



SELF-ESTEEM & SELF-EFFICACY IN CHILDREN WITH SPECIFIC LEARNING DISORDER

Sakshi Sharma

Amity University, Noida

ABSTRACT

Self-esteem and Self-efficacy is a central construct in clinical, developmental personality, and social psychology. Its role in psychological functioning is much more than a century. Self-esteem construct has spawned a research literature of such a magnitude and richness that it is impossible to summarize. The aim of the study was to investigate the relationship between the Self-esteem and Self-efficacy. Two separate questionnaires were utilized to study the relationship between self- efficacy and self-esteem: Rosenberg Self-esteem questionnaire and General Self-efficacy questionnaire. The study was conducted on a sample of 100 participants where there were 50 normally developing children and 50 children with learning disorder and the age range of the sample was 8-13 years of age. Purposeful sampling technique was utilized to collect data.

Learning disability stands not a disease. It is basically means to describe the various types of learning problems. It is a nerve illness that moves the brain ability to accept, course and supply information. In USA millions of children has learning difficulties. (Clauss-Ethlers, 2010, p.396)

They are as follow-

- problems with arithmetic and math (dyscalculia)
- problems remembering icons, terms, language (dystonia)
- comprehension disability (dyslexia)
- problems in printed look and script (dysgraphia)
- denoting difficulties (dysorthographia)

The term "learning disability" was first given by an educator named Samuel A Kirk, an innovator in special education as well as in working with young children.

Self esteem The word self esteem means that how an individual describe or evaluate themselves. It covers person's self worth, personal values and their beliefs. It covers persons' emotional state such as victory, desolation, pride and shame. In layman language it means how you appreciate and like yourself. Self esteem is a personality trait which is fixed and continuing.

1. There are major three signs in children who have low self- esteem -
 - Not able to do the assignments and homework - children do not do their homework and give complaints like that dog ate it or their siblings was disturbing them and that's why they are unable to do it. If this continues for long, then the child should be given proper care.
 - Refuse to participate in social activities – children stop participating in activities like school clubs, social gatherings, sports etc. this sign means that something is wrong. Children feel that they are less worthy and their peers will not like them if they knew that they have a learning difficulty. It may also lead to isolation and later on can be depression.
 - Children might act fake to gain attention- the child might do some act to gain the attention of the teacher or to not let the teacher see them.

Self-efficacy

Self- efficacy means a person's beliefs about his behavior that are necessary to attain goal or purpose in life.

Self- Efficacy Theory (SET)

This theory has influenced investigation, study and medical practice. So, this theory can be applied in the field of health psychology, to illustrate the concept of self-efficacy has been used to modifest behaviors like-

- Smoking
- Work out
- Pain management
- Alcohol
- Diet

Self-Efficacy vs. Self-Esteem

Self-esteem is theorized as a kind of overall feeling of one value (Neill, 2005). As self-esteem is observant more on "life" (e.g., feeling that you are perfectly acceptable as you are), self-efficacy is more focused on "responsibility" (e.g., feeling that you are up to a challenge).

High self-worth can improve one awareness of self-efficacy, as high self-efficacy will contribute to one sense of general significance or worth, but the two stand as separate constructs.

To support the study below are some findings:

- Wang.C (2020) studied about how writing self-efficacy and self-regulated learning strategies are related among college students considering English as a foreign language. Questionnaires were used to examined on the sample of 319 students. Chinese students and their score was being measured. It was shown that foreign language students show moderate level of self-efficacy and low usage of strategies in writing. Both self-efficacy and self-regulation are contributed to writing of the proficiency. It also says as it is important in writing, teachers got to know bout the insight how to incorporate foreign language and improve writing of children.
- Park.Y(2020) studied about the link between locus of control with reading and mathematics among high school students with disabilities of special elementary school. Data include students having speech impairments, emotional disturbances and learning disability. Results shown that there is a negative correlation between all the three groups. The role of locus of control improve the results of academic achievement.
- Wen, Chu (2019) studies how parenting stress influence depressive symptoms in the family of caregivers of children. A group of 100 families was taken and was given a questionnaire which assess demographics and study measures. The process used was SPSS. It was concluded that increased parenting style was associated with more depression, due to depression and with depression there is an increase in low self esteem.
- Chang.F (2004) studied about the perspectives on self-perceptions in children and Adolescents. It focuses predominantly on the theoretical models for self-concept and self-esteem, related self-perception constructs are also discussed in the context of the larger self-concept/self-esteem models. Finally, the chapter closes with some specific guidelines that practitioners can use as they work with individual children in sport or other physical activity contexts.

METHODOLOGY

Sample

For the purpose of this study and based on the research design the sample was divided into two groups:

- Children with normal functioning aged between 8-14years.
- Children with learning difficulties aged between 8-14years
- Total sample size was of 100 children. Group A: N=50 (learning difficulty children) Group B: N=50 (normal children)

The tools that used are as follows:

Rosenberg's Self-Esteem Scale

- The Rosenberg Self-Esteem Scale is perhaps the most widely-used self-esteem measure in social science research. Dr. Rosenberg was professor of Sociology at the University of Maryland from 1975 until his death in 1992. Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value.
- The Rosenberg's Self-esteem Scale (RSE) is a 10-item one-dimensional scale designed to measure the self-esteem. It measures personal worth, self-confidence, self-satisfaction, self-respect, and self-deprecation. It employs a four point Likert-type format of response, from 'strongly disagree' to 'strongly agree'. It is available in Korean and English language. Studies have demonstrated both a unidimensional and a two-factor (self-confidence and self-deprecation) structure to the scale. Test retest reliability correlation ranges from 0.82 to 0.88. internal consistency is calculated by using Cronbach's alpha which ranges from 0.77 to 0.88. The Rosenberg Self-Esteem Scale has demonstrated good reliability and validity across a large number of different sample groups. The scale has been validated for use with both male and female adolescent, adult and elderly populations (Owens,2001).

General Self-Efficacy Scale (GSE)

The Self-Efficacy Scale is a self-report measure. It has 10 items. The internal reliability for GSE is equal to the Cronbach's alphas between 0.76 and 0.90. The General-Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. The negative coefficients were found to be for depression, stress, health complaints, burnout and anxiety. It is a psychometric scale designed to assess optimistic self-beliefs to cope with a variety of different needs in life. It was developed by Matthias Jerusalem and Ralf Schwarzer in 1981, Germany. It is also used in a number of studies by thousands of participants. The scale is available in 32 languages.

Procedure

The study sample was told that they could ask for clarification if and when required and that they need not hesitate. It took 8-10 minute for each participant to complete the tests. The test was administered individually for each study sample and same procedure was followed for both the groups.

RESULTS**TABLE-1**

This table shows mean, standard deviation and T-value for Self-esteem and Self-efficacy in normal and children with Learning disabilities.

Variables	Children	N	Mean	SD	T-Test
SELF-ESTEEM	Normal	50	27.54	5.611	11.884
	LD	50	15.22	4.718	
SELF-EFFICACY	Normal	50	22.54	3.732	10.830
	LD	50	13.78	4.334	

TABLE-2

This table shows co-relation between self-esteem and self-efficacy for normal and learning disabled children.

Variables	SELF-ESTEEM	SELF EFFICACY
SELF-ESTEEM	-	-
SELF-EFFICACY	.382**	-

* $p < 0.05$ ** $p < 0.01$

DISCUSSION

In the child psychology, learning disorder is very common. During the first years of the school child have serious psychological, educational and social implication in their lives. The aim of the study was to study the relationship between self-esteem and self-efficacy in children.

The research was done on 100 students (50 normally developing and 50 with learning disabilities). The age group of children was 8-14 years all belonging to middle class families. learning difficulties have no significant relation with the child's intelligence, gender, or ethnicity and it constitutes a lifelong situation for the individual.

The data was analyzed by calculating the means and standard deviations of the scores obtained by both the children with learning disabilities as well as the normal developing children on the two variables namely, self-esteem and self-efficacy. Then the t-values for the means of the two groups were calculated. The T values were

calculated for both the variables: self-esteem and self- efficacy. Also, Pearson's product moment correlation was used to assess the relationship between the variables (self-esteem and self-efficacy) of the two groups.

It was observed that children with learning difficulties experience almost everyday situations with shame, anxiety, frustration, social- isolation and lack of self-confidence. They seem to be frightened. And very less they are motivated to learn because they do not get praise very often also, they show low performance. However, such treatments do have a negative effect on the personality of the child. A number of studies have, in fact, found lower self-esteem in subjects with LD compared with non-LD samples, using a variety of scales

In the research paper by Wen Su (2019) showed that pupils with learning difficulties also suffer school bullying at a double rate that is ten times more than a normal child due to this it leads to low self-esteem and isolation in these children.

Because of these factors, they do not want to go to school or they also tend to show school phobia. This refers to the fear of the child in going to the school. Children show an unwavering refusal by separating with the parents and often show psycho-somatic symptoms such as vomiting, chest-pain, headache, etc. these symptoms often tend to go when there is holiday from the school.

The main limitation of the study was that the scales used were self-report type. The children had to fill in the scales on their own. Some children may not have asked if they had some doubts during the filling up of the scales. The second limitation of the study was that all the data was not obtained from one institution but various institutions were visited across Delhi.

It was found that there was a highly significant relationship between self- esteem and self -efficacy.

The results of this research show that self-esteem and self-efficacy are significantly related. As self esteem increases self-efficacy also increases and and vice versa. Also it is seen that both the variables are highly significant.

The outcomes help us to understand the scope of further studies on how Self-esteem and Self-efficacy is important in children. The early diagnosis and intervention like in dyslexia, helps to identify the difficulties faced by the child and how can it be minimized. The assessment of co-morbidity and the psycho-social complications of dyslexia is an important part in the evaluation and the therapeutic assessment. Proper parenting and teacher's guidance helps to identify the key aspects of the difficulties in child life.

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