

**A PATH ANALYTICAL INVESTIGATION OF SOME PSYCHO-SOCIAL
VARIABLES AFFECTING CLASSROOM BEHAVIOUR OF TWICE
EXCEPTIONAL CHILDREN IN SCHOOLS IN OYO STATE, NIGERIA**

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Abstract

Children experiencing twice exceptionality exhibit negative classroom behaviours which could be corrected as shown by literature with little consideration to psychological variables of such behaviours in Schools in Oyo State. The study adopted a survey research design of the ex-post facto type. One thousand one hundred and thirteen twice exceptional pupils were purposively selected from 33 public primary schools in Oyo State, Nigeria. Instruments used were: Slosson Intelligence Scale ($r=0.82$); Pupil Rating Scale ($r=0.78$); Anxiety Scale ($r=0.72$); Depression Scale ($r=0.76$); Loneliness Scale ($r=0.72$); Self-esteem Scale ($r=0.72$) and Negative Classroom Behaviour Questionnaire ($r=0.89$). Three research questions were raised and answered. Data were analysed using path analysis and multiple regressions. Self-esteem specifically had the greatest explanatory power ($\beta=.146$, $t=4.438$, $p<0.05$), followed by loneliness ($\beta=.129$, $t=4.647$, $p<0.05$), anxiety ($\beta=.119$, $t=3.492$, $p<0.05$), depression ($\beta=.102$, $t=2.953$, $p<0.05$). Consequently, the model is considered fit and tenable. Therefore, academic and behavioural intervention strategies should be promoted for the children to benefit maximally from.

Key words: Psychological variables, Negative classroom behaviour, twice exceptional children, Nigeria.

Introduction

The intellectually gifted individuals with specific learning disabilities are the most misjudged, misunderstood and neglected segment of the student population and the community. Teachers, school counsellor and others often overlook the signs of intellectual giftedness and focus

attention on such deficits as poor spelling, reading, writing and negative behaviour (Whitmore and Maker, 1985).

Gifted students with learning disabilities are a unique subgroup of students who demonstrated both superior intellectual ability and specific learning problem. This is also known as “twice exceptional” and “dually exceptional”, gifted students with LD have cognitive, psychological, and academic needs that appear distinct from those of either gifted population or those with LD (Crawford and Snart, 1994). Students with dual exceptionalities tend to fall into two categories: (a) those with mild disabilities whose gifts generally mask their disabilities, and (b) those whose disabilities are so severe that they mask the gift (Baun and Owen, 2004). Often, these students are not identified for either gifted or special education services due to the combination of their advanced capabilities and difficulties. High intellectual functioning often compensates for the learning difficulty, obscuring both the gifted potential and the learning disability (Baum, 1990; 1998). In essence, the gift masks the disability, and the disability mask the gift.

This population of learners is highly diverse. However, in an effort to help recognise and understand the interaction of giftedness and learning disabilities, each category and potential combination of the two outline below:

Gifted: Behaviour consists of an interaction among three basic clusters of human traits; above average ability, high levels of task commitment, and creativity. Students who are gifted are considered to be academically talented individuals who have abilities in one or more domains that are significantly advanced (Renzuli, 1978).

While Learning Disability: is characterised as a specific learning difficulty that is demonstrated by a substantial discrepancy between performance and ability. Students with LD seem to be performing below their potential in one or more areas and are most often provided with remediation in deficit areas.

The Gifted/Learning Disability: behaviour results from the interaction of high ability and a learning disability that may create social and emotional difficulties as students struggle to understand why they can know the answer, but are unable to say or write it correctly (Reis and Colbert, 2004).

Students who are both gifted and have LD exhibit remarkable talents in some areas and disabling weakness in others. In general, these students display high verbal expressive ability and good conceptual understanding concurrent with significant academic underachievement and frustration due to some negative behaviour being exhibited by them. This negative behaviour that can be noticed within the regular classroom is the major focus of this study. Those characteristics often lead to diagnoses of emotional or attentional difficulties. Educators need to be aware of the characteristics of giftedness to ensure that these students are not labeled incorrectly and harmfully. It is imperative that educators attend to the gift as well as the disabilities.

The classroom behaviour problems among high ability learners are a principle source of stress and burnout for both new and experienced teachers (Blankenship, 1988; Griffith, Steptoe and Copley, 1999; Martin, Linfoot and Stephenson, 1999) while inattention, calling out, disturbing others or bullying and non-compliance are the most commonly reported classroom behaviour problems. Thus, misbehavior can be any behaviour that significantly interferes with the child's own learning, other children's learning or responses, or the teacher's ability to operate effectively. Teachers believe they spend disproportionate amount of time dealing with behaviour problems compared with time spent on instruction and academic activities. Failure to address misbehavior compromises the learning environment whereby academic activities are interrupted, curriculum content is not covered, teachers authority is undermined, and most importantly, there are decreased opportunities to learn (Cartledge and Johnson, 1996). Highly intelligent or gifted children with LD usually learn concepts more quickly and are naturally inquisitive and curious. But those traits might sometimes cause behaviour problem in the classroom, especially if they do not receive the emotional support and intellectual challenges they need. Thus, effective parenting strategies and educational programmes can reduce the risk of behavioural issues or negative classroom behaviour among the gifted/LD.

According to the gifted development centre, certain percentages of gifted children are introverts, while 30 percent of the general population could be classified as such. In a culture in which collaboration and conviviality is valued, gifted children often feel misunderstood or out of place. When teachers or other well-meaning

adults try to force social participation, children might misbehave out of frustration. Also, when gifted/LD children are left undiagnosed, it may cause emotional fatigue and frustration, which increases the likelihood of negative behavioural problem in them.

This study is interested in looking at how some psychological factors can affect the classroom behaviour of children with twice exceptionality in schools in Oyo State. The study therefore investigated the psychological variables of anxiety, depression, loneliness, and low self-esteem of the gifted/LD children in our schools in Oyo State.

The feelings of inadequacies of children with twice exceptionalities as a result of academic underachievement, and negative classroom behaviour are seen as the precursors of these psychological problems in them. Thus, this assertion is in line with the observation of Horowitz (2014). The analogy here is that the society often regards good academic performance as evidence of scholarly achievement; children with twice exceptionalities are therefore under pressure to accomplish academic success. Failure to accomplish these academic success leads to frustration in children that are gifted and LD. Lack of understanding and support from teachers, parents and peer group, coupled with pressure and frustration that the children battle with, set the stage for psychological problems. Thus, classroom teachers, the school authority and the peer group of these children therefore discover that they are hooked up to children who exhibit negative behaviour.

The psychological difficulties of the twice exceptional children seem to exacerbate because those who come in contact with them do not seem to show enough care and attention. This position is supported by Bryan, Burstein and Ergul (2004) who expressed concerns over the fact that the psychological problems of children with giftedness/LD are not being adequately addressed especially in public schools.

Many factors could account for the inconsistencies found in negative classroom behaviour of the twice exceptional children. The study, therefore, is interested in the psychological variables of anxiety, depression, loneliness and low self-esteem. According to Broatch (2003) research has indicated that individuals who experience twice exceptionality may suffer increased levels of anxiety, are at greater risk for depression, experience higher level of loneliness and may have a lower self-esteem. Connell (2003) indicated that children with twice

exceptionalities experience anxiety because they lag behind academically and see themselves as not meeting up with peers. Marked anxiety as observed by Garnett and Fleischner (1997) appears in some children with twice exceptionality and as such they avoid classroom work and assignments as much as they can. Learning problems according to Johnson (2005) engender feelings of anxiety, inadequacy and shame which in turn lead to behavioural disturbances in children with twice exceptionalities at an early age.

Furthermore, as a result of depression, Dilshad (2006) remarked that children that are gifted and LD appear sad, gloomy and unhappy to others. Dilshad (2006) further explained that depression correlates with hopelessness, loss of interest in previously pleasurable activities and a general dissatisfaction with life.

According to Roman (2010), depression among school aged children with twice exceptionalities is a far greater problem than ever expected. The gifted/LD are at higher risk for depression because of their already low self-assurance levels, unstable emotional behaviour and lack of acceptance from others. Vaias (1999) submitted that being labelled as having twice exceptionalities predisposed children affected to experiencing negative peer acceptance which may cause loneliness particularly in primary schools. Loneliness for children with twice exceptionalities, Broatch (2003) pointed out may become an ongoing struggle which result from a lack of social skill or beliefs that they cannot make or keep friends. Hindes (2006) also reported in his study that these children exhibited significantly higher rates of loneliness.

The National Centre for Learning Disabilities (2009) claimed that twice exceptionalities makes it difficult for children to develop positive self-esteem and that this in turn contributes to a hard to break cycle of self-doubt, frustration and failure. This position of Burn (2009) is that because people with twice exceptionalities do not cope well in the classroom, they exhibit negative classroom behaviours and battle with poor self-esteem. Poor self-esteem as perceived by Dilshad (2006) creates a feeling of hopelessness in children with learning problem.

Thus, the negative classroom behaviour exhibited by children with twice exceptionalities constitutes a disturbance to classroom order. The behaviour of those children creates additional challenges for classroom teachers and the schools system. This study therefore, investigated some psychological variables (anxiety, depression,

loneliness and low self-esteem) affecting the classroom behaviour of children with twice exceptionalities in Oyo State, Nigeria.

Objectives of the Study

This study investigated, through a path analysis some psychological variables (that is, anxiety, depression, loneliness and poor self-esteem) affecting the classroom behaviour of children with twice exceptionalities in Oyo State, Nigeria. The study used path analysis to investigate the following:

- (i) The composite significant relationship of the (4) independent variables on classroom behaviour of children with twice exceptionalities (gifted/learning disabilities).
- (ii) The relative contributions of the (4) variables predicting negative classroom behaviour of gifted/learning disabled children.
- (iii) The most meaningful causal model for explaining negative classroom behaviour of gifted/learning disabled children.

Research Questions

To achieve the objectives of the study, the following research questions were answered.

1. What is the composite contribution of the selected variables on the negative classroom behaviour of the twice exceptional children?
2. What are the relative contributions of each of the independent variable on the prediction of negative classroom behaviour of twice exceptional children?
3. What is the most meaningful causal model for explaining classroom behaviour of the twice exceptional children?

Method

The study adopted a survey research design of the *ex-post facto* type. This is the systematic empirical enquiry in which the researcher does not have direct control on the independent variables because their manipulations have already occurred or they are inherently not manipulative. The sample for the study comprised one thousand one hundred and thirteen (1113) primary five pupils with twice exceptionalities. All the thirty-three local government in the three

senatorial zones in Oyo State were purposively selected. The participants used were screened for giftedness and learning disabilities (twice exceptional children).

Instrument

The following instruments were used for data collection in the study.

1. Pupil Rating Scale (PRS) for Screening Pupils with Learning Disabilities

The Pupil Rating Scale was used to identify children with learning disabilities in the schools sampled. This instrument was designed by Myklebust in 1971 and it was revised in 1981. Myklebust (1981) stressed the usefulness, importance and accuracy of the rating scale for screening purposes.

The researcher also obtained a reliability coefficient of 0.89 using a Guttman split half.

2. Twice Exceptionality Scale for Screening Pupils with Giftedness and Learning Disabilities

3. Anxiety Scale for Primary School Children (ASPSC)

The ASPSC is a sixteen item teacher report adapted from the scale of Lyneham, Street, Abbot and Rapee (2008) named School Anxiety Scale – Teacher Report (SAS-TR). The instrument assesses generalized and social anxiety symptoms experienced by a child from the teacher's perspective. The (ASPSC) was rated on a four (4) point scale of:

Never	=	0
Sometimes	=	1
Often	=	2
Always	=	3

The SAS-TR scale as described by its authors has an excellent internal consistency and test re-test reliability. When used in a diverse population of children the author got an internal consistency of 0.89. To ascertain the reliability of the ASPSC in this research, a pilot study was conducted, and a Cronbach's alpha of 0.72 was obtained. The implication is that this instrument had good internal consistency. The validity of the ASPC in this study was established using item total correlation which ranged between 0.3 and 0.8. The implication of this is that the instrument measured what it was supposed to measure.

4. Depression Scale for Children (DSC)

The DSC is a fifteen item teacher report adapted from Montgomery Ashberg Depression Rating Scale (1979), (MADRS). The (DSC) was used to assess depression in primary school children, and it was rated on a four (4) point scale of:

Never	=	0
Sometimes	=	1
Often	=	2
Always	=	3

Montgomery (1979) reported inter-rater reliability that ranged from 0.89 to 0.97 for various populations. The scale according to Montgomery (1979) is valid and shows internal consistency and test retest reliability. In this study a Cronbach's alpha of 0.76 was obtained for DSC to determine its reliability during a pilot study. Item total correlation that ranged between 0.5 and 0.9 was used to establish the validity of the DSC in this study.

5. Loneliness Scale for Children (LSC)

The LSC is a ten item self report questionnaire adapted from Russel's (1996) University of California Los Angeles Loneliness Scale (UCLALS). The (LSC) was used to measure loneliness in children in primary schools and it was rated on a four (4) point scale of:

Never	=	0
Sometimes	=	1
Often	=	2
Always	=	3

According to Russel the UCLALS has wide spread and diverse usage as well as established validity and reliability? Vassar and Crossby (2008), also reported that this scale is a commonly utilized measurement of loneliness in a variety of populations. In different populations the internal consistency as reported by the author ranged from 0.89 to 0.94. This scale was rated by participants in this study with the assistance of teachers and research assistants. The LSC was discovered to have a high internal constituency because it yielded a Cronbach's alpha of 0.70 during a pilot study conducted by the researcher. In this

study, the validity of the LSC was established using item total correlation that ranged between 0.5 and 0.9.

6. Self-esteem Scale for Children (SESEP)

The SESEP is a fifteen item teacher report questionnaire that was adapted from Ryden's (1978) self esteem scale (SES). The (SESEP) in this stud was rated on a four (4) point scale of:

Never	=	0
Sometimes	=	1
Often	=	2
Always	=	3

In a large and diverse number of sample groups, Ryden reported that the scale had good internal consistency and test re-test reliability ranging from 0.78 to 0.80 after six to fifty eight weeks interval. A Cronbach's alpha of 0.74 was obtained for the SESEP in this study ranged between 0.5 and 0.9 using item total correlation.

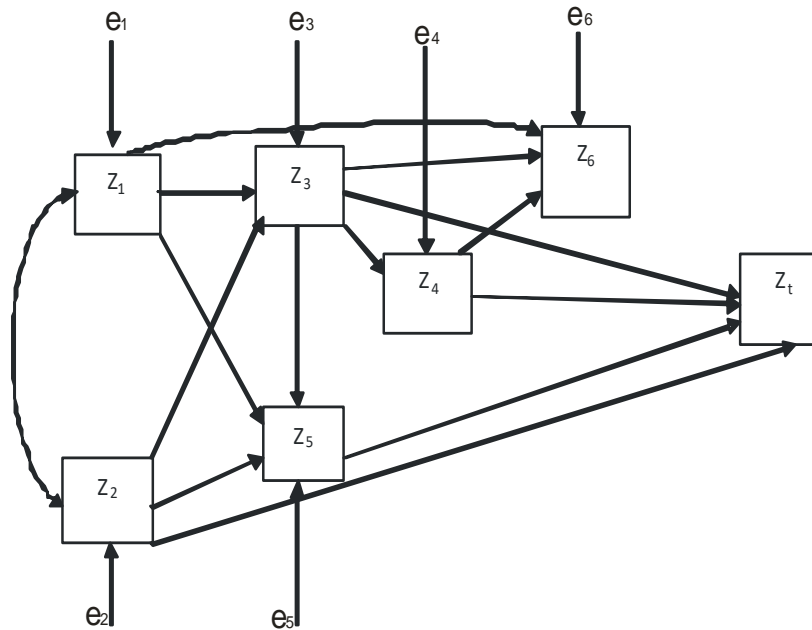
Method of Data Analysis

The data collected was analysed using a causal modelling technique that involved multiple regression, and path analysis. The researcher had cause to build up a hypothesised causal model that involved four psychological variables on negative classroom behaviour for the twice exceptional children. Causal modelling is a technique used for selecting variables that are perceived to be determinant of the effect made by each cause or predictor of the variable through the application of path analysis technique.

Variables Z_1 and Z_2 are the exogenous variables in the hypothesised model. Their variability is assumed to be explained by other variables outside the causal model. Attempt is therefore not made to explain the variability of the exogenous variable or its relation with one another.

Sundheim and Voeller (2004) explained that some children with twice exceptionalities are anxious and that their anxiety can be frequently associated with depression and loneliness. In addition, Daniel (2011) posited that the feelings of anxiety and depression experienced by children with twice exceptionalities lead to loneliness.

Maag and Reid (2006) also averred that there is a link between anxiety, depression and loneliness in children that are gifted/LD.



Many researcher for example (Sylvia, 2008; Morris, 1991; Logsdon, 2011; Arnold, 1997; Olasende, 1994; Kindersley, 2005 and Bierman, 2004) affirmed that psychological factors which could be a function of gender and age impact seriously on negative classroom behaviour of gifted/LD children. Logic and experience have shown that the academic underachievement of gifted/LD children make them vulnerable to socio emotional problems. These problems become what teachers, parents, peers and school administrators grapple with.

Model 1:

Fig. 1.4: First Regression Hypothesised Model

Z_1 = Gender

Z_2 = Age

Z_3 = Anxiety

Z_4 = Depression

Z_5 = Loneliness

Z_6 = Low self-esteem

Z_t = Negative Classroom Behaviour

Structural Equation

$Z_3 = P_{31}Z_1 + P_{32}Z_2 + e_3 = \text{Anxiety}$

$Z_4 = P_{41}Z_1 + P_{42}Z_2 + P_{43}Z_3 + e_4 = \text{Depression}$

$Z_5 = P_{51}Z_1 + P_{52}Z_2 + P_{53}Z_3 + P_{54}Z_4 + P_{55}Z_5 + e_5 = \text{Loneliness}$

$Z_6 = P_{61}Z_1 + P_{62}Z_2 + P_{63}Z_3 + P_{64}Z_4 + P_{65}Z_5 + P_{66}Z_6 + e_6 = \text{Low Self-esteem}$

$Z_t = P_6Z_1 + P_7Z_2 + P_8Z_3 + P_9Z_4 + P_{10}Z_5 + P_{11}Z_6 + e_7 = \text{Negative Classroom Behaviour}$

Results

The research questions were examined in the order in which they were raised. For interpretation of the results, the level of significance was set out at 0.05.

Research Question 1: What is the composite contribution of the selected variables on the negative classroom behaviour of gifted/LD children?

R = 0.905					
R Square = 0.854					
Adjusted R Square = 0.821					
Model	Sum of Squares	Df	Mean Square	F	Significant
Regression	383515.57	8	54787.939	1504.53	0.05
Residual	40238.942	1105	36.415		
Total	423754.51	1113			

Significant at 0.05

The predictor variables (gender, age, anxiety, depression, loneliness, and low self-esteem) and dependent variable of negative classroom behaviour is 0.905 while the adjusted R square is 0.821. This showed that the predictor variable accounted for 82.1% variance in negative classroom behaviour of gifted/LD children. Further, verification using regression analysis of variance (ANOVA) produced ($F_{(8,1105)} = 1505.53$; $p < 0.05$). This showed that the selected factors compositely affected the negative classroom behaviour of the participants in the study.

Research Question 2: What are the relative contributions of each of the independent variable on the prediction of negative classroom behaviour of the participants?

Model	Unstandardised	Coefficient	Standardised Coefficient	T	Sig.
	B	Std. Error	B		
Constant	1.976	.641		3.084	.002
Gender	.001	.000	.000	.000	.000
Age	.000	.001	.000	.000	.000
Anxiety	.174	.044	.119	3.942	.000
Depression	.154	.052	.102	2.953	.003
Loneliness	.281	.060	.129	4.647	.000
Self-esteem	.227	.051	.146	4.438	.000

N = 1113; Significant at 0.05

Four independent variables were found to contribute differently to classroom behaviour in gifted/LD children. The contributions of gender and age were not significant. Self-esteem specifically had the greatest contribution to negative classroom behaviour of the participants ($\beta=0.146$, $t=4.438$; $p<0.05$). This variable is followed by loneliness ($\beta=0.129$, $t=4.647$; $p<0.05$), anxiety ($\beta=0.119$, $t=3.942$; $p<0.05$) and depression ($\beta=0.102$, $t=2.953$; $p<0.05$) respectively.

Research Question 3: What is the most meaningful causal model for explaining negative classroom behaviour of gifted/LD children?

S = Significant direct paths r_{ij} significant at $P < 0.05$ and $P_{ij} \leq .01$ NS = Not Significant

Paths which were not statistically significant were deleted. The coefficients (β weight) are lower than 0.05 should be deleted. Therefore, Paths P_{41} , P_{51} , P_{71} , P_{81} , P_{91} , P_{t1} , P_{42} , P_{52} , P_{62} , P_{72} , P_{82} and P_{t2} were deleted. Having deleted these paths the second eight multiple regression were conducted without the deleted paths.

Discussion of Findings

A combination of all the independent variables accounted for 82.1% variance of classroom behaviour of the participant. The implication of this is that the negative classroom behaviour exhibited by children with twice exceptionality is a function of the psychological factors. These negative behaviours are caused by factors within the individual and the environment in which the individual finds himself. This observation is corroborated by the risk and resilience theory. This theory posited that these internal and external factors will either foster resilience or put individuals with psycho-social problem at risk.

Many scholars such as Lerner (2003), Broatch (2003), Mishna (1996) and Nowicki (2003) affirmed that children with twice exceptionalities experience psycho-social problems. Researches are however sparse on whether these psychological difficulties have composite effect on these children. This is because most researches as noted by Pearl and Bay (1999) hardly investigate psychological variables. Singer (2005) and Broatch (2003) however reported that some psychological variables impact negatively on the behaviour of children with twice exceptionalities.

The main criterion variable in this study is classroom behaviour. Anxiety, depression, loneliness, and low self-esteem were significantly correlated with the dependent variable of classroom behaviour while the contributions of gender and age were not significant. Aggression had a positive significant contribution as a factor responsible for negative classroom behaviour of these children. This variable came second in the degree of magnitude where there classroom behaviour is affected. Research scholars corroborate the findings of this study.

Low self-esteem had the third ranking in terms of magnitude in predicting classroom behaviour of children with twice exceptionalities. High to moderate academic performance is often regarded as evidence of scholarly achievement. Children with twice exceptionalities experience low self-esteem because they have a basis for academic comparison. This assertion had evidence in the affirmation of many scholars who also reported that low self-esteem is one of the psychological factors of these children. In line with this discovery Elmbrook (2009) explained that research suggests that children with twice exceptionalities have low self-esteem sometimes by the age of five. In the cognitive domain these children from the research report of

Stevenson and Romney (2004) are lower in self-esteem, tended to be oversensitive and shared trait associated with neuroticism.

In this study, loneliness had the fourth ranking in the magnitude of contribution to classroom behaviour of gifted/learning disabilities children. They struggle with loneliness because they have difficulty in making friends and sustaining relationships. Problems with friendship arise because of academic failure and negative behaviours. This observation aligns with the discovery of many scholars. The study of Heiman (2002) consisted of fifty-eight (58) children with twice exceptionalities from six elementary schools in the central part of Israel and fifteen regular teachers. The study stated that teachers perceived these children as experiencing higher levels of loneliness. Carter and Spencer's (2006) summarised studies also claimed that these children tend to be less popular, have fewer friends and therefore struggle with loneliness.

The next variable that predicted the classroom behaviour of children with learning disabilities in this work is anxiety. It came fifth in terms of magnitude. Many factors account for the anxiety that these children experience. These children for example are worried that they are ignored by teachers, peers and parents; they are worried that they are going to fail tests that are yet to be taken. They also exhibit anxiety that they may not make the next class. A longitudinal study conducted by Grover et al (2005) also corroborated the findings of this study. The study of Grover et al (2005) revealed that academic under achievement produces anxiety symptoms in children.

The variable that had the sixth position in order of magnitude in determining classroom behaviour of children with giftedness/learning disabilities in this study was depression. The finding aligns with the research reports of some authors. Nelson and Hardwood's (2011) examination of thirty one meta analyses of parents and teachers' reports of depression among children with experiencing twice exceptionalities revealed that these children experience significantly more depressive symptoms than children without disabilities. According to Maag and Reid (2006) researchers have found that students with giftedness/learning disabilities are depressed.

The parsimonious model shows the most meaningful causal model that gives theoretical and logical explanations for the link between the independent variables and classroom behaviour of these

children. Significant pathways started from gender and age to anxiety, anxiety to depression, depression to loneliness and loneliness to low self-esteem.

Finding as it affects the most meaningful causal model for explaining classroom behaviour of these children indicated that anxiety, depression, loneliness and low self-esteem, are directly linked to classroom behaviour. Gender and age did not predict classroom behaviour of the participants. The authors posited that children can provide insights into the dynamics between twice exceptionalities anxiety and many other psychological problems.

Conclusion

This study has been able to establish the fact that the psycho-social problems experienced by children with twice exceptionalities (gifted/LD) negatively affect their classroom behaviours. They concluded that school, peer group and parents, should ensure the total elimination of some psychological and social factors that may promote negative classroom behaviour among the gifted/LD learners.

Stakeholders especially teachers and parents are expected to be instrumental to addressing the complex interactions of twice exceptionalities, psychological and social problems and negative classroom behaviours of the gifted/LD Learners in Nigeria.

Recommendations

Courses in special education should be incorporated into the curriculum of education students in higher institutions. This would make potential teachers to be aware of the needs and shortcoming of persons with the disabilities and by implications, children that are experiencing twice exceptionalities.

General education teachers need to be trained and retrained on how to handle the psychosocial problems experienced by these children.

There is need for special educators, policy makers, parents and regular educators, to collaborate in order to fashion out appropriate educational intervention programmes for these children. This will impact positively on their classroom adjustment/behaviour functioning and invariably reduce negative behaviours in the classroom.

Parents and teachers should desist from making uncomplimentary remarks about these children. This puts them at risk for peer rejection, low self-esteem at school and feelings of inferiority among their siblings, which also affects appropriate classroom behaviour.

Vocational training should be recommended where it is observed that children with twice exceptionalities cannot cope academically. Vocational training ensures that these children function in the world of work, and this has been known to impact positively on them psychologically and socially. The impact of which will allow for positive classroom behaviour.

The ideal academic situation for these children is that instruction should be individualised. One on one educational instructions and interventions for them to build confidence, promotes academic achievement, fosters psychological resilience and better classroom behaviour.

Addressing the academic challenges of children with twice exceptionalities also amounts to addressing their psychological problems. It is important for the government to employ more qualified teachers so that the goal of one on one intervention can become feasible.

Children experiencing twice exceptionalities are potential nation builders, parents, teachers, school administrators and policy makers should therefore strive to do everything possible to make them achieve their goals.

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