Influence of Learning Disabilities on Academic Achievement of Junior Secondary School Students in Imo State: Implications for Counseling

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ABSTRACT
The purpose of this study was to investigate learning disabilities and academic achievement of junior secondary school students in Imo State with implications for counseling. The descriptive survey research design was adopted for the study. The population of the study was 300 junior secondary school students and 30% of the population (150) was used as the sample size for the study. The simple random sampling technique was adopted for the study. Mean was used to answer the stated research questions while the inferential statistic of analysis of variance (ANOVA) was used in testing the formulated hypotheses at 0.05 level of significance. It was found that auditory processing disorder, dyscalculia and dyslexia significantly influence academic achievement of junior secondary school students in Imo State. The study concluded that auditory processing disorder, dyscalculia and dyslexia should not be undermined among students because their influence on students cannot be over-emphasized. Given the above, it was therefore recommended that special education services, behaviour modification management, family counseling and parent and teachers training should be provided for those in that capacity.

Keywords: Learning Disabilities, Students, Academic Achievement, Junior Secondary Schools.

INTRODUCTION
Learning disabilities are neurological dysfunction and they are correlated with basic psychological process. Today, it is perceived that learning disabilities is as a result of minimum brain destruction and dysfunction in the central nervous system owing to neurological developmental lag resulting in clumsiness, restlessness and inattention. And learning is a process by which neurons joined by developing the synapses between them so, a relative influence of brain damage account for ineffective cognitive process which manifest during learning (Wadlington, 2008). With reference to brain damage, and neurological developmental lag, it can be deduced that they are casually correlated with basic psychological process. It is pertinent to assert here in this study therefore that a child who suffered from ineffective cognitive process cannot perform well academically. These problems can obstruct a one in learning basic skills such as reading, writing and/or math. Also, Steele (2008) opined they can interfere with higher level skills such as organization, time planning, abstract reasoning, long or short term memory and attention. It is pertinent to realize that learning disabilities can affect an individual’s life beyond academics and can impact relationships with family, friends and in the workplace. Since difficulties with reading, writing and/or math are recognizable problems during the school years, the signs and symptoms of learning disabilities are most often diagnosed during that time. Although many today do not receive an evaluation until they are in post-secondary education or adults in the workforce. Other individuals with learning disabilities may not receive an evaluation and will proceed through life, never
knowing why they have difficulties with academics and why they may be having problems in their jobs or in relationships with family and friends. Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantages. Generally speaking, people with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual’s potential and actual achievement. It is at this point that learning disabilities are referred to as “hidden disabilities”: the person looks perfectly “normal” and seems to be a very bright and intelligent person, yet may be unable to demonstrate the skill level expected from someone of a similar age. A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community. In Federal law, under the Individuals with Disabilities Education Act (IDEA), the term is “specific learning disability,” one of 13 categories of disability under that law. Learning Disabilities” is an “umbrella” term describing a number of other, more specific learning disabilities, such as dyslexia and dysgraphia (Agomoh & Kanu, 2011).

Statement of the Problem
Today, teachers, parents, education authorities and government agencies have over the years shown concern over observed increasing rate of poor academic achievement among junior secondary school students in Nigeria. Also, beneficiaries of education no longer perform up to expectation. Data from West African Examination Council (WAEC) and National Examination Council (NECO) results in the last decade has shown that less than 30% of the students who have attempted examinations had been able to emerge with credit pass or above in Mathematics and English Language (Todaro & Miles, 2012). The problem of poor academic achievement among students has become an issue of concern to education stakeholders. Parents spend their hard earned money despite the difficult economic situation to see that their children are given quality education. The government on her own part has trained and employed quality teachers with improved curriculum to ensure better performance, all to no avail. The Imo State Government in its quest for better western education has embarked on training teachers, organizing programmes to help teachers’ update their knowledge and skill development and also to ensure some improvement in the academic achievement of students. Despite the various efforts in all these, the ugly trend of academic failure still prevails. It is against this background that the researcher with curiosity about youth empowerment through education by helping the system to solve the problem of poor academic achievement in school. The thrust of the study is to investigate the influence of learning disabilities on academic achievement of junior secondary school students in Imo State.

Research Questions
The study sought to answer the following research questions:
1. To what extent does auditory processing disorder influence academic achievement of junior secondary school students in Imo State?
2. To what extent does dyscalculia influence academic achievement of junior secondary school students in Imo State?
3. To what extent does dyslexia influence academic achievement of junior secondary school students in Imo State?

Hypotheses
The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.
HO1: Auditory processing disorder does not influence academic achievement of junior secondary school students in Imo State.
HO2: Dyscalculia does not influence academic achievement of junior secondary school students in Imo State.
HO3: Dyslexia does not influence academic achievement of junior secondary school students in Imo State.
Concept of Learning Disability

Learning disabilities, including dyslexia and ADHD, are often associated with poor academic achievement (Capano, Minden, Chen, Schachar & Ickowicz, 2008). They observed ADHD as a common childhood onset neuropsychiatric disorder characterized by impairing levels of inattention, hyperactivity and impulsivity. He further developed such ideas even further, suggesting that specific learning disabilities, including ADHD, are associated with impairments in working memory. Students with specific language impairments appear to have problems with phonological memory, number recall, working memory and automatic retrieval of items stored in the long-term memory (Capano, et al, 2008). Schuchardt (2008) also supported the finding that children with learning disabilities tend to experience significant difficulties in acquiring the core skills of reading and writing and thus, struggle in their working memory and central executive functioning. Such impairments may interfere with the learning and recall of mathematical facts and the procedural knowledge to solve calculation problems (Capano, et al, 2008). Indeed, specific learning disabilities are associated with impairments in working memory (Schuchardt, 2008). On the other hand, Steele (2008) also suggests that memory disorders interfere with science instruction and testing performance. LD students may exhibit certain behaviours that can interfere with their performance in many areas: science, as well as processing disorders in writing, reading and mathematical learning. Learning disabilities in mathematics are referred to as dyscalculia (Wadlington & Wadlington, 2008). Students with visual processing disorders have difficulty understanding presentations on the board, PowerPoint slides, overhead documents or textbook graphics, whereas students diagnosed with auditory processing disabilities have difficulty in solving problems, reading skills, understanding discussions and group work (Steele, 2008). In addition, LD students who lack prequisite skills can be hindered in the learning of new information (Wadlington & Wadlington, 2008). There exist solutions to facilitate LD students improving their academic achievement (Glomb, Buckley, Minskoff & Rogers, 2006). Wadlington (2008) proposes that in order for students with learning disabilities in mathematics to succeed, they have to overcome math anxiety through the teachers’ assessment in nonthreatening ways that encourage mathematical success. Like Wadlington (2008), McAllister (2006) suggests pedagogical methods to help LD students succeed. Stigmas about learning disabilities should be fought with pedagogical methods, such as encouraging students to develop a new attitude regarding the representation of mental health in the media, so as to facilitate LD students’ integration amongst their peers (McAllister, 2006). LD students who look for academic help are more likely to increase the likelihood of their academic achievement. Researcher Steele (2008) also proposes that focusing on lectures and class activities around the unification of science themes helps LD students who have learning and memory disabilities at school. For example, students with learning disabilities can be matched with adult mentors on the basis of similar traits. In doing so, LD students can thus improve their academic achievement by building a strong and especially supportive relationship that contributes to positive changes in their academic life (Glomb, 2006).

Characteristics of Learning Disability

According to Lerner (2003), the following are the characteristics of learning disabilities.

- There is difficulty in telling time and knowing right from left,
- There is difficulty in sounding out words,
- There are delayed speech development and immature speech
- It is performed differently from day to day,
- One will respond inappropriately in many instances,
- It is distractible, restless, impulsive,
- When one says one thing, it means another,
- It is difficult to discipline,
- It does not adjust well to change,
- There is difficulty listening and remembering.
Diagnosis of Specific Learning Disability

To be diagnosed with specific learning disorder, a person must have difficulties in at least one of the following areas. The symptoms must have continued for at least six months despite targeted help:

- Difficulty reading (e.g., inaccurate, slow and only with much effort), difficulty understanding the meaning of what is read, difficulty with spelling, difficulty with written expression (e.g., problems with grammar, punctuation or organization), difficulty understanding number concepts, number facts or calculation, difficulty with mathematical reasoning (e.g., applying math concepts or solving math problems).

Types of Learning Disabilities

Agomoh, and Kanu (2011) described the following as the types of learning disabilities:

**Auditory Processing Disorder (APD).** Also known as Central Auditory Processing Disorder, this is a condition that adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. They can also find it difficult to tell where sounds are coming from, to make sense of the order of sounds, or to block out competing background noises.

**Dyscalculia:** A specific learning disability that affects a person’s ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

**Dysgraphia:** A specific learning disability that affects a person’s handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

**Dyslexia:** A specific learning disability that affects reading and related language-based processing skills. The severity can differ in each individual but can affect reading fluency, decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

**Language Processing Disorder:** A specific type of Auditory Processing Disorder (APD) in which there is difficulty attaching meaning to sound groups that form words, sentences and stories. While an APD affects the interpretation of all sounds coming into the brain, a Language Processing Disorder (LPD) relates only to the processing of language. LPD can affect expressive language and/or receptive language.

**Non-Verbal Learning Disabilities:** A disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills. Typically, an individual with NLD (or NVLD) has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.

**Common types of Learning Disabilities.** Dyslexia entails difficulty with reading, problems reading, writing, spelling, speaking. Dyscalculia entails difficulty with math problems doing math problems, understanding time, using money. Dysgraphia means difficulty with writing, problems with handwriting, spelling, organizing ideas. Dyspraxia (Sensory Integration Disorder) means difficulty with fine motor skills, problems with hand-eye coordination, balance, manual dexterity. Dysphasia/Aphasia simply means difficulty with language, problems understanding spoken language, poor reading comprehension. Auditory Processing Disorder involves having difficulty in hearing differences between sounds, problems with reading, comprehension, language. Visual Processing Disorder means difficulty interpreting visual information, problems with reading, math, maps, charts, symbols, pictures.

**Other Disorders That Make Learning Difficult** Difficulty in school doesn’t always stem from a learning disability. Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. In addition, ADHD and autism sometimes co-occur or are confused with learning disabilities.

**Autism:** This implies difficulty mastering certain academic skills can stem from pervasive developmental disorders such as autism and Asperger’s syndrome. Children with autism spectrum disorders
(articles/autism/autism-spectrum-disorders.htm) may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact.

**ADHD:** This entails attention deficit hyperactivity disorder (ADHD) (/articles/add-adhd/attentiondeficit-disorder-adhd-in-children.htm), while not considered a learning disability, can certainly disrupt learning. Children with ADHD often have problems sitting still, staying focused, following instructions, staying organized, and completing homework.

**Detecting Learning Disabilities.** By definition, people with LDs have average to above average intelligence yet they have very specific impairments in one or more of the psychological processes related to learning. These processes may include:

- Language processing (understanding and expressing information using words)
- Visual-spatial processing (perceiving or organizing visual information)
- Visual-motor processing (carrying out hand-eye activities)
- Phonological processing (identifying and manipulating speech sounds)
- Processing speed (speed of taking in, using or pulling out information)
- Working memory (holding information in mind while also using the information)
- Executive functions (planning and organizing)

LDs are diagnosed most commonly as an outcome of a comprehensive psychological assessment. Using a number of standardized tests that have been given to thousands of people, psychologists will systematically look at how people think, problem-solve, remember, understand and express information.

**Common signs that a person may have learning disabilities include the following:**

- Difficulty with reading and/or writing.
- Problems with math skills.
- Difficulty remembering.
- Problems paying attention.
- Trouble following directions.
- Poor coordination.
- Difficulty with concepts related to time.
- Problems staying organized.

**Causes of Learning Disabilities**

In the view of Agomoh and Kanu (2011), it is thought that learning disabilities may be caused by hereditary, teratogenic factors (for instance, alcohol or cocaine use during pregnancy), medical factors (premature birth, diabetes, meningitis of mother or offspring), and/or environmental factors (malnutrition, poor prenatal healthcare).

**The Diagnosis and Testing Process for Learning Disabilities**

Diagnosing a learning disability is a process. It involves testing, history taking, and observation by a trained specialist. Finding a reputable referral is important. Start with your child's school, and if they are unable to help you, ask your insurance company, doctor, or friends and family who have dealt successfully with learning disabilities (Bateman, 1994). Types of specialists who may be able to test for and diagnose learning disabilities include:

1. Developmental psychologists
2. Educational psychologists
3. Child psychiatrists
4. School psychologists
5. Clinical psychologists
6. Neuropsychologist
7. Psychometrist
8. Occupational therapist (tests sensory disorders that can lead to learning problems)
9. Speech and language therapist. Today, several professionals organize services as a team in other to realize an accurate diagnosis. They may ask for input from your child's teachers. After which recommendations can then be made for special education services or speech-language therapy within the school system. A professional learning disorders specialist might refer to the importance of “integration”
to learning. Integration refers to the understanding of information that has been delivered to the brain, and it includes three steps: sequencing, which means putting information in the right order; abstraction, which is making sense of the information; and organization, which refers to the brain's ability to use the information to form complete thoughts. Each of the three steps is important and your child may have a weakness in one area or another that causes learning difficulty (Agomoh, & Kanu 2011).

**Academic Achievement**

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students’ academic achievements. A school with more academic achievements would receive more money than a school with less achievement. Children with learning disabilities have problems of low and very poor achievement in school (Agomoh & Kanu, 2011).

**METHODOLOGY**

The researcher adopted the descriptive survey research design. The population of this study was 300 respondents which consisted of 100 junior secondary school students in comprehensive secondary school Egu Owerri North L.G.A, 100 students in Baptist Model Secondary School Owerri West L.G.A, and 100 in Logos international Secondary School Owerri Urban L.G.A in Imo State. 30% of the given population (150) was used as the sample size while the simple random sampling technique was adopted for the study. A structured questionnaire titled Learning Disabilities and Academic Achievement (LDAA) with a four point rating scale was used for data collection. The instrument was validated by two experts in the field of Measurement and Evaluation. Mean was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the formulated hypotheses at 0.05 level of significance. The response options were very great extent 4, great extent 3, moderate extent 2, and low extent 1.
RESULTS

Research Question 1: To what extent does auditory processing disorder influence academic achievement of junior secondary school students in Imo State?

Table 1: Presents mean analysis of the extent to which auditory processing disorder influence academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>VGE (4)</th>
<th>GE (3)</th>
<th>ME (2)</th>
<th>LE (1)</th>
<th>Total Response</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has there ever been a period of time when you were not your usual self.</td>
<td>55 (220)</td>
<td>50 (150)</td>
<td>29 (58)</td>
<td>16 (16)</td>
<td>444</td>
<td>2.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>You felt much more self-confident than usual.</td>
<td>60 (240)</td>
<td>45 (135)</td>
<td>30 (60)</td>
<td>15 (15)</td>
<td>450</td>
<td>3.0</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>You were so irritable that you shouted at people or started fights or argument.</td>
<td>65 (260)</td>
<td>40 (120)</td>
<td>35 (70)</td>
<td>10 (10)</td>
<td>460</td>
<td>3.06</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Auditory processing disorder affects academic achievement.</td>
<td>63 (252)</td>
<td>42 (126)</td>
<td>40 (80)</td>
<td>5 (5)</td>
<td>463</td>
<td>3.08</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand Mean: 3.03

The mean score of 2.9 implies that there has been a period of time a student will not be him/herself. The mean score of 3.0 means that one felt much more self-confident than usual, while the mean score of 3.6 entails that a student was so irritable that he/she shouted at people or started fights or argument, the mean score 3.08 implies that auditory processing disorder affects academic achievement, finally the grand mean of 3.03 depicts that auditory processing disorder influences academic achievement.

Research Question 2: To what extent does dyscalculia influence academic achievement of junior secondary school students in Imo State?

Table 2: Presents mean analysis of the extent to which dyscalculia influences academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>VGE (4)</th>
<th>GE (3)</th>
<th>ME (2)</th>
<th>LE (1)</th>
<th>Total Response</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dyscalculia disposes those with learning disorder.</td>
<td>70 (280)</td>
<td>45 (135)</td>
<td>25 (50)</td>
<td>10 (10)</td>
<td>475</td>
<td>3.16</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>You feel lazy studying?</td>
<td>63 (252)</td>
<td>42 (126)</td>
<td>40 (80)</td>
<td>5 (5)</td>
<td>463</td>
<td>3.08</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Dyscalculia exposes students’ academic performance.</td>
<td>50 (200)</td>
<td>55 (165)</td>
<td>30 (60)</td>
<td>15 (15)</td>
<td>440</td>
<td>2.93</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Dyscalculia is common in your school.</td>
<td>65 (260)</td>
<td>40 (120)</td>
<td>35 (70)</td>
<td>10 (10)</td>
<td>460</td>
<td>3.08</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand Mean: 3.05

The mean score of 3.16 entails that dyscalculia disposes those with learning disorder. The mean score of 3.08 implies that a student feels lazy studying, while the mean score of 2.93 means that dyscalculia exposes students’ academic performance, the mean score of 3.08 implies that dyscalculia is common in a school, finally the grand mean of 3.05 implies that dyscalculia influences academic achievement.
Research Question 3: To what extent does dyslexia influence academic achievement of junior secondary school students in Imo State?

Table 3: Presents mean analysis of the extent to which dyslexia influences academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>VGE (4)</th>
<th>GE (3)</th>
<th>ME (2)</th>
<th>LE (1)</th>
<th>Total Response</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You experience speech difficulty.</td>
<td>60 (240)</td>
<td>50 (150)</td>
<td>25 (50)</td>
<td>15 (15)</td>
<td>455</td>
<td>3.16</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>You have allergies.</td>
<td>80 (320)</td>
<td>40 (120)</td>
<td>20 (40)</td>
<td>10 (10)</td>
<td>463</td>
<td>3.08</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>You are prone to nose/throat problems.</td>
<td>55 (220)</td>
<td>50 (150)</td>
<td>29 (58)</td>
<td>16 (16)</td>
<td>444</td>
<td>2.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>You have difficulty reading and writing.</td>
<td>70 (280)</td>
<td>45 (135)</td>
<td>25 (50)</td>
<td>10 (10)</td>
<td>475</td>
<td>3.16</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Grand Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.09</td>
<td></td>
<td>Accepted</td>
</tr>
</tbody>
</table>

The mean score of 3.16 implies that a student experiences speech difficulty. The mean score of 3.08 agrees that a student has allergies, while the mean score of 2.96 means a student is prone to nose/throat problems, the mean score of 3.16 entails that a student has difficulty in reading and in writing, finally the grand mean of 3.09 implies that dyslexia significantly influences academic achievement.

Test of Hypotheses

$H_0_1$: Auditory processing disorder does not influence academic achievement of junior secondary school students in Imo State.

Table 4: Analysis of Variance (ANOVA) on the influence of auditory processing disorder and academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>.201</td>
<td>.093</td>
<td>3.30</td>
<td>3.09</td>
<td>Reject $H_0$</td>
</tr>
<tr>
<td>Within Groups</td>
<td>148</td>
<td>30.067</td>
<td>.298</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>30.268</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the F- ratio distribution, the critical value of F with 2 and 148 degrees of freedom at 0.05 alpha level is 3.09. Since the calculated value of 3.30 is greater than the critical value of 3.09, it is pertinent therefore to reject the null hypothesis $H_0$. This implies that auditory processing disorder influences academic achievement of junior secondary school students in Imo State

$H_0_2$: Dyscalculia does not influence academic achievement of junior secondary school students in Imo State.

Table 5: Analysis of Variance (ANOVA) on the influence dyscalculia on academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>.105</td>
<td>.052</td>
<td>3.82</td>
<td>3.09</td>
<td>Reject $H_0$</td>
</tr>
<tr>
<td>Within Groups</td>
<td>148</td>
<td>38.588</td>
<td>.263</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>38.693</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the F- ratio distribution, the critical value of F with 2 and 148 degrees of freedom at 0.05 alpha level is 3.04. Since the calculated value of 3.82 is greater than the critical value of 3.09, it is pertinent therefore to reject the null hypothesis $H_0$. This implies that dyscalculia influences academic achievement of junior secondary school students in Imo State.
H03: Dyslexia does not influence academic achievement of junior secondary school students in Imo State.

Table 6: Analysis of Variance (ANOVA) on the influence of dyslexia on academic achievement of junior secondary school students in Imo State.

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-cal</th>
<th>F-critical</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>.231</td>
<td>.163</td>
<td>3.16</td>
<td>3.09</td>
<td>Reject H0</td>
</tr>
<tr>
<td>Within Groups</td>
<td>148</td>
<td>31.067</td>
<td>.218</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>31.298</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the F- ratio distribution, the critical value of F with 2 and 148 degrees of freedom at 0.05 alpha level is 3.09. Since the calculated value of 3.16 is greater than the critical value of 3.09, it is pertinent therefore to reject the null hypothesis H0. This implies that dyslexia influences academic achievement of junior secondary school students in Imo State.

DISCUSSION OF FINDINGS

One of the major findings of this study was that auditory processing disorder influences academic achievement of junior secondary school students in Imo State. This implies that visual learning style improves the academic performance of students. This finding is supported by McAllister (2006) who suggested that pedagogical methods help students with auditory processing disorder succeed. Stigmas about learning disabilities should be fought with pedagogical methods, such as encouraging students to develop a new attitude regarding the representation of mental health in the media, so as to facilitate LD students’ integration amongst their peers (McAllister, 2006). Auditory processing disorder students who look for academic help are more likely to increase the likelihood of their academic achievement. Also, dyscalculia influences academic achievement of junior secondary school students in Imo State. This implies that, dyscalculia enhances the academic achievement of students. This finding however is in line with the result of Steele (2008) who proposed that focusing on lectures and class activities around the unification of science themes helps dyscalculia students who have learning and memory disabilities at school. For example, students with learning disabilities can be matched with adult mentors on the basis of similar traits. In doing so, dyscalculia students can thus improve their academic achievement by building a strong and especially supportive relationship that contributes to positive changes in their academic life (Glomb, 2006).

Finally dyslexia influences academic achievement of junior secondary school students in Imo State. Wadlington (2008) proposes that in order for students with learning disability of dyslexia to succeed, they have to overcome anxiety through the teachers’ assessment in nonthreatening ways that encourage their academic success.

Implications for Counseling

In the view of counselors, when teaching takes place in the classroom, students are expected to learn. Because teaching is intended to result in learning, high school teachers can benefit from understanding and applying certain principles of learning when designing and implementing their teaching initiatives. Also because neglect or misapplication of principles of learning could easily result in teaching that fails to achieve results, it is important that teachers become familiar with the underlying principles in learning.

According to Sims and Sims (1995), learning factors (principles) that will affect the learning of students and cause disabilities are setting the stage, as such they should provide clear instructions and modeling appropriate behaviour when emphasizing particularly skills or competencies, increasing self-efficacy, matching teaching techniques to students’ self-efficacy, providing opportunities for inactive mastery, ensuring specific, timely, diagnostic, and practical feedback and providing opportunities for students to practice new behaviours and maintaining basic knowledge in particular areas- developing learning points to assist in knowledge retention, hence the challenge to the counselor is the attempt to bridge this gap.
CONCLUSION/ RECOMMENDATIONS
The study concludes that auditory processing disorder, dyscalculia and dyslexia significantly influences academic achievement of students, and that classroom teachers should target early identification. Any observed child should be referred to special educators and other relevant professionals for assessment and treatment. Finally, learning disabilities is not a disease but a condition. Even though it has no cure, effective management can reduce the impact on children as they grow. From the above, the study recommends the following:
Special education services, behaviour modification management, family counseling and parent and teachers training should be provided for those in that capacity. Teachers/instructors should conduct an assessment of the child learning disabilities in order to find out his abilities and interest. Teachers should teach sequentially, teach basic skills of a response spelling, writing, reading, etc.

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