

Exploration of Personality of Arithmetic Disabled Children



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Abstract

By the 1950s, most public Schools had established special education programme, (or at least offered some type of special service) for the mentally retarded, blind, deaf, physically handicapped and emotionally disturbed. But there remained a group of children who were having serious learning problem at school, yet did not fit into any of the traditional categories of exceptionality. They didn't "appear" to be handicapped. That is, the children seemed physically intact, yet they were unable to learn basic skills and subject at school. In searching for help in identifying the source of their children's problems, and trying to find some one who could help them most notably doctors, psychologists, and speech and language specialists. Understandably, these professionals viewed the children from vantage point of their respective disciplines. As a result, terms, such as brain damage, neurological impairment perceptual handicapped, dyslexia and dysphasia were often used to describe the children. Many of these terms are still use today as a variety of disciplines have been, and continue to be, influential in the field of learning disabilities.

Keywords: Exploration ,Personality ,Arithmetic ,Disabled Children

Introduction

The inability of children of perform adequately in the areas of academic achievement despite seemingly adequate intellectual skills and education opportunity has come to be recognized as a significant educational, social and economics problems (Benton and pearl, 1973). These children not only present problems in regard to the design of adequate educational programs, but also are likely to constitute a significant proportion of mental health problems. Many of these children go on difficulties in conduct, self esteem, anxiety and depression after only a few years of frustraquan and failure in school. A substantial percentage drops out of school early, contributing in a large measure to the population of juvenile delinquents in the country, (Brown 1978). The economic loss to the society is immeasurable, not only in the loss of productivity for those who may become under employed or unemployed but also at the expense of mental health and criminal facilities that must attend to the reactive conduct and emotional problems to which academic failure presumably leads

Statement The Problem

Having thus reviewed the different issues from different angles the researcher feels it Valuable to study the personality of arithmetic disability. Hence the problem undertaken by the researcher can be stated as :*"Exploration of Personalty of Arthmetic Disabled Childern"*

Objectives of the Study

The major aim of the study is the Rorschachian exploration of personality configurations in arithmetic disability. In order to justify and satisfy the basic aim of the study the following objectives have been laid down in a precise manner:

1. To explore the Rorschachian personality configurations of Arithmetic disabled children.
2. To determine deviations in personality configurations of Arithmetic disabled and non Arithmetic disabled children.
3. To propose Educational plan for Arithmetic disabled.

Sample of The Study

The strategy of the identification and selection of the required sample comprises of the following phases:

Arthmetic Disability

The technical term dyscalculia refers to the impairment in Mathematical thinking or in calculation skill. Psychologists and Educationists have defined it in the following way:

Recently, Titz and Karbach (2015) tried to illustrate the role of working memory and executive functions for scholastic achievement as an introduction to the question of whether and how working memory and executive control training may improve academic abilities. They confirmed an essential role of WM and EF for academic achievement

In another effort in the field, Purpura and Ganley (2016) conducted a study with the focus to determine whether working memory and language were related to only individual aspects of early mathematics or related to many components of early mathematics skills. A total of 199 preschool and kindergarten children were assessed on a battery of early mathematics tasks as well as measures of working memory and language. Results indicated that working memory has a specific relation to only a few but critically important early mathematics skills and language has a broad relation to nearly all early mathematics skills.

Education Research International, Volume 2019, Effects of Interventions with Manipulatives on Immediate Learning, Maintenance, and Transfer in Children with Mathematics Learning Disabilities: A Systematic Review,

Journal of Learning Disabilities, Arithmetic Abilities in Children With Developmental Dyslexia: Performance on French ZAREKI-R Test ,Maryse De Clercq-Quaegebeur, MA, Séverine Casalis, PhD, Bruno Vilette, PhD, Firs Published January 30, 2017 A high comorbidity between reading and arithmetic disabilities has already been reported. The present study aims at identifying more precisely patterns of arithmetic performance in children with developmental dyslexia, defined with severe and specific criteria.

Can Dyscalculics Estimate the Results of Arithmetic Problems?

Dana Ganor-Stern, PhD, First Published May 26, 2015 The present study is the first to examine the computation estimation skills of dyscalculics versus controls using the estimation comparison task. In this task, participants judged whether an estimated answer to a multidigit multiplication problem was larger or smaller than a given reference number.

First Phase: Identification of Arthmetic Disability

The first phase of sample selection has been concerned with the identification of L.Ds in the fields of reading, writing and Arithmetic (3 RDs) i.e.e arithmetic disability in order to study their Rorschachian personality configurations. Hence this Phase strategically has been further categorized under the following stages.

Stage I: Ideniification of Sample Cases on The Basis of I.Q.

The first stage of identification of L.Ds. has been dealt with extraction and separation of cases who are average and above average in intelligence.

At this stage the researcher has employed the Non-verbal intelligence Test i.e Pramila Pathak's Draw A man Test (1987) The distribution of primary sample on which above mentioned intelligence. test has been administered, has been exhibited in the following table.

Method of the Study

The researcher has employed Descriptive Method in order to explore personality configurations of arithmetic disabled and non arithmetic disabled due to the fact that descriptive investigations are of immense value in solving problems about

Design of the Study

Planning is a very important step for the conduct of any research work without an intelligent planning; the work can not be anticipated and solved because planning includes the possibility of better performance in all jobs.

In planning a study the investigator attempts to select the method most appropriate to the particular problem under consideration. It includes a picture of the consideration of how the work is to be executed and evaluated to find out if the aims and objectives have been achieved in right earnestness. The quality of research depends not only on the adequacy of the research design but also on the fruitfulness of the measurement procedure employed.

The present chapter is a description of the actual procedures followed by the investigator with a view to collect necessary data and analyze them to draw conclusions in the light of aims formulated for the present work.

The design and procedure of the study has been categorized under the following major headings

Exploration of Arithmetic Disabled Personality

For exploring personality of Arithmetic disabled, first of all Arithmetic disabled cases were identified

Identification of Arithmetic Disabled Cases

For identification of Arithmetic disabled following tools were employed

1. Draw- A Man Test
2. Learning Disability Checklist
3. Pupil Behaviour Rating Scale
4. Spatial Perception Ability Test
5. Arithmetic Test

Data obtained on these tests is presented in the following tables

**Table
Showing Raw Scores of Arithmetic Disabled On Draw A Man Test**

S.N.	C.I.	Frequency
1.	30-35	2
2.	36-40	3
3.	41-45	2
4.	46-50	2
5.	51-55	4
6.	56-60	1

Table
Showing Raw Scores of Arithmetic Disabled on Learning Disability Check List

S.N.	C.I.	Frequency
1.	16-18	2
2.	19-21	11
3.	22-24	1

Table
Showing Raw Scores of Arithmetic Disabled on Pupil Behaviour Rating Scale

S.N.	C.I.	Frequency
1.	30-35	1
2.	36-40	2
3.	41-45	6
4.	46-50	2
5.	51-55	3

Table
Showing Row Scores of Arithmetic Disabled on Spatial Perception Ability Test

S.N.	C.I.	Frequency
1.	56-60	2
2.	61-64	8
3.	65-68	3
4.	69-72	1

Table
Showing Raw Scores of Arithmetic Disabled on Arithmetic Test

S.N.	C.I.	Frequency
1.	10-12	5
2.	13-15	9

Table
Showing Mean and ΣX of Arithmetic Disabled on Various Tests

S.N.	Name of the Test	M. value
1.	Draw a man Test	45.42
2.	learning Disability Check List	20.07
3.	Pupil Behaviour Rating scale	43.57
4.	Spatial Ability Test	59.78
5.	Arithmetic Test	13.28

Exploration of Arithmetic Disabled And Non Arithmetic Disabled' Personality

For exploration of personality of Arithmetic disabled and non Arithmetic disabled Rorschach Ink Blot Test was administered locations, Determinants and contents were scored. Means and Σx of locations, Determinants of contents are presented in the tables given below-

Table
Showing ΣX And Mean Of Rorschachian Locations Of Arithmetic Disabled And Non- Arithmetic Disabled

S.N	Groups	Dyslexic						Non Dyslexic							
		location		Boys		Girl		Total		Boys		Girl		Total	
		Σx	M	Σx	M	Σx	M	Σx	M	Σx	M	Σx	M		
1.	W	41	5.87	39	5.57	80	5.71	-	-	-	-	-	-		
2.	W	-	-	-	-	-	-	42	6	45	6.42	87	6.21		
3.	DW	3	.4	10	1.42	13	.93	-	-	-	-	-	-		
4.	D	73	10.4	76	10.8	149	10.64	347	49.5	206	29.42	553	39.5		
5.	d	1	.14	-	-	1	.07	10	1.42	7	1	17	1.21		
6.	Dd							20	2.8	21	3	41	2.92		
	-dd	1	.14	2	.28	3	.21	4	.58	-	-	4	.28		
	-de	2	.28	1	.14	3	.21	-	-	-	-	-	-		
	-di	1	.14	-	-	1	.07	-	-	4	.57	4	.28		
	dr	-	-	-	-	-	-	-	-	-	-	-	-		
7.	S	-	-	1	.14	1	.07	3	.42	8	1.14	11	.78		

Tools and Techniques to Be Employed

In order to collect relevant data for the fulfillment of the proposed objectives the following tools and techniques has been employed by the researcher:

For Intelligence

Draw a Man Test (Pramila Pathak, 1987)

The researcher has employed this test for extraction and separation of cases who are average and above average in intelligence.

For Identification of Arithmetic Disability for Identifying Arithmetic Disability Arithmetic Test (Self Constructed)

This test has been self constructed and administered on the student so as to select arithmetic disabled cases.

For Exploring personality configuration Rosichach Ink Blots

For exploring personality configuration of Arithmetic disabled, Rosichach Ink Blots has been employed.

Statistical Techniques To Be Used

The following statistical techniques has been employed for the analysis of data

1. The various Rorschach components viz., Location Determinants, content, Popular and Original Responses has been scored, and tabulated on the basis of Klopfer's Development techniques, vol. I (1956). Their mean has been calculated in case of arithmetic Disability.
2. The chi-square test has been applied to find out of the significant differences between the

arithmetic and non arithmetic as the case has been collected through non probability sampling method.

Findings of The Study

The first aim of the study was to explore the Rorschachian personality configuration of arithmetic disability. With regard to this objective the findings are enumerated below-

ARITHMETIC DISABLED PERSONALITY

1. Not reacting freely to their environment.
2. Limited view of their world.
3. Lack of emphatic relationship.
4. Lack of Intellectual differentiation
5. Frustration to the emotional impact of the other world.
6. Lack of acceptance or awareness of Affectional need.
7. Impulsive uncontrolled acting out of emotional reactions.
8. Very serious maladjustment.
9. Able to be impersonal.
10. Weak control over emotionality.
11. Stereo typed view of the world or too narrow a range of interests.

The second aim of the study was to analyze psychogrammatic vignettes of arithmetic disabled and non arithmetic disabled. With regard to this objective the findings are enumerated below.

Arithmetic Disability shows that they have the following similar and dissimilar features

Suggestion for Further Rsearches

The statement we live on past, in present for future, is very pertinent in selection to any research whatever was explored in this study was assisted by past researches and it is assumed that a few suggestions may be given for future investigations in the light of which the present study may prove worthwhile the suggestions are given below.

1. The same study can be conducted on a larger sample of comprehensive population.
2. The same study can be conducted on other areas of learning disability.
3. The same study can be conducted on secondary level and graduate level students.
4. A comparative study, Arithmetic disability of Primary level, Secondary level and graduate level, can also be conducted.
5. Comparison of Hindi medium and English medium Arithmetic disabled students may be taken as the topic of the study.
6. A comparative study of Rorschachian Personality of S.C. S.T., B.C., and General Students can also be conducted.

Limitations of The Study

Human beings are liable to various shortcomings hence the present piece carried on through human Endeavour may not be advocated as single perfect study. The investigator felt the present study was limited with respected to a few things.

Sample

The sample of the students is limited to only 84 children The results derived on the basis of such a small sample cannot be generalized exactly on the whole population

Institutions

The investigator was confined only to English medium Institutions of Shahjahanpur District, if other types of institutions have also been included. It would have ensured that the sample would have given more represented results.

Educational Level

In the present study the students from primary level have been selected, students from secondary and university level have not been selected.

Conclusion

No two individuals are alike, each individual has his own unique characteristics and same is true with arithmetic disabled and non arithmetic disabled. Therefore the approach to each child should be varied so that needs and interest may be taken into consideration. After the Exploration of Personality of Arithmetic Disabled Children, education goals and objectives, teacher, school, curriculum, teaching methods, teaching material discipline, evaluation can be moulded in accordance with their personality

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