

Influence of Social Adjustment on Academic Self-Efficacy of Students with Learning Disabilities in Selected Special schools in Ilorin

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Abstract: *The study examined the influence of social adjustment on academic self-efficacy of students with learning disabilities. The study adopted a descriptive survey research design. The population students with learning disabilities. Questionnaire titled "Influence of social adjustment on academic self-efficacy of students with learning disabilities questionnaire" (ISAASESLDQ) was used as the instrument. Two research questions and two hypotheses were formulated and tested. The instruments were validated and reliably tested at ($r=.61$) coefficient. The data was analyzed using descriptive statistics of mean, and percentage, and Regression and T-test were used to test the hypotheses. The findings revealed that, the influence of social adjustment on academic self-efficacy of students with learning disabilities was positive. Recommendations made among which are: There is the need for concerted effort on the part of the guidance counselor and other stakeholders to educate students on the need to develop high academic self-efficacy.*

Keywords: Social Adjustment, Academic Self-Efficacy & Learning Disabilities.

Introduction

Learning disabilities is associate umbrella term for a good form of learning issues. However, children with learning disability are not lazy or dumb, In fact most are just smart as everyone else. Their brains are wired differently, this difference affect how they receive and process information. Simply put children and adult with learning disability see, hear, and understand things differently, this can lead to trouble with learning new information and skills, putting them into use. Various studies have highlighted a number of issues related to the emotional and social aspects of education of children with learning disabilities.(Schiff & Joshi, 2016). According to the DSM-5 (American Psychiatric Association, 2013) specific learning disorders will have negative purposeful consequences across the time period, together with high levels of psychological distress and poorer overall mental state.

The term social adjustment can be seen as an umbrella term encompassing various aspects of people's performance in social context. It is seen as one's tendency to cope with all the difficulties that one may encounter in a social environment. Passer and Smith (2011) refer to it as a life-long process that involves adjustment of an individual to the society and others in order to be accepted as member of the society. It is, therefore, the attempt by people to deal with social group demands so as to be accepted by others. As students with learning disabilities frequently experience social, emotional, and/or personal difficulties as a result they may have difficulty understanding social cues, and may misinterpret the necessary behaviours to produce a certain outcome.

Social adjustment according to Kaljahi (2016) is one of the most critical activities emerging students undertake that predicts academic success in school and beyond. The inability of students to regulate to the school setting, establish and maintain sensible relationship with folks, participate absolutely in class activities like cluster comes, and social activities like different extra-curricular programmes of the college, may have an effect on their changing into socially adjusted in class. This situation could lead to serious problems in school, and perhaps could be the reason researchers such as Burgoon, Meece and Granger (2012), Farmer, Irvin, Thompson, Hutchins, and Leung (2006), Wentzel (2013), have worked assiduously to as bound vital factors that promote positive adjustment of people in class.

Self-efficacy is an important variable which could help in the social adjustment of students in school. Necessary emotional resources such as self-efficacious beliefs are essential for effective coping and possible adjustment in social settings. Self-efficacy is thus seen as an individual's personal judgment of an individual's capabilities in successfully carrying out a given task. Bhagat and Baliya (2016) viewed self-efficacy as one's belief in their ability to provide selected levels of performance that exercise influence over events that have an effect on their lives.

Based on the importance of self-efficacy, many researches (Adeoye & Emeke, 2010; Baanu, Oyelekan and Olorundare, 2016) have centered on the concept of self efficacy in order to understand the process of how individuals perceive their abilities and capabilities. Adeoye and Emeke (2010) observed that in social things like the school, students with high self-efficacy area unit a lot of possible to be socially adjusted within the school. This was based on the notion that students' with high self-efficacy has the belief that they

have the capabilities to execute the courses of actions required in managing any given situation. Studies have been carried on academic performance, but research attention has not been focused on Hence, this study seeks to examine the influence of social adjustment on academic self- efficacy of students with learning disabilities using special schools in Ilorin as case study.

Statement of the Problem

This study examined social adjustment as factors that influence academic self-efficacy of students with learning disabilities. Students’ social adjustment in school is considered as one of the main indicators of success in school. It is an indicator for the student’s ability to face problems resulting from fulfilling high academic, social and emotional needs. Through achieving good social adjustment in school, students need to form a good relationship with others in the school which would likely enhance academic achievement and better social adjustment.

In our society today, the number of people with lower academic self- efficacy and consequently poor academic performance seem to be high. Moreover, self-efficacy in our society especially among students is an issue of concern. As it has been proven to relate to their academic performance many students with learning disabilities have fallen apart by believing that they are incapable of achieving success. Students that are characterized with high self-efficacy brace up and meet the rigours academic demand. They excel in school because they perceive themselves as capable of doing well and adjusting in school. Conversely, students with low academic self-efficacy inhibit limited academic performance and as such students that possess this, have the tendency to see themselves as being unable to cope with the academic challenges.

Research Questions

1. What is the level of influence of academic self-efficacy on students with learning disabilities?
2. What is the level of influence of social adjustment on students with learning disabilities?

Hypotheses

The null hypothesis was tested at 0.05 levels

1. There is no significant influence of social adjustment on academic self-efficacy of students with learning disabilities.
2. There is no significant difference on social adjustment of students with learning disabilities based on gender.

Methodology

The study adopted a survey research and it is descriptive in nature. The population of this research work covered all the students with learning disabilities in selected special schools. For the purpose of this study, purposive sampling techniques would be employed to select only special schools in Ilorin of Kwara State. Stratified sampling techniques would be used by the researcher to select fifty (50) students with learning disabilities from the four special schools selected for the study.

The schools used were follows:

- a. Kwara State School for Special Needs, Apata Yakuba
- b. Nana Aisha Nursery and Primary School, Alagbado
- c. Tomore Schools, Ilorin
- d. Iman Nursery and Primary School, Taiwo

A well-structured questionnaire prepared by the researcher, it comprised of section A and B. The section A comprises of demographic information of the respondents while section B contains the items on social adjustment and academic self-efficacy of students with learning disabilities. The instruments were validated and instruments were administered to 20 students with learning disabilities to test for reliability using re-test method of reliability. The reliability index of 0.61 was obtained. The data collected in this study was analyzed with the use of descriptive statistics of frequency count and percentage for the demographic information of the respondents and the responses to research questions while the hypotheses postulated were analyzed using T-test analysis.

Results

Research Question 1: What is the level of influence of academic self-efficacy on students with learning disabilities?

Table 1: Table showing the percentage and mean distribution level of influence of academic self-efficacy on students with learning disabilities.

S/N	ITEM	SA	A	D	SD	MEAN
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1	I ask questions in classes	2(4.0)	14(28.0)	34(68.0)		3.6
2	I respond to questions asked in class	10(20.0)	30(60.0)	8(16.0)	2(4.0)	3.0
3	I feel nervous when I am doing presentations	15(30.0)	15(30.0)	17(34.0)	3(6.0)	2.8
4	I am confident I can perform well in my examinations	14(28.0)	14(28.0)	9(18.0)	13(26.0)	2.6
5	I pay attention during every class	20(40.0)	12(24.0)	9(18.0)	9(18.0)	2.9
6	I can't answer the questions which teachers ask me.	7(14.0)	22(44.0)	13(26.0)	8(16.0)	2.6
7	I feel satisfied and recognized when I do well in school	17(34.0)	20(40.0)	8(16.0)	5(10.0)	3.0
8	I don't feel embarrassed about asking questions and getting help from my classmates	20(40.0)	9(18.0)	12(24.0)	9(18.0)	2.8
9	I am finding school work difficult	17(34.0)	18(36.0)	7(14.0)	8(16.0)	2.9
10	I am confident that I can understand most topics in class	15(30.0)	26(52.0)	6(12.0)	3(6.0)	3.1
	WEIGHTED MEAN 2.93					

Note: The figures in parentheses are in percentages

Table 1 above showed the level of influence of academic self-efficacy on students with learning disabilities. It was revealed I ask questions in classes(3.6), I respond to questions asked in class(3.0),I feel nervous when I am doing presentations (2.8),I am confident I can perform well in my examinations (2.6),I pay attention during every class(2.9) I can't answer the questions which teachers ask me. (2.6),I feel satisfied and recognized when I do well in school(3.0),I don't feel embarrassed about asking questions and getting help from my classmates (2.8),I am finding school work difficult(2.9) and I am confident that I can understand most topics in class (3.1). The overall weighted average mean was 2.93 which indicated that the calculated mean (2.93) is greater than the fixed mean (2.50).This showed that level of influence of academic self-efficacy has positive influence on students with learning disabilities

Research Question Two: what is the level of influence of social adjustment on students with learning disabilities?

Table 2: Table showed the level of influence of social adjustment on students with learning disabilities.

S/N	ITEM	SA	A	D	SD	MEAN
1	It has been difficult for me to meet and make friends with other students	26(52.0)	15(30.0)	4(8.0)	5(10.0)	3.2
2	Since coming to this school I have developed close personal relationship with other students	9(18.0)	25(50.0)	12(24.0)	4(8.0)	2.8
3	I easily get along with my classmates	15(30.0)	14(28.0)	15(30.0)	6(12.0)	2.7
4	I regularly attend my classes because I feel comfortable with my classmates	14(28.0)	17(34.0)	7(14.0)	12(24.0)	2.6
5	I am very involved with social activities in school.	15(30.0)	22(44.0)	9(18.0)	4(8.0)	2.9
6	I have been feeling lonely a lot at school lately.	17(34.0)	16(32.0)	11(22.0)	6(12.0)	2.8
7	I am confident that I made the right decision in choosing to attend my school because I love the people around me.	16(32.0)	19(38.0)	11(22.0)	4(8.0)	2.9
8	It has been difficult to meet and make friends with other students	9(18.0)	22(44.0)	7(14.0)	12(24.0)	2.6

9	I often feel nervous and tense when I am with my classmates	21(42.0)	15(30.0)	9(18.0)	5(10.0)	3.0
10	I often feel alone at school because I don't have any friends to associate with	7(14.0)	19(38.0)	13(26.0)	11(22.0)	2.4
WEIGHTED MEAN 2.79						

Table 2 above showed the level of influence of social adjustment on students with learning disabilities. It has been difficult for me to meet and make friends with other students (3.2), Since coming to this school I have developed close personal relationship with other students (2.8), I easily get along with my classmates (2.7), I am confident I can perform well in my examinations (2.6), I pay attention during every class (2.9) I can't answer the questions which teachers ask me. (2.6), I feel satisfied and recognized when I do well in school (3.0), I don't feel embarrassed about asking questions and getting help from my classmates (2.8), I often feel nervous and tense when I am with my classmates (2.9) and I often feel alone at school because I don't have any friends to associate with (2.4). The overall weighted average mean was 2.79 which indicated that the calculated mean (2.79) is greater than the fixed mean (2.50). This showed that level of influence of social adjustment has positive influence on students with learning disabilities.

HQ 1: there is no significant influence of social adjustment on the academic self-efficacy of students with learning disabilities

Table 3: Summary of Regression Analysis of social adjustment on academic self-efficacy on students with learning disabilities

Variables	N	Mean	Std. Deviation	R_{cal}	R^2	Adjusted R Square	F	Sig	Decision
Academic self-efficacy	50	29.02	3.3	0.64	0.41	0.40	33.74	0.00	Sig
Social adjustment	50	28.16	3.7						

Table 3 showed the summary of regression analysis of social adjustment on the academic self-efficacy of students with learning disabilities, it was revealed that academic self-efficacy had mean score of 29.02 and standard deviation of 3.3 while social adjustment had mean score of 28.16 and standard deviation of 3.7, r_{cal} was 0.642, R^2 was 0.413, adjusted $R = -0.401$, F was 33.739 and significant 0.000 ($r_{cal} = 0.642$, $R^2 = 0.413$, adjusted $R = 0.401$, $F = 33.739$, $P > 0.05$). The observed p-value is greater than the fixed p-value. This implies that academic self-efficacy had significant influence on social adjustment of students with learning disabilities. Therefore, the null hypothesis which stated that academic self-efficacy has no significant influence on social adjustment of students with learning disabilities was rejected.

HQ 2: there is no significant difference on the influence of academic self-efficacy of students with learning disabilities based on gender

Table 4: Summary of t test result showing the influence of academic self-efficacy of students with learning disabilities based on gender

	Gender	N	Mean	Std. Deviation	T	F	Df	Sig	Decision
Academic self-efficacy	Male	17	29.23	3.69	0.327	0.210	48	0.648	Not Sig
	Female	33	28.90	3.83	0.317				

From table 4 showed the summary of t-test result showing the influence of academic self-efficacy of students with learning disabilities based on gender. It was revealed that male students had mean score 29.23 and standard deviation 3.69 while female

students had mean score 28.90 and standard deviation 3.83, the t was 0.327, 0.317, degree of freedom 48, 29.7, F was 0.003 and significant level of 0.648 ($P > 0.05$). This implies that there was no significant difference on the influence of academic self-efficacy of students with learning disabilities based on gender. Therefore, the null hypothesis that states that there was no significant difference on the influence of academic self-efficacy of students with learning disabilities based on gender.

Discussions of findings

The finding of this study revealed that academic self-efficacy has positive influence on students with learning disabilities. This finding corroborated Linenbrink and Pintrich (2003) who discovered that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement. The second finding revealed that there is positive influence of social adjustment on students with learning disabilities. This finding corroborate Osa-Edoh and Iyamu (2012) investigated the effect of social life adjustment of adolescents in senior secondary school of Edo state. The results of the content unconcealed that social life adjustment influences students' educational academic achievement.

Conclusions

This research investigated the influence of social adjustment on academic self-efficacy of students with learning disabilities. First, social adjustment proves to be positively related to a balanced academic self-efficacy of students. A practical implication of this finding is that apart from the traditional academic learning obtainable in our schools, every student needs his/her academic self-efficacy to be developed in order to function properly. This is particularly important because academic development ought to be holistic other than just focusing on one aspect of academic development.

Recommendations

The following recommendations were made based on the research findings and conclusions:

1. Workshops or campaigns should be conducted to educate teachers and parents on the influence of social adjustment on academic self-efficacy and their effects on students with learning disabilities academic performance.
2. Since social adjustment is not restricted to the special schools population future researchers should endeavour to extend this area of research to the other educational settings.

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