5.0.0. INTRODUCTION

Every research process entails of great deal of the hard work and whole hearted dedication to explore and solve its complications. One is sure to get succeed and reap the rich harvest of her industry by following various steps systematically and correctly. Thus finally each and every investigation appears with its own findings and conclusion exploring novel research to be availed of by the ensuing generation.

The study reported in the foregoing chapters was undertaken with a view to examine that how certain social factors contribute to the social competence of learning disabled and non learning disabled adolescents. In relation to this, Descriptive Survey method of research was employed to give natural setting to variables and to study the relative effect of analysis, the nature of the distributions of criterion (Social Competence) as well as predictive variables (Social Problem-Solving Skills, Conflict Resolution, Self-Efficacy and Self-Control) were also studied. The sample consisted of 200 Learning disabled and Non Learning disabled adolescents (100 in each group). The data about these independent and dependent variables were collected by administering the selected test (General Self-Efficacy Scale) and self-constructed Learning Disability Identification Scale, Social Competence Scale, Social Problem-Solving skills Questionnaire, Conflict Resolution Questionnaire and Self-Control Scale. The data were analyzed with the help of statistical techniques i.e. Descriptive, ANOVA and Multiple regression. The data were analyzed by using Statistical Package for the Social Sciences (SPSS) software.

Analysis of data, brought to light certain facts and conclusion which are presented in the chapter according to the objectives of the present study.

5.1.0. Findings of the Study

The findings of the present research are systematically arranged as follows:
5.1.1. Objective-1: To study the Social problem-solving skills, Conflict resolution, Self-efficacy, Self-control and Social competence of Learning disabled (LD) and Non Learning disabled (NLD) adolescents

The scores of the Criterion Variable (Social competence) and the four independent predictor variables (Social problem-solving skills, Conflict resolution, Self-efficacy and Self-control) were found to be almost normally distributed in the population. The findings related to each variable of the present objective are separately furnished in the following paragraphs:

The curves of Social problem-solving skills score were found to be slightly negatively skewed and leptokurtic in nature. The trend of population was towards middle side of the distribution which shows internality of the subjects. This trend was evident for both learning disabled and non learning disabled. The mean value of non learning disabled adolescents was found to be greater than learning disabled adolescents. In order to compare the social problem-solving skills of both the groups, the critical ratio 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 curves of Conflict resolution were found to be negatively skewed and lying in the middle trend of the curve. The shape of normal probability curve was leptokurtic in nature. Learning disabled adolescents were found poor to have conflict resolution scores in comparison of non learning disabled adolescents as calculated by critical ratio, which interpret that there is significant difference in conflict resolution between the groups.

Distribution of Self-efficacy, Self-control and Social competence scores were also found to be negatively skewed and leptokurtic for both the groups of learning disabled and non learning disabled adolescents. Non learning disabled adolescents found greater than learning disabled adolescents in these three variables. Thus the null hypothesis H0, narrated as There exists no significant difference between Learning disabled and Non Learning disabled adolescents in reference to Social Problem-Solving Skills, Conflict resolution, Self-efficacy, Self-control and Social Competence is rejected.
5.1.2. Objective-2: Independent Effect of Predictive Variables viz. Social Problem-Solving Skills, Conflict resolution, Self-Efficacy and Self-control on Social competence in Learning Disabled and Non Learning Disabled adolescents

For fulfilling the objective, the one-way ANOVA method was employed and all the results are found to be significant at 0.01 level of confidence. Further Tukey Post-hoc test was used for verifying the results obtained from the ANOVA.

The one way ANOVA values of predictive variables viz. Social problem-solving skills, Conflict resolution, Self-efficacy and Self-control were found to play significant role in influencing social competence of learning disabled and non learning disabled adolescents. The post-hoc test values were also found to be significant in reference to visualize the impact of predictive variables on criterion variable in learning disabled and non learning disabled adolescents. Hence the null hypothesis $H_0$ that There exists no significant independent effect of all predictive variables Social problem-solving skills, Conflict resolution, Self-efficacy and Self-control in learning disabled and non learning disabled adolescents is rejected.

It is supported by the study of Chung and Elias (1996) who explored the linkage between problem behavior involvement, self-efficacy, social competence, and life events. Their data revealed that low academic self-efficacy, poor social competence, and stressful life event are all significant predictors of problem behavior when they are together.

5.1.3. Objective-3: Interactional Effect of all Predictive Variables on Social Competence of Learning Disabled and Non Learning Disabled adolescents

To see the joint interactional effect of predictive variables viz. Social problem-solving skills, Conflict resolution, Self-efficacy and Self-control Four way Analysis of Variance was used on the scores. The observations made therein have been listed below:

Interactional effect of Social problem-solving skills and Conflict resolution was found to be statistically significant in the group of learning disabled adolescents. Similarly, the interaction of social problem-solving skills and self-efficacy also found significant but the effect of conflict resolution and self-efficacy’s interaction was not found significant for learning disabled adolescents whether conflict resolution and self-control does not influence social competence of
learning disabled adolescents when they treated together even self-control also found ineffective when interact with social problem-solving skills. Among all the four predictive variables, only social problem-solving skills, conflict resolution and self-efficacy found prominent in determining the social competence in learning disabled adolescents while self-control was found weaker variable.

In case of non learning disabled adolescents, the interactional effect of social problem-solving skills and conflict resolution was found statistically significant which inferred that non learning disabled adolescents having sensing, intuition, feeling and thinking about social problem-solving skills significantly affect their social competence. Joint contribution of conflict resolution and self-efficacy also found significant whether self-control did not seek to influence social competence in the group of non learning disabled adolescents.

It can be said after discussion that except self-control all predictive variables are significantly giving impact on social competence of learning disabled and non learning disabled adolescents. Therefore the null hypothesis \( H_{03} \) that There exists no significant interactional effect of all predictive variables on Social Competence of Learning Disabled and Non Learning Disabled adolescents can partially be rejected in case of self-control.

5.1.4. Objective-4: To examine inter-correlation among predictive variables \( \text{viz. Social problem-solving skills, Conflict resolution, Self-efficacy, Self-control and criterion variable \( \text{viz. Social competence of Learning disabled and Non Learning disabled adolescents} \)

Relationship between social competence and the four predictive variables of learning disabled and non learning disabled subjects was ascertained by computing Karl Pearson’s Product Moment Coefficient of Correlation and the findings drawn are presented below:

i) Significant positive but low relationship was found between social competence and social problem-solving skills for non learning disabled adolescents.

ii) Conflict resolution was found to be significantly and positively related to the social competence of both learning disabled and non learning disabled adolescents.

iii) Relationship between social competence and self-efficacy for both LD and NLD adolescents was found significant but low.

iv) Coefficient of correlation between social competence and self-control was found to be significant and positive for learning disabled and non learning disabled group of adolescents. Thus the research hypothesis \( H_{04} \) that There exists no significant inter correlation between predictor variables on criterion variable in LD and NLD adolescents can be safely rejected.
5.1.4. Objective-5: To predict multiple regression equation for predictive variables viz. Social problem-solving skills, Conflict resolution, Self-efficacy, Self-Control and criterion variable viz. Social competence of Learning disabled and Non Learning disabled adolescents

Under this objective individual as well as joint contribution made by each predictive variable was studied on the basis of regression coefficient, coefficient of Multiple correlation (R) and coefficient of multiple determination ($R^2$). The observations made therein have been listed on the next page:

The values of $R$ (Coefficient of Multiple correlation) were found to significant for the groups of learning disabled and non learning disabled subjects which indicates that significant multiple relationship exists between criterion variable and the predictive variables.

The values of $R^2$ (coefficient of multiple determination) for learning disabled and non learning disabled adolescents shows about 50-59 per cent of the variance in Social competence accounted by the joint contribution of the four predictive variables viz. Social problem-solving skills, Conflict resolution, Self-efficacy and Self-control.

Among all the four predictive variables, Self-Efficacy and Self-Control found prominent in determining variation in Social competence. The contribution of Conflict Resolution found less but significantly important in the determination of social competence of learning disabled and non learning disabled adolescent. Social problem-solving skills found weak predictor of Social Competence because its value was found non significant in non learning disabled adolescents. Social problem-solving skills, Self-efficacy and Self-control play major role in determination of Social competence of learning disabled adolescents. Although Conflict resolution also has significant value but comes on fourth position in predicting Social competence of learning disabled adolescents. While Self-control, self-efficacy and Conflict resolution play important part in prediction of Social competence of non learning disabled adolescents. Social problem-solving skills found non significant predictor of social competence in the group of non learning disabled adolescents. Therefore the research hypothesis $H_{05}$ that There exists no significant
contribution of predictive variables in prediction of social competence of learning disabled and non learning disabled adolescents” can be partially rejected.

5.2.0. Conclusion

The scores of all independent variables under study are normally distributed in the universe with slight skewness and kurtosis. The predictor variables which are significantly determining the social competence are social problem-solving skills, self-efficacy, self-control and conflict resolution.

The overall model explains about 50-59 per cent variance by four predictive variables in determining the social competence significantly. Self-efficacy and Self-control explain maximum variation, being the first and second predictors of social competence have the greatest bearing upon social competence of learning disabled and non learning disabled adolescents.

Self-Control and self-efficacy are the only two predictors, which are directly contributing in determining the social competence. The exogenous variable which was obtained is conflict resolution.

The primary variables that discriminates highly socially competent and low socially competent maximally are self-efficacy, and self-control. It is inferred that, though all the above mentioned three predictors are highly discriminate the two groups of social competence, but self-efficacy and self-control found most prominent. Their position in the groups were interchangeable like self-control which was having highest beta value in learning disabled adolescents found having second highest beta value in non learning disabled adolescents. Same as self-control, self-efficacy was found first predictor in the group of non learning disabled adolescents while in learning disabled adolescents it was found second predictor. The subsequent predictors, which discriminate the two groups i.e. highly competent and low competent in socially, subjects are conflict resolution and Social problem-solving skills.

The results of this study indicate that psychosocial qualities and social skills are equally important for being socially competent. Either they are learning disabled adolescents or non learning disabled adolescents. Social and psychosocial factors have been related to positive adaptive outcomes, psychological well-being and school, home and peer adjustment among
adolescents. The quality of the interpersonal interaction with the peers and other significant people at school and home are extremely important for positive adolescent adaptive outcomes. Social skills and psychosocial qualities are very closely related, yet they are different too. While emotional factors (Self-Efficacy and Self-Control) may be seen as the ability to manage one’s emotions and inner strengths for positive relationships, the social competence goes beyond the one-person psychology to two-person psychology. All emotions are generally welled up in either direct or indirect social contexts and hence all emotions are social in nature. Conflict resolution skills are skills that everybody needs, including people who would never think of pulling out a gun or punching somebody. These are skills that can help every young person relate better to others thereby leading to a more productive and happy life. Teaching adolescents conflict resolutions skills can affect society as well. Democracy depends on people working well together and respecting differences and respecting people of different cultures. If we’re going to have a democratic society, conflict resolution has to be a part of everyone’s education.

*Most conflict resolution programs teach skills relevant to negotiation and peer mediation. Raider (1995) suggests that for conflict resolution programs to be effective, three areas must be addressed: knowledge, skills, and attitude. Long-term benefits of conflict resolution training are more likely with both behavioral and attitudinal changes. A comprehensive approach to teaching conflict resolution skills includes education, training and the opportunity to practice what is learned in real world situations (Van Slyck et al., 1996). Conflict resolution should be included as a regular part of the school programs and curricula.*

### 5.3.0. Educational Implications of the Study

In common class rooms both LD and NLD adolescents are important but LD adolescents need more attention due to their aforesaid limitations within the classroom Learning Disabled Adolescents are commonly found to be negative intention on the so traits like social competence, self-efficacy, social problem-solving skills, conflict resolution and self-control, Adolescents with more requirements may experience problems because the effort and persistence they put to do the same work needs less efforts in common classrooms. The poor capacity to finish a task creates irritation and down-feeling, especially if they are enable to do what other classmates easily achieve. So the combined effort is necessary for educating the learning disabled adolescents along with non learning disabled adolescents, commencing with
the evaluation process and incessant through the construction of the individual education program, close relation among special class teachers, parents, regular class teacher, educational organizations, administrators, curriculum planners, guidance workers and counselors, voluntary organization and teacher training institutions should provide the complete development of learning disabled and non learning disabled adolescents certain education implication are follows:

1) To enable the adolescent to adjust with the social environment.
2) It will help to prevent delinquency and make them confident about themselves.
3) It will help to organize the favorable programs for learning disabled and non learning disabled adolescent.

Knowledge about effect of self- efficacy, self-control, conflict resolution and Social problem-solving skills on Social competence of learning disabled and non learning disabled adolescent can be used to advantage on the design in appropriate and effective educational program. To get success in developing social competence in both group to a considerable extent, the following suggestion that emerge for teachers, parent and curriculum planners.

5.3.1. Educational Implications for Teachers of LD Adolescents in Common Class Rooms

Most importantly, we need to help teacher become experts to develop social competence in both learning disabled and non learning disabled adolescents that exists within common class room. They need to know to observe, describe and manage children with difference in learning abilities. Learning disabled adolescents fails to acknowledge that their own effect can lead to success but are quick to attribute their failures to their own inabilities due to negative self concept and high social anxiety than their non learning disabled peers. Teachers are like pillars that strength them the educational structure and have many function to perform within classroom and school atmosphere. A teacher’s in school use his/ her acknowledge of problem generally faced by learning disabled and non learning disabled adolescents. The teacher is in a position to facilitate the enrichment of the positive personality traits and alleviate the effect of the negative ones through aids for discipline, communications motivation and classroom organization. A team approach is important for educating close collaboration among special class teachers, parents, resources room teachers, regular class teacher and others will facilitate
the overall development the overall development of an adolescent with and without learning disabilities.

Some teachers confess that the following strategies showed promising effects to some learning disabled students.

i) Teaching in a friendly manner with due to consideration to the problems of the students and appropriate new method of teaching would promote their imagination, creativity, curiosity, interest, introspection and reduce negative attitudes such as aggression, anxiety and dependency promotes positive self concept.

ii) Giving them an understanding of their own problem helping they develop a realistic perspective of themselves and then world around, without –either embarrassing or scaring them.

iii) Provide high structure and clear expectations.

iv) Provide positive reinforcement of appropriate social skills at school and home.

5.3.2. Educational Implications For Parents Of LD Adolescents

The parents play a vital role, in the emotional and intellectual development of adolescents.

Parents of learning disabled adolescent have more responsibilities than non learning disabled adolescent's parents. Parents devote much time to provide values and information they consider important. However, child’s social skill development is considered less important. It passes without any declaration by parents to sight a child rejection by peers. Alternatively, it becomes their rejection. Sometimes either parents have high dreams and expectations for their children or they again live their own unsatisfactory social experiences which later becomes cause of disappointment and frustration. So,

i) They must attempt to prevent feelings of inferiority among the learning disabled adolescents by treating them as equal with the other siblings. Since these adolescent given to driving in and becoming overly introspective, the parents can help by exposing the adolescents to social situations that encourage them to interact with others.

ii) Parents should try to understand their need and limitations.

iii) Parents should encourage his/ her child.

iv) Parents should ask/ her child to tell what she or he thinks is going on kids have amazing insight into their problems, too often we forget to ask them what the problem is. Additionally, parents must adopt various techniques to promote social competence and help adolescents’ social skills development which are as follows:

v) Listen with the third ear which is not to listen only to words he/she hear, but also understand the emotions behind their expressions.

vi) Start and practice pro-social skills at home

vii) How to start, keep-up, and terminate a conversation.

viii) The creativity of discussion- how to achieve what you desire aptly.

ix) How to use assertive technique rather than over aggression or violence.

x) How to share compliments.

xi) How to handle peers abuse or teasing.

xii) Practice how to accept constructive criticism
If there is a social support group in your area, encourage your child to participate. Sharing concern, problem, and social experiences can facilitate social skill and peer acceptance.

5.3.3. Educational Implications For Educational Stake Holders

Educational Stake Holders play a crucial and formative role in the spheres of cognitive, language, emotional, social and moral development of adolescent. Academic skills such as reading, writing and mathematics from the foundations upon which a student’s performance at school is assessed. A learning problem may therefore engender feelings of anxiety, inadequacy and shame, leading to behavioral disturbance in adolescent. Any negative feedback from school is likely to have an impact on the emotional, social and family functioning of an adolescent. Therefore,

i) Educational Stake Holders should organize the school management in a manner that takes into account the personality structure of learning disabilities and their problems and capabilities.

ii) The organization, Such as time- table planning curriculum design, co- curricular and extracurricular activities, games and sports and competitions etc, rather than leaving these components to the whims and initiative of the teacher.

iii) Learning disabled and non learning disabled adolescents should be given some social responsibilities for better social adjustment.

iv) A consultant-teacher should provide support to regular classroom teachers and other school staff who work directly with and without learning disabilities.

v) New curricular suited to their personalities should be planned incorporating large number of illustrations pictures, maps, practical knowledge, manual and creative craft and vocational work.

5.3.4. Educational Implications for Guidance Workers and Counselors

Guidance workers and counselors must consider the case studies of the learning disabled and non learning disabled adolescents in school of the different areas so that they can arrange suitable counseling programs related to academic matter or to solve their problem related to speech and reading and arithmetic interests and make them more intellectual, social, imaginative, practical creative, emotionally balanced and value oriented. These guidance services should educate the parents and the public to be aware of disabled, and help them understand their isolated special personalities and attitudes get trained in techniques and ways communication with learning disable adolescents and most importantly develop a sympathetic attitude toward the learning disabled adolescents.
5.4.0. Suggestions For Further Research

On the basis of the findings of the present study and from discussions the investigator feels that the following studies can be undertaken for further research with more prospective.

i) A comparative study can be undertaken on then gifted and slow learners’ adolescents.

ii) A survey on educational facilities provided to learning disabled and normal adolescents.

iii) A study of rehabilitation program of learning disabled adolescent can be carried.

iv) Personality of learning disabled and non learning disabled can be studied in more details by taking a large sample to draw more fruitful generalization.

v) The method used in teaching to these adolescent in our country can be analyzed and compared with teaching practices used in other countries. Suggestions can be solicited and modification made in the existing method prevalent.

vi) A further study is needed to find out what are the other psychological, psychosocial variables which may account for remaining variance unaccounted for.

vii) Research may also be conducted to investigate how the predictive weights change with different school management, with different age groups, with different instruction styles etc.

viii) Investigations covering other age groups which were not included in the present study may be fruitful, because, as assessment of psycho-correlates on larger scales covering children of all age groups will help educationists to difficult areas and strengthen educational programme accordingly.

ix) There is a need for application of such studies also a follow-up.

x) An experimental or case study can also be conducted.

5.5.0. Limitations of the Study

A researcher has to pass through the maze of trees in a dense forest. To cross within the stipulated time is a Herculean task. Superfluous growth of foliage has to be cut down. For carrying out a proper path in order to reach the other side, the fixed destination of a tortuous journey. Researcher has tried to make the best use of resources available and material at my
disposal. In split of limitation and handicaps hurdles have to be surrounded because the culminations of research must be fastened with fruitful results.

Limitations of the present study that have to come to light are-

1. In this study the Hindi medium students were ignored. This may affect the result slightly.

2. Due to paucity of time, the study was restricted to secondary schools and too of Agra region only, had an intercultural sample on interstate basis been taken for this study, it could have been more interesting and useful.

3. In this study, only higher secondary schools, which are affiliated to CBSE & ICSE Board of Secondary education, Agra were taken. Some specific type of schools, like central school, Navodaya Vidyalaya, Public Schools etc. failed to have place in sample. Therefore, the generalization of the results are limited only to the students of inter colleges affiliating to CBSE & ICSE Board of Secondary Education, Agra.

4. In the present study only the 14 to 16 years age group has been taken into considerations. Hence, the results desired from this study cannot be true for all age groups.

5. In the present investigation rural population have failed to have place in the sample. Therefore, the generalization of the results is limited to the urban population only.

6. Present study is only limited to Agra City only.

5.6.0. Overall Conclusion of the Study

In drawing conclusion, learning disabled adolescents lead a different life than non learning disabled adolescents. Various special facilities are required to handle them to achieve an effective educational experience for these adolescents by enhancing their social mixing and interrelations in order to raise their social competence. Adolescents with learning disabilities work according to their capabilities and are less likely to suffer the pressure of doing activities beyond their current reach. They have listening, writing, reading, speaking, mathematics reasoning, thinking, gross and fine motor scale, social emotional domain and spelling and other disabilities therefore, they cannot adjust with their educational environment and It promotes their most of myths about learning disabled adolescents they miss understood as mentally retarded children.
Alike all learning disabled adolescents also have legitimate right to education and are encouraged attending school for educational accomplishments and socialization.

Bernard (2000) introduces You Can Do It! Education (YCDI) for learning disabled and prepares a model. According to model five foundations important for the children to be taught are: confidence, pertinacity, organization, getting along emotional resilience, since education which consists of curricular activities, instructions, award ceremonies and services will not be highly effective in supporting them to reach on top. This finds its specialty for learning disabled adolescents who different psychological problem. The model represents “twelve positive Habits of the Mind, which are the cognitive-attitudinal element of the Five Foundation. Bernard defines a Habit of the Mind as an automatic tendency of a certain way. By thinking in that way, the person experiencing certain emotions and behaviors that will either lead to academic achievement and social-emotional–behavioral well-being, when his/her Habit of the Mind are positive. Negative Habits of the Mind leads to under-achievement and poor psychological health. These positive Habits of the Mind have been found to be the cognitive elements or component that nourish and support Habits of the Mind to their achievement”. “To help an adolescent with social problems, it is important to understand on what level they are having trouble and how their social disabilities relate to their learning disabilities”.

Information and Communication Technologies (ICT) can help these adolescents to bright their future through improving their writing and arithmetic abilities, giving them academic competence, but there is no similar technology to help them handle a lonely recess at school, a family outing, or a date. These require social competence.