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SELF-ESTEEM OF THE CHILDREN WITH LEARNING DISABILITIES

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Abstract:-The term 'self-esteem' refer to overall level of self-evaluation or self-respect. it's associate degree critical live of attitudes toward the self in social, academic, family, and private areas of expertise. among the vanity literature, there has been mixed empirical support for the connection between shallowness and performance. during this study, investigator has studied whether or not the youngsters with learning disabilities (LD) disagree considerably in their shallowness from the youngsters while not learning disabilities (NC).

Data was collected from sixth category 725 kids of six faculties. Out of those 725 children, ninety eight LD were known and classified into 3 teams on the idea of their intelligence scores. Also, ninety eight American state were matched with the ninety eight LD on the idea of intelligence score, gender; category and college. the vanity Inventory (SEI) – college kind – was administered that consists of lviii things yielding scores on General Self (SEGEN); Social Self-Peers (SESOC); Home-Parents (SEH); School-Academic (SESCH) and Total score (SET) together with lie score.

Though there aren't any gender differences on self-esteem among children with learning disabilities (LD), findings reveal that LD have lower mean scores on all the scale of SEI as compared to the youngsters while not learning disabilities (NC). Also, the numerous mean differentials between American state and LD on SESOC and SET indicate that the LD has considerably lower social-peer shallowness and considerably lower overall shallowness as compared to the American state.

Keywords:Self-esteem , learning disabilities , self-evaluation , academic, family.

INTRODUCTION

'Self' is the sum total of a person's ideas about who and what he is, what he appears to be, what he thinks himself to be and what others judge him to be. The self is the person's essence of his existence that is known to him. It includes the entire structure of his being. A person's behavior in any situation depends upon the way he perceives the situation, his self being the part of that perceived situation.

In the words of Ruggiero (2000) a revolution has taken place in the vocabulary of self. Words that imply responsibility or accountability – self-criticism, self-denial, self-discipline, self-control, self-effacement, self-mastery, self-reproach, and self-sacrifice – are no longer in fashion. The language most in favor is that which exalts the self – self-expression, self-assertion, self-indulgence, self-realization, self-approval, self-acceptance, self-love, and the ubiquitous self-esteem.

involves one's mental perception of one's qualities. Self-Esteem According to Battle (2000) self-esteem is an attitude of acceptance, approval, and respect towards oneself, manifested by personal recognition of one's abilities and achievements and an acknowledgment and acceptance of one's limitations. It is an expression of approval or disapproval, indicating the extent to which a person believes himself to be competent, successful, significant, and worthy.

EMERGENCE OF THE PROBLEM:

While there is some agreement about self-esteem's basic attributes, there is less agreement about its functions and its relevance to people's thoughts, feelings, and behavior. Sarswat (1982) and Accordinno (2000) reported significant positive relation between intellectual self-concept and academic achievement and that boys and girls differ significantly on total self-concept. On the other hand, Linehan (1999) and Thurman (2000) concluded that conceptions of ability may be redundant in predicting individual differences in achievement behaviours. Apple (2001) found moderate to weak correlations between school climate and self-esteem. remained significant while (Heyman, 1990). Students with learning disabilities usually carry negative quite self-perceptions (De Santos, 2006). Difficulties faced by them are embarrassing to them resulting in decrease of self-esteem (Lyon, 1997). They demonstrate lower perceptions of general intellectual ability than the normally achieving students (Crossen, 2001). Enduring extensive periods of failure result in poor self-worth (Seeratan, 2003). Special education program (Grant, 2001)13 and helpful and caring attitude of teachers (Krueger, 2001)14 may build up with learning disabilities.

Presently, the efforts are being made to mainstream the children with special needs. In inclusive setting, it becomes all the more pertinent to know what are the factors which may have direct impact on the children with special needs, especially on their achievements and their self-esteem, when they find themselves competing with other children.

OBJECTIVES:

In the present study self-esteem of students studying in 6th class was assessed. At this age the self-concept is evolving and children have built their self-images depending upon their achievements and the feedback they receive from the significant ones (teachers, parents, siblings, friends). Through this study, researcher had made an attempt to explore gender difference has been studied.

SAMPLE:

An initial sample of 725 children was selected from randomly selected six Government Model Senior Secondary Schools of Chandigarh. All 725 children were administered Diagnostic Test of Learning Disability (DTLD) and Raven's Standard Progressive Matrices (SPM). Out of 725 children, were identified. LD The final sample, therefore, comprised of 98 LD and 98 NC.

Table 1
Matching of children without learning disabilities (NNC = 98) and children with learning disabilities (NLD = 98) on basis of intelligence scores

Category	N _{LD}	N _{NC}
Average Intelligence (AI)	46	46
Above Average Intelligence (AAI)	33	33
High Intelligence (HI)	19	19
Total	98	98

TOOLS USED FOR DATA COLLECTION:

Diagnostic Test of Learning Disability (DTLD) by Swarup and Mehta (1993).
 Self-Esteem Inventories (SEI) by Coopersmith (1987).
 Standard Progressive Matrices (SPM) by Raven, Raven and Court (2007).

PROCEDURE OF DATA COLLECTION:

Phase – I: The Principals of the randomly selected schools (six) were personally contacted along with the written request for data collection. for which data was to be collected, was explained to each of them. The Principals / Primary wing in-charges, after consulting the class teacher and the time-table of the class, permitted for data collection on particular dates, in particular periods.

Phase – II: As per the fixed dates and time, data was collected from the children by administering DTLD and SPM. In this phase, data from was collected.

Phase – III: In this last phase SEI was administered. The SEI includes questions related to school, family, peers, self, and general social activities. The school form of SEI

RESULTS:

Table 2 gives mean scores and range of scores on self-esteem (SE) which includes measures of General-self (SEGEN); Social-(SET) for the entire sample of children having learning disabilities (NLD = 98) and the entire sample of children without learning disabilities (NNC = 98).

Table 2
Means and range of scores of LD (NLD=98) and NC (NNC=98) on Self Esteem (SE)

<i>SE DIMENSION</i>	<i>GROUP</i>	<i>RANGE OF SCORES</i>	
		<i>MEAN</i>	
SE _{GEN}	LD	16.53	8 – 23
	NC	17.43	7 – 25
SE _{SOC}	LD	5.01	1 – 8
	NC	5.54	2 – 8
SE _H	LD	5.83	2 – 8
	NC	6	0 – 8
SE _{SCH}	LD	5.79	1 – 8
	NC	6.12	1 – 8
SE _T	LD	66.37	38 – 88
	NC	70.29	40 – 98

Table 2 shows that though the range of scores of LD and NC are comparable on all dimensions of SEI, yet the mean score of NC is more than the mean score of LD on all dimensions of SEI, i.e., SEGEN, SESOC, SEH, SESCH and SET.

Table 3
Category-wise mean score of LD (AI=46; AAI=33; HI=19) and NC (AI=46; AAI=33; HI=19) on SEGEN, SESOC, SEH, SESCH & SET

<i>Self - Esteem</i>	<i>Category</i>	<i>AI</i> (N=46)	<i>AAI</i> (N=33)	<i>HI</i> (N=19)
SE_{GEN}	LD	16.46	16.73	16.37
	NC	17.5	17.36	17.37
SE_{SOC}	LD	4.93	5.24	4.79
	NC	5.33	5.88	5.47
SE_H	LD	5.72	6*	5.79
	NC	6.09	5.76*	6.21
SE_{SCH}	LD	5.59	5.97	5.95
	NC	6.2	6.03	6.11
SE_T	LD	65.39	68.06	65.79
	NC	70.09	70.06	71.16

Table 3 gives mean scores of the three intelligence categories of LD and NC [viz. average intelligent (AI), above average intelligent (AAI) & high intelligent (HI)] on SEGEN, SESOC, SEH, SESCH and SET.

It is evident from the table values that the mean score on SEGEN, SESOC, SESCH, SEH and SET of all the three categories of NC (viz., NCAI, NCAAI & NCHI) is higher than that of all the three categories of LD (viz., LDAI, LDAAI & LDHI) except that the mean of LDAAI is higher than the mean of NCAAI on SEH (see * in the Table 3).

Table 4
Means; standard deviations and t-values on Self – Esteem (SE) for LD and NC (NLD = 98 & NNC = 98; df = 194)

	M_{LD}	M_{NC}	SD_{LD}	SD_{NC}	t	Remarks
SE_{GEN}	16.53	17.43	3.56	3.67	1.738	NS
SE_{SOC}	5.01	5.54	1.43	1.45	2.57	0.05 level
SE_H	5.83	6	1.27	1.41	0.901	NS
SE_{SCH}	5.79	6.12	1.64	1.52	1.488	NS
SE_T	66.37	70.29	12.38	12.43	2.21	0.05 level

Table 4 gives the mean differentials (t-values) SEGEN, SESOC, SESCH, SEH and SET. The Table values show that significant mean score differentials exist on SESOC and SET. Both the values are significant at 0.05 level of confidence. This implies that LD group has significantly lower social-peers self-esteem as well as lower total / overall self-esteem as compared to the NC group. On the remaining measures of self-esteem, t-values are insignificant.

Table 5
Means; standard deviations and t-values on Self – Esteem (SE) for
LD Males (N =55) and LD Females (N =43); df = 96

	M_{LD-M}	M_{LD-F}	SD_{LD-M}	SD_{LD-F}	t	Remarks
SE_{GEN}	16.4	16.7	3.55	3.6	0.409	NS
SE_{SOC}	4.93	5.12	1.48	1.36	0.646	NS
SE_H	5.8	5.86	1.28	1.28	0.232	NS
SE_{SCH}	5.76	5.81	1.74	1.53	0.149	NS
SE_T	65.78	67.12	12.8	11.93	0.527	NS

Table 5 gives the mean differentials (t-values) between LD males and LD females on SE_{GEN} , SE_{SOC} , SE_{SCH} , SE_H and SE_T . The Table values show that LD males and LD females do not differ significantly on any of the measure of SEI, all the t-values are found to be insignificant.

CONCLUSIONS:

The mean score of NC is more than the mean score of LD on all dimensions of SEI, i.e., SE_{GEN} , SE_{SOC} , SE_H , SE_{SCH} and SE_T . The mean score on SE_{GEN} , SE_{SOC} , SE_{SCH} , SE_H and SE_T of all the three categories of NC (viz., NCAI, NCAAI & NCHI) is higher than that of all the three categories of LD (viz., LDAI, LDAAI & LDHI) except that the mean of LDAAI is higher than the mean of NCAAI on SE_H (see * in the Table 3). The t-value is significant between NC and LD on SE_{SOC} and SE_T at 0.05 level of confidence. Though the mean scores of LD females were higher than the LD males, t-values were found to be insignificant on all the measures of SEI.

DISCUSSION AND INTERPRETATION:

The results of DTLTD were not revealed to the children and the researcher assumed that none of the children who have been diagnosed as LD were actually aware of their LD status. Despite this ignorance, LD children were found to group and SE_T indicate t have lower mean shat the LD group has and significantly lower group. The lower self-esteem may have originated from their inability to perform the tasks as others (their peers) do. Contrary to some of the literature and research studies stating gender differences, the present study did not find any significant mean differentials for LD male and LD female groups.

EDUCATIONAL IMPLICATIONS:

A variety of psychological theories have attempted to explain the origins of self-esteem, its definition, its function, and its consequences in the everyday lives of children. In addition, a vast amount of research literature has characterized self-esteem as an important variable in both the attainment of a variety of positive outcomes for and associated a variety of children's clinical problems for those having low self-esteem.

The findings of the present study stress the need to understand the behavioral characteristics of the children having learning disabilities which differentiate them from other children. Continuous emphases on the children's weaknesses adversely impact their personality. Therefore, chalk out a rich and stimulating curriculum that identifies and nurtures their strengths and talents.

Self-esteem is an important factor. Children with learning disabilities usually carry negative self perceptions. children with learning disabilities have Their self-esteem related to social-peers is particularly and significantly low as compared to their counterparts.

Early diagnosis and remediation can benefit these children immensely. Timely intervention can help in improving their self-perceptions and self-esteem.

The Non LD peers can also be involved in collaborative activities, thereby assisting the LD children with

tasks that they find difficult. Similarly, teachers must teach strategies that allow students to develop successful attributes and implement academic strategies to improve academic skills.

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