CHAPTER 3
PROBLEM AND HYPOTHESES

The research evidence reviewed suggests that most of the learning disability students have mental health problems and psychological disturbance under a variety of situational and environmental circumstances. In this competitive educational environment the learning disability students have a dire need to read and understand to achieve the higher goals and also need to make emotionally competent to attain better academic achievement. The family background, school environment and peer group all affect the quality of academic achievement but low level of socio-economic-status has negative effects on the academic performance of students because the basic need of students remain unfulfilled. However, there is substantial evidence that emotional competence is also related to academic performance of the school students because the emotional competence includes “the awareness of one’s emotion, the ability to understand others’ emotions, the ability to use the vocabulary of emotion, the capacity for empathy, the ability to differentiate internal subjective emotional experience from external emotional expression, the capacity to control emotional distress, an awareness of emotional messages within relationships, and the capacity for emotional management”. The emotions of the adolescents are influenced by their cognitive thinking, which can be immature. They can be argumentative apparently to express their reasoning abilities. In real, they are indecisive and can be easily influenced by their external environment. The learning disability students are self-conscious to the extent that they want to present their “best” to other people. They think that they are special and invulnerable. The emotions of such students are erratic, and their problems are especially prominent upto the junior secondary school. Such problems lead to these students their school maladjustment, juvenile detention symptoms, academic underachievement, low self & emotional concept, low locus of control, stereotypical behavior, posttraumatic stress, specific psychological deficit, perceptual associational deficit, memory deficit, motor deficit and social status deficit, etc. In learning disability students, anxiety, severe depression and suicidal thoughts are specifically more common. They have negative self-image, in self-efficacy they are poor, and they have difficulty in self-regulation and poor emotional health. Belief
systems and role of thinking as the root of problems in such students, and have need to emphasize recognizing and changing the root of problems with the help of cognitive behaviour coping skills techniques of cognitive behaviour therapy. They need to manage the emotional reaction because it is associated with greater behavioural adjustment of problems. Cognitive behaviour therapy intervention directly produces the changes in thinking, feeling and behaviour because the aim of cognitive behaviour therapy is directly target reduces distress, revaluates thinking and distressing symptoms.

The present research would be an attempt to understand the emotional & academic issues of Learning Disability students. The main aim of the present research is to assess the impact of Cognitive Behaviour Therapy among Learning Disability group of students on their emotional competence and academic performance with the help of cognitive behavioural coping skills techniques. This research will make new effort to deeply understand the new concept of psychological intervention for learning disability students and how the students can cope with the environmental or situational barriers, and how they can be made emotionally strong or competent in context to academic performance. Keeping this in view, the following problem has been undertaken:

**Problem**

Impact of cognitive behavior therapy on emotional competence and academic performance among Learning Disability group of students

**Objectives**

To screen and diagnose the Learning Disability group of students.

1. To assess the Emotional competence and Academic performance among Learning Disability group of students.

2. To study the impact of Cognitive Behavior Therapy on emotional competence of Learning Disability group of students.
3. To study the impact of Cognitive Behavior Therapy on academic performance of Learning Disability group of students.
4. To compare the efficacy of Cognitive Behavior Therapy across the demographic variables

Hypotheses

1. There would be positive relationship between Emotional competence & Academic performance of Learning Disability group of students.

2. There would be positive impact of Cognitive behavior Therapy on Emotional competence of Learning Disability group of students.

3. There would be positive impact of Cognitive behavior Therapy on Academic performance of Learning Disability group of students.

4. The efficacy across the gender, type of school and the area of the Learning Disability participants would be significantly different.