



LEARNING DISABILITIES AND SELF CONFIDENCE OF SECONDARY STUDENTS – A CORRELATION ANALYSIS

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ABSTRACT The purpose of this study is to find out the relationship between learning disabilities and self confidence of secondary students. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the secondary students studying in Sankarankovil taluk. From the population, 300 ninth standard students were randomly selected as the sample for the study. The finding reveals that the level of learning disabilities and self confidence of secondary students are found to be moderate. The research reveals that there is a significant negative correlation between learning disabilities and self confidence of secondary students.

KEYWORDS : Learning disabilities, Self confidence, Secondary Students.

Introduction

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 as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways (Jody L. Maanum, 2009). A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, 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^[1].

Generally speaking, self confidence is: A feeling or belief in your powers and abilities. The dictionary meaning of self confidence is having confidence in one's own ability. Two main things contribute to self confidence: *self efficacy and self esteem*^[2]. A child gains a sense of self efficacy when that child sees himself mastering skills and achieving goals that matter in those skill areas. This is the confidence that, if a child learn and work hard in a particular area, will succeed and it's this type of confidence that leads people to accept difficult challenges and persist in the face of setbacks. This overlaps with the idea of self esteem, which is a more general sense that a person can cope up with what is going on in their lives, and that they have right to be happy. Partly, this comes from a feeling that the people around us, agreed with us, which may or may not be able to control. However, it also comes from the sense that a person is behaving virtuously, that they are competent at what we do, and that we can compete successfully when they put their minds to it. Some people believe that self confidence can be built with affirmations and positive thinking. Self confidence is the oil that smoothly turns the wheels of the relationship between an individual and their capability- that is, their natural talents, skills and potential.

Need and significance of the study

Students with Learning Disabilities have significant difficulty in one academic area while coping well, or even excelling, in other areas of academic, sporting, or artistic achievement^[3]. Learning disabilities are complex and go beyond the stereotypical perceptions of the disorder as simply reading difficulties, or letter reversals. They vary considerably, both in terms of the functions they impact and the severity of the impact experienced. The appropriate accommodations depend upon the individual's strengths as well as his/her specific difficulties. Frequently, learning disabilities are not detected before children start school. Many students with learning disabilities display no signs of difficulty, except when they attempt the specific academic tasks that challenge their particular area of cognitive processing difficulty^[4]. Unlike many other disabilities, identifying a learning disability poses some particular challenges since processing disorders are assessed through inference based on student responses. It might not be obvious that a student's learning difficulties are due to a learning disability. The

specific needs of individuals with learning disabilities change and evolve throughout their lifetime. This does not mean the disability no longer exists, but by varying the activities they undertake and the strategies they develop to address their particular learning disabilities, students may experience different challenges at different times.

Self-confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. Nonetheless, although confidence is a desirable characteristic, arrogance – or a sureness of feeling not well founded in one's ability – is undesirable. Children develop self-confidence in their abilities through their academic environment. When students acquire healthy levels of self-confidence, they are better equipped to face the stress of school. Students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude. Teachers can use a variety of activities and techniques to promote self-confidence in your students.

People who are confidence at work will take on a difficult task knowing that it is "challenge" so they will enjoy "problem solving". Lack of self-confidence can be made up of several different aspects like: guilt, anger turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistakes, depression etc. Depression can actually also be a result of a lack of self confidence. So the present study intends to measure the relationship between learning disabilities and self confidence of secondary students.

Objectives

The researcher has framed the following objectives for the present study.

1. To find out the level of learning disabilities and self confidence of secondary students.
2. To find whether there is any significant relationship between learning disabilities and self confidence of secondary students.

Hypothesis

1. There is no significant relationship between learning disabilities and self confidence of secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of "Self confidence scale" comprises of 50 items which was developed by Krishna B.Prasad and Priya K.S and "Learning disabilities inventory" comprises of 44 questions, which was developed and validated by the Anantha jothi (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 secondary students studying in Sankarankovil taluk. The data were analysed using percentage analysis and correlation analysis.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings

which may satisfy the requirements of the objectives of the study.

Objective: 1

To find out the level of learning disabilities of secondary students

Table 1
Level of learning disabilities of secondary students

Learning disability and its Dimensions	Low		Moderate		High	
	No	%	No	%	No	%
Dyslexia	81	27.0	164	54.7	55	18.3
Dysgraphia	66	22.0	183	61.0	51	17.0
Dyscalculia	48	16.0	212	70.7	40	13.3
Learning disability	61	20.3	198	66.0	41	13.7

It is inferred from the above table that 27.0% of secondary school students have low, 54.7% of them have moderate and 18.3% of them have high level of dyslexia.

22.0% of secondary school students have low, 61.0% of them have moderate and 17.0% of them have high level of dysgraphia.

16.0% of secondary school students have low, 70.7% of them have moderate and 13.3% of them have high level of dyscalculia.

20.3% of secondary school students have low, 66.0% of them have moderate and 13.7% of them have high level of learning disability.

Objective: 2

To find out the level of self confidence of secondary students

Table 2
Level of self-confidence of secondary students

Low		Moderate		High	
No	%	No	%	No	%
38	12.7	206	68.7	56	18.7

It is inferred from the above table that 12.7% of secondary school students have low, 68.7% of them have moderate and 18.7% of them have high level of self confidence.

Ho1: There is no significant relationship between learning disabilities and self confidence of secondary students.

Table 3
Relationship between learning disabilities and self confidence of secondary students

Variables		Calculated 'r' value	Remarks
Dyslexia	Self-confidence	- 0.238	S
Dysgraphia	Self-confidence	- 0.241	
Dyscalculia	Self-confidence	- 0.249	
Learning disability	Self-confidence	- 0.281	

(at 5% level of significance, the table value of 'r' is 0.115, S-Significant)

It is inferred from the above table that, there is a significant negative relationship between learning disabilities and self confidence of the students.

Findings of the study

The major findings derived from the study are:

1. The level of learning disability and self confidence of secondary students are found to be moderate.
2. There is significant negative relationship between learning disabilities and self confidence of secondary students.

Conclusion

Learning disabilities may also be mild, moderate, or severe. Based on the level of learning disabilities the students may differ in their confidence level. For example, one child with a learning disability may experience significant reading problems, while another may experience no reading problems whatsoever, but has significant difficulties with written expression. According to Gargiulo (2004), not all students with learning disabilities will exhibit these characteristics. Pollaway, Patton, and Serna (2001) confirm that a student's self-image

and feelings of confidence are greatly affected by unhappy reading experiences. Deficits in reading skills can also lead to acting-out behavior and poor motivation[4]. Hence the teachers should identify the LD students and guide them for their proper learning. Parents should support their children for improving the self confidence

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