

Comparison of social growth - Interpersonal conflicts and working memory of students with and without learning disabilities

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The purpose of this study was to compare social growth, interpersonal conflicts and working memory of students with and without learning disabilities. This is a causal-comparative study and is an applied objective. Statistical population of ordinary students and students with learning disabilities, who during the academic year of 96-97 referred to special centers for learning disabilities in Rasht, and their problems have been proven. The statistical sample included 50 normal students and 50 students with learning disabilities. Data were gathered using Wechsler's Working Memory Questionnaire, Wilson Social Development, and interpersonal communication skills. Data analysis was performed using Spss22 software and independent t-test. In studying the first hypothesis of the research on the difference in social development of students with and without learning disability, the results showed that there was a significant difference between the mean score of social development of students in the two groups. Also, in the second hypothesis, based on the difference between the interpersonal conflicts of students with and without learning disability, the results of t-test indicated that there was a significant difference between the mean score of interpersonal skills of students in the two groups. On the other hand, in the third hypothesis, the difference in the working memory of students with and without learning disability, the results of t-test showed that there was a significant difference between the mean of working memory of students in the two groups.

Keywords : Keywords: Social Growth - Interpersonal Conflicts - Working Memory

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