1.0.0 INTRODUCTION

Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid.

- Albert Einstein

Every individual differs from each other. One individual is never like another in each and every aspect. Each one has his own peculiarities which present him as a separate individual from the others. Each individual has many similarities and dissimilarities with others. Individual differences are caused by heredity and environmental factors. A child comes to this world with certain traits which determine his individual capabilities and thus differs from others on account of heredity. Also each child has born in a different environment from the other; therefore whatever traits the child acquires during his lifetime are usually different from the others.

Each pupil has a distinct pattern of growth. The psychological growth of a given child is usually uneven. The child may have accelerated tempo in certain aspects of development, which may be average in some children and retarded in many others. This pattern of development is illustrated in the figure given below:

Fig. 1.0.0 Individual Difference in Pattern of Development

1- www.brainyquote.com/quotes/authors/a/albert_einstein.html
Various types of development take place at the different stages of the growth of the child. It has also been emphasized that individual differ in the rate of their development. As it is true with physical development, so is true with mental development. A mother whose child can recite poetry at the age of three is full of pride about the achievement of her young one and the other who listens to it do not hesitate in saying that the child is bright. Similarly a mother who finds her child at three not able to pronounce words correctly becomes concerned about him and other people also classify such a child as dull. The fact is that the children differ in their mental capacities and hence there are remarkable differences in the behavior of the children of the same age.

The distribution of intelligence is not equal among all human being. There are individual difference exist in the distribution of intelligence. It is distributed according to the law of normal probability curve or by a definite principle which states that majority of people are of average intelligence and very few possess a high intelligence and similarly very few possess very low intelligence.

For the special education teacher intelligence is defined in terms of children’s interaction with their environments. How well they meet the demands made on them by their school, family, community and other local situations. A child who is consistently unable to meet those demands without some forms of special assistance is generally considered mentally retarded. To be classified as mentally retarded a child must be unable to demonstrate behavior based on intellectual functioning that is appropriate for that person’s age or social situations. On the other hand a child who shows a consistently remarkable performance in any worthwhile line of Endeavour and having a high I.Q. is termed as the gifted child. Here mentally retarded child shows the low intelligence and the gifted child shows the high I.Q. rest are of average intelligence.
Some children, despite having an average or above average level of intelligence, have real difficulty acquiring basic academic skills; these skills include those needed for successful reading, writing, listening, speaking and/or math. These difficulties might be the result of learning disability. The Individuals with Learning Disabilities Education Act (IDEA)\(^1\), a federal law, defines a learning disability as a condition when a child’s achievement is substantially below what one might expect for that child. Learning disabilities does not include problems that are primarily the result of intellectual disabilities, emotional disturbance or visual, hearing, emotional or intellectual disabilities.

Learning disabled children exhibit disorder in one or more of the basic psychological processes involved in understanding and using the spoken or written languages. These disorders are manifested in listening, thinking, talking, reading, writing, spelling, arithmetic. They include conditions which are referred to as perceptual problems, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia. They do not include learning problems which are primarily due to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or to environmental disadvantage. These children are near or above average in intelligence, impulsive, distractible and poor in language organization and abstract ideas, hyperactive as well as hypoactive in different situations. They have severe reading problems. Emotionally unstable, these children are over dependent. They display deficiency in memory processes and thinking.

\(^{1}\)learningdisabilities.about.com/od/whatisld/a/whatissld.html. What Are Learning Disabilities?
The enigma of the youngster who has difficulty in learning is not new. But the concept of learning disability has a brief and turbulent history. Some children are normal and yet at all times display learning problems. They write “deb” for “bed”, “was” for “saw” and cannot concentrate if there is background noise. According to National Advisory Committee on Handicapped Children (USA),¹ “Learning disabled children exhibit disorder in one or more basic psychological processes involved in understanding and in using spoken or written languages. These disorders are manifested in listening, thinking, talking, reading writing, spelling and arithmetic. They include conditions that are referred to as perceptual problems, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia etc. they do not include learning problems which are primarily due to visual, hearing or motor handicaps, mental retardation, emotional disturbance or the environmental disadvantages.”

In 1985 the Federal Inter Agency Committee on Learning Disability\(^1\) restated the concept of learning disability as, “Learning disability is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning and mathematical abilities or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction.” It is safe to assume that a learning disability may or may not be caused by central nervous system dysfunction. The learning disabled have significant problems in learning academic skills that are not due to other handicapping conditions. Many students having learning disability have a lower than average I.Q., many also have high I.Q. and sometimes reach the gifted range.

1.0.1 LEARNING DISABILITY AND LEARNING DISORDER

Learning disability is a classification including several areas of functioning in which a person has difficulty learning in a typical manner usually caused by an unknown factor or factors. While learning disability and learning disorder are often used interchangeably, the two differ. Learning disability is when a person has significant learning problems in an academic area. These problems however, are not enough to warrant an official diagnosis. Learning disorder, on the other hand is an official clinical diagnosis whereby, the individual meets certain criteria as determined by a professional (psychologist, pediatrician, etc). The difference is in degree, frequency, and intensity of reported symptoms and problems and thus the two should not be confused.

The unknown factor is the disorder that affects the brain ability to receive and process information. This disorder can make it problematic for a person to learn as quickly or in the same way as someone who is not affected by a learning disability. People with a learning disability have trouble performing specific type of skills or completing tasks if left to figure things out by themselves or if taught in conventional ways.

1- LD online (2008)
1.0.2 TYPES OF LEARNING DISABILITIES

Learning disability is a broad term. There are many different kinds of learning disabilities. Most often they fall into three broad categories:

- Reading disabilities (often referred to as dyslexia)
- Written language disabilities (often referred to as dysgraphia)
- Math disabilities (often called dyscalculia)

Other related categories include disabilities that affect memory, social skills, and executive functions such as deciding to begin a task.

Dyslexia (Difficulty Reading)

Dyslexia is characterized by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities. Reading disabilities affect 2 to 8 percent of elementary school children. To read successfully, one must:

- Focus attention on the printed symbols
- Recognize the sounds associated with letters
- Understand words and grammar
• Build ideas and images
• Compare new ideas to what you already know
• Store ideas in memory

A person with dyslexia can have problems in any of the tasks involved in reading. However, scientists found that a significant number of people with dyslexia share an inability to distinguish or separate the sounds in spoken words. Some children have problems sounding out words, while others have trouble with rhyming games, such as rhyming "cat" with "bat." Yet, scientists have found these skills fundamental to learning to read. Fortunately, remedial reading specialists have developed techniques that can help many children with dyslexia acquire these skills. However, there is more to reading than recognizing words. If the brain is unable to form images or relate new ideas to those stored in memory, the reader cannot understand or remember the new concepts. Other types of reading disabilities can appear in the upper grades when the focus of reading shifts from word identification to comprehension.

**Dysgraphia (Difficulty Writing)**

Writing too, involves several brain areas and functions. The brain networks for vocabulary, grammar, hand movement, and memory must all be in good working order. A developmental writing disorder may result from problems in any of these areas. For example, a child with a writing disability, particularly an expressive language disorder, might be unable to compose complete and grammatically correct sentences.

**Dyscalculia (Difficulty with Mathematics)**

Arithmetic involves recognizing numbers and symbols, memorizing facts, aligning numbers, and understanding abstract concepts like place value and fractions. Any of these may be difficult for children with developmental arithmetic disorders, also called dyscalculia. Problems with number or basic concepts are likely to show up early. Disabilities that appear in the later grades are more often tied to problems in reasoning.
1.0.3 SIGNS OF LEARNING DISABILITY

We cannot tell by looking that a person has a learning disability, which can make learning disabilities hard to diagnose.

Learning disabilities usually first show up when a person has difficulty speaking, reading, writing, figuring out a math problem, communicating with a parent, or paying attention in class. Some kids’ learning disabilities are diagnosed in grade school when a parent or a teacher notices the kid cannot follow directions for a game or is struggling to do work he or she should be able to do easily. But other kids develop sophisticated ways of covering up their learning issues, so the problem does not get addressed until the teen years when schoolwork and life gets more complicated.

Most learning disabilities fall into one of two categories:

- Verbal
- Nonverbal

People with verbal learning disabilities have difficulty with words, both spoken and written. The most common and best-known verbal learning disability is dyslexia, which causes people to have trouble recognizing or processing letters and the sounds associated with them. For this reason, someone with dyslexia will have trouble with reading and writing tasks or assignments. Some people with verbal learning disabilities may be able to read or write just fine but struggle with other aspects of language. For example, they may be able to sound out a sentence or paragraph perfectly, making them good readers, but they cannot relate to the words in ways that will allow them to make sense of what they are reading (such as forming a picture of a thing or situation). And some people have trouble with the act of writing as their brains struggle to control the many things that go into it from moving their hand to form letter shapes to remembering the correct grammar rules involved in writing down a sentence.
People with nonverbal learning disabilities may have difficulty processing what they see. They may have trouble making sense of visual details like numbers on a blackboard. Someone with a nonverbal learning disability may confuse the plus sign with the sign for division, for example: Some abstract concepts like fractions may be difficult to master for people with nonverbal learning disabilities.

1.0.4 CAUSES OF LEARNING DISABILITY

The causes of learning disability could be organized under organic, environmental and genetic.

Organic

LD arises because of Minimal Brain Dysfunction (MBD). The dysfunction occurs in central nervous system which consists of brain and spinal cord. The malfunction is not due to damage but due to dysfunction which is only minimal. Minimal brain dysfunction arise due to cerebral hemorrhage, cerebral disease because of high fever, head injury, intrauterine environment-premature birth, anoxia, physical trauma, constitutional-generic-neuro-chemical dysfunction. It must be noted that all brain dysfunctions are not associated with learning disability and all types of learning disability do not arise due to brain dysfunction. Hypoglycemia or low blood sugar is a cause of learning problem. Any factor that causes neurological damage can cause learning problems.

Genetic

Learning problems and hyperactivity run in families. Nearly 20% of hyperactive children had one parent hyperactive. Children with Turner’s syndrome have higher incidence of learning disabilities.

Environmental

Maternal factor known to have a negative effect include the use of drugs, the consumption of alcohol and contraction of rubella. Complications during pregnancy such as anoxia (loss of oxygen), birth injury causing brain damage
and children who received neonatal intensive care subsequently become learning
disabled. Learning disability may be caused due to insufficient early experience
and stimulation. It is also caused by poor or inadequate instruction.

1.0.5 PREVALENCE

In India it has been estimated that about 12.5 million children with
disabilities are to be provided education in the school system. Out of which 3.6
million are children with learning disabilities in the age group 5-14 (Sample
Survey, 1981)\(^1\). An important landmark in the history of LD was the Washington
Summit on Learning Disabilities in 1994. At the summit, the prevalence of LD
was quoted as 15% of the population. Among the array of learning disabilities,
deficits in basic reading skills were the most prevalent (Reid L, et al., 1994)\(^2\).
Studies conducted by the Shree Chithira Thirunal Institute of Medical Sciences
and Technology in Kerala in 1997 revealed that nearly 10% of the childhood
population has developmental language disorders of one type or the other and 8-
10% of the school population has learning disability of one form or the other.
The Institute for Communicative and Cognitive Neurosciences (ICCONS),
Kerala, has been conducting research programs in child 162 language disorders
and developing research and rehabilitation programs for learning disabilities.
Screening for LDs for Classes I to VII in schools with follow up assessments by
experts in 10 panchayats in Kerala revealed that 16% of these school children
have a learning disability (Suresh, 1998)\(^3\). In India exclusive efforts are not
made to find out the incidence of LD but it has been established that 10-12 per
cent of our school children are with learning disabilities. These children require
help are in an evaluation system predominantly based on written examination
which is a disadvantage to the learning disabled child.

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1.1.0 EMERGENCE AND JUSTIFICATION OF THE PROBLEM

In the modern society mastery of basic academic skills—reading, writing and arithmetic is a necessary pre-requisite for success in both school and employment setting and in society at large. A large percentage of children suffer from learning disabilities or learning difficulties and therefore do not master or partially master these required academic skills.

Not surprisingly each one learns differently. Most of us have our own “learning difficulty” to cope with. Some people do not do well with numbers, others have difficulty in writing. Some people feel they have to discuss a new idea before they understand it; others need to null it over in privacy.

Learning difficulties and learning problems are often the first descriptive terms used when a child begins to have trouble in school. In some countries, it is used as a synonym for learning disabilities. However, learning difficulties and learning disabilities are usually distinguished with learning difficulties being a broader term. Not all difficulties are learning disabilities. Children develop at different rates and sometimes what seems to be a learning disability may resolve as the child matures. Importantly children who are language learners are sometimes misidentified as having learning disability, as these children are from impoverished backgrounds or with severe problems at home that impact their preparation for school or their behavior.

The term ‘learning difficulty’ has been applied to those children who have significantly greater difficulty in learning than the majority of their age. They are unable to make use of the education facilities available in schools. People with learning difficulties can have problems with many every day learning activities. Reading, spelling and numeric skills are basic to school achievement. Children with specific learning difficulties may show problems in all three areas or only one or two. Reading and spelling are closely associated skills and it is rare to find reading–disabled children who are not at all handicapped in spelling. Most
children are likely to be behind in all three areas, although there are occasional reports of subgroups showing rather more of one or the other deficit.

It was emphasized that the term ‘Learning Difficulties’ as opposed to ‘Learning Disabilities’ is more acceptable and the employed terminology has many implications for the paradigm of learning for these children. It is considered unethical by some schools of thought to label a child disabled in the context of our restricted educational framework that largely depends on the visual mode of learning. If the educational system were to incorporate extensive multi-sensorial teaching strategies and accept learning outcomes from students in modes other than visual, these children would have a greater chance to cope with the curriculum. For example, a child who has writing difficulty due to poor motor coordination should be allowed to give tests and examinations orally much like a viva voce. In such a context it would be apt to term these children as differently abled rather than learning disabled. A specific learning difficulty could be viewed as a 'normal' deviance of brain function. Everyone has a difficulty in one area or the other. Most of the time, it does not interfere with day-to-day functioning. However, when the area of difficulty is in the cognitive region, it impedes academic learning, which is largely pegged on the 3 R's (Reading, Writing and Arithmetic) in the current educational system.

Learning difficulties occur for a variety of reasons. One reason is that the child has some inherent cognitive difficulty that makes learning some skill or skills more difficult than normal. However, some difficulties – perhaps the majority are the result of educational or environmental problems that are unrelated to the child’s cognitive abilities. Ineffective teaching strategies can seriously affect a child’s level of achievement. Early school failure can lead to a lack of self-confidence with subsequent detrimental effects on learning. A variety of variables associated with home background can also contribute to learning difficulties. Sometimes all of the different factors are intertwined. But whatever the primary cause, children with learning difficulties have fallen behind their peers in mastering some important aspect of learning. Some children arrive at school lacking in movement skills despite having had a range
of appropriate preschool experiences. Problems may occur in the planning of motor movements, and in unsteady or uncoordinated movements and an inability to interpret sensory inputs. For some children these problems will result in writing difficulties and intervention will be required for the child to cope with the demands of the curriculum.

Another factor contributing to the declining learning levels in schools is the curriculum load at each level which makes it difficult for children to cope with the increased quantity of facts and information. This has encouraged students to go in for private tuitions. A heavy curriculum works against the first generation learners coming from poor background, who neither receive academic support at home nor can afford tuitions. As a result of the curriculum load schools have lost sight of kindling creativity, developing a critical mindset in children inculcating a value system based on the tenants of our constitution (Ramachandran, 2002).  

Evidence of limited learning in government schools is also obtained from the growing belief that these schools are failing to provide adequate learning opportunities, while the demand for quality basic education is increasing (Sinha, 2003). This has spurred the expansion of the private unaided schools. The social composition of the government schools comprising children of poorest households, many of whom are first generation learners, has made it a place where almost no learning takes place.

Another important way the background of learners influenced achievement was in the language spoken by them. In many cases, this was different from the medium of instruction followed in schools. Students speaking local dialects found it difficult to comprehend teaching in the English medium of instruction, leading to a communication gap between teacher and learners.

This may have an impact on their learning levels (Aggarwal, 2000 and Batra, 2002).¹

Many children in schools can be left to struggle for years with their learning difficulties neglected. But one could wait until the child has settled at school, has completed two or three years of instruction and then assess and treat specific difficulties identified in children who are falling behind the rest of the class. Much of the evidence at this stage leans towards the etiological importance of early behavioral problems in the development of learning difficulties. As it in the early years that efforts at diagnosing learning difficulties and addressing remedial work in language and mathematics must be directed. A variety of methods may be used including oral and written tests and observations. Many researchers have made studies in the area of learning disabilities and the errors made by the children in the field of reading, writing, spelling and arithmetic some of those are as follows:

**TABLE 1.1.0: SOME STUDIES RELATED TO LEARNING DISABILITY**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>YEAR</th>
<th>RESEARCHER</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1983</td>
<td>Thurlow et al</td>
<td>Active academic responses of students with and without learning disability.</td>
</tr>
<tr>
<td>2.</td>
<td>1985</td>
<td>Licht etal</td>
<td>Gender differences in context of learning disability.</td>
</tr>
<tr>
<td>3.</td>
<td>1987</td>
<td>Fellers and Saudargas</td>
<td>Differences in teacher behavior towards elementary school girls with and without learning disabilities in the regular classroom.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>1990</td>
<td>Scarborough</td>
<td>Children at family risk of dyslexia.</td>
</tr>
<tr>
<td>5.</td>
<td>1991</td>
<td>Bevington</td>
<td>Association between poor academic achievement and behavioral problems by examining the direct effects of peer presence of classroom performance in children with learning difficulties.</td>
</tr>
<tr>
<td>6.</td>
<td>1994</td>
<td>Bender and Wall</td>
<td>Social distress among students with learning disability.</td>
</tr>
<tr>
<td>8.</td>
<td>1995</td>
<td>Gajria</td>
<td>Examining homework practices of students with and without learning disabilities.</td>
</tr>
<tr>
<td>13.</td>
<td>1999</td>
<td>Shanti</td>
<td>Temperament, behavioral problems and disciplining style in</td>
</tr>
<tr>
<td>No.</td>
<td>Year</td>
<td>Authors</td>
<td>Title</td>
</tr>
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</tr>
<tr>
<td>15.</td>
<td>2003</td>
<td>Dyson; Lily, L</td>
<td>Children with learning disability within the family context: A comparison in siblings with global self concepts, academic self perception and social competence.</td>
</tr>
<tr>
<td>18.</td>
<td>2006</td>
<td>Maag et al</td>
<td>Depression among students with learning disability.</td>
</tr>
<tr>
<td>19.</td>
<td>2010</td>
<td>Saenz, Tracy Johnson</td>
<td>An exploratory study of the relationships between emotional intelligence and IQ: Implications for students with learning disability.</td>
</tr>
<tr>
<td>20.</td>
<td>2010</td>
<td>Phillip; Carlos,W</td>
<td>Emotional intelligence and adaptive coping in adolescents with learning disability.</td>
</tr>
<tr>
<td>21.</td>
<td>2010</td>
<td>Exner, Stacy, A</td>
<td>An examination of the relationship among learning disability, attention deficit</td>
</tr>
</tbody>
</table>
Learning difficulties not only present problems in coping with academic requirement but has serious repercussions. Teachers and parents label children by their behavior without knowing that reasons are at the root of the problem. Behavioral problems can be caused by learning difficulties and emotional problems. According to researchers, learning difficulties can cause emotional distress. Children with learning disabilities may have higher levels of depression, anxiety, loneliness and low self-esteem than children with no disabilities. Children with learning difficulties are frequently criticized and denigrated by teachers and parents and they may be rejected by peers, who are quick to perceive who stands out in the class as being unable to read and spell. As they fall further and further behind they develop a picture of themselves as deficient, different, hopeless and unsuccessful, unless special steps are taken to attend to these issues. Continuing failure and increasing distress further reduce motivation to try and a syndrome of “learned helplessness” may produce indifference to learning, or in some cases, energetic avoidance of school work.

The problems of learning disabled child are multifaceted which could not be understood without correlating the different variables and adopting an integrated approach to answer the questions pertaining to the problems of learning disabled children e.g. what do they feel about themselves, how do they

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<th>Year</th>
<th>Author(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>22</td>
<td>2011</td>
<td>Sapio, Melissa</td>
<td>Mastery goal orientation, hope and effort among students with learning disabilities.</td>
</tr>
<tr>
<td>23</td>
<td>2011</td>
<td>Meglemre, Jennifer Susan</td>
<td>Teaching self advocacy skills to middle school students with learning disabilities.</td>
</tr>
</tbody>
</table>
react towards themselves and others realizing their limitations, how do they express their creativity, whether they are accepted by peer group or not? And how do they adjust with peer group in school and with their family members at home? There is a need to conduct researches in this area intensively, precisely and scientifically, taking as many variables as possible to understand the problems in depth and to have a composite view of the problems and to find out their remedies. The current study therefore is an attempt to identify children with learning difficulties and explore the overall personality of the learning disabled children of secondary schools. The researcher is interested in all the dimensions, the physical health, their intelligence, achievement, creativity and the social and emotional aspects of the personality of the children who were having learning difficulty from the early age and they come across the long way with these difficulties. This research is an attempt to find the shortcomings and the strengths of the personality of the children having learning difficulty.

1.2.0 STATEMENT OF THE PROBLEM

The statement of the present research problem is as follows:

“A multidimensional study of the learning disabled children.”

1.3.0 DEFINITIONS OF THE TERMS USED IN THE PROBLEM

Statement of the Problem consists of many terms which require further clarification and precise definition in relation to the present study, to avoid any vagueness or ambiguity. These terms are:

Multidimensional:

*According to, Encarta Word Dictionary (1993)*

“Having or involving or marked by several dimensions or aspects.”

Study:

*According to Collins online dictionary*
“Application of the mind to the acquisition of knowledge, by reading, investigation or reflection.”

In the present context multidimensional study was taken as an important and significant aspect in development of learning disabled children; viz. Mental, Emotional and Social aspects.

**Learning disability:**

*According to Academic Dictionary of Education (2005)*

Disorders of the basic psychological processes that affect the way a child learns, many children with learning disabilities have average or above average intelligence. Learning disabilities may causes difficulties in listening, thinking talking, reading, writing, spelling or arithmetic. Included are perceptual handicaps, dyslexia and developmental aphasia. Excluded are learning difficulties caused by visual, hearing or motor handicaps, mental retardation, emotional disturbances or environmental disadvantages.

*According to, Wikipedia (Online Encyclopedia)*

“The term learning disability is used to refer to socio-biological conditions that affect a person’s communicative capacities and potential to learn. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, autism, dyslexia, and developmental aphasia. In the United Kingdom, the term learning disability is used more generally to refer to developmental_disability and intellectual_disability.”

In the present study, learning disabled children are those confined to a condition giving rise to difficulties in acquiring knowledge and skills to the normal level expected of those of the same age and studying in class IX and X.

1.4.0 AIM OF THE STUDY

Aim of the present study is ‘multidimensional study of the learning disabled children.’
1.5.0 OBJECTIVES OF THE STUDY

The present study has been designed with a view to fulfill these objectives:

1) To identify the learning disabled students from the schools of study area.

2) To make the survey of facilities provided by the schools for learning disabled students.

3) To study the behavioral problems of learning disabled children.

4) To study the mental aspects (intelligence, study habit, academic achievement motivation, creativity and achievement scores) of learning disabled children.

5) To study the emotional aspects (adjustment, frustration, temperament, aspiration level and self-efficacy) of learning disabled children.

6) To study the social aspects (social maturity, peer acceptance, parent child relationship, home environment and school environment) of learning disabled children.

7) To portray a composite view of the personality of learning disabled students.

8) Comparison of the personality of learning disabled boys and girls.

1.6.0 SUBSIDIARY OBJECTIVES OF THE STUDY

1) To organize an awareness program for teachers and parents regarding learning disability.

2) To develop inspirational biographies of living examples for boosting the morale of learning disabled children.
1.7.0 HYPOTHESIS OF THE STUDY

Present study is the study of existing condition or the case study of the learning disabled students. In this study researcher is not anticipating anything about the results so there is no need to frame hypothesis.

1.8.0 DELIMITATIONS OF THE STUDY

1) The study was confined to only 120 (60 boys + 60 girls) learning disabled school going children of Agra city studying in class IX and X.

2) The schools of all the boards, U.P. Board, C.B.S.E. Board and I.C.S.E. Board were selected for the collection of samples.

3) To study the behavior physical, mental, psychological and social problem behavior were considered.

4) To study the mental aspect only verbal intelligence, study habits, academic achievement motivation, creativity and academic scores were taken in to account.

5) For the emotional aspects adjustment, frustration, temperament, aspiration and self efficacy were given importance.

6) For the social aspects social maturity, peer acceptance, parent-child relationship, home environment and school environment were considered.
1.9.0 METHOD OF THE STUDY

Descriptive survey method of the research will be followed for the present study. To collect the relevant data, tools will be administered on the cases individually.

1.10.0 SELECTION OF THE SAMPLE

The Simple Random Method of sampling will be used to select the institutions belonging CBSE, ICSE, and UP board. To find out the children with learning disability Purposive Method of sampling will be used. The final sample was consisted of 120 learning disabled (60 Boys +60 Girls) of IX-X classes from intermediate schools of Agra city.
CHAPTER I

23

Non Probability Techniques

Selection of Sample

120 Students

Purposive Method

Non Probability Techniques

Figure: 1.10.0 Selection of Sample

1.11.0 TOOLS OF THE STUDY

To furnish the data in detail various suitable and available standardized psychological tools were used. By observing the nature of investigation, the researcher gave preference to following tools-

i) Self constructed questionnaire to identify the learning disabled children.

ii) Problem behavior checklist (PBCL) developed by D.V. Veeraraghavan and A.Dogra.

iv) Verbal intelligence test (VIT) constructed by R.K. Ojha and Ray Chaudhary.

v) Verbal test of creative thinking (TCW) prepared by Baqer Mehndi.

vi) Academic Achievement Motivation test by T.R. Sharma.

vii) Study habit inventory made by D.N. Sansanwal.

ix) Dimensions of temperament scale developed by N.K. Chadha and S. Chandna.

x) Rosenzweig picture frustration test for children by Uday Parik.

xi) Measure of level of aspiration constructed by M.A. Shah and Mahesh Bhargava.

xii) Rao’s social maturity scale (RSMS) developed by P. Nalini Rao.

xiii) Home environment inventory constructed by K.S. Mishra.

xiv) School environment inventory made by K.S. Mishra.

xv) The test for social acceptability among peers (TSAAP) developed by S.A. Chopra.

xvi) The parent child relationship scale (PCR Scale) prepared by N.S. Chauhan and Hari Sharma.

xvii) To know the educational achievement of the students, annual report card of each child will be considered.

xviii) To know the awareness about the learning disability in children, among parents and teachers self made inventory and interview schedule respectively were used by the researcher.

1.12.0 STATISTICAL TECHNIQUES

I) Mean

II) Percentage

III) Graphical Representation

1.13.0 SIGNIFICANCE OF THE STUDY

A child with a learning difficulty experiences significant delays in one or more academic or developmental areas. Learning difficulties are often the result
of an intellectual disability, physical and sensory disabilities, emotional difficulties, lack of educational opportunities, an illness or disruption to schooling, or inadequate environmental experiences, which may be overcome with early intervention and efforts.

When learning difficulty is due to specific developmental delays most of the workers in the area of the scholastic difficulties ascribe such backwardness to learning difficulties caused by a maturational lag. The problems may be wholly or partly due to factors in the child such as sensory motor, Handicaps, Temperamental traits, psychological problems which are associated to learning difficulties. Environmental factors such as poor educational system, psycho social stressors in the context of the family or the school and the inherent nature of scripts in different languages also contribute to learning difficulties.

It has long been known that learning problems and behavior problems tend to go together i.e., children who have specific learning difficulties are more likely than non specific learning difficulties children to have behavioral and emotional problems of one sort or another; and children with behavioral and emotional problems are likely to be high risk for the development of specific learning difficulties.

Learning disabilities may negatively affect a child’s social growth. Children with LD who do not have many friends will feel lonely, sad and misunderstood. These children will get into fights easily because they will feel disapproved. Emotional problems may mask learning disabilities. Because adults may pay attention on the child’s personality and behavior, they may ignore the child’s learning disabilities. When disabilities are not observed and children do not get help and support, they will come up with any excuse to avoid doing home work tend to drop out of school.

Emotional distress, worries, concerns may increase learning disability when children are worried about their school work, their anxieties about their works and their marks can decrease the ability to pay attention to what they are learning. Not paying attention to things that they have to learn can lead children
not to comprehend and learn, and at the end they will give up and dropout of school or many even are truants avoiding schools. According to researchers children do better in school when they feel good about themselves. Parents and teachers have to help children with learning disability to feel good about themselves rather than labeling as lazy.

The association between specific learning disability and behavior and emotional problems is of great significance over the long time as both behavior problems and academic problems are likely to persist and both are related to maladjustment, social deviance, unemployment and unhappiness in later life. A child with a learning difficulty experiences significant delays in one or more academic or developmental areas. Because of the complex nature of writing skills and applications, writing can be a challenging task to students with difficulties. Children with specific learning difficulties may have difficulties with both the mechanical and process oriented aspects of writing. This defined handicapping conditions of children as disorders in understanding or using language that result in specific academic deficits, including writing.

One of the hallmark features of Learning Disabilities (LD) is inconsistent performance. Research studies with children, adolescents and adults with LD frequently point to sometimes erratic and often confusing profiles of individuals who seem to be able to do some things quite well while struggling dramatically to perform other tasks. This mismatch between ability, expectations and outcomes can cause terrific disappointment and upset, resulting in a cascade of emotions and behaviors that can interfere with everyday functioning in school, at home and in the community.

Learning disability is not an isolated term instead it’s a composite one. Learning disabled children not only poor in reading, writing and arithmetic but various physical, behavioral, social and emotional problems are associated with their learning difficulty. Learning disabled children may have difficulty both in expressive and receptive language and relatively more in expressive. They have
poor motor co-ordination, poor activities in running, catching, skipping, and jumping; frequent falls, stubbing and clumsy behavior.

Learning disabled children are more anxious and withdrawn, have more problems in interacting with teachers and parents, have behavioral problems and less socially skilled. Many learning disabled students had little insight into nature of their problems and attribute these to luck. They show low self-concept more external locus of control and lower level of aspiration than non learning disabled peers. Also they possess problems related to attention and memory.

This study will be found significant to all the teachers of inclusive schooling while, it will give an account of mental aspects of learning disabled children as their intelligence, problem behavior, creativity and study habits. This will help them to understand the stamina of the students to do tasks as well as the mental ability of them and to plan their lessons accordingly.

The research will provide a clear picture of the school and home environment of the learning disabled children, their social maturity, their relationship with parents and the relationship with peers. Are they comfortable interacting with peers or not? This will help the school personnel to arrange the educational facilities and creating a conducive atmosphere for the children with learning disabilities and help them to their fullest possible development. It will give an insight to the parents who are not aware of the learning difficulty of their children and they definitely will tend to improve the environment they are providing their children at home.

Learning disabled children suffer from many emotional problems. This study will give an account of some of the emotional problems like adjustment, temperament, self-esteem, and frustration level of the learning disabled children and assist the educators to arrange the program for the counseling of the children having difficulty in learning. As a whole the research will explore complete personality of the children with learning disability. This will be significant for all the teachers in providing remedial instructions to them according to their
abilities, the parents in providing good home conditions and boosting the morale of their child and to the administrators in providing a friendly atmosphere in the schools.