



REVIEW ARTICLE

A BRIEF STUDY ON EMOTIONAL IMBALANCE DURING DYSLEXIA

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ABSTRACT

Dyslexia is a learning difficulty that mainly affects reading, writing, and spelling. However, it can also lead to emotional and mental challenges for those who have it. People with dyslexia often face difficulties in understanding written words, which can make tasks like reading books or writing essays much harder. These challenges are not a result of a lack of intelligence, but rather how the brain processes language. This article looks at the emotional problems that people with dyslexia often face, such as feeling frustrated, anxious, or having low self-confidence. For example, struggling with schoolwork can make students feel embarrassed or less capable than their peers. It also examines how these emotions can impact their school performance, relationships with others, and overall well-being. Feelings of frustration may cause them to avoid school activities or social situations, leading to isolation. In some cases, it can even affect their motivation to learn or participate in certain activities. The article reviews existing research to explain why people with dyslexia may struggle emotionally. It discusses how challenges in learning can lower self-esteem, making it harder for individuals to stay positive or confident in their abilities. The article also offers ideas for support, such as tailored teaching strategies or therapies to help individuals cope with both their learning difficulties and emotional struggles. These strategies aim to help individuals manage their emotions, build self-confidence, and improve their academic performance. Additionally, family support, patience, and understanding from teachers and peers can make a big difference in the lives of those with dyslexia. By focusing on both the emotional and educational needs of individuals, it is possible to improve their overall quality of life.

INTRODUCTION

Dyslexia is a complex neurodevelopmental disorder that primarily impacts an individual's ability to read, spell, and write at an expected level of proficiency for their age. Although dyslexia is widely recognized as a learning disability, its emotional and psychological consequences often remain underexplored. Individuals with dyslexia frequently experience heightened levels of stress, anxiety, and frustration due to their struggles with reading and writing tasks, which can further exacerbate the learning challenges they face. This struggle often leads to a cycle of negative emotions that can be difficult to break. The emotional imbalance associated with dyslexia is often a result of both internal and external factors. Internally, individuals with dyslexia are aware of their difficulties and may begin to internalize feelings of inadequacy, leading to low self-esteem and a lack of confidence in their academic abilities. These feelings can be particularly challenging for children who may not yet fully understand their disorder but can still sense that they are different from their peers. Externally, societal expectations and a lack of understanding of dyslexia can create an environment of frustration and alienation. This is particularly evident in traditional educational settings where students are expected to

achieve certain academic milestones by specific ages. As such, emotional imbalance is not only a consequence of the disorder itself but is also shaped by the social and educational contexts in which individuals with dyslexia operate.

The emotional impact of dyslexia can manifest in several ways, including increased anxiety, depression, and a fear of failure. Many individuals with dyslexia may avoid reading or writing tasks altogether, further limiting their opportunities to improve their skills. This avoidance can lead to feelings of helplessness, making it even harder to overcome the challenges dyslexia presents. Additionally, the social stigma surrounding learning disabilities can lead to isolation, as others may mistakenly perceive the individual as lazy or unintelligent. This misunderstanding can make it difficult for people with dyslexia to form meaningful relationships and feel accepted. This article aims to provide an in-depth exploration of the emotional imbalance observed in individuals with dyslexia, drawing from psychological theories, empirical studies, and real-world experiences. By examining the intersection of learning difficulties and emotional well-being, this article seeks to raise awareness and suggest potential approaches for supporting emotional health in individuals with dyslexia. It is important to recognize that while dyslexia presents unique challenges, it is also essential to focus on the strengths and

talents that individuals with dyslexia may possess. With the right support systems in place, these individuals can learn to manage their difficulties and thrive academically, emotionally, and socially.

Understanding Dyslexia and Its Cognitive Aspects: Dyslexia is a disorder that primarily affects the cognitive processing of written and spoken language. It is not a reflection of intelligence or lack of effort, but rather a difficulty in decoding words, spelling, and recognizing letter patterns. While individuals with dyslexia often exhibit average or above-average intelligence, their struggles with reading and writing can lead to significant academic challenges. These difficulties can be particularly noticeable in childhood, where learning to read is a foundational skill for further academic success. In many cases, these challenges can result in frustration, low self-esteem, and a negative attitude toward learning.

The cognitive mechanisms underlying dyslexia are typically related to difficulties with phonological processing, working memory, and rapid word retrieval. Phonological processing, which refers to the ability to identify and manipulate sounds in words, is particularly compromised in individuals with dyslexia. This makes tasks such as reading, spelling, and even speaking more labor-intensive, often leading to slower processing speeds and increased error rates. For example, a person with dyslexia may find it difficult to break words into smaller sounds, making it harder to decode or understand the word as a whole. This impairment in sound processing also impacts their ability to rhyme, recognize familiar words, and even learn new vocabulary efficiently.

In addition to phonological processing issues, individuals with dyslexia often experience difficulties with working memory. Working memory is essential for holding and manipulating information in the mind over short periods, which is particularly important for tasks like following multi-step directions or solving math problems. When working memory is weak, a person with dyslexia may struggle to remember instructions, sequences of letters or numbers, and the details of a story they just read. This challenge can lead to misunderstandings and difficulties completing tasks that others may find relatively simple. Rapid word retrieval, the ability to quickly and easily access words when speaking or writing, is another cognitive aspect affected by dyslexia. This can result in hesitations or pauses during conversations, difficulty finding the right words, and problems with verbal expression. These issues can sometimes cause social anxiety or a reluctance to participate in conversations or group activities, as individuals may feel embarrassed or frustrated with their verbal performance. Despite these cognitive difficulties, dyslexia is not a one-size-fits-all condition. It manifests in various forms and with different severities, meaning that not all individuals with dyslexia experience the same symptoms or challenges. Some may have mild difficulty with reading, while others may face more significant barriers in both written and spoken language. For some, the primary struggle is with reading comprehension, while for others, spelling and writing can be the most problematic. This variability means that

individualized support and strategies are crucial for helping those with dyslexia. However, the impact of dyslexia is often compounded by emotional and psychological responses, which can significantly influence a person's overall well-being and development. As children with dyslexia experience repeated challenges and setbacks in academic settings, they may develop feelings of inadequacy, frustration, and even depression. In some cases, these emotional struggles can lead to avoidance behaviors or a lack of confidence in their academic abilities. Over time, if these emotional challenges are not addressed, they can affect self-esteem and social relationships. Therefore, it is essential for educators, parents, and caregivers to provide not only academic support but also emotional encouragement and reassurance to help individuals with dyslexia thrive.

Emotional Responses to Dyslexia: Frustration and Anxiety: The emotional imbalance in individuals with dyslexia is often rooted in frustration and anxiety. For many, the struggle to read, write, or spell at the expected level is a source of persistent stress. Academic settings can exacerbate these feelings, as dyslexic students may be compared to their peers who do not have the same difficulties. This comparison can contribute to feelings of inadequacy, shame, and a growing sense of failure.

Frustration is common among dyslexic individuals, especially when they face challenges that appear insurmountable. This frustration is not only related to their perceived failure to meet academic expectations but also to the misunderstanding of others. Teachers, peers, and even family members may not fully comprehend the nature of dyslexia, often leading to stigmatization or the attribution of laziness or lack of intelligence. As a result, dyslexic individuals may internalize these negative perceptions, further intensifying their emotional distress. Anxiety is another significant emotional response frequently seen in individuals with dyslexia. The fear of failure in reading, writing, or other academic tasks can lead to anticipatory anxiety, where individuals worry about future challenges even before they arise. This anxiety can be paralyzing, affecting not only academic performance but also social interactions and self-worth. The pressure to conform to societal and educational standards can increase the emotional burden for individuals with dyslexia, making it difficult for them to navigate everyday situations with confidence.

Low Self-Esteem and Social Withdrawal

The emotional impact of dyslexia is closely linked to self-esteem issues. Individuals with dyslexia often face significant challenges in meeting the academic standards set for them, which can lead them to feel inferior or inadequate. Over time, these experiences can damage their self-esteem and create a negative perception of their own abilities. As a result, their sense of self-worth may decline, further affecting their emotional health. Low self-esteem is often accompanied by a tendency to withdraw from social interactions. Dyslexic individuals may avoid situations where their difficulties could become noticeable, such as reading aloud in class or writing in front of others. This avoidance can lead to a sense of isolation, leaving them feeling disconnected from peers. The lack of meaningful social engagement can prevent them from building

supportive relationships, which are crucial for emotional well-being. Beyond the academic and social challenges, dyslexic individuals may also face difficulties with emotional regulation. The frustration and anxiety caused by ongoing struggles with reading and writing can hinder their ability to cope with these emotions effectively. This emotional turmoil can sometimes result in behavioral problems, such as outbursts of anger or avoidance of certain situations. These reactions can create a negative feedback loop, where the individual faces punishment for their emotional responses, further reinforcing feelings of shame, guilt, and inadequacy. This cycle can further deepen the emotional difficulties dyslexic individuals experience, making it harder for them to develop a positive self-image and healthy coping strategies.

Psychological Theories Behind Emotional Imbalance in Dyslexia: Several psychological theories help explain the emotional imbalance observed in individuals with dyslexia. One of the most relevant is the "self-determination theory" (SDT), which posits that individuals have three basic psychological needs: competence, autonomy, and relatedness. In the case of dyslexia, individuals often experience a lack of competence in academic tasks, leading to frustration and a diminished sense of self-worth. Furthermore, the lack of support and understanding from teachers and peers can hinder their sense of relatedness, exacerbating feelings of isolation and alienation. Lastly, the inability to meet academic expectations may lead to a loss of autonomy, as individuals feel powerless to control their learning experiences.

Another useful framework for understanding emotional imbalance in dyslexia is the "cognitive-behavioral theory" (CBT), which emphasizes the role of negative thought patterns in shaping emotional responses. In dyslexia, negative beliefs about one's abilities, such as "I am stupid" or "I will never succeed," can lead to heightened anxiety and low self-esteem. These cognitive distortions can perpetuate emotional distress, making it difficult for individuals to break out of the cycle of frustration and self-doubt.

Impact of Emotional Imbalance on Academic and Social Functioning: The emotional challenges associated with dyslexia can significantly impact both academic and social outcomes. In academic settings, individuals with dyslexia often face difficulties that can reduce their motivation. As they struggle to meet educational expectations, their efforts frequently result in limited success, which can cause frustration and a lack of enthusiasm for schoolwork. This decline in motivation can eventually lead to disengagement from academics, and in some cases, it may even contribute to dropping out of school entirely. Socially, the emotional difficulties tied to dyslexia can make it harder for individuals to form meaningful relationships. Feelings of shame, embarrassment, and isolation often arise due to their struggles, leading them to withdraw from social interactions. This can prevent them from participating in group activities or making friends, leaving them with little social support. As a result, the emotional distress they experience is only worsened, leading to a cycle of loneliness and alienation. Without healthy social connections, individuals may find it even more difficult to cope

with the emotional strain caused by their condition. Additionally, the emotional imbalance experienced by individuals with dyslexia can have lasting effects on mental health. The combination of academic challenges, social isolation, and low self-esteem can increase the risk of developing anxiety, depression, and other mental health issues. Over time, these emotional difficulties may persist into adulthood, as the cumulative effect of ongoing struggles can lead to chronic psychological distress. This highlights the importance of early intervention and support, as addressing emotional and academic challenges can help prevent long-term mental health issues from developing.

Supporting Emotional Well-being in Individuals with Dyslexia: It is essential to address the emotional needs of individuals with dyslexia to improve their overall well-being and academic performance. One of the most effective ways to support emotional well-being is through early intervention. By identifying dyslexia early and providing appropriate accommodations and support, educators can help alleviate the emotional burden experienced by individuals with dyslexia.

Psychological counseling and emotional support are also critical in helping individuals manage anxiety, frustration, and low self-esteem. Cognitive-behavioral therapy (CBT) is one approach that can be particularly effective in addressing negative thought patterns and building emotional resilience. Additionally, fostering a supportive and understanding environment at home and in school can help reduce feelings of shame and isolation. Peer support programs can also play a vital role in helping individuals with dyslexia develop social connections and boost their self-esteem. Group activities and mentorship programs that connect individuals with similar experiences can create a sense of belonging and reduce feelings of loneliness.

CONCLUSION

Emotional imbalance is a significant and often overlooked aspect of living with dyslexia. The frustration, anxiety, and low self-esteem associated with dyslexia can profoundly impact an individual's academic performance, social interactions, and overall quality of life. By understanding the emotional challenges faced by individuals with dyslexia and implementing targeted interventions, educators, parents, and mental health professionals can provide the support needed to help these individuals thrive. Addressing both the cognitive and emotional aspects of dyslexia is essential for fostering resilience and promoting long-term well-being.

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