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Research Article

A STUDY OF ANXIETY AMONG CHILDREN WITH LEARNING DISABILITY

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ABSTRACT

Learning disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and non-verbal information. These disorders result from impairments in one or more psychological processes related to learning in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities. This study done in govt primary school students in Gaya district of bihar. The test state trait anxiety test by sanjay vohara delhi used for assessments of anxiety level in children's with learning disability. Main finding are learning disabled children have more guilt prognosis, low self control, low maturity level, low suspiciousness and high tension.

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INTRODUCTION

Learning disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. These disorders result from impairments in one or more psychological processes related to learning a, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities. Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills: oral language (listening, speaking, understanding) reading (decoding, comprehension) written language (spelling, written expression) mathematics (computation, problem solving). Learning disabilities may also cause difficulties with organizational skills, social perception and Social interaction. The impairments are generally life-long. However, their effects may be expressed differently over time, depending on the match between the demands of the environment and the individual's characteristics. Some impairment may be noted during the pre-school years, while others may not become evident until much later. During the school years, learning disabilities are suggested by unexpectedly low academic achievement or achievement that is sustainable only by extremely high levels of effort and support.

Learning disabilities are due to genetic, other congenital and/or acquired neuron-biological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socio-economic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including attention, behavioral and emotional disorders, sensory impairments or other medical conditions.

A study by Ekblad found a positive correlation between psychological disturbance and poor school achievement among Chinese children.

Shenoy and Kapur noted that 21 out of 88 children with learning disability had a co-morbid psychological diagnosis. Kishore *et al.* reported that 21 out of 56 children with specific developmental disorders of scholastic skills had a co-morbid psychological disorder. John found that one-third of scholastically backward children had a co-morbid psychological problem. Of these, 16% had disorder of emotion, 6% had conduct disorder (CD) and 12% had mixed disorders of emotion and conduct.

In a retrospective study at child and adolescent unit at National Institute of Mental Health and Neurosciences, Bengaluru; Muthukumar *et al.* found that 79% of children with learning disabilities had comorbid psychological disorders, in which

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32% had internalizing disorders, 28% had externalizing disorders and 19% had other disorders.

In a study by Bäcker and Neuhäuser. On 77 children with dyslexia, psychological co-morbidity was found in 66.2%. Of these, the most frequent was adjustment disorders, followed by hyperkinetic disorders and anxiety.

Willcutt and Pennington from the University of Colorado reported that children and adolescents with reading disability exhibited significantly higher rates of all internalizing and externalizing disorders than individuals without reading disabilities.

Chaudhary, A.K. & MeghwalJyoti (2015), A Study of Anxiety & Depression among Learning Disabled Children, the main finding are. 1. Anxiety level among LD children is very high as compared to the able/ normal children. 2. Depression level among LD children is very high as compared to the able/ normal children.

The Aims of the Present Study

1. To assess the Resilience of children with learning disability
2. To assess the level of Stress among children with learning disability.
3. To assess the level of guilt prognosis, maturity, self control, suspiciousness, and tension among children with learning disability.
4. To compare the levels of depression, anxiety and stress between children with learning disability and non disabled.

Hypothesis

1. There is a significant difference between learning disabled and regular education students in the level of guilt prognosis experienced in the academic environment.
2. There is a significant difference between maturity by learning disabled and regular education students.
3. There is a significant relationship between self control responses of students experiencing high self control levels and those experiencing low self control levels.
4. There is a significant difference between tension levels of learning disabled and regular education students in the academic environment.
5. There is a significant difference of anxiety between low socioeconomic status and high socioeconomic status.
6. There is a significant difference between maturity by learning disabled and regular education students.

METHODOLOGY

The population for this study was taken from Gaya district in Bihar. Here simple collected from Govt primary and upper primary schools randomly. Total 100 samples is taken for the study firstly assessed learning disabled children from general children population in schools from verbal learning disability checklist Hindi version. After that used State Trait Anxiety Test (STAT), For Assessments of Anxiety Level Of children with learning disability and general children.

Tools

1. verbal learning disability checklist Hindi version(VLDC-SV) by Drvishalsood,
2. State Trait Anxiety Test(STAT), by sanjay vohara

RESULTS AND DISCUSSION

The psychological meaning of each anxiety components is describe in research work. Here find on different results on different components of anxiety.

Table 1 guilt proneness in low and high SES children with learning disabled and non learning disabled.

SES	LD			NLD			t-ratio	significance
	N	M	SD	M	SD			
LOW	50	14.2	4.8	12.1	3.1	2.6		P<.01
HIGH	50	17.4	4.9	15	3.1	2.9		P<.01

LD-learning disability, NLD-non-learning disability, SES-socioeconomic status N-norm, M-mean,SD-standard deviations

In guilt proneness find high stern score in low SES in both case learning disabled as well as non learning disabled .so more guilt proneness find in low SES learning disable children than normal children.

Table 2 maturity in low and high SES children with learning disabled and non learning disabled

SES	LD			NLD			t-ratio	significance
	N	M	SD	M	SD			
LOW	50	20.31	7.41	16.10	5.10	3.5		P>.01
HIGH	50	19.69	4.36	14.40	2.80	7.25		P>.01

Here show high stern score in children with learning disabled children in low SES that indicate low maturity level in children with learning disability. In high SES more maturity in learning disabled children it also varies in non learning disabled children's.

Table 3 self control in low and high SES children with learning disabled and non learning disabled

SES	LD			NLD			t-ratio	significance
	N	M	SD	M	SD			
LOW	50	29.90	3.76	19.11	2.46	17.12		P>.01
HIGH	50	19.21	4.66	17.44	3.21	2.21		P>.01

Here find low self control in children with learning disability. in the case of high SES children show low self control and in low SES show more self control. This finding also shown in Non learning disabled children.

Table 4 suspiciousness in low and high SES children with learning disabled and non learning disabled

SES	LD			NLD			t-ratio	significance
	N	M	SD	M	SD			
LOW	50	17.63	5.01	14.36	4.90	1.94		P<.01
HIGH	50	14.21	4.83	12.10	3.10	2.63		P>.01

Here find in suspiciousness in children with learning disability show low stern score than children with non learning disabled in the case of high SES children show low suspiciousness and in low SES show more suspiciousness. This finding also shown in Non learning disabled children's.

Table 5 tension in low and high SES children with learning disabled and non learning disabled

SES	LD			NLD			significance
	N	M	SD	M	SD	t-ratio	
LOW	50	14.21	4.43	12.10	3.10	2.63	P<.01
HIGH	50	14.44	4.88	12.16	3.16	2.78	P>.01

Here shown high stern score in low SES with Learning disability. It indicate more tension in low SES Children with learning disabled. Same results find in non learning disabled children. In this research main finding is follow in children’s with learning disabled belonging from low socioeconomic status have severe anxiety and in case of high socioeconomic status children show moderate anxiety. In comparasion non learning disabled children also varies like high SES show low anxiety than low SES.

CONCLUSION

1. Here find significant difference between learning disabled and non-learning students in the level of guilt prognosis experienced in the academic environment. Learning disabled children have more guilt prognosis.
2. Here find low maturity level in learning disabled and more maturity level in non-learning disabled students.
3. In learning disabled children there is low self-control but in case of normal children find high self-control.
4. Here find significant difference between tension levels of learning disabled and regular education students in the academic environment. In learning disabled children show high tension level and non-learning disabled children show low tension.
5. Here is a significant difference of anxiety between low socioeconomic status and high socioeconomic status. in socioeconomic status learning disabled children show high anxiety but in case of high socioeconomic status students show low anxiety.

Here study about anxiety among children with learning disability and non-learning disabled. Here shown socioeconomic status play important role in anxiety of learning disabled and non-disabled. Here gender did not show difference.

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