

To Determine Rorschachian Measures in Relation to Intellectual Level of Learning Disabled Children in Elementary Schools



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Abstract

The aim of the present study was to identify the learning disabled children and to determine Rorschachian measures diagnosing learning disabled children in elementary children. The researcher employed descriptive method for selecting the sample. Self -constructed tool for measuring learning disabilities and standardized test-Rorschachian Ink Blot Test were used for collection of the data. The sample was taken from schools affiliated to C.B.S.E board, Delhi. The sample consisted of 50 learning disabled children (both boys and girls) from 4-6 class. Mean, Median, S.D. and t-test were calculated to analysis the data. The result concludes that a comparison between learning and non-learning disabled children in order to identify the discriminatory power of the tool. Further it revealed that both the groups had distinct features on Reading and Arithmetic test but it could not confirmed in relation to language test. Learning disabled children had extroversive tendencies and they are highly responsive to their environment. They are creative in their relationship to objects and people external to them and strive towards goals that they have staked out in the external world.

Keywords: Rorschachian Measures, Learning Disabilities, Elementary School

Introduction

Learning disabilities are serious setback in the way to universalize elementary education as it impairs the abilities to learn the basic skills of reading, writing, or arithmetic. Children with learning disabilities that go undiagnosed or are improperly treated may never achieve functional literacy. At present, the scenario of learning disabilities is not gaining momentum in India, and Government of India has made significant efforts to bring all CWSN (Children with Special Needs) in inclusive umbrella of education. The real difficulties in Indian perspective are because of non-availability of measuring tools and techniques as well as dearth of data based on learning disabilities. Mathew (2003) reveals that reports of lower incidence of learning disability in the eastern world were attributed by western scholars to the general lack of awareness and sensitivity among educationists to the specific difficulties faced by students learning to read in overcrowded classrooms.

Review of Literature

There have been some studies of the different disabilities, they are following as: Kumari and Barkiya (2018) conducted a study on children with poor school performance for specific learning disabilities, Dhanda and Jagawat (2013) studied on prevalence and pattern of learning disabilities in school children, Rani and Vashishtha (2008) studied on determination of Rorschachian measure of learning disabilities, Rani and Kapoor (2012) conducted a study on development of teaching learning material for Home Science students with learning disabilities. Prasad and Vashishtha (2011) conducted study on social anxiety as determinant of self concept and self efficacy of dyslexic children and non dyslexic children. Gupta and Vashishtha (2010) conducted a study of predictors of social competence in learning disabled adolescent. Hence the researcher is interested to explore the possibilities to cross-validate Rorschachian measures of the personality of learning disabilities.

Objectives of The Study

1. To identify the learning disabled children in elementary school.

- To determine Rorschachian measures in relation to intellectual level of learning disabled children in elementary school.

Method

The researcher employed descriptive method for selecting the sample.

Tools

Self-constructed tool for measuring learning disabilities and standardized test- Rorschachian Ink Blot Test were used for collection of the data.

Sample

Table1: Observation related to Mean, S.D. AND t-test of Reading, Arithmetic and Language Test

Test	Group				
	Normal Children (N=10)		Learning Disabled Children (N=50)		
	Mean	S.D.	Mean	S.D.	t
Reading Test	16.0	1.67	9.06	2.72	3.93*
Arithmetic Test	16.8	1.83	7.92	0.03	3.66*
Language Test	18.3	0.9	7.94	2.02	1.68

t=2.63, p<0.01

The above table exhibits that a comparison has been made between learning disabled children and non-learning disabled children in order to identify the discriminatory power of the tool developed for learning disabled children by the researcher. Further it reveals that statistically t difference shows that both the groups have distinct features on Reading test and Arithmetic test but it is not confirmed in relation to Language test. (*indicate significant value)

To determine Rorschachian Measures In Relation To Intellectual Level of Learning Disabled Children in Elementary School

In order to to determine Rorschachian measures in relation to intellectual level of learning disabled children, the researcher analysis the data in following manner:

Table 2: Intellectual level of Learning Disabled Children

S.No.	Rorschach Categories	Learning Disabled Children
1.	M	6
2.	W%	19.3
3	D%	12.1
4	d%	13.24
5	(Dd+S)%	35.92
6	A%	27.9
7	P	8
8	O	0>1
9	No. of Responses	13.25
10	(H+A):(Hd+Ad)	4.6:4.3

The above table revealed that W% (19.3)i.e W% 20% indicates an underemphasize on wholes indicate a low degree of interest in seeking relationship between the separate facts of experience and achieving an organized view of the world. W:M=2.7:0.3 indicates the level of aspiration learning disabled children is too high. Learning disabled children have d% <5% i.e. 31.2% indicates that they have a interest in the minute of experience. (Dd+S)% >10% i.e. 35.9% indicates rich responsiveness to the environment in a perceptual sense or they have a flair for the unusual things in the life. D% =12.15% emphasizes difficulty in day to day life's adjustment.

The sample was taken from schools affiliated to C.B.S.E board, Delhi. The sample consisted of 50 learning disabled children (both boys and girls) and 10 normal children from 4-6 class.

Statistical Techniques

Mean, Median, S.D. and t-test were calculated to analysis the data.

Result and Discussion

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

(H+A):(Hd+Ad) =4.6:4.3 indicates they are nearly oriented towards their own world to rationalize their demands. A% <50% (27.9) further confirms their low intellectual capacity or disturbed adjustment. They have the narrow view of the world.

Conclusion of the Study

The result concludes that a comparison between learning and non-learning disabled children in order to identify the discriminatory power of the tool. Further it revealed that both the groups had distinct features on Reading and Arithmetic test but it could not confirmed in relation to language test. Learning disabled children had extroversive tendencies and they are highly responsive to their environment. They are creative in their relationship to objects and people external to them and strive towards goals that they have staked out in the external world.

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