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RESEARCH ARTICLE

A STUDY OF ATTACHMENT STYLE AMONG LEARNING DISABLED CHILDREN IN COMPARISON TO NON LEARNING DISABLED CHILDREN.

Jyoti Rath¹ and Meenakshi Joshi².

1. Research Scholars, Manipal University Jaipur.
2. Assistant Professors, Manipal University Jaipur.

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Key words:-

Attachment Style, Learning Disability.

Abstract

The present study attempts to compare the attachment style (secure, avoidant and anxious) of children with and without learning disability. The study was carried out on 200 students (100 L.D. and 100 N.L.D.). The age of the selected subjects ranged from 8 to 12 years. The data was analyzed with the help of suitable statistical techniques like mean, standard deviation and t-test. On the basis of the responses, results showed that there is a significant difference in the attachment style of children with and without learning disability.

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Introduction:-

Bowlby rightly said that attachment with others does happen but it takes time in order to get attached with others or the caregivers in a way it should be done. The word "Attachment" sounds to be so lucid but has deeper meanings and has immense influence on the lives of the individual. Attachment has such an impact that, if not build on appropriately, it might destroy the individuals lives and built on emotions which creates hindrances in day to day living. Theorists have also proposed that family dynamics may majorly contribute to the maintenance of attachment styles from childhood to adulthood (Bartholomew & Horowitz, 1991). Attachment style is related to the individual's interactions with their parents during childhood and the general family atmosphere in which the individual grows up (Cowan et al., 1996). This attachment style shapes up, mould or forms a person's personality and more precisely of a person's belief and expectations.

Attachment relationships promote emotional development (Schoore, 2001) and an individual's ability to self regulates arousal levels and copes with overwhelming and disturbing emotions (Cassidy, 1994). Furthermore, the primary caregiver of the securely attached infant provides psychobiological attachment and regulates the infant's positive and negative affective states (Schoore, 2001) with a secure attachment style being regarded as critical to the post-natal development of the right hemisphere of the brain and especially the limbic system with its role in the processing of emotions and modulation of distress and self-regulation (Schoore, 1994). Therefore, during the early stage of post-natal neural development, the infant relies on the primary caregiver to regulate arousal and provide safety. If this is not achieved and threat or danger are experienced, cortical development can be disrupted, especially with regard to limbic system. Moreover, experiencing negative emotional states for long periods is associated with severe alterations of the biochemistry of the developing brain (Schoore, 1996/ 1997).

Corresponding Author:- Jyoti Rath.

Address:-Research Scholars, Manipal University Jaipur.

Studies on attachment style indicate that people with LD are at risk for developing insecure, especially disorganized attachment style. There is evidence from other populations that the combination of stress and insecure or disorganized attachment style may put people at risk for developing behavior problems (Janssen et. al, 2002).

Study of Bauminger and Kimhi-Kind (2008) demonstrated that there are major difficulties in social information processing, lower attachment security, and less emotional regulation in children with LD as compared to children without LD and also significant intergroup differences emerged in socio emotional and academic adjustment as well as attachment-based factors. Moreover, attachment-based factors were significantly correlated with adjustment measures. Learning disabled children reported significantly less security and more avoidance and anxiety in their close relationships. (Al-Yagon & Mikulincer, 2004).

Study of Murray and Greenberg (2001) and Al-Yagon, (2010) investigated that students with LD had significantly higher ratings of perceived school danger than the students without disabilities. Study of Yoo et al. (2006) showed that children with insecure attachment type parents revealed more psychiatric morbidity than children with secure parents and also parental insecure attachment was associated with the development of the psychopathologies and psychiatric illness of the children.

Methodology:-

Sample:

This study comprised on 200 children (100 L.D.; 100 N.L.D) between 8 to 12 years of age.

Statement of the Problem:

“To compare Attachment relationship between learning disabled children and non learning disabled children.”

	LD		NLD		
Attachment Style	Mean	S.D	Mean	S.D	T
Avoidant	15.64	3.38	14.73	3.29	2.018*
Secure	16.54	4.10	18.80	3.26	4.247**
Anxious	16.15	3.80	14.28	3.41	3.88**

Objective of the Study

1. To measure the secure attachment style of children with and without learning disability.
2. To measure the avoidant attachment style of children with and without learning disability.
3. To measure the anxious attachment style of children with and without learning disability.

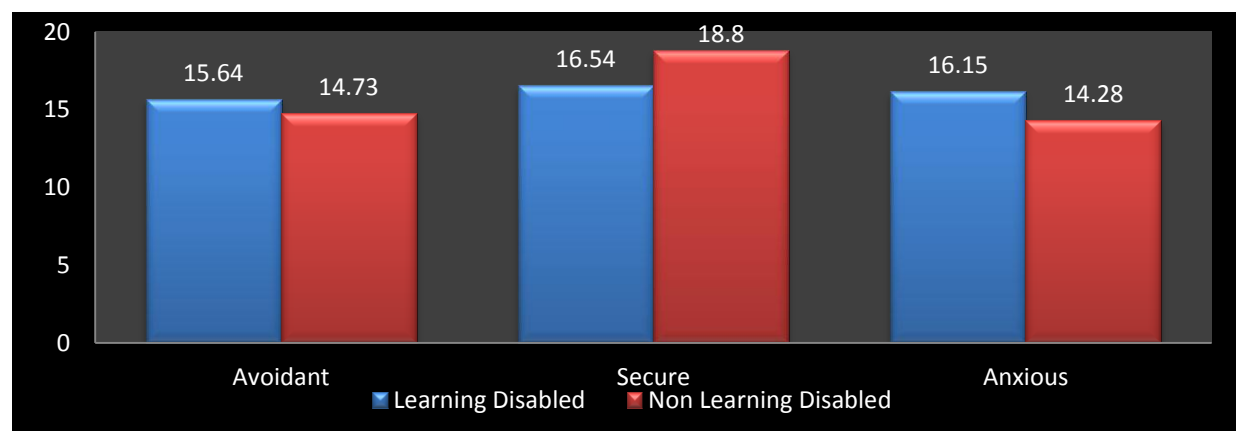
Tools

Attachment Style Classification Questionnaire (Finzi et al., 1996; Finzi et al., 2000)

Result and Analysis:-

Table:-Mean Differentials of Attachment Styles of children with and without learning disability

Graph:-Graph of Attachment Styles of children with and without learning disability



Discussion:-

This study was conducted to measure the attachment style of children with and without learning disability. For this purpose a sample of 200 children (100 L.D., 100 N.L.D) was taken and their responses were recorded. On the basis of children's responses, table and graph were made and results are discussed.

Table shows the mean, standard deviation and t-value and Graph shows the mean difference of secure attachment style, avoidant attachment style and anxious attachment style of children with and without learning disability. On the basis table and graph, it can be seen that on both the groups differ on avoidant attachment style with $t = 2.018$ ($p = 0.05$), the secure attachment style was also found to be significant differ in both the groups, $t = 4.247$ ($p = 0.01$), and the student differed on anxious attachment style with t vale 3.88 ($p = 0.01$). The result table also showed that students with learning disability were more on avoidant attachment style with mean of 15.64; anxious attachment style was also evident more in learning disabled students with mean of 16.15. Secure attachment style evident in non-learning disabled children with mean of 18.80.

Study of Al-Yagon, and Mikulincer (2004) showed that students with learning disability have more anxious attachment and avoidant attachment and less amount of secure attachment. Researchers have also shown that students with learning disability have been rejected by class mates and face emotional problems (Coveen *et al.*, 2000; Roff, 2001; Stone & La Grece, 1990; Vaughn *et al.*, 1990; Vaughn, Elbaum, & Schumm, 1996) which can result in the attachment style problem which they are facing.

Conclusion:-

To conclude, it can be said that there is a significant difference in the attachment style of children with and without learning disability where girls showed better adjustment as compare to boys.

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