

## A study of learning disability among students reference to Balasore district, Odisha

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### ABSTRACT

The cardinal object of the present study was to investigate the learning disability among 10<sup>th</sup> students. The present study consisted sample of 60 students subjects (30 male students and 30 female students studying in 10th class), selected through random sampling technique from Balasore District (Odisha). Data was collected with the help of learning disability scale developed by Farzan, Asharaf and Najma Najma (university of Panjab) in 2014. For data analysis and hypothesis testing Mean, SD, and t test was applied. Results revealed that there is significant difference between learning disability of Boys and Girls students. That means boys showing more learning disability than girls. And there is no significant difference between learning disability of rural and urban students.

**Keywords:** *Learning Disability, 10th Students*

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are smarter than their peers. But they may have difficulty in reading, writing, spelling, and reasoning, recalling and/or organizing information if left to figure things out by them or if taught in conventional ways.

A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Parents can help children with learning disabilities achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties.

### ***Facts about learning disabilities***

Fifteen percent of the U.S. population, or one in seven Americans, has some type of learning disability, according to the National Institutes of Health.

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Difficulty with basic reading and language skills are the most common learning disabilities. As many as 80% of students with learning disabilities have reading problems. Learning disabilities often hereditary.

Learning disabilities should not be confused with other disabilities such as autism, intellectual disability, deafness, blindness, and behavioral disorders. None of these conditions are learning disabilities. In addition, they should not be confused with lack of educational opportunities like frequent changes of schools or attendance problems. Also, children who are learning English do not necessarily have a learning disability.

Attention disorders, such as Attention Deficit/Hyperactivity Disorder (ADHD) and learning disabilities often occur at the same time, but the two disorders are not the same.

### *Different types of learning disabilities*

1. **Dyslexia** – a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder.
2. **Dyscalculia** – a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
3. **Dysgraphia** – a writing disability in which a person finds it hard to form letters or write within a defined space.
4. **Auditory and Visual Processing Disorders** – sensory disabilities in which a person has difficulty understanding language despite normal hearing and vision.
5. **Nonverbal Learning Disabilities** – a neurological disorder which originates in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

**Dyspraxia.** Dyspraxia affects a person's motor skills. Motor skills help us with movement and coordination. A young child with dyspraxia may bump into things or have trouble holding a spoon or tying his shoelaces. Later, he may struggle with things like writing and typing. Other problems associated with dyspraxia include:

- Speech difficulties
- Sensitivity to light, touch, taste, or smell
- Difficulty with eye movements

**Dyslexia.** Dyslexia affects how a person processes language, and it can make reading and writing difficult. It can also cause problems with grammar and reading comprehension. Children may also have trouble expressing themselves verbally and putting together thoughts during conversation.

**Dysgraphia.** Dysgraphia affects a person's writing abilities. People with dysgraphia may have a variety of problems, including:

- Bad handwriting
- Trouble with spelling
- Difficulty putting thoughts down on paper

**Dyscalculia.** Dyscalculia affects a person's ability to do math. Math disorders can take many forms and have different symptoms from person to person. In young children, dyscalculia may

affect learning to count and recognize numbers. As a child gets older, he or she may have trouble solving basic math problems or memorizing things like multiplication tables.

## **REVIEW OF LITERATURE**

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001) studied We review the body of research on reading comprehension for students with learning disabilities. First, we describe the factors that lead to the comprehension difficulties of these students. Next, we describe our procedures for reviewing the literature on effective instructional methods for this population. Next, we review the body of studies involving instructional methods for improving the comprehension of narrative text. This is followed by the research on techniques for improving the comprehension of expository text. We conclude with a discussion of ongoing issues in the field—in particular, (a) the increased use of socially mediated instruction, (b) the need to teach multiple strategies to students to improve comprehension, and (c) controversies in how important it is to explicitly teach specific strategies versus merely providing flexible frameworks to structure dialogue on texts read.

Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002) was investigated the relationship between placement in inclusive and pullout special education programs and academic and behavior outcomes for students with learning disabilities (LD). Demographic data such as age, gender, ethnicity, socioeconomic status, and IQ established comparability of two groups. Qualitative and quantitative methods described two schools and their special education models, one inclusive and the other pullout. Individualized Education Plan (IEP) goals and objectives, classroom accommodations, and teacher collaboration were examined to provide functional definitions. Results indicated that the two programs differed significantly. Further, students served in inclusive classrooms earned higher grades, achieved higher or comparable scores on standardized tests, committed no more behavioral infractions, and attended more days of school than students served in the pullout program.

### **Objective**

1. To Study the Learning Disability of Boys and Girls Students.
2. To Study the Learning Disability of Rural and Urban areas Students.

### **Hypotheses**

**Ho<sub>1</sub>** There will be no significant difference in mean scores of the Learning disability among student with reference to Gender (Boys,Girls).

**Ho<sub>2</sub>** There will be no significant difference in mean scores of the Learning disability among student with reference to Type of area (rural and urban).

### **Variable**

#### **Independent variable:**

1. Gender
2. Type of area

#### **Dependent variable:**

1. Learning disability

### **Sample**

The sample of the present research study consisted of 60 Boys and 60 Girls 10<sup>th</sup> Student where selected from Balasore District Odisha. In which 30 Boys and 30 Girls are selected. In which 15 urban areas and 15 rural areas students selected. Sample was randomly selected from Balasore District (Odisha).

**Tools**

**Learning Disability:** Learning disability checklists has presented in a simple and understandable style. It was validate by Farzan, Asharaf and Najma Najma (university of Panjab) in 2014. Learning Disabilities Checklist consists of 91 items measuring six areas of LDs; Gross and Fine Motor Skills (8 items), Language (17 items), Reading (15 items), Writing (12 items), Mathematics (12 items), Social Emotional Functioning (10 items), Attention (8 items), and others (10 items). Out of them only 39 item selected to measure Reading (15 items), Writing (12 items), and Mathematical Disabilities (12 items). 39 statements measure presence or absence of LDs. Learning Disabilities Checklist items were answered on Yes/No (absence or presence of problem) format. Presence or absence of difficulties was labeled as 1 and 0, respectively. Higher scores reveal more learning problems. Scores on overall checklist ranged from 0-39 (RD = 0-15; WD = 0-12; MD = 0-12). Participant having overall score of 19 or above was categorized as having LDs and a score at or below 10 as without LDs. There was not any item with reverse scoring.

**Reliability and validity:** Alpha coefficient is .81 to .94 which is far above the minimum level of .70 Cronbac alpha levels. Inter scale and total subscale correlation are also significant at  $p < 0.1$ . Cronbac Alpha indicates reliability and exploratory factor analysis indicates that this checklist is valid.

**Procedure**

The data obtained from subject was analyzed with help of “t” test to study the effects of variables.

**RESULTS AND DISCUSSION**

**H<sub>01</sub>** There will be no significant difference in mean scores of the Learning disability among student with reference to Gender (Boys and Girls).

*Table 1*

	N	Mean	SD	t Value	Level of Significant
<b>Boys</b>	30	13.47	4.52	2.47	0.01
<b>Girls</b>	30	10.43	4.98		

**H<sub>02</sub>** There will be no significant difference in mean scores of the Learning disability among student with reference to Type of area (rural and urban).

*Table - 2*

	N	Mean	SD	t Value	Level of Significant
<b>Rural</b>	30	12.63	4.73	1.07	Not significant
<b>Urban</b>	30	11.27	5.16		

Table no 1 showed significant difference of Learning disability between Boys and Girls students. SD is 4.52 and 4.98, ‘t’ ratio is 2.47 thus null hypothesis was rejected. Table no 2 showed no significant difference of Learning disability between urban and rural area. SD is 4.73 and 5.16, ‘t’ ratio is 1.07. That means null hypothesis was accepted.

## CONCLUSION

1. There is significant difference in the mean score of Learning disability among the boys and girls students. Boys showing more learning disability than girls. A study conducted by Mahin et al. 2014 and found that there was a significant difference in Learning disability between boys and girls.
2. There is no significant difference in the mean score of Learning disability among the students in urban and rural area. Rural students and urban students showing same kind of learning disability.

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### *Conflict of Interest*

The author declared no conflict of interest.

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