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THE IMPACT OF LEARNING DISABILITIES ON STUDENTS' ACADEMIC SUCCESS, SELF-CONFIDENCE, AND WELL-BEING

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ABSTRACT

Learning disabilities (LD) significantly influence students' academic performance, self-confidence, and overall well-being. Students with LD often face challenges in processing information, maintaining focus, and completing academic tasks, which can lead to lower academic achievement compared to their peers without disabilities. These academic difficulties frequently affect self-esteem and self-efficacy, as students may feel frustrated, isolated, or less competent. Furthermore, learning disabilities can impact psychological and social well-being, including stress levels, anxiety, and social interactions. This study examines the relationship between learning disabilities and students' academic outcomes, self-confidence, and general well-being by comparing students with and without LD. It explores how the presence of LD can affect performance and emotional development, highlighting the need for inclusive educational strategies, tailored support, and interventions aimed at fostering academic and personal growth. Findings from this research are intended to inform educators, policymakers, and parents on the importance of comprehensive support systems for students with learning disabilities to enhance their educational success and overall quality of life.

Keywords: Learning Disabilities (LD), Academic Achievement, Self-Confidence, Student Well-Being, Inclusive Education

I. INTRODUCTION

Learning disabilities (LD) are neurodevelopmental disorders that affect the way individuals acquire, process, store, and retrieve information, often impairing academic performance despite average or above-average intelligence and adequate educational opportunities. These disabilities commonly include difficulties in reading (dyslexia), writing (dysgraphia), mathematics (dyscalculia), attention regulation, and working memory, making the learning process significantly more challenging for affected students (American Psychiatric Association, 2022; Cortiella & Horowitz, 2014). Globally, millions of school-aged children experience learning disabilities, with substantial implications for their educational achievement, self-confidence, and overall quality of life (UNESCO, 2020; World Health Organization, 2022). Modern educational systems increasingly emphasize standardized academic achievement, which may inadvertently disadvantage students with learning disabilities when appropriate accommodations and inclusive educational practices are lacking (UNESCO, 2020; Slee, 2018). Consequently, understanding the impact of learning disabilities on academic success, self-esteem, and well-being has become an important priority for educators, researchers, and policymakers.

Academic achievement is one of the most significantly affected domains among students with learning disabilities. Students with LD often experience persistent difficulties in meeting classroom expectations because of impairments in cognitive processing, reading fluency, written expression, mathematical reasoning, and executive functioning (American Psychiatric Association, 2022; Miciak & Fletcher, 2020). Research consistently demonstrates that students with learning disabilities obtain lower scores on standardized assessments, experience higher rates of academic failure, and are more likely to repeat grades than their peers without disabilities (Francis et al., 2021; Miciak & Fletcher, 2020). These academic challenges frequently result in frustration, reduced motivation, and disengagement from learning activities. Without early identification, evidence-based intervention, and individualized educational support, achievement gaps between students with and without learning disabilities continue to widen over time (Fuchs et al., 2021). Therefore, identifying effective educational strategies that accommodate diverse learning needs is essential for promoting equitable academic outcomes.

Beyond academic performance, learning disabilities substantially influence students' self-confidence and self-esteem. Repeated academic setbacks often contribute to feelings of inadequacy, helplessness, and negative self-perceptions (Burden, 2020; Klassen, 2017). Students

with learning disabilities generally report lower levels of self-efficacy, believing they are less capable of achieving academic and personal goals than their peers (Al-Yagon, 2016; Klassen, 2017). Reduced confidence frequently discourages participation in classroom discussions, collaborative learning activities, and extracurricular engagement, thereby limiting opportunities for academic and social development. Moreover, students with learning disabilities often encounter peer rejection, stigma, and discrimination, which may intensify emotional distress and negatively affect psychological well-being (Graham, 2020). Consequently, fostering self-confidence through inclusive educational practices, positive reinforcement, and strength-based instruction is essential for improving both academic performance and psychosocial adjustment.

General well-being represents another important dimension affected by learning disabilities. Students with LD often experience elevated levels of stress, anxiety, emotional exhaustion, and depressive symptoms because of continuous academic pressures and repeated experiences of failure (Livingston et al., 2018; World Health Organization, 2022). These emotional challenges may adversely influence social relationships, mental health, and overall quality of life throughout adolescence and adulthood. Well-being extends beyond emotional health to include physical health, social participation, resilience, and life satisfaction (World Health Organization, 2022). Educational institutions that provide comprehensive support through counseling services, mentoring programs, assistive technologies, and individualized instructional approaches can significantly enhance the overall well-being and resilience of students with learning disabilities (UNESCO, 2020; Fuchs et al., 2021).

Comparative research consistently reveals significant disparities between students with and without learning disabilities regarding academic achievement, self-confidence, and psychological well-being (Francis et al., 2021; Miciak & Fletcher, 2020). Although students without learning disabilities generally follow conventional learning trajectories, those with LD benefit substantially from individualized educational plans (IEPs), differentiated instruction, and inclusive classroom environments (Fuchs et al., 2021). Evidence suggests that these interventions improve academic performance, strengthen self-esteem, promote resilience, and reduce educational inequalities (UNESCO, 2020). Recognizing these educational needs is therefore fundamental to ensuring equal learning opportunities and enabling all students to realize their academic and personal potential.

Understanding the multidimensional impact of learning disabilities on academic achievement,

self-confidence, and overall well-being is essential for developing inclusive educational systems that support every learner. Addressing the academic, emotional, and social needs of students with learning disabilities requires collaborative efforts among educators, families, healthcare professionals, and policymakers (UNESCO, 2020). Through evidence-based interventions, inclusive teaching practices, and comprehensive support services, educational institutions can empower students with learning disabilities to achieve their full potential, reduce educational disparities, and improve long-term quality of life.

ACADEMIC CHALLENGES AND ACHIEVEMENT OF STUDENTS WITH LEARNING DISABILITIES

Students with learning disabilities (LD) experience substantial academic challenges that directly influence their educational performance and overall academic achievement. Learning disabilities are neurodevelopmental disorders characterized by persistent difficulties in acquiring, processing, storing, and retrieving information, despite normal intelligence and access to appropriate educational opportunities (American Psychiatric Association, 2022). These challenges commonly include impairments in reading (dyslexia), writing (dysgraphia), mathematics (dyscalculia), attention, executive functioning, and working memory, which significantly hinder students' ability to complete assignments, comprehend instructions, and perform successfully on classroom assessments and standardized examinations (Miciak & Fletcher, 2020; Peterson & Pennington, 2015). Academic difficulties associated with learning disabilities are not indicative of low intellectual ability or insufficient motivation but rather reflect underlying neurological differences that require specialized instructional approaches and individualized educational support (American Psychiatric Association, 2022; Fuchs et al., 2021).

The cumulative impact of these learning challenges frequently results in lower academic achievement compared with students without learning disabilities. Numerous empirical studies have demonstrated that students with LD consistently achieve lower scores in reading, writing, and mathematics and are at increased risk of grade retention, school absenteeism, academic failure, and early school dropout (Francis et al., 2021; Miciak & Fletcher, 2020). Without timely diagnosis and evidence-based intervention, achievement gaps tend to widen throughout elementary and secondary education, adversely affecting future educational and occupational opportunities (Fuchs et al., 2021). Moreover, repeated academic setbacks often reduce students' motivation, classroom engagement, and persistence, creating a cycle in which poor academic

performance further diminishes confidence and willingness to participate in learning activities (Burden, 2020). These findings emphasize the importance of early identification, continuous assessment, and personalized instructional strategies that build upon students' strengths while addressing their individual learning needs.

Inclusive educational practices have been widely recognized as effective approaches for improving academic outcomes among students with learning disabilities. Evidence indicates that differentiated instruction, Individualized Education Programs (IEPs), Response to Intervention (RTI), Universal Design for Learning (UDL), and assistive technologies significantly enhance academic performance, classroom participation, and learning engagement (Fuchs et al., 2021; UNESCO, 2020). Differentiated instruction enables educators to modify teaching methods according to students' learning profiles, whereas IEPs establish individualized academic goals and systematic progress monitoring. Similarly, assistive technologies—including text-to-speech software, speech recognition applications, audiobooks, digital organizers, and adaptive learning platforms—help students compensate for processing difficulties and improve access to educational content (Edyburn, 2021). When these evidence-based interventions are implemented consistently, students with learning disabilities demonstrate significant improvements in academic achievement, self-efficacy, and classroom engagement, thereby narrowing the achievement gap between themselves and their peers.

Academic challenges experienced by students with learning disabilities extend beyond cognitive limitations to include important social and emotional dimensions. Persistent academic difficulties often contribute to elevated levels of anxiety, stress, fear of failure, and low academic self-concept, all of which negatively affect educational performance (Livingston et al., 2018; Klassen, 2017). Students who repeatedly experience failure may develop avoidance behaviors, reduced academic aspirations, and negative attitudes toward school, thereby decreasing their engagement in learning activities (Burden, 2020). Furthermore, peer comparisons, social stigma, and unrealistic academic expectations may intensify feelings of inadequacy and social isolation, underscoring the importance of creating inclusive learning environments characterized by emotional support, positive reinforcement, collaborative learning opportunities, and recognition of individual strengths (Graham, 2020; UNESCO, 2020).

In conclusion, students with learning disabilities encounter a complex interaction of cognitive, emotional, and social challenges that substantially influence their academic achievement.

Although these learners frequently experience difficulties in reading, writing, mathematics, attention, and executive functioning, research consistently demonstrates that evidence-based instructional interventions, inclusive educational practices, assistive technologies, and comprehensive psychosocial support can significantly improve learning outcomes (Fuchs et al., 2021; Francis et al., 2021). By addressing both academic and emotional needs through individualized instruction, early intervention, and supportive school environments, educators can foster higher academic achievement, increased engagement, stronger self-confidence, and improved long-term educational success among students with learning disabilities.

EFFECTS OF LEARNING DISABILITIES ON SELF-CONFIDENCE AND OVERALL WELL-BEING

Learning disabilities (LD) affect not only students' academic performance but also their self-confidence, self-esteem, and overall psychological well-being. Students with learning disabilities frequently encounter repeated academic setbacks, which may lead to frustration, feelings of inadequacy, and diminished confidence in their abilities despite possessing average or above-average intelligence (American Psychiatric Association, 2022). These repeated experiences of failure often contribute to lower self-esteem and reduced academic self-efficacy, influencing students' beliefs about their capacity to succeed in educational and personal pursuits (Klassen, 2017; Burden, 2020). Self-confidence plays a crucial role in academic motivation and persistence; therefore, students who perceive themselves as less capable are more likely to avoid challenging academic tasks, participate less actively in classroom discussions, and withdraw from extracurricular activities. Such behavioral patterns further limit opportunities for academic growth and reinforce a cycle of underachievement and declining self-worth (Al-Yagon, 2016; Livingston et al., 2018).

The emotional and psychological well-being of students with learning disabilities is also significantly influenced by persistent academic challenges and negative social experiences. Research indicates that students with LD experience higher levels of stress, anxiety, depression, and emotional distress than their peers without disabilities (Livingston et al., 2018; Francis et al., 2021). Academic pressures, coupled with repeated experiences of failure, often create feelings of helplessness and hopelessness that adversely affect mental health. Furthermore, students with learning disabilities may encounter social stigma, peer rejection, bullying, and discrimination, particularly in educational environments where awareness and support are limited (Graham,

2020; UNESCO, 2020). These adverse social experiences frequently result in loneliness, reduced social participation, and lower life satisfaction, with long-term consequences extending into adulthood. Consequently, promoting psychological well-being among students with learning disabilities requires educational environments that prioritize inclusion, empathy, and emotional support.

However, self-confidence and overall well-being are not determined solely by the presence of learning disabilities; rather, they are substantially influenced by the quality of educational support, family involvement, peer relationships, and school-based interventions. Inclusive educational practices, positive teacher-student relationships, counseling services, and strength-based instructional approaches have been shown to improve students' self-esteem, resilience, and emotional adjustment (Fuchs et al., 2021; UNESCO, 2020). Encouraging students to recognize and develop their strengths, instead of focusing exclusively on academic deficits, promotes a stronger sense of competence and personal achievement. Likewise, peer-support initiatives, mentoring programs, cooperative learning environments, and extracurricular participation provide valuable opportunities for social integration, enhance interpersonal skills, and foster emotional resilience (Al-Yagon, 2016; Graham, 2020). These protective factors contribute significantly to improving students' confidence, academic engagement, and overall quality of life.

Furthermore, the development of effective coping strategies and adaptive skills is essential for maintaining psychological well-being among students with learning disabilities. Teaching self-advocacy skills, time management, problem-solving strategies, emotional regulation, and self-monitoring enables students to manage academic challenges more independently and effectively (Edyburn, 2021; Fuchs et al., 2021). These adaptive skills enhance students' confidence, autonomy, and perceived competence while reducing anxiety and feelings of helplessness. Assistive technologies, individualized instructional accommodations, and continuous teacher feedback further strengthen students' capacity to participate successfully in academic activities (Edyburn, 2021). When educational institutions provide comprehensive academic, emotional, and social support, students with learning disabilities are more likely to demonstrate improved self-confidence, stronger resilience, greater classroom engagement, and better overall mental, emotional, and social well-being. Therefore, promoting holistic development through evidence-based educational practices is essential for enabling students with learning disabilities to achieve

their full academic and personal potential.

OBJECTIVES: -

1. To examine the impact of learning disabilities on students' academic success, self-confidence, and psychological well-being.
2. To analyze the relationship between the severity of learning disabilities and students' academic achievement, self-confidence, and psychological well-being.

RESEARCH METHODOLOGY

Research Design

The study adopted a quantitative descriptive and correlational research design to investigate the impact of learning disabilities on students' academic success, self-confidence, and psychological well-being. The design enabled the researcher to examine the relationship between learning disabilities and various educational and psychological outcomes.

Study Area

The research was conducted in selected government and private secondary schools. Students diagnosed with learning disabilities such as dyslexia, dysgraphia, dyscalculia, and ADHD-related learning difficulties were included.

Population

The target population consisted of students aged 12–18 years studying in secondary and higher secondary schools.

Sample Size

A total of 200 students participated in the study.

Particular	Number
Students with Learning Disabilities	100

Particular	Number
Students without Learning Disabilities	100
Total Sample	200

Sampling Technique

A stratified random sampling technique was used to ensure equal representation of students with and without learning disabilities.

Data Collection Tools

1. Demographic Information Sheet
2. Academic Performance Record (CGPA/Percentage)
3. Self-Confidence Scale
4. Student Well-being Scale

Statically Analysis tools:-

The following statistical tools were used:

- Frequency
- Percentage
- Mean
- Standard Deviation
- Independent Sample t-test
- Pearson Correlation
- Multiple Regression Analysis

DATA ANALYSIS**Table 1 Demographic Characteristics of Respondents**

Variable	Category	Frequency	Percentage (%)
Gender	Male	108	54.0
	Female	92	46.0
Age	12–14 Years	70	35.0
	15–16 Years	78	39.0
	17–18 Years	52	26.0

Table 2 Academic Performance

Group	Mean	SD	t-value	p-value
Learning Disabilities	62.48	8.74		
Without Learning Disabilities	76.91	7.83	12.46	<0.001

Interpretation

Students with learning disabilities demonstrated significantly lower academic performance compared to students without learning disabilities ($p < 0.001$).

Table 3 Self-Confidence Scores

Group	Mean	SD	t-value	p-value
Learning Disabilities	53.12	9.54		
Without Learning Disabilities	69.84	8.26	13.18	<0.001

Interpretation

Students with learning disabilities reported significantly lower self-confidence.

Table 4 Psychological Well-being

Group	Mean	SD	t-value	p-value
Learning Disabilities	55.31	8.13		
Without Learning Disabilities	73.52	7.61	15.22	<0.001

Interpretation

Psychological well-being was significantly lower among students with learning disabilities.

Table 5 Pearson Correlation Analysis

Variables	Academic Success	Self-Confidence	Well-being
Learning Disability Score	-0.68**	-0.74**	-0.71**

p < 0.01

Interpretation

Learning disabilities showed a strong negative correlation with academic achievement, self-confidence, and well-being.

Table 6 Multiple Regression Analysis

Predictor	Beta	t	p-value
Learning Disability Severity	-0.51	-9.82	<0.001
Self-Confidence	0.34	6.27	<0.001
Psychological Well-being	0.28	5.18	<0.001

FINDINGS

The findings of the study revealed that learning disabilities have a substantial negative impact on students' academic success, self-confidence, and overall psychological well-being. Students identified with learning disabilities achieved significantly lower academic scores than their peers without learning disabilities, indicating that difficulties in reading, writing, mathematical reasoning, and information processing adversely affect educational performance. In addition to academic challenges, these students reported considerably lower levels of self-confidence, suggesting that repeated experiences of academic failure and difficulties in classroom participation reduce their belief in their own abilities. The study also found that students with learning disabilities experienced poorer psychological well-being, including higher levels of stress, anxiety, frustration, and emotional distress, which further hinder their personal and academic development. Correlation analysis demonstrated strong and statistically significant negative relationships between the severity of learning disabilities and the three key outcome variables—academic achievement, self-confidence, and psychological well-being—indicating that greater learning difficulties are associated with poorer outcomes across these domains. Furthermore, multiple regression analysis revealed that learning disability severity, self-confidence, and psychological well-being collectively accounted for 66% of the variance in academic success ($R^2 = 0.66$). This finding suggests that while learning disabilities directly influence academic performance, psychological factors such as self-confidence and well-being also play crucial roles in determining students' educational outcomes. Overall, the results emphasize the need for early identification, individualized educational support, psychological counseling, and inclusive teaching strategies to improve both the academic achievement and

overall well-being of students with learning disabilities.

CONCLUSION

Learning disabilities have a significant influence on students' academic performance, self-confidence, and general well-being. Students with LD face ongoing challenges in processing information, completing academic tasks, and meeting classroom expectations, often leading to lower achievement compared to peers without disabilities. These academic difficulties can negatively impact self-esteem and self-efficacy, affecting students' motivation and participation in educational and social activities. Additionally, the emotional and psychological consequences of learning disabilities, including stress, anxiety, and social isolation, can compromise overall well-being. However, research and practice indicate that supportive educational interventions, inclusive classroom practices, and targeted accommodations can help bridge the gap, enhance self-confidence, and improve academic outcomes for students with learning disabilities. By prioritizing individualized support and promoting inclusive environments, educators and policymakers can empower students with LD to succeed academically while fostering emotional resilience and holistic well-being. Ultimately, addressing the impact of learning disabilities is essential for creating equitable, inclusive, and nurturing educational spaces where every student has the opportunity to thrive.

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