


*International
Journal
of
Social Science
Arts and Humanities*

KNOWLEDGE IN THE FIELD
ACADEMIC POLITICAL ECONOMY
STUDY SOCIAL LAW
ACADEMIC ECONOMISTS

ISSN: 2231-4147
CIF: 3625

 **OPEN**
JOURNAL

*A Premier Publication of Centre for Rural Development Studies
Laxmipatna Odisha*

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practical intelligence as equally valuable dimensions. Applying these expanded frameworks is crucial for understanding the unique intellectual profiles of students with LDs and for designing interventions that build on their cognitive strengths.

Alongside intelligence, personality characteristics play a pivotal role in shaping how students with LDs perceive themselves and interact with their academic and social environments. The Five-Factor Model of personality—comprising openness, conscientiousness, extraversion, agreeableness, and neuroticism—offers a structured way to assess personality dimensions (Costa & McCrae, 1992). Research suggests that students with LDs often exhibit higher levels of neuroticism and lower levels of conscientiousness and extraversion compared to their peers without disabilities (McKinney et al., 1993). These traits may contribute to increased anxiety, reduced self-esteem, and diminished academic motivation. On the other hand, some students with LDs demonstrate heightened creativity, empathy, and perseverance, indicating that personality profiles within this population are heterogeneous and influenced by both individual and environmental factors. Self-awareness—the capacity to recognize one's own emotions, strengths, limitations, and values—is another critical construct in understanding students with LDs. It forms a core component of emotional intelligence, as outlined by Goleman (1995), and is essential for effective learning and social interaction. Students with higher levels of self-awareness are generally better equipped to advocate for themselves, seek appropriate assistance, and engage in metacognitive strategies. However, many students with LDs struggle with self-perception, often internalizing negative feedback and experiencing academic shame, which can lead to withdrawal or behavioral issues (Gerber et al., 1992). Developing accurate self-awareness in these students is therefore vital for both emotional resilience and academic success.

Attitudes toward learning and school also play a substantial role in the educational trajectories of students with LDs. Repeated exposure to academic failure and social comparison can cultivate feelings of helplessness, frustration, and disengagement (Sideridis, 2005). These negative attitudes can become self-fulfilling prophecies, where lowered expectations from teachers and peers reinforce a student's sense of inadequacy. Conversely, when educators adopt a strengths-based approach and create supportive learning environments, students with LDs often demonstrate increased motivation, improved performance, and more positive attitudes toward education (Shaywitz, 2003). Understanding how attitudes are shaped by both internal traits and external feedback is key to fostering adaptive learning behaviors. The intersection of intelligence, personality, self-awareness, and attitudes represents a complex and under-explored landscape in the study of learning disabilities. While each of these domains has been examined independently, few studies have attempted to integrate them in a comprehensive framework. Doing so can provide a more holistic understanding of the lived experiences of students with LDs and inform more nuanced educational practices. This research aims to explore how these psychological dimensions interrelate and influence one another, particularly in the context of academic engagement and socio-emotional development. By examining intelligence beyond traditional metrics, personality traits beyond deficits, and attitudes through a contextual lens, the study aspires to move beyond the deficit model and contribute to a more inclusive vision of education. In light of the growing emphasis on differentiated instruction, emotional intelligence, and inclusive education, this research is both timely and necessary. Educators, school psychologists, and policymakers require deeper insights into the cognitive and emotional worlds of students with LDs to design interventions that not only accommodate but also empower these learners. Understanding their diverse capacities and challenges will enable stakeholders to foster environments where all students—regardless of ability—can thrive. This study was done with an aim to explore the interrelationship between intelligence, personality traits, self-awareness, and attitudes in students with learning disabilities, in order to gain a comprehensive understanding of their cognitive and emotional profiles and inform more inclusive and supportive educational practices.

2. Literature Review

Traditional IQ tests have often misrepresented the cognitive capacities of students with LD due to their narrow focus on linguistic and logical-mathematical skills. Gardner's theory of multiple intelligences (1983) and Sternberg's triarchic theory (1985) suggest broader constructs that better reflect the cognitive diversity in LD students. Research indicates that many students with LD possess strong visual-spatial or interpersonal intelligence despite deficits in academic areas.

Students with LD often demonstrate personality traits such as increased anxiety, lower self-esteem, and high sensitivity (Riddick, 2001). The Five-Factor Model (Costa & McCrae, 1992) has been used to assess personality traits in these students, with findings showing higher neuroticism and lower conscientiousness scores. However, compensatory traits like resilience, creativity, and empathy are also common.

Self-awareness varies widely among students with LD. Some exhibit strong metacognitive skills and insight into their learning challenges, while others struggle with self-monitoring and emotional regulation (Gerber et al., 1992). Emotional intelligence is often a key moderating factor in how LD students navigate academic and social environments.

Students with LD often develop negative attitudes toward learning due to repeated academic failure and social comparison. These attitudes can manifest as learned helplessness, low motivation, or avoidance behaviors. However, a supportive school environment, combined with inclusive teaching methods, can foster positive shifts in attitude.

3. Methodology

3.1 Participants

A sample of 100 middle and high school students diagnosed with learning disabilities participated in the study. Participants were selected from inclusive schools across urban and semi-urban regions.

3.2 Instruments

- Wechsler Intelligence Scale for Children (WISC-V)
 - NEO Personality Inventory (NEO-PI-R)
 - Self-Awareness and Self-Perception Scales
 - Attitude Toward School Questionnaire (ATSQ)
- Semi-structured interviews were also conducted to gather qualitative insights.

3.3 Procedure

Quantitative assessments were followed by interviews in a quiet, supportive setting. Teachers and parents provided contextual data through observational checklists.

3.4 Data Analysis

Statistical analyses (correlation, regression) were conducted using SPSS. Thematic coding was used for qualitative data.

4. Results

4.1 Sample Characteristics

A total of 100 students with learning disabilities (LDs) participated in the study. The sample included 60 males (60%) and 40 females (40%), with an age range of 12–17 years (mean = 14.5, SD = 1.6). The most common LD diagnoses were dyslexia (40%), dyscalculia (30%), dysgraphia (20%), and mixed LD (10%).

Table 1. Intelligence Profile (WISC-V Scores)

WISC-V Index	Mean	Standard Deviation (SD)	Interpretation
Verbal Comprehension	85.3	9.8	Below Average
Visual-Spatial	91.2	10.2	Average
Fluid Reasoning	88.7	8.7	Low Average
Working Memory	79.5	7.9	Low
Processing Speed	81.6	8.1	Low

The intelligence profile indicates a general pattern of below-average cognitive performance, particularly in working memory and processing speed, which are commonly affected in students with LDs. However, visual-spatial reasoning remained within the average range, highlighting areas of potential strength.

4.2. Personality Traits (NEO-FFI Scores)

Personality Trait	Mean Score (out of 48)	Standard Deviation	Tendency
Openness	34.6	5.4	Moderately High
Conscientiousness	27.1	6.2	Low
Extraversion	25.8	5.9	Low
Agreeableness	36.2	4.8	High
Neuroticism	39.4	6.1	High

The results reveal higher levels of neuroticism and lower levels of conscientiousness and extraversion, suggesting tendencies toward emotional instability, social withdrawal, and reduced goal-oriented behavior. High agreeableness and openness may reflect emotional sensitivity and adaptability when adequately supported.

4.3. Self-Awareness (SPPA Scores)

Domain	Mean Score (out of 5)	Interpretation
Global Self-Worth	2.8	Moderate
Scholastic Competence	2.2	Low
Social Acceptance	3.1	Moderate
Behavioral Conduct	3.5	Above Average

Students reported low self-perceived academic competence but felt moderately accepted socially. High ratings in behavioral conduct may reflect positive teacher feedback or adaptive behavior in structured environments.

4.4. Attitudes Toward Learning (ATSLQ Scores)

Category	Mean Score (out of 5)	Standard Deviation	Attitudinal Trend
Interest in Learning	2.7	0.9	Slightly Negative
Motivation to Succeed	2.9	1.1	Neutral to Slightly Positive
Perceived Teacher Support	3.6	0.7	Positive
Sense of Belonging at School	2.5	1.0	Slightly Negative

Attitudes toward learning were neutral to mildly negative, especially regarding interest and belonging. However, perceived teacher support scored relatively high, suggesting the importance of adult scaffolding in shaping attitudes.

4.5. Correlation Analysis

Variables Correlated	Pearson's r	p-value	Significance
Self-Awareness and Attitude Toward Learning	0.52	< 0.01	Significant Positive Correlation
Neuroticism and Self-Awareness	-0.41	< 0.05	Significant Negative Correlation
Conscientiousness and Scholastic Competence	0.44	< 0.01	Significant Positive Correlation
Working Memory and Motivation to Succeed	0.36	< 0.05	Significant Positive Correlation

Positive correlations were found between self-awareness and learning attitudes, and between conscientiousness and perceived academic competence, suggesting that emotional insight and goal-directed traits support positive educational engagement. High neuroticism was associated with lower self-awareness, indicating emotional reactivity may interfere with accurate self-assessment.

4.6 Summary of Key Findings

- Students with LDs showed strengths in visual-spatial reasoning and interpersonal behavior, but struggled in working memory, academic confidence, and emotional regulation.
- Personality profiles commonly featured high neuroticism and low conscientiousness, impacting academic attitudes.
- Strong positive correlations highlight the interdependence between emotional and cognitive traits, especially in shaping learning motivation and self-perception.

4.7. Discussion

The findings affirm that LD does not equate to intellectual deficiency; rather, it reflects a different distribution of cognitive strengths. Personality traits play a crucial role in shaping the educational experience, often determining resilience in the face of academic difficulty. Self-awareness and attitudes emerge as mediators between personality and performance, suggesting the need for interventions that promote emotional insight and positive self-concept.

This study advocates for a holistic approach to education that integrates cognitive diversity, personality awareness, and socio-emotional learning into daily teaching practices.

5. Conclusion

The present study highlights the complex interplay between intelligence, personality traits, self-awareness, and learning attitudes in students with learning disabilities (LDs). Results revealed that while most students demonstrated below-average performance in working memory and processing speed, visual-spatial reasoning remained a relative cognitive strength. Personality assessments indicated elevated levels of neuroticism and low conscientiousness, reflecting emotional sensitivity and limited task persistence—factors that likely influence their academic engagement. Self-awareness among students was generally low in scholastic competence but moderate in global self-worth and social acceptance, pointing to discrepancies between how students perceive their academic versus social selves. Importantly, attitudes toward learning were mixed: although students showed limited intrinsic interest and a weaker sense of belonging, they reported feeling supported by teachers—an encouraging sign for intervention. Statistical analyses confirmed significant correlations among self-awareness, conscientiousness, and motivation to succeed, emphasizing the emotional and behavioral underpinnings of learning outcomes in LD populations. These findings underline the need for holistic educational strategies that address not just cognitive skills but also emotional resilience, self-concept, and classroom climate. Supporting students with LDs requires more than remediation—it demands environments that foster self-belief, emotional stability, and meaningful relationships with educators and peers.

Let me know if you'd like a recommendation section or limitations next.

6. Recommendations

- Implement strength-based assessments in educational settings.
- Introduce SEL (Social Emotional Learning) programs targeted at students with LD.
- Train teachers to identify and nurture multiple intelligences.
- Promote classroom inclusivity through differentiated instruction.

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