CHAPTER-I

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All children are not alike; every child develops at his own pace. Some of them are brilliant others are less talented. Some have physical disability other may be emotionally disturbed or not able to adjust in school, family or community. When problems of children in any area are recognized at an early stage, it can be addressed properly and then their long term consequences can be reduced and eliminated completely. Important skills for a child are learning to read and write. In spite of having average or above average intelligence, many children exhibit poor performance in academics. They do not get benefit from the normal class room programme. They face difficulties in reading, arithmetic, spelling and writing. Inability of children to learn in learning not only affects their curricular areas but also personal, social, self-esteem and adjustment areas (Rozario 1991). These children often experience frustration, exhibit low tolerance for frustration, have difficulty in making decisions, poor adjustments with peers (Brooks, 2001) and have low self-esteem, develop emotional problems because of frequent failures (Lyon 2000). Such characteristics of children are called ‘Learning Disabilities’. It refers to retardation in the processes of speech, language, perception, reading, spelling, and arithmetic (Krik, 1968). This means, if a child's intellectual ability is much higher as compared to his or her educational performance, then child is diagnosed with a learning disability.

From the past few decades, concept of learning disabilities has changed, but still it is new for many developing countries like India. Research conducted in the field of learning disabilities is yet in infancy stage. It is quiet challenging to identify and assist children with learning disabilities, according to their requirement. According to World Health Organization (1990) approximately 10% of the world’s population is disabled and this percentage may be increasing because of population growth, medical developments and ageing process. Actual number of children with learning disabilities in India is difficult to find out, as no national census of the learning disabled has been taken in India. However current research in the area of learning disabilities indicated that 10-14% of children in India have a learning disability (Krishnan, 2007). An average size class of India has five students with learning disabilities (Thomas, Bhanutej, & John, 2003) making it most prevalent
disability (Suresh & Sebastian, 2003). But these children remain unnoticed, as unlike other disabilities, learning disabilities is a hidden handicap. It doesn’t leave any visible signs, which make other to understand or offer support to a person having learning disabilities. It affects individual’s ability to understand what they see or hear and link that information to various parts of the brain.

Learning disabilities is long-lasting disorder, which affect many parts of a person’s life like school work, daily routines, family life, and sometimes relationships and even play. One of the most problematic behaviour found commonly in school is peer victimization. Evidences indicated that peer victimization occurs at a rate of 2.4 cases per hour (Atlas, Rona, & Pepler, 1998) and a total of 10–20% of youth being purposefully harassed (Olweus, 1994). Peer victimization is the illegitimate practice of power by one person over another. It might comprise threats of violence or actual physical intimidation. In a study conducted by Kavale and Forness (1996) explained that children with learning disabilities are found to be more peer excluded, lower social status, less supportive and have few friends. They found that children with learning disabilities are low in social capabilities. Due to this their peers do not select them as friends. Researcher described that children with LDs remain passive, misread verbal as well as non-verbal communication. That is why they are not able to make social relations with others (Rose, Espelage, Aragon & Elliott, 2011). These social inefficiencies in children with LDs may be due to their inability to understand social cues from their peer and hence they are prime target of peer aggression (Nabuzoka, 2003).

Research studies examined that children with LDs are at more risk of peer victimization as compared to their non-LDs peer (Baumeister, Storch, & Geffken, 2008; Grills & Ollendick 2002; Saylor & Leach, 2009). Peer victimization is correlated to many other negative consequences. So it is necessary to find the nature of peer victimization in children with learning disability. It is linked with very serious problem like anxiety, depression, school drop outs, social problems, drug user, and school violence and in severe cases it leads to death of victims. Due to these children become less adjusted person who is not socially accepted (Hawker & Boulton 2000).

Child with learning disabilities is a cause of great stress for parents (Dyson, 1996) and creates problems in the relation of parents and child (Amerongen &
Mishna, 2004). Parent’s involvement in child education has shown remarkable positive effect on student achievement (Harris et al, 1987). Supportive home environment is the one of the major factors which strongly influences outcome of children with learning disability (Shapiro & Gallico, 1993; Shaywitz, 1998). Research studies linked parental involvement not only with student achievement but also with less absenteeism, better class room environment, lower dropouts, better school satisfaction, high self-esteem, improved student behaviour, improved parent teacher relation, high motivation and positive approach toward school (Bryan & Sullivan-Burnstein, 1998; Desforges & Abouchaar, 2003). When parents of low achieving children were involved in the study conducted by NCLB (2001), described that teacher get knowledge about children weakness and strength. The teachers can develop lesson plans according to the requirement of child. Also parental involvement is correlated to better self-satisfaction, self-control, more caring, competence, positive peer relations, better social adjustment, (Gillum, 1977; Desforges & Abouchaar, 2003; Rich, Van Dien & Mallox, 1979).

Children with learning disabilities have not only academic challenges but also many social and emotional adjustment problems. Adjustment is behavioural process wherein an individual with an aim to produce harmony between the individual and the environment builds variation in his behaviour (Gates, 1950). Children who make suitable adjustment are likely to be successful in their future life as compared to children who have difficulty in adjustment (Belsky & MacKinnon 1994).

Previous studies have shown that children with LDs face many psychosocial, emotional and behavioural problems (Sorensen et al., 2003). But study conducted by Martinez and Semrud-Clikeman (2004) found that emotional and behavioural adjustment problems in children with LDs varies according to types of LD viz: single or multiple learning disabilities. Adjustment process is influenced by many people like parents, peers, personal characteristics of an individual. Children themselves with their unique abilities and propensities are able in forming and improving their performance, goals and adjustment to their environment. Several studies correlated poor peer relation with adjustment problems in children (Bond, Carlin, Thomas, Rubin, & Patton, 2001; Storch & Masia, 2001). All the peer relations are not positive and school is the common place of all types of peer aggression. Consistent aggressive
behaviour in early life of children and becomes resistant to change in later (Huesmann, Eron, Lefkowitz, & Walder, 1984). The prolonged and repeated exposure to peer aggression results in negative self-assessments and selective avoidance of social interactions. Due to this victimized children experience higher level of loneliness, depression and reported more adjustment difficulties (Crick & Grotpeter, 1996; Nansel et al., 2004). Parent’s involvement in their child’s school education, not only improves academic achievement but also improves behaviour, attitudes, better emotional adjustment and greater well-being (Jeynes, 2007; Hornby & Witte 2010).

Learning disabilities are life-long. But the way in which learning disabilities are defined may depends on an individual’s lifespan, reliant on the relations between the demands of the environment and the individual’s strengths and needs (Learning Disabilities Association of Canada, 2002). Children with learning disabilities are matter of concern for parents, teacher and school authorities. With their joint efforts, help, assessment and remediation at right time at later children with LD can learn successfully and become well adjusted in the society at later stages of their life.

1.1 LEARNING DISABILITIES

Childhood period is the fast developing period of an individual’s life. Although every individual develops at his own pace. Some children inspite of average or above average intelligence are not able to achieve elementary skills. Normally, if a person’s intellectual ability is much higher than his or her academic achievement then he is characterized as having some learning disabilities. These children may face difficulties or retardation in one or more areas of academics such as speech, language, perception, reading, spelling, and arithmetic (Krik, 1968). Around 1960’s children having learning difficulties attracted serious attention. These children were otherwise bright, fairly well in verbal expression and did not have any kind of mental retardation, sensory disabilities or visual loss. It was Samuel Kirk, who coined this term 'learning disability' to describe such children (Hallahan & Cruickshank, 1973). The term was officially accepted by an organization named Association for Children with Learning Disabilities (ACLD) and started providing their services to all individuals of various age groups.
In India definition of learning disabilities is borrowed from Western literature. A study by Karande, Mehta, and Kulkarni (2007), was conducted to find out parental knowledge of specific learning disabilities in India used definition of Shapiro and Gallico (1993). According to them “Learning disabilities is a generic term that refers to a heterogeneous group of neurobehavioral disorders characterized by significant unexpected, specific, and persistent difficulties in the acquisition and use of efficient reading, writing, or mathematical abilities despite traditional instruction, intact senses, average intelligence, adequate motivation, and adequate socio-cultural opportunity”. Many schools in India use the definition recommended by the National Joint Committee on Learning Disabilities (Hammill, Leigh, McNutt, & Larsen, 1981): “Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous dysfunction, and may occur across a life span. Problems in self-regulatory behaviours, social perception and social interaction may exist with learning disabilities but do not by themselves constitute a disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences”.

The NJCLD used the term discrepancy to show the difference between a child’s apparent capability to learn and his or her level of achievement is described by Johnson and Myklehust (1967). They proposed that the level of achievement below one or two years been the most common measure for assessing the discrepancy. They also warn that when the discrepancy arises at the age of three or four, it become serious when arise at age of sixteen years.

According to Nakra (1998) "Learning Disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span".
Whereas Durand and Barlow (2003) characterized learning disorders by performance of a person, which are considerably below than expected according to the person's age, IQ and education.

“Student, who can think logically and clearly, may not be able to write out a simple paragraph. An articulate, informed student might be unable to read a set of instructions. These problems can make it difficult for a student to learn as quickly as someone who isn't affected by learning disabilities” (Neeraja, 2013). This term excludes learning problems because of sensory disabilities, physical problems, mental retardation, emotional problems or environmental factors (Kirk, 1962). It is neurological disorder that affects individual’s ability to process information to learn or carry out specific task. These are the output of variation in brain functioning required for processing, understanding, and using information.

It is distinct from global intellectual deficiency. According to Learning Disabilities Association of Canada (2002), “Learning Disabilities refer to a number of disorders, which may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning”.

**Table 1.1 Features of learning disabilities from the official definition of Learning Disabilities Association of Canada (2002)**

- Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering, or learning. These include, but are not limited to language processing, phonological processing, visual spatial processing, processing speed, memory and attention, and executive functions (e.g., planning and decision making).

- Learning disabilities are due to genetic and/or neurobiological factors or injury that alters brain functioning in a manner which affects one or more processes related to learning. These disorders are not due primarily to hearing and/or vision problems, socio-economic factors, cultural or linguistic differences, lack of motivation, or ineffective teaching, although these factors may further complicate the challenges faced by individuals with learning disabilities.
- Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following: oral language, reading, written language and mathematics.

- Learning disabilities may also involve difficulties with organizational skill, social perception, social interaction, and perspective taking.

- Learning disabilities may co-exist with various conditions including attentional, behavioural and emotional disorders, sensory impairments, or other medical conditions.

- Learning disabilities is not attributed (but may aggravated by) extrinsic factors like physical impairment, socio-economic factors, cultural or linguistic differences, lack of motivation, or ineffective teaching.

- Learning disabilities are suggested by unexpected academic underachievement or achievement which is maintained only by unusually high levels of effort and support.

According to Individuals with Disabilities Education Act (IDEA) (2004), “Specific learning disability means a disorder in one or more of the basic psychological process involved in understanding or in using languages, spoken or written, which may manifest itself in an imperfect ability to listen, think speak, read, write, spell or to do mathematical calculations. The term does not include children who have learning problems which are primarily due to visual, learning or motor handicaps of mental retardation of emotional disturbance or environmental, cultural or economic disadvantages”.

### 1.1.1 Types of learning disability

Learning disabilities look very different from one person to another. One person may struggle with reading and writing, where as another loves book reading but another may have problems with understanding math. Another person may have trouble in understanding what others are saying. Thus problem may differ from person to person but all are learning disabilities. Learning Disabilities can be of different types depending upon the nature and areas of difficulty. Kirk and Chalfant (1984) categorise learning disabilities in two broad areas:
- **Developmental learning disabilities**: These skills are required to achieve better in academic skills by a student e.g. better attention, perception, memory, thinking and oral language skills.

- **Academic learning disabilities**: These consist of disabilities in reading, arithmetic, handwriting, spelling, and written expression.

Other terms which became popular during the past two decades are given in the table below.

<table>
<thead>
<tr>
<th><strong>Table 1.2 Common Types of Learning Disabilities</strong></th>
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<tr>
<td><strong>Dyslexia</strong></td>
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<td><strong>Dyscalculia</strong></td>
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<td><strong>Dysgraphia</strong></td>
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<td><strong>Dyspraxia (Sensory Integration Disorder)</strong></td>
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<td><strong>Dysphasia/Aphasia</strong></td>
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<td><strong>Auditory Processing Disorder</strong></td>
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<td><strong>Visual Processing Disorder</strong></td>
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(Adapted from Gina Kemp, Melinda Smith, and Jeanne Segal, 2015).

Kolb and Whishaw (1996) classify learning disabilities by stressing on conduct and certain academic areas in school systems. These were:

- Verbal disabilities
- Non-verbal disabilities
- Hyperactivity
- Cerebral Palsy
- Hydrocephalus

Learning disabilities vary in terms of impact and may involve many skill areas. There are many skill areas that get affected when learning disabilities are presented in a child. These areas are represented by the figure 1.1

![Figure 1.1: Skill Areas that may be affected by Learning Disabilities](source: Teaching students with reading difficulties and disabilities, 2004)

**Other learning Disabilities**

- **Spelling Disorder**: Spelling disorder is the part of language difficulty in a person. Other name of this disorder is Dysorthographia. Generally it is characterized as difficulty in spelling. Due to weak awareness or memory of language structures and letters in words, a student with spelling disorder found difficulty in reading and/or arithmetic.
- **Dysnomia**: It is also the part of language disabilities in a person. It is inability to retrieve or recall the names for oral or written languages. Such children may have hearing memory problem difficulty. They are not able to remember what they hear. During exam or test these children take longer time to complete the test or leave test incomplete.

- **Dysarthria**: This disorder occurs from neurological injury. Due to this there is weakness of muscles related to speech.

- **Organizational Learning Disability**: This disorder includes difficulties in handling two or more stimuli or information in one time, thinking logically and orderly, differentiates direction or material and time.

- **Non Verbal Disability**: These disabilities often manifest in motor clumsiness, poor visual-spatial skills, organizing information, and poor social relationship. Due to this disability students may face difficulty in mathematics, science, printing and writing, logical ordering and sequencing, and nonverbal social skills (Rourke, 1989)

All these types of learning disabilities vary from person to person, also there effects are shown differently for different persons and range from mild to severe. Along with other disabilities, learning disabilities may also be present, such as mobility or sensory impairments. For children it is connected with difficulties in 3R’s of education - reading, writing and arithmetic.

**1.1.2 Causes of Learning Disabilities**

Research on possible origins or causes of learning disabilities is still going on. But no one exactly knows what causes learning disabilities, which help parents to look backward to search for possible reasons. Some disagreement was found among researchers about the causes of learning disabilities. According to Gaddess (1989) defined three groups of influences which led to learning disorder are: 1) Physiological, 2) Psychological and psychiatric and 3) Sociological or environmental

The research conducted by Elias (1999) about causes of learning disabilities and also identified possible reasons responsible for learning disabilities. These are 1)
“Errors in fetal brain, 2) Genetic factors, 3) Tobacco, Alcohol and other drug use, 4) Problem during pregnancy or delivery and 5) Toxin in the child's environment”.

Eysenk (2000) identifies several possible contributing factors that influence learning disabilities, including:

a) **Neurobiological differences:** With the help of neuroimaging techniques it has been found that there are structural and functional differences in brain of person with learning disabilities (Kibby & Hynd, 2001).

b) **Genetic factors:** Experts noted that learning disabilities have a tendency to run in families point out that there may be a genetic link. However scholars are still debating on learning disabilities is, actually, genetic, or it is show up because children learn what their parents do. But brain’s developmental differences which are associated with learning disabilities are supposed to be influenced by genetic factors.

c) **Problems during Pregnancy or Delivery:** Some experts think that causes of learning disabilities comprise complications during pregnancy. In some cases, if there was an infection, mother's immune system reacts with foetus and attacks it. This kind of interference appears to cause newly made brain cells to settle in the wrong part of the brain. Or, during delivery, an oxygen supply to the foetus is cut off, if the umbilical cord may become twisted. This, too, can damage brain functions and cause learning disability. Other possible reasons of developing learning disabilities may be low birth weight, lack of oxygen, or premature birth or young children get head injuries.

d) **Tobacco, Alcohol and other drug use:** Difficulties during pregnancy because of mother’s use of tobacco, alcohol, and/or other drugs during pregnancy are more likely to have low birth weight babies and may be at risk of children with learning disabilities.

e) **Toxins in the child's environment:** Poor nutrition during early childhood period of life may lead to learning disabilities later in life. Other possible causes may be infants and young kids are vulnerable to toxins in the
environment. Lead and cadmium (found in old homes or water pipes or paints) may contribute to learning disabilities. Thus environmental toxins are also being examined as possible sources of learning disabilities (Sousa, 2001).

1.1.3 Learning Disabilities Related Problems

A child with learning disabilities appears to exhibit many problems; some of them are described below:

- **Learning disability and behaviour problems:** Several studies reported significant relationship between learning disabilities and behaviour problems in children with learning disabilities (Khurana, 1980; Ritter, 1989; Willcutt & Pennington, 2000; Grigorenko, 2001). Children with learning disabilities showed externalizing behaviour problems like high involvement in antisocial behaviour (Rutter et al (1976), juvenile delinquency (Broder et al (1981), have behaviour problem like hyperactivity (Cunningham & Barkley, 1978), over reacting (Venugopal & Raju (1988), aggressive behaviour (Cornwell & Bawden (1992). Children with learning disabilities reported attention and concentration difficulties, poor impulse control, perceptual difficulties, socialization difficulties/ emotional overlays (Bryan & Bryan, 1975). As compared to vast literature about externalizing behaviour problem very little was written about association of internalizing behaviour problem and learning disabilities. Children with learning disabilities are reported to have social withdrawal (Myklebust, 1975), anxious withdrawn behaviour (McGee et al (1988), depression and phobias (Prior et al (1999), manifest anxiety (Stein & Hoover (1989), more shy, seeking help and were often victims of bullying (Nabuzoka & Smith (1993), committed suicide (McBride & Siegel (1997). Student with learning disabilities exhibit undesirable behaviour, because they are frustrated or hopeless as a result of concentrating on their problems. Frustration might arise for variety of reason. Their undetected learning disabilities made them not to understand why they struggle to perform the task or not able to communicate. Student show unsuitable behaviour might be the result of an emotional disturbance, poor self-esteem or continues failure.
Learning disability and Social and emotional difficulties: Children with learning disabilities encounter difficulties, not only in educational areas, but also in social, emotional behavioural domains (Dyson, 2003; Semrud-Clikeman & Hynd, 1990). Because of repeated failure children with learning disabilities emotional problems such as low self-esteem (Lyon 2000), difficulty in making decisions, low tolerance for frustration (Brooks, 2001), poor adjustments with peers (Gross & Siperstein, 1997), exhibit social deficit (McClelland, Morrison, & Holmes, 2000) these problems are likely to stay into later life (Kavale, 1996). These children have trouble in conveying their feelings, calming themselves down, exhibit social skill deficits, lack of understanding of how to greet people, how to make friends (Lyon, 1996) misinterpret the social behaviour of others, exhibit immaturity and lack of social ability in understanding nonverbal indications, which effects their social behaviour, this lead to difficulty in the classroom and with their peers.

Adjustment Difficulties in Children with Learning Disabilities: Children with learning disabilities face many adjustment problems in inclusive education setting. Previous study on adjustment problem of children revealed that children with learning disability score lower on overall adjustment as well as social and educational adjustment as compared to normal students (Tamannaeifar & Nezhad, 2014). Children with learning disabilities reported low in self-concept and social adjustment (Lewandowski & Arcangelo, 1994). They experience stress, nervousness, depression, low success motivation, poor socio-personal adjustment and low self-concept. Friendship of children with LD were less stable as compared to children without LD. Social and emotional adjustment of children were predicted by peer relationship, which includes peer acceptance, peer nomination and quality of friendship (Wiener, 2002). Similarly in the study of Shaw (2000) reported that ADHD students reported lower levels of adjustment, social skills and self-esteem as compared to students without ADHD.

Learning disabilities and problems related with academics: As previous studies reported that sever discrepancy was found between achievement and
intellectual ability of children with learning disabilities. Because they have
trouble in handing out sensory information what they see, hear, and
understand things differently. They also have complications with attention
processes, comprising distractibility, short attention span, preservation
(Richards, Samuels, Turnure, & Ysseldyke, 1990), insufficient memory
processes(Torgesen, 1988), delayed spoken language development, difficulty
in judging relationships, problems in general language functioning (Vellutino,
1986), motor difficulties (Marsh & Price, 1980), and learned helplessness
(Torgesen & Licht, 1983).

Children with learning disabilities may have many problems associated with
academics, social, home and emotional domains. They are not able to survive
successfully in school without abundant help and support from their teachers, peers
and parents. Teacher should involve parents in their child’s education, as parents have
essential information of their child's strengths and needs (Wallace & McLoughlin,
1975). So they play important role in providing services to children with learning
disabilities. Similarly role of peers is very important. Their peers can modify their
social skills through interactions with each other and act as role models for them.
Through inclusive education; cooperative group teaching; peer tutoring; school-wide
positive behaviour support; classroom climate; self-regulated learning; (Mitchell,
2008) can meet the learning needs of learning disabled children.

1.2 PEER VICTIMIZATION

Violence slashes through generations, every part of the society gets affected
from this and it is more predominant among school children. Commonly occurring
violence take its shape from peer victimization. Peer victimization makes children
fearful from school and this inhibits their learning potentials. Peer victimization is an
old problem. It is highest during school transition phase particularly from primary to
secondary education, diminishing during adolescence (Smith & Madsen, 2001;
Pellegrini & Long, 2002; Hong & Espelage, 2012,). During transition phases student
faces more aggression. Pellegrini and Bartini (2000) called conversion period from
elementary to middle school as “brutalizing period”. However according to Hawker
and Boulton (2000) peer victimization can be expected as natural and unavoidable
part of growing up, for some children it seriously harms their mental and physical well-being.

Most often terms ‘peer aggressions’, ‘peer victimization’ and ‘bullying’ are used interchangeably. However these three are different concept. But many researchers used these terms for same sense in their studies. So in the present study these terms are used interchangeably. Single act of victimization towards an individual by his peer is peer aggression. When peer aggression can take the form of physical resentment, hostile peer pressure, teasing, exclusion, and social rejection and such repeated acts of peer aggression are considered as peer victimization (Little, 2002). A person is said to be bullied when he is facing negative actions or behaviour from another person for longer time. These may exclude fight between two children of similar physical and psychological strengths (Olweus, 1994). Person who showed aggression or victimized others is known as bully.

According to Smith & Brain (2000) aggressive acts should only be considered bullying when they meet the following three criteria:

(1) The perpetrator aims to hurt the victim;

(2) The aggressive behaviours occur regularly; and

(3) There occurs a power imbalance which is often related to dissimilarities in physique between the victim and his/her perpetrator

Thus peer victimization is the logical flip side of bullying as bullying is not possible without victim. Many researchers also referred word “bullying”, to as peer victimization, and is considered it as a world-wide problem (Craig, 2010).

Mynard and Joseph (2000) explained that “Bullying is the wilful, conscious desire to hurt or frighten someone else. This might take the form of physical, verbal or psychological bullying. There are many examples of bullying behaviour. They all have as a common feature; the illegitimate use of power by one person over another. For example, bullying might comprise threats of violence or actual physical intimidation. It might comprise verbal malice or social ostracism.”
Many researches showed that bullying is associated with the ‘Theory of Dominance’ and power (Olweus, 1993). Bully’s main motive behind bullying is to show dominance or power and feeling of superiority (Rigby & Slee, 1993). Studies found that bullies are popular or consider as “cool” in their school and thus affect other because of their high social status (Gest, Graham-Bermann, & Hartup, 2001).

Banks (1997) discussed that “Bullying consist of behaviours like teasing, taunting, threatening, hitting, and stealing which is done by one or more children against a victim”. Whereas Salmon, James, Cassidy and Javoloyes (2000) bulling is not only physically hurting to the victims but also it consist of spreading rumors or stories about the victim or his family, commenting on someone’s handicap, taunting, humiliating, gossiping and excluding from groups.

Thus Olweus (1978) combine both direct and indirect form of peer victimization and defined that peer victimization is repeatedly and frequent occurring emotional silent stress which include physical, verbal, and/or relational acts of aggression on children targeted by their peers.

1.2.1 Types of Peer victimization

Different researchers categorize type of peer victimization under different heading for same types of victimization. Generally, peer-victimization can be categorised into two forms direct or indirect (Mynard & Joseph, 2000).

Direct forms of victimization are open provocative attacks and indirect forms of victimization are covertly manipulative attacks. Further direct form of victimization is divided into verbal and physical forms of victimization, (Campbell, Sapochnik & Muncer, 1997) and indirect victimization have been used for social victimization and relational victimization (Crick & Grotpeter, 1995).

- **Physical victimization**: Physical victimization means a victim is threatened with physical damage. It means hurting victims by hitting, kicking, pushing and touching.
- **Verbal victimization**: It is direct, overt form of victimization. In this type, victims are taunted or threatened with physical harm (Berrill, 1990). A threat is an expression with an intention to hurt someone. It can be verbal, engraved or symbolically represented (O’Toole, 1999).

- **Social manipulation or Relational aggression**: It is indirect form of victimization. It involves intentional manipulation of person’s social surroundings, social status, or relationships of victims it includes social exclusion, shunning, rumour spreading, prompting interpersonal peer conflicts, and exposing personal information in order to hurt or harm that person (Crick & Grotpeiter, 1995).

- **Attacks on property**: Earlier this form was not included in the study of peer victimization, Mynard and Joseph (2000) introduced this term in their scale. It means damage or theft to property of the victim.

- **Online victimization or cyber bulling**: Conventionally, peer victimization took place in offline settings (being kicked, shoved, bullied, gossiped about, or excluded) particularly in the school or neighbourhood. However, as children are using social media, a new form of peer victimization has appeared. This form of peer victimization, where a child is victimized by a peer with the use of an Internet-based technology, is called online peer victimization or cyber bulling. Tokunaga (2010) described “it as an umbrella term encircling several adjacent concepts such as internet harassment and electronic bullying. He describes cyber bullying as activities performed through digital media by individuals or groups that constantly transfer aggressive messages planned to harm others. In this, the identity of the bully may or may not be identified; however, cyber bullying behaviours commonly occur inside as well as outside school”. Thus online victimization or cyber bulling is a special case of peer victimization that occurs with the use of electronic text either through mobile phones or using computers (Patchin & Hinduja, 2006). Youth employ various cyber aggression techniques like:

  a) Harassment by sending abusive or threatening posts or mails to victims
b) Denigration involves the posting of embarrassing pictures, rumors, or personal information on a Web site about the victim,

c) Impersonation occurs when the aggressor attempts to manipulate the victim’s social relationships by sending messages to others from the victim’s phone or e-mail,

d) Outing/trickery involves revealing personal, sensitive, or awkward information sent in confidence in electronic format to involuntary recipients and

e) Exclusion involves purposely barring the victim’s entrance to an online social activity, such as an online game or private chat room.

According to Dempsey, Sulkowski, Nichols, Storch, (2009) cyber aggression can be categorised as overt aggression and relational aggression like harassment by sending abusive or threatening posts or mails to victims contain overt aggression whereas denigration, impersonation, outing/trickery, and exclusion are forms of relational aggression.

1.2.2 Types of Victims of Bullying

According Olweus (1991) a child is considered as victim “if he reported being targeted of aggressive behaviour repeatedly overtime”. Olweus (1978) divide victims in three types. These are “passive victims, proactive victims and bully-victims”.

- **Passive victims:** These victims represent major portion of the victimized children. These victims have less number of friends, miserable, often seems anxious, more nervous, socially withdrawn. Some researchers further divide passive victims into two forms (i) Vicarious victims and (ii) False victims (Besag, 1989). Vicarious victims always under the climate of fear or worry of being targeted of bully. They either listen or witness about bullying incidents in their school. Whereas false victims try to gain sympathy and attention of the teacher. These victims represent a small group of students who complain commonly without reason to their teachers about being bullied.
**Perpetual victims:** Perpetual victims are those victims who are bullied throughout their lives. Due to this they may mature into a victim mentality thus role of victim remain permanent in their psyches (Elliott, 1993).

**Provocative victims:** These victims have cluster of characteristics which include feature of all the other types of children. They behave like pure bullies or as passive victims. Due to their disruptive behaviour they arouse negative response like anger, social rejection by peers, including irritability, restlessness, and hostility.

**Bully-victim:** This group consists of small number of children having some of characteristics similar to as proactive victims. They are physically stronger than their victims but they are weaker than their bullies. They are generally not famous in their peers and have anxious and depressed personality.

1.2.3 Characteristics of victims of bullying

a) Victims are normally found absent from the school. They feel unhappy and unsafe in school (Banks, 1997).

b) They have very few friends in school. They lack social skills (Salmon, James, Casidy & Javoloyes, 2000) and have very poor associations with their peers (The National Institute of Health, 2001).

c) Children who are victims of bully suffer from low self-esteem, anxious and are not able to retaliate or protect themselves from bully (Banks, 1997).

d) Students who are targeted by bullies are physically weaker than their peers (Batsche, Knoff & Olweus, 1994).

e) They are academically poor and also not able to concentrate in their school work (Ballard, Tucky, & Theodore, 1999).

f) Due to bulling, their anxiety generates many physical or emotional deformities in them (Lumsden, 2002).

g) They have more internalizing problems like depression, inhibited, argumentative, emotionally disturb and not able to control on their anger (Perry, Hodges, & Egan, 2001; Zeman, Shipman, & Suveg, 2002) and also
have externalizing problems such as dishonest, disturb others by creating noises, impulsive and do not follow rules & regulation((Schwartz, 1999; Hodges & Perry, 1996).

1.2.4 Predictors of Peer Victimization

There are so many factors that influence peer victimization in child. Kochenderfer-Ladd et al., (2009) gave child-environmental model in which they tried to combine two major factors —one that centres on child-level factors and other on environmental factors. All these factors including some other factors which contribute to children’s victimization are discussed below:

![Figure 1.2 Child-by-environment model for studying the risk of peer victimization (source: Kochenderfer-Ladd et al., 2009).](image-url)
Factors related with the child:

- **Gender**: Studies have proved that both the genders face same degree of victimization (Hanish, Kochenderfer-Ladd, Fabes, Martin, & Denning, 2004; Shekhar, Shehna & Bhaghat, 2014; Perry, Hodges, & Egan, 2001). But there are evidences that they face different type of peer victimization. Both boys and girls face bulling in different manners. Boys face more physical victimization and females are found to use relational victimization like spreading rumours, social exclusion, shunning (Pellegrini & Bartini, 2000; Crick & Grotpe, 1995).

- **Social behaviour**: Children having internalizing behavioural problems have very few friends and that effect their peer relation which is related with peer victimization (Son, 2011). Aggressive and withdrawn children have low social status or poor social behaviour that influences the peer victimization (Hodges, Boivin, Vitaro, & Bukowski, 1999). Some studies also examined that not all aggression leads to victimization (Bukowski & Sippola, 2001).

- **Emotional reactivity**: Children who are poor in reacting and regulating their emotions are found to be more victimized, as their emotional reactivity motivates bullies for victimization because bully children enjoy their emotional misery as their rewards (Rubin, Coplan, Fox, & Calkins, 1995; Perry, Williard, & Perry, 1990). According to Lemerise and Arsenio (2000) due to individual differences in emotional reactivity and regulation influences each step of social information processing. These emotional ties between a child and others lead to an aggressive encounter.

- **Cognitive functioning**: Children’s cognitive function including poor self-regard estimation is positively correlated with victimization and rejection (Egan & Perry, 1998; Salmivalli & Isaacs, 2005).

- **Psychosocial disorders**: As peer victimization develops psychological adjustment problems similarly psychological problem leads to children’s peer rejection and victimization (Rudolph, Ladd, & Dinella, 2007). Studies found that depressive symptoms, anxiety, conduct disorder (Kumpulainen et al., 1999) lack of inspiration, drowsiness, excessive irritability increase peer
victimization (Kochel & Ladd, 2008; Hodges, Malone, & Perry, 1997; Little & Garber, 1993).

- **Disability of child:** Studies observed that if a student has some disability like physical, language or mental deformities then he is more frequent target of peer victimization (Baumeister, Storch, & Geffken, 2008; Wiener & Mak, 2009; Rose, Monda-Amaya, & Espelage, 2010). According to Ostrov (2008) if a child is physically indifferent then certainly he is easy target of victimization. Moreover severe peer victimization is common in case of overweight children (Pearce, Boergers and Prinstein, 2002).

- **Parent-child relationships:** Research studies reported that child learns social skills from his family which helps in developing peer relationship. Duncan (199) found that children from abusive family conditions are associated with peer victimization. On the other hand Bowers, Smith, & Binney (1994) and Olweus (1993) in their studies reported that over protectiveness, parental control, hostile parent as well as paternal rejection, have been associated with children’s risk to peer victimization.

- **Peer relationship:** Higher or lower levels of peer victimization of child depends on the quantity or quality of child’s friends (Hodges, Boivin, Vitaro & Bukowski, 1999), their roles as motivators, assistants, reinforcers or discouraging bullying relations (Olweus, 1991; Salmivalli, 1999, 2001). In fact results of the studies indicate that lack of supportive peer relationships, peer rejection, lack of peer acceptance (Hodges et al., 1999) desire to harm, victims low status with in a group (Perry, Williard & Perry, 1990) contribute to children’s vulnerability to victimization.

- **School-class room environment:** There are so many factors which are related with school-class room environment which are associated with bullying. Olweus (1991,1993) in his study described about “bully friendly school” that include “(a) low supervision and monitoring, (b) inconsistent and incompetent handling of bullying cases (c) inconsistent consequences, or no consequences, to bullying behaviour” associated with large number of cases of peer victimization in school. Whereas Roland & Galloway (2002) found that high supervision, monitoring of home work, physically separating aggressor
(Kochenderfer-Ladd and Pelletier, 2008), caring of students is positively related with low level of bulling cases. Thus teacher and school administration vigilantly supervise students and respond immediately and consistently at times and in area prone to bullying.

1.2.5 Consequences of Peer Victimization

Many studies found that victims of peer victimization suffered from negative consequences like depression, isolation, (Hawker & Boulton, 2000), physical health problems, social-emotional problem, low self-esteem, drop outs, absenteeism (Hawker and Boulton 2000), self-harm, least popular in school than their peers (Juvonen, Graham, & Schuster, 2003), suicidal ideation, social withdrawal (Grills and Ollendick 2002), alcohol or drug abuser. Due to these consequences victims start hating themselves, fear from school, not able to trust anybody and these affect their social relation which further effect mental health of the victims (Prinstein, Cheah, & Guyer, 2005).

Children who were bullied by their peer are found to be academically poor and not able to concentrate in their school work ((Ballard, Tucky, & Theodore, 1999). In severe cases the consequence of peer victimization is death (Berger, 2007). Vossekuil, Fein, Reddy, Borum, & Modzeleski (2002) reported in their study that 71% cases of school shooting in US, shooter had some history of being involved in victimization. Repeated actions of victimization not only harm to the child but also increase adjustment problems (Kochenderfer-Ladd & Wardrop, 2001).

Research studies also found that not only the children who were victims of bullying but also the bullies are at risk of negative consequences. They are more likely to drop out from the school and bulling in childhood leads them to be involved in violence, sexual harassment, drug abuse ((Nansel, Overpeck, Saluja, & Ruan, 2004) and delinquency (Calaghan & Joseph, 1995 and Olweus, 1997).

1.2.6 Intervention

Bullying normally occur in social environment. Generally parents, teachers and school administrators are unaware of extent of problem created by the aggression of bully. Because of these factors and negative consequences of bullying effective
intervention is required for whole school community. These interventions have following features:

a) Every person involved in school community (students, teachers, school administrators, and parents) should have written policy or programme on anti-bullying (Lumsden, 2002). These policies should depict clear indication to the bullies that bullying instances will be taken seriously.

b) These intervention programmes involve parents in planning, promoting and creating no tolerance guidelines in respect of bullying (Mishna 2003).

c) For the effective implementation of these policies in school curriculum, sufficient financial support must be available (Whitted & Dupper, 2005).

d) Counselling and training should be given to the student for proper handling of their conflicts and peer aggression (Banks, 1997).

e) School should teach children on social skills, conflict resolution and anger control (Lumslen, 2002).

f) Counsellors and school-based mental health professionals should help teacher in identify children who are involve in bullying as a bullies or as a victims and have a discussions with parents of these children (Ross, 2006).

g) School should start awareness programme to gain parents support for effectively implementing the programme. Because according to Lumslen (2003) “success of any programme depends on if same approaches are used at home”.

h) School personnel should provide supervision in those areas where cases of victimization frequently occur (Lumslen, 2002).

i) At class level teacher with the help of student develop rules against bullying and with role playing exercise can teach student who are involved in bullying (Banks, 1997)

j) Teacher should use peer teaching methods in class room to reduce social isolation (Banks, 1997).
All the above intervention will work only when children themselves will exercise control in social situations. Due to poor self-control children will show impulsive, ferociousness, negligent behaviour moreover it is related to poor emotion regulation, which harms their peer relationships. This lack of self-control puts the child at risk of peer victimization. Campbell, Knack, Waldrip, and Ramirez, (2009) gave a model in which he has shown importance of self-control on reduction of victimization. They explained children “children and adolescents with higher self-control should be more responsive and attentive to others’ needs, less impulsive, more planful and flexible in their problem-solving abilities, better able to control their emotions, and should respond less aggressively when provoked. As such, higher self-control should contribute to being liked by peers, to the ability to attract friends, and even to being less vulnerable to peer victimization”.

![Diagram](Figure 1.3 Model of the influence of self-control on victimization (source: Campbell, Knack, Waldrip & Ramirez, 2009)]

Peer victimization is world-wide problem. It is matter of concern of psychologist, counsellors, educationists, parents and mental health personnel. It not only harms both victim and bully but it also affects school environment which indirectly affects the right of a child to learn in safe settings. So all community members students, teachers, parents, law enforcers, counsellors and administrator must join hand in improving school environment by reducing school violence (Pollack & Sundermann, 2001).
1.3 PARENTAL INVOLVEMENT

For parents their child is the unique gift from the God and parents are willing to do whatever is required for the maximum development of their children. Parents Support, monitoring, and discipline are fundamental dimensions of parental behaviour that are linked with children's adjustment, development, and well-being. Parental support is like helping the child with his everyday problems, admiring children's achievements, and showing affection to them. Monitoring involves supervising children's activities, keeping watch on children's school work and his peer associations, and community norms. Whereas parental discipline it is of two types some parents use coercive forms of discipline means when children misbehave, parents force them to behave properly by giving threats or punishment to them and some parents believe on non-coercive methods (means discussing the consequences of misbehaviour). Several studies indicated that parental behaviour involves the optimal combination of a high level of support, a high level of monitoring, and the avoidance of harsh punishment (Baumrind, 1968; Darling & Steinberg, 1993).

The goal of every parent is see their child excel, to raise a happy and well-adjusted life and it can be very frustrating when a child fails or is not able to adjust or adapt according to the society. Parents play an important role in providing services to children with learning disabilities because they have essential information of their child's strengths and needs. (Wallace & McLoughlin, 1975). Now-a-days parental involvement is considered as an indicator in a child’s achievements. If parents spend good quality of time with their child, give love, affection, understand, involve then child will grow as a happy, well-adjusted, and contributing member of society. Parental involvement is more important than family background variables in determining students’ progress, achievement and development of personality. Parental involvement implies the influence that parents provides in developing overall personality of their children. According to Bartel (2010) children learn more when parents are involved positively in their educational experiences especially parental involvement during the early years in a child’s life. With support of their parents pupils maximize their potential.

Maccoby and Martin (1983) defined parental Involvement as the degree to which the parents are committed to him or her role as a parent and in fostering the
optimal development of child. It implies how the parent involve themselves in developing and shaping the personality of the child. It is parent’s dedication and positive attention to the child learning process and provides assistance for both identification and assimilation of social values (Grolnick and Ryan 1987). Whereas Grolnick and Slowiaczek (1994) defined it from another perspective according to them it is an allocation of resources to child’s academic endeavours. In other words, it denotes the extent to which parents take a keen interest and participate actively in their child’s education.

Dempsey, Kathleen and Sandler (1995) argued that parental involvement is function of parent’s beliefs about their role and responsibilities, sense with which they help child to prosper in school and child’s schooling is affected by acquisition of skills knowledge and aspiration that they can succeed in school.

Desimone (1999) defines parental involvement as a set of group-specific actions, beliefs, and attitudes that serve as an operational factor in defining categorical differences among children (and their parents) from different racial-ethnic and economic backgrounds.

The term parental involvement has been used as a wide-ranging term which may cover several activities like tutoring, parental expectations for their children (Bloom, 1980) monitoring, communication with the children about school activities (Christenson, Rounds, & Gorney, 1992) effective use of time for study at home; reinforcing behaviours established in school (Morrison, Rimm-Kauffman, & Pianta, 2003), participating in school related committees (Stevenson & Baker, 1987; Fantuzzo, Tighe, & Childs, 2000). Whereas Manz, Fantuzzo and Power (2004) described parental involvement as three different kinds of involvement: school-based involvement, home-based involvement, and home–school communication. All these kinds revolve around Epstein’s model. According to Epstein, Coates, Salinas, Sanders, and Simon (1997) described whatever children learn and grow is influenced by three overlapping spheres: family, school, and community. These three must join hands to best meet the needs of the child.
Parental involvement is multifaceted concept; it has exponentially expanded from simply helping on homework to volunteering at the school and fundraising for the school (Christenson & Sheridan, 2001). Philosophers, psychologist and sociologist have studied parental behaviour aspects related with it from time to time under such headings as ‘Parental lifestyle, ‘parental attitude’, ‘parental stimulation’, ‘Parental sense’, ‘parental expectancy’, ‘parental aspiration’, ‘art of parenting’ etc. Potter (1989) favours the term "parent participation" instead of "parent involvement” as the first term emphasizes more on parents act as their co-educators, guide, as co-decision makers, and leaders. However parental involvement is different for different people according to one’s perspective for a teacher it means helping children with homework whereas for parents it is as making decisions in the school. But the fact is parental involvement takes many forms right from the birth to getting child ready for school, volunteering at school, communication at school, PTA, monitoring homework etc. (Malhotra, 2006).

Although the term parental involvement has its conceptual and definitory vagueness, according to Fantuzzo, Davis, and Ginsberg (1995) the term parental involvement refers to a different parental behaviours that directly or indirectly influence children’s cognitive improvement and school success.

Thus parental involvement refers to parent’s behaviours which are related to the child or may be related to school or schooling or at home, which can be measured by signs of their commitment to child’s educational matters. This means those parents who show these behaviours to a larger extent, can be considered as deeply involved than a parent who shows these behaviours to lesser extent.
1.3.1 Types of Parental Involvement

Grolnick and Slowiaczak (1994) gave a multidimensional representation of parental involvement that focuses on various dimensions. According to this parents may show their involvement in three different ways:

- **Behavioural involvement**: These refer to overt actions representing their interest in their child education, going to school, attending parent teacher meet, volunteering in school.

- **Personal involvement**: These refer to parent-child interaction, parents care about child’s school life, or activities that encompass child’s daily activities; what he usually does in school; how his studies are going on; his behaviour with others, friends; how well he performs in his school examination or in his personal life.

- **Cognitive/intellectual involvement**: These refer to parental efforts in nurturing children’s cognitive development. It is parent’s efforts to draw child’s attention to objects and events within the environment by reading newspapers, books, magazines or going to the library together. They try to stimulate child’s thought processes which affect his cognitive development and learning.

Flaxman and Inger (1992) gave three ways in which parents can involve in their children’s schooling process. These ways are:

i. Direct involvement in school management and choice.

ii. Involvement in special parenting programs and

iii. Providing support programs.

Following the same pattern Moore (1991) gave three ways of parental involvement as a policy maker, coordinator of child's development, and as volunteers. Whereas Hester (1989) emphasized the role of communication with parents as a fundamental of parental involvement, as parents are facilitator of child’s development.

According to Fan and Chen (2001) using his meta-analysis, the researcher gave three construct of parental involvement
- **Communication**: it refers to parent’s discussion with their children about school or day to day activities

- **Supervision**: It includes monitoring or keeping watch on how student utilizes his time after returning home from school, how much time he spends on his studies and in watching television.

- **Parental expectations and parenting style**: These were found to be most perilous of the three. These consist of the manner and extent to which parents communicate with children about their academic aspirations. These expectations are found to be associated with child’s high achievement.

The common themes of parental involvement expressed by the researchers had been summarized by Epstein (1995). The six typologies of parental involvement:

**Table 1.3 Epstein’s conceptual Framework for parental involvement (adapted from Epstein, 1995)**

<table>
<thead>
<tr>
<th>Type of Parental Involvement</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parenting</strong></td>
<td>Helping families establish home environments to support children as learners</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>The use of effective forms for school-to-home- and home to- school communications</td>
</tr>
<tr>
<td><strong>Volunteering</strong></td>
<td>The recruitment and organization of the school’s volunteer program</td>
</tr>
<tr>
<td><strong>Learning at Home</strong></td>
<td>Helping families assist their children with homework and recognizing other learning at home opportunities</td>
</tr>
<tr>
<td><strong>Decision making</strong></td>
<td>Including parents, students, and community members in the school decision making process</td>
</tr>
<tr>
<td><strong>Collaborating with the Community</strong></td>
<td>The identification and integration of resources and services from the community.</td>
</tr>
</tbody>
</table>
These types of school and family association is used as a framework that schools can utilize in developing programs so that it encourage relationships with parent.

Parents involvement can make home learning environment which acts as host for child’s achievement in school. Many researcher works on how school and parents work together as partners for the success of child. Gordon (1977) advocated three models for home-school partnership as

1) The family impact model which means school influences home with home visit or with help of parent teacher communication,

2) The school-impact model in that parents present their involvement by showing volunteer involvement in school activities or by involving in parent advisory committees and

3) The community-impact model in this for assisting community-home school partnership members from larger community like psychologist, sociologist, administrators, researchers come forward to facilitate this partnership.

1.3.2 Parental involvement and child outcomes

Parental involvement in their child’s education is an important phenomenon. Achievement and adjustment of child is influenced by many people, (like parents, the broader family, peer group, neighbourhood) and institutions (e.g. schools college, clubs). All these are involved in shaping children’s progress towards their self-fulfillment and citizenship. The children themselves, with their unique capabilities, temperaments and potentials play a significant role in forming and reforming their behaviour, aspirations and achievements. Nechyba, McEwan and Aguilar (1999) highlighted this complexity in shaping the achievement and adjustment of child in their model Figure 1.5. The impact of parental involvement and family education on educational outcomes of child must ensue with the clear recognition that these processes will be affected by a wide range of other factors and at the same time will work through a range of intervening processes.
Thus Figure 1.5 shows that family its size, structure, income, employment many other forces and factors have interacted with each other and implicated through parental involvement as bearing on educational achievement and personal adjustment.

Parental involvement has great influence not only on child adjustment or school achievement but it also affects many other areas by direct or indirect method. Many of the studies indicated that parent involvement has beneficial effects on
student achievement, attendance, motivation and behaviour (Sattes, 1985). It has a positive effect on grades of students (Fehrmann, Keith & Reimers, 1987). High parental involvement helps in students’ well-being (Cochran, 1987), improves student attendance (Kube & Ratigan, 1991), positive attitude towards school or towards particular subject areas (Becher, 1984; Leler, 1983), improves school environment (Haynes, Comer, & Hamilton-Lee, 1989).

If parent-child relation is positive then children have less behaviour problems (Morrison, Rimm-Kauffman, and Pianta, 2003), less aggression (Carlson, 2006) high self-esteem (Gray an Steinberg, 1999), high educational attainment (Barnard, 2004), high self-concept, positive classroom behaviour, more time spent on homework (Fehrmann, Keith, and Reiners, 1987), positive expectations for one's future, less absenteeism, high motivation, and more retention (Collins, Moles, and Cross, 1982).

While studies have examined the short-term effects of parental involvement, Those students whose parents participate more in school and encourage them in education and learning at home are found to be more successful. Clark (1983) mentioned the role of certain family practices which play significant role in child success. Child develops sense of pride and starts valuing schooling, set his daily or weekly family routines, found his family roles and responsibility. Children from broken families or divorced parents found lower levels of academic achievement less adjusted as compared to intact family (O'Connor and Rutter, 2000). But study conducted by De Garmo, Forgatch, and Martinez (1999) on divorced or recently separated mothers found that maternal education has direct effect on child’s achievement and effective parenting practices as protective factor in the home environment for children’s success during post-divorce adjustment. In their model of parental influence on educational achievement for children revealed that maternal education and occupational achievement both show direct relation with achievement.
For children with learning disabilities the importance of parental involvement is also same as above described benefits for children. Parental involvement helps children in homework completion (Bryan & Burstein, 2004), decreases the potential for unsuitable and erroneous educational programs for students with disabilities (Fish, 2008), help in completing individualized educational programme and reduce the use of procedural safeguards (Burke, 2012).

According to Wang Harlot and Walberg (1993) the home environment plays important functions in out-of-school context for student learning, it amplifies or diminishes the school’s effect on learning. Schools administrators, educators must encourage parents to become partners in child’s education, participate in school task such individualized educational programme for their children (Schafler, 1980). When parents are involved in their children’s education at home, they do better in school, children advances well in school; their absentees and truancy rate from school decreased (Henderson & Berla, 2002). Since various studies found that parental involvement is associated with having children who are not involved in school violence, substance abuse (Jeynes, 2007). So it had a profound effect on student’s behaviour (Crouter, MacDermid, McHale & Perry-Jenkins 1990). Parental involvement is more beneficial to younger students then to older (middle and high school) students (Iverson, Brownlee and Walberg, 1998).
Although parental involvement may have positive influence on child’s outcome (Desforges & Abouchaar, 2003; Henderson & Mapp, 2002), but several studies showed inconsistent results (Williams, 2011; Georgiou, 2007). They found it as very complex and diverse in nature (Seginer, 1983). Some studies found negative correlational of parental involvement on student’s outcome which leads to poor adjustment or behaviour problem in child. Muller (1993) found, that achievement of children of eighth grade is not affected by parent-child relationship and parental participation in school activities whereas Sui-Chu and Willms (1996) found negative correlation of parent-school communication on child’s achievement and also found that it was mediated due to child’s problematic behaviour and performance. Thus it is important to include another detailed measure of behaviour and learning difficulties of the child to account the correct measure of parental involvement (Sui-Chu & Willms, 1996).

1.3.3 Barriers to Parental Involvement

Many barriers exist related to parental involvement in their children’s education. These barriers prevent or deter parents from participating in their child’s education. Explanation of these as follows:

- **Attitude of parents:** Some parents do not feel that education is important or necessary for their children whereas others feel negative perception about them to influence the school. Those who feel uncomfortable in school setting are less likely to be involved by the school authority (Ritter, Mont-Reynaud, & Dornbusch, 1993). In the study by Comer (1986), Hispanic parents believe that their involvement in school education is not important that is why they separate themselves from education process.

- **Ability of Parents:** Some parents who are not literate or physically disable believed that they do not have required knowledge, access or social skill for volunteering in school services or parent teacher association. Olsen and Wates (2003) found that physical barriers for disabled parent in their involvement.

- **Language barrier:** Language is the common barrier found in involvement of parents in child’s education. Majority of the schools have English as their
mode of communication and parents for whom English is not their primary language are not able to interact with school authority therefore they are practically not involved in child’s education (Inger, 1992). They are unable to understand information shared through written communication such as newsletters, fliers or assignment. Simich-Dudgeon (1993) in their study reported that parents want to help their child but their inability kept them away. Parents of children receiving special education found difficulties in IEP meetings as it consist some technical terms which is very hard to understand (Hughes, Valle-Riestra, & Arguelles, 2002).

- **Cultural Barrier:** In some cultures, parents may believe that their only school related responsibility is simply ensuring that their child must go to school. As in culture of Hispanic, parents-school partnership is not in their tradition. Education is the mere responsibility of school only and parents involvement is consider as mere interference (Garcia, 1990).

- **Lack of Knowledge of the school system:** Lack of knowledge has proved to be a major barrier in parental involvement. Clark (1983) in his study found that parents want to involve but they did not know how to involve and what kind of rights to ask any thing from school personnel about their children's education. If parents face any difficulty in school system then they lose their trust from school (Harry, 2002). Reality is that parents are not indifferent with child’s education but they are not aware of their role or responsibility ((Bermudez & Padron, 1996).

- **Job interference:** Job or work of parents remains a hurdle to school participation of parents. (Smith, 1996). Working complication or night shift of the refugee or immigrant parents found big obstruction in their involvement in school (Johnson, 2003). In the study by Dauber and Epstein (1993) parents reported that when they have time usually on weekend then there is no work assigned by school.

- **Socio economic status:** Several studies found that minority group has high correlation with low socio economic status (Sacker, Schoon, & Bartley, 2002), less education (Daniel-White, 2002) and negative feelings towards school
hence less participation. In general, those schools having high enrolment from poor families or from minority group reported lower number of parent involvement.

- **Attitudes of school personnel**: School personnel’s negative attitude toward parents is also barrier to parental involvement. School authority’s communication with home is often judgmental. Negative events, problems or bad past experiences inflate barriers among teacher, parents and students (Lindle, 1989). In the study of Freedman, Ascheim, and Zerchykov (1989) found that negative experiences with school, lack of school support for diversity and basic need of parents and family inhibits parent’s involvement in school.

  Schaeffer & Betz (1992) “classifies barriers into three categories, viz. (i) factors related to nature of human which consist of both parents and teacher, their fear of failure, fear of censure or difference of each other, (ii) communication factors (an inability to communicate a real need for parent support); and, iii) external factors which include lack of time (on the part of both teachers and parents), personal problems, administrative policies, busy lifestyles”. They also found that another barrier in parental involvement is the children themself as they do not want parents to involve. Whereas Becher (1984) mentioned in his study that teacher’s attitude as an obstacle for parental involvement.

  Leitch and Tangri (1988) described “barriers which normally teacher mention are (i) parents’ unrealistic expectation of school’s role, (ii) large families, (iii) parents’ attitude that school is not important enough to take time from work, (iv) parent’s inability to help with the school work, (v) parental jealousy of teacher’s upward mobility, (vi) apathy of long-time teachers and their lack of responsiveness to parents, (vii) absence of activities to draw parents in, and (viii) teacher’s resentment or suspicion of parents who are involved”.

  Parents of the child having some disability reported that school personnel lack professional skills. Friensen and Huff (1990) emphasized that it is important for teacher to have knowledge about weakness or disability of child and have skills for corresponding interventions. Parents of disabled children want that teacher must understand disability of their children. They should know about the likes and dislikes,
abilities and disabilities of their students (Pruitt, Wandry, & Hollums, 1998). If they do not understand uniqueness of the child then there is no positive family-school partnership.

1.3.4 Increasing Levels of Parent Involvement

Several studies are available on how to increase levels of parental involvement. Some are listed as follows. Swick (1989) found essential features of educators for encouraging parental involvement in their classroom:

a) “Positive attitudes toward parents and the parental involvement process and

b) Knowledge and skills for enacting parental involvement activities”.

They found that teachers having positive attitude towards parents involvement in school process have higher number of parents participation in their classroom activities.

Williams and Chavkin (1989) found seven factors for effective parental involvement. These are “written policies, administrative support, specific training for parents and staff, using a partnership approach, maintaining two-way communication, networking and frequent evaluation of the programs”.

Schurr (1992) advocated sixteen parent involvement approaches that schools should exercise.

- “Parents should be involved in goal setting, contracting, and evaluating programs.

- Parents should be involved in the evaluating of school policies and practices.

- Open a parent lounge or resource room in schools.

- Parents will have access to the information develop and displays by school authorities for public information or public service messages.

- A handbook for parents should be developed for each school that comprises guidelines and tips for parents’ involvement and also school rules.

- School should hold public information fair when parents can attend it.
Every year an exchange day of a parent and student.

Award extra credit in academics to those students whose parents involved high in school.

Organise some family night at school for parents.

With help of parents school should develop a communications plan for parents.

For communication purposes school should maintain a parent and teacher dialogue journals.

Individual schools and school systems should participate in official parent proclamation effort.

Schools can assemble monthly home achievement packets for parents.

School personnel must conduct home visits for bond or levy elections.

A school wide homework policy should be developed, explained, and enforced.

For involvement school should have meet-and-greet programs”.

Success of parental involvement in children’s education depends on open and effective communication, which ultimately helps in developing positive parent teacher relationship. Swick (2003) suggested and emphasizes the role of culture difference as a mean in communication process and helps in strengthening the relationship. To build solid relationship between home and school emphasized that school should understand, cooperate and recognise parent’s strength and priorities.

Professional improvement of teachers for inculcation of effective parental involvement in children’s education is not only helpful, but also essential. Greenwood and Hickman (1991) emphasized the role of teacher in parental involvement process. They recommended ten changes in teacher education programme for higher involvement of parents in school.

To motivate school administrator and teacher to participate in parental involvement activities provide a research based rationale. Explain them how parents involvement benefit them their programme.
• New methods and techniques for involving parents could be taught to teachers.

• Attention should be given on teachers’ attitudes and beliefs. As negative attitude of teacher towards parental involvement leads distrust of parents towards school.

• The syllabus of parent involvement courses may differ according to the age/grade level of pre-service and in-service teachers.

• Graduate programs for school administrators should include pedagogical sense it should move from the known to the unknown facts that is move from traditional to less traditional forms of parent involvement.

• Field experiences in teaching, meetings, and working with parents should be given to pre service teachers.

• Administrative support should be provided for teacher education programs for in-service training and for home school partnership.

• State certification exams reflect major portion from “extra-classroom influences” at least for subtest of professional knowledge.

• A networking of teacher education institutions and professional organizations should work for development, evaluation and propagation of parent involvement programs.

• Research should be conducted on issues and problems related to effective parent involvement.

Also review of research done by Rotter and Robinson (1982) found the features of successful communication with parents include “(a) concreteness, (b) genuineness, (c) immediacy, and (d) confrontation. The required skills included (a) listening, (b) attending, (c) perceiving, and (d) responding”. They also found that if training to teacher is given then it helps in “(a) improving school environment (b) improved communication between teacher-parent, teacher-teacher, and teacher-student (c) reduced discipline problems in school; (d) improved student self-concepts; and (e) enhance student achievement”.
Teacher’ self-efficacy and his belief in his own teaching is the predictor of assisting five types of parental involvement (Hoover-Dempsey, Bassler & Brissie, 1987) these involvement are: 1) “Parent-teacher conferences,

(2) Parent volunteering,

(3) Parent tutoring,

(4) Parent home instruction and

(5) Parent support”.

For strengthening parental involvement Galletta and White (1992), by examining eighteen parental involvement programs found common characteristics are to involve minority group and low income parents, a support from both private and public sector, a commitment to reduce the gap of cultures between home and school and legitimizing parents in the process.

There is no doubt that research on parental involvement will continue to expand in the research community. Effect of parental involvement is broad and considerable. In short parental involvement in education is gaining importance among parents, teacher, students; school officials, educationists. While many research efforts have been undertaken to assess the relationship between parental involvement and student adjustment, the literature does not indicate which form of parental involvement. Inspite of this efforts are made to encourage parents to pursue at home involvement behaviour that encourage learning and indicate successes in schooling.

1.4 ADJUSTMENT

Adjustment is such a process by which an individual can maintain a sense of balance among various needs that one faces at any situation. Each situation demands that a person should be able to perform efficiently according to certain norms so that he can maintain a balance among various forces. Thus adjustment is the important part of the personality by which an individual functions effectively in this world. The theory of adjustment was first given by Darwin, who used it as adaptation, means to survive in the environment. Both the words adjustment and adaptation are often used in the same sense. Earlier word adaptation was used for the efforts or means used by an individual for the survival in physical conditions of environment, later on
psychology define the new term adjustment with a broader concept. This means behavioural reaction to personal demands and social adjustment.

Adjustment is behavioural process wherein an individual with an aim to produce harmony between the individual and the environment builds variation in his behaviour (Gates, 1950). A person is considered as normal or adjusted if he is able to maintain harmony between the individual and his environment according to the norms of the society. A well-adjusted personality is well prepared to play the role in the society. His desires will be fulfilled according to the desires of the society. A severe deviation from it is considered as abnormal or maladjusted.

Piaget (1952) used the terms accommodation and assimilation for the variation of behaviour in oneself or environment as a means of adjustment. A person is called assimilator if he carries values and standard of conduct and maintains these in respect of major change in the social environment. Where as a person is called accommodator if he modifies his beliefs according to the value of the society.

Adjustment of children is influenced by many people, (like parents, the broader family, peer group, neighbourhood) and institutions (e.g. schools college, clubs). It is a process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment (Good, 1959). Psychologically adjustment process is the efforts done by an individual to overcome tensions and frustrations for the satisfaction of a need (Symonds, 1956).

Schneiders (1960) defined adjustment as “……a process involving both mental and behavioural responses, by which an individual strives to cope successfully with inner needs, tensions, frustrations and conflicts and affect a degree of harmony between inner demands and those imposed on him by the objective world in which the lives”.

Adjustment is one which is realistic as well as satisfying. Smith (1961) considers the quality of adjustment as the evenness of satisfaction. It provides general satisfaction of the whole person, rather than a satisfaction of one powerful drive at the expense of others.

Adjusted personality or healthy personality is established by the individual who has been able to satisfy his personal needs through accepted manners such that his
own personality is no longer a problem to him (Jourard 1963). The well-adjusted person can, with in this limitation of his own personality reach effectively to different situation and resource conflicts, frustration and problems without the use of characteristic behaviour (Schneiders, 1965). He is comparatively free of such disabling symptoms as, chronic anxiety, scruples obsessions, indecision or psychosomatic disturbance. An individual can create a world of interpersonal relations and satisfactions that contributes to the constant growth of personality since adjustment in itself is neither good nor bad. Whereas Pathak (1990) consider adjustment as an index of integration, a harmonious behaviour of the individual by which other individual of society say a particular person is well adjusted.

Coleman (1969) says that adjustment comprises transactions with one’s environment which changes both the self and the environment; it is hardly a matter of adapting one self to meet environmental demands. It means acting to meet both inner and outer demands. All behaviour can be regarded as an effort to adjust.

Sufian (2004) coined it as the person’s ability to fulfil his psychological needs and enjoying life without any types of conflicts and accepting as well as participation in social activities. In other sense it is a behaviour used or the techniques directed by a person to fulfil his needs and satisfy motives for decreasing pressure to attain balance and satisfaction (Alananni, 2005).

In general according to Ganai and Mir (2013) adjustment process involves four parts:

a) A need or motive in the form of a strong determined stimulus, 

b) The obstruction in the fulfilment of this need,

c) Variation of the behaviour accompanied by problem solving, and

d) Some response that removes or at least reduces the initiating stimulus and completes the adjustment.

In psychology adjustment is the behavioural process by which a person and other living beings maintain equilibrium between their needs and the obstacles from their environments. A series of adjustment begins when a need is felt and ends when it is satisfied (Encyclopaedia Britannica, 2015).

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From the literature it is evident that there are numerous definitions and subsequent measures for the construct of adjustment. It is important, therefore to define the way that incorporates many of the definitions previously used and studied, while at the same time lending itself favourably to the specific purpose of the particular study. The specific definition of adjustment utilized for this study is that adjustment was used collectively to refer to both the pupil adjusting to the social, emotional and school context and peer group as well as the attempt of others (teachers) within the school to adjust to what they see and expect of the pupil. Thus adjustment is a satisfactory relationship between the individual and his environment in respect of three areas - social, emotional and academic.

1.4.1 Characteristics of adjustment

- **Adjustment is subjective**

As no two person are alike thus coping process can’t be alike besides inner and outer demands, tolerance for obstruction, capacity for affection, flexibility, self realization, selective awareness so that a person has ability to gain from past experiences, personal integration, values, attitudes, impulse & behaviour control, autonomy and social norms makes the adjustment a subjective process which is known only to the person who is adjusted.

![Figure 1.7 Components of Adjustment (adapted from Mishra, 2002)](image)
• **Adjustment is a continuous process**

  Adjustment is not a once-all matter. It is a relationship between an individual and his environment. It is important part of a person’s life. The process of adjustment starts from the birth of the child and remain continuous throughout the life (Patil, 1992). It is something that is regularly achieved and re-achieved by us (Mangal, 2006).

• **Adjustment as an achievement as well as a processes**

  Psychologists have taken adjustment from two important points of opinion. Adjustment has been examined as an achievement as well as a process. As an achievement, adjustment is a term used for positive mental well-being. The concept of positive mental well-being refers to a person's state of mind and overall well-being. As a process, adjustment reflects whether a person is able to cope effectively with his conflicts or stress. Adjustment as a process is a major interest of psychologist who wants to understand a person and his behaviour. High self-esteem, or the absence of distress in a person often consider as a good adjustment whereas anxiety or depression are used as indicators of poor adjustment.

• **Adjustment is adjustment to other people**

  Adjustment is a psychology of the interpersonal relation. According to Sullivan (1947) a person who is compatible with other persons is consider to be pleasant, considerable and congenial. A well-adjusted person must accommodate themselves in order to meet demands of their environment (Lindgren, 1966). Thus adjustment of a person depends upon how he makes such accommodation and how successfully he meets the demands that are made on him.

• **Adjustment varies from culture to culture**

  A person is considered to be well adjusted in ones society with a particular culture background may not considered the same in different society with a different cultural setting.

• **Adjustment as a psychological process**

  Adjustment is an area of major concern to those psychologists who want to understand a person and his behaviour. The way one tries to adjust himself to his external environment at any point of time depends upon interaction between the
biological factor in his growth and social experiences. According to Friendenberg (1971) adjustment involves transaction with environment which results in change in behaviour or change in environment or both. Each one of us experiences both internal as well as external needs. Adjustive behaviour may be viewed as concerned with the three levels of adjustment, those meeting the psychological, the psychological and the sociological needs of the individual.

- **Adjustment is a two way process**

  It is two ways process means adjustment not only involves fitting oneself into the present circumstances but also change circumstances according to ones needs. White (1956) describe this two way nature as concept of adjustment means constant collaboration of person with his environment, each making demands on the other. It is a continuous process by which a person changes his own behaviour or tries to change the environment or brings change in both to produce satisfactory relationship with his environment (Talukdar & Talukdar, 2008). Thus adjustment is a compromise between these two extremes and maladjustment is a failure to achieve this compromise.

- **Well-adjusted means good mental health**

  A person is well adjusted if he has good mental health. Whittaker (1965) used the term ‘well adjusted’ synonymously with mental health. A well-adjusted person is mentally healthy and the mentally ill person is said to be ‘maladjusted’.

**1.4.2 Areas of adjustment**

Adjustment includes personal as well as environment components. These two aspects can be further subdivided into smaller aspects of life. The personal or biological components of adjustment have their roots in the heredity of the person. The cultural or environmental components of adjustment are important because they permit the person to adjust within the framework of cultural norms, values and standards of behaviour. As far as the criterion of adequacy of adjustment is concerned, no universal criterion can be set up for all times to come because criteria involve value judgement which differ from culture to culture and from generation to generation. As in questionnaire of Bell’s adjustment inventory (1958), he has taken five areas of dimensions of adjustment viz: home, health, social, emotional and occupational. Arkoff (1968) has itemized the important areas of adjustment as the
family, school or college, vocation and marriage. In the research study of Joshi and Pandey (1964) they have given 11 areas of dimensions of an individual’s adjustment;

1. Health and physical development.
2. Finance, living conditions and employment.
3. Social and recreational activities.
4. Courtship, sex and marriage.
5. Social psychological relations
6. Personal psychological relations.
7. Moral and religious
8. Home and family.
10. Adjustment to school and college work.
11. Curriculum and teaching.

Adjustment is such a process that takes place in every person’s life, in his family situation, grows educationally, continues in vocational outlet and engages in social relationships. Thus areas of adjustment cover all the area of human life. Hence the major areas of adjustment for elementary school children are described as follows.

a) **Emotional Adjustment**

When an individual's physical and psychological needs are satisfied according to socially acceptable patterns of behaviour then satisfactory state of personal and emotional adjustment may exist. The emotional development of well-adjusted individual depends upon maturation and learning (Wolf, 1992). Emotional adjustment is a state in which improper and inappreciable emotional reactions obstruct with harmonious interpersonal relationships. These emotional reactions are like excessive worry, grudge, fear, inability, dogmatism, intolerance, extreme shyness, tension, dissatisfaction, uneasiness etc. If a person is free from this emotion and has ability to controls and expresses his/her emotions in a proper situation and in a proper way, then he is an emotionally adjusted person.
b) **Social adjustment**

Social adjustment of a person is influenced by his social maturity. It means an individual has good relations with family, neighbours, classmates, peers, teachers and other members of the society. A socially mature person behaves in accordance with social norms, customs and traditions and does not engage in antisocial activities.

c) **Health Adjustment**

Good health is a foundation of pleasure and adjustment. Persons who have physical deformities may cultivate various types of complexes and frustrations and this leads to maladjustment.

d) **Educational adjustment**

A child is educationally maladjusted if he is not adjusted in the school conditions and develop deep psychological problems that bring about aberrant behaviour and opposition to learning, development and growth. Behaviour of the educationally adjusted child with his teacher, class fellows, playmates, and head of the institution is according to the societal norms. He is satisfied with the method of teaching, discipline, time table, school environment and co-curricular activities.

1.4.3 **Characteristics of a Well-adjusted Person**

According to Malik (2013) a well-adjusted person is supposed to have the following characteristics:

a) A well-adjusted person knows his own strengths and limitations.

b) An adjusted person has respect for himself and for others. If a person dislikes one-self then he is consider to be maladjusted.

c) He has a realistic vision i.e. neither too low nor too high in relations of his own strengths and abilities. He does not try to reach for the stars or selecting an easier course for his progress.

d) His basic needs are completely satisfied or in the course of being satisfied. He is not emotionally or socially disturbed. He feels reasonably secure and maintains his self-esteem.
e) He acknowledges the goodness in other person, objects, admires their good qualities or activities. He does not have critical or fault-finding attitude. His observation is scientific rather than critical or punitive.

f) He has flexibility in behaviour. He can easily adapt or mould himself according to changed circumstances.

g) He has the capacity to deal with adverse circumstances and has the courage to resist and fight odds.

h) A well-adjusted person has feeling of ease with his surroundings. He fits well in his home, family, neighbourhood and other social surroundings. If a student, he likes his school actives and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his enthusiasm despite all odds.

According to Whittaker (1965) for good adjustment there are certain principles to prevent the development of mental or emotional disturbances. Well adjusted person has the following characteristics: self-knowledge, self-esteem, feelings of security, ability to accept and give affection, satisfaction of bodily desires, ability to be productive and happy, absence of tension and hyper-sensitivity.

1.4.4 Effects of adjustment problems on students

The problem of adjustment is a main problem of present world. It is the matter of such a prevalent concern that books, magazines, scientific journals etc. dealing with adjustment problems are appearing more and more. Today we are facing a more complex world which excises our adjustive capacities and we are feeling difficulty in achieving a sense of harmony with the environment. Modern life seems to create maladjusted person at a faster rate. The consequences of poor adjustment are many and its effects on the students, the family and the nation. Student having adjustment problem may face more frustration, depression and their learning & speed of performance gets effected (Goyal, 1988). They have depressed mood, anxiety, mixed emotional response, conduct disturbance, mixed emotional problems and conduct disturbance, and unspecified (Donovan, 1988).
1.4.5 Factors affecting adjustment of students

There are many factors that affecting the adjustment of the students like hereditary factors, physiological factors, environmental factors and theses are described below:

(i) **Hereditary factors:** There may be problem in adjustment due to hereditary factors. These are may be due defective genes, due to physique, capabilities or due to intellectual level of student. Recent studies have found that expecting women who experience high stress during pregnancy are more likely to experience difficulties in delivery and that may generate language and intellectual difficulties in baby which is associated indirectly with adjustment problems in child. A person having high intelligence test makes better life adjustment. As Kulhen (1952) emphasized the role of intelligence on pace of adjustment. Similarly physical or mental deformities plays negative role in adjustment.

(ii) **Physiological factors:** Some common and basic needs like thrust, hunger, cloths, shelter etc. are not satisfied, the individual feels frustrated this causes maladjustment. Children who are non-compliant, disorganised, distractible, or antisocial are more likely to experience adjustment difficulties than other children (Margetts, 2002). The child living in economically disadvantage has greater risk for multiple adjustment difficulties. Because living in societies with high rates of poverty creates stress on families which results to compromise in children’s development (Ackerman, Brown, & Izard, 2004).

(iii) **Environmental factors:** The external factors of an individual such as family, peers, schools and society to which he belongs affects his adjustment. Any adverse condition in these factors causes a maladjusted personality. Family environment greatly influence adjustment of small children. Role of family in general and role of parents in particular often thought to be strong support system available to child. In fact strongest factor that can moulds child’s personality or behaviour is his relationship with his parents (Yunus, Baba &Wai, 2014). Family acceptance and family control is the predictor of child’s adjustment (Kurdek & Fine, 1994). The children who do not get love, respect, security and acceptance from their parents or family become frustrated. Family
social class also influence child’s achievement and his psychosocial adjustment (Sacker, Schoon & Bartley, 2002). They tested the model how social class influence child’s achievement and adjustment.

![Path diagram for the class inequalities model of the relationship between family social class and children’s educational achievement and psychosocial adjustment](image)

Many studies have found that that student who has to shift from one school to other school or has to move away from home or live in hostel usually reduces contact and social support from friends and family members. These children face difficulties in handling the stressors related with the transition and this may lead to decreased academic performance and increased psychological distress (Friedlander, Reid, Shupak & Cribbie, 2007). School is the second place where child spend maximum time and problem in school teacher or with peer can create a stressful circumstances for student. Those who are poorly adjusted in school are commonly found to have frustration and adjustment difficulties (Ozer, 2005). Peer relation also plays an important role in child’s adjustment. Rejection from peer or peer victimization is related with increase in aggression (Dodge, Lansford, Burks, Bates, Pettit & Fontaine, 2003) internalising & externalising behaviour problem and delinquency (Hanish & Guerra, 2002). Number of studies has links between neighbourhood violence exposure to emotional distress (Self-Brown, LeBlanc, & Kelley, 2004), poor academic functioning (Bowen & Bowen, 1999; Shumow, Vandell, & Posner, 1999), internalizing behaviour problems and depression (Moses, 1999) and externalizing behaviour problem and aggression (Attar, Guerra, & Tolan, 1994). Also presence of violence in children’s life can affect their ability to learn, establish relationships with others, and cope up with stress (Kaiser & Rasminsky, 2007).
Thus adjustment is not a simple process or mechanism. It is actually a behavioural process by which living beings maintain an equilibrium between their needs and their environmental obstacles. An individual who can make proper adjustment grows, thrives and develops and those fails to do so fade into oblivion. The problem of adjustment, being faced by our children needs serious attentions. They were puzzled over their role or position in the society. Due to competitiveness in academics and diversification of courses, conflicting demands of their parents make them frustrated. Parents are the oldest and the most important institution that regulate and integrate child’s behaviour by providing love, affection, acceptance, security and satisfying his basic needs. So parents should try to neutralize their mental distress and tensions. In fact his successful adjustment to school largely depends on past experiences at home. Similarly, school and class teacher play a strategic role to help the students in adjustment. The end action of adjustment process is the successful survival of human being. Hence adjustment assumes all significance and needs to be studied very systematically time to time.

1.5 Rationale for the Study

The progress of any nation depends on the nature and kinds of its man power. Every individual, irrespective of their personality and potentiality contribute for national development. Even exceptional children cannot be omitted from this contribution. The National Policy on Education (NPE, 1986) has suggested that education for children with some disability should be given together with others in general schools as far as possible. Due to this more and more children with mild disability do join general schools, but many of them dropout due to lack of understanding to their educational needs. The term 'learning disability' is used to define a definite group of individuals, who have problems in learning in the educational side. These problems are generally in the areas of reading, writing, spellings and mathematics. Parents and teachers usually discover the problem when the child fails to cope with school work. To attain the goal of ‘education for all’, the school system should be equipped adequately for identification and assessment of the learning disabilities. For a child success or failure in learning some skills and education normally will decide his future career as well as his role in the world. Thus, school failure due to learning disability can represent a main disaster affecting both the child and his family. Learning disabilities is a lifetime disorder that affect many parts of a child's life: his school or work, everyday routines, family life, and even his relation with peers and play. In some persons, many coinciding learning disabilities
may be apparent whereas other persons may have a single learning problem that has little effect on other areas of their lives. Children with learning disabilities may have lots many problems associated with academics, social, home and emotional domains. They are not able to survive successfully in school without abundant help and support from their teachers, peers and parents. Adjustment to school require support from a number of skills, as well as social ability, problem solving, self-reliance and willpower, explore about ‘not knowing’ and what to do about it, communication control and educational competence (Fabian 2000b; Margetts 2002). Children with learning disabilities face many adjustment problems in inclusive education setting. They score lower on overall adjustment as well as social and educational adjustment as compared to normal students (Tamannaeifar & Nezhad, 2014). They experience stress, nervousness, depression, low success motivation, poor socio-personal adjustment and low self-concept. Student having adjustment problem may face more frustration, depression and their learning and speed of performance gets effected (Goyal, 1988). Children who are non-compliant, disorganized, distractible, or antisocial are more likely to experience adjustment difficulties than other children (Margetts, 2002). Peer relation also plays an important role in child’s adjustment. Rejection from peer or peer victimization is related with increase in aggression (Dodge, Lansfordin, Burks, Bates, Pettit & Fontaine, 2003) internalizing & externalizing behaviour problem and delinquency (Hanish & Guerra, 2002). A student with learning disabilities is more frequent target of peer victimization (Baumeister, Storch, & Geffken, 2008). Children who are poor in reacting and regulating their emotions found to be more victimized. Friendship of children with LD is less stable as compared to children without LD. They are not able to understand social cues or verbal or non-verbal information. Children with learning disabilities found to be more peer excluded, lower social status, less supportive and less number of friends. Due to this children with learning disabilities faces many serious problem like anxiety, depression, school drop outs, social problems, drug user, and school violence and in severe cases it leads to death of victims. Parent’s involvement in their child’s school education, not only improve academic achievement but also improved behaviour, attitudes, better emotional adjustment and greater well-being (Jeynes, 2007). Also parental involvement is correlated to better self-satisfaction, self-control, more caring, competence, positive peer relations, better social adjustment, (Gillum, 1977). Parents Support, monitoring, and discipline are fundamental dimensions of parental behaviour that are linked with children's adjustment, development, and well-being.
While reviewing the literature investigator came across many studies, which discussed the variable under consideration in isolation. Review of related literature reveals mixed results. Parental involvement exhibited inconsistent and conflicting findings. Some researchers reported that parental involvement had no impact on adjustment, while others reported remarkable, positive effects at the same time other found a negative relationship.

Many studies have been conducted so far which discussed the negative relation of peer victimization on children’s adjustment. But in India no such study has been done which discusses the association of peer victimization and poor adjustment of children with learning disabilities. Also relationship of parental involvement and adjustment of children with learning disabilities have largely remained unexplored India. Moreover studies have been conducted so far on the adjustment of students but very few studies are conducted in India on peer victimization, parental involvement and adjustment among children with learning disabilities. Hence, the present study is carried out with the objective of studying the peer victimization, parental involvement and adjustment among children with learning disabilities.

1.6 STATEMENT OF THE PROBLEM

Peer Victimization Parental Involvement and Adjustment Among Students with Learning Disabilities

1.7 OPERATIONAL DEFINITIONS

I. Children with Learning Disabilities

Children with learning disabilities are those children who were identified by Diagnostic Test of Learning Disabilities (DTLD; Swarup & Mehta, 1993). They are normal in vision, hearing and having average or above average intelligence, but they have specific learning problems or difficulties in reading, spelling and mathematical calculations.

II. Peer Victimization

Peer victimization is the conscious desire of the bully to hurt or threatened someone else. It may be physical, verbal, social manipulation or attack on property. All these have common feature, the illegitimate use of power by one person over another. It consist of behaviours like teasing, taunting, threatening, hitting, stealing spreading rumours or stories about the victim or his family, commenting on
someone’s handicap, taunting, humiliating, gossiping and excluding from groups which is done by one or more children against a victim.

III. Parental Involvement

Parental involvement is involvement encompasses the role played by parents in the life of their wards. Be it physical, mental, intellectual, social or educational. This role is crucial as regards to the total development of the pupil.

IV. Adjustment

Adjustment is defined as such a process containing both intellectual and behavioural responses by which an individual struggles to cope up successfully with inner needs, tensions, obstructions and conflicts and to affect a degree of harmony between those inner demands and those imposed on his or her objective world. In the present study the term 'adjustment' was used collectively to refer to both the pupil adjusting to the social, emotional and school context and peer group as well as the attempt of others (teachers) within the school to adjust to what they see and expect of the pupil. Therefore adjustment was seen as a satisfactory relationship between the individual and his environment in respect of three areas - social, emotional and academic.

1.8 DELIMITATIONS

1. The sample was taken from government and private schools of Chandigarh.

2. The initial sample consisted of 790 children both boys and girls of class 3rd and 4th only.

3. The study was limited to the variable of peer victimization, parental involvement and adjustment.

1.9 OBJECTIVES

1. To study peer victimization of students with and without learning disabilities.

2. To study parental involvement of students with and without learning disabilities.

3. To study adjustment of students with and without learning disabilities.

4. To study difference in peer victimization of students with and without learning disabilities across the level of intelligence.
5. To study the difference in parental involvement of students with and without learning disabilities across the level of intelligence.

6. To study the difference in adjustment of students with and without learning disabilities across the level of intelligence.

7. To study the difference in peer victimization of students with learning disabilities across the level of intelligence.

8. To study the difference in parental involvement of students with learning disabilities across the level of intelligence.

9. To study the difference in adjustment of students with learning disabilities across the level of intelligence.

10. To study the difference in peer victimization of students without learning disabilities across the level of intelligence.

11. To study the difference in parental involvement of students without learning disabilities across the level of intelligence.

12. To study the difference in adjustment of students without learning disabilities across the level of intelligence.

13. To study the gender difference on peer victimization of students with and without learning disabilities.

14. To study the gender difference on parental involvement of students with and without learning disabilities.

15. To study the gender difference on adjustment of students with and without learning disabilities.

16. (a) To study the relation between adjustment and peer victimization of students with learning disabilities.

(b) To study the relation between adjustment and peer victimization of students without learning disabilities.

17. (a) To study the relation between adjustment and parental involvement of students with learning disabilities.

(b) To study the relation between adjustment and parental involvement of students without learning disabilities.