

# Identification and Assessment of Learning Disabilities and their Influence on Academic Achievement among Primary Level students

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## Abstract

The present study focuses on the identification and assessment of learning disabilities and their influence on the academic achievement of primary-level students. Learning disabilities such as dyslexia, dysgraphia, and dyscalculia affect students' reading, writing, and mathematical abilities, which may reduce their classroom performance and confidence.

The study was conducted at New Catholic Mission School using the descriptive survey method. The population consisted of 350 students studying in Classes I to V, out of which 68 students (19.43%) were identified with learning disabilities through assessment tools, classroom observation, teacher surveys, questionnaires, and academic records. Statistical techniques such as Mean, Standard Deviation, Percentage Analysis, and t-test were used for data analysis.

The findings revealed that students with learning disabilities showed lower academic achievement compared to non-LD students. Dysgraphia was the most common learning disability, followed by dyslexia and dyscalculia. Boys showed a higher prevalence of learning disabilities than girls. Mathematics was found to be the most difficult subject, while students performed comparatively better in English.

The study highlights the importance of early identification, proper assessment, remedial teaching, parental support, and inclusive classroom practices to improve academic achievement among students with learning disabilities. The findings may help teachers, parents, and educational institutions provide better support for children with learning difficulties..

**Keywords:** Learning Disability, Influence, Dyslexia, Dysgraphia, Dyscalculia, Academic Achievement

## Introduction

Education plays a significant role in the overall development of children and prepares them to become responsible members of society. At the primary level, children are expected to develop basic skills such as reading, writing, communication, and problem-solving. However, some children experience learning difficulties that negatively affect their academic achievement and social adjustment.

Learning disabilities such as dyslexia, dysgraphia, and dyscalculia create difficulties in reading, writing, spelling, and mathematical abilities. These challenges may reduce students' confidence, classroom participation, and academic performance. Therefore, early identification and appropriate educational support are essential to help children overcome these difficulties and achieve academic success.

The present study focuses on the identification and assessment of learning disabilities and their influence on the academic achievement of primary-level students.

### Objective

- To identify children with learning disabilities among primary-level students aged 6–10 years.
- To study gender differences in learning disabilities among primary-level students.
- To examine the relationship between learning disabilities and academic achievement.
- To identify the most common types of learning disabilities among students.
- To analyze subject-wise academic performance of students with learning disabilities.

### Hypothesis

Ho<sub>1</sub>: There is no significant difference in learning disabilities among students with reference to gender (boys and girls).

Ho<sub>2</sub>: There is no significant difference in learning disabilities among students of different age groups (6–7 years and 8–10 years).

Ho<sub>3</sub>: There is no significant relationship between learning disabilities and academic achievement among primary-level students.

### Method

The present study employs the descriptive survey method to collect detailed information regarding learning disabilities and academic achievement among primary-level students.

### Population

The population of the study consists of primary school students aged 6–10 years studying in Classes I to V at New Catholic Mission School.

### Sample

Total Sample Size: 350 students

Students with Learning Disabilities (LD): 68 (19.43%)

Non-LD Students: 282 (80.57%)

Purposive sampling technique was used for selecting students with learning disabilities.

### Tools Used

The following tools were used for data collection:

Formalized Handwriting Assessment, Teacher Survey, Classroom Observation, Academic Achievement Records, Questionnaire

### Statistical Techniques Used

Mean, Standard Deviation, Percentage Analysis, t-test

### Findings

The findings of the study revealed that:

- Out of 350 students, 68 students were identified with learning disabilities.

- Dysgraphia was the most common learning disability, followed by dyslexia and dyscalculia.
- Boys showed a higher prevalence of learning disabilities compared to girls.
- Mathematics was found to be more difficult than English for students with learning disabilities.
- Students with learning disabilities demonstrated lower academic achievement compared to non-LD students

## Conclusion

The study concludes that learning disabilities significantly influence the academic achievement of primary-level students. Early identification, proper assessment, remedial teaching, and supportive classroom practices can help improve students' learning outcomes and overall development. Therefore, teachers, parents, and schools should work together to provide an inclusive and supportive educational environment for children with learning disabilities.

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