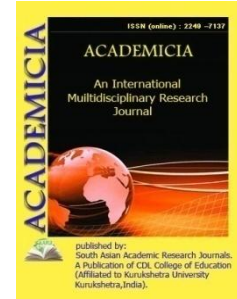




**ACADEMICA**  
**An International**  
**Multidisciplinary**  
**Research Journal**  
 (Double Blind Refereed & Peer Reviewed Journal)



**DOI: 10.5958/2249-7137.2021.02302.8**

## A STUDY OF VERBAL LEARNING DISABILITY AMONG PRIMARY SCHOOL STUDENTS

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### ABSTRACT

*Learning disabilities are the problems that affect the brain's ability to receive process, analyze or store information. These problems can make it difficult for a child to learn as quickly as someone who is not affected by learning disabilities. The children with verbal learning disabilities have difficulty with words, both spoken and written. The present study has been conducted for initial or firsthand identification of verbal learning disabilities among primary school students. The main purpose of this study is early detection of cases with learning disabilities and recommends such cases for further intensive diagnosis and assessment to experts and qualified professionals. According to need and nature of the study descriptive survey method was employed. In the present study data was collected through verbal learning disability checklist developed and standardized by Dr. Vishal Sood. 80 primary school students from four schools (Two Govt. & Two Private) of Yamuna Nagar district of Haryana were selected by purposive sampling technique. Parents and teachers of these students were filled the checklist of verbal learning disabilities.*

**KEYWORDS:** *Disabilities, Diagnosis, Descriptive*

### INTRODUCTION

#### VERBAL LEARNING DISABILITY

Learning disability refers to learning problems which manifest in an imperfect ability to listen, think, speak, read, write or do mathematical calculations which are not primarily due to visual, hearing impairment motor handicap, mental retardation environmental or economic disadvantages, but due to a disorder in the psychological process involved in understanding or in

using language. Kirk (1962) has defined: “learning disability refers to a delayed development in one or more of the process of speech, language, reading, spelling, writing or arithmetic resulting from a possible cerebral dysfunction and emotional or behavioral disturbance and not from mental retardation, sensory deprivation, cultural or instructional factors.”

## **TYPES OF VERBAL LEARNING DISABILITIES**

### **Reading disabilities:**

A reading disability is a condition in which an individual displays difficulty in reading resulting primarily from neurological factors. National institute of Neurological Disorders and stroke defines reading disability or dyslexia as, “Dyslexia is a brain based type of learning disability that specifically impairs the individual’s ability to read. A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

### **Speech and Language Comprehension Disabilities:**

Dyspraxia is a deficiency in the ability to speech and language comprehension. It can be one of the earliest types of disabilities to identify. This is because some of the symptoms are noted due to a lack of social integration, failure to reach developmental hallmarks and the palpable lack of expression in young children. This can cause regression in essential verbal expression skills and lead to low academic achievement. A speech and language disability is a deficiency in either expressive or receptive processing of language. A speech disability is characterized by difficulty in articulation of words. Examples include stuttering or problems producing particular sounds. A language disability is a specific impairment in understanding and sharing thoughts and ideas, a disorder that involves the processing of linguistic information.

### **Writing Disabilities:**

Dysgraphia is a deficiency in the ability to write, primarily in the terms of handwriting, but perhaps also in terms of coherence. A specific learning disability that affects a person’s handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time. It occurs regardless of the ability to read and is not due to intellectual impairment.

### **Mathematical Disabilities:**

Dyscalculia is a specific learning disability involving innate difficulty in learning or comprehending simple mathematical, arithmetical operation. A specific learning disability that affects a person’s ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting. It is akin to dyslexia and includes difficulty in understanding numbers, learning how to manipulate numbers, learning mathematical facts and a number of other related symptoms.

## **JUSTIFICATION OF THE STUDY**

Learning disability refers to learning problems in primary students like understanding, reading, speaking, remembering new things many more. Due to these disabilities the person may have difficulties in their social task. A child with these problems cannot try harder, improve their problems, could not pay full attention in their work. Learning disability is a problem that affects the brain of the child. We all human beings are born equal in this world. All are equal but some disorders arise itself.

Education plays an important role in human life. All have the right to educate. People suffering from these disabilities must not think that they don't have the right to educate. They cannot be a success person they must try their best if are guided proper. Students suffering from disabilities such as mental retardation, learning disabilities, physical handicap, backward child, juvenile delinquent can be improved if supported in best way, they need help to learn how to do these but verbal learning disabilities is a common problem at primary stage. They face the problems such as speaking, reading, spelling, writing, figuring out words, communicating, working etc. but one cannot tell properly by looking at a person that he is facing learning disabilities.

This study was conducted to gain an understanding of the learning problems of children with a learning disability which has implication on different interventional programs for children with learning disability in school and home settings.

## **OBJECTIVES OF THE STUDY**

1. To study the concept of verbal learning disabilities.
2. To study the dimension of verbal learning disabilities.
3. To study the difference of verbal learning disabilities among primary school student in relation to their gender.
4. To study the difference of verbal learning disabilities among primary school student in relation to their residential background.
5. To study the difference of verbal learning disabilities among primary school student in relation to types of school.

## **HYPOTHESES OF THE STUDY**

1. There exists no significant difference in the verbal learning disabilities of primary school students in relation to their gender.
2. There exists no significant difference in the verbal learning disabilities of primary school students in relation to their residential background.
3. There exists no significant difference in the verbal learning disabilities of primary school students in relation to their type of school.

## **RESEARCH METHODS USED**

Keeping in view the nature of the present study, descriptive survey method was used to collect the data.

## **POPULATION & SAMPLE**

The entire students studying in different primary schools were considered as populations from these population 80 students were selected by purposive sampling technique. Four schools (Two Govt. & Two Private) of district Yamuna Nagar were selected for the sample. Parents and teachers of these students were filled the checklist of verbal learning disabilities.

### TOOL USED

Keeping in view the nature and need of the study, Verbal Learning Disability Check List developed and standardized by Dr. Vishal Sood was used.

### STATISTICAL TECHNIQUES USED

1. In order to identify verbal learning disabilities among primary school students, *Percentage Method* was followed.
2. 't'-test was applied to find out significance of difference between different groups.

### DELIMITATIONS OF THE STUDY

1. The present study was delimited only to 80 primary school students.
2. The present study was delimited only to 40 government school students affiliated to board of school education Bhiwani, Haryana and 40 students from public school affiliated to C.B.S.E.
3. The present study was delimited only to district Yamuna Nagar.

### ANALYSIS OF DATA

**TABLE 4.1 RESULTS RELATED TO OVERVIEW OF DATA ON VERBAL LEARNING DISABILITY**

#### Percentage of Students of Verbal Learning Disabilities

Level Of Verbal Learning Disabilities	Scores	Number Of Students	Percentage Of Students
Extremely High Verbal Learning Disabilities	158 and above	00	--
High Verbal Learning Disabilities	139-157	04	5%
Above average Verbal Learning Disabilities	119-138	24	30%
Average Verbal Learning Disabilities	92-118	11	14%
Below Average Verbal Learning Disabilities	72-91	27	33%
Some Verbal Learning Disabilities	52-71	14	18%
Normal Child	Below 52	00	--

**Total number of students= 80**

Table 4.1 shows that 5% students have very high verbal learning disabilities, 30% students have average verbal learning disabilities, 14% students have average verbal learning disabilities, 33%

students have below average verbal learning disabilities and 18% students have some verbal learning disabilities.

**TABLE-4.2 RESULTS RELATED TO SIGNIFICANCE DIFFERENCE IN THE MEAN SCORES OF VERBAL LEARNING DISABILITIES OF PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER**

Dimensions of Verbal Learning Disabilities	Gender	N	Mean	SD	t-ratio
Reading Disabilities	Male	50	28.86	8.02	0.88
	Female	30	28.60	8.01	
Speech and Language Comprehension Disabilities	Male	50	25.32	7.70	0.96
	Female	30	25.40	7.29	
Writing Disabilities	Male	50	21.96	5.99	0.72
	Female	30	21.46	6.05	
Mathematics Disabilities	Male	50	24.24	7.11	0.49
	Female	30	23.10	5.95	
<b>Total (Verbal Learning Disabilities)</b>	Male	50	100.38	26.72	0.77
	Female	30	98.63	24.58	

N= 80, Df= 78

Table Value= 1.99 at 0.05 level of significance

Table Value= 2.64 at 0.01 level of significance

Table 4.2 indicates that obtained 't' values for all dimensions of verbal learning disabilities viz. Reading Disabilities, Speech and Language Comprehension Disabilities, Writing Disabilities and Mathematics Disabilities are less than the table value i.e. 1.99 at 0.05 level of significance. Hence, there exists no significant difference between the male and female higher primary school students with regard to said all the dimensions of verbal learning disabilities.

It is also observed that the calculated 't' value (0.77) of the verbal learning disabilities (total) is less than the table value (1.99) at 0.05 level significance with df/78. So, there is no significant difference in the mean scores of verbal learning disabilities of higher primary school students in relation to their gender.

So, the hypothesis 1 which is stated earlier that *there exists no significant difference in the verbal learning disabilities of primary school students in relation to their gender* is accepted.

**TABLE-4.3 RESULTS RELATED TO SIGNIFICANCE DIFFERENCE IN THE MEAN SCORES OF VERBAL LEARNING DISABILITIES OF PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR RESIDENTIAL BACKGROUND**

Dimensions of Verbal Learning Disabilities	Residential Background	N	Mean	SD	t-ratio
Reading Disabilities	Urban	45	29.28	8.45	0.50
	Rural	35	28.08	7.36	
Speech and Language Comprehension Disabilities	Urban	45	25.57	7.64	0.76
	Rural	35	25.05	7.42	

Writing Disabilities	Urban	45	22.06	6.08	0.62
	Rural	35	21.40	5.91	
Mathematics Disabilities	Urban	45	24.04	6.66	0.75
	Rural	35	23.57	6.79	
<b>Total (Verbal Learning Disabilities)</b>	Urban	45	100.97	26.33	0.62
	Rural	35	98.11	24.38	

**N= 80, Df= 78**

**Table Value= 1.99 at 0.05 level of significance**

**Table Value= 2.64 at 0.01 level of significance**

Table 4.3 indicates that obtained 't' values for all dimensions of verbal learning disabilities viz. Reading Disabilities, Speech and Language Comprehension Disabilities, Writing Disabilities and Mathematics Disabilities are less than the table value i.e. 1.99 at 0.05 level of significance. Hence, there exists no significant difference between the urban and rural higher primary school students with regard to said all the dimensions of verbal learning disabilities.

It is also observed that the calculated 't' value (0.62) of the verbal learning disabilities (total) is less than the table value (1.99) at 0.05 level significance with df/78. So, there is no significant difference in the mean scores of verbal learning disabilities of higher primary school students in relation to their residential background.

So, the hypothesis 2 which is stated earlier that *there exists no significant difference in the verbal learning disabilities of primary school students in relation to their residential background* is accepted.

**TABLE-4.4 RESULTS RELATED TO SIGNIFICANCE DIFFERENCE IN THE MEAN SCORES OF VERBAL LEARNING DISABILITIES OF PRIMARY SCHOOL STUDENTS IN RELATION TO THEIR TYPE OF SCHOOL**

Dimensions of Verbal Learning Disabilities	Type of School	N	Mean	SD	t-ratio
Reading Disabilities	Govt.	40	28.90	7.56	0.87
	Private	40	28.62	8.44	
Speech and Language Comprehension Disabilities	Govt.	40	25.40	7.60	0.95
	Private	40	25.30	7.50	
Writing Disabilities	Govt.	40	21.87	6.23	0.88
	Private	40	21.67	5.80	
Mathematics Disabilities	Govt.	40	24.47	7.40	0.39
	Private	40	23.20	5.89	
<b>Total(Verbal Learning Disabilities)</b>	Govt.	40	100.65	26.91	0.75
	Private	40	98.80	24.93	

**N= 80, Df= 78**

**Table Value= 1.99 at 0.05 level of significance**

**Table Value= 2.64 at 0.01 level of significance**

Table 4.4 indicates that obtained 't' values for all dimensions of verbal learning disabilities viz. Reading Disabilities, Speech and Language Comprehension Disabilities, Writing Disabilities and



Mathematics Disabilities are less than the table value i.e. 1.99 at 0.05 level of significance. Hence, there exists no significant difference between the govt. and private higher primary school students with regard to said all the dimensions of verbal learning disabilities.

It is also observed that the calculated 't' value (0.75) of the verbal learning disabilities (total) is less than the table value (1.99) at 0.05 level significance with df/78. So, there is no significant difference in the mean scores of verbal learning disabilities of higher primary school students in relation to their type of school.

So, the hypothesis 3 which is stated earlier that *there exists no significant difference in the verbal learning disabilities of primary school students in relation to their type of school* is accepted.

### MAIN FINDINGS

1. It was found that out of total 80 primary school students, 04 students i.e. 5% students have found high verbal learning disabilities, 24 students i.e. 30% students have found above average verbal learning disabilities, 11 students i.e. 14% students have found average verbal learning disabilities, 27 students i.e. 33% students have found below average verbal learning disabilities and 14 students i.e. 18% students have found some verbal learning disabilities.
2. No significant difference of verbal learning disabilities was found among male and female primary school students. Hence the gender doesn't influence the verbal learning disabilities of primary school students.
3. No significant difference of verbal learning disabilities was found among urban and rural primary school students. Hence the residential background of primary school students doesn't influence their verbal learning disabilities.
4. No significant difference of verbal learning disabilities was found among Government and Private primary school students. Hence the type of school doesn't influence the verbal learning disabilities of primary secondary school students.

### EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research are that it must contribute something new in to the development of an area concerned. So, the investigator has to reveal the educational implication of the study undertaken. Finding of present study have an ample of educational implications for teachers, parents, students and administrations.

On the basis of findings of the present study, it will help the educational planners, administrators, lecturers and professors of colleges of education as well as degree colleges and also for parents in the following ways:

1. School should organize special programs should be organized to assess the verbal learning disabilities at primary level.
2. Students with extremely high & high verbal learning disabilities should be referred to Neuro psychologist.
3. Students with above average verbal learning disabilities should be referred to psychologist/ psycho- therapist and speech therapist.
4. Students with average/ moderate verbal learning disabilities should be referred to counselor.

5. Students with below average and some verbal learning disabilities need parental and teachers' attention. So school and family should create healthy environment for the students.
6. A resource person/expert should be appointed in the institution for identification of persons with disability and to provide them remedial teaching.
7. The teacher should use the interesting and effective teaching methods and strategies to make teaching-learning process effective.
8. Teacher should use the special equipment or instruments while teaching the disabled children.
9. The teacher should provide eco-friendly environment in the classroom.
10. The present study is helpful to know about the verbal learning-disabled students, teachers can treat them in a better way.
11. The difference of gender and residential background among the students must be ignored while teaching them.
12. Seminars, workshops and conferences should be organized in the institution for the development of self-confidence among the pupils, teachers.

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