International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

An Investigation on Attitude Interest and Self-Concept of Secondary Students with Learning Disabilities in Karbi Anglong District of Assam

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ABSTRACT:
Learning Disabilities signify specific learning difficulties. Students with learning disabilities find activities of reading, writing, and doing sums very difficult. This study was aimed mainly to investigate attitudes, interests, and self-concepts of secondary students with learning disabilities through the descriptive survey method. By intelligence test, 361 of 524 randomly selected students from 9 Provincialized secondary schools of Karbi Anglong District of Assam, were found to have average and above average I.Q. levels. Finally, 109 students were found with learning disabilities (SWLD) in dyscalculia, dysgraphia, and dyslexia, consisting of 56 from the 9th class (Boys 25 and Girls 31) and 53 from the 10th class (Boys 26 and Girls 27). The Tools Attitude Scale, Self-Concept Questionnaire, and Educational Interest Inventory were administered to SWLD. Findings: 1) 30.19% students of 361 have learning disabilities; 2) girls showed a higher tendency of disabilities in dyscalculia; 3) SWLD showed positive attitudes, interest, and self-concepts.

Keywords: Learning Disabilities, Attitude, Interest, Self-Concept, Secondary Schools, Karbi Anglong District, Academic Achievement, Dyscalculia, Dysgraphia, Dyslexia

Introduction:

Learning is the acquisition of knowledge or skill through study, experience, or being taught, while education is the act of receiving, adopting, or giving systematic instruction, especially at schools. Some learners who come to schools for education are neither mentally retarded nor physically disadvantaged or crippled, but they have the incapability of identifying letters or communicating with others, and so on. They are not able to learn as their peers in the class. They are ignored, misdiagnosed, or mistreated by terms such as hyperactivity, hyperkinetic syndrome, minimal brain dysfunction, learning disorder, and learning difficulty. They are termed lazy, dumb, backward, foolish, unmotivated, etc. These pupils have specific learning disabilities.

The concept of learning disability was first coined by Samuel Kirk in the year 1963(AD). He used the term learning disability to designate a class of school-age persons who did not fall into any of the prevailing categories of exceptional children but needed special education services. The US National Joint Committee on Learning Disabilities (NJCLD, 1981/1988) defines ‘Learning disability ' as a term that refers to a heterogeneous group of disorders, manifested by significant difficulties in the acquisition

or the use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individuals and presumed due to central nervous system dysfunction.'

. Hallahan and Kaufman (1976) enlisted such five points to recognize the learning disability available in a child: a) Dysfunction of the central nervous system, b) Lack of even pattern of development, c) Possesses academic retardation, d) Learners' learning problems do not occur due to environmental disadvantages, and e) Learning problems do not occur due to mental retardation or mental disturbance.

Learning disabilities can be categorized into two groups, namely: 1. Perceptual Motor Skill or Areas: Perceptual Motor Areas involve motor skills of hand-eye coordination, body-eye coordination, auditory language skills, and visual-auditory skills. Practices done by the children every day through active play, object manipulation, playing with blocks, balls, and drawing are examples of perceptual-motor areas. 2 Language Learning Areas: Common Areas of Language learning disability: 1) Dyscalculia, 2) Dysgraphia, 3) Dyslexia.

Attitudes are emotionalized sets or predispositions that influence our behavior toward all situations or objects to which they are related. The predisposition towards a particular cognitive, emotional, or behavioural relation to an object, individual, group, situation, or action is called attitude. An attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people. Attitudes are also much more specific than values dictate only broad preferences," (Joseph, 2002). Interests are traits like preferences for activities, contexts in which activities occur, or outcomes associated with preferred activities that motivate goal-oriented behaviours and orient individuals toward certain environments (Rounds, J. and Su, Rong, 2014). According to the Encyclopedia of Education, "self-concept" means 'views of oneself.' It is the totality of attitude, judgment, and values of an individual, relating to their behaviour, abilities, and qualities. It is understood as one's feelings, ideas, beliefs, attitudes, and conditions about his or her 'self or how one perceives oneself.'

Academic achievement is the outcome that points to the extent to which a learner has achieved his/her target. It may consider the completion of the educational benchmarks, such as secondary final examination results. It is assessed through tests or continuous evaluations. The researcher decided to measure the level of intelligence and academic achievement of sample students and assess the relationship between attitude, interest, and self-concept with academic achievement. Hence, the investigator collected the total marks secured by the final sample students in six subjects in their half-yearly examinations from the records of the concerned school. The full marks of individual papers were 100. The total marks out of 600 carried out by the students in the said examinations were used as their academic achievement scores.

The National Policy on Education (NEP)-1986 suggests a 10+2+3 structure of national education in India. The structure incorporates 2 years of lower secondary stage with 10 years of general school education, i.e., 9^{th} and 10^{th} classes, which is also known as the high school stage. Secondary students, in this study, signify students, both boys and girls, of the 9^{th} and 10^{th} classes of the Provincialized high schools of Karbi Anglong District, Assam.

Karbi Anglong is an autonomous District of Assam, with the east and west regions. The majority of its population consists of various ethnic tribes such as Karbi, Bodo, Koki, Lalung, etc., and other general communities. It is a hilly district. Its population density is 92 persons per square km (www.censusindia.co.in). The census report of 2011 reads that 11.80% of people live in urban areas, and the rest 88.2% live in rural areas. Its literacy rate is 66.7%, while it is 87.4% in urban areas. The

literacy rate of the district is 69.25%, of which the male literacy rate is 76.14%, and the female literacy rate is 62.00%. Karbi Anglong East has two administrative subdivisions, namely- Bokajan Civil Sub-Division and Diphu Sadar Sub-Division. Again, Diphu Sadar Sub-Division has four Development Blocks, viz. Lumbajong, Langsomepi, Howraghat, and Samelangso Development Block. As far as this study is concerned, Karbi Anglong refers to Karbi Anglong District east, the Diphu Sadar Sub-Division that includes four development blocks.

Need and Significance of the Study:

Secondary education contributes to the development of the nation. Secondary students need more life-oriented efficiencies for a democratic society. The study of active learning disabilities among secondary students of the Karbi Anglong District, the majority population of which belongs to multiple tribal communities and rural areas, is important for bringing them into the mainstream. Academic achievement of students is associated with intelligence, self-concept, as well as the type of school, medium of instruction, locality, and socio-economic status (Gurubasappa, 2009). The academic achievement of the students of the district in various examinations held at different levels indicates a lack. Studies in India and abroad on learning disabilities reveal that learning disabilities exist in classrooms in different quantities. Apart from this, the researcher has learnt that no wide research work on learning disabilities has been done in this district. It is significant to know the status and features of students with learning disabilities in secondary schools of the Karbi Anglong district. In addition, findings of the study would assist teachers, policy makers, researchers, parents, and others in dealing with students with learning disabilities effectively.

Review of Related Literature:

Study of Srivastava, Sushila, and Afiah (1992) on learning disabilities among elementary school children: influence of sex, age, and religion. It aimed at the identification of the learning disabled and the assessment of their ability in reading, writing, spelling, language, and arithmetic. They concluded that age played a significant role in reading, language, writing, and spelling. No significant difference was found between boys and girls in their disabilities in reading, arithmetic, language, and spelling, but sex had a distinct bearing on the writing disabilities of the learning disabled. Religions did not differ significantly on the five types of learning disabilities.

The Sree Chithira Thirunal Institute of Medical Science and Technology (1997) investigated Kerala to find out children suffering from developmental language disorders and learning disabilities. It reported that nearly 10% of the childhood population has developmental language disorders of one type or the other, and 8-10% of the school population has learning disabilities of one or the other form.

Guthery (1971) studied three groups drawn from middle-class elementary school districts, including 85 normal students, 47 educationally handicapped, and 16 mentally retarded students, to explore the attitudes towards teachers, schools, and academics of normal, educationally handicapped, and mentally retarded students of middle-class elementary schools. Responses to the three attitudinal dimensions of teachers, schools, and academics were tabulated, and chi-squares were computed. Educationally handicapped and mentally retarded children expressed more negative attitudes than normal children for all three dimensions.

Study of Graham, Schwartze, and MacArthur (1993) regarding the knowledge of the writing and composing process, attitude toward writing, and self-efficacy in 68 students (49 males and 19 females)

with and without learning disabilities (39 with disabilities & 29 without disabilities) from 4th, 5th, 7th, and 8th grade. It observed the writing and composing process of male and female students with and without learning disabilities. It also observed the attitude and self-efficacy of male and female students with and without learning disabilities. They found that students with learning disabilities were less mature in conceptually writing than their normally achieving counterparts. Moreover, while students with learning disabilities were generally positive about writing, they viewed it less favourably than their regular classmates.

Nayak, R.K. (2020) conducted a study on the self-concept of learning-disabled secondary students to investigate the levels and differences in the self-concept of learning-disabled students and normal students. The study consisted of 1752 normal students and 284 learning-disabled students. The study found:

1. Normal students' self-concept levels: High (10.38%), Average (52.05%), and Low (37.05%), and learning-disabled students' self-concept levels: High (7.66%), Average (47.58%), and Low (44.75%).
2. The self-concept level of normal students is higher than that of learning-disabled students.
3. Both male and female learning-disabled students have an equal self-concept.
4. The self-concept level of highly intelligent students is higher than that of learning-disabled students.

Emergence of the Problem:

Studies of Rao (1986), Srivastava, and others (1992) focused on the status, nature, and responsible causes of the problem of learning disabilities, which aimed at the identification of learning disabled and the assessment of their ability in reading, writing, spelling, language, and arithmetic. There are various factors like heredity, socio-economic status, family setting, parental occupation, tradition, environment, etc., which affect individuals' personality. Attitude, interest, and self-concept are some of the personality traits that are mostly learned and have a close relationship with other aspects of human behaviour. Few studies have been made in the field of interest of students with learning disabilities. Socio-economic status, the presence of educational infrastructure, educational growth, family environment, parental educational status and occupation, performance of secondary students, and many other factors concerning the Karbi Anglong District lead to the emergence of this study.

Objectives of the Study:

1. To find out the Secondary students with learning disabilities in Karbi Anglong District of Assam.
2. To find out the intelligence level and academic achievement of secondary students with learning disabilities.
3. To find out the attitudes, interests, and self-concept of secondary students with learning disabilities.
4. To find out the relationship between attitude, interest, self-concept, and academic achievement of secondary students with learning disabilities.

Hypotheses of the Study:

H0: There is no significant relationship between attitude, interest, self-concept, and academic achievement of secondary students with learning disabilities.

Sub-Hypotheses: 24 sub-hypotheses (H0) were made on the relationships among variables: attitude, interest, self-concept, and academic achievement, against four groups of the final sample,

namely, 9th and 10th classes, boys and girls students.

Methodology of the Study:

The descriptive survey method of investigation deals with attempts to describe and interpret what exists at present in the form of practices, processes, trends, effects, attitudes, beliefs, etc. (Sidhu, K.S.,1984). It makes comparisons or contrasts and finds the relationship that exists between variables. Identification of students with learning disabilities, assessment of attitude, interest, and self-concept of students, and measurement of their intelligence and academic achievement depend on data to be gathered from large subjects. Hence, the survey method of investigation was considered appropriate for this research.

Tools used for data gathering:

1. Group Test of Intelligence, G. C. Ahuja
2. Learning Disabilities Battery, Bhargava and Bharadwaj
3. Self-Concept Questionnaire, R.K. Saraswat
4. Attitude Scale (Self-Developed)
5. Educational Interest Inventory (Self-Developed)

Population of the Study:

The population of this study was perceived in terms of the institutions, which consisted of Provincialized Secondary Schools of rural areas of Karbi Anglong district of Assam, and in terms of students, which consisted of boys and girls of 9th and 10th classes.

Sample of the Study:

Initially, 524 secondary students were randomly selected from nine purposively selected secondary schools of Karbi Anglong District (9th Class=256, included 128 boys & 128 girls, and 10th Class=268, included 134 boys & 134 girls). Secondly, 361 students from the initial sample were identified with average and above average IQ by the Group Test of Intelligence, consisting of 184 boys & 177 girls (9th Class=171, 81 boys & 90 girls, and 10th Class=190, 103 boys & 87 girls). Finally, 109 students with learning disabilities (SWLD) were identified from 361 students by the LD Battery. The final sample of 109 SWLD consisted of 51 boys (25 from the 9th class and 26 from the 10th class) and 58 girls (31 from the 9th class and 27 from the 10th class).

Procedure of the Data Collection:

The data collection procedure was followed by three phases. In the 1st phase, Group Test of Intelligence was administered to the initial sample of 524 students, in the 2nd phase, LD Battery (Part-I, II, and III) was administered on 361 average and above average students and in the 3rd phase, Self-concept Questionnaire, Attitude Scale (Self-developed), and Educational Interest Inventory (Self-developed) were administered to 109 SWLD.

Statistical Techniques Used:

The statistical techniques employed in this study for the analysis of collected data were a) Distribution Table, b) Average, c) Percentage, d) Coefficient of Correlation, e) Diagram, etc.

Analysis of Data and Interpretation of Results:

1. Descriptive Statistics:

To find out learning disabilities, intelligence, attitude, interest, and self-concept, initial calculations were done manually on the data collection tools. For the analysis and interpretation of results, inferential statistical techniques- correlation by Statistical Package for Social Sciences (SPSS) - were used in the study for deriving intra-correlation analysis within the attitude, interest, self-concept, and academic achievement of SWLD.

2. Analysis and Interpretation:

For the analysis of data, objective-wise planning was followed. Interpretation of results was made based on the tabulation of the data collected.

Objective I: To find out the secondary students with learning disabilities in the Karbi Anglong District of Assam

Table 1: School-Wise distribution of SWLD (9 Numbers of Schools and 109 Numbers of SWLD)

Sl. Number of Schools and Percentage of SWLD									Average
1	2	3	4	5	6	7	8	9	11.10%
11.01%	11.92%	6.42%	11.01%	11.01%	16.51%	12.84%	6.42%	12.84%	

(SWLD: Students with Learning Disabilities)

Table 1 depicts the school-wise percentage of the presence of 109 SWLD among the sample schools. It shows that out of 109 SWLD, an average of 11.10% SWLD is present in each sample secondary school.

Table 2: Distribution of BWLD and GSWLD (N=109 SWLD)

Classes	BSWLD	GSWLD	Total
IX	22.94%	28.44%	51.38%
X	23.85%	24.77%	48.62%
Total	46.79%	53.21%	100%

BSWLD=Boy Students with Learning Disabilities, GSWLD= Girl Students with Learning Disabilities, KAD= Karbi Anglong District

Table 2 reveals that out of 109 SWLD, 53.21% are GSWLD and 46.79% are BSWLD. It also depicts that out of 109 SWLD, 51.38% are from the 9th class and 48.62% from the 10th class.

Table 3: Distribution of SWLD as Dyscalculia, Dysgraphia, and Dyslexia (N=109)

Dyscalculia			Dysgraphia			Dyslexia		
%			%			%		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
46.78	53.2	100	45.86	54.11	100	45.77	53.20	100

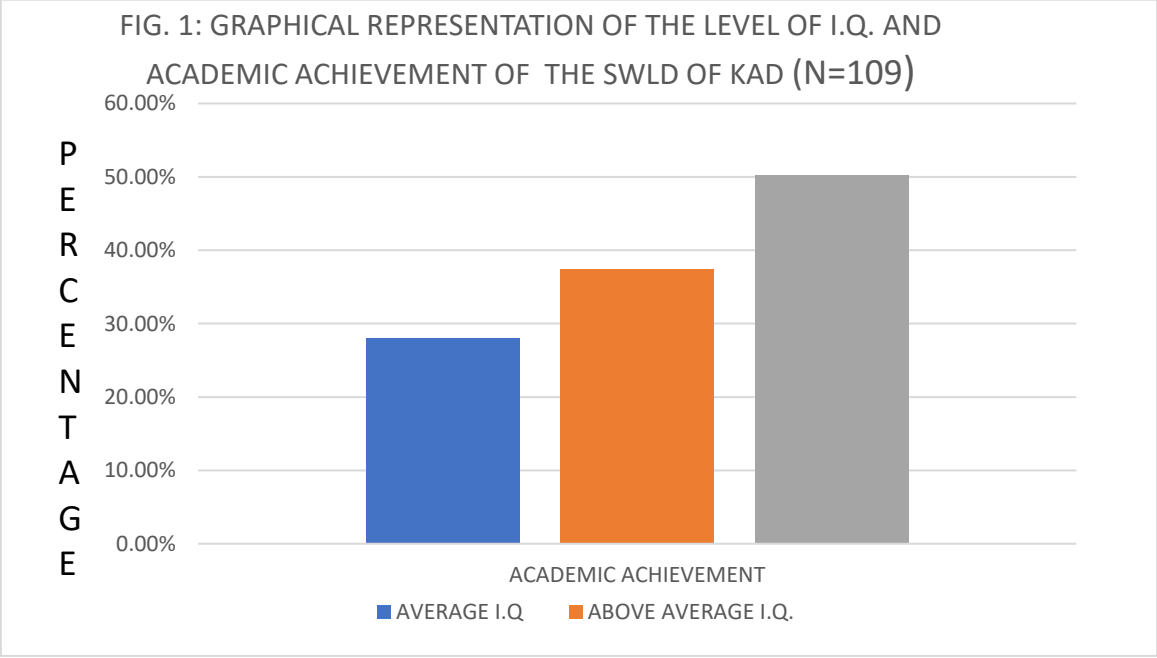
Table 3 reads that out of 109 SWLD of the sample schools, 46.78% BSWLD and 53.2% GSWLD are found having dyscalculia; 54.86% BSWLD and 54.11% GSWLD are found having dysgraphia, and 45.77% BSWLD and 53.20% GSWLD are found having dyslexia.

Objective II: To find out the intelligence level and academic achievement of secondary students with learning disabilities.

Table 4: Distribution of Level of I.Q. and Academic Achievement SWD (N=109)

SWLD with Average I.Q. and Academic Achievement		SWLD with Above Average I.Q. and Academic Achievement		SWLD with Superior I.Q. and Academic Achievement	
SWLD (%)	Academic Achievement (Out of a total of 600 Marks)	SWLD (%)	Academic Achievement (Out of a total of 600 Marks)	SWLD (%)	Achievement (Out of a total of 600 Marks)
72.47	28.00%	25.68	37.39%	1.83	50.16%

Table 4 depicts the Academic Achievements of the students with learning disabilities, with average I.Q. (72.4%), above average I.Q. (25.68%), and superior I.Q. (1.83%), are 28.00%, 37.39% and 50.16%, respectively.



Objective III: To find out the levels of attitude, interest, and self-concept of secondary students with learning disabilities.

Table 5: Distribution of Attitude of BSWLD and GSWLD of 9th Class of KAD (N=25 Nos. BSWLD & 31 Nos. GSWLD)

Respondents		Levels of Attitude
BSWLD	GSWLD	
20.00%	25.80%	High positive
52.00%	41.93%	Above-average positive
28.00%	32.26%	Average positive
00	00	Below-average
00	00	Low

100%	100%	

Table 6: Distribution of Attitude of BSWLD and GSWLD of 10th Class of KAD (N=26 Nos. BSWLD & 27 Nos. GSWLD)

Respondents		Levels of Attitude
BSWLD	GSWLD	
26.92%	25.93	High positive
50.00%	33.33%	Above-average positive
23.08%	40.74%	Average positive
00	00	Below-average
00	00	Low
100%	100%	

Tables 5 &6 depict that none of the SWLD has a below-average or low attitude.

Table 7: Distribution of Interest of BSWLD & GSWLD of 9th Class of KAD (N=25 Nos of BSWLD & 31 Nos of GSWLD)

Respondents		**Levels of Interest**
BSWLD	GSWLD	
28%	41.93%	High positive
56%	45.16%	Above Average positive
16%	12.90%	Average positive
00	00	Low
100%	100%	

Table 8: Distribution of Interest of BSWLD & GSWLD of 10th Class of KAD (N=26 Nos. BSWLD & 27 Nos. GSWLD)

Respondents		**Levels Interest**
BSWLD	GSWLD	
38.46%	29.63%	High positive
42.30%	51.85%	Above Average positive
19.23%	18.51%	Average positive
0	0	Low
100%	100%	

Tables 7 & 8 depict that none of the SWLD has a low interest.

Table 9: Distribution of Self-Concept of BSWLD & GSWLD of 9th Class of KAD (N=25 Nos. BSWLD & 31 Nos. GSWLD)

Respondents		Level of Self-concept
BSWLD	GSWLD	
36.00%	16.13%	High self-concept

44.00%	58.06%	Above-average self-concept
20.00%	25.80%	Average self-concept
00	00	Below-average self-concept
00	00	Low self-concept
100%	100%	

Table 10: Distribution of Self-Concept of BSWLD & GSWLD OF 10th Class of KAD (N=26 Nos. BSWLD & 27 Nos. GSWLD)

Respondents		**Level of Self-concept**
BSWLD	GSWLD	
15.38%	14.81%	High self-concept
53.85%	55.56%	Above-average self-concept
30.77%	29.63%	Average self-concept
00	00	Below-average self-concept
00	00	Low self-concept
100%	100%	

Tables 9 &10 depict that none of the SWLD has below average or low interest.

Objective IV: To find out the relationship between attitude, interest, self-concept, and academic achievement of secondary students with learning disabilities.

1. Applying Guildford's Rule of Thumb, (1937) it was found that the relationships between attitude & interest, attitude & self-concept, attitude & academic achievement, interest & self-concept, interest & academic achievement, and self-concept & academic achievement of BSWLD of 9th Class are Low correlation, definite but small relationship (0.253), Low correlation, definite but small relationship (0.376), Negative moderate correlation (-0.478), Moderate correlation (0.485), Negative and moderate correlation (-0.493), Negative and Moderate Correlation (-0.421) respectively.
2. Applying Guildford's Rule of Thumb (1937), it was found that the relationships between attitude & interest, attitude & self-concept, attitude & academic achievement, interest & self-concept, interest & academic achievement, and self-concept & academic achievement of GSWLD of 9th Class are Low correlation, definite but small relationship (0.215), Low correlation, definite but small relationship (0.149), Low correlation, definite but small correlation (0.257), Negligible relationship (0.026) and Negligible negative relationship (0.026) respectively.
3. Applying Guildford's Rule of Thumb (1937), it was found that the relationships between attitude & interest, attitude & self-concept, attitude & academic achievement, interest & self-concept, interest & academic achievement, and self-concept & academic achievement of the BSWLD of 10th Class are Low correlation, definite but small relationship (0.325), Low correlation, definite but small relationship (0.377), Negligible negative (0.094), Moderate Correlation (0.445), Negligible positive Relationship (0.030), and Negligible positive relationship (0.063) respectively.
4. Applying Guildford's Rule of Thumb (1937), it was found that the relationships between attitude & interest, attitude & self-concept, attitude & academic achievement, interest & self-concept, interest & academic achievement, and self-concept & academic achievement of the GSWLD of 10th Class are Low correlation, definite but small relationship (0.300), Negligible correlation (0.017), Negligible negative correlation (-0.027), Low correlation, definite but small relationship (0.230),

Negative correlation, definite but small relationship (-0.294), and Negligible negative correlation (-0.053) respectively.

Major Findings of the Study:

1. It is found that out of 109 SWLD, each sample school has an average of 11.10% SWLD (Table 1). It is also found that 30.19% students in the sample secondary schools of Karbi Anglong District have learning disabilities.
2. It is found that the tendency of specific learning disabilities is higher in girls (53.21%) than in boys (46.79%) (Table 2).
3. It is found that girls have more problems of Dyscalculia (53.2%), Dysgraphia (54.11%), and Dyslexia (53.20%) than boys (Table 3).
4. It is found that the levels of I.Q. and Academic Achievement of the students with learning disabilities are closely related (Table 4).
5. Analysis of the result reveals that SWLD, irrespective of sex and class, have average, above average, and high positive attitudes (Tables 5 & 6).
6. It is found that SWLD, irrespective of sex and class, have average, above average, and high positive interest (Tables 7 & 8).
7. It is found that SWLD, irrespective of sex and class, have average, above average, and high self-concept (Tables 9 & 10).
8. It is found that attitude, interest, self-concept, and academic achievement of both BSWLD and GSWLD are correlated. Correlations found are positive/negative: definite, moderate, or negligible low (Objective IV).

Discussion and Conclusion:

Results of the present study inferred that secondary students of the 9th and 10th classes of Karbi Anglong district, Assam, have learning difficulties or disorders in reading, writing, and arithmetic. A total of 109 SWLD were identified from 9 secondary schools. It signifies that an average of 11.10% SWLD belongs to each secondary school. Out of 361 students with average and above average I Q. levels, 109 (30.19%) students, including 51 (14.12%) boys, 58 (16.06%) girls, have learning disabilities to read, write, and calculate (See table 1).

The Twenty-Third Annual Report to Congress, U.S. (2001) disclosed that almost 3 million children (ages 6 to 21) had some form of disability and received special education. The study of Suresh (1998) in India revealed that 16% of schoolchildren have learning disabilities. Sivakami (2000) found that 10 to 12 percent of children are facing learning disabilities in English at the primary level. A study of L. T. M. G. Hospital in Mumbai (2006) on 2225 children from the lower, middle, and upper middle socio-economic sections of society ascertained that 28.76% of the children were suffering from a specific learning disability.

The present study dealt with the rural population, the majority of which was from tribal communities, the low and middle socio-economic sections of the society, and a traditional family environment. Many of the sample students were first-generation learners, and their parents were unaware of health hazards. Schools have an insufficient number of teachers and infrastructure. Such psycho-social and socio-economic factors encourage the presence of a large number of SWLD (30.19%) in secondary schools of the Karbi Anglong District, Assam.

The study of Bhargava, R., and Bharadwaj, R.L. (2014) found that 89% of children with moderate learning disabilities, 24% of children with severe learning difficulties, and 18%of children with profound multiple difficulties are receiving education in mainstream schools. The study of Rao (1986) on 'Nature and Incidence of Reading Disability among school children' ascertained that 20% of primary schools students have reading disabilities, no significant sex difference was found for reading disability, students in rural areas were found to be significantly more backward than the students in urban areas in reading skills and disability in reading was found to be closely related to language deficiency in school children.

The present study has revealed that out of the 109 SWLD, 72%, 55%, and 51% of students have severe dyscalculia, dysgraphia, and dyslexia, respectively. It has also revealed that 23%, 19%, and 28% of students of 109 have mild learning difficulties in calculating, writing, and reading, respectively. This investigation ascertained that girls have more learning difficulties in dyscalculia (53% vs. 47%), dysgraphia (54% vs. 45%), and dyslexia (53% vs. 46%) than boys (See Table 3).

Research of Sari, R. I., and Sumarmin, R. (2019) on the correlation analysis between learning interest and learning difficulties with learning outcomes of Junior High school students in Padang. The result of the study showed that the correlation between student interest and learning outcome is weak, i.e., -0.32; the contribution of 10.24% is not a significant relationship. The study found that a significant relationship exists between learning difficulties and learning outcomes, and difficulties with strong learning outcomes, with a value of 0.66 and a contribution of 43.56%, as well as a significant relationship between variables. The present research brings to light the relationship between learning disabilities and academic achievement. The performances of the SWLD of average, above average and superior I.Q. levels are 28.00%, 37.39%, and 50.1% respectively (See Table 4).

Elserman (1988) investigated tutoring and the attitude of students with learning disabilities and their class peers. Univariate analysis indicated that those who tutored were inclined to experience the greatest attitudinal improvements. Study of Ali (1997) on the attitude of learning disabled male and female students of the secondary stage of Chandigarh revealed a positive attitude towards studies. The study of Graham, Schwartze, and MacArthur (1993) regarding the knowledge of the writing and composing process, attitude toward writing, and self-efficacy showed that students with learning disabilities were less mature in conceptually writing than their normally achieving counterparts. It also found that students with learning disabilities were generally positive about writing, but they viewed it less favourably than their regular classmates. The present study showed that students with learning disabilities have a positive attitude towards various academic aspects.

Nayak, R.K. (2020) conducted a study on the self-concept of learning-disabled secondary students. The study showed normal students' self-concept levels: High (10.38%), Average (52.05%), and Low (37.05%), and learning-disabled students' self-concept levels: High (7.66%), Average (47.58%), and Low (44.75%). Both male and female learning-disabled students have an equal self-concept. The present study found the self-concept levels of SWLD (both boys and girls): High (15%), Above Average (54%), Average (30%), and Low (0%) (See Tables 9 & 10). The present study shows that there are positive/negative: definite, moderate, or negligible low correlations among attitude, interest, self-concept, and academic achievement of SWLD.

Educational Implications:

Students with learning disabilities confront various kinds of adverse situations in the classroom and at

home. They suffer from inferiority complexes, lose interest, and develop a fear of teachers, subjects, and schools. Early identification of students with learning disabilities will help to take proper remedial measures for them. The study may create awareness among parents, teachers, and authorities about the causes and effects of learning disabilities and may help to chalk out proper guidance and suitable teaching methods for students with learning disabilities. It may help to get acquainted with important signs and traits of learning disabilities. These signs are important for teachers, academicians, and policymakers to treat the students effectively. It is found that 72% of 109 SWLD of average level of I.Q. could carry only a 28% academic achievement score, and a poor academic achievement score encourages dropout cases. It may contribute to decreasing learners' troubles of dyscalculia, dysgraphia, and dyslexia. Measures like enhancing the infrastructure, recruitment of trained teachers and counsellors, and application of Information and Communication Technology may be taken up. NEP, 2020, emphasizes ensuring universal access to school education at all levels.

Suggestive Measures:

The study signifies that a section of learners at every stage of education has difficulties in acquiring new behaviours; therefore, remedial steps can be taken by teachers, parents, experts, and the authorities to improve the position of disabilities that exist in them. Enhancement of the teacher-taught relationship and cooperation can help learners with disabilities to advance with their peers. Amicable treatment of teachers, parents, and friends can also help students with difficulties. Over and above, provision of curriculum reconstruction, providing vocational courses, co-curricular and cultural activities, quality improvement of infrastructure, alteration of teaching methods, etc., may work favourably to bring them to the mainstream. Students suffering from learning disabilities can be given career counselling and achievement motivation to help them relax from their complexes. Multimedia-based collaborative learning may promote learning skills and repair learning disabilities. The result of a study conducted by Gupta, M. (2011) revealed that cognitive strategies were found effective in improving the mean achievement scores of learning-disabled students. Investigations found that mainstreamed Learning Disabled (LD) students showed aspired performance more than non-mainstream LD students. The analysis of the results of this study hints that need-based remedial measures need to be adopted at secondary schools to improve the situation of learning disabilities.

Suggestions for Further Studies:

It was a complete study in itself. It opens up avenues for further investigations. Identical studies can be carried out utilizing different subjects and settings. One of the findings of this study was that learning disabilities do exist among secondary school students, and this finding is similar to many other studies conducted in India and abroad. Further research can go deeply into the causes and factors of learning disabilities in lower-grade students. This study found positive attitudes, interest, self-concept, and academic achievement of secondary students with learning disabilities, but in some cases, the study found low or negative relationships among variables, where new studies can be conducted. Research can be initiated on the impact of ethnic culture on attitudes, interests, self-concept, and academic achievement. Studies of attitudes of teachers, parents, and authorities toward young students with learning disabilities may improve the understanding of learning disabilities. Comparative and cross-sectional studies can be initiated. New studies on the issue of the identification of learning disabilities

through home and regional languages may be conducted. The researcher, in conclusion, ardently hopes that this important field of investigation will be continued with the progress of time.

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