

Socio-emotional differences between students from ordinary education, students with specific learning disabilities and integration students



Zubeidat Ihab & Dallasheh Waleed
(Sakhnin College of Teacher Education, Israel)

Introduction

Over the past twenty years, the research literature dealing with students with specific learning disorders and other disorders has shown that this population is characterized by a range of emotional, social and behavioral difficulties beyond their academic functioning; The findings of meta-analysis indicate that there are considerable social and behavioral deficits in these students compared to ordinary students (Charles & Carstensen, 2007).

The term of integration has been defined as the act of integrating children with special needs into regular classrooms and assigning them extra hours of assistance, according to their needs (Constantine, 2016).

Objectives

The current study looked at students from regular education, special education and integration: a. Differences in emotional (sense of coherence, emotional stability and exams anxiety) and social aspects (sense of social loneliness, social competence and friendship), and b. Relationships between these aspects in the above three frameworks and among all students studied.

Method

Participants

For this purpose, Participants were approximately 229 students, most with a specific learning disorder, who were randomly selected from elementary and middle schools from the Arab society in the north.

Instruments

Data were collected by a Demographic Questionnaire that provides information on background variables, and other self-report questionnaires assessing the above socio-emotional aspects.

Procedure

After the school principals' consent to conduct the study from the north of the country, the researchers entered the classrooms for the purpose of passing the study questionnaires on the students. Questionnaire filling time ranged from 40 to 45 minutes. The data collection took place between April and May of the current school year on specific days that students attended schools in the shadow of the Corona epidemic.

Conclusions

The well-known phenomenon in literature that students of ordinary education tend to be more mature in socio-emotional aspects than students of special education and integration was clearly highlighted in this study. This distinction can help in building appropriate intervention programs that can increase teachers' awareness of the importance of socio-emotional aspects in learning processes of ordinary and other students with specific learning disorders, and other disorders.

References

- Charles S.T., & Carstensen L.L. (2007). Emotion regulation and aging. In: Gross J. J. (Ed.), Handbook of emotion regulation (pp. 307–327). New York, NY: Guilford.
- Constantine, T. (2016). Learning Disabilities and ADHD in Adults. Inside: (Editors) Orit Dahan, Arena Shemer, Yona Rosenfeld and Ariella Daniel-Hluing. What did we do? Success stories from student support centers with learning disabilities (17-41). Ra'anana: Mofet Institute.

Results

The findings indicate significant differences between the three groups of students in a sense of coherence, a sense of social loneliness, emotional stability, social competence and friendship. Post-hoc Toki tests were conducted to find out which pair of frames there are differences. However, no significant difference was found in exams anxiety among students in the three frameworks. Significant relationships were also found in some of the different emotional-social aspects among the three mentioned frameworks, and among all students. Emotional-social aspects than students of special education and integration were clearly highlighted in this study, and in addition, special education students tend to be more socially isolated than ordinary students and integration students. In addition, it is found that special education students tend to be more socially isolated than ordinary students and integration students.

Table 1. Averages and standard deviations for socio-emotional aspects among students of regular education, special education and integration, F test value for variance analysis (N = 229).

Variable	Learning framework	N	Mean	Standard deviation	F
A sense of coherence	Regular education	85	4.09	.67	8.450***
	Special education	79	3.65	.84	
	Integration	65	4.04	.69	
A sense of social loneliness	Regular education	85	1.70	.46	34.943***
	Special education	79	2.33	.51	
	Integration	65	1.99	.47	
Emotional stability	Regular education	85	5.03	.78	3.937*
	Special education	79	4.67	.89	
	Integration	64	4.84	.82	
Social competence	Regular education	85	2.49	.29	12.566***
	Special education	79	2.25	.47	
	Integration	64	2.50	.19	
Friendship	Regular education	85	2.48	.36	12.00***
	Special education	79	2.21	.35	
	Integration	65	2.31	.36	
Test anxiety	Regular education	85	3.37	.78	.065
	Special education	79	3.35	1.02	
	Integration	65	3.40	.79	

*p< .05, ***p< .001

Table 2. Pearson correlation coefficients for the relationships between the various emotional and social aspects among all students (N = 229).

Variable	Friendship	Emotional stability	Social competence	A sense of coherence	Test anxiety
A sense of social loneliness	-.600***	-.234***	-.216**	-.260**	.028
Friendship		.231**	.162*	.229**	.116
Emotional stability			.181**	.233**	-.035
Social competence				.238**	.116
A sense of coherence					.183**

*p< .05, **p<.01, ***p< .001