
“A Study on Impact of cognitive behavior therapy on emotional competence and academic performance”

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ABSTRACT:

Learning disabilities result from impairment in one or more process related to perceiving, thinking, remembering and learning. Such disabilities range in severity and may affect any or several areas of life. Diagnosing a student with learning disability is a difficult task that should not be taken lightly. In school setting the Individual with Disabilities Education Act (IDEA) require that school used a Response to Intervention (RTI) model to determine the students learning needs. Response to Intervention requires schools to have evidence based core curriculum and instruction in place for all students. Emotional intelligence which involves the ability to perceive accurately, appraise and express emotions, the ability to regulate and promote emotional and intellectual growth. Substantial evidence has been found which is related to awareness and identification of one's owns emotions and emotional regulations skills.

Keywords: *Disabilities, impairment, emotional intelligence & intellectual growth.*

INTRODUCTION:

Basic need for all human kind from birth to whole life is learning, as because of learning human kind has reached where they are now. In all life skills learning skill is the very important skill as it helps mankind know and understand the way of life, things and environment works from the very beginning or let's say from birth. Learning makes mankind understand and improve all things from very basic necessity to the advance level things. There are three factors reflecting learning enhancement as identified by Behavioral Psychologists. The first degree of learning is related to acquisition of the new behavior. Second is maximum level of performance which is associated with any type of behavior. The third factor of acquisition of new behavior is associated with greatest increase in learning.

- Cognitive: To calculate, recall, analyze, discuss and problems solving etc.
- Psychomotor: To swim, dance, dive, ski and drive a car etc.
- Affective: To love, fear, appreciate, hate, like something and worships etc.

During the learning process the learners acquire various habits, attitudes and knowledge that all essential and also to meet the demands of life in general. Learning strategies and style differ from individual to individual. The process of information gathering from individuals is better when received through the ears than eyes. Few individual feels difficulty in learning in noisy environment, while few individuals prefer less visual distraction environment. During the learning time some individuals face few mentioned difficulties related to breakdown in listening involvement, process in learning, perceiving, thinking, expression and memory. These all difficulties termed as specific learning disabilities or specific learning difficulty. Some are responsible for poor scholastic performances such as cultural and social disadvantage and emotional disturbance but many of the times the professional psychologists help them to enhance their academic performance.

There are three types of emotions namely:

Basic Emotions: - The analogous to the essentials of chemistry basis according to one view people acquire few basic emotions. Emotional sensitivity occurs along two or more continuous dimensions according to competing view, such as displeasure and activity vs pleasure vs inactivity. To embrace anger, disgust, fear, happiness, sadness, and interest emotion is widely agreed. The recognition and expression emerge in early stage of life but continue to develop through lifespan. Basic emotions show high cross-cultural recognition the facial expressions associated.

Identity-conscious and social emotions: - Embraces emotions such as envy, pride and shame, empathy, contempt and guilt. Theory of mind and sense of identity define that basic emotions develop initially than emotion develop fully because they depend on cognitive improvement landmark.

Refined emotions: - The higher order wakefulness is totally new concept for emotional experience aspects that require the psychological methods in higher level.

LITERATURE SURVEY

A review of literature is a summary of previous research and it involves the survey of the literature relevant for the present investigation because through this literature review; a key concept is to clear delineation to understand the research questions between students with Learning Disability and other areas of the investigation. The main focus of this literature review will be to study students with Learning Disability and the impact of Cognitive Behavior Therapy on their Emotional Competence and Academic Performance. It helps the author to clear nature of the study or research and provides a theoretical base for the research and it also helps in the establishment of the originality and need for the present investigation [1]

The studies reveal that learning disability appears with classroom problems, emotional and behavioral problems and social skill deficits [2] Many times such problems are enhanced when parental expectations favor the learning disabled children increase with the increase in age. Some studies report that students with learning disability show low academic achievement while some studies focus on the emotional and higher level of aggressive behavior. In addition to many supporting evidences, few studies report contradictory findings [3]. A number of studies report loneliness, helplessness and self-deficits in their behavior.

These findings reveal significant impairment in their academic achievement and reduced cognitive functions.

Comprehensive review reveals that due to the learning disability, social Competence, emotional and behavior competence decrease. However, declines may be due the isolation, poor academic achievements and feelings themselves at lower level. Only few studies relate the gender differences. However, the mental health problems in females showed gender differences [4]. The next part provides a systematic review of the association between emotional competence and learning disability [5].

PROBLEM & HYPOTHESIS

The research evidence reviewed suggests that most of the learning disability students have mental health problems and psychological disturbance under a variety of situational and environmental circumstances. In this competitive educational environment the learning disability students have a dire need to read and understand to achieve the higher goals and also need to make emotionally competent to attain better academic achievement . The family background, school environment and peer group all affect the quality of academic achievement but low level of socio-economic status has negative effects on the academic performance of students because the basic need of students remain unfulfilled

Problem

Impact of cognitive behavior therapy on emotional competence and academic performance among Learning Disability group of students

Hypothesis

There would be positive relationship between Emotional competence & Academic performance of Learning Disability group of students.

Design

An investigation is planned to solve the problem of a research systematically. For this purpose a two group design was selected on learning disability group of students in Pre (Before intervention) and Post (After intervention) conditions as shown in following table. The cognitive behavior therapy to be given in sessions is taken as independent variable. Emotional competence and academic performance are taken as dependent variables. The Gender, Type of school and Area (rural and urban) are taken as demographic variables in the research.

Tools used

In the present research study, following tools were administered:-

1. Learning Disability Self-Screening Tool (LDSST) by Shulman.
2. Diagnostic and Statistical Manual of Mental Disorder, 4th Edition, Text Revision (DSM-IV-TR) by American Psychiatric Association.

RESULTS & ANALYSIS

The present investigation was conducted to find out the impact of cognitive behavior therapy among learning disability group of students on their emotional competence and academic performance. For this purpose, the researcher started collecting the research and age appropriate tools from various resources and followed the administration procedure, scoring criteria and interpretation from the tool manuals. The obtained data were treated by descriptive and inferential statistics and thus correlation and t-test was applied. The appropriate graphs and tables were prepared with the help of excel and SPSS analysis

CONCLUSION

The present research was conducted to assess the relationship between emotional competence and academic performance among learning disability students as well as to see the impact of cognitive behavior coping skill techniques. Cognitive behavior therapy coping skill techniques reveal an impact on emotional competence and academic performance of learning disabilities group of students

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