

The Level of Psychological and Social Adjustment Among A Sample of Persons with Learning Disabilities in Asir Region in Light of Some Variables

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Received: 30 July 2020; Accepted: 05 September 2020; Published: October 2020

Abstract

This study aimed at investigating the level of psychological and social adjustment in relation to the grade and type of learning disability among persons with learning disabilities in the Asir region. The study was applied to a sample of (350) students studying in schools in the Department of Education in Asir. The sample responded to the psychological and social adjustment scale developed as a tool of the study. The results showed that the level of psychological and social adjustment came with a medium degree, as well as the absence of statistically significant differences in the level of psychological and social adjustment students in the basic stage. In light of the results, the researcher recommended preparing awareness programs for teachers of learning disabilities to identify the various indicators that accompany the phenomenon of psychological and social adjustment for persons with learning disabilities. The study also recommends conducting more studies on psychological and social adjustment and its relationship to other variables, such as emotional intelligence.

Keywords: Learning Disabilities, Psychological and social Adaptation

1. Introduction

Learning disabilities are among the serious problems experienced by children at school. Psychological and academic pressures facing students with learning disabilities lead to an imbalance in their psychological and social adaptation. This category of students shows clear patterns of difficulties in psychological and social adaptation, as a result of their academic problems (Mahmoud, 2017).

Attention to social aspects and emotions of persons with learning disabilities is of vital importance because the social experiences that children go through play a major role in influencing their feelings of competence, their awareness of themselves, or their expectations of themselves (Pearl & Bryan, 1992). Social problems prevail among persons with learning disabilities. Researchers argue that they have serious problems in acquiring social skills, which leads to creating difficulties in social relations and adjustment with others, isolation, and lack of good communication with others (Al-Khasawneh, 2017).

Children who have learning disabilities show many behavioral and emotional disturbances such as withdrawal, depression, and poor self-esteem. They also have a tendency to external attribution, as they attribute their success to causes beyond themselves. They expect failure and underestimate themselves and believe that they will not achieve success regardless of what they do (Al-Khasawneh, 2018). The question here arises regarding whether social disorders are part of learning disabilities, or they are a form of misalignment as a result of learning disabilities. The answer might be in the unclear link between the two, as social disorders may not be directly related to the level of learning disability, and appropriate learning is often linked to good performance, even in the absence of psychological or behavioral therapy (Ray & Elliott, 2006). Many factors hinder the development of the social aspect of children with learning disabilities, such as factors related to the existence of problems in the stage of processing information, immaturity, poor attention, excessive activity, lack of self-esteem, and difficulty expressing feelings. Therefore, the current study attempts to reveal the level of psychological and social adjustment of persons with learning disabilities in the Asir region in relation to the variables of the grade and type of learning disability.

1.1. Research Questions

The present study attempts to answer the following questions:

- The first question: What is the level of psychological and social adjustment of students with learning disabilities in the Asir region?
- The second question: Are there any statistically significant differences in the level of psychological and social adjustment due to the variables of the type of learning disability (reading, writing, math) and the grade (third, fourth, fifth, sixth) and the interaction between them?

1.2 Significance of the Study

The significance of this study stems from two aspects. First, the scientific aspect, where the value of the results of the study in identifying the level of psychological and social adjustment of students with learning disabilities in the region. This study links psychological and social adjustment to their impact on students with learning disabilities. The practical aspect, as this study opens a field for future research that is interested in alleviating psychological and social anxiety among students with learning disabilities. The results are expected to benefit interested researchers by providing them with a theoretical background on the relationship between psychological and social anxiety and learning disabilities. Results will provide the literature with an important measure to determine the level of psychological and social adjustment to be used by researchers and specialists to identify the problems experienced by their students.

1.3 Delimitations of the Study

The generalization of findings is highly related to the size of the study sample. The present study is limited to students with learning disabilities. The selected students' age ranges from (8-11) years and no other ages have been selected. The sample of this study is limited to students, who enrolled in the rooms of learning difficulties of schools that belong to the Department of Education in the Asir Region in the school year 2018-2019. The study is also limited by the psychometric characteristics of the used instrument. The results of this study are determined by the ability of teachers of learning disabilities rooms to measure the responses of students with learning disabilities on the scale that was prepared for this purpose.



1.4 Definition of Operational Terms

Social Adjustment is "a process or result of organic changes in the social organization, where the group contributes to achieving survival or continuity in achieving the goal that the organism seeks" (Al-Anani, 2015, 32). It is defined procedurally as the degree obtained by students on the social adjustment scale prepared by the researcher for the purposes of this study.

Physiological Adjustment is the harmonization between the person and himself, which means that the person is satisfied with himself and receptive to it with the relative liberation from the conflicts and tensions that are associated with feelings of guilt, lack, anxiety, distress, and personal objectives (Greenberg & Murray, 2006). It is defined procedurally as the degree obtained by students on the psychological adjustment scale prepared by the researcher for the purposes of this study.

Learning Disabilities Students: "They are students who demonstrate disturbances in one or more of the basic psychological processes that include understanding and using the written or spoken language, which appears in the disorders of hearing, thinking, speech, reading, spelling, and arithmetic, which are due to reasons concerning simple functional brain injury, but it is not due to causes related to mental, auditory or visual disabilities or other disabilities" (Al-Khasawneh, 2018). As for the procedural definition, these students are officially diagnosed by the Ministry of Education are considered to have learning disabilities, and they are enrolled in learning difficulties rooms in schools of the Department of Education in the Asir region.

2.Literature Review

Social and psychological adjustment among persons with learning disabilities

Educational institutions play an important role in supporting psychological and social adaptation among students. All educational institutions seek to eliminate the impacts of psychological and social anxiety among students of different levels and ages. The failure to satisfy the needs of students and meet their desires only means failure to achieve academic adjustment with their educational environment (Darwish, 2010). Students who face problems and difficulties in their academic and educational lives suffer from a lack of psychological adaptation to themselves, in addition to problems in social adjustment in their schools and their local environment. These circumstances affect their mental health and psychological security and result in the emergence of



feelings of dissatisfaction with the self and others, which increases the severity of their problems. Eventually, this may lead to the feeling that they are socially rejected because of these difficulties (Sultan, 2009).

Ray & Elliott (2006) argued that students with educational and behavioral disabilities tend to exhibit lower levels of social adjustment than those of their peers with normal academic achievement. Students with learning disabilities also suffer from problems in the field of social communication, forming friendships with others, and accepting criticism directed at them.

The child's ability to acquire social skills is one of the vital actors in the learning process, as evidence indicates that many children with learning disabilities lack these skills, and they do not enjoy good acceptance from their peers. They are also less controlled socially compared to their regular peers. They fail to fulfill the basic social requirements of daily life, although they have the standard child's level in many aspects such as verbal intelligence (Ali and Hassan, 2009).

Therefore, studying the psychological and social factors of students with learning disabilities is of crucial importance. This category is characterized by a number of social and academic features that affect their adaptive ability compared to their regular peers. However, there is a scarcity of studies and research that have tried to study psychological and social adjustment among students with Learning disabilities in the Asir region, which gives a clear indication of the significance of conducting this study.

The literature shows many studies conducted to investigate the psychological and social adjustment among students with learning disabilities. Wolodiger and Pope (2019) investigated the reciprocal relationships between parenting stress and psychosocial adjustment of children with congenital craniofacial anomalies (CFAs) at 2-time points: school entry and approximately 2.5 years later after children had time to adjust to school. The study sample consisted of 42 parents of children. This study was based on a retrospective review of medical charts of children with congenital CFAs who were patients of a department of reconstructive plastic surgery at a large urban medical center serving a regional population. The study showed that compared to norms, more parents scored in the clinical range on parenting stress both at time 1 and time 2. Parenting stress remained stable across the 2-time points. The study concluded that early school years may be a period that is particularly stressful for parents of children with CFAs. There appears to be a transactional

relationship between parenting stress and child psychosocial adjustment during the early school years.

2.1 Previous studies

Metsala et al (2017) examined emotion recognition, understanding, and regulation in a clinic-referred group of young children with NLD (Nonverbal Learning Disabilities). These processes are related to social competence and psychological adjustment in TD (Typically Developing) children. The study followed the cognitive method and consisted of 10 children with NLD between 6.3 and 9.6 years old and 4 TD. The NLD was recruited through a children's mental health center serving children with learning disabilities and also through local pediatricians. The results of the study showed that the young children with NLD scored lower than the TD comparison group on tasks assessing recognition of happy and sad facial expressions and tasks assessing understanding of how emotions work.

Adeyemi (2017) investigated the correlational indicators of psychosocial adjustment among senior secondary school students in Ogun State, Nigeria. The study adopted the correlational research design. A sample of 700 students was randomly selected. A reliable instrument was used to elicit the data. The data were analyzed using Pearson correlation and multiple linear regression analysis. The result revealed that the independent variables significantly correlated with students' psychosocial adjustment. There was a significant joint contribution of the independent variables (sense of coherence, optimism, and self-efficacy) to the prediction of psychosocial adjustment.

Fakolade and Oyedokun. (2017) examined different psychosocial variables as predictors of school adjustment of 40 gifted students with learning Disabilities from four schools from 13 junior secondary schools in Ikenne Local Government Council Area of Ogun State, Nigeria. The study applied six assessment instruments to the participants. Results demonstrated that both emotional intelligence and self-concept were potent factors that could predict school adjustment of gifted students with learning disabilities. Socioeconomic status was a significant factor in influencing school adjustment of gifted students with learning disabilities. Gender also had a differential effect on school adjustment of students with learning disabilities. The study concluded that the adjustment of school children with learning disabilities is determined by their gender, self-concept, emotional



intelligence, the class in which they study, their school's medium of instruction, school management, and their parent's education and occupation.

Khataibeh (2013) identified the level of psychological and social adjustment among children with learning disabilities and slow learning students in Amman. The study sample consisted of (222) male and female students; (182) students with learning disabilities and (40) students with slow learning, who were chosen randomly. The study used a psychological and social adjustment scale and administered to the sample of the study. The results revealed that the level of psychological and social adjustment for children with learning disabilities and slow learning students was average. The results also showed significant differences between the responses of the sample in relation to the gender variable. There were also significant differences due to the type of learning disability.

Villegas et al. (2012) conducted a study to reveal the severity of the risks of social anxiety and depression on social adjustment between a group of Mexican students with learning disabilities and another group of students without learning disabilities. The study was applied to a sample of (260) students from the fourth and fifth grades aged 9-12 years old. After distributing a scale to measure anxiety and depression, the results yielded high rates of anxiety and depression among children with learning disabilities compared to their normal peers. The results showed no statistical differences attributed to gender between the participants of the study in relation to social adaptation. The study showed that working to increase awareness among students with learning disabilities leads to a reduction in the rate of depression and anxiety, as well as improving their social adaptation.

Reed et al. (2011) investigated the effect of a set of friendship-related variables between third and fifth graders with learning disabilities and students without learning disabilities with their social adaptation. The study sample consisted of (30) students from the third and fifth-grade students in an elementary school in the northeast of the United States of America. The study used a self-esteem scale and self-efficacy survey as instruments of the study. The results revealed that students with learning disabilities enjoy a good level of self-efficacy and such students tend to make friends with other students with learning disabilities but they do not choose one of these students as their favorite friend. The results showed that students who have learning disabilities had a high level of behavior problems and a low level of integration, social adaptation, and academic performance compared to their peers who do not have learning disabilities.



Yezreel & Israel (2010) conducted a study aimed at detecting social anxiety and social adaptation among Arab adolescents with learning disabilities and their normal peers without learning disabilities. The sample of the study consisted of (70) Arab Christian students in Israel from the seventh-grade students aged (12-13) years. The study used the social anxiety scale and the social adjustment scale as instruments. The results revealed that the level of social anxiety and social adaptation of students with learning disabilities, who received special educational services, is high compared to students without learning difficulties. The results also showed that the percentage of social anxiety and social adaptation among males was higher than females.

Greenberg and Murray (2006) identified the social adjustment of children with learning disabilities through their relationships with their parents, peers, teachers, and friends at school. The study sample consisted of (96) fifth and sixth graders receiving education services. The study was conducted in schools in the northwest of the United States of America. The results showed that the positive and negative relationships and ties of children with learning disabilities are closely related to social, behavioral, and emotional adaptation. The different characteristics of the ties and relationships of children with learning disabilities are related differently to the adaptation variables. The results showed no statistical differences in social adjustment among children due to the variable of attendance to school.

Wainright et al (2004) investigated the associations among family type (same-sex vs. opposite-sex parents); family and relationship variables; and the psychosocial adjustment, school outcomes, and romantic attractions and behaviors of adolescents. Participants included 44 12- to 18-year-old adolescents parented by same-sex couples and 44 same-aged adolescents parented by opposite-sex couples, matched on demographic characteristics and drawn from a national sample. Data employed in this study were collected through the In-Home Interviews and Surveys, as well as In-School Surveys of students (collected from 1994 to 1995) and through the In-Home Questionnaires of parents. Normative analyses indicated that, on measures of psychosocial adjustment and school outcomes, adolescents were functioning well, and their adjustment was not generally associated with family type. The results of this study showed that on nearly all of a large array of variables related to school and personal adjustment, adolescents with same-sex parents did not differ significantly from a matched group of adolescents living with opposite-sex parents.

Sorensen et al. (2003) investigated the problems of psychological and social adjustment for children with learning disabilities. The study used the psychological and social adjustment scale to assess the relationship between the psychological and social adjustment and changes in academic skills and environmental factors among (100) students with LD aged (7-11) years old. The results of the study indicated that environmental factors have a clear role in the different levels of psychological and social adjustment of students with learning disabilities. The results also showed that the academic skills of students with learning disabilities are better when they have a better level of psychological and social adjustment.

These previous studies tackled the psychological and social adjustment among students with learning disabilities from different perspectives. The current study comes in line with the literature to investigate this issue. However, and to the best knowledge of the researcher, no studies conducted in the Kingdom of Saudi Arabia, especially in the Asir region, attempted to reveal the level of psychological and social adaptation among students with learning disabilities, thus arise the significance of this study.

3. Research Methodology

This section provides information on the methodology of the present study which includes: population and sample, research instrument, and validity and reliability of the instrument

3.1 Population and Sample

The study population consisted of 370 students enrolled in resource rooms with learning disabilities in schools of the Department of Education in the Asir region from the elementary grades: third, fourth, fifth and sixth. The study sample consisted of the same study population. The researcher distributed (370) questionnaires to measure the level of psychological and social adjustment. Information was obtained with the assistance of the learning disabilities teacher, Arabic teacher, and physical education teacher; this is because of the difficulties of reading and writing that students with learning disabilities have. Table (1) shows the distribution of the study sample according to the grade and the type of learning disability.



Table (1): Distribution of study sample according to grade and type of learning disability

Grade	Grade	No.
	Third	60
	Fourth	104
	Fifth	116
	Sixth	90
Type of learning disability	Type of learning disability	NO.
	Reading	158
	Writing	182
	Math	30
Total		570

3.2 Ethical Considerations

The official ethical consent was obtained from the Ministry of Education. Participants were first contacted and invited to participate in the study, and then were briefed on the objectives of the study. Consent of the participants was obtained before conducting the study and they were assured that their identity and responses stay confidential.

3.3 Instrumentation:

3.3.1 Survey

To achieve the objectives of the current study and to identify the level of psychological and social adjustment among students with learning disabilities in Asir, the researcher developed a scale of psychological and social adjustment by referring to theoretical literature and previous studies (Al-Hajri, 2002; Sorenson et al 2003; Al-Qudah; 2004); Awwad and Sharbat, 2004; Khazaleh and Al-Khatib, 2011; Al-Miqdad et al, 2011; Reid et al, 2011). The paragraphs of the scale were built according to the following steps:

- Clarifying the goals and purpose and preparing sources and references that were used in developing the scale.
- Selecting the paragraphs that indicate psychological and social adjustment, developing them, and defining the responses according to the Likert five-point scale.



In light of this, the dimensions and paragraphs of the questionnaire were prepared, which consisted in its final form (40) paragraphs (see Appendix 1).

3.3.2 Validity

The validity of the content was achieved by presenting it to (10) judges with expertise and specialization from the faculty members at King Khaled University. The consensus of 80% of the judges was the criterion for accepting any paragraph. Their observations and suggestions were taken into consideration to amend, delete, or add some paragraphs, and as the scale was in its final form (40) paragraphs.

3.3.3 Reliability

To ensure the reliability of the scale, the test-retest method was used by applying it to a pilot sample of (40) students with learning disabilities, and with a two-week interval between the first and second applications. Pearson's correlation coefficient between the scores on the two applications was calculated. The correlation coefficient of the scale as a whole was (0.835), and the stability coefficient was calculated using the Cronbach Alpha, as the coefficient of stability by the method of the internal consistency of the scale as a whole was (0.816), which indicated that the scale has an appropriate level of reliability as shown in Table (2).

Table (2): Reliability Coefficient using the internal consistency "Cronbach Alpha" and test-retest for the overall score of the scale

Method	Reliability coefficient
test-retest	0.835
Cronbach Alpha	0.816

4. Data Analysis

The returned questionnaire was recorded and tabulated with the assistance of Statistical Package for Social Sciences (SPSS) for windows 17.0 in order to identify the correlated relationships of variables concerning the psychological and social adjustment. Different statistical methods were used to achieve the main objectives of the present investigation. These methods included descriptive statistics and independent sample T-Test. Descriptive statistics, including mean scores, standard deviation, and frequencies, were employed to calculate the demographic data of the psychological and social adjustment in terms of grade and type of learning disability. An independent sample T-test is a statistical method employed to demonstrate the variations among the mean scores of two groups of a variable. In the current study, this statistical method was used in order to identify the significant differences between the levels of psychological and social adjustment among students with learning disabilities and their grade and type of learning disability. An analysis of variance (ANOVA) is a method of statistical analysis used to determine differences among the means of more than two groups of a variable (Corbin, Strauss, & Strauss, 2014). In the present study, this statistical method was used to determine the relationship between the psychological and social adjustment among students with learning disabilities and their grade and type of learning disability.

5. Findings and Discussion

This section provides the findings obtained from the present study. These findings are presented based on the research questions that guide the present research.

First: Results related to answering the first question: **“What is the level of psychological and social adjustment among students with learning disabilities in the Asir region?”** To answer this question, mean scores and standard deviations for the level of psychological adjustment have been extracted as shown in Table (3).

Table (3): Mean scores and standard deviations for the level of psychological adjustment of students with learning disabilities in the Asir region as arranged descendingly according to the mean score

Par. No.	Order	Paragraph	Mean score	St. DV	level
6	1	He tends to befriend his younger peers	3.38	0.949	Medium
18	2	He needs a friend	3.29	0.967	Medium
1	3	He likes his classmates	3.23	0.860	Medium
17	4	His classmates mock him	3.22	0.767	Medium
4	5	He feel sadness	3.21	0.983	Medium
9	6	He feels wronged	3.20	0.937	Medium
2	7	He feels embarrassed when he fails	3.13	0.849	Medium
10	8	He is stubborn	3.12	1.081	Medium
8	9	He makes an effort to excel in his studies	3.11	0.743	Medium
11	10	He seems self-confident	3.09	1.067	Medium
12	11	He frequently misses school	2.97	1.059	Medium
16	12	He is irritable	2.95	1.130	Medium
7	13	He is discharged during class	2.94	0.738	Medium
19	14	He quickly feels bored	2.90	0.970	Medium
20	15	He makes his decision without help	2.83	1.007	Medium
13	16	He has temperament	2.81	1.063	Medium
5	17	He seems worried	2.79	1.000	Medium
3	18	He assaults others	2.72	1.006	Medium
14	19	He feels good when his homework ends	2.70	1.065	Medium
15	20	He performs his homework even if it is difficult	2.66	1.030	Medium

Table (3) shows that the individuals of the sample possess a medium level of psychological adjustment, as the mean score of psychological adjustment as a whole was (3.01) and a standard deviation of (0.751).



To reveal the level of social adjustment among students with learning disabilities, mean scores, standard deviations, and the relative importance of each of the paragraphs of the field of social adjustment were used for students with learning disabilities, and Table (4) illustrates the results

Table (4): Mean scores and standard deviations for the level of social adjustment of students with learning disabilities in the Asir region ordered descendingly according to the mean scores

Par. No.	Order	Paragraph	Mean score	St. DV	level
7	1	He share ideas with classmates	3.53	0.833	Medium
10	2	He tends to be isolated	3.47	0.946	Medium
20	3	He establishes a positive relationship with his classmates	3.46	0.796	Medium
8	4	He accepts the mood swings of his classmates	3.44	0.805	Medium
19	5	He shares games with classmates	3.43	0.794	Medium
9	6	He organizes his study times	3.41	0.960	Medium
18	7	He speaks the words correctly	3.35	0.897	Medium
16	8	He tends to be independent	3.34	0.825	Medium
2	9	He has fun during the school break	3.28	0.809	Medium
4	10	He is keen to please his teachers	3.25	0.833	Medium
3	11	He disagrees with his classmates	3.24	0.841	Medium
1	12	He has the power to persuade his colleagues	3.16	0.823	Medium
13	13	He respects his classmates	2.86	0.801	Medium
5	14	He stays away from his classmates	2.70	0.877	Medium
11	15	He lacks many friendships at school	2.62	0.861	Medium
15	16	He likes to be close to his teachers	2.60	0.864	Medium
6	17	He happily follows the teacher's instructions	2.59	0.814	Medium
17	18	He is confronted with irony because of his appearance	2.55	0.834	Medium
12	19	He is happy when participating in school trips	2.53	0.946	Medium
14	20	His friends depend on him	2.50	0.786	Medium

Table (4) shows that the individuals of the sample possess an average level of social adjustment, as the mean score of social adjustment as a whole was (3.07) and a standard deviation of (0.694). The following Table (5) summarizes the values of the mean scores, the standard deviations, and weights for both the psychological adjustment and social adjustment for students with learning disabilities.

Table (5): Mean scores and standard deviations of differences in psychological and social adjustment for students with learning disabilities

No.	Dimension	Mean score	St.dv.	Weight	Level
1	Psychological adjustment	3.01	0.751	%60.2	متوسط
2	Social adjustment	3.07	0.694	%61.4	متوسط
Total score		3.04	0.637	%60.8	متوسط

Table (5) reveal that the level of psychological and social adjustment of students with learning disabilities was average, as the mean score was (3.04) and the total weight was (60.8%). The mean scores ranged between (3.01 - 3.07), and the dimension of social adjustment came first with a mean score of (3.07) and a weight of (61.4%) while the dimension of psychological adjustment had a mean score of (3.01) and a weight of (60.2%).

Second: The results related to answering the second question: Are there any statistically significant differences in the level of psychological and social adjustment due to the variables of the type of learning disability (reading, writing, math) and the grade (third, fourth, fifth, sixth) and the interaction between them?

To answer this question, mean scores and standard deviations for the level of psychological and social adjustment have been extracted according to their grades and the type of learning disability as shown in Table (6).

Table (6): mean scores and standard deviations for the level of psychological and social adjustment according to their grades and the type of learning disability

Scale	Type of LD	Reading		Writing		Math	
	Grade	Mean score	St. DV	Mean score	St. DV	Mean score	St. DV
Psychological adjustment	Third	3.04	0.862	3.01	0.942	2.98	0.866
	Fourth	3.02	0.931	3.03	0.695	3.03	0.791
	Fifth	3.05	0.792	2.94	0.772	3.06	0.725
	Sixth	2.97	0.864	2.94	0.824	3.05	0.864
Social adjustment	Third	3.08	0.772	3.09	0.894	3.11	0.965
	Fourth	3.12	0.862	3.07	0.795	3.04	0.874
	Fifth	3.11	0.759	3.05	0.886	3.08	0.825
	Sixth	2.95	0.902	3.09	0.697	3.05	0.877

Table (6) shows that there are apparent differences between the mean scores of students on the psychological adjustment scale according to the study variables. To identify the significance of these differences, Two-way ANOVA has been conducted as shown in Table (7).

Table (7): Results of the Two-way ANOVA analysis

Source of variance		Sum of squares	Degree of freedom	Squares average	F value	Sig.
Grade	psychological adjustment	0.078	3	0.026	0.216	0.885
	Social adjustment	0.206	3	0.069	0.369	0.776
Type of LD	psychological adjustment	0.220	2	0.110	0.915	0.401
	Social adjustment	0.204	2	0.102	0.547	0.579
Grade*type of LD	psychological adjustment	0.295	4	0.074	0.613	0.653
	Social adjustment	0.234	4	0.058	0.313	0.869
Error	psychological adjustment	42.108	350	0.120		
	Social adjustment	65.279	350	0.187		
Total	psychological adjustment	4830.740	360			
	Social adjustment	4337.438	360			

It appears from the previous table that the values of the significance levels were greater than (0.05) for all variables, which indicates that there are no statistically significant differences between the mean scores students on the psychological and social adjustment scale due to the grade or type of learning disability.

The result could be attributed to the great interest of the Ministry of Education represented by the Department of Education in Asir region to the instructional programs and the availability of specialists in the field of learning disabilities in various schools to address the various psychological and behavioral disorders experienced by students with learning disabilities. These efforts contributed to addressing many of the students' behavioral disorders, which helped to raise the level of psychological and social adjustment among the sample of the study. The result of this question may be attributed to the existence of modern educational methods that are far from corporal punishment in various schools. Perhaps this is due to the fact that students with learning disabilities succeed in learning some skills, and fail to learn other skills, which indicates that they have a variation in educational capabilities and reflects the difference between achievement and intelligence. The presence of the ability of these students to learn and their educational levels helped them with psychological and social adjustment. Students with learning disabilities may have skills and mental abilities that do not exist in others, which gives them popularity among their classmates and increases their psychological and social adjustment.

6. Conclusion and Recommendations

This study found that the level of psychological and social adjustment of students with learning disabilities came with a medium degree. There were no statistically significant differences in the degree of psychological and social adjustment among students with learning disabilities in the basic stage due to their grade and type of LD. The study emphasizes the urgent need for educational programs to support raising the level of psychological and social adjustment of this category of students. In light of the results, the study recommends the following:

- Preparing awareness programs for teachers to identify various indicators (educational and demographic) that accompany the low level of psychological and social adjustment of students with learning disabilities.



- Supporting the provision of counseling programs for students in primary schools in general, and learning disabilities rooms in particular.
- Conducting more studies on the level of psychological and social adjustment among students with learning disabilities and its relationship to other variables, such as social anxiety and emotional intelligence.

7. ACKNOWLEDGMENTS

This study was sponsored by the Research Group Program of the Scientific Deanship at King Khalid University, Kingdom of Saudi Arabia (R.G.P.IL34L40).

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Appendix (1)

The Psychological and Social Adaptation Scale

Dear teachers,

Greetings,

The researcher is conducting a study aiming to reveal the psychological and social adjustment among students with learning disabilities in the Asir area in light of some variables. Please add (X) in the box that represents the level of your psychological and social adaptation. The results of the current study will be used only for scientific and academic purposes only and be used objectively.

Please fill in the following information:

Age: ()

Grade: ()

The type of learning disability: simple () moderate () Severe ()

Best regards,

The researcher



First: psychological dimension

No.	Items measuring psychological adjustment	Agree strongly	Agree	I don't know	Disagree	Disagree d strongly
1.	He likes his classmates					
2.	He feels embarrassed when he fails					
3.	He assaults others					
4.	He feel sadness					
5.	He seems worried					
6.	He tends to befriend his younger peers					
7.	He is discharged during class					
8.	He makes an effort to excel in his studies					
9.	He feels wronged					
10.	He is stubborn					
11.	He seems self-confident					
12.	He frequently misses school					
13.	He has temperament					
14.	He feels good when his homework ends					
15.	He performs his homework even if it is difficult					
16.	He is irritable					
17.	His classmates mock him					
18.	He needs a friend					
19.	He quickly feels bored					
20.	He makes his decision without help					

Second: social adjustment

No.	Items measuring social adjustment	Agree strongly	Agree	I don't know	Disagree	Disagreed strongly
1.	He has the power to persuade his colleagues					
2.	He has fun during the school break					
3.	He disagrees with his classmates					
4.	He is keen to please his teachers					
5.	He stays away from his classmates					
6.	He happily follows the teacher's instructions					
7.	He share ideas with classmates					
8.	He accepts the mood swings of his classmates					
9.	He organizes his study times					
10.	He tends to be isolated					
11.	He lacks many friendships at school					
12.	He is happy when participating in school trips					
13.	He respects his classmates					
14.	His friends depend on him					
15.	He likes to be close to his teachers					
16.	He tends to be independent					
17.	He is confronted with irony because of his appearance					
18.	He speaks the words correctly					
19.	He shares games with classmates					
20.	He establishes a positive relationship with his classmates					

