LEARNING DIFFICULTIES IN ENGLISH WRITING AMONG
SOCIALLY DISADVANTAGED ELEMENTARY SCHOOL STUDENTS
IN RELATION TO ACADEMIC ACHIEVEMENT, INTELLIGENCE
AND PARENTAL ENCOURAGEMENT

Summary

The present study explored the learning difficulties in English writing among socially disadvantaged elementary school students in relation to their academic achievement, intelligence and parental encouragement. Researcher conducted this study to explore that which group in academic achievement (high or low), intelligence (high or average intelligence) and parental encouragement (high or low) among elementary school socially disadvantaged students have more learning difficulties in English writing. For this purpose, descriptive survey method was used by researcher. A sample of 1600 socially disadvantaged elementary school students (800 male and 800 female) were randomly selected. On the basis of their percentage of marks in English in previous class students were classified into high and low achievement group. On the basis of scores obtained on RSPM students were divided into high and average intelligence group. Students were classified into high and low parental encouragement group on the basis of parental encouragement scale. After, that test to assess the learning difficulties in English writing was administered; t-test was used to find out the significant differences. Results of the study showed that both male and female students with high (academic achievement, intelligence and parental encouragement) were significantly better in English writing as compared to the students with low (academic achievement and parental encouragement) and average intelligence. Students with low (academic achievement and parental encouragement) and average intelligence have more English writing difficulties as compared to high (academic achievement, intelligence and parental encouragement) students. Further, results of this study didn’t present any significant differences in LD’s of male and female students in high (academic achievement, intelligence and parental encouragement) group. While, in case of male and female students belong to low parental encouragement group significant difference in LD’s in English writing exists.

Keywords: LD - Learning Difficulties, PES – Parental Encouragement Scale, RSPM - Raven’s Standard Progressive Matrices.