CR-value for scores distribution of social competence for learning disabled and non learning disabled students

VARIABLES	GROUPS	N	MEAN	S.D	C.R.	df	P
Social Competence	LDs	100	114.09	25.11	2.62	198	>.001
	NLDs	100	122.88	24.39			

In order to compare the social competence of learning disabled (LD) and non learning disabled (NLD) students. It is indicated from the table 2 that mean values for social competence of learning disabled (LD) and non learning disabled (NLD) adolescents are found to be 114.09 and 122.88 and related value of standard deviation are found to be 25.11 and 24.39 respectively. From the above table calculated CR-value between LDs and NLDs for social competence has been found to be 2.62 which is more than statistical table value at 198 degree of freedom on 0.01 level of confidence. Hence, it can be said that there exists significant difference between LDs and NLDs regarding Social Competence. It can be deduced that majority of learning disabled students come within the average level of social competence. The probable cause of majority of LD adolescents failing under average level of social competence may be the inability to use the appropriate social skills in every aspect of life. For learning disabled students, it is a difficult skill to master. These students have trouble with communicating with others. Therefore, the family and school have the major role to play to master the right kind of social competence in them.

- To Study the Independent Effect of Social Problem-Solving Skills on Social Competence of Learning disabled (LD) students

To analyze the independent effect of social Problem-Solving skills on Social Competence of Learning disabled (LDs) students, One way ANOVA (F-test) analysis has been performed and ANOVA summary table is exhibited in the table 3.

Table3

ANOVA summary table for independent effect of Social Problem-Solving skills on Social Competence of Learning disabled (LDs) students

LD SOCO/LD SPSS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19206.334	2	9103.162	18.910	.001
Within Groups	45374.527	97	459.530		
Total	63760.780	99			

From the results so far, it is known that there is significant differences ( $F=18.91$ ) among the groups as a whole. Hence it can be said that the groups having different levels (high, average and low) of social Problem-Solving skills of learning disabled students significantly influences their Social Competence at 0.01 level of significance.

- To study the Independent Effect of Social Problem-Solving Skills on Social Competence of Non Learning disabled (NLD) students

In order to study the independent effect of social problem-solving skills on social competence of Non Learning disabled (NLDs) adolescents. One way ANOVA (F- test) analysis has been performed through SPSS software and ANOVA summary table shown as under

Table 4

ANOVA summary table for independent effect of Social Problem-Solving Skills on Social Competence of Non Learning disabled (NLDs) students

LD SOCO/NLD SPSS					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6223.830	2	3061.920	5.435	.001
Within Groups	53756.880	97	564.514		
Total	61881.720	99			

From the above table it can be concluded that F-value found 5.435 which is significant at 0.01 level for independent effect of social problem-solving skills of NLDs on their social competence. Hence it can be said the groups having different levels (high, average and low) of social problem solving skill of NLDs significantly influences their social competence at 0.01 level. So Multiple Comparisons analysis has been performed that shows which groups differed from each other.

### CONCLUSION OF THE STUDY

The conclusion of the study that in order to compare the social problem-solving skills of both the groups, the critical ration was calculated and it was found to be significant at 0.05 level of confidence which concluded that there is significantly difference between learning disabled and non-learning disabled adolescents in relation to social problem-solving skills. The one way ANOVA values of predictive variables viz. Social problem-solving skills was found to play significant role in influencing social competence of learning disabled and non learning disabled adolescents. Social problem-solving skills is found as a predictor, which is directly contributing in determining the social competence.

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