

A study of student with learning disability have more tendency towards academic stress

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ABSTRACT

The ultimate object of the present study was to study the students with learning disability have more tendency towards academic stress. The present study consisted sample of 120 students subjects (60 male students and 60 female students studying in 10th), selected through random sampling technique from Balasore District (Odisha). Data was collected with the help of learning disability checklist developed by Farzan, Asharaf and Najma Najma (university of Panjab) in 2014 and Scale for accessing Academic stress developed by Sinha, Sharma and Mahendra (2001) was used. For data analysis and hypothesis testing Mean, SD, t test and correlation was applied. Results revealed that there is a significant difference between learning disability of boys and girls students. There is a significant difference between learning disability of urban and rural students. There is no significant difference between academic stress of boys and girls students. There is no significant difference between Academic stress of rural and urban students. And there is a positive correlation between learning disability and academic stress. That means the learning disability students showing more academic stress.

Keywords: *Learning disability, Academic Stress, 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 to 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.

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School education is a very important part in an individual's life and is also a turning point in their academic life. At this stage, the academic performance of a student plays a crucial role in deciding the next stage of their education, which in turn shapes their career. An excess of academic stress during this stage can result in adverse effects that are far-reaching and prolonged.

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and the inability to understand a subject. Academic stress involves mental distress regarding anticipated academic challenges or failure or even the fear of the possibility of academic failure. Academic stressors show themselves in many aspects in the students' environment: at school, home, in their peer relations and even in their neighborhood.

Excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress related disorders, which in turn can affect their academic results. Anxiety as a disorder is seen in about 8% of adolescents and children worldwide. Anxiety and stress have a substantial negative effect on their social, emotional and academic success. Depression is becoming the most common mental health problem that the college students suffer these days. It is also a reflection of an individual's academic frustration, academic conflict, academic anxiety and academic pressure. The four components of academic stress usually identifiable in a student are academic frustration, academic conflicts, academic anxieties and academic pressures.

Academic and exam stress is found to be positively correlated with parental pressure and psychiatric problems. It is important to remember that the mental constitution or coping capacities vary from one child to another. Therefore, children with poor coping capacities become more prone to anxiety, depression and fear of academic failure and this shows us that one should not compare one student with another.

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.

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.

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- 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.
- 6. 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
- 7. 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.
- 8. 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
- 9. 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

Geisthardt C, Munsch J (1996), in their study was to compared learning disability and without learning disability. The number of samples of 59 students with learning disability (27 females and 32 males), and a sample of 402 students without learning disability (241 females and 161 males) are taken. Using a checklist of 11 stressful school events, the authors found that learning disable adolescence, those who are failed they have less involvement in school activity than their non-learning disable peer. Students with learning disabilities reported more academic stress than noon learning disable children.

Porval K et. Al. (2014) examined the academic stress among senior secondary students. The total participants of the study were 30 (15 male and 15 female). All students belong to 12th standard studying in Noida. The Data was collected through standardized Academic Stress Questionnaire (ASQ) by Akram, Mohd Ilyas Khan and Sahiba Baby. Mean, Standard deviation and T-test were conducted for analysis of data. Result indicates that there is significant difference among boys and girls in relation to academic stress. Result revealed that senior secondary boys have higher academic stress in compare to girls.

Objective

1. To find out the Learning disability of boys and girls Students.
2. To find out the Learning Disability of Rural and Urban areas Students.
3. To find out the Academic stress of boys and girls students.
4. To find out the Academic stress of Rural and Urban areas Students.

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5. To find out the relation between Learning Disability and Academic stress of the students.

Hypotheses

- H₀₁** There will be no significant difference in the Learning disability among student with reference to Gender (boy and girl).
- H₀₂** There will be no significant difference in the Learning disability among student with reference to type of area (rural, urban).
- H₀₃** There will be no significant difference in the Academic stress among student with reference to Gender (boy and girl).
- H₀₄** There will be no significant difference in the Academic stress among student with reference to type of area (rural and urban).
- H₀₅** There will be no significant correlation between Learning disability and Academic stress of the student.

Variable

Independent variable:

1. Gender
2. Type of area

Dependent variable:

1. Learning disability
2. Academic stress

Sample

The sample of the present research study consisted of 60 Male and 60 Female Student were selected from Balasore District Odisha. Sample was randomly selected from 4 school of Balasore District (Odisha).

Tools

- 1. Learning Disability:** Learning disability checklists has presented in a simple and understandable style. It was validated by Farzan, Asharaf and Najma Najma (university of Panjab) in 2014. Learning Disabilities Checklist consists of 91 items out of 39 statements measure Reading (15 items), Writing (12 items), and Mathematical Disabilities (12 items) to know the presence or absence of LD. 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 LD. Alpha coefficient is .81 to .94 which is far above the minimum level of .70 Cronbac alpha levels.
- 2. Academic Stress:** Scale for assessing academic stress developed by Sinha, Sharma and Mahendra (2001) was used. This scale consists a 30 items of self-report measure. Subject has to answer each item for the presence or absence of academic stress symptoms. The subject has to choose yes answer for the presence of academic stress or no answer for the absence of academic stress, scored as (1- the presence of symptoms) and (0-the absence of symptoms) for each item as applies to him/her. The split-half reliability is 0.75 indicating adequate reliability of the scale. High score indicating Academic stress. In the present research high academic stress means 1 standard deviation above the mean (11.3+3.68=15).

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Procedure

As per the experimental design and statistical data sheet required for the study, the target was for 120 questionnaires to be filled up by the 10th class students in and around the Balasore city. For the present study, the data were collected only state board school of Balasore. A random method for data collection was adopted.

Statistical Analysis

The entire data were coded for analyses the t-test for mean difference and correlation to know the relation between Learning disability and Academic stress were applied. All the calculations were calculated manually.

RESULTS AND DISCUSSION

Ho₁ There will be no significant difference in mean scores of the Learning disability among student with reference to Gender (male/female).

Table 1

Learning disability	N	Mean	SD	t value	Level of Significant
Boys	60	12.88	5.15	2.051	0.05
Girls	60	11.02	4.81		

Table - 2

Ho₂ There will be no significant difference in mean scores of the Learning disability among student with reference to Type of area (rural and urban).

Learning disability	N	Mean	SD	t value	Level of Significant
Rural	60	13.30	4.99	3.026	0.01
Urban	60	10.60	4.78		

Table 3

Ho₃ There will be no significant difference in the Academic stress among student with reference to Gender (boy and girl).

Academic stress	N	Mean	SD	t value	Level of Significant
Boys	60	13.88	4.06	1.88	Not significant
Girls	60	15.42	4.78		

Table 4

Ho₄ There will be no significant difference in the Academic stress among student with reference to type of area (rural and urban).

Academic stress	N	Mean	SD	t value	Level of Significant
Urban	60	15.27	4.51	1.52	Not significant
Rural	60	14.03	4.39		

Table-5

Ho₅ There will be no significant correlation between Learning disability and Academic stress of the student.

Variable	N	Correlation
Learning disability	120	0.23
Academic stress	120	

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Table no 1 showed significant difference of Learning disability between boys and girls students. SD 5.15 and 4.81, 't' ratio 2.051 at significant 0.05 level. Table no 2 showed significant difference of Learning disability between urban and rural area. SD 4.99 And 4.78, 't' ratio 3.026 of significant at 0.01 level. Table no 3 showed no significant difference of Academic stress between boys and girls students. SD 4.06 and 4.78, 't' ratio 1.88 which was not significant. Table no 4 showed no significant difference of Academic stress between urban and rural area. SD 4.51 and 4.39, 't' ratio 1.52 which was not significant. Table 5 showed there is a significant positive correlation between Learning disability and Academic stress.

CONCLUSION

1. There is a significant difference in the mean score of Learning disability among boys and girls students. Boys students showing more Learning disability than girls students.
2. There is a significant difference in the mean score of Learning disability among the students in urban and rural area. Rural areas students showing more learning student than urban areas students.
3. There is no significant difference in the mean score of Academic stress among boys and girls students.
4. There is no significant difference in the mean score of rural and urban area students.
5. There is a positive correlation between Learning disability and Academic stress, means when learning disability increased academic stress increased and when learning disability decreased than academic stress decreased.

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Conflict of Interest

The author declared no conflict of interest.

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