



Research Article

SELF-CONCEPT AMONG STUDENTS WITH LEARNING DISABILITY (LD) AND HIGH ACHIEVER IN ELEMENTARY SCHOOLS OF ARUNACHAL PRADESH

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ABSTRACT

The purpose of the research was to study the Self-Concept among students with Learning Disability (LD) and High Achiever in Elementary Schools of Upper Siang District of Arunachal Pradesh. Learning disability students are often not dealt with care and concern and encounter their emotions problems. They find difficult to make friends and are maladjusted in making relationships and so they feel very lonely. In due course, they may develop symptoms of withdrawal and anxiety. High achiever students are who execute at hit the highest point of an academic level. To collect the necessary data for the study, survey method was used. Cluster sampling technique was used to select only 3 elementary schools out of 7 and all the class VI students in the selected elementary schools were the participants in this research of Mariyang block of Upper Siang district of Arunachal Pradesh. Both descriptive and inferential statistical analysis techniques were employed to compute the data. The study has revealed that the Students with high achiever are found high in self-concept as compared to the students with learning disability. Assessment strategies need to be developed to enhance self-concept of learning disability students as well as high achiever students.

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INTRODUCTION

Education is the greatest wealth for the entire human race in this universe. In this universe there is plenty of confusion and illusion which makes the person uncivilized. The only education is removing the uncivilized tag and makes them civilized. Education plays a vital role in our entire life and it helps in every field of the progress of behavior and modifies the persons in all aspects. In every classroom, the teacher will come across a variety of children.

Learning is a process of gaining new or altering knowledge, behaviors, skills, values, etc. this is the quick outcome of those children who understand or counter the experience. Although this is penalizing the individual's differences of the students learned. This is significant to remain in brain that learning content or information constitutes only one part of learning in university courses.

Those who are very bright, those who are logical in their approach, those who are extremely talented in music or in painting, those who are aggressive and constantly bullying by other children, those who are shy and withdrawn and unable to cope with their peers and those who are facing difficulty in learning like they cannot read, write and recall in terms of learning.

The self-concept is very much important to enhance the value of education at the school level. Self-concept has internal self-study and how this innate ability helps the student in their career development and the progress of life.

Learning Disability (LD)

Learning disability is a state that affects the functions of mind such as ability to responses, received, stored and information processing to communicate with others. Students with learning disability generally have trouble in understanding incoming stimuli from the environment or convey information in a form of speech.

Information received through the sense organs such as eyes, ears, and skin are received in a jumbled or scrambled manner in the brain to make the process of learning difficult for the child. Learning disability is an ultimate reflection of impairment and it imposes the limitations on functions in performance of activity. The limitations can be in many ways like: poor physical co-ordination, self-control, lack of attention, difficulty in spoken and written language. These difficulties extend to school work and it can interfere in learning to read, write and to solve the mathematical problems. In education that learning disability students are a diversity of meaning, also label depending on personal experience, view, and socio-economic status. The concept of learning disabilities remained hidden for centuries. It did exist but was not recognized. However, it is possible to look back and trace its multiple origins.

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First time in history 'Learning Disability' was first introduced by Kirk in 1963. According to him "learning disability as a retardation, disorder or delayed development in one or more of the processes of verbal communication, reading, writing, mathematics and other school subjects resulting from psychological handicap caused by a possible cerebral dysfunction and behavioral disturbances. It does not result in mental retardation, sensory deprivation or cultural and instructional factors".

High Achiever Student

Every person has their own ability and competence in different areas. Like some are good at music, in sport, soccer, painting and so on. This is also applicable in our school that we found many of students have their own individual's talents in different areas. These kinds of students are found in academic performance that they got the highest mark and percentage in an examination and they are all different from each other and have different competencies in academic achievement.

High achiever students are who execute at hit the highest point of an academic level. They do the work that is necessary and accomplish it well. They tend to be well-organized, with good time executive skills, which is why they turn inefficient and neat work on time. They are liable to be well-manner in the classroom setting and actively participate in class deliberations. Teachers loves them because they eagerly engage with whatever material is presented in class. They have excellent study skills and social skills. The high achievers showed a higher achievement motivation than the low achieving subjects. High achievers had greater expectancy for academic success than the learning disability.

Self-Concept

Self-concept, for the most part, refers to the consolidated of thoughts, feeling and frame of mind have about themselves. It additionally refers to the recognition, conviction, and qualities, which the individual sees about claim capacities and status in the outside world. In this respect, Pandey communicated his view about the Self-concept that it is partial by one's physical character, individual look, and dress and preparing by capacities and standpoint, qualities, convictions, and desires. Individuals with the high Self-concept are at risk to be additionally tolerating of others. High Self-concept is identified with self-assurance and receptive outlook.

A self-concept also is defined as plenty of awareness about one's self of past, present, and future. The children who have high self-concept are very much aware of their ability to do something and they can achieve their goals in life. This term is the consciousness of yourself in the present and thinks of yourself at a future time.

Whenever, we mention about persons who have low self-concept or that self-concept is not strong, that means they are weak in every step of their lives. But these are a misconception of the term. They can do well in any field and be strong in any other traits. However, we could consider self-concept to be our endeavor to account for ourselves to ourselves, to assemble a plan that composes our impressions, feeling and frames of mind about ourselves. But the model or scheme is not perpetual, bound together, or constant. Our self-observations fluctuate from circumstance to circumstance and starting with one period of our lives then onto the next.

REVIEWS OF RELATED STUDY

Zelege (2004) revealed that student with learning disabilities in inclusive schools are having low self-concept in comparison to their classmates who are in non-learning disabilities. Moller, *et al.* (2009) compared the self-concept of LD students with Non-LD students. The study revealed that students with LD in inclusive schools have a low self-concept when compared to the non-LD students.

Adsul, *et al.* (2011) conducted a study on self-concept of high and low achieving adolescents. The researchers have come to know that the level of academic achievement does not control the education of self-concept of adolescents. Hence it has been revealed that there is no significant difference between high and low achievers on self-concept. Halder and Datta (2012) conducted a research on self-concept of the adolescents who are visually impaired in India and they found the difference between the adolescents who have sighted and visually impaired. The research revealed that significant differences among the adolescents who are sighted and visually impaired with respect to the overall self-concept.

Matovu (2012) investigated on self-concept and academic achievement among university students. He revealed that the university students in a statistically significant difference in the academic self-concept and academic achievement. Mishra (2012) also conducted a comparative study on self-concept and self-confidence of sighted and visually impaired children. It has been found in the study that the significant difference in self-concept of visually impaired and none challenged students. Additionally, it has no significant difference in self-concept of males and females. Lastly, the investigator found that the sighted students were having higher self-confidence as compared to visually impaired and non-challenged students.

Lone & Lone (2016) have studied on the relation between self-concept and academic achievement. It revealed that a significant relationship between self-concept and academic achievement among secondary school students. However, while studying this relationship separately among boys and girls, the girl students have shown no relation of this type while the boys strictly follow the overall results.

Need of the study

Learning disabled children never assess their ability because they cannot manage the thing or ideas properly. They have hidden talent and they never used their talent in the right way. The students who secured the highest marks and percentage in compare to their classmate in any examination of academic competitions may know for a high achiever. Most of the time these learning-disabled children get hurt and become isolated from everything, it is only because of their low self-concept. The result is that they are becoming more and more low self-confident and self-motivated towards themselves. The self-concept has very closed with the education because to gain and imbibe the real education for students. Based on available review of literature it has been observed that there are few studies conducted on self-concept among the learning disability students. On the other hand, a smaller number of investigators has conducted research on the students with high achiever in national level.

Hence, a study needs to be carried out specially in north eastern region of India so that appropriate educational programmed can be planned out for them. So, this research

was designed to study the difference of self-concept among students with learning disability and high achiever in elementary schools of Mariyang block at Upper Siang district of Arunachal Pradesh.

Objectives

1. To identify the students with Learning Disability (LD) in class VI at elementary schools.
2. To identify the students with high achiever in class VI at elementary schools.
3. To study the difference of self-concept among students with Learning Disability (LD) and High Achiever in class VI at elementary schools.

Hypothesis of the study

1. There is a significant difference of self-concept among students with Learning Disability (LD) and High Achiever in class VI at elementary schools.

METHODOLOGY

To collect the necessary data for the study, the survey method was utilized by the researchers. The survey is a vital technique which includes an obviously characteristic issue and distinct objectives. It also requires expert and creative arranging, careful analysis and interpretation of information gathered and logical and aptitude full announcing of the findings.

Sample and Sampling Techniques

At the beginning of this research, researchers were decided to select only Upper Siang district of out of 23 districts of Arunachal Pradesh and Mariyangblock was selected out of seven blocks in the same district through random sampling technique by lottery method. In the next stage researchers were decided to conduct study on only class VI students. Furthermore, researchers applied cluster sampling technique to select only 3 elementary schools out of 7 and all the class VI students in the selected elementary schools were the participants in this research. Finally, for the identification of the students with Learning Disability (LD) and High Achiever from the selected schools, researchers administered BCSLD and DTLTD tool. The detailed procedure of selection of LD and HA students are discussed in the tools section.

Tools Used

The following tools were administered on the participants of this research:

Behavioral Checklist for Screening the Learning Disabled (BCSLD)

For identification of learning disability students, the researchers used standardized form of Behavioral Checklist for Screening the Learning Disabled (BCSLD) developed by Swarup and Mehta in 1989. The checklist comprises of 30 positive and negative items to be filled in by the teacher. The reasons for including positive and negative items are two: (a) To know the strengths and weakness of the children; (b) To provide a check on the teacher's marking of the checklist items.

The BCSLD endeavors to coordinate of learning, every one of these components assumes a critical job in the learning procedure in a child. Interplay the every one of these elements ultimately outcomes in the child's educational execution. The

eight areas that the BCSLD covers are deficits in: Visual processing; Auditory processing; Motor coordination; Cognitive domain (thinking, reasoning, comprehension); Language; Memory; Perseveration – tendencies; and Affective domain. Every area belongs to deficits in a specific capacity, and by giving us more knowledge into his psychological structure, endeavors to clarify the purpose behind the child's under achievement.

Diagnostic Test of Learning Disability (DTLD)

For the identification of learning disability students, the researchers used standardized form of the Diagnostic Test of Learning Disability (DTLD) developed by Swarup and Mehta in 1990. It is a tool built to recognize those kids who experience learning problem, because of learning disability. Since learning disability could plan over an assortment of capacities, ten areas, each represented to a fundamental mental procedure have been chosen. A lack in any of the area or a blend of any would prompt a learning issue. The initial six areas belong to the procedure engaged with visual and auditory recognition, viz. (a) Eye-Hand Co-ordination (EHC); (b) Figure-Ground Perception (FGP); (c) Figure Constancy (FC); (d) Position –in- Space (PS); (e) Spatial Relations (SR); (f) Auditory Perception (AP); (g) Memory (M); (h) Cognitive Abilities (CA); (i) Receptive Language (RL); and (j) Expressive language (EL).

What will emerge from the DTLD is the profile showing the subject's abilities and disabilities. Diagnosis would be founded on the examination of the subject's test execution, which would turn into the reason for powerful remediation.

Children's Self- Concept Scale (CSCS)

Children's self-concept (CSCS) was constructed and standardized by Ahlulwalia (1989). In the test there were 80 items, just a single score to be granted to every statement, either 'yes' or 'no' as depicted in the manual, the maximum score for the total self-concept scale can be 80 while the base score can be zero (0). The present scale has been set up after the outstanding of Piers-Harris children's self-concept scale (1969). The test contains eighty items in all with 'yes' or 'no' reactions. It incorporates fourteen deceives to distinguish whether the children and adolescents have filled it precisely or not. It was a verbal paper-pencil test. The six scales which were incorporated into the self-concept scale are thought to be imperative in the mental universe of childhood and adolescence. The names of these sub-scales are; a) Behavior; b) Intellectual and school status; c) Physical appearance and attributes; d) Anxiety; e) Popularity; and f) Happiness and satisfaction.

The scale items are the score a positive or negative way to reflect the assessment measurement. A high score on the scale indicates a favorable self-concept, which is exchangeable with the expression "self- esteems" or "self – regard."

Students' Academic Achievement Format

The students' Academic Achievement format was developed for the collection of past three years students' result from their respective elementary schools of Mariyang Block of Upper Siang District of Arunachal Pradesh. The objective of this format was to measure the results in division and passing percentage in the last consecutive three years of annual examination i.e. 2015-16, 2016-17 and 2017-18.

Data analysis techniques

The statistical method depends on the nature of the data. As the problem under study was analyzed by using the following appropriate statistical techniques; Rank, Mean, Standard Deviation and ‘t’ - test.

Analysis and Interpretation

Section-I

In this section, the data were analyzed for the identification of Learning Disabled (LD) students in Class VI from 3 elementary schools. Following two tools were administered for the same; a) Behavioral Checklist for Screening the Learning Disabled (BCSLD) and b) Diagnostic Test of Learning Disability (DTLD).

Table 1 Scores of Behavioral Checklist for Screening the Learning Disabled (BCSLD) for the Identification of Students with Learning Disability

School - 1			School - 2			School - 3		
Sl. No.	Students' score	Rank	Sl. No.	Students' score	Rank	Sl. No.	Students' score	Rank
1	41	1	1	40	1	1	38	1
2	40	2	2	39	2	2	36	2
3	39	3	3	38	3	3	36	2
4	38	4	4	38	3	4	35	4
5	38	4	5	36	5	5	33	5
6	37	6	6	34	6	6	33	5
7	36	7	7	32	7	7	32	7
8	36	7	8	32	7	8	31	8
9	35	9	9	30	9	9	29	9
10	35	9	10	28	10	10	29	9
11	34	11	11	28	10	11	28	11
12	32	12	12	28	10	12	27	12
13	31	13	13	28	10	13	27	12
14	30	14	14	28	10	14	27	12
15	30	14	15	15	15	15	26	15
16	30	14	16	14	16	16	26	15
17	30	14	17	13	17	17	25	17
18	29	18	18	13	17	18	14	18
19	29	18	19	13	17	19	13	19
20	24	20	20	13	17	20	10	20
21	24	20	21	12	21			
			22	10	22			
			23	10	22			
			24	10	22			
			25	10	22			

In the above Table 1 data were arranged according to the rank order method. According to the manual of BCSLD, considering the top 27% of the scores out of maximum score of 60 (16.2 and above) may be treated as suspected cases of learning disability students.

In School-1, all the 21 students scored more than 16.2 as marked by their class teacher. It means all the students of the first school are coming under suspected cases of learning disability.

In School-2, only 11 students scored below 16.2 out of 25 students and remaining 14 students scored above 16.2 as marked by their class teacher. It means that 14 students of the second school are coming under suspected cases of learning disability.

In School-3, only 3 students scored below 16.2 out of 20 students and remaining 17 students scored above 16.2 as marked by their class teacher. It means that the 17 students of the third school are coming under suspected cases of learning disability.

For the identification of students with learning disability from a class, only BCSLD checklist is not enough. Furthermore, DTLD test was administered on all the Class VI students of 3 elementary schools. The instructions were clearly read out and it was ensured that every student in the group understand the instructions. The doubts were made clear to them. The test was no time limit as it was not a speed and power test. The duration of the test was 1 hour 45 minutes. The interpretation was done according to the DTLD manual, follows as:

- Those students who got score of thirty or below acquired shows a severe problem.
- The students got a scores of forty was indicated of a moderate problem.
- Likewise, who secured a score of fifty was reflected a mild problem.
- The students obtained a score of above fifty in might be acknowledged as a high achiever.

Table 2 Scores of Diagnostic Test of Learning Disability (DTLD) for the Identification of Students with Learning Disability

School - 1			School - 2			School - 3		
Sl. No.	Total Students' score in DTLD	Rank	Sl. No.	Total Students' score in DTLD	Rank	Sl. No.	Total Students' score in DTLD	Rank
1	58.5	1	1	74.5	1	1	53	1
2	53.5	2	2	72	2	2	53	2
3	51.5	3	3	71	3	3	53	2
4	51	4	4	71	3	4	52.5	4
5	51	4	5	69.5	5	5	51	5
6	50	6	6	68.5	6	6	50.5	5
7	47	7	7	68.5	7	7	49.5	7
8	45	7	8	66	7	8	49	8
9	43.5	9	9	64.5	9	9	48.5	9
10	43.5	9	10	64.5	10	10	46.5	9
11	42.5	11	11	59.5	10	11	45.5	11
12	41.5	12	12	59.5	10	12	43.5	12
13	41	13	13	59.5	10	13	42	12
14	41	14	14	58	10	14	42	12
15	40.5	14	15	54.5	15	15	41.5	15
16	37.5	14	16	54	16	16	40.5	15
17	36	14	17	52.5	17	17	36	17
18	34.5	18	18	52	17	18	34.5	18
19	29	18	19	51.5	17	19	32	19
20	27	20	20	51	17	20	27.5	20
21	21	20	21	36.5	21			
			22	34.5	22			
			23	25.5	22			
			24	19	22			
			25	16.5	22			

Data which were collected through DTLD are analyzed according to the DTLD manual. Out of 21 students in first school, 16 students obtained 50 and below in DTLD test and remaining 5 students scored above 50. It means 16 students considered as suspected learning disability and remaining 5 students are in high achiever category. So, the researchers identified 16 students in Class IV as suspected learning disability in first school with the help of BCSLD and DTLD.

In second school, out of 25 students only 5 students obtained 50 and below in DTLD test and remaining 20 students scored above 50. It means 5 students are considered as suspected learning disability. So, the researchers identified 5 students in Class IV as suspected learning disability in second school with the help of BCSLD and DTLD.

Out of 20 students in third school, 14 students obtained 50 and below in DTLD test and remaining 6 students scored above 50. It means 14 students are considered as suspected learning disability and remaining 6 students are in high achiever

category. So, the researchers identified 14 students in Class IV as suspected learning disability in third school with the help of BCSLD and DTLTD.

After analyzing both the tools i.e. BCSLD and DTLTD of three selected schools, the sample of 66, there were 35 students had identified the learning disability and 31 students were identified as high scorers.

as high achiever. In school one only 5 (five) students, in school two 20 (twenty) and in school third only 6 (six) students were identified as high achiever respectively. Hence the total high achiever students were 31 out of 66 of three selected elementary schools. But in school two 20 students out of 25 were identified as high achiever because of the school is situated in urban area and other two schools are in rural area.

Table 3 Distribution of Score of students with Learning Disability (LD) and High Achiever (HA) of three Elementary schools

Sl. No.	Schools	Total no. of students in Class	Severe ≤ 30	Moderate ≤ 40	Mild ≤ 50	Total LD Students	Total HA Students
1	School-1	21	03	03	10	16	05
2	School-2	25	03	02	00	05	20
3	School-3	20	01	03	10	14	06
	Total	66				35	31

The total number of learning disability were 35 (thirty-five) and falls under severe students were 7 (seven), moderate students were 8 (eight) and mild students were also 20 (twenty) in two school respectively but in second school, there was no single students falling under the mild category.

Section - B

In this section, the researcher analyzed the data which were collected in favor of objective 2, i.e. to identify the students with high achiever in class VI in sampled elementary schools. For the identification of students with high achiever in Class VI, researcher had made the list of those students who secured highest score (above 50) on the DTLTD test. Then, the researcher collected the past three-year student’s academic achievement from all the three selected schools. In this process, the researcher identified students who scored above 50 and secure highest marks in his /her academic performance of past three years. Therefore, researcher arranged the data in the following table:

Table 4 Students’ Academic achievement result of past three Years

Sl. No.	Schools	Academic Year	Percentage				High Achiever Students
			50-59	59-69	69-70	70-above	
01	School-1	2015-16 (Class-III)	01	02	01	01	05
		2016-17(Class-IV)	01	01	02	01	05
		2017-18(Class-V)	01	00	02	02	05
02	School-2	2015-16 (Class-III)	08	04	03	05	20
		2016-17(Class-IV)	06	05	03	06	20
		2017-18(Class-V)	05	05	04	06	20
03	School-3	2015-16 (Class-III)	03	01	01	01	06
		2016-17(Class-IV)	02	02	01	01	06
		2017-18(Class-V)	02	02	01	01	06

Table 5 Significance of Difference between the Mean Scores of Self Concept of Students with Learning Disability and High Achiever

Groups	N	Mean	S.D.	SEd	t - test	Level of Significance
Learning Disability (LD)	35	40.25	4.65	0.89	4.13	Significant at 0.01 level
High Achiever (HA)	31	43.93	5.56			

degree of freedom (df) = 64, table value at 0.05 level = 2.00 & at 0.01 level = 2.66

The above table 4 shows the last three years of students’ academic achievement of three different elementary schools. Based on the academic record, students who scored 50 percentage and above in the examination, they are considered

In this case, students of school two got more facilities in academics like better academic environment and good infrastructure in their school as compared to the other two rural schools.

Section - C

In this section, the researcher analyzed the data which were collected in favor of objective three is to study the difference of self-concept among students with learning disability and high achiever in class VI at elementary schools.

The mean scores of self-concept of Learning Disability (LD) and High Achiever (HA) students depicted in table five 40.25 and 43.93 with S.D. 4.65 and 5.56 separately. The ‘t’- value obtained 4.13 and it is observed to be significant at both 0.05 and at 0.01 level of significance. It implied that it has a significant difference of self-concept between LD and HA students. Hence, the hypothesis is rejected.

Since the mean score of self-concept of high achiever students is higher than the learning disability students, it suggested that students with high achievers were found to be higher self-concept as compared to the students with learning disability.

Therefore, the hypothesis number three was stated earlier that the difference of self-concept among students with learning disability and high achiever in class VI at elementary schools is being retained because there is a significant difference appeared between the self-concept of student with LD and HA. This indicates that the student with LD and HA have the difference in self-concept.

Major Findings

Students with high achiever are found high in self-concept as compared to the students with learning disability. Therefore,

the students who were scoring more marks in final examinations are having better self-concept as compared to the students who have learning disability in elementary schools of Upper Siang district of Arunachal Pradesh.

CONCLUSION

Based on the findings, there exists a significant difference of self-concept among students with learning disability and high achiever at elementary school at Arunachal Pradesh. It suggested that students with high achiever were found to be a higher self-concept. The high achiever students were got better responses from the teachers and especially some teachers only like those high achiever students in their teaching life. The teachers of all the selected schools were not aware of the term 'learning disability' and their characteristics. According to them, those students who cannot read, write and unable to solve the problem of arithmetic are lazy, moron and so on. The students 'with learning disability were got trolled in their school life as well as in their home. Especially in the academic performance of the students, these students were more criticized from both the teachers and the family members.

Any study exertion must make them bear on the hypothesis or practice of the disciple to which it has a place. The consequences of the present investigation must be seen from this viewpoint concerning what amount do they add to the existing knowledge. It ought to be accepted at the very beginning that being restricted in extension and with some natural limitations an unassuming exertion like the present one; one can't have far reaching generalizations to prescribe any progressive changes in its subject field. In any case, a similar time this exertion must be analyzed for its bit toward this path.

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