A Study on Effect of Poor Self Esteem in Dyslexic Students

Jesna T.J	Dr. Monsy Edward
Research Scholar, Department of psychology, Bharathiar University, Coimbatore	Assistant Professor Projyothi Niketan College, Puthukad, Kerala.

ABSTRACT *A child with Learning Problems Cannot Function Successfully in School without adequate support from his teachers, parents and peers. A. Supportive atmosphere enables the child to believe in himself . This enhances his self esteem. The present study mainly focused on the effect of poor self esteem in Dyslexic children. The present study mainly focused on the effect of poor self esteem in Dyslexic children. The sample consisted of 20 Dyslexic children from Thrissur District, within the age range of 8 to 14 years. Stratified random sampling method is used to select the samples. The tools used in this study are schonell Graded Spelling and reading test. Grade Level Assessment Device (NIMH), Rosenberg's Self Esteem Scale. Conduct the pretest using the scales then introduce life skill package. After 21 days conduct post test using the same scale by the investigator. For avoiding bias repeat the same test by another experience hand. Paired t test was used to test the significance of the difference between the pre and post test. The result shows that there was a positive correlation between self esteem and achievement.*

Introduction

Students with learning disabilities struggle with self esteem , which in turn lead to adjustment difficulties, substance abuse depression and suicide Ideation. Most commonly, self esteem is defined in numerous ways . most commonly self esteem is defined on the basis of two Psychological processes: evaluation and affect (Mruk,2006) Evaluation accentuates the role of Cognition , while affect emphasizes the role of feelings as they pertain to self esteem.

Self esteem is a positive or negative orientation toward oneself an overall evaluation of one's worth or value. People are motivated to have high self esteem, and having it indicates positive self regard, not egotism. When students have low self esteem their emotional welfare suffers.

Self esteem is one of the pre requisties for successful performance. LD children who fail repeatedly obviously lose their self esteem. This gives rise to secondary Emotional and Behavioural problems.

Children with low self esteem are extremely sensitive about discussion on their studies and tend to get angry or start crying. Slowly they develop an aversion to studies, causing distress in the teachers and parents .

Review of Literature

Harter , Whitesell and Junkin (1998) found that high school students with LD reported they felt worse about their general intellectual ability than did. Students not diagnosed with LD.

A study conducted by Zeleke(2004) it was shown that the self concepts of students with learning disabilities attending inclusive schools were lower than those of their classmates without learning disabilities. These findings are all too common, as a metanalysis done by Chapman (1998) found the same discrepancy.

Meltzer, Roditi, Houser and Perlman(1998) showed that there was a discrepancy between self assessment of students with LD and their teachers judgments. They found that students perceived themselves to be more capable than their teachers judged them.

Moller etal (2009) indicated that teachers were commonly unaware that students perception of abilities for better com-

munication between teachers and students, it may be beneficial for teachers to spend time with students to discuss their perceived strengths and weakness.

Hammett Omizo and Loffredo (1981) used STEP to provide parents with training on how to respond more affirmatively to their children. The results showed that parents had a very strong affect on their children's self concept.

Objective

To find out the effect of poor self esteem in Dyslexic children.

Variables and Instrument

(1) Schonell Graded Word Reading Test (Schonell, 1971)
The child is required to read out a series of graded words, to obtain a reading age. Testing is discontinuous when ten consecutive words are failed. The score is total number of words correctly read. Reading age is calculated from the scoring sheet.

(2) Schonell: graded spelling Test (1976)
The child is required to spell a number of graded words to give s a spelling age. Words from the Schonell Graded spelling Test are said aloud followed by the word said in a sentence. The child is then required to write the word down . Testing is discontinued. When ten consecutive words are incorrect.

$$S\ A\ = \frac{Number\ of\ words\ correctly\ spells\ + 5}{10}$$

(3) Rosenberg Self esteem Scale (1960)
It consists of 10 statements dealing with general feelings about individuals. The child can mark his feeling appropriate to the Strongly agree, Agree, Disagree or Strongly disagree Columns, Scoring done according to the manual.

Variables

➢ Self esteem
➢ Achievement
➢ Behaviour modification

Hypothesis

There is no significant difference between pre test and post test of self esteem scale in Dyslexic Children.

Sample
Twenty   Dyslexic children are randomly selected as a sample for the present study. The age group of the sample varies from 8 to 14 years.

Statistical Analysis
Since   the research planned for a comparative study, student t test is applied in addition to other statistical   measures.
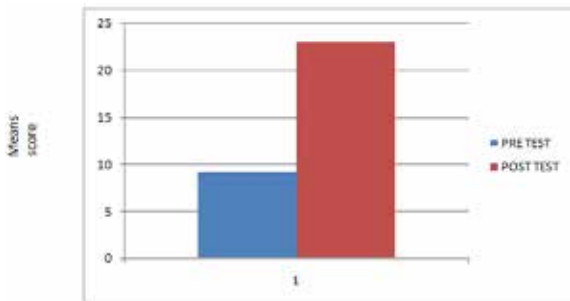
Result
Table   1   represent the mean, SD and t value of the Dyslexic children's   self esteem scale.

Group	N	M	SD	T value
Pre test	20	9.15	2.36	2.2
Post test	20	22.95	3.91	

P> 0.05

Figure 1 shows the graphical representation of the mean score of the pre and post test self esteem scale in dyslexic children.

The result are shown through the table and figure. The title reveal the comparison between mean score , standard deviation and the committed t value of the pre test and past test.

The Graphical   representation shows the difference   between pre and post mean score of the self esteem scale in Dyslexic children.   Here the t value is 2.2, ie, greater than the table value so we reject the hypothesis.
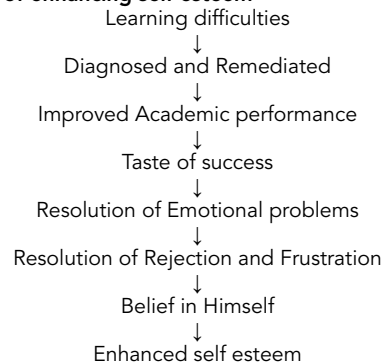
Discussion
The aim of the study was to find out the effectiveness of the training program in improving self esteem. Dyslexic children have poor self esteem. This effect this day to day life activities. Here Dyslexic children shows low self esteem score by Rosenberg self esteem scale. Investigator propose the therapeutic life skill training programme for the current situation.

Behaviour modification : Through the various methods of behavior modification,   (reinforcement, token economy etc) correct the problematic state of children.

Soft skill training is an another important tool for improving children. Decision making and problem solving is very difficult for this children. Help the child with problem solving and decision making skills, It leads to higher self esteem. Instead of providing a child with the solution, help the child brain storm possible solutions and possible judgemental comments and praise the effort children put into them are putting effort into their worth but still struggle. Help the child them they feel more successful.

Attitude toward self and Attitude toward others also changed during the session, that help the child to make proper attitude about them or others

Remedial education like (VAKT) method help the child to build more confidence. The chart given below shows the progress of enhancing self esteem

Learning difficulties
↓
Diagnosed and Remediated
↓
Improved Academic performance
↓
Taste of success
↓
Resolution of Emotional problems
↓
Resolution of Rejection and Frustration
↓
Belief in Himself
↓
Enhanced self esteem

Conclusion
This study shows the positive result for the training programme. Low self esteem makes lot of Behavioural, emotional and physiological problems for the children. When self esteem improved they can manage these problems

Limitation
- The size of the sample for this study is small in number.
- As an umbrella teem, Dyslexia makes different issues for each students.

REFERENCE   1. American Psychiatric Association (1994), Diagnostic and statistical manual of mental Disorders, Washington. | 2. Chapman J.W. Tunmer, W.E, Prochnow, J.E. (2000). Early reading – related skills and performance, reading self concept and the development of academic self concept : A longitudinal study. Journal of Educational Psychology, 92, 703- 708. | 3. Gavin Reid, ((1998), Dyslexia- A practitioners Hand Book, John Wiley & Sons Ltd pg 3- | 4. Jamie C. Sternke (2010) self concept and self esteem in Adolescents with Learning Disabilities , University of Wisconsin stout | 5. Onita Nakra, (1998), children and Learning Difficulties, Allied Published private Limited, 51, 22, - 52-112 | 6. Owens, Timothy J (1993) Accentuate the positive and the negative : Rethinking the use of self Esteem, Self Depreciation and self- confidence . Social psychology Quarterly 56 : 288-99 | 7. Philip John et al (2006) School mental health through Empowering the education sector. Peejays child Guidance publication. Pg 51, 73-75. | 8. World Health Organisation (1992) The ICD- 10, Classification of Mental and Behavioural Disorder Geneva. |