

Prediction of Learning Disabilities of Elementary Students in Terms of Behavioral Problems

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Abstract: The specific learning disabilities have recently improved dramatically and it has attracted the attention of Specialists about Children's education problems more than before. On the other hand, Behavioral problems are defined as behaviors that someone violates the rights of others and social rules by them. According to this, the aim of this study was to investigate the Relationship between behavioral problems with learning disabilities in elementary students. The method of this study was descriptive-correlation. In this descriptive study, the population included all of the 150 female elementary school students in Tehran, Iran who were studying in sixth region schools in 2015 academic year. Among the population, 100 students were selected according to Krejcie and Morgan's table by random cluster sampling method. It had used library studies and Colorado learning questionnaire, rater behavioral test to collect information. The results were analyzed using Pearson correlation coefficient. Data were analyzed using SPSS software for descriptive and inferential statistics. The results revealed that there was a significant and positive correlation between learning disability and behavioral problems.

Keywords: Learning Disabilities, Behavioral Problems, Elementary Students.

Introduction

Today, millions of children around the world are affected with learning disorders (Haj-Babaei & Dehghan, 1993). About 15 to 22 percent of children and adolescents experience a psychiatric disorder diagnosed during their life and this number is indicated children that the severity of their problems at a high level which need treatment (Castello et al., 1993).

Learning disability means a disorder in one or more of the basic psychological processes that concerned to understanding or using written language or spoken language (Aylward & Brown, 1998). Learning disabilities defined as heterogeneous group of disorders which has features such as the difficulty in learning and performance of listening, speaking, reading, writing and calculation. These disorders have the basis of neurological and processes that they started before school time and they will continue into adulthood (Gartland & Stowse-Mender, 2007). Children who their learning difficulties primarily due to visual, hearing or motional defects or emotional problems, or cultural restrictions, or general mental retardation are not considered part of this group. This category of children have natural appearance, their weight and height growth is normal and play like other children, but in activities such as reading, writing, speaking and understanding math has trouble and in doing home works they have serious problems, although their intelligence is not lower than their classmates (Yousefi et al., 2013). Learning disabilities

involves a much wider range of academic problems and a full understanding of it needs to pay attention to Social, emotional and behavioral areas of child's life (Lerner, 1997). In approximately 6% of school children have problems in mathematics processing. The statistics are true for children, who are experiencing reading difficulties (Sausser & Jefferson-Waller, 2005). In the definitions of learning disabilities there are four basic dimensions: a) The difference between expected performance and actual performance of a child; b) behavioral manifestations or symptoms that are related to weakness and strength of educational threads and language learning; c) the presence or absence of other problems such as deafness; d) their foundation focus or attitude about learning problems (Forghany-Raisi, 1993).

Many behaviors associated with behavioral problems looks like an ordinary disobedience and rebellion of childhood but they are more severe and serious. Patients who experienced behavioral disorders typically, neglected to the health and happiness of others. Sympathy of these patients is low and often they performed other actions to be seen as threatening and hostile for themselves.

As a result, often show react aggressively to this imaginary threats and justify their behaviors in this way (Yousefi et al., 2013). Studies in different cultures has shown a significant percentage of pre-school and school age children with behavioral problems. The purpose of behavioral problems is all repetitive, unusual and disturbing behaviors, Such as thumb sucking, nail biting, tics, stuttering, beating, smash up, etc. That makes function disorder in individual and family (Zeller, 2007). This evidence suggests that many cases of mental and behavioral problems in children is mild without being detected by family or teacher and intensified, and manifested when Happen various reasons those associated with children and how to deal with his people around and crises such as death or divorce of parents, school problems, etc. and because of failure to timely diagnosis and treatment will lead to adverse consequences at early age. These adverse consequences such as poor academic performance, failure to follow the parents and interaction problems in adult life such as crime, accident risk, substance abuse (Sanders, 2002).

Emotional-behavioral disorders refers to conditions where emotional and behavioral responses at school are different from cultural, age and ethnic norms, So that it can have negative effects on individual academic performance, self-care, social relations, individual adjustment, Behavior in class and adaptability in the workplace (Brown & Percy, 2007). Researchers have been divided behavioral disorders into six categories: 1) conduct disorder; 2) social aggressiveness; 3) attention and immaturity problems; 4) anxiety-isolation; 5) neuroses behaviors; 6) excessive mobility (Quay & Peterson, 1987).

Levels of conduct disorder include: a) mild: those who fall in this category insist on inconsistent behaviors that they have less risk for others Such as lying, running away from home, roam in the streets at night; b) average: the intensity of behaviors that fall in this category varies between moderate to severe based on the behavior type and the effects of those behaviors. Some of these behaviors include theft and destruction; c) extreme: People who fall in this category insist on the behaviors that impose serious damage on others (DSM-IV).

Two types of behavioral disorders that experimental research has been much attention to them are disobedience and aggressiveness: a) disobedience: disobedience is a behavior that a person does not listening to the advice of others, , Ignoring the demands of others or doing the opposite of what someone asked of him. But obedience means capacity to postpone others' goals, in order to meet those goals or standards of others (McMahon & Forehand, 2003). The results of studies showed that there is relationship between the academic conscience and academic burnout in students with learning disabilities and without learning disabilities. The results also showed that students with learning disabilities and normal students have a significant relationship in Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder, but the relationships are not significant in conduct disorder (Yousefi et al., 2013). Research results also showed that there is a significant relationship between the behavioral characteristics of children with learning disabilities and children without learning problems (Kafi et al., 2012). The main hypothesis of this study was that whether there was a relationship between behavioral problems and learning disabilities of the elementary students or not.

Methodology

This study was a part of applied research and descriptive in data collection, but the kind of descriptive research, this study was descriptive-correlation survey. In this descriptive study, the population included all of the 150 female elementary school students in Tehran, Iran who were studying in sixth region schools in 2015 academic year. Among the population, 100 students were selected according to Krejcie and Morgan's table by random cluster sampling method. Data were collected using questionnaire. Colorado questionnaire was used to measure learning disabilities. Colorado Learning Difficulties Questionnaire (CLDQ) was prepared in 2011 by Wilkie et al. and this test said learning disabilities is composed of five basic elements such as reading, count (mathematics), social cognition, social anxiety, and judicial functions. The questionnaire included 20 items and completed by parents or

teachers of children. The answer to each statement is in a 5-point Likert scale ranging from never (1) to always (5). Cronbach's alpha statistic is 90% and its retest using 94%.

Rutter questionnaire was used to measure behavior problems. This questionnaire was provided in 1967 by Michael Rutter et al this questionnaire has two forms that A (parent's form) will be completed by parents and B (teacher's form) will be completed by teachers. About the reliability or validity, Rutter used the method of split-half and reported that the reliability of Rutter questionnaire is about 89% in 100 significant levels. In Iran, researchers by using split-half and test-retest methods reported that the reliability of questionnaire is 0.001, 0.68, and 0.85. This scale is used for the screening (Rutter et al., 1975).

Both questionnaires were presented to subjects and were asked to answer the questionnaire on their own as much as possible, and then completed questionnaires, after completing the questionnaires data were obtained using SPSS version 19 right statistical method and were analyzed (descriptive statistics: graphs, frequency, frequency percentage and inferential statistics, multiple regression and Pearson's correlation coefficient).

Results

There was relationship between behavioral problems and learning disabilities.

Table 1. Results of Pearson's correlation coefficient.

learning disabilities		learning disabilities
behavioral problems		
behavioral problems	R	-0.14
	Sig.	0.165
	N	100

According to the obtained results from the above table, we can say there was not a significant relationship between social development and learning disabilities with 95% confidence level and error level smaller than 0.05. The intensity of correlation was between two variables at a weak level (0.14) in the opposite direction. Hence, the main hypothesis of this study was not confirmed. In the other words, there is no relationship between behavioral problems and learning disabilities. Regression analysis showed that calculated statistic F is equal 1.95 and its significant level of observed Sig more than five percent. As a result, assuming a linear relationship between the dependent and independent variables will be rejected. In other words, we conclude that the coefficient of determination behavioral problems with learning disabilities is not significant and effective and variables are not useful for the model.

Discussion and Conclusion

Pearson correlation and regression analysis show that there is no significant relationship between behavioral problems and learning disabilities and the coefficient of determination behavioral problems with learning disabilities no significant and effective and variables are not useful for the model.

Kafi et al (2012) and Freilich and Shechtman (2010) in the study entitled comparing behavioral characteristics and social development of children without learning disabilities and children with learning disability and its effects on the results of multivariate analysis of variance showed that there is a significant relationship between the behavioral characteristics of children with learning disabilities and children without learning problems, also social development of children with learning disabilities lower than children without learning difficulties. These results suggested the importance of more attention to behavioral characteristics and strengthen the social development in c

children with learning disabilities. In this case the results of present study are not consistent with previous studies of researchers.

Results of hypothesis (relationship between behavioral problems and learning disabilities in elementary students) is consistent with previous researches. So teachers and parents can strengthen the students' learning disability with fixing behavioral problems of students.

Conflict of interest

The authors declare no conflict of interest.

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