

Comparative Study

A Comparative Study of the Cognitive Distortion and Behavioural Profile of Male and Female Children with Specific Learning Disabilities to Those of Their Normal-Performing Peers

Sushmita Singh^{1*}

ABSTRACT

The comparative analysis of the behavioral characteristics and cognitive distortions of male and female children forms the basis of the sample. This study demonstrates how the perspectives of children without learning disabilities and those with specific learning disabilities differ. Their cognitive processes and behavioral characteristics in comparison to typical children. A sample of 200 pupils was gathered, of which 100 were female and 100 were male. Various tests were utilized, and a two-way ANOVA was employed as the research design. Anova was used as the research methodology. The findings indicated that certain learning handicapped children had behavioral problems, and that female children in particular learning-disabled children had more behavioral problems than male children. Here are some recommendations for dealing with and inspiring students who have learning disabilities.

Keywords: *Dyslexia, Dysgraphia, Dyscalculia, Specific Learning Disability, Cognitive Distortion*

Since thinking, reasoning, and memory are all parts of cognition, a cognitive function is a technique that leads to the person's comprehension and perception of the material at their disposal. It is a procedure that handles information processing. Learning difficulties can show themselves in a variety of ways and affect a learner in various aspects of their life. Concern is greatest in areas involving fundamental academic abilities.

Four steps in the process of cognition and cognitive processes are covered:

1. Input
2. Integration
3. Production
4. Remarks

Learning/Cognitive Difficulties

"Cognition" is synonymous with "understanding"; it is the capacity to decipher visual and auditory stimuli and to draw conclusions from nonverbal signs and body language. Individuals suffering from these disabilities could find it difficult to pick up new skills, draw

¹PhD Scholar, Dept. of Psychology, Hislop College Nagpur

*Corresponding Author

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conclusions from one circumstance to another, and articulate themselves verbally or in writing.

- **Specific Learning Disability** – a deviation from one or more fundamental psychological processes engaged in using or comprehending written or spoken words.
- **Dyslexia** - a reading and language impairment
- **Dysgraphia** - a condition that makes it difficult to write or form letters
- **Dyscalculia** - a difficulty with maths
- **Dyspraxia** - difficulty in motor skills

Analyzing Essentials About Dyslexia

These are the key points of dyslexia –

- People with dyslexia are thought to have this learning style from birth.
- A person's brain is not malfunctioning if they have dyslexia. must be taught something else, such as reading and spelling, using a different approach.
- Everybody is affected with dyslexia differently.

The Behavioral Profile of a Particular Learning-Disabled Person

Among the warning indicators of learning difficulties are:

- Refusing to attend school.
- Making disparaging remarks about one's own skills, such as "I'm stupid." I give up.
- I'm not capable of that.
- Avoiding having to complete homework.
- Claiming that the work is too hard.
- Attributing poor grades to the instructor
- Unwilling to present homework to parents.
- Refusing to complete a task or assignment that is given in class.
- Displaying bodily symptoms (such as headaches, stomach-aches, anxiety, and/or sadness).
- Violating the rules of the classroom in order to get out of it and avoid having to perform any work.
- Refusing to speak in order to prevent conflict: "what's going on with these math tests?" "I'd prefer not to discuss it."
- Skipping class.
- Bullying peers.

The effect that behavioral issues have on a child's sense of self:

- Dissatisfaction is Growing
- The combative youngster
- Stupid/Clowning
- Low regard for oneself

Objective of the Study

The objectives of the study are as under.

- To quantify the cognitive abnormalities or symptoms in youngsters that are male and female.

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- To distinguish between learning impaired children and typical children in terms of their preoccupation with risk, self-criticism, helplessness, and hopelessness.
- To evaluate the differences in internalizing and externalizing behaviour issues between kids with specific learning disabilities and typical kids.
- To look for differences on a competency scale between children with specific learning disabilities and typical kids.
- To distinguish, using the syndrome scale, between children with specific learning disabilities and typical children.

RESEARCH METHOD

Table 1

Category	Subgroup	Count (N)
Total Sample	-	200
LD	Male	50
LD	Female	50
Normal	Male	50
Normal	Female	50
Male	Total	100
Female	Total	100

Research Design

This kind of research is non-experimental and ex post facto. A 2x2 Factorial Design was employed, taking into account the levels of both independent variables, in order to carry out the actual study design.

RESULTS AND ANALYSIS

The goal of the current study was to compare normal and learning challenged male and female participants in terms of the five domains of cognitive distortion—self-criticism, self-blame, helplessness, hopelessness, and preoccupation with danger—and look for differences between them and eight behavioral competency factors: physical complaints, social problems, rule-breaking behaviour, attention issues, anxiety, depression, and withdrawal; also, somatic complaints. additionally, to determine the impact of gender and individual kinds (Normal/LD) on children's cognitive distortion.

The purpose of this study is to examine the impact of gender and disability types on eight factors of behaviour competency, including somatic complaints, social problems, attention problems, rule-breaking behaviour, aggressive behaviour, and anxiety/depression, as well as five domains of cognitive distortion: self-criticism, self-blame, helplessness, hopelessness, and preoccupation with danger. This study also aimed to distinguish between normal and learning handicapped male and female subjects based on eight criteria of behaviour competency and five domains of cognitive distortion. The study's sample consists of 200 individuals, divided into 100 learning-disabled participants (50 male and 50 female) and 100 normal subjects (50 male and 50 female). Four subgroups, each with 100 responses, are created by the permutation and combination of two independent variables, and the data is then analysed using the factorial design. Two by two factorial trials are the basis of the analysis of variance.

CONCLUSION

The study's findings led to the following conclusions being made.

- Self-criticism was found to be more common among female learning challenged children.
- Regarding self-criticism, a noteworthy correlation was discovered between the sorts of children and their gender.
- The propensity toward self-blame was more prevalent in female participants with learning disabilities.
- Regarding self-blame, there is a substantial connection between gender and both LD and normal participants.
- A tendency toward helplessness was more prevalent in female children with learning disabilities.
- There was a noticeable correlation between the categories of children and gender when it came to helplessness.
- There is a higher prevalence of pessimism among female children with learning disabilities.
- There was a noteworthy correlation found on pessimism between child kinds and gender.
- Compared to male learning handicapped and normal children, female learning-disabled children showed a stronger inclination toward obsession with risk.
- No significant interaction was found between the two independent variables of obsession with risk.
- There is no discernible difference between male and female individuals on the anxious/depressed scale. Nonetheless, compared to normal participants, learning challenged participants reported higher levels of anxiety and depression.
- There was no discernible relationship between the sorts of children and gender in terms of anxious or sad behaviour.
- A higher prevalence of withdrawn and depressed behaviour was seen in learning challenged participants. There is no gender difference on this factor, though.
- There is no discernible relationship between the sorts of children's withdrawn/depressed behaviour and their sexual orientation.
- Male and female children's somatic complaints were shown to differ, with learning-disabled female respondents having a higher prevalence of somatic complaints.
- There was a notable correlation found between the sorts of children's somatic symptoms and their sex.
- When it came to social problems, the learning challenged male participant showed more than the female person.
- Though there is no discernible sex difference, learning challenged youngsters tend to have greater thought problems.
- Sex and child kinds tend to interact significantly when it comes to thought problems.
- The attention problems experienced by female learning challenged subjects were relatively greater than those of normal male subjects. However, there was no discernible relationship found between the categories of children and gender.
- Male individuals exhibited a higher prevalence of rule-breaking behaviour than female subjects. Nonetheless, it seems that children with learning disabilities experience this tendency more frequently than usual.

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- Normal female children were found to be more aggressive than the other comparison groups in terms of behavior.

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Conflict of Interest

The author(s) declared no conflict of interest.

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