SUMMARY

Proper Care and education is the right of every child. Every child is unique and special. She/he may have specialty in any particular field; may become average in another field or may have low potential in some field. Some children lack in normal physical and cognitive faculties and, therefore, need proper attention and specific care. Disability in this sense, stands for the existence of individual difference (inter personal and intra personal) among the children in one or other traits of personality. To keep them in the mainstream of learners, every child with disability must be identified early and provided with appropriate instruction. Children with disability cannot be isolated from the society because they are the important and inseparable components of the society. For such children, special programmes need to be designed in accordance with their needs and requirements as well as deficiencies and impairments. Today, as people have become more sensitive of their requirements, an inclusive education is the need of the hour. To make this feasible, there is a need to deepen our understanding of the nature of the need and the potential of the child with special needs.

History is replete with of exceptional personalities. The famous mathematician/physicist, Albert Einstein had a learning disability. Edison was a great inventor, who had over 1,000 patents and his inventions are in various fields, used in our daily life. In his early life he was thought to have a learning disability and he could not read till he was twelve. The renowned Indian poet, Surdas was blind by birth. All these examples reveal that compensation of any disability is possible. This has brought about a change in the attitude of people towards the differently able. Besides the examples of Einstein and Edison, today with the increase in exposure to media, we find numerous examples of persons with disabilities, doing very well even exceptionally well, in their chosen fields. The famous writer Hellen Keller, who devoted her life to persons with disabilities, was blind, deaf and mute. Stephen Hawking is world famous physicist/mathematician and author of, A
Short History of the Universe. Stephen Hawking’s big bang theory and black hole theory has turned the attention of the world. He was paralyzed. His physical illness could not make him stop from his research. Tom Cruise, famous Hollywood star, is severely dyslexic. Tanni Grey – Thompson is the disabled athlete. She has won fourteen Paralympics medals, including nine golds, and has broken over twenty world records. As a wheelchair athlete, she was also the winner of five London marathons in 1992, 1994, 1996, 1998 and 2001. Such high profiles, positive images of people with Disabilities, are increasing by the day. They symbolize a hard-won victory over their disability.

Reading is the base for all academic learning. The first casualty is Self-Concept, children with Reading Difficulty, soon grow ashamed, as they struggle with a skill their classmates master easily. For them, reading requires so much effort, that they have little energy left for understanding what they have just read. Their difficulty is painfully obvious when they try to read out loud. Children with RD stop and start frequently, mispronouncing some words and skipping others entirely. 10% of the population have difficulty in reading, amongst which majority are school going children.

. Children with Reading Difficulties in general, have a poor Self-Concept which was reflected in their lack of self-confidence and poor peer relationships. Several earlier studies (Rosenthal, 1983) have found that RD children have low self-esteem, compared to non-RD children, which indirectly affect their academic performance. Reading is essential for a child's success. Social Skills deficits are posited to be a consequence of the neurologic dysfunction, presumed to underlie a child's or adolescent's academic skills deficits (Bouncer 1986). A recent study reported that 70 percent of middle school students with RD, showed significantly lower Academic Self-Perception than did their non-LD peers (Hagborg, 1996). Children on average, spend at least 15,000 hours in school classroom, from the age of 4 or 5, until they leave high school (Hamre & Pianta, 2010).
Social environments, such as classroom learning environments may greatly influence their academic self-perception, academic motivation, academic engagement, and academic achievement.

Unfortunately, there are stringent critics of "full inclusionists", but a small influential group of special educators and parents, advocate the need for teaching children with disabilities along with non-disabled children. According to global literature, about 1 percent of children are born with severe language disability and up to 17 percent may experience varying levels of language disturbances. Dyslexia, a common form of learning disabilities, is observed in 10 percent of the school going population (Karanth & Rozario). According to the 2001 Census, there were a total of 21.19 million disabled persons, out of a total population of 1028 million. The prevalence rate of disability was thus, 2.13 percent of the total population (Chadha, 2007). The U.S. Department of Education (1987), reported that 10.5 percent of all post secondary students in the nation are disabled, approximately 1.3 million out of a total of 12.5 million students including those enrolled in community colleges, professional schools, and doctoral programmes. Of the 1.3 million disabled students, 12.2 percent (approximately 1, 60,000), reported having a learning disability.

**JUSTIFICATION OF THE STUDY**

India, the largest democracy and the second most populous country in the world, has forty to eighty million people living with disability, among them approximately 2.13 percent of all children receiving special education services, fall in the category of learning disability (Chadha, 2007). According to global literature, about 1 percent of children are born with severe language disability and up to 17 percent may experience varying levels of language disturbances (Karanth & Rozario, 2003).

Dyslexia, a common form of learning disabilities, is observed in 10 percent of the school going population.

Children with Reading Disabilities (RD) are found in every classroom, including those serving the most advantaged sub-urban areas. Two to
three such children can be found in most typical class-rooms (Faas, 1976). Twenty percent reading disabled can be found in an Indian primary school (Rao, 1986). About 10 million children have difficulties learning to read. From 10 to 15 percent eventually drop out of high school; only two percent complete a four-year college program; the high dropout rate is a major hurdle in achieving the goal of universalization of education in India also. According to Human Resource Development (HRD) Ministry's annual report (1998), 38.23 percent of boys and 41.34 percent of girls leave the school system before reaching the class V stage.

Reading disorder is one of the most significant contributory factors of learning disability. As such, reading occupies pivotal role in the process of learning. Reading is an indispensable factor in daily life. It is an integral part of school work, fun time, sports and a host of other activities of children and adult, alike.

“Reading makes the full man, conference a ready man, and writing an exact man”, said Francis Bacon. This is how the importance of reading was felt by great scholars of yesteryears. Reading has been one of the chief sources of instruction and information. Reading makes a man ponder over the various mysteries of the world. It helps him explore accumulated knowledge and contemplate the unknown. Thus, he begins to uncover some answers.

There have hardly been any epidemiological studies of reading disability in India. However, over the last decade or so, there has been an increase in the identification of individual children with reading disability, and a consequent demand for services. So far this process is largely confined to children enrolled in urban schools with English as the medium of instruction and seems to support the eastern viewpoint on reading disorders.

Children with Reading Difficulties (RD), soon grow ashamed, as they struggle with a skill that their classmates master easily. Children with RD are kept from exploring science, history, literature, mathematics and the wealth of information that is presented in print. Even people with mild
reading impairment, do not read for fun. Their difficulty is painfully obvious, when they try to read out loud.

Repeated failures and negative feedback from others, frequently lead to sense of low worth and often entering them in a self-defeating cycle, in which academic failure and self-doubt, impact each other. Students will feel self-efficacious, when they are able to predict themselves, succeeding in challenging situations, which in turn determine the level of efficacy towards the task.

Some children with learning disability become obsessed by guilt and shame, as if their disability was in some sort their own fault, and this feeling of guilt, at the unconscious and sub conscious level lowers the self-concept and self-efficacy and gives rise to problem behaviour puzzling parents and teachers alike and provocative of punishment which merely intensifies the child's difficulties.

When a child with reading difficulty does not receive the proper intervention, the problems that he/she is facing go untreated and lead to equally frustrating issues as an adult with a reading difficulty.

Several studies reported that children with RD have lower academic self-perception than non-disabled peers (Bryan, 1986; Hagborg 1996; Kloomok & Cosden, 1994; Renick & Harter, 1988).

If a parent of a child with LD exhibits stress surrounding their child's disability, that child tends to have problems with social competence as well as displays more behavior problems (Dyson, 2003) Although several studies have shown that children with LD have a low self-concept (Ayres & Cooley, 1990; Clever, Bear & Juvonen, 1992; La Greca & Stone, 1990; Kistner & Osborne, 1987). When a student is unable to fully connect with others, their self-concept and social-skills suffers.

Socially deficit students do not participate actively in social interactions but rather take a passive stand. Peers do not choose them as social partners, whom they like to play or socialize with. By properly
diagnosing students with reading difficulties and providing evidence based interventions, students will have a higher probability of successfully coping with their reading disability as an adult.

The educator of Children with Reading Difficulties (RD) must maintain an attitude of never-failing encouragement, in order to overcome the feeling of insufficiency, weakness, bitterness and isolation from which such children suffer. The greater the confidence shown in their ability within the necessary limits, the more they are treated as the equal of normal people, the greater the chances of academic success. When students believe that they are capable, heightened self-concept and self-efficacy levels assist them in attempting social and academic tasks.

The assessment and identification of children with reading difficulties has been a major area of debate and disagreement, given the lack of equivocal acceptance of a definition/description of Reading Difficulty. In the mid-20th century under the educational approach to learning disability, children were identified as having learning disability, if in the absence of any other cause, they tend to lag behind their peers in scholastic performance by two or more years. In the recent past, assessment of learning disabled has increasingly relied on profile based assessment in recognition of the fact that these difficulties not only result in a wide range of behaviour but also that the performance of these children is affected. It is increasingly recognized that the purpose of assessment is the identification of the relative strengths and weaknesses of a given child, in order to plan remediation and intervention, suited to the need of the child, rather than diagnosis and labeling.

In future studies, remediation efforts should be partially focused on overcoming poor social skills in children. Having a positive self-concept is important factor in leading a happy and healthy life.

In view of these facts, the researcher found the scope to undertake the
present study i.e. to study the Self-Concept and Social Skills of Children with Reading Difficulties in relation to their Academic Self-Perception and Self-Efficacy.

STATEMENT OF THE PROBLEM

The problem for the present study is specifically stated as -

Self-Concept and Social Skills of Children with Reading Difficulties in relation to their Academic Self-Perception and Self-Efficacy.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Self-Concept

The individual's perception of himself as a person, which includes his abilities, appearance, performance in his job, and other phases of daily living (Good, 1973).

In the present study, Self-Concept includes the following dimensions–

Behaviour, intellectual and school status, physical appearance & attributes, anxiety, popularity, happiness & satisfaction, as measured by Children’s Self Concept Scale developed by Dr. S.P. Ahluwalia (1971).

Social Skills

Social Skills as the ability to interact with others in a given situation in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial or beneficial primarily to others.

In the present study Social Skills refers to the score obtained by the respondents on the Adapted Hindi version of Matson Evaluation of Social Skills with Youngsters (MESSY) by Sharma(1997).

Children with Reading Difficulties

The reading difficulties in the present study refer to the problems that children encounter in English language learning, with their reading skills.

The areas of reading difficulties include:
Thus, respondents in the study were VI grade students, having difficulties in the above stated areas of language acquisition as measured by Diagnostic Test of Reading Disorders (DTRD), developed by Smriti Swarup & Dharmishta H. Mehta (2003).

**Academic Self-Perception**

Academic Self-Perception refers to mental representations of one's abilities within school or academic setting, or in relation to one's academic progress (Bracken, 2009). In the present study, Academic Self-Perception includes the following dimensions: Academic Confidence and Academic Effort as measured by Academic Self-Concept Scale developed by Liu & Wang (2005).

**Self- Efficacy**

Self-Efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives, Self-Efficacy beliefs determine how people feel, think
motivate themselves and behave (Bandura, 1977).

In the present study, Self-Efficacy is assessed by Albert Bandura’s Children’s Self-Efficacy Scale (1996) which includes the following dimensions:

- Academic Self-Efficacy
- Self-Regulatory Efficacy
- Social Self-Efficacy

OBJECTIVES OF THE STUDY

1. To identify Children with Reading Difficulties.
2. To find out the prevalence rate of Reading Difficulties.
3. To assess the level of Self-Concept of the Children with Reading Difficulties.
4. To assess the level of Social Skills of Children with Reading Difficulties.
5. To study the Academic Self-Perception of the Children with Reading Difficulties.
6. To gauge the level of Self-Efficacy in Children with Reading Difficulties.
7. To study the relationship between Academic Self-Perception and Self-Concept of Children with Reading Difficulties.
8. To study the relationship between Self-Efficacy and Self-Concept of Children with Reading Difficulties.
9. To study the relationship between Academic Self-Perception and Social Skills of Children with Reading Difficulties.
10. To study the relationship between Self-Efficacy and Social Skills of Children with Reading Difficulties.
HYPOTHESES

It is assumed that:

1. there exists a positive relationship between Academic Self-Perception and Self-Concept of Children with Reading Difficulties.
2. there exists a positive relationship between Self-Efficacy and Self-Concept of Children with Reading Difficulties.
3. there exists a positive relationship between Academic Self-Perception and Social Skills of Children with Reading Difficulties.
4. there exists a positive relationship between Self-Efficacy and Social Skills of Children with Reading Difficulties.

DELIMITATIONS OF THE STUDY

The study will be delimited to:

1. Kurukshetra district only.
2. Children in the age group of 10-12 years.
3. English Medium Senior Secondary Public Schools of Kurukshetra only.

LOCALE OF THE STUDY

The locale of the present study was Kurukshetra town in Haryana state.

METHODOLOGY

The study aimed to study the Self-Concept and Social-Skills of Children with Reading Difficulties in relation to their Academic Self-Perception and Self-Efficacy. Keeping in view the nature of the objectives of the study. Descriptive Survey Method of research was used by the researcher.

POPULATION AND SAMPLE

In the study, the term population refers to class VI students studying in English Medium Public Schools of Kurukshetra town in Haryana. As far
as sample of the study was concerned, multistage sampling technique was used.

Selection of Schools

The sample of the study was selected using multistage sampling. The Kurukshetra town chosen by researcher through convenience sampling at the schools of Kurukshetra was easily accessible to and within the proximity of place of the researcher. In the first instance, the researcher personally visited the office of District Education Officer (DEO) of Kurukshetra to get the information regarding English Medium Senior Secondary Public Schools of the Kurukshetra town. The researcher requested him to grant permission to conduct the study. A list of thirty English Medium Senior Secondary Public Schools of the town was obtained from the office of DEO. Twelve schools out of thirty schools of the city were randomly selected by lottery method. The researcher personally visited these schools to check the feasibility of the research. Out of twelve schools, five schools were selected from different localities of Kurukshetra i.e. central, east, west, north and south area of the town to reduce biasness of sample and as the authorities were willing to cooperate in the conduct of the study. Therefore, a purposive sampling technique was used to select the schools for research because without the cooperation of the schools, the study would not have been conducted in the right perspective.

Selection of Subjects

The sample in the present study consisted of 666 students of grade VI studying in selected five English Medium Senior Secondary Public Schools. It constituted as the initial sample for the research. A group of 666 students comprised of boy and girl students of VI grade of different sections of selected schools. At the first instance, for the screening of Children with Reading Difficulties, a list of students was prepared on the basis of their previous academic records. For the purpose, mean scores of three terminals of grade V were taken and 318 out of a group of 666 students were selected who showed average or above average performance in complementary
subjects other than English. To measure Intelligence Quotient (IQ) of this group of children, Malin’s Intelligence Scale for Indian Children (MISIC)(1966) was used to identify them as Learning Disabled. Since Learning Disabled children do not involve low or high intelligence, it is but natural to include children possessing average IQ. Out of 318 students, 173 students were selected out. For further short listing, Teacher’s Observation Check List (SCERT, 1989) was applied on 173 students with the help of concerned teachers teaching English to these students. English language teachers from each school were selected purposively on the basis of their availability and willingness to cooperate and sixty two students were selected out of 173 students. Finally, a Diagnostic Test of Reading Disorders was administered on the screened out students and a sample of 48 students having Reading Difficulty was identified.

DESIGN OF THE STUDY

The design of the study outlines the research plan. It describes in detail what would be done and how would it be done; what type of sample would be selected and what data collecting devices would be used. The present study involved the survey of five schools of Kurukshetra town of Haryana State. The design comprised of two operational stages as identification stage and assessment stage:

Identification Stage: The first stage involved screening and identification of subjects on the basis of Previous Academic Records, Malin’s Intelligence Scale for Indian children (MISIC), Teacher’s Observation Check List (SCERT), Diagnostic Test of Reading Disorders (DTRD) and finally drawing out a sample of 48 Children with Reading Difficulties. It took six weeks to identify the sample.

Measuring Stage: In the second stage of school survey, the assessment of Self-Concept, Social Skills, Academic Self-Perception and Self-Efficacy of children was done for two hours per day for twenty days. The tools, used to collect data were Children’s Self-Concept Scale, Matson’s Evaluation of Social Skills with Youngsters (Hindi version), Academic Self-
Concept Scale and The Children's Self-Efficacy Scale. The design of the study is given in table- 3.4.

VARIABLES

Variables are the conditions or characteristics that the researcher manipulates, controls or observes. The independent variable is the condition or characteristic that the researcher manipulates in order to observe its impact/influence on dependent variables. Dependent variables are the measurable changes in subjects’ performance or behaviour as a result of the influence of the independent variable or exposure to a treatment phase.

Independent Variables: The independent variable is a factor that is selected by the researcher to determine its effect on dependent variables. In the present study, independent variables are Academic Self-Perception and Self-Efficacy.

Dependent Variables: Dependent variable is a response or output. The dependent variable is the factor that is observed and measured to determine the effect of independent variable. In the present study, dependent variables are Self-Concept and Social-Skills.

Intervening Variables: Variables like age of the respondents, their IQ level, grade level, willingness to cooperate, gender, previous knowledge in English language were intervening variables. These were successfully controlled by choosing the subjects, who scored between 33 to 60 percent marks in previous class as an aggregate, and got the similar percent in English subject, and 40 to 70 percent in other complementary subjects.

TOOLS USED

Like the tool in the carpenter’s box, each research tool is appropriate in a given situation to accomplish a particular purpose (Best, 1986).

“The right tools are essential to doing a job well, and yet everyday, people are asked to accomplish their task with tools that are ill conceived, ill designed and inadequate. The only tools worth having are those that create and enhance value”(Schrage, 1990).
In the study, the researcher used two types of tools:

**Identification Tools**

Three types of identification tools used for identification of Children with Reading Difficulties:

- Malin’s Intelligence Scale for Indian Children (MISIC) by Arthur J. Malin (1966).
- Teacher’s Observation Check List by SCERT (1989).
- Diagnostic Test of Reading Disorders (DTRD) by Smriti Swarup and Dharmishta H. Mehta (2003).

**Measuring Tools**

Four types of measuring tools were used for measuring Self-Concept, Social Skills, Academic Self-Perception and Self-Efficacy of Children with Reading Difficulties.

- Children’s Self Concept Scale by Dr. S.P. Ahluwalia (1971).
- Adapted Hindi version of Matson’s Evaluation of Social Skills with Youngsters (MESSY) by Sharma (1997).
- Children’s Self Efficacy Scale by Albert Bandura (1996).

**DATA COLLECTION**

In order to identify Children with Reading Difficulties in English language, Previous Academic Records of 666 students were taken and 318 students of Grade VI were short listed from five selected schools of Kurukshetra city. At second step, Malin’s Intelligence Scale for Indian Children (MISIC) was administered to these 318 students. This lead to the identification of 173 children between an average IQ (90 to 115). Since learning disability excludes children having below & above average intelligence, it was imperative to administer some appropriate intelligence test to these children to identify those who fall between ranges of
intelligence. At third step, Teacher’s Observation Check List was given to the teachers teaching English to these students and 62 students were screened out. Thus, including an average intelligence group, the extreme cases were eliminated for the purpose of conducting the research. In order to collect data, the Diagnostic Test of Reading Disorders (DTRD) was administered to determine the final sample of 48 Children with Reading Difficulties. A final sample of 48 subjects was measured to assess their self-concept, social skills, academic self-perception and self-efficacy.

STATISTICAL TECHNIQUES

Descriptive Statistics were used to describe the basic feature of the data in a study. In Descriptive Statistics, Mean, Standard Deviation and Pearson’s Product-Moment Coefficient of Correlation (r) were used.

DISCUSSION OF RESULTS

In the present research, an effort has been made to study the relationship among Self-Concept, Social Skills, Academic Self-Perception and Self Efficacy of Children with Reading Difficulties. In the present study, no significant correlation could be found between Academic Self-Perception and Self-Concept of Children with Reading Difficulties. The result was corroborated by numerous studies (e.g. Chapman & Boersma, 1979; Khurana, 1989; Renick & Harter, 1989; Vaughn et al. 1992; Dusek & McIntyre, 2003; Guay et al. 2004; Elbaum & Vaugh, 2003; Dyson, 2003). These studies have shown that Children with Reading Difficulties generally perform poorly on academic tasks, either globally or specific tasks.

The results are also supported by the findings of Chapman (1988) who reviewed studies published between 1947 and 1986. He concluded that most of the studies from the time period inspected indicated that children with LD were more likely to have negative Self-Concepts that non-disabled children on all counts measured. In a study conducted by Stone & May (2002) also found that children with Reading Disabilities (RD) have significantly less positive Academic Self-Perception than their non disabled
(ND) peers. Some of the studies indicated that children with Specific Language Impairment (SLI) are more likely to have lower Self-esteem and more negative academic self-perceptions than their ND peers (e.g. Cohen et al., 1998; Jerome et al., 2002). Butkowsky & Willows (1980) found that poor readers displayed characteristics indicative of learned helplessness and low self-Concepts of ability such as; low initial estimates of success, low persistence and attributions of failures to lack of ability and attributions of success, of factors beyond personal control. This lowered Self-Concept may lead to an avoidance of the printed words, since texts have become associated with failure and unpleasant feelings. In stressful situations, the low Self-Concept can act as a barrier and the pupil will be excluded from important information by his own ego defenses which will cause a stereotyped way of thinking and acting. Thus, the fear for another failure and further loss of Self-Concept may block the child’s meta-cognitive ability which in turns leads to the use of unsuccessful strategies. Clinical and empirical observations of learning disabled people have also shown that they often have a low frustration, tolerance and an inability to sustain efforts to a given task (Bryan, 1978). The child will establish a very negative academic Self-Perception and in many cases long lasting learning disabilities. If a child, as a result of negative treatment from significant others, comes to school with very little confidence in his own worth and ability, this can yield negative consequences. Still children with RD, academic self-perception and self-concept have been of great practical concern to the academic institutions and of great theoretical concern to the researchers, educators and practitioners. Children with RD often have to cope with the implications of poor school attainment (e.g., Snowling, 2000). This can be manifested as a lack of motivation to learn, since these children might be so used to failing in the classroom. So, motivation is the key to develop successful reading skill. It also affects how students with RD have an approach towards school in general, how they relate to the teachers, how much time and effort they devote to their studies, how much support they seek when they are struggling and many other aspects of education. The educator must maintain
an attitude of never failing encouragement in order to overcome the feeling of inefficiency, weakness, fear and behavioural problem among Children with RD.

The results of the present study also support the theory that these students experience failure and negative competence feedback at school, which likely becomes internalised and represented in a more negative Self-concept (Bandura et al., 1996). Consequently, these low self-concepts of ability are associated with low expectations for future achievements (Chapman, 1988). These results were in contrast with the opinions given in a recent meta-analysed view. Zeleke (2004) carried out a study inspecting the self-concept of children with LD in comparison with children without LD. He took a more rigorous approach here. His findings revealed that out of 28 studies, 70 per cent failed to find any differences between children with LD and without LD comparison groups when self-concept was measured.

Students with a strong sense of confidence in their academic abilities may perceive themselves as having more control over their learning; these students appear better equipped to set goals, towards which they work diligently and self-monitor in order to reach these goals.

The greater the confidence shown in their ability, within the necessary limits, the more they are treated as the equal of non-disabled. Eliminating social barriers, a learning environment may be created that enhances the potential for positive relationship between academic self-perception and self-concept of children with RD. In another study, it has been found that there is no significant correlation between female and male children with RD. The findings of the present study are complementary with the findings of (Burnett, 1999; Mohammed, 2007; Rudasill & Callahan, 2010). Burnett (1999) asserted that teacher’s negative comments predicted negative self-concept in girls. This emphasises the important role that teachers may have on the academic self-perception of their students. The results of the studies highlight that there is no significant correlation between self-efficacy and self-concept of children with RD (Tabassum,
Zentall & Lee (2012) revealed that students in the Reading Difficulties sub-groups had lower reading motivation and self-efficacy. Strenke (2010) found that Students with Learning Disabilities commonly have more negative Self-Concept than students without learning disabilities, beliefs of Self-Efficacy differ in level, generality and strength. Strength varies with Self-Efficacy beliefs. Those who have weak Self-Efficacy beliefs will allow negative experiences to weaken their Self-Efficacy as they “give up” working towards the goal. Those with strong Self-Efficacy beliefs, will continue to strive for accomplishment, even if difficulties or obstacles become apparent (Bandura, 1986, 1997). The negative effect of failure on Self-Concept, has also been studied by Centi (1965) with similar results. He found that the first year students at college who received low grades showed a loss of self-esteem.

A negative Self-Concept in reading may generate beliefs of inefficacy. These students may believe that effort does not pay off, and therefore, they may not expand much effort on difficult tasks or they may give up easily. This becomes a cycle of behavior that can result in a self-fulfilling prophecy that strengthens students’ perceptions of inefficacy, leading to a lower self-concept of ability (Ommundsen, Haugen & Lund, 2005).

In contrast to the findings on Self-concept and Self-Efficacy, many studies concur that there was a positive relationship between Self-Efficacy and Self-concept of Children with Reading Difficulties. According to Akinala (2013), to perform better, the students need to have Self-confidence and belief that they make it excellent in their studies. Jiboku (2003) has explored relationships among self-efficacy, self-concept and academic performance and the results are inconsistent. Numerous studies have shown a positive relationship between self-concept and academic achievement (Bouffard-Biuchard, Parent & Larivee, 1991; Okubanjo, 2007).
The results of the study also reflected that Academic Self-perception and Social-Skills do not show significant correlation in the present study. Children with a Social-Skill deficit are at risk for social-emotional difficulties and poor academic performance (New Comb, Bukowski & Pattee, 1993; Parker & Asher, 1987). Social-Skill deficits directly affect the neurologic dysfunction presumed to underlie a child’s or adolescent’s academic skills deficits (Bouncher, 1986; Bryan, 1982; Renshaw & Asher, 1983; Wiener, 1980; Kavale & Forness, 1996). Haager & Vaughn (1997) demonstrated that some students who have social difficulties do quite well in academic domains, while other students have both social and academic difficulties. Also it is important to recognise that not all students with LD and related disabilities encounter difficulties with Social-Skills. It is estimated that one-third of the students with reading difficulties have problems with social-skills (Bryan, 1997; Voeller, 1994). Results also revealed that between 29-52 percent of children with LD, are reported to have significant social and emotional difficulties (La Greca & Stone, 1990; Rock et al., 1997). Kavale & Mostest (2004) reported that social skill deficits have become a defining characteristic of students with Specific Learning Disability (SLD). Attempt has been made to enhance social functioning through structured training approaches.

Jindal-Snape (2005) studied use of feedback from sighted peers in promoting social interaction skills. A boy who was visually impaired was trained to self-evaluate his social interaction, and a sighted peer was trained to provide relevant feedback to the boy through verbal reinforcement by the researcher. This feedback enhanced the boy’s social interaction with his sighted peers, improved certain aspects of the social behaviour, and increased the accuracy of his self-evaluation for behaviours that require visual cues.

The researcher found a negative and significant correlation between Self-efficacy and Social-Skill of children with RD. This finding is supported by the research finding of Caprara (1992) who employed the Children’s
Self-Efficacy Scale (Bandura, 1990) to measure children’s perceived self-efficacy across a number of domains, with analysis revealing three factors: perceived self-regulatory-efficacy, academic and social self-efficacy. The findings showed that children who had a high sense of academic and self-regulatory efficacies, behaved more pro-socially, were more popular and were less rejected by their peers than were children who believed they lacked these forms of academic efficacy. Bandura et al. (1996) with similar results, demonstrated that children’s beliefs in their academic self-efficacy and aspirations were closely related to pro-socialness, a low level of emotional and behavioural problems and high academic achievement. Some studies revealed that praiseworthy words or admiration among them in the groups can bring surprising results. Peer groups can understand that the frustration of children with RD is due to their reading disability and can help them find ways to express their frustration, without damaging their relation with others. By behaving like this, peer group can control many aspects of children’s life.

The review of literature reflects that there are many factors which have an impact on children with RD. An individual with Reading difficulties demonstrates difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction and intervention. A number of researches have been carried out but they have not focused on relationship among Social-skills, Academic Self-Perception, Self-Concept and Self-Efficacy of children with RD. This lack of knowledge limits a comprehensive understanding of the etiology and topology of reading difficulty and specific reading comprehension difficulty, which has implications for both research and practice. So, the researcher sought to select the research to find problems which are faced by the children with RD and the present study helped in focusing on such problems. The findings from this study might be of benefit to the guidance counsellors, parents, teachers, researchers as well as curriculum planners for developing the intervention and training programmes that will help the children to alleviate the Reading Difficulties and improve the Self-Concept, Social Skills, Self-Efficacy and Academic Self-Perception of students.
MAIN FINDINGS

On the basis of the analysis and interpretation as has been presented in preceding chapter, the following main findings regarding Self-Concept and Social Skills of the Children with Reading Difficulties in relation to their Academic Self-Perception and Self-Efficacy have emerged.

• The prevalence rate of Children with Reading Difficulties (RD), among grade VI students has been found to be 7.20 percent. It is indicated that the prevalence rate of children with RD of grade six in public schools, varies from 5.94 percent to 8.92 percent with mean percentage 7.20.

• The assessment of the level of Self-Concept of Children with RD revealed that 27.08 percent scored low, 43.15 percent scored average and 29.16 percent scored high on the measure of Self-Concept. It was inferred that maximum number of children fall under average range. On the other hand, one third lie in low and high score range of Self-Concept indicating that they have poor and healthy/positive self-concept respectively.

• The level of Social Skills of Children with RD showed that 27.08 percent children scored high, 41.66 percent average, 31.25 percent low. It indicated that (41.66%) children with RD have mediocre Social Skills. It has been also found that few children (27.08%) with RD are able to mark their remarkable sociality and (31.25%) children have social skills deficits.

• The degree of Academic Self-Perception of Children with RD has been found to be varying with 20.83 percent scoring low, 45.83 percent average and 33.33 percent scoring high on Academic Self-Perception measure. It showed that Academic Self-Perception was average for majority of children, which decides their mediocre performance in studies. A small number of children (20.83%) are found to possess low Academic Self-Perception.

• The level of Self-Efficacy of Children with RD quite apparently shows that 33.33 percent children scored low, 37.5 percent scored average and
29.16 scored high. It indicated that self-efficacy of Children with RD have shown a varied range in their scores.

• No significant correlation was found to exist between Academic Self-Perception and Self-Concept of Children with RD. The calculated 'r' value between Academic Self-Perception and Self-Concept of Children with RD was 0.079, which is not significant at any acceptable level of significance. Thus, it was concluded that any kind of increment in Academic Self-Perception does not cause any increment or decrement in Self-Concept and vice versa.

• No significant correlation was found to exist between Academic Self-Perception and Self-Concept of Female Children with RD. The calculated 'r' value between Academic Self-Perception and Self-Concept of Female Children with RD was 0.350, which was not found to be significant at any acceptable level of significance. It showed that there was found no link between Academic Self-Perception and Self-Concept of Female Children with RD.

• There is insignificant correlation between Academic Self-Perception and Self-Concept of Male Children with RD. The calculated 'r' value between Academic Self-Perception and Self-Concept of Male Children with RD was -0.173, which is not significant at any acceptable level of significance. Thus, it was concluded that Academic Self –Perception does not effect Self-Concept of Male Children with RD.

• No significant correlation was found to exist between Self-Efficacy and Self-Concept of Children with RD. The calculated 'r' value between Self-Efficacy and Self-Concept of Children with RD was found to be 0.065, which is not significant at any acceptable level of significance. Thus, it means that any kind of increment in Self-Efficacy does not cause any increment or decrement in Self-Concept and vice versa.

• No significant correlation was found to exist between Self-Efficacy and Self-Concept of Female Children with RD. The calculated 'r' value
between Self-Efficacy and Self-Concept of Female Children with RD was -0.104, which is not significant at any acceptable level of significance. It showed that there was found no link between Self-Efficacy and Self-Concept of Female Children with RD.

- No significant correlation was found to exist between Self-Efficacy and Self-Concept of Male Children with RD. The calculated 'r' value between Self-Efficacy and Self-Concept of Male Children with RD was 0.128, which is insignificant at any acceptable level of significance. It implies that Male Children with RD had no relationship between Self-Efficacy and Self-Concept. Thus, it means that Self-Concept does not depend on Self-Efficacy of Male Children with RD.

- No significant correlation was found to exist between Academic Self-Perception and Social Skills of Children with RD. The calculated 'r' value between Academic Self-Perception and Social Skills of Children with RD was 0.096, which is not significant at any acceptable level of significance. Thus, it showed that any kind of increment in Academic Self-Perception does not cause any increment or decrement in Social Skills and vice versa.

- No significant correlation was found to exist between Academic Self-Perception and Social Skills in Female Children with RD. The calculated 'r' value between Academic Self-Perception and Social Skills of Female Children with RD was 0.113, which is insignificant at any acceptable level of significance. Thus, it was concluded that there was found no connection between Academic Self-Perception and Social Skills of Female Children with RD.

- There is insignificant correlation between Academic Self-Perception and Social Skills of Male Children with RD. The calculated 'r' value between Academic Self-Perception and Social Skills of Male Children with RD was found to be 0.111, which is not significant at any acceptable level of significance. Thus, it implied that Social Skills does not depend on Academic Self-Perception of Male Children with RD.
• Negative and significant correlation was found between self-Efficacy and Social Skills of Children with RD. The calculated 'r' value between Self-Efficacy and Social Skills of Children with RD was -0.318, which is significant at 0.05 level of significance. It showed that children with RD had negative relationship, thus it implies that the children belief in their capabilities is reciprocal to their Social Skills.

• No significant correlation was found to exist between self-Efficacy and Social Skills of Female Children with RD. The calculated 'r' value between Self-Efficacy and Social Skills of Female Children with RD was 0.383, which is not significant at any acceptable level of significance. Thus, it means that Self-Efficacy does not affect Social Skills of Female Children of RD.

• Negative and significant relationship was found between self-Efficacy and Social Skills of Male Children with RD. The calculated 'r' value was -0.466 between Self-Efficacy and Social Skills of Male Children with RD, which is significant at 0.05 levels of significance. Male Children with RD had negative relationship between their Self-Efficacy and Social Skills. Thus, it implied that the Male Children with RD, who are deficient in Social Skills, impose negative effect on their Self-Efficacy.

EDUCATIONAL IMPLICATIONS

Every research has some implications, be it theoretical or practical or even related to immediate context. The findings of the research in hand also have some pedagogic implications.

The importance of early identification of Reading Difficulties in young children is well-known. The present study is of immense importance in identifying the children with RD. The findings of this study revealed that children with RD have a low Self-Concept and they have deficits in Social Skills and due to negative Academic Self-Perception, their Self-Concept is also affected.

It has been found in the present study that the prevalence rate of Reading Disabled children of grade VI is 7.20%. This rate seems to be quite
alarming, which needs immediate attention of all concerned, such as policy makers, administrators, teachers, parents and mass-media professionals.

The important point to underscore in this regard is that Reading Disabilities cannot be cured but can be overcome with appropriate remedy at the right time. It is a well-known fact that all children can learn. Therefore, Children with Reading Difficulties can also learn. The only caution to be taken in account is that these children learn with the help of different strategies and approaches. Children with Reading Difficulties require support, with some supplementary services for encouragement to overcome their disabilities.

The present study helps educationists and teachers to identify Children with RD at an early stage. As prevention is better than cure, some steps can be taken at this stage for proper development of Children with Reading Difficulties, so as to enable them to lead a happy and healthy life.

Children with Reading Difficulties suffer from a serious lack of confidence, and are liable to commit more errors than the majority of children. Children with Reading Difficulties are found to have low self-concept because when a student is unable to fully connect with others, his/her self-concept suffers.

Children with Reading Difficulties have high rate of social deficits and low self-efficacy and are faced with compound deficits that impact both the quality of life and academic performance in school. The primary difficulty in the academic domain places children with RD at risk for social and emotional difficulties.

Students with higher levels of Social Skills perceived their social status in the classroom to be less favourable than their less socially anxious mates. The former group felt less accepted by their classmates, had more negative feelings in the classroom and anticipated less positive and more negative peer nominations than the later group.

Students with social deficits do not participate actively in social interaction but rather take a passive stand. Peers do not choose them as
Children, on an average, spend at least 15,000 hours in school classrooms, from the age of 4 or 5 until they leave high school (Hamre & Pianta, 2010). Social Environments such as classroom learning environments may greatly influence their academic self-perception, academic motivation, academic engagement and academic achievement.

Students with lower academic self-perception have low self-confidence, are less motivated to put in more effort to learn and thus, have less satisfying academic achievement. It is, therefore, more prudent on the part of special teacher to boost their morale and augment their confidence.

It can be noted here, that the teacher's role must be that of a facilitator. She/he must ensure that from the first planning stage to the final implementation and evaluation, the instructional environment is appropriate according to the students' needs.

It is important that students develop confidence in their competence and be interested and motivated, so that they put in more effort in their course work and continue to make progress.

Teachers should give instant support and encouragement to children. The teachers can praise their effort and improvement in specific domain and describe what they should do, rather than giving negative comments or feedback. In this endeavour, success should be rewarded and maximized.

The students with LD, who put in lots of efforts are judged positively and are thought to be academically able and highly motivated by their teachers (Meltzer, Katzir-Cohen, Miller & Roditi, 2001; Miller, Meltzer, Katzir-Cohen & Houser, 2001). In a study by Meltzer et al. (2004), the Academic Self-Perceptions of children, with and without LD, were investigated in relationship between teacher’s and student’s perceptions of effort, strategy use and academic performance. The findings indicated that children with Learning Disabilities (LD) who had positive academic self-perception were more likely to use strategies in their school work and work
hard, than those with LD who had negative academic self-perception. Furthermore, the teachers viewed these children with LD who had positive academic self-perception as working hard, performing at the same level as the children without LD. In contrast, the children with LD who had negative self-perception were judged by the teachers as applying less effort and achieving below their non-disabled peers. This study could indicate that the positive feedback from teachers may boost the academic self-perception of children with LD, making them more likely to work hard and achieve better in school. It is important for teachers and parents to affect the self-concept of children with RD by remaining positive and encouraging them to succeed.

For better communication between teachers and students, it may be beneficial for teachers to spend time with students to discuss their perceived strengths and weaknesses.

When parents were positively involved in the lives of their children, the self-concept of their children was affected in a positive way (Elbaum & Vaughn, 2001). When parents interacted with their children frequently, positive outcomes generally occurred. Conversely, when the interaction between parent and child was minimal, or family communication was poor, negative self-concept resulted.

If a parent of a child with LD exhibits stress surrounding their child's disability, that child tends to have problems with social competence as well as displays more behavioral problems (Dyson, 2003).

The present study has implications for parents as well. The parents of children with RD should try to take into cognizance the problems their children encounter in their life. They should discuss the problems of their children openly with the teachers and welcome the specific strategies that have been evolved and tested by the teachers in teaching children with RD. They should co-operate with the concerned teachers in identifying children with RD and remediate their disabilities. They should present a positive environment for their child with RD; it helps to reinforce a sense of positive self-concept and high social skills when they receive positive feedback from
teachers and parents. Ochoa, Lopez & Emler (2007) found a link between open communication between parents and children. The open communication between the two resulted in developing positive self-concept, which in turn resulted in a positive academic self-perception. The findings of this study bear implications for the policy makers, as well as for Government, such as state and federal Government. They need to become pro-active in developing policies for children with RD.

These difficulties in managing affect the children’s academic self-concept. Good teaching techniques in this area can lead to academic achievement and eventually to higher self-concept. Teachers can create a positive learning environment and incorporate praise and encouragement for specific accomplishment such as making positive comments about themselves and others. Hence, early identification benefits the child and others. Finally, the attention from parents and teachers in helping the child practice reading skills, and their encouragement, can help children to a great extent in dealing with these problems. As we know, learning to read is very necessary for children to acquire knowledge. Life can be a masterpiece when you paint with brush of your own individuality.

The policy makers should frame policies in favour of the special needs children. Whenever policies are framed, it may be kept in mind that specially designed programmes should be developed for Students with RD to enable them to overcome their disabilities. Priority should be given to encourage instructional materials and training modules to develop products that are sensitive to the needs of children with RD. Due attention should also be paid to promote high-quality professional development to teach the RD students. Eventually, the Government must also play a significant role in implementing the policy with earnestness in action. As it is ultimately the Government who executes the plan, the Government also remains accountable for the same.

In conclusion, it can be said that if proper care of Children with Reading Difficulties is taken in accordance with the empirical evidence of
this study and such other replicated studies, the disabilities of the Children with RD may be made sublimated. The teachers, parents, policy makers, Government and ultimately the Children with Special Needs, may be benefited from the recommendations of the present study. Mass Media can play significant role in bringing awareness and changing the perspective about RD, because it is the most powerful weapon that can leave lasting impressions among the common people. Mass media should highlight some unusual events that are performed by the Children with Special Needs. It must cover the programmes emphasizing the particular field of special education. This institution should publish articles, supportive and catchy slogans for the general public on disabled, and make documentary films to bring awareness about the education of the Children with Special Needs.

SUGGESTIONS FOR FURTHER RESEARCH

Research is a continuous process and the findings of this study cannot give final information by itself due to many limitations. The researcher encountered same limitation during the process of research. In order to cope with changing pattern of educational system, suggestions are required for further enquiry in this area and other related areas.

1. Further study can be undertaken on prevalence rate of Reading Difficulties, in respect of different classes in primary schools, ranging from class I to VI. In the present study, class VI was undertaken for research for which urban English Medium Senior Secondary Public schools were chosen. However, a study can also be undertaken on similar lines for rural as well as sub-urban schools.

2. Likewise, some follow up studies on other types of learning disabilities can be undertaken.

3. The present study is conducted on a small sample and on a limited number of schools. For a wider generalization, a studies can be undertaken covering a variety of samples like Government schools, Government-aided schools, private schools, Hindi medium schools and other special schools.
4. The sample for the study was taken from urban locality. The study may be further conducted by selecting sample from rural, semi rural and semi urban areas.

5. The present study was confined in Kurukshetra town of Haryana state. Similar studies can be conducted in other towns of Haryana.