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Title of the Thesis	A Comparative Study of Academic Stress in Relation to Emotional adjustment and Academic Achievement of Learning Disabled and Non-Learning Disabled Children in Inclusive Setting

Abstract:-

The changing scenario of our educational world has gave more emphasis on competition, expectations, technologies and development of science. This changing scenario of competition and globalization has given rise to certain problems. One of the major problems of today's world is "stress". Every individual have a major impact of stress due to the bloodshed competition in different field. Likewise, children do have stress in their academic life and have to face the academic problems such as lack of adjustment in school, lack of knowledge about their own aptitude and abilities, difficulty with subjects, fear of examination, grades, participation and so on. Each individual has a unique identity. No two individuals are alike; they differ with each other in terms of their capabilities, attitude, aptitude, personality characteristics and interests. Every child is not able to get first division as the mental level is not the same in every child. A substantial number of children shown retardation in learning to talk, do not acquire other communication skills, do not develop normal visual or auditory perception, or have great difficulty in learning to read, to spell, to write, or to calculate. These children experience difficulty in learning with normal children in the classroom.

The Objectives of the study are: 1. To study the academic stress in relation to emotional adjustment of learning disabled children in inclusive settings by partially out academic achievement. 2. To study the academic stress in relation to emotional adjustment of non-learning disabled children in inclusive settings by partially out academic achievement. 3. To study the academic stress in relation to academic achievement of learning disabled children in inclusive settings by partially out emotional adjustment. 4. To study the academic stress in relation to academic achievement of non-learning disabled children in inclusive settings by partially out emotional adjustment 5. To compare the academic stress of learning disabled & non-learning disabled children in inclusive settings. 6. To compare the emotional adjustment

of learning disabled & non-learning disabled children in inclusive settings. 7. To compare the academic achievement of learning disabled & non-learning disabled children in inclusive settings. 8. To study the influence of Group, Gender and their interaction on academic stress of children. 9. To study the influence of Group, Gender and their interaction on emotional adjustment of children. 10. To study the influence of Group, Gender and their interaction on academic achievement of children.

Descriptive survey method of research was used in conducting the present study. The investigator selected a sample of 100 learning disabled and 100 non-learning disabled children. The sample was selected from Delhi/NCR. The tools for the present study was (1) Scale for assessing academic stress developed by Sinha, Sharma, and Nepal, 2003 was used to measure academic stress.(2) Self-made Emotional adjustment scale constructed and standardized by investigator was used to assess emotional adjustment. (3) Previous year annual marks of learning disabled & non-learning disabled children had taken for academic achievement. Statistical Techniques for the present study are Mean, Standard Deviation, Partial Correlation, t- test and ANOVA.

Findings of the study are : learning disabled children were feeling more academic stress than non-learning disabled children in inclusive schools. Further, it has been found that the learning disabled girls in inclusive schools had higher mean scores of academic stress than learning disabled boys in inclusive schools. For emotional adjustment, all the non-learning disabled children in inclusive schools had higher mean scores than that of learning disabled children. So it is concluded that there is no significant difference between emotional adjustment of learning disabled & non learning disabled children in inclusive settings. Similarly, the learning disabled girls in inclusive schools had lower mean scores in emotional adjustment than learning disabled boys in inclusive schools. This indicates that significant difference was found between the learning disabled girls and boys in inclusive settings. This shows that the learning disabled girls were less emotional adjusted than learning disabled boys in inclusive schools. For academic achievement, all the learning disabled children in inclusive schools had higher mean scores in academic achievement (means high stress in academics) than the non-learning disabled children. So it has been found that there is no significant difference between academic achievement of learning disabled & non-learning disabled children in inclusive settings.