

International Journal of Research in Special Education

E-ISSN: 2710-3870
P-ISSN: 2710-3862
Impact Factor (RJIF): 6.69
IJRSE 2026; 6(2): 01-04
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[Journal's Website](#)
Received: 04-11-2025
Accepted: 07-12-2025

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A Study of Verbal Learning Disability among Primary School Students of Yamuna Nagar

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DOI: <https://www.doi.org/10.22271/27103862.2026.v6.i2a.143>

Abstract

The propose of this investigation is to find out the verbal learning disability among primary school students of Yamuna Nagar. A verbal learning disability is a type of disability that affects how an individual processes and avail the verbal information, impacting skills like reading, writing, and spelling. The pupils with verbal learning disabilities struggle with both spoken as well as written language. The present investigation focused and administered to recognize the verbal learning disabilities among primary school students of Yamuna Nagar district of Haryana. According to the necessities and type of the research problem descriptive survey method has been applied. The tool for data collection 'Verbal Learning Disability Checklist' developed and standardized by Dr. Vishal Sood adopted in the present study. The survey involved 100 students selected through purposive sampling, studying in primary schools of Yamuna Nagar (Haryana). Data was gathered from parents, guardians, and teachers using the verbal learning disabilities checklist.

Keywords: Disabilities, Verbal Learning Disabilities, Primary School Students

Introduction

Learning disability is a broad term that encompasses various specific learning challenges. It affects skills like reading, writing, listening, speaking, reasoning, and doing math making them though to grasp and use. Learning disabilities differ individually. Each person with a learning disability has a unique set of challenges, affecting areas like listening, speaking, reading, writing, or math. These issues stem from internal processing differences, not external factors like environment or physical impairments. Learning disabilities are super diverse, affecting people differently. hey show up as struggles with listening, speaking, reading, writing, or math, not because of external factors like environment or physical impairments, but due to internal processing differences. Kirk (1962) defined: "learning disability means a delayed development in one or more processes of speech, language, reading, spelling, writing, or arithmetic stemming from possible cerebral dysfunction and emotional or behavioral disturbance, and not from mental retardation, sensory deprivation, or cultural/instructional factors."

However, in the present study researcher investigate the verbal learning disabilities among the primary school students. A verbal learning disability is a kind of disability that affects the individual's approach for verbal information, impacting skills like reading, writing, and spelling. This can manifest as difficulty with reading aloud, understanding words, or memorizing information, but individuals with this type of learning disability often have strong nonverbal skills, distinguishing them from those with a non-verbal learning disability (NVLD).

Types of Verbal Learning Disabilities Reading Disabilities

Dyslexia, or a reading disability, makes it tough to read, decode, and understand written words, turning reading into a real challenge. The most common type is dyslexia, which is a lifelong neurobiological disorder characterized by problems with word recognition, fluency, and spelling. Other reading disabilities include alexia, where brain injury leads to loss of reading ability, and hyperlexia, where you might read really well but struggle to understand what you're reading. These conditions are not related to a person's overall intelligence. Dyslexia is a brain-based learning disability that affects reading and language processing,

making it tough for individuals to read, as per the National Institute of Neurological Disorders and Stroke. It's classified as a language-based learning disability, specifically impacting reading and other connected language skills.

Disabilities related to Speech and Language Comprehension

Speech and language disabilities are neurological conditions that impact an individual's ability to understand and effectively use language. These challenges fall into two main groups: receptive language disorders, which make it hard to grasp spoken or written words, and expressive language disorders, which make it difficult to share thoughts and feelings through speech or writing. They often struggle to find the right words, have limited vocabulary, or find it tough to follow directions, read, or write. Dyspraxia, impacting speech and language skills, typically shows up early on. In young kids, signs can include struggling to connect with others, delayed milestones, and noticeably limited verbal expression or communication skills. These struggles can slow the development of essential communication skills and impact academic success. Speech and language disabilities can affect either the ability to express or understand language. Speech disabilities often involve stuttering or articulation issues, making it tough to pronounce words clearly. Language disabilities, on the other hand, are specific hurdles in understanding or conveying thoughts, stemming from brain processing differences.

Writing Disabilities

Dysgraphia's the one, affects writing skills, impacting handwriting, dexterity, and overall written expression. It can cause messy handwriting, weird spacing, layout issues, spelling errors, and trouble putting thoughts into written words. Dysgraphia is unrelated to reading ability or intellectual impairment.

Mathematical Disabilities

Dyscalculia's a learning disability that makes it tough to understand and work or calculation with numbers and math concepts. It affects a person's ability to grasp numbers and remember math facts. People with dyscalculia may struggle to understand mathematical symbols, memorizing and organizing numbers, telling time, or counting. This condition is similar to dyslexia, but it affects math skills instead of reading.

Justification of the Study

Education is vital for humans, and everyone has the right to learn. People with disabilities shouldn't feel excluded - we're all born equal, after all. With the right guidance, individuals with mental retardation, learning disabilities, physical handicaps, or other challenges can thrive. Verbal learning disabilities are common in primary students, affecting skills like understanding, reading, and speaking. These issues can impact social interactions and daily tasks, but often aren't visible. This study explores learning problems in children with disabilities, aiming to inform intervention programs for schools and homes.

Objectives of the Study

- To gain knowledge about verbal learning disabilities.
- To study the various dimension of verbal learning disabilities.
- To study the difference of verbal learning disabilities among primary school students in relation to their gender.
- To study difference of verbal learning disabilities among primary school students in relation to their residential background.

Hypotheses of the Present Study

- There is no significant difference in the verbal learning disabilities of primary school students in relation to their gender.
- There is no significant difference in the verbal learning disabilities of primary school students in relation to their residential background.

Research Methods Used: The study employed a descriptive survey method to gather data.

Population & Sample

The study's population included all primary school students, from which 100 were chosen via purposive sampling. Four government schools of Yamuna Nagar district were selected, and parents, guardians, and teachers filled the checklists on verbal learning disabilities

Tool Used

The following tool was used for present study:

Verbal Learning Disability Check List developed and standardized by Dr. Vishal Sood and published by National Psychological Corporation, Agra.

Statistical Techniques Used in the Present Study

To analyzed the data, following statistical techniques and methods were used.

- Descriptive Statistics.
- t-test.

Delimitations of the Study

- The present study was delimited only to 100 primary school students.
- The present study was delimited only to government schools affiliated to Board of School Education Bhiwani, Haryana.
- The present study was delimited only to Yamuna Nagar.

Analysis of Data

The main objective of the present study is to investigate the levels of verbal learning disabilities among primary school students in relation to their gender and residential background. To determine the significant difference in the levels of verbal learning disabilities in relation to their gender and residential background, the t-test was used. The detailed analysis and interpretation are presented in the tables below:

Table 1: Results for Significance Difference of Verbal Learning Disabilities among Primary School Students in Regards to their Gender

Various Dimensions of Verbal Learning Disabilities	Gender	N	Mean	SD	t-ratio
Reading Disabilities	Male	48	16.80	16.10	1.77
	Female	52	18.42	16.86	
Speech and Language Comprehension Disabilities	Male	48	14.61	14.76	1.45
	Female	52	16.94	15.24	
Writing Disabilities	Male	48	13.42	12.71	2.51
	Female	52	14.23	12.53	
Mathematics Disabilities	Male	48	15.14	14.65	1.70
	Female	52	16.51	14.88	
Total (Verbal Learning Disabilities)	Male	48	58.48	58.33	4.29
	Female	52	63.11	61.88	

N= 100, Df.=98

Table Value= 1.98 at 0.05 level of significance.

Table Value= 2.62 at 0.01 level of significance.

It is observed that the computation value of 't' is 4.29 of the verbal learning disabilities (total) which is higher on the table value (1.98) at 0.05 and (2.62) at 0.01 level of significance with df/98. Therefore, there is significant difference in the mean scores of verbal learning disabilities among primary school students based on their gender.

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

Table 2: Results Related to Significant Difference in the Mean Scores of Verbal Learning Disabilities among Primary School Students in Regards to their Residential Background

Dimensions of Verbal Learning Disabilities	Residential Background	N	Mean	SD	t-ratio
Reading Disabilities	Urban	51	17.23	16.65	1.49
	Rural	49	18.04	16.40	
Speech and Language Comprehension Disabilities	Urban	51	15.5	14.86	1.19
	Rural	49	16.13	14.64	
Writing Disabilities	Urban	51	13.65	12.98	1.99
	Rural	49	14.01	12.28	
Mathematics Disabilities	Urban	51	15.58	14.98	1.40
	Rural	49	16.11	14.61	
Total (Verbal Learning Disabilities)	Urban	51	60.48	60.32	4.09
	Rural	49	61.29	60.20	

N= 100, Df.= 98

Table Value= 1.98 at 0.05 level of significance.

Table Value= 2.62 at 0.01 level of significance.

It is observed that the calculated 't' value (4.09) of the verbal learning disabilities (total) is greater than the table value (1.98) at 0.05 and (2.62) at 0.01 level of significance with df/98. Therefore, there is significant difference in the mean scores of verbal learning disabilities among primary school students based on their residential background.

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

Main Findings

This study explores verbal learning disabilities in primary school students, focusing on gender and residential background. Main findings are as follow:

- There is significant difference of verbal learning disabilities was found among male and female primary school students. Hence the gender influences the verbal learning disabilities of primary school students.

- There is significant difference of verbal learning disabilities was found among urban and rural primary school students. Hence the residential background of primary school students influences their verbal learning disabilities.

Educational Implications

A good research contributes fresh insights to its field, so highlighting its implications is key. The findings of the present study can benefit educational planners, administrators, lecturers, professors, and parents in these ways:

- Organize special programs to assess verbal learning disabilities in primary students.
- Refer students with high verbal learning disabilities to neuropsychologists.
- Send students with above-average disabilities to psychologists, psychotherapists, or speech therapists.
- Counsel students with average or moderate disabilities.
- Provide extra support and attention to students with below-average abilities.
- Appoint a resource expert to identify and support students with disabilities through remedial teaching.
- Use engaging and effective teaching methods to boost learning.
- Utilize special tools or equipment for students with disabilities.
- Create a supportive and eco-friendly classroom environment.
- Better understand and support verbal learning-disabled students.
- Treat all students equally, regardless of gender or background.

Organize seminars and workshops to build confidence among students and teachers.

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