

EFFECT OF SCHOOL ENVIRONMENT ON THE ADJUSTMENT OF LEARNING DISABLED BOYS AND GIRLS

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Abstract

The present research paper is entitled as a study on the effect of school environment on the adjustment of learning disabled students. Objectives: 1) To find the effect of school environment on the adjustment of learning disabled students. Hypotheses: 1) There is no significant effect of school environment on the adjustment of learning disabled students. Methodology: The researcher employed descriptive survey method in this research. Adjustment was taken the dependent variable while school environment was the independent variable in this study. 400 learning disabled students from District Haridwar were selected using the random sampling technique. School Environment Inventory developed by Dr. K.S. Misra and Adjustment Inventory for School Students developed by Prof. A.K.P. Sinha and Prof. R.P. Singh were used for the collection of data. Collected data was analyzed using two-way analysis of variance. Findings: A significant effect of creative stimulation on adjustment has been observed, indicating that students who receive high level of creative stimulation tend to exhibit better adjustment. A significant effect of cognitive encouragement on adjustment has been observed, indicating that students who receive an average level of cognitive encouragement tend to demonstrate better adjustment. A significant effect of acceptance on adjustment has been observed, indicating that students who experience high level of acceptance within the school environment tend to exhibit better adjustment. A significant effect of a permissive school environment on adjustment has been observed, indicating that students who experience a highly permissive school environment tend to demonstrate better adjustment. A significant effect of control on adjustment has been observed, indicating students who experience an average controlled school environment tend to demonstrate better adjustment. A significant effect of the school environment on adjustment has been observed, indicating that students who experience good school environment tend to demonstrate better adjustment.

Keywords: School Environment, Adjustment, Learning Disabled Boys and Learning Disabled Girls.

1.

Introduction

Adjustment refers to the psychological process through which individuals manage the demands and challenges of their environment to maintain personal wellbeing and achieve social functionality. According to **Santrock (2021)**, adjustment involves making positive changes in response to life circumstances, which may include academic challenges, interpersonal issues, or societal expectations. It entails regulating emotional responses, restructuring cognition and forming adaptive habits that support mental health and goal attainment (**Smith & Segal, 2020**). According to **Comer & Comer (2019)**, effective adjustment is seen when individuals demonstrate resilience, emotional regulation and adaptive social behaviour despite stressful conditions or developmental obstacles. Modern cognitive-behavioural perspectives argue that adjustment requires not only behavioural changes but also cognitive restructuring/reframing perceptions of adversity and identifying constructive coping strategies (**Beck, 2021**).

Learning disabled (LD) students often experience a variety of adjustment problems that affect their academic, emotional and social functioning.

Academically, these students frequently struggle to keep pace with their peers due to difficulties in reading, writing, attention or numerical reasoning, despite possessing average or aboveaverage intelligence (**Alves Vieira, Peng, Antoniuk, DeVries, Rothou, Parrila, & Georgiou, 2024**). These struggles can lead to chronic underachievement, frustration and a decline in motivation. As a result, many LD students develop low self-efficacy and begin to doubt their own abilities, which further impact their willingness to participate in academic tasks (**Donath, Luke, Graf, Tran, & Gotz, 2023**).

Social adjustment is equally challenging for LD students. They may find it difficult to form and maintain friendships due to poor communication skills, impulsivity or difficulties understanding social cues (**Kavale & Forness, 1996, Klassen, 2010**). These issues can lead to social isolation or peer rejection, which further contributes to emotional distress (**Khan & Lal, 2023**). Some students may also exhibit behavioural issues, such as acting out, as a coping mechanism or response to frustration, which can cause conflicts with teachers and classmates (**Musetti, Eboli, Cavallini, & Corsano, 2019**). In conclusion, the adjustment

problems faced by learning disabled students are multifaceted and interrelated. Academic difficulties often trigger emotional and social challenges, creating a cycle that can be hard to break without proper intervention.

School environment plays a crucial role in shaping the adjustment experiences of learning-disabled boys and girls. A supportive, inclusive and well-structured school setting can significantly reduce the academic, emotional and social challenges these students face. When educators provide individualized instruction, emotional encouragement and positive peer interactions, students with learning disabilities are more likely to develop resilience, self-confidence and a stronger sense of belonging. Schools that foster a culture of empathy, celebrate diverse learning needs and actively combat stigma not only enhance academic achievement but also promote healthy emotional development and social integration. Ultimately, the quality of the school environment can either reinforce the cycle of maladjustment or serve as a transformative force that empowers learning-disabled students to thrive. With this view, the researcher tried to investigate the effect of school environment on the adjustment of learning disabled students.

2. Objectives of the Study

The objective of the present study is to study the effect of school environment on the adjustment of the learning disabled boys and girls.

3. Hypotheses of the Study

The hypothesis of the study is that there is no significant effect of school environment on the adjustment of the learning disabled boys and girls.

4. Method and Materials

The researcher has employed descriptive survey method in this research. Adjustment is taken the dependent variable while school environment is the independent variable in this study. For the present study, 400 learning disabled students from District Haridwar were selected using the random sampling technique. School Environment Inventory developed by Dr. K.S. Misra and Adjustment Inventory for School Students developed by Prof. A.K.P. Sinha and Prof. R.P. Singh were used for the collection of data. Collected data was analyzed using two-way analysis of variance.

5. Analysis and Interpretation of Data

Table – 1(a): Mean and S.D. of the Effect of Creative Stimulation dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Creative Stimulation	Adjustment*		N
			Mean	S.D.	
Effect of Creative Stimulation on Adjustment	Boys	High	26.31	6.35	39
		Average	28.25	4.99	48
		Low	31.66	5.70	113
		Total	29.80	6.06	200
	Girls	High	22.37	6.14	30
		Average	23.10	5.34	63
		Low	25.78	5.55	107
		Total	24.42	5.74	200
	Total	High	24.59	6.52	69
		Average	25.32	5.77	111
		Low	28.80	6.34	220
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 1(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low creative stimulation at their school are 26.31, 28.25 and 31.66 respectively. These values indicate that learning disabled boys who get high and average creative stimulation at their school have unsatisfactory adjustment while learning disabled boys who get low creative stimulation at their school have very unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low creative stimulation at their school are 22.37, 23.10 and 25.78 respectively. These values indicate that learning disabled girls who get high, average and low creative stimulation at their school have unsatisfactory adjustment.

Table – 1(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	1971.568	1	1971.568	62.356*	Significant
Creative Stimulation	1316.048	2	658.024	20.812*	Significant
Interaction	50.608	2	25.304	0.800	Insignificant
Between Group	4311.619	5	862.324		
Within Group	12457.541	394	31.618		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 1(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 62.356 (Sig. = 0.01), which is significant. It shows that there is significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of creative stimulation on the adjustment of the learning disabled students is 20.812 (Sig. = 0.01), which is significant. It shows that there is a significant effect of creative stimulation on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and creative stimulation on the adjustment of the learning disabled students is 0.800, which is non-significant. It shows that interaction of gender and creative stimulation has not affected the adjustment of the learning disabled students.

It may be concluded that “There is no significant effect of creative stimulation dimension of school environment on the adjustment of the learning disabled boys and girls” is mostly rejected and partly accepted.

Table – 2(a): Mean and S.D. of the Effect of Cognitive Encouragement dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Cognitive Encouragement	Adjustment*		N
			Mean	S.D.	
Effect of Cognitive Encouragement on Adjustment	Boys	High	27.58	6.00	38
		Average	27.80	5.15	51
		Low	31.48	6.00	111
		Total	29.80	6.06	200
	Girls	High	21.85	5.16	13
		Average	23.90	5.86	50
		Low	24.85	5.71	137
		Total	24.42	5.74	200
	Total	High	26.12	6.28	51
		Average	25.87	5.83	101
		Low	27.82	6.70	248
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 2(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low cognitive encouragement at their school are 27.58, 27.80 and 31.48 respectively. These values indicate that learning disabled boys who get high and average cognitive encouragement at their school have unsatisfactory adjustment while

learning disabled boys who get low cognitive encouragement at their school have very unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low cognitive encouragement at their school are 21.85, 23.90 and 24.85 respectively. These values indicate that learning disabled girls who get high cognitive encouragement at their school have average adjustment while learning disabled girls who get average and low cognitive encouragement at their school have unsatisfactory adjustment. **Table – 2(b): Analysis of Variance**

Source	SS	df	MS	F-value	Results
Gender	1661.232	1	1661.232	50.170**	Significant
Cognitive Encouragement	651.961	2	325.981	9.845**	Significant
Interaction	132.351	2	66.175	1.999	Insignificant
Between Group	3722.891	5	744.578		
Within Group	13046.269	394	33.112		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 2(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 50.170 (Sig. = 0.01), which is significant. It shows that there is significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of cognitive encouragement on the adjustment of the learning disabled students is 9.845 (Sig. = 0.01), which is significant. It shows that there is a significant effect of cognitive encouragement on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and cognitive encouragement on the adjustment of the learning disabled students is 1.999, which is non-significant. It shows that interaction of gender and cognitive encouragement has not affected the adjustment of the learning disabled students.

It may be concluded that “There is no significant effect of cognitive encouragement dimension of school environment on the adjustment of the learning disabled boys and girls” is mostly rejected and partly accepted.

Table – 3(a): Mean and S.D. of the Effect of Acceptance dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Acceptance	Adjustment*		N
			Mean	S.D.	
Effect of Acceptance on Adjustment	Boys	High	28.57	6.03	49
		Average	28.66	6.27	61
		Low	31.24	5.68	90
		Total	29.80	6.06	200
	Girls	High	22.19	5.61	36
		Average	23.00	5.69	50
		Low	25.75	5.48	114
		Total	24.42	5.74	200
	Total	High	25.87	6.63	85
		Average	26.11	6.62	111
		Low	28.17	6.19	204
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 3(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low accepted environment at their school are 28.57, 28.66 and 31.24 respectively. These values indicate that learning disabled boys who get high and average accepted environment at their school have unsatisfactory adjustment while learning disabled boys who get low accepted environment at their school have very unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low accepted environment at their school are 22.19, 23.00 and 25.75 respectively. These values indicate that learning disabled girls who get high accepted environment at their school have average adjustment while learning disabled girls who get average and low accepted environment at their school have unsatisfactory adjustment.

Table – 3(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	2942.257	1	2942.257	88.806**	Significant
Acceptance	814.117	2	407.058	12.286**	Significant
Interaction	11.526	2	5.763	0.174	Insignificant
Between Group	3715.506	5	743.101		
Within Group	13053.654	394	33.131		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 3(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 88.806 (Sig. = 0.01), which is significant. It shows that there is significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of acceptance on the adjustment of the learning disabled students is 12.286 (Sig. = 0.01), which is significant. It shows that there is a significant effect of acceptance on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and acceptance on the adjustment of the learning disabled students is 0.174, which is nonsignificant. It shows that interaction of gender and acceptance has not affected the adjustment of the learning disabled students.

It may be concluded that "There is no significant effect of acceptance dimension of school environment on the adjustment of the learning disabled boys and girls" is mostly rejected and partly accepted.

Table – 4(a): Mean and S.D. of the Effect of Permissiveness dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Permissiveness	Adjustment*		N
			Mean	S.D.	
Effect of Permissiveness on Adjustment	Boys	High	26.68	5.57	71
		Average	30.36	5.17	55
		Low	32.38	5.86	74
		Total	29.80	6.06	200
	Girls	High	22.31	5.48	83
		Average	24.84	5.16	37
	Total	Low	26.41	5.56	80
		Total	24.42	5.74	200
		High	24.32	5.92	154
		Average	28.14	5.81	92
		Low	29.28	6.42	154
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 4(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low permissive environment at their school are 26.68, 30.36 and 32.38 respectively. These values indicate that learning disabled boys who get high and average permissive environment at their school have unsatisfactory adjustment while learning disabled boys who get low permissive

environment at their school have very unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low permissive environment at their school are 22.31, 24.84 and 26.41 respectively. These values indicate that learning disabled girls who get high permissive environment at their school have average adjustment while learning disabled girls who get average and low permissive environment at their school have unsatisfactory adjustment.

Table – 4(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	2581.936	1	2581.936	84.915**	Significant
Permissiveness	1871.357	2	935.679	30.773**	Significant
Interaction	51.502	2	25.751	0.847	Insignificant
Between Group	4789.208	5	957.842		
Within Group	11979.952	394	30.406		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 4(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 84.915 (Sig. = 0.01), which is significant. It shows that there is significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of permissiveness on the adjustment of the learning disabled students is 30.773 (Sig. = 0.01), which is significant. It shows that there is a significant effect of permissiveness on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and permissiveness on the adjustment of the learning disabled students is 0.847, which is non-significant. It shows that interaction of gender and permissiveness has not affected the adjustment of the learning disabled students.

It may be concluded that "There is no significant effect of permissiveness dimension of school environment on the adjustment of the learning disabled boys and girls" is mostly rejected and partly accepted.

Table – 5(a): Mean and S.D. of the Effect of Rejection dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Rejection	Adjustment*		N
			Mean	S.D.	
Effect of Rejection on Adjustment	Boys	High	28.42	6.58	72
		Average	30.56	5.82	57
		Low	30.59	5.52	71
		Total	29.80	6.06	200
	Girls	High	26.28	6.22	53
		Average	23.40	5.22	88
		Low	24.27	5.72	59
		Total	24.42	5.74	200
	Total	High	27.51	6.49	125
		Average	26.21	6.48	145
		Low	27.72	6.42	130
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 5(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low rejected environment at their school are 28.42, 30.56 and 30.59 respectively. These values indicate that learning disabled boys who get high, average and low rejected environment at their school have unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low rejected environment at their school are 26.28, 23.40 and 24.27 respectively. These values indicate that learning disabled girls who get high, average and low rejected environment at their school have unsatisfactory adjustment.

Table – 5(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	2631.257	1	2631.257	77.470**	Significant
Rejection	15.568	2	7.784	0.229	Insignificant
Interaction	459.763	2	229.881	6.768**	Significant
Between Group	3386.975	5	677.395		
Within Group	13382.185	394	33.965		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 5(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 77.470 (Sig. = 0.01), which is significant. It shows

that there is significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of rejection on the adjustment of the learning disabled students is 0.229, which is non-significant. It shows that there is no significant effect of rejection on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and rejection on the adjustment of the learning disabled students is 6.768 (Sig. = 0.01), which is significant. It shows that interaction of gender and rejection has significantly affected the adjustment of the learning disabled students.

It may be concluded that “There is no significant effect of rejection dimension of school environment on the adjustment of the learning disabled boys and girls” is mostly rejected and partly accepted.

Table – 6(a): Mean and S.D. of the Effect of Control dimension of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	Control	Adjustment*		N
			Mean	S.D.	
Effect of Control on Adjustment	Boys	High	29.24	6.50	55
		Average	28.98	6.18	44
		Low	30.47	5.74	101
		Total	29.80	6.06	200
	Girls	High	26.94	5.41	35
		Average	22.86	5.91	42
		Low	24.24	5.58	123
		Total	24.42	5.74	200
	Total	High	28.34	6.17	90
		Average	25.99	6.76	86
		Low	27.04	6.44	224
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 6(a) shows that the mean values of the adjustment of learning disabled boys who get high, average and low controlled environment at their school are 29.24, 28.98 and 30.47 respectively. These values indicate that learning disabled boys who get high, average and low controlled environment at their school have unsatisfactory adjustment. The mean values of the adjustment of learning disabled girls who get high, average and low controlled environment at their school are 26.94, 22.86 and 24.24 respectively. These values indicate that learning disabled girls who get high and low controlled environment at their school have

unsatisfactory adjustment while learning disabled girls who get average controlled environment at their school have average adjustment.

Table – 6(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	1926.172	1	1926.172	56.411*	Significant
Control	214.178	2	107.089	3.136*	Significant
Interaction	255.470	2	127.735	3.741*	Significant
Between Group	3315.936	5	663.187		
Within Group	13453.224	394	34.145		

Source: Researcher's Data Analysis, 2024.

** = Significant at 0.01 level.

The table 6(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 56.411 (Sig. = 0.01), which is significant. It shows that there is a significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of control on the adjustment of the learning disabled students is 3.136 (Sig. = 0.05), which is significant. It shows that there is a significant effect of control on the adjustment of the learning disabled students. At df 2 and 394, the third obtained F-value for the joint effect of gender and control on the adjustment of the learning disabled students is 3.741 (Sig. = 0.05), which is significant. It shows that interaction of gender and control has significantly affected the adjustment of the learning disabled students. It may be concluded that “There is no significant effect of control dimension of school environment on the adjustment of the learning disabled boys and girls” is totally rejected.

Table – 7(a): Mean and S.D. of the Effect of School Environment on the Adjustment of the Learning Disabled Boys and Girls

Variable	Gender	School Environment	Adjustment*		N
			Mean	S.D.	
Effect of School	Boys	Good	21.64	5.72	14
		Average	28.81	5.11	64
		Poor	31.25	5.74	122
		Total	29.80	6.06	200
Environment on Adjustment	Girls	Good	16.50	2.37	10
		Average	22.96	5.49	45
		Poor	25.42	5.47	145
		Total	24.42	5.74	200
	Total	Good	19.50	5.23	24
		Average	26.39	5.99	109
		Poor	28.09	6.30	267
		Total	27.11	6.48	400

Source: Researcher's Data Analysis, 2024.

* = According to the Adjustment Inventory for School Students, high scores indicate low adjustment and low scores indicate high adjustment.

The table 7(a) shows that the mean values of the adjustment of learning disabled boys who get good, average and poor environment at their school are 21.64, 28.81 and 31.25 respectively. These values indicate that learning disabled boys who get good, average and poor environment at their school have average, unsatisfactory and very unsatisfactory adjustment respectively. The mean values of the adjustment of learning disabled girls who get good, average and poor environment at their school are 16.50, 22.96 and 25.42 respectively. These values indicate that learning disabled girls who get good and average environment at their school have average adjustment while learning disabled girls who get poor environment at their school have unsatisfactory adjustment.

Table – 7(b): Analysis of Variance

Source	SS	df	MS	F-value	Results
Gender	1262.906	1	1262.906	42.334**	Significant
School Environment	2065.699	2	1032.85	34.622**	Significant
Interaction	2.679	2	1.339	0.045	Insignificant
Between Group	5015.324	5	1003.065		
Within Group	11753.836	394	29.832		

Source: Researcher's Data Analysis, 2024. ** = Significant at 0.01 level.

The table 7(b) shows that at df 1 and 394, the first obtained F-value for the comparison of the adjustment of learning disabled boys and girls is 42.334 (Sig. = 0.01), which is significant. It shows that there is a significant difference in the adjustment of learning disabled boys and girls.

At df 2 and 394, the second obtained F-value for the effect of school environment on the adjustment of the learning disabled students is 34.622 (Sig. = 0.01), which is significant. It shows that there is a significant effect of school environment on the adjustment of the learning disabled students.

At df 2 and 394, the third obtained F-value for the joint effect of gender and control on the adjustment of the learning disabled students is 0.045, which is nonsignificant. It shows that interaction of gender and control has not affected the adjustment of the learning disabled students.

It may be concluded that "There is no significant effect of school environment on the adjustment of the learning disabled boys and girls" is mostly rejected and partly accepted.

6. Conclusions

Following conclusions can be drawn from the present study:

- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls demonstrating better adjustment. A significant effect of creative stimulation on adjustment has also been observed, indicating that students who receive high level of creative stimulation tend to exhibit better adjustment. However, the interaction between gender and creative stimulation has not been found to significantly influence the adjustment of learning disabled students.
- It has been found that there is a significant difference in the adjustment of learning disabled boys and girls, with girls exhibiting better adjustment. A significant effect of cognitive encouragement on adjustment has also been observed, indicating that students who receive an average level of cognitive encouragement tend to demonstrate better adjustment. However, the interaction between gender and cognitive encouragement has not been found to significantly influence the adjustment of learning disabled students.
- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls demonstrating better adjustment. A significant effect of acceptance on adjustment has also been observed, indicating that students who experience high level of acceptance within the school environment tend to exhibit better adjustment. However, the interaction between gender and acceptance has not been found to significantly affect the adjustment of learning disabled students.
- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls exhibiting better adjustment. A significant effect of a permissive school environment on adjustment has also been observed, indicating that students who experience a highly permissive school environment tend to demonstrate better adjustment. However, the interaction between gender and permissiveness has not been found to significantly influence the adjustment of learning disabled students.
- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls demonstrating better adjustment. No significant effect of rejection on adjustment has been observed. Furthermore, the interaction between gender and rejection

has been found to significantly influence the adjustment of learning disabled students. Learning disabled girls who experience an average rejected school environment tend to demonstrate better adjustment.

- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls exhibiting better adjustment. A significant effect of control on adjustment has been observed, indicating students who experience an average controlled school environment tend to demonstrate better adjustment. Additionally, the interaction between gender and control has been found to significantly affect the adjustment of learning disabled students. Learning disabled girls who experience an average controlled school environment tend to demonstrate better adjustment.
- It has been found that a significant difference exists in the adjustment of learning disabled boys and girls, with girls showing better adjustment. A significant effect of the school environment on adjustment has also been observed, indicating that students who experience good school environment tend to demonstrate better adjustment. However, the interaction between gender and school environment has not been found to significantly influence the adjustment of learning disabled students.

7. Educational Implications

Improving the adjustment of learning disabled students involves creating a supportive, inclusive and flexible learning environment tailored to their unique needs. One effective strategy is implementing individualized education plans (IEPs) that address specific learning challenges and strengths, ensuring students receive appropriate accommodations such as extended time on tests or alternative formats for assignments. Teachers should employ differentiated instruction techniques, using a variety of teaching methods and materials to cater to diverse learning styles. Fostering strong teacher-student relationships is also essential, as it helps build trust, self-esteem and motivation.

Encouraging peer support through group activities and mentorship programs can promote social integration and reduce feelings of isolation. Additionally, consistent collaboration between educators, parents and specialists ensures that the student's progress is closely monitored and adjusted as needed. Promoting self-advocacy skills and providing access to counselling services can further empower learning disabled students, helping them

navigate both academic and personal challenges more effectively.

Creating a good school environment for learning disabled students requires a focus on inclusivity, understanding, and tailored support. Schools should cultivate a culture of acceptance where differences are respected and valued, starting with awareness programs that educate staff and students about learning disabilities. Classrooms should be designed to be accessible and flexible, using tools like visual aids, assistive technologies and modified materials to meet individual needs. Teachers and staff must be trained to recognize various learning challenges and to use adaptive teaching strategies that make learning more engaging and manageable. Providing quiet spaces for concentration, offering breaks when needed and ensuring a predictable routine can help reduce anxiety and increase focus. Encouraging open communication among students, teachers, parents and support staff builds a strong support network. Lastly, promoting a strengths-based approach-focusing on what students can do rather than what they struggle with-helps boost confidence, motivation, and overall well-being in the school setting.

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