2.0.0 INTRODUCTION

Man is the only organism that can take advantage of the knowledge; it has been preserved through the centuries since his origin. Human knowledge has three phases; preservation, transmission and advancement. These facts have particular importance in research, which operate as a continuous function of our closer approximation to the truth. Unlike the organisms that start from the beginning with each generation man builds upon the accumulated and recorded knowledge of one part. His constant adding to the vast store of knowledge makes progress possible in all areas of human end over.

The phrase “Review of literature” consists of two words: Review and Literature. The terms “Review” means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition in this field. The term “Literature” means to the knowledge of a particular area of investigation of any discipline, which includes theoretical, Practical and its research studies.

“W.R. Borg”¹ has stated the term “review of literature as the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow in nature and will often duplicate work that has already been done better by someone else.” For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many resources. Only then an effective search for specialized knowledge is possible. In the field of education as in other fields too, the research worker needs to acquire up to-date information about what has been taught and done in particular area from which he or she intends to take up a problem for research.

Before starting actual work for the research researcher surveyed the related literature and studies in order to know the work that has already been done in this area. The researcher also wanted to know the tools and techniques that had been used in the previous studies, so that it may be possible to select tools and techniques easily for the present study. The survey of related literature helps the researcher to avoid replication of research projects.

2.1.0 SIGNIFICANCE OF REVIEW OF RELATED LITERATURE

To answer this question it can be said that when a new research project is launched the researcher has to construct its background with the previous work done by others. We learn from others experiences and our own experiences. According to Good, Barr and Scates (1954),¹ The purpose of the review of related literature can be stated as, “The competent physician must keep abreast of the latest discoveries in the field of medicine, obviously the careful student of education, the research worker and investigator……………. Should become familiar with the location and use of sources of educational information.”

By reviewing the literature related to the problem the researcher not only becomes aware about history of research problem but also establishes a link between past and present. Review of research studies serves as a buckle between the old and-new, between the known an unknown and between the already investigated and to be investigated. Literature provides a sort of factuality to the study. Review of literature develops researcher’s insight and establishes his intellectual superiority over others. Literature is a source of self-enlightment and inspiration to accept challenges. It removes misgivings and misconceptions about the problem. Defining and delimiting the problem is not at all possible without proper review of literature. Importance of related literature can be illustrated in the diagram given below:

2.2.0 SOURCES OF REVIEW OF RELATED LITERATURE

In the present chapter an attempt is made to present all those researches which directly or indirectly have an impact on the problem. The researcher tried to search all related Literature from all possible sources to get acquainted with different problems of desired area, methods and techniques relevant to the related problems and to have clear concept of work itself. There are several sources of review of related literature i.e. periodicals, indices, abstract, books and text-books and survey reports, mono-graphs, yearbooks, Educational research information center(ERIC), microfilm, dissertations and thesis, newspaper etc. sources of review of related literature can be illustrated with the help of diagram given below:
Figure 2.2.0: Sources of Review of Related Literature

The current Knowledge explosion has made selective data retrieval key to the research enterprise as well as to effective educational practice and it can be possible by review of related literature. Thus it can be concluded that the review of Literature is foundation of research work. Keeping in view the importance of related Literature before starting the actual work on the problem investigator made a survey of the related Literature in relation to the variables of the study. Some relevant studies to present problem of research conducted in India and abroad are categorized into three categories on the basis of mental, emotional and social aspects:

- **Researches Related to Mental Aspect**
- **Researches Related to Emotional Aspect**
- **Researches related to Related to Social Aspect**
2.3.0 RESEARCHES RELATED TO MENTAL ASPECT

The studies related to intelligence, academic achievement, reading Comprehension, remedial programs were included in this head:


Objectives:

i) To identify the learning disabled students in social studies.

ii) To diagnose the causes for learning disabilities.

iii) To develop a remedial program for learning disabled students.

iv) To find out the effectiveness of the remedial programs in terms of achievement in social studies.

Methodology:

From the total population of 212 students, 68 were identified learning disabled in social science from the six sections of class VIII. Single group pre-test post-test design was used for the purpose of data collection. Observation schedule and achievement test in social science were used for data collection.

Findings:

i) Significant differences found between the means achievement scores at pre and post-test stages.

ii) The mean achievement scores at the post-test stage are greater than the mean achievement scores at pre-test stage.

iii) Remedial program for the learning disabled students in terms of achievement was found to be significantly effective.

Objectives:

To measure the patterns of performance on the Wechsler Intelligence Scale for Children- revised (WISC-R) have been proposed as useful tool for the identification of children with learning disability.

Methodology:

On the WISC-R the data was examined from 121 children with typical achievement (TA), 143 children with reading disabilities (RD) and 100 children with a specific arithmetic disability (AD), ages 6-16 years.

Findings:

The results indicated that the RD and AD groups had significantly lower scores than the TA group on all the verbal IQ sub-tests. Many of the children with AD and RD showed a significant difference between verbal and performance IQ scores, but so did many of the typically achieving children. There were some children with learning disability who showed the predicted patterns, typically 65% or more of the children with learning disability did not. Results indicate that the patterns of performance on intelligence tests are not reliable enough for the diagnosis of learning disability in individual children.

Soni ,”Disabled students perception and about their education.” (2004)

Objectives:

This study was conducted in elementary schools of rural ares in Devas (DPEP) and Ujjain (non DPEP) district of Madhya Pradesh to find out perceptions of disabled students about their education.
CHAPTER II

Methodology:

The sample of 70 students (35 from Devas and 35 from Ujjain district) which included both male and female were selected using purposive sampling procedure. The hypothesis was formulated to compare perceptions of males and females in Devas and Ujjain districts.

Findings:

The result of the study revealed that no significant differences between the perceptions of males and females in both districts either. As there was no information about Sarva Shiksha Abhiyan in schools and community there is a need for creating awareness for facilities and assistance available for disabled students under this program.


Objectives:

To ascertain the impact of disability on the development of self concept the study was designed to compare the level of self concept among the physically challenged adolescents with the normally developed peers.

Methodology:

Altogether school going adolescents of grade IX and X aged 11-16 were purposively selected from three different schools of Delhi out of which 15 were males and 15 females. Mohsin’s Self Concept Inventory was administered on each subject.

Findings:

The level of self concept among the physically challenged adolescents was found significantly lower than their normal counterparts.

Objectives:

To explore the instructional factors that may contribute to the achievement of high school students with learning disability who are placed in a co-taught settings.

Methodology:

This case study used qualitative methodology, which was supplemented by quantitative data. An optimal environment was created for co-teaching and included careful selection of the co-taught team, support from the campus administration, initial and on-going training for the co-teachers and the creation of common planning periods. Two co-taught classrooms were observed for one semester and five students with learning disabled students were selected from these classrooms for observation and interview. Additional data included interviews with the campus principal, campus teachers and the co-teachers as well as weekly observations using stalking observation system.

Findings:

Interviews and observations suggested that there was little change in teachers or student behavior.

Emery, Laurie. “Academic achievement of middle school students with specific learning disabilities in inclusive co-taught classes.” (2009)

Objectives:

The purpose of this non-experimental quantitative study was to analyze and compare the academic achievement of middle school students with specific learning disability (SLD) in inclusive co-teaching classrooms and in resource classroom to determine in which setting students with SLD demonstrate higher achievement on state standards in reading and math.
**Methodology:**

Archival data from the state test in reading and math, including criterion-referenced and norm-referenced scores and **Curriculum Based Measurements (CBM)** in reading and math when instruction was provided in an inclusive co-taught classroom. CBM reading probes were compared for growth over time in reading.

**Findings:**

The results demonstrated that general educational classrooms instead of resource classrooms are more effective for the students with specific learning disability.

*Gaskins, Courtney.* “*Academic and behavioral characteristics of emotionally disturbed learning disabled and general education students at a secondary residential schools.*” *(2009)*

**Objectives:**

This study provides a description of the academic functioning levels and performance gains of adolescents (n=423) attending a residential school over a seven year period.

**Methodology:**

Students ranged in age from 12 to 18 and represented a wide range of cultural and linguistic backgrounds. The vast majority of the sample was male (68%). The study examined student’s academic and behavioral characteristics, using univariate, bivariate and multivariate analyses. It examines the academic abilities upon entry in to the residential school as well as academic gains over time in reading, mathematics, written language, passage comprehension and fluency. Data on students were grouped and compared based on presenting academic and behavioral characteristics and educational classifications identified by the residential facility.
Findings:

Results revealed that:

i) Strong abilities were found between academic abilities and gender, educational classification, number of placements, illicit drug use presenting issue and IQ. It was found that gender; educational classification illicit drug use and IQ could predict academic achievement in one or more areas examined.

iii) Differences in academic abilities obtained based on time spent in the facility. As a population, students made significant academic gains over time in all areas except passage comprehension.

iv) Students with specific learning disabilities made the most significant academic gains.

v) Males made significant gains over time in all academic areas.

Kizzie. Tamika, Karmen. “It’s just a disability or it is? Stigma psychological needs and educational outcomes in African American adolescents with learning related disabilities.” (2009)

Objectives:

The purpose of the study was to examine the extent to which the special education context, riddled with labeling and teasing, affected the motivation, academic self concept, grades and academic achievement of African American adolescents with learning disabilities.

Methodology:

For this dissertation researcher used data for 180 African American adolescents with learning disability who participated in Special Education Elementary Longitudinal Study (SEELS), a national educational policy study sponsored by the U.S. department of education. This dissertation research is
associated within two theoretical frameworks, **person-environment fit** and **self determination theory** suggesting that optimal outcomes are associated with the satisfaction of certain psychological need namely **competence**, **relatedness** and **autonomy**.

Findings:

Results from study I showed that there were racial differences in the satisfaction of only 2 of the three psychological needs. African American students with learning disability had higher rating of competence and autonomy than white and Latino students but there were no significant differences in ratings of relatedness to the school environment. Results from study I also revealed that relatedness and autonomy served as moderators in the relationship between negative school experiences and educational outcomes such that when students were teased and their psychological needs were high, they had higher educational outcomes.

The second study used data collected from semi-structured interview conducted with 10 African American middle school students with learning related disabilities. Results from this study demonstrated that varying effect of the learning disability label on the academic self-concept and motivation of African American students.

Overall results show that the students in the two studies were well adjusted and not as harmed by the special education environment as might be expected.

Objectives:

The overall purpose of this study was to examine the effect of a “growth mindset” intervention on the beliefs about intelligence, effort beliefs, achievement goals and academic self efficacy of learning disabled (LD) students with reading difficulty.

Methodology:

The treatment group consisted of 12 high school students learning disabled students with reading difficulties. This was a mixed method study examining pretest and post test survey responses utilizing descriptive statistics and analyzing qualitative data: class discussions, student interviews, journal responses and unit quizzes, through themes and coding. This was an exploratory study, inferential statistics was not employed.

Findings:

Student survey answer didn’t reveal a strong pattern of positive motivational change after the intervention. Slight post- test group mean increases were noted in theory of intelligence, mastery goal orientation, performance approach goal orientation and academic self efficacy. Student’s comment indicated confusion about survey questions and dissatisfaction about some aspects of the “growth mindset intervention”. Gender differences were observed in pretest and post test survey responses and in response to the intervention.

Objectives:

The purpose of the study was to explore the relationship between academic self efficacies, effort, self awareness and achievement in college aged students with learning disability and/or Attention Deficit Hyperactivity Disorder (ADHD).

Methodology:

Participants included thirty, fourteen were male and seventeen were female undergraduate students that have been diagnosed with a learning disabled and/or ADHD. The students were selected from small private and large public liberal arts colleges located in western New York and one university in New Jersey. Participants were provided with a packet asking questions regarding demographics. In addition participants completed the effort questionnaire, motivated strategies for learning questionnaire and the self advocacy survey. A simultaneous multiple regression analysis was conducted to gain a better understanding of the relationships that may exist between the variables.

Findings:

Academic achievement was simultaneously regressed on measures of academic self efficacy, self awareness and effort. The overall multiple regression was not found to be significant.
Green, Marie Julie. “Effects of peer mediated vocabulary intervention on science achievement of seventh grade students with and without learning disability.” (2010)

Objectives:

The purpose of this study was to examine the effects of the peer mediated science vocabulary intervention in general education classrooms on academic achievement of seventh grade student with and without learning disabilities.

Methodology:

A quasi-experimental design with multiple pre and post test measures was used to determine the effect of the intervention and whether the intervention was differently effective for students with learning disabilities compared to their non disabled peers.

The study includes 8 teacher participants and 675 student participants in 41 classes. The peer mediated science vocabulary intervention took place 2 days per week with a third day for weekly assessments. Students learned 8 new science terms per week by working with their partners using a student routine and researcher developed science vocabulary cards.

Findings:

Students in the peer mediated vocabulary intervention condition outperformed students in the non-peer mediated condition on three academic measures including vocabulary assessments and numerical grades. However, student’s weekly vocabulary growth on science curriculum based measures was similar for both the groups.

Teachers who implemented the peer mediated science vocabulary intervention reported overall positive perception of the effectiveness and feasibility of the intervention. Students who participated in the peer mediated science vocabulary intervention indicated they enjoyed working with a peer but reported less favorable opinions regarding the general vocabulary procedures.
Hamphrey, Marja J.B. “The relation skills, use of accommodations, and use of services to academic success in undergraduate juniors and seniors with learning disabilities.” (2010)

Objectives:

The purpose of the study was to find out the relationship of self determination skills, use of services, and use of accommodations in the academic success of the learning disabled undergraduate students.

Methodology:

Seventy students from eight institutions (all four year institutions, which include four independent colleges and four state universities) responded to an online survey, completing measures about their Grade Point Average (GPA), use of accommodations, use of related services and their skills as measured by the self-determination student scale.

Findings:

Results indicated that there was a significant, positive relationship between self determination and GPA such that self determination reliably predicted GPA in this sample. However no relationship found between use of accommodations and GPA or between use of services and GPA as many students reported selectively utilizing accommodations and services, which was interpreted to indicate developing self determination.

Hoover, Theresa M. “Effects of self regulated strategy development for writing on high school students with learning disabilities.” (2010)

Objectives:

At the secondary level writing become paramount to successfully navigating the curriculum and expressing knowledge. In this study, the purpose is to see the effectiveness of self regulated strategy in development for writing on high school students with learning disability.
Methodology:

In self regulated strategy for development of writing POW (Pick my idea, organize my notes, writing and say more) and TREE (Topic sentence, reason-3 or more, examining and ending) for persuasive quick writes with four high school students with learning disability was investigated.

Findings:

Results indicated an increase in the response parts written and increased stability in the number of words written.

Mc. Donald, Steven A. “Number line estimation: the use of number line magnitude estimation to detect the presence of math disability in post secondary students.” (2010)

Objectives:

This study arose from an interest in the possible presence of mathematics disabilities among students enrolled in the developmental math program at a large university in the mid-Atlantic region.

Methodology:

Research in Mathematics Learning Disabled (MLD) has included a focus on the construct of working memory and number sense. A component of number sense is the formation of a mental number line. This study looked at the mental representations of the number line in post-secondary developmental math students.

Findings:

It was found that the overall representation was linear, linear for three or four academic levels, and there were linear representations based upon gender. The presence of increased error rates on number line estimation between 23 and 29 needs to be explored.

Objectives:

The purpose of this qualitative causal comparative study was to explore the difference in terms of scores, of English language learners with learning disabilities and mono-lingual English students with learning disability.

Methodology:

Wilson assessment of decoding and encoding reading scores, measures of academic progress reading scores, and Massachusetts comprehensive assessment system English language arts scores. The scores were collected from one academic year.

Findings:

The result indicate that there is no significant difference between the monolingual English speaking learning disabled group and the English language learners learning disabled group. The Wilson reading system is therefore concluded to be an effective reading intervention for English language learner reading disabled students.

Sweeney, Carly M. “The metacognitive functioning of middle school students with and without learning disabilities during mathematical problem solving.” (2010)

Objectives:

The purpose of this study was to investigate the metacognitive functioning of students with learning disability (LD), low achieving (LA) students, and average achieving (AA) students with the context of math problem solving. Deficit metacognition have been attributed to an inability to effectively balance the cognitive and metacognitive strategies necessary for successful problem solving.
Methodology:

This study investigates three components of metacognition:

- Metacognitive knowledge
- Metacognitive experience
- Metacognitive skills

The difference in these components among students with learning disability (n=15), low achievement students (n=38) and average achievement students (n=29) and influence on students math word problem solving was studied. To assess metacognitive functioning students were administered a structural interview and a survey and they solved three math word problems. Additionally to assess math problem solving ability students were administered a ten item math word problem solving test.

Findings:

i) Students with learning disability demonstrated a different pattern of metacognitive function than average achievement students and low achievement students.

ii) Students across ability groups look relatively equivalent in the quantity of metacognitive skills but in quality of metacognitive skills ability group differences were evident.

iii) Metacognitive knowledge was a significant predictor of math word problem solving performance for AA students but not for the other ability groups.

iv) There was a significant difference in the relationship between metacognitive experience and math word problem solving for students with learning disability and average achievement students.

Objectives:

The purpose of this experimental study is to investigate the effects of using content acquisition podcasts (CAPs), an example of instructional technology, to provide vocabulary instruction to adolescents with and without learning disabilities (LD).

Methodology:

A total of 279 urban high school students, including 30 with LD in an area related to reading, were randomly assigned to one of four experimental conditions with instruction occurring at individual computer terminals over a 3-week period. Each of the four conditions contained different configurations of multimedia-based instruction and evidence-based vocabulary instruction. Dependent measures of vocabulary knowledge indicated that students with LD who received vocabulary instruction using CAPs through an explicit instructional methodology and the keyword mnemonic strategy significantly outperformed other students with LD who were taught using the same content, but with multimedia instruction that did not adhere to a specific theoretical design framework.

Findings:

Results for general education students mirrored those for students with LD. Students also completed a satisfaction measure following instruction with multimedia and expressed overall agreement that CAPs are useful for learning vocabulary terms.
2.4.0 RESEARCHES RELATED TO EMOTIONAL ASPECT

Maximum number of studies were found in the emotional aspect. These are as follows:

**Dyson, Lily L.** “Children with learning disability within the family context: A comparison with siblings in global self concepts, academic self perception and social competence.” (2003)

**Objectives:**

The purpose of the study was to examine the global self-concept, academic self perception, social competence and behavioral problems of children with learning disability within the family context. And to make comparison between the target children and their close age siblings and family psychosocial correlates.

**Methodology:**

A sample of 19 children of 8-13 age groups was taken and the participants were administered **Child Assessment Scales** and rated by their parents, who also completed family psychosocial measures.

**Findings:**

The results show that although children with learning disabilities do not differ from their siblings in global self-concept and academic self-perception, their parents rated them to have less social competence and more behavioral problems then their siblings. Moreover the social competence and behavioral problems of children with learning disabilities are related to their parent’s stress.

Objectives:
To examine the self concept of adolescents with learning disability.

Methodology:
The present study was conducted in Kerala with 11-13 years old adolescents. Five schools were selected at randomly.

Findings:
The results indicated that adolescents with learning disability have a less positive academic self concept, experience higher levels of trait anxiety and have higher prevalence of somatic complaints. Adolescents with learning disability had high rates of depression and charming rates of suicide.


Objectives:
The aim of the study was to investigate the self concept during adolescence.

Methodology:
The study was conducted on 100 male and female adolescents between the ages of twelve and fifteen. Self concept questionnaire was administered.

Findings:
The results showed self concept was differ in male and female adolescents and self concept was related to their academic performance. Learning disabled adolescents have low academic self concept and high test anxiety.
Sharma and Dhal. “Self esteem, loneliness and attachment styles among adolescents.” (2007)

Objectives:

To assess self esteem, loneliness and attachment styles among adolescents and examine their association with each other and with age and gender.

Methodology:

Adolescents (55 males and 55 females) from a public school in Delhi, aged 10-13 years were administered Coppersmith Self-Esteem Inventory (school form), Attachment Scale and UCLA. Adolescents aged 10-11 years reported higher self-esteem as compared to those aged 12-13 years (p<0.01) low global, general and home parents self-esteem were associated with high levels of loneliness. Adolescents with high self-esteem were securely attached while those with low self esteem had preoccupied and fearful attachment.

Findings:

Adolescents studying in a public school reported high levels of self-esteem, moderate loneliness and secure attachment style. Students with low self-esteem and feelings of loneliness may benefit from psychological intervention.


Objectives:

1) To study the self concept of disabled children.

2) To compare the self concept of children, adolescents and adults.

3) To compare the self concept of male and female disabled children.
Methodology:

Adolescents and adults were studied with the help of questionnaires to compare their response to skills or abilities, life experiences and social interaction. The study has conducted in Lucknow on sample of thirty disabled individuals. The sample was divided into three subgroups of ten each with one group comparing adolescents (in the age group of 7-13) another comparing adolescents (in the age group of 14-20) and the third in the age group of 21-45 years. Each group had 5 male and 5 female respondents. The disabled children were randomly selected from Drishthi Samajik Sansthan. Tools were self prepared by the investigator.

Findings:

Results indicated that children had a more positive self concept than adults and adolescents. Males had more positive self concept than females. Correlations between the actual and ideal selves revealed a positive relation between the actual self and the desired ideal self for all the group and there were no gender difference.


Objectives:

1) To investigate the self consciousness of children with learning disabilities.

2) To identify the factors related to self consciousness of learning disabled children.

Methodology:

Five hundred and sixty pupils graded from 1-6 in an elementary school were investigated. According to the Pupil Rating Scale revised screening for learning disabilities (PRS), Combined Raven’s Test (CRT) and achievement of main courses, 35 of 560 pupils were diagnosed as learning disabled children.
Thirty five children were selected from the average children and thirty five from the advanced children in academic achievement equally matched in class, gender, and age with learning disabled children as control groups. The three groups were tested by Piers-Harris Children’s Self Concept Scale. Basic information of each subject was collected by self made questionnaire.

**Findings:**

Results compared with the average and advanced children, learning disabled children got significantly lower scores in Self Concept Scale. Based on logistic regression analysis, three factors were identified, including family income per month, single child and delivery model. The results suggest that self consciousness of children with learning disability is lower than that of normal children.

**Phillip, Carlos W.** “Emotional intelligence and adaptive coping in adolescents with learning disability.” *(2009)*

**Objectives:**

This study investigated the relationship between emotional intelligence in a sample of 80 middle and high school students as an index of their ability to deal successfully with emotion related experiences and its relationship to their use of approach and avoidance coping strategies.

**Methodology:**

The study utilized bi-variate correlation, multiple correlation and canonical correlation analyses to determine correlation between participant’s scores on the *Shuttle Emotional Intelligence Scale* and the *Coping Response Inventory* – youth version.
Findings:

Results of the study showed that there was a significant relationship between emotional intelligence and approach coping but did not show a significant relationship between emotional intelligence and avoidance coping.

Sampson, Christine M. “Life stories of selected adults with learning disabilities: How they come to understand and choose to reveal their disabilities.” (2009)

Objectives:

The purpose of the research was to study how the adults with learning disability continued to be impacted by their disabilities throughout their lives. They are willing to disclose their disability publically or not.

Methodology:

Ten adults with learning disabilities were interviewed for this qualitative study to determine how individuals with learning disabilities come to understand and disclose their disabilities.

Findings:

The results suggest that the understanding of what a learning disability means is based upon several factors including the words and actions of others, special education placement and self evaluation. Most adults in this study fully or partially disclose their learning disabilities to a variety of people and for an assortment of reasons. They use self presentation strategies such as covering or passing to minimize or conceal the effects of the learning disability. Demystification and self-determination assist with a positive understanding of the learning disability and successful adjustment in adulthood.
**Saenz. Johnson, Tracy.** “An exploratory study of the relationships between emotional intelligence and IQ: Implications for students with learning disability.” (2009)

**Objectives:**

The current study was an exploratory study to investigate the relationship between emotional intelligence and IQ scores in a research sample of students with learning disability.

**Methodology:**

The Emotional Skill Assessment Process (ESAP) and the Wechsler Intelligence Scales (WISC-III) were used to quantify emotional intelligence and IQ.

**Findings:**

The findings of the study showed:

i) There was no statistically significant relationship between total emotional intelligence scores and IQ using a Pearson’s correlation.

ii) There was no statistically significant difference for genders when ANOVA was performed.

iii) No statistically significant findings in verbal, performance and full scale IQ when compared to emotional intelligence.

iv) Emotional intelligence skills as measured by ESAP and IQ are two different theoretical constructs.

**Villanueva, Diana.** “Students with learning disabilities in post secondary education: Differences among students with varying levels of self advocacy skills and academic achievement.” (2009)

**Objectives:**

This quantitative study described factors that promote or discourage self-advocacy among students with learning disability at the post secondary level.
CHAPTER II

Methodology:

Data were gathered from students with learning disability at the post secondary level and faculty members at the university Texas-Pan-American to address issues on accommodations as well as student’s self conceptions regarding their learning disability. Five questionnaires were utilized to describe student and faculty member’s perceptions regarding learning disabilities and the accommodation process at the post-secondary level.

Findings:

Data from the study helped increase an understanding of the factors that may increase or decrease students academic success at the post secondary level.

Meglemre. Susan, Jennifer.” Teaching self advocacy skills to middle school students with learning disabilities.” (2010)

Objectives:

Many students with learning disability do not understand the nature of their disability or how it affects their learning. Fewer still are willing to discuss their disabilities with peers and teachers. This study aimed at to teach self advocacy skills to learning disabled students.

Methodology:

A self advocacy curriculum was field tested with twenty eight grade students with learning disability. The students were given a questionnaire before and after the treatment and the results were compared to a control group of eighteen eighth graders with learning disabilities. The student’s questionnaires were also compared to their Individualized Education Program (IEP) in order to determine accuracy of self knowledge. The students in the study were observed in their transition meetings to the high school for evidence of self advocacy skills and increased participation. The two teachers who implemented the curriculum were interviewed at the end of the study.
Findings:

Students on the treatment group and control group had little understanding of their learning disabilities. Although the treatment teachers reported that students felt more comfortable talking about their disabilities in class as a result of the curriculum, the questionnaires did not show a significant difference in comfort talking about their disabilities. There was a significant difference in the ability of students in the treatment group to describe their disability in the transition meetings as a result of an essay they wrote as a part of the curriculum.

Wallace, Beatrice. “Studying the effect of the PASSPORT program on self-esteem with students who have learning disabilities.” (2010)

Objectives:

The purpose of the study was to evaluate the effects of a six week self esteem and academic progress of twenty 14-16 years old ninth grade students who have learning disabilities.

Methodology:

The PASSPORT program for ninth graders has a sixteen developmental activities and is based on Annvernon’s philosophy that learning rational thinking skills will help adolescents increase self acceptance, handle difficult emotions and conquer self defeating behavior. The PASSPORT program outcome was examined using a pre-post non-equivalent, quasi-experimental design. Rosenberg’s self-esteem scale was used as the pre-post instrument to measure self-esteem levels.

The questionnaire was used with 2 intact groups (One treatment and one control). There were 20 students in both the treatment and control group. The repeated measure ANOVA was used comparing two groups, with two measurements taken (pre-test and post-test) with an effect size of 0.30, power of 80% and level of significance of 5%.
Findings:

The self-esteem and academic grades of students with learning disabilities in the treatment group would improve to a greater extent than the students in the control group at the 5% level of significance.


Objectives:

1) To study the self efficacy of dyslexic and non dyslexic children.

2) To study the social anxiety of dyslexic and non dyslexic children.

3) To study the interactional effect of self concept and self efficacy on social anxiety of dyslexic and non dyslexic children.

Methodology:

Descriptive survey method was used for the study and purposive method of sampling was used to select the sample. A sample of V and VI std was selected to perform the study. For the identification of learning disabled children and self-concept self constructed questionnaire was used. For social anxiety Liebowitz social anxiety scale (1987) and for self efficacy Matthias Jerusalem’s General Self Efficacy Scale was used.

Findings:

She found significant relationship between self concept, self efficacy and social anxiety of dyslexic and non dyslexic children and significant difference was found between self efficacy and self concept of dyslexic and non dyslexic children.
2.5.0 RESEARCHES RELATED TO SOCIAL ASPECT


Objectives:

The purpose of the present study was to determine the influence of contextual variables on adjustment and academic performance within the context of a Risk and Resilience Model.

Methodology:

The Behavior Assessment System for Children (BASC) was used to evaluate the relationship between psychosocial adjustment, change in academic skills and contextual factors longitudinally over a two year period in 100 children (aged 7-11 years) referred for learning problems.

Findings:

There was little improvement in academic skills, contextual factors contributed to observed psychosocial outcome. Different factors were salient for parents, teachers, and children context derived vulnerability and protective factors can be important determinants of adjustment in children with learning problems.


Objectives:

1) This study concurrently examined the relationship between adolescents and parent perceptions of family environment and social anxiety.

2) This study concurrently examined the relationship between adolescent’s perceptions of their parent child rearing styles, family environment and their report of social anxiety.
Findings:

Adolescents reporting higher levels of social anxiety perceived their parents as being more socially isolating overly concerned about others opinions, ashamed of their shyness and poor performance and less socially active than did youth reporting lower levels of social anxiety. Parent perception of child rearing styles and family environment, however did not differ between parents of socially anxious and non socially anxious adolescents. Results are comparable to studies using adult retrospective reports and are discussed with regards of the best role of the family environment in the development of social anxiety.


Objectives:

To examine the social adjustment and self concept of adolescents of special education service and of regular education programming.

Methodology:

40 adolescents who received special education services under the, “learning disabilities” designation and 41 who had regular education programming were taken as study sample. Students were mailed asset of questionnaires about their current functioning, including the social adjustment scale- self support and the Tennessee self concept scale. Data on IQ and achievement test scores were also obtained.

Findings:

No significant differences were found between groups SA measures or any of its subscales, or the measures of SCT. A small subset of Ss in the learning disability group has clinically low self concept scores. Achievement on IQ measure, collectively were good predictors of global social adjustment.

Objectives:

The purpose of this study was to investigate the social anxiety of learning disabled compare to non-learning disabled peers.

Methodology:

Larson Social Anxiety Scale was administered 20 learning disabled and 20 non-learning disabled adolescents of grade IX and X aged 12.14 were purposively selected from different school of Hyderabad.

Findings:

Results indicates that learning disabled adolescents experience more social anxiety that non-learning disabled adolescents.

Chintamanikar. “Social competence of adolescents with learning disabilities compared to classmates of low and average to high achievement.” (2006)

Objectives and Methodology:

To study the social competence of learning disabled adolescents comparison with average to high achieving classmates resulted in medium to large effect sizes for teachers perception of social competence, peer preference ratings, positive peer nominations, global self worth and self perception of scholastic academic achievement yielded moderate effect sizes for teacher’s perceptions of social competence and for peer social preference rating small effect sizes were obtained for global self worth and self perceptions of scholastic performance.
Findings:

It was conducted that a) adolescent with learning disabilities and b) children with learning disabilities and their low achieving classmates do not appear to have accurate self perceptions of social acceptance.


Objectives:

The aim of the study was to investigate the relationship between social anxiety and learning disability in adolescents.

Methodology:

Social phobia and anxiety inventory for children and the social anxiety scale for adolescents were administered on 25 Learning Disabled Students selected through self prepared questionnaire.

Findings:

Social anxiety was found higher in Learning Disabled adolescents. In addition social phobia is prevalent during adolescence and its associated negative outcome.


Objectives:

1) To investigate social competence in adolescents with learning disabilities.

2) To investigate social competence in skills and social competence.

Methodology:

The social competence was examined in sample of 105 adolescents and the method used was descriptive survey method.
Findings:

1) Adolescents with learning disabilities have more difficulty in making and keeping friends than non learning disabled students.

2) Adolescents with learning disabilities have been shown to be less involved in recreational activities and to derive less satisfaction from their social interactions than their peers without learning disabilities.


Objectives:

The objective of the study was to identify and to find the effectiveness of group therapy in decreasing social phobia among children with learning disability.

Methodology:

A quasi-experimental pre-test and post-test group was research design. The Liebowitz social anxiety scale (LSAS) was administered on 20 children (age 10-15 years) with learning disability, selected at random.

Findings:

The children were found to have various levels of social phobia as measured by the LSAS.


Objectives:

This study aimed at examining perceived peer relations and social competence in children with specific development disorder of scholastic skills.
Methodology:

A sample of twenty children with disorders of scholastic skill aged, seven to 12 years and twenty controls matched on age, class and I.Q. were taken. The two groups were assessed on (i) A semi-structured interview schedule. (ii) Malin’s intelligent scale for Indian children. (iii) NIMHANS Index for special learning disabilities. (iv) Perceived peer relations questionnaire. (v) Interpersonal competence scale – teacher version.

Findings:

Results revealed that children with scholastic skill disorder perceived their relationship with peers as cordial. However teacher found these children as poorer in social competence and in dimension of academic popularity affiliation and sportsmanship qualities.


Objectives:

To study the impact of family on social competence of children.

Methodology:

The present study was conducted on a sample of 200 children in the age group of 2-4 years were selected randomly from two localities i.e. rural and urban areas of Hisar district of Haryana state. For urban sample 100 children of 2-4 children from preschool lab of department of human development and rural family studies sample 100 preschoolers of 2-4 years from anganwadis of two villages. Social attribute checklist developed by Kartz and Moclellan (1970). Secondly land social maturity scale(Sparrow et.al. 1984) containing four sub-domains was used to assess social competence of children.
Findings:

Results revealed that social competence of children were influenced by variables such as family income, mother education, father occupation family sizes etc.

Karnade, etal. “Recollection of learning disabled adolescents of their schooling experience: A qualitative study.”(2009)

Objectives:

The aim of this study is to analyze the recollections of adolescents with specific learning disability who were undergoing education in regular mainstreaming schools.

Methodology:

Prospective interview based study conducted in clinic. Adolescent’s responses to a semi-structured interview were audio taped, transcribed and interpreted by content analysis. The number of participants was determined by ‘saturation sampling’ resulting in a total of 30 adolescents. Twelve adolescents have overall neutral recollections. The researcher had ‘overall’ positive recollections and overall negative recollections about having specific learning disability during their schooling.

1) Fourteen adolescents stated ‘getting provisions as good features. Whereas 7 states feeling different from classmates and 6 stated being teased by classmates about their disability as bad features of having specific learning disability.

2) 19 adolescents remembered classroom teachers being supportive, while 7 remembered being insulted by them.

3) Of the 21 adolescents who had undergone remedial education, only 10 acknowledged that it had benefitted them.
Findings:

Results showed that improving the knowledge of classroom teachers, classmates and family members about specific learning disability and about the rationale of provisions will help reduce the unpleasant experiences of students with specific learning disability undergo during their schooling years.

Kessler, Michele Lynn. “Reading comprehension and social information processing of students with and without learning disabilities.” (2009)

Objectives:

The current study explored possible relationships among the social information processing abilities and reading comprehension abilities of the learning disabled students.

Methodology:

46 seventh and eighth grade students with and without learning disabilities in a large urban mid-western school district. Student’s reading comprehension was assessed using a socially complicated text (i.e. a text that required social inferences) with a surprising ending.

Findings:

Results suggested that both the social inferences needed to understand the surprising ending. Students with learning disability (LD) are outperformed by their NLD pairs in their ability to recall the story’s main ideas, as well as their ability to comprehend socially complicated text. Additionally students with LD found to differ significantly from their NLD peers on step V (response decision) of the Crick and Dodge (1994) model of social information processing. Finally, the data suggested that the ability to encode social cues predicted performance on social inferencing questions that require understanding of character motives and taking a character’s perspective.
Rodriguez, Gracia. Gina D. “Analysis of school discipline with a focus on characteristics of Hispanic adolescents with learning disabilities from a low-socio economic area” (2009)

Objectives:

The research reported herein examined the emotional and behavioral characteristics of adolescent Hispanic students with and without learning disabilities from a middle school in north central Texas.

Methodology:

The data were based on all students enrolled at the campus (n=986), but focused on 55 students of Hispanic descent with learning disability and 55 students without. The data accrued for this study utilized a school discipline data base. In addition, a 43 item behavioral rating scale was completed on each student of the more focused group. Methods of data analysis were derived from descriptive statistics, one-way analysis of variance and multiple regression measurements.

Findings:

The results indicate that Hispanic students with learning disabilities often exhibit more disruptive behaviors.


Objectives:

This study is based on a risk and resilience model to explore external productive factors (Friendship and social support from family, peers and teachers) and internal protective factors (special self efficiency) in terms of their distinct and combined contributions to predict social competence of children with learning disability.
Methodology:

Participants consisted of 58 children with different forms of learning disability. And their teachers from public to private middle to middle high socio-economic status school districts. Individual self-report assessments and teachers rating were collected for each participant.

Findings:

The multiple regression analysis did not yield statistically significant results. Therefore, deductions can be made about the contributions of each variable in the model or that any of the independent variables significantly predict social skills. However, results of this study did reveal differences in age and race for self efficacy.

**Sapio, Mellisa.** “Mastery goal orientation, hope and effort among students with learning disabilities.” (2010)

Objectives:

The effect of mastery goal orientation was investigated to offer a clearer understanding of academic resilience of students. This research incorporated the achievement emotion of hope with achievement goal theory and extended its scope with achievement scope to the population of students with learning disability.

Methodology:

Participants in a suburban public school district completed questionnaires mastery goal orientation, hope and effort with their social studies classes at the beginning and end of the school marking period.

Findings:

Findings revealed that students with learning disability reported lower level of hope than low mastery students. For females low mastery group with learning disability had significantly lower levels of hope than low mastery
students without learning disability and for males however the interaction was in
the opposite direction. A significant impact was found of gender and mastery
goal orientation on effort.

Seals, linda J. “The experiences of parents with adolescents identified as
having a specific learning disability.” (2010)

Objectives:

The primary research question guiding this phenomenological study
involved understanding the experiences of parents with adolescents identified as
having a specific learning disability.

Methodology:

Data from in depth, semi-structured interviews with 12 parents were
collected and analyzed by employing the Stevick-colaizzi-keen method. The
analysis revealed that the recognition and acceptance of a child’s otherness
permeated the parent experience of specific learning disability while four other
interconnected contexts emerged concerning parents lived experiences with:

- Other identified child
- Other family members
- Teachers and staff
- Other members of an individualized educational planning

Findings:

The study found that parents adopted roles such as caretaker, cheerleader,
legal analyst and child advocate in order to obtain the educational services they
deemed appropriate for their child.
Wong, Jean Yi Chin. “Possibilities for engagement: Exploring the participation of students labeled as learning disabled in the classroom discourses.” (2010)

Objectives:

The study examines the Culturally and Linguistically Diverse (CLD) students with labels of learning disabilities in their English, math’s and social studies classes. The study draws on the theoretical framework of disability studies in education to understand student’s positioning in various classroom conditions.

Methodology:

The study was conducted at a low income, public school with a class of eighth graders in their Collaborative Team Teaching (CTT) classes, English math and social studies. Ethnographic inquiry tools such as observation, interview with teachers and students and document of students and teachers work were collected to understand the context of engagement and disengagement.

Findings:

The findings reveal that student’s academic performances vary widely in different participatory structures. There were mutually constitutive relations between instructional contexts and student’s enactment of their “disabilities”. Examination of the teachers perceptions of students background indicate that while the teachers, in general, acknowledge the rich experiences of students cultural, linguistic and social class backgrounds, they hold less nuanced interpretations of students abilities, drawing upon normative and hierarchical conceptualizations.
2.6.0 CONCLUSION

On the basis of resources and the time available to researcher, it is to be concluded here that many studies have been done in the area of learning disability which are more in abroad and very few in India. All studies are dealing with different aspects of learning disability.

Sweeney, Carly M. studied the metacognitive functioning of the learning disabled students and found the result that Students with learning disability demonstrated a different pattern of metacognitive function than average achievement students and low achievement students. D’ Angiulli, Amedeo & Siegel, applied the WISC –R on children and found that intelligence testing is not reliable in identifying the learning disabled children. Baldridge, Caufield, Mary worked in the field of intelligence, mastery goal orientation, performance approach goal orientation and academic self efficacy.

Wallace, Beatrice dealt with the self esteem and achievement of learning disabled students. Sapio, Mellisa demonstrated that learning disabled children have lower level of hope than the other children. Meglemre. Susan, Jennifer tried to judge the comfort level of learning disabled students while talking with others about their disability. Benowitz. Joy, Alison worked on the social competence of the learning disabled students.

Saenz. Johnson, Tracy revealed that there was no statistically significant relationship between total emotional intelligence scores and IQ using a Pearson’s correlation. Phillip, Carlos W showed that there was a significant relationship between emotional intelligence and approach coping.

A review of researches available in this field presented in the foregoing pages indicates that there is not even a single study which deals with the physical aspect of the learning disabled students. There are studies that are related to mental, social and emotional aspects of learning disabled children but they are in isolation, do not give a comprehensive whole of the personality of the learning
disabled students. Therefore, it is realized that it will be the best effort to make a multidimensional study of the learning disabled students.