

CHAPTER - II

REVIEW OF RELATED LITERATURE

"If we could first know where we are and where we are tending, we could better judge what to do and how to do."(Abraham Lincoln)

The survey of related literature plays a vital role in the field of research. It is like a light house in the sea which guides the path to the sailing ships. Without reviewing of related literature, it is very difficult to select the problem. It is crucial aspect in the planning of a new study. Reviewing the related literature is a time consuming process but it is very essential.

The accumulated knowledge of the past provides the base on which the edifice of the new knowledge is to be erected. The phrase 'review of literature' consists of two words viz. review & literature. The term 'review' means to organize to evolve an edifice of knowledge to show that this study would be an addition to this field. The term 'literature' refers to the knowledge of a particular area of individuals of any indisciplin which includes theoretical, practical and its research studies.

Review of related literature in the concerned field is of great significance in locating the research problems. The importance of related literature cannot be denied in any research. It is an important aspect of a research project which works as a guide post, not only with regard to the work done in the field, but also to perceive the gaps in the concerned field of research. It helps in understanding the potentialities of the problem in hand. Besides this, Survey of related literature means to locate, to read and to evaluate the past as well as current literature of research concerned with the planned investigation. The time spent in such a survey is invariably a wise investment (Koul, 1984).

The survey of related literature plays a vital role in the field of research. It is like a lighthouse in the sea, which guides the path of the

sailing ships. Without reviewing the related literature, it is very difficult to select a problem. It is critical aspect in the planning of new study. Reviewing the related literature is a time consuming process but is very essential. It is a crucial aspect of the planning of the study and the time spent in such a survey invariably is a wise investment. The review of related literature is an exacting task calling for a deep insight and clear perspective of overall field. It promises a greater understanding of the problem and ensures the avoidance of unnecessary duplication at the same time, it also provides comparative data on the basis of which to evaluate and interpret the significance of one's findings. Study of the related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual's planned research project. The record material in the form of monograph, books containing the description, explanation and criticism of the subject under research is also important. The orientation provided by survey of related literature is helpful in making a straight forward statement of need for the investigation avoiding two extremes of an apologetic attitude and exaggerated claims.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature, thus, becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or conducted by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus, project and current research work in the proper perspective.

“Practically all human knowledge can be found in the books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past”(Best &Kahn, 1992).

Tuckman(1978) has enumerated the following purposes of the review:-

- Discovering important variables
- Distinguishing ‘what has been done’ from what needs to be done
- Synthesizing the available studies to have perspective
- Determining meaning & relevance of the study and its relationship with and its deviation from the available studies

The purposes of the review of literature also have been specified by Boote & Beile(2005)-

- i) Provide a context for the research
- ii) Justify the research
- iii) Illustrate how the subject has been studied previously
- iv) Highlight flaws in previous research
- v) Outline gaps in previous research
- vi) Show that the work is adding to the understanding and knowledge of the field.

According to Best (1977), “ The research for reference material is time consuming but fruitful phase of investigation. A familiarity with the literature on any problem area helps to discover what is already known, what others have attempted to find out, what methods of attempt have been promising or disappointing and what problem remain to be solved.” In other words, the related literature is worth for an effective piece of research.

Recognizing the advantages of related studies, the investigator tried to examine the related literature on the topic. The present review by no means is complete. Due to lack of resources and time it was not possible for the researcher to get access to the entire published and unpublished researches in this field. However, an attempt was made to study the literature concerned with the investigation in hand.

Study of related literature implies locating, reading and evaluating

reports of research as well as report of casual observation and opinion that are related to the individually planned research project. In this way, it helps to avoid duplication. It develops insight of the researcher and points the area of research previously ignored. It provides a good opportunity to the individual of gaining insight into the method and approach employed by earlier research.

In the absence of related literature, the researcher is in the wilderness, as a ship without a compass in the ocean. The researcher has adopted chronological approach to review as it helps in the systematic analysis of ideas, concepts and views. A detailed outline of the review of literature which have been given variable-wise in the following sections is as follows-

- 2.1 Studies related to Self-Concept
- 2.2. Studies related to Social Skills
- 2.3 Studies related to Academic Self-Perception
- 2.4 Studies related to Self-Efficacy

2.1 STUDIES RELATED TO SELF-CONCEPT

According to **Reckless (1961)** the socialization control was a process which combines sociological and psychological approaches to self-concept and delinquency and found that the development of self-control, together with positive self-concept, "ego strength" and tolerance for frustration, helps to guard against inclinations toward delinquency.

Khurana (1980) studied non-intellectual factors in learning disability and reported many behavioural problems among learning disabled children. Poor social adjustment was one out of them. That further led to many problems like frustration, low self-concept, and poor health.

The purpose of the study undertaken by **Beck & Isab (1982)** was to determine if any significant difference in respect to self-concept existed between students assigned to special education and students in regular classes. They addressed the primary concern of many parents and educators: Whether the student's self-concept is affected by being placed in special

education class? They used piers- Harris scale and found no significant differences between regular and special class students.

In a longitudinal study of self-concept, attitudes towards schools and vocational aspirations in group of East Cleveland Minority Children , **Brody (1984)** investigated the self-concept of 160 disadvantaged black fourth graders attending two elementary school in East Cleveland, Ohio. Self-concept was studied in relation to children's level of anxiety, their feelings about school and school subjects, their educational and vocational aspirations, teachers' evaluations of children's school behaviour and achievement and sex difference in all these variables and found the consistency of the scores of self-concept over the years. The results of the study lent support to the theory that self-concept is a stable, central case of the personality.

Mathur (1985) carried out a study where the self-concept of crippled and normal children was compared. The sample comprised of 50 crippled children ranging in age from 13 years to 16 years, studying in high schools and intermediate colleges of Allahabad city and 50 normal children matched with crippled children in age, gender, IQ, socio-economic status, institution and class. Self-concept inventory by S.P. Singh was used to measure the students. Personal interview, school records of students and the Educational problem Check list prepared by the investigator were also used. Wilcoxon's matched-pairs Signed Ranks Test was used to examine the hypotheses.

The findings of the study reported that, crippled boys and crippled girls differed significantly from normal boys and normal girls in self-esteem as well as in social esteem.**Chapman (1988)** tested the summary from several studies of placement effects on self-concept and concluded education as a putative mediator of the impact of ecological risk on the depressive systems for both African American and European American youth. In addition, self-efficacy was a mediator of the link between ecological risk and depressive symptoms for African American youth.

The purpose of the study on Learning Disabled(LD) children by **Renick & Harter (1989)** was to investigate learning disabled children's self-perception by using the Perceived Competence Scale for Children. In the study, self-report instrument taps children's perceptions of their scholastic and athletic competence, social acceptance, and feelings of global self-worth. The sample comprised of 86 students of grades 3-8 who attended a public school LD resource room. Results indicated that social comparison processes play an important role in the formation of LD students' perceived academic competence. LD students' themselves as becoming less academically competent across the grade span tested when they compared themselves with normally achieving students in their regular classes. When they compared their abilities with LD peers in their resource room, they maintained high perceptions of their own academic competence.

Cambra & Silvestre (2003) evaluated the degree of social integration of SEN students in the school, and explored the relationship between social integration and the student's self-concept in comparison to their non-special needs classmates. To do this, a sociogram and self-concept test covering three dimensions: social, personal and academic self-concept, were administered. The study sample was made up of 97 special needs students integrated in a mainstream school in catalonia (Spain). These children were having hearing, motor, visual, relational learning and mental retardation problems. The results indicated that the special needs students have a positive self-concept although it is significantly lower than that of their counterparts, especially in the social and academic dimensions. In addition, the study highlighted the interrelationship between peer group perception and construction of personal self-concept in special needs students.

In his article, **Skaalvik (2003)** discussed importance of similarities between self-concept and self-efficacy. According to him, both constructs share many similarities such as centrality of perceived competence in construct definition; use of master experience, social comparison and reflected appraisals as major information sources; and a domain specific and

multi-dimensional nature. Both predict motivation, emotion, and performance to varying degrees. However, there are also important differences. These differences include integration vs. separations of cognition and affect, heavily normative vs. goal referenced evaluation of competence, aggregated vs. context-specific judgment, hierarchical vs. loosely hierarchical structure, part vs. future orientation, and relative temporal stability vs. malleability.

Zelege (2004) carried out a study inspecting the self-concept of children with learning disability in comparison with children without learning disability. He took a more rigorous approach here. The findings revealed that out of 28 studies, 70 percent failed to find any differences between children with learning disability and without learning disability comparison groups, when self-concept was measured.

Cooper (2007) carried out a study designed to analyse data to determine if the association reported by other investigators linking low self-concepts to reading difficulties was correct or was caused by unfortunate experiences in reading undermining self-concepts. A sample of 185 kindergarten entrants was interviewed and observed for ratings in relation to their self-concept. Two years after completion of kindergarten, the pupils were again measured or rated as to (1) self-concept and (2) Ego strength. Two series of statistical treatment were utilized-(i) A dichotomized indication of reading progress, and (2) Sub-grouping by sex, socioeconomic class level, type of school and present reading book. The results of this study would suggest that measures of self-concept at the kindergarten level would add significantly to the predictive efficiency now attainable through mental ability tests. It would appear that the self- concept stands in a caused relationship to reading achievement, and that progress in reading does not have a marked effect in the formation of the self-concept, recommendations are made for more research in this area using a variety of techniques and designs.

In his study, **Mohammed (2007)** investigated a difference in self-concept among adolescents with low vision due to gender. The sample population consisted of 23 adolescents, (10 males and 13 females) aged 12-17 years in the first year of secondary School. The researcher used the Tennessee Self-Concept Scale (TSCS) for the evaluation of self-concept. The results of this study showed that there was some difference in the adolescents' self-concept and self-behaviour due to gender. Female students scored lower on social self-concept, family self-behaviour, and moral self-behaviour dimensions than male students, but higher on physical self-concept.

The purpose of the study undertaken by **Kaur, Rana & Kaur (2009)** was to study how the various parameters of home environment affect the self-concept develop in adolescents. The researchers concluded that the self-concept is positively correlated with academic achievement, though not significantly. Various home environment components of protectiveness, conformity, reward and nurturance were positively related with self-concept development, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. Further, it has been found that social isolation, deprivation of privileges and rejection components of home environment is significantly negatively correlated with self-concept among adolescents.

Moller, Streblow & Pohlmann (2009) indicated that teachers were commonly unaware of students' perceptions of abilities. 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.

Shields (2009) examined the physical and occupational therapists' need to understand how children feel about themselves, as this is an integral part of any positive and supportive child therapist relationship and may influence the willingness of a child to participate in therapy. A child's sense

of self-worth, his/her motivation to develop and change, the value she/he place on different aspects of their functioning, and the sense of social identity are also central to the decision making of management strategies. Identifying children at risk of a lower self-concept may facilitate, in the short term, an early referral for cognitive and behavioural self-management interventions if it was considered to be appropriate. In the longer term, a positive self-concept is thought to be associated with an enhanced ability to cope with stress, better compliance with medical advice, greater involvement in physical activity, and a lower level of obesity and depression compared to those with a lower self-concept.

Jones, Audley-Piotrowski & Kiefer (2011) carried out a study to explain how perception of friends' social and academic behaviour might affect academic outcomes. A sample of 8,040 tenth graders was tested for how perception of friends' academic and social behaviours might affect math self-concept and math performance. Results revealed that perception of friends' academic behaviours relate to academic performance, but only when perceptions align with one's self-concept. Perceptions of friends' social behaviour were negatively related to math self-concept and academic performance.

'The structure of the self-concept can influence motivation and outcomes in particular domains' was reported by **Osborne & Jones (2011)** who found that the value or importance an individual places on a domain influences how motivated that individual is to expend effort in that domain, ultimately influencing the positivity or negativity of the outcomes in that domain (the outcomes then likewise influence the valuing of that domain). Strategies were suggested for how to increase a student's identification with academics, which the theoretical framework suggests should lead to improved motivation to achieve in academics and improved outcomes for students.

Eunju & Stone (2012) examined the nature and timing of relationships between internalizing and externalizing problems as well as the

mediating effects of negative self-concept on both. The study was based on sample of 2,844 Korean fourth grades (54% boys and 46% girls) followed over 4 years. Finding suggested that internalizing and externalizing problems were reciprocally reinforcing, each leading to increases in the other indirectly through the mediating influence of negative self-concept. Negative self-concept exacerbates the development of both internalizing and externalizing problems, which in turn further undermines one's self-concept.

A study conducted by **Ferro, Ferro & Boyle (2012)** to examine self-concept in Adolescents with Epilepsy (AWE) and, based on the evidence of these studies, to determine whether AWE have compromised self-concept, to identify correlates of self-concept, and to evaluate interventions aimed at improving self-concept showed that there was no significant difference in self-concept between AWE versus healthy control subjects. Self-concept was associated with a number of socio-demographic, clinical and behavioural variables.

McInerney (2012) examined the predication of academic self-concept (English and Mathematics) and learning strategies (deep and surface), and their direction of effect, on academic achievement (English and Mathematics) of 8,354 students from 16 secondary schools in Hong Kong. Two competing models were tested to ascertain the direction of effect: Model A posited the effect of academic self-concept on learning strategies, whereas Model B posited the effect of learning strategies on academic self-concept. Structural equation modeling indicated that the data fit both models adequately, although Model B was found to have more applied heuristic value for practitioner than Model A because intervention is easier for learning strategies than self-concept. The finding suggested that academic self-concept, learning strategies and academic achievement have reciprocal relationship with each other. **Nelson (2012)** compared the general and domain-specific self-concepts of adults with learning disabilities by using meta-analytic techniques. Eight inclusion criteria were developed to evaluate and led to the inclusion of 22 students. The results indicate that adults with

learning disabilities reported lower general self-concept than did adults without learning disabilities; however, the magnitude of this difference was small ($d = -0.34$). The domain-specific self-concept analyses indicated the difference between the group was medium for academic self-concept ($d = -0.56$), small for social self-concept ($d = -0.32$), and trivial for physical self-concept ($d = -0.13$).

The study conducted by **Anithal & Parameswari (2013)** revealed that self-concept to be considerably positive and correlated with academic achievement. The study showed a significant positive relationship of home environment components -protectiveness, conformity, reward and nurturance with self-concept. It means that use of rewards and nurturance from parents should be done for positive self-concept among Students for development. The correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among Students. The research indicated that there should be less or no use of social isolation, deprivation of privileges, rejection and positive self-concept among students for development. The findings revealed a positive and non-significant correlation of self-concept with academic achievement.

In their study, **Hornery et al. (2014)** described the need for, and the structure and contents of, a reading program to help support children disadvantaged by reading difficulties. The program, delivered by trained and supported volunteers, lasted for 15 weeks. It used a novel dual approach which aimed to improve students' reading skills and simultaneously enhance their reading-related self-concepts.

2.2. STUDIES RELATED TO SOCIAL SKILLS

Curran (1982) stated the goal of social skills training is to teach subjects new behaviors in order to enable them cope with problematic social situations and to increase their overall interpersonal relations. The effectiveness is substantial and results in meaningful significant changes in the subject's treatment.

A study conducted by **Sturge (1982)** on reading retardation and antisocial behaviour found many anti-social behaviours among children with reading retardation. They were found to have unexpected behaviour patterns. Since such students were not doing academically well, they developed poor self-concept for themselves. They were not able to adjust anywhere, and hence, poor social competence was seen among them.

According to **Matson et al. (1986)** children's social competence or social skills had been an area of great interest. There exists correlation and positive relationship between early social adjustment problem and adjustment later in life. The researchers emphasized that social adaptation of children with vision impairment, in particular, had always been a point of discussion and of a great concern for special educators all over world till now.

The results of the study conducted by **Hatlen & Curry (1989)** had also emphasized the fact that efforts of integrating visually impaired children in general schools had been more encouraging if the emphasis was more on development of social skills.

The study entitled 'Assessment and Remediation of Learning Difficulty Children's Social Skills' was conducted by **Ames (1990)**. The purpose of the study was to determine if learning disabled (LD) children's social skills improved when taught 'choices' in a comprehensive social values curriculum'. Parents and teachers social skills ratings were obtained before and after two years of exposure to 'choices'. The subjects were 233 LD children attending the Shelton school in Dallas, Texas. As expected, social skills increased for the LD children who were taught the 'choices' curriculum. Further, the LD children receiving the lowest social skills ratings at pre-testing improved the most. That enforced the recommendations for the 'choices' curriculum.

Pettit & Mize (1993) conducted a research on parent children relationships and social development and concluded that loving and responsive parenting helps children to see the world in a positive way and to

expect that relationships with others will be rewarding. Children who displayed high levels of social competence typically enjoyed parent child relationships characterized by positive and agreeable interactions and acceptance.

The purpose of the study undertaken by **Butler & Marinov-Glassman (1994)** was to examine the perceived competence among children with LD attending special education and regular education programmes about their self-esteem and social status. In addition, it was found that students who studied in special education programme has a higher self-esteem and were more socially acceptable in comparison to the poor achieving students in the regular education programs.

In another study, **Crook (1994)** examined social skills and family environment and their relationship to childhood depression. The study was conducted on 133 children ranging in age from 9.5 to 14.75 years. All children were screened using two self-report paper and pencil measures. Their level of depressive symptomatology was assessed with a well-respected clinical interview. The children then completed a self-report measure of their social skills functioning and a measure of their perceived family environments. Results of a series of regression analysis indicated that family environment variables were consistently predictive of depression during childhood. However, some family variables were more predictive of social skills than others, and these results differ depending on gender and age. Only inappropriate and impulsive/recalcitrant social skills were predictive of depression during childhood.

Hainsworth (1994) investigated the effects of social skills intervention on the social skills, self-concept & self-control and socio-metric status of learning disabled youth. The study concluded that teacher ratings also reflected significant improvement in social skills over time all across groups. An interaction effect indicated that groups initially more problematic (One experimental & the control group); significantly improved in self-control in contrast to other experimental group. Students

demonstrated significantly enhanced self-concepts in all groups and improved peer acceptance in one experimental group. In general, the groups did not present significant differences attributable to the intervention. Finally informal analysis indicated that teachers observed improved levels of assertiveness, more frequent and appropriate expression of feeling, problem resolution, and reduced argumentativeness among students.

Mize (1995) conducted a research on children's social development. The study showed that in addition to being generally agreeable and to the social context, socially competent children were responsive and able to mesh their behaviour with the behaviour of their play partners.

Caldarella & Merrell (1997) conducted a study on child and adolescent social skills to derive an empirically based taxonomy & reported that five behavioural dimensions occur consistently: Peer relations, self-management, Academic Compliance and Assertion. Clinicians and researchers may use taxonomy to provide nomenclature with which to refer to five positive social skill patterns for identifications and implementations with practice.

In the study entitled, 'The Effect of a Social Skills Curriculum on Student Performance' conducted by **Doughty(1997)** the purpose was to determine if the implementation of a social skills curriculum would have a positive effect on the performance of Severely Emotionally or Behaviourally Disordered students (SEBD). Student performance was defined in terms of reading recognition and comprehension, mathematic, and spelling. Student behaviour was defined in terms of suspensions, restraints, and time-outs/seclusions. Subjects were 21 students aged 11 to 19 (16 black males, 4 white males, and 1 black female) classified as SEBD from the Atlanta (Georgia). It was concluded that parents of competent children also minimize the use of physical punishment and coercive discipline.

The study conducted by **Lieberman (1997)** on peer group relationship and social skills concluded that there was no substitute for the experience children gain from interacting with peers. Children who had many

opportunities to play with peers from an early age were clearly at an advantage when they enter formal group setting such as daycare or public school.

In another research study, **Williams (1997)** studied the relationship between the achievement of social skills and increased grade point averages of fifth grade students. Two hundred eight students who had been in Livonia Public schools for at least four years were randomly selected to participate. The results revealed that there were no statistical relationships between social skills attainment and academic grade point averages.

Dennis & Rodes (2001) studied the social competence, social skills and academic success of children. The study found that poor social skills not only make for unhappiness and loneliness among students, they also have a measurable impact on academic achievement. On the other hand, achievement improves when social skills improve. **Forgan & Jones (2002)** studied how experiential adventure activities can improve students' social skills. Final thoughts of the study revealed that the teachers who consistently use experiential activities to teach social skills to students with high-incidence disabilities result in decrease in students' misbehaviour and increase in students' problem-solving skills. These skills and behavioural changes were valuable in both special and general education classrooms.

A study on social skills intervention for individuals with learning disabilities conducted by **Kavale & Mostest (2004)** reported that social skill deficits have become a defining characteristic of students with Specific Learning Disability (SLD). Attempts have been made to enhance social functioning through structured training approaches. The effectiveness of these efforts was evaluated in a quantitative research synthesis (meta-analysis), which revealed a "small" effect with very few differences among teachers, peers, or students with SLD themselves who judged the efficacy of training. The relatively modest effects were discussed in relation to a number of theoretical psychometric and design issues that might account for the limited treatment outcomes. During the 1970s, increased attention was directed at the social-emotional side of "specific learning disability".

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 his social behaviour, and increased the accuracy of his self- evaluation for behaviours that require visual cues.

Salvo (2006) studied the impact of a service- learning program on the academic and social skills of special needs students at New Jersey's Middle Township High School. The purpose of this study was to determine the effects a service-learning had on the academic and social skills of self-contained special needs high school students. The findings reveal, service learning programme helps the children in improving their communication skills and provided positive learning experiences.

Dinesh (2007) conducted a study entitled "Effect of some intervention strategies on the development of social skills in children with special needs". He covered following components of the social skill- appropriate social skills, inappropriate assertiveness, impulsiveness, overconfidence and loneliness. He took the sample of 40 students and after an intervention programme of 24 days, found that the intervention strategies were found to be effective in development of social skills among children with special needs.

Cartledge & Loe (2008) conducted a research on Cultural Diversity and Social Skill Instruction and identified ways in which cultural discontinuities naturally occur in the schools for students from culturally diverse backgrounds and ways in which school personnel can bring about more satisfactory adjustments by directly teaching requisite skills. Recommendations include creating positive affirming environments and teaching culturally relevant social behaviours.

The purpose of the study undertaken by **Banda & Hart (2010)** was to increase peer-to-peer social skills using direct instruction of two elementary students diagnosed with autism. A multiple baseline design across participants was used to determine the effects of the direct instruction strategy. Results indicated increased social initiations in both participants and sharing behaviours in one of the participants, but no increases in responses in both participants.

Gabor (2010) conducted a study on children for whom dyslexia is a barrier to literary skill development, may not have formally been identified as dyslexic. Teaching Reading through spelling, which is a synthetic phonics-based APSL (Alphabetic, Phonic, Syllabic, and Linguistic) programme, was used 3x45 minutes a week, in an international school setting. The students (N=12), made 2.0 years spelling and 2.8 years reading improvement in one year. Results of the study suggested that in addition to selection of an appropriate teaching programme, successful additional elements were also found i.e. careful planning for both short and long term, effective communication and involvement of all participants.

The aim of the study conducted by **Ozdemir (2010)** to study the peer relationship problems of children with ADHD. The research had consistently documented that children with Attention Deficit Hyperactivity Disorder (ADHD) were having significant problems in peer relationships and were strongly rejected by their typically developing peers. The study suggested the need of well-designed interventions for helping children with ADHD.

In his study, **Hartas (2011)** examined the ability of young children to manage their emotions and behaviours as an important, prerequisite for social adjustment and school readiness. The finding showed a moderate decline in behavioural and social difficulties during preschool, and stability in emotional difficulties. Moderate associations were found between vocabulary and problem behaviour but not pro-social behaviour, with literacy-based language emerging as a substantive predictor of teacher-rated behaviour. Thus, results have important implications for early year's provision.

Flynn & Healy (2012) found in their study that deficit in social skills and self-help skills present significant challenges for individuals diagnosed with Autism Spectrum Disorders (ASD). A combined acquisition of social and self-help skills is required by individuals diagnosed with ASD for successful independent living in society. Twenty two students that met the inclusion criteria were chosen. Studies were categorised based on intervention. Each study was then evaluated on a number of aspects. All studies showed positive outcomes.

A study was conducted by **Karra (2013)** on social –skills of children. In this, the achievement in social-skills among children with intellectual disability were evaluated and a comparison was made between home based programme and special school programme. For this, a sample of 150 children (age group 5-10 years) was collected and analysed from Hyderabad and Secundrabad cities in India. Out of this, 75 children were home based and 75 were of special school. A Social Skill Rating Scale (SSRS) was developed and used for six domains i.e. Attachment, Interaction, Initiation, Cooperation, Self-management and social play. The mean, SD and independent t-test were used for analysis. Based upon this study, it has been found that there is a significant difference in the achievement of social skills of children attending special schools compared to children attending home based programmes. Further domain wise comparison revealed a high achievement in interaction domain and a low achievement in initiations domain in both the groups of children. The outcomes of the study have indicated the need for more emphasis on training of social skills of children attending home based programs. Social skills is important for teaching functional academics, community living and vocational training in children with mental retardation. The study also indicated focus on social skills as a part of school curriculum for the overall development of children with mental retardation.

The result of a study conducted by **Hollingsworth & Winters (2013)** to examine preschool teachers' beliefs relating to the importance of social-

emotional competence and teacher's practices that support children's competence were investigated through surveys and focus groups. Survey results indicated that Head start and public school pre-k teachers placed higher importance on social-emotional behaviours and skills than on early math and language and literacy behaviours and skills and reported a variety of practices to promote pro-social skills, pretend plays and friendships. Practices that support pro-social skills ranged from setting the tone of the social environment to responding to situation that arose. Similarly, practices that support pretend play focused on setting up pretend play scenarios and helping children play in those scenarios. Finally, practices to support friendships involved practices that may set the stage for friendship development, facilitating dyadic and small group interactions, and involving parents.

The aim of the study conducted by **Daragad & Lakshmi (2013)** on children of Dharwad district of Karnataka State (India) was to assess social skills and behavior of school going students. 72 students of age group 6-12 years of government schools were selected for the study. For statistical analysis, t-test and correlation were used. The study revealed that there was no significant difference between the social skills and behavior of the respondents. Also found that the two aspects, social skills and behavior, are independent and do not influence each other. There is the need for enhancing the social skills and behavior of school going children for better peer acceptance and adjustment through an intervention program.

Laugeson et al. (2014) conducted a study on change in social functioning for adolescents with high-functioning ASD following the implementation of a school-based, teacher-facilitated social skills intervention known as "Program for the Education and Enrichment of Relational Skills" ("PEERS"). Seventy-three middle school students with ASD (Autism Spectrum Disorder) along with their parents and teachers participated in the study. Participants were assigned to the "PEERS" treatment condition or an alternative social skills curriculum. Instruction

was provided daily by classroom teachers and teacher aides for 14-weeks. Results revealed that in comparison to an active treatment control group, participants in the "PEERS" treatment group significantly improved in social functioning in the areas of teacher-reported social responsiveness, social communication, social motivation, social awareness, and decreased autistic mannerisms, with a trend toward improved social cognition on the Social Responsiveness Scale. Adolescent self-reports indicated significant improvement in social skills, knowledge and frequency of hosting and inviting get together with friends, and parent reports suggested a decrease in teen social anxiety on the social anxiety scale at a trend level.

A study was conducted by **Chopra & Kalita (2014)** to develop an interaction programme and also to estimate the possible effect of these programmes on the development of Social-Skills in the students belonging to schedule caste category. Social Skills are the behaviours of the students which predict important social outcome within the given situation. To develop Social-Skills in these groups, an intervention programme was developed which encompasses five dimensions' of Social-Skills i.e. Conversation, Cooperativeness, Social Relationship, Friendship and Leadership. For this, 30 scheduled caste primary school students were selected and these were divided into two groups. These groups were named as 1) Experimental group 2) control group. Group no.1 was specially treated for social-skills whereas no treatment was given to group no.2. It was found that interaction programme has positive effect on social-skill development of scheduled caste students. The finding of the study concluded that social-skills can be developed through the programmes which help in socialisation process. The study reveals that intervention programme given to the students came out to be effective for development of social skills.

2.3 STUDIES RELATED TO ACADEMIC SELF-PERCEPTION

The purpose of the study on learning disabled children by **Chapman & Boersma (1979)** was to examine 81 learning disabled (LD) and 81 normally achieving control children in grades three to six through Students

Perception of Ability Scale (SPAS). The result showed that learning disabled children hold significantly more negative academic self-perception of ability in reading, spelling and arithmetic than do the control children.

The aim of the study conducted by **Skaalvik & Hagtvet (1990)** was to test the developmental perspective using two cohorts of students (Grade 3 and Grade 6 at the start of the study) that were evaluated on their academic self-concept and global self-concept on two occasions at an interval of 18 months. Achievement was measured using teacher ratings. Results of their study showed that teachers' ratings were more substantively correlated with academic self-concept than with general self-concept. In addition, results showed reciprocal effects between achievement and academic self-concept for the older cohort but a skill-development effect for the younger cohort.

The study conducted by **Wigfield & Karpathian (1991)** concluded that young children's understanding of competence changes with age, such that with increasing age, self-concepts of ability were likely to be less positive. In addition, they posited that as children grow in age, their academic self-concept would be more systematically related to external academic outcomes. From this developmental perspective, they argued that "once ability perceptions are more firmly established the relation likely becomes reciprocal: Students with high perceptions of ability would approach new tasks with confidence, and success on those tasks is likely to booster their confidence in their ability".

Vaughn et al. (1992) found in a longitudinal study that there were no significant differences in global self-concept between students with LD and normal achievers. The researchers emphasized that neither the placement into special services after the first measurement, nor the amount of years the resource room was attended, were significant in terms of general self-concept or academic self-perceptions. The study suggested that neither identification not labelling negatively affected the self-concept of children with LD.

The purpose of the study conducted by **Chapman & Tunmer (1997)** was to assess reading achievement and reading self-concept in elementary students using three waves of data collection (i.e., Grade 1, Grade 2, and Grade 3). Results showed that between Grade 1 and Grade 2, only stability paths were significant (i.e., reading achievement from Grade 1 to Grade 2 and reading self-concept from Grade 1 to Grade 2). All other paths were non-significant, suggesting that neither achievement nor self-concept directly affected by each other. However, a skill-development effect was observed between Grade 2 and Grade 3, thereby providing some support for the developmental perspective outlined previously.

Muijs (1997) conducted a study among Grade 4 students using a two-wave design. Results revealed that the path from Wave 1 academic achievement to Wave 2 academic self-concept was stronger than the path from Wave 1 academic self-concept to Wave 2 academic achievement, although both paths were significant. Although academic achievement had a stronger influence on subsequent academic self-concept, Mujis concluded that the results point towards a reciprocal relationship.

In their study **Marsh, Byrne & Yeung (1999)** found reasonably consistent support for the reciprocal-effects model across different studies. They were suggesting that there may not be well-established development differences in the relative support for the skill-development and self-enhancement models. They emphasized, however, that there was insufficient research with young children to evaluate developmental trends in early school years.

Skaalvik & Valas (1999) conducted a study with three cohorts of children (i.e., Grades 3, 6, and 8 at the starting of the study) who were assessed on two occasions of math and verbal achievement and on self-concept related to these school subjects. Results of this study provided support only for the skill-development model. That is, for each cohort and each school subject, the path connecting Time-1 (T1) achievement was significantly related to Time-2 (T2) academic self-concept, whereas the path connecting T1 self-concept to T2 achievement was non-significant.

Chapman, Tunmer & Prochnow (2000) showed in a longitudinal study that when students develop a negative academic self-concept, their academic skills suffer. Specifically they found that students with a negative academic self-concept had poorer phonological sensitivity skills and read at lower reading levels than children with typical academic self-concepts. Long term, these negative self-concepts inhibit students' learning capacity by setting artificial academic ceilings. Negative experiences during these influential years can potentially set a student back for the rest of his or her life.

In their study **Guay, Marsh & Boivin (2003)** tested the theoretical and developmental models of the causal ordering between academic self-concept and academic achievement in a multicohort–multioccasion design (i.e., 3 age cohorts, each with 3 measurement waves). Participants were students in Grades 2, 3, and 4 from 10 elementary schools. The structural equation model for the total sample supported a reciprocal-effects model, indicating that achievement has an effect on self-concept (skill-development model) and that academic self-concept has an effect on achievement (self-enhancement model). This pattern was replicated in tests of invariance across the 3 age cohorts and did not support the developmental hypothesis that skill-development and self-enhancement models would vary with age.

A longitudinal study on relation of academic self-concept and Educational attainment level **Guay, Larose & Boivin (2004)** observed children's academic self-concept, family socioeconomic status, family structure (single parent vs two parent family) and academic achievement in elementary school as predictors of children's educational attainment level in young adulthood within a ten-year longitudinal design. Participants (254 girls, 211 boys) were three cohorts of students in grades 3, 4 and 5 from ten elementary schools. Results from structural equation modeling revealed that academic self-concept predicted educational attainment level ten years later over and above prior achievement.

Liu & Wang (2005) designed the Academic Self-Concept Questionnaire (ASCQ) to assess student's academic self-concept in Singapore. The development of ASCQ reflects the conceptualisation of academic self-concept as a hierarchical model which consists of one overarching higher order factor, academic self-concept, (20 items) and two first order factors (academic confidence) and (academic effort). Academic confidence assesses students' feelings and perceptions about their academic competence while academic effort investigates students' commitment to and involvement and interest in School work.

The participation rates in higher education differ persistently between some groups in society using two British datasets. **Chevalier et al. (2007)** investigated whether this gap is rooted in students' misperception of their own and others' ability, thereby increasing the expected costs to studying. Among high school pupils, they found that pupils with a more positive view of their academic abilities are more likely to expect to continue to higher education even after controlling for observable measures of ability and students characteristics. Results showed that university students are also poor at estimating their own test-performance and over-estimate their predicted test score. However, females working class students have less inflated view of themselves. Self-perception has limited impact on the expected probability of success and expected returns amongst these university students.

Stringer & Heath (2008) conducted a study on one hundred and fifty-five students and (average age, 10 years 7 months) tested their reading, arithmetic, and academic self-perception. One year later they were tested again. Initial academic scores accounted for a large proportion of the variance in later academic scores. The children's self-perceptions of academic competence accounted for significant variance in academic performance one year later. However, neither the academic self-perceptions at the beginning of the study nor changes in self-perceptions over time predicted changes in academic performance. Self-perception of academic competence cannot play a simple, causal role in academic achievement.

A study was conducted by **Hui-Ju-Liu (2009)** on exploring changes in academic self-concept in ability – grouped English classes. The study aimed to assess changes of domain specific self-concept among homogeneously grouped EFL students over time. Subjects comprised 126 college freshmen placed into three different proficiency levels for English instruction. The academic self-concept scale used in the study was composed of two subscales to measure student's academic confidence and academic effort. The study indicated that for the full sample, academic confidence and overall academic self-concept significantly changed over time, whereas there was no significant difference in perceived academic effort. Nonetheless, it is noteworthy that academic confidence and overall English self-concept of low ability students showed the largest improvement during the study, while those of high performing students remained quite stable over time.

Wilson (2009) observed the relationship of ability, academic achievement, and social comparison, perceived level of difficulty, academic self-concept, and future goals in three populations of accelerated high school students. Structural equation modeling was used to model the relationship between each of the variables for each of the groups. It was found that students in Advanced Placement (AP) programs, International Baccalaureate (IB) programs, and residential schools on college campuses have different patterns of self-concept according to the present model. For the IB students, academic achievement and perceived level of difficulty proved to be full mediators for the relationship between ability and students' self-concept. For all three populations of students perceived difficulty and achievement were larger predictors of academic self-concept than the social comparison variable. The study found a strong relationship between a student's academic self-concept and his or her future educational aspirations.

A study undertaken by **Rudasill & Callahan (2010)** pointed out the contribution of gender to the academic self-perception of ability and related coursework plans for high school and college across academically advanced students. Participants were academically advanced students (N=447) from

grades 5 to 12. Findings revealed that (a) girls' self-perceptions of ability scores were higher than boys' in humanities and boys planned to take more math courses than girls (b) academically advanced students' self-perceptions of ability correlated with their future course work plans. Results pointed out the importance of understanding how gender stereotypes contribute to academically advanced students' academic self-perception of ability and coursework plans.

Bacon (2011) carried out a study entitled 'Academic Self-concept and academic achievement of African American students transitioning from urban to rural school', where he observed the relationship between academic self-concept and academic achievement in African American students who have experienced geographic mobility. Specifically, this study used quantitative methods to assess African American students from countries in Iowa to obtain information about the students' relocation from urban to rural school environments and to understand how such moves influenced their academic performance and academic self-concept. The study was based on a sample of 101 African American middle school/junior high students who had been enrolled in Iowa schools for less than 24 months or more than 24 months. The analysis of results indicated a significant relationship between academic self-concept and academic achievement measures.

The purpose of the study by **Gniewosz, Eccles & Noack (2011)** was to focus on processes involved in students' academic self-concept constructions before, during, and after secondary school transition. The study is based on a four-wave longitudinal dataset (N=1953). Structural equation modeling showed that during school transition, the impact of grades on students' academic self-concepts in Math and English decreased whereas the effects of material competence perceptions increased.

In their study, **Wouters et al. (2011)** designed a study to find out how students' academic self-concept develops. The study includes sample of 2,747 students from 50 high schools in Flanders (Belgium) that was longitudinally followed up in a study with a four-wave design. Data were

collected in grades 7, 8, 10 and 12. Multilevel growth modeling for discontinuous change was performed. The study revealed a general decline in academic self-concept across high school.

Study undertaken by **Matovu (2012)** investigated academic self-concept and academic achievement among university students. The academic self-concept information among university students was collected using the Liu and Wang (2005) Academic Self-Concept Scale which was composed of two sub-scales; academic confidence and academic effort scales. The study was conducted on 394 university students; males and females from different levels of study and faculties in a public university in Malaysia. MANOVA was used to analyse the collected data and the results revealed that there was a statistically significant effect of gender on academic effort and academic achievement, while also a statistically significant difference was shown in faculties on academic achievement. Again a difference was noted in the interaction between gender, faculties, and levels of study on academic achievement. The Post Hoc results indicated that a statistically significant difference existed in between the faculties of Arts and Human Sciences.

Berg & Coetzee (2014) explored the relationship between university students' academic self-concept, motivation and academic achievement. The primary aims of this study was to determine whether academic self-concept and motivation of students enrolled for the Quantity surveying course at a university in South Africa could predict their level of academic achievement. By means of a non-probability convenience sampling technique, all residential students in their first to fourth year of study who were registered for the major subject Descriptive Quantification in the Department of Quantity Surveying were included in the sample. A questionnaire was used as the data collection instrument and, on completion, data were statistically analysed using SPSS, relevant literature indicated inconsistent findings about whether a relationship exists between students' academic self-concepts and motivation, and academic achievement. The results of this empirical investigation, as confirmed by the statistical

analysis carried out, revealed that significant correlation between academic self-concept, motivation and academic achievement exist, but that depends only on study per year level.

A Study entitled 'The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: mediating and moderating effects' was conducted by **Khalaila (2015)** to explore the direct and/or indirect effects of academic self-concept on academic achievement, and examine whether intrinsic motivation moderates the negative effect of test anxiety on academic achievement. The descriptive-co relational study was carried out on a convenience sample of 170 undergraduate nursing students, in an academic college in northern Israel. Academic motivation, academic self-concept and test anxiety scales were used as measuring instruments. Bootstrapping with resampling strategies was used for testing multiple mediators' model and examining the moderator effect. The findings of the study highlighted that a higher self-concept was found to be directly related to greater academic achievement. Test anxiety and intrinsic motivation were found to be significant mediators in the relationship between self-concept and academic achievement.

2.4 STUDIES RELATED TO SELF-EFFICACY

Stanovich (1988) studied a major focus of cognitive educational psychology in accounting for growth or decline in academic performance of children. It was found that some areas have had great success: cognitive psychology has made great strides in identifying the chief sources of variance in reading ability.

Pintrich & DeGroot (1990) explored the self-efficacy correlates with achievement outcomes, indexes of self-regulation, especially use are positively intercorrelated and predict achievement (Bandura, 1997; Pajares, 1996). A wealth of research findings indicate that students with high self-efficacy for successful problem solving display greater performance monitoring and persist longer than do students with lower self-efficacy. Academic self-efficacy correlates positively with students' goals for course

achievement, satisfaction with potential grades, and actual achievement. (Zimmerman & Bandura, 1998)

Multon, Brown & Lent (1991) conducted a study on meta-analyses of the relations of self-efficacy beliefs to academic performance and persistence. It shows positive and statistically significant relationship between self-efficacy beliefs and academic performance and persistence outcomes across a wide variety of subjects, experimental designs and assessment methods.

Zaragoza, Vaughn & McIntosh (1991) carried out a study to examine social skills interventions such as modeling, role playing, goal setting, and verbal self-instruction. The results of the study revealed that a number of interventions were found to be successful on students with behavioural problems. The interventions yielded changes in self, teacher and parent perceptions, though peer perceptions were more resistant to change.

The purpose of the study undertaken by **Zimmerman, Bandura & Martinez-Pons (1992)** was to examine student belief in their efficacy for self-regulated learning and their academic achievement. They surveyed 116 high school students pertaining to their academic self-efficacy and educational goals. The finding indicated that personal goals and aspiration play an important role in academic achievement in that setting specific goal made the students committed to attain certain academic levels. In addition, the higher the self-efficacy the higher the aspirations students set for themselves and as such self-efficacy influences academic achievements as well as academic aspiration.

Helmke & Van Aken (1995) evaluated the relation between achievement in mathematics and mathematics self-concept using a three-wave design (i.e., Grade 2, Grade 3, and Grade 4). In this study, achievement in mathematics was inferred using test scores and school marks. Results from the final and complex model based on two latent constructs of achievement (i.e., test scores and school marks) revealed that only one of the four effects of prior self-concept on subsequent achievement was statistically significant.

In his study, **Barbaranelli (1996)** portrayed a model of how self-efficacy operates in learning and achievement situations. At the outset of an activity students differ in their self-efficacy for learning as a function of their prior experiences, personal qualities and social supports. The findings include the extent that parents and teachers encourage them to learn. The parents facilitate their access to resources necessary for learning, and teach them self-regulatory strategies that enhance skill acquisition and refinement. Parents' academic aspiration for their children influences their children's academic achievements both directly & indirectly by influencing children's self-efficacy.

Bandura et al. (1999) explored an integrative theoretical framework to explain and predict psychological changes achieved by different modes of treatment. This theory states that psychological procedures, whatever their term, alter the level and strength of self-efficacy. It is hypothesized that expectations of personal efficacy determine whether coping behaviour will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences. Persistence in activities that are subjectively threatening but in fact relatively safe produce through experiences of mastery, further enhancement of self-efficacy and corresponding reductions in defensive behaviour. In the proposed model, expectations of personal efficacy are derived from four principal sources of information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states. Factors influencing the cognitive processing of efficacy information arise from enactive, vicarious, exhortative, and emotive sources. The differential power of diverse therapeutic procedures is analysed in terms of the postulated cognitive mechanism of operation. Findings are reported from microanalyses of enactive, vicarious, and emotive modes of treatment that support the hypothesized relationship between perceived self-efficacy and behaviour changes.

Caprara (1999) analysed how different facets of perceived self-efficacy operate in concert within a network of socio-cognitive influences in context of children's depression. Perceived social & academic inefficacy contributed to concurrent and subsequent depression both directly and through their impact on academic achievement, pro-socialness, and problem behaviours. In the shorter run, children were depressed over beliefs in their academic inefficacy rather than over their actual academic performance. In the longer run, the impact of low sense of academic efficacy on depression was mediated through academic achievement, problem behaviour, and prior depression. Perceived social inefficacy had a heavier impact on depression in girls than boys in the longer term. Depression was also strongly linked over time for boys.

The purpose of the study conducted by **Bandura & Cervone (2000)** was to test the hypothesis that self-evaluative and self-efficacy mechanisms mediate the effects of goal systems through cognitive comparison requiring both personal standards and knowledge of performance. A total of 45 male and 45 female undergraduates performed a strenuous activity with either goals or performance feedback, or without either factor. The condition combining performance information and a standard had a strong motivational impact, whereas neither goals alone nor feedback alone effected changes in motivation. When both comparative factors were present, the evaluative and efficacy self-reactive influences predicted the magnitude of motivation enhancement. The higher the self-dissatisfaction with substandard performance and stronger the perceived self-efficacy for goal attainment, the greater was the subsequent intensification of effort. Multiple components and sub processes invest more effort toward making students less preoccupied with normative ability comparisons in school.

In their study, **Bandura et al. (2001)** carried out a study to test with 272 children a structural model of the network of sociocognitive influences that shape children's career aspirations and trajectories. Familiar socioeconomic status is linked to children's career trajectories only

indirectly through its effects on parents' perceived efficacy and academic aspirations. The impact of parental self-efficacy and aspirations on their children's perceived career efficacy and choice is, in turn, entirely mediated through the children's perceived efficacy and academic aspirations. Children's perceived academic, social, and self-regulatory efficacy influence the types of occupational activities for which they judge themselves to be efficacious both directly and through their impact on academic aspirations. Perceived occupational self-efficacy gives direction to the kinds of career pursuits children seriously consider for their life's work and those they disfavor. Children's perceived efficacy rather than their actual academic achievement is the key determinant of their perceived occupational self-efficacy and preferred choice of work- life. Analyses of gender differences revealed that perceived occupational self-efficacy predicts traditionality of career choice.

The study conducted by **Martin & Garcia (2001)** examined the effects of academic self-efficacy and optimism on students' academic performance, stress, health and commitment to remain in school. Predictor variables(high school grade-point average, academic self-efficacy, and optimism) and moderator variables(academic expectations and self-perceived coping ability) were measured at the end of the first academic quarter and were related to classroom performance, personal adjustment, stress, and health, measured at the end of the school year. Academic self-efficacy and optimism were strongly related to performance and adjustment, both directly on academic performance and indirectly through expectations and coping perceptions (Challenge-threat evaluations) on classroom performance, stress, health, and overall satisfaction and commitment to remain in school. Observed when one comparative factor was lacking, the self-reactive influences were differentially related to performance motivation.

Bandura et al. (2003) investigated the reliability of the factor structure of the Children's Perceived Self – Efficacy Scales (CPSES) in

Italy, Hungary, and Poland. The findings of this cross-national study support the generalization ability of the factor structure of children's social and academic efficacy (aged 10-15 years). Perceived efficacy to resist peer pressure to engage transgressive conduct had a somewhat different factor structure for Hungarian children. Gender and national differences in the pattern of efficacy beliefs underscore the value of treating perceived self-efficacy as a multifaceted attribute. There was no overall gender difference in perceived social efficacy, but girls in all 3 societies have had a higher sense of efficacy for academic activities and to resist peer pressure for transgressive activities. Italian children judged themselves more academically efficacious than do Hungarian children and more socially efficacious than their counterparts in both of the other 2 countries. An analysis of the facets of academic efficacy revealed that Hungarian children have a high sense of efficacy to master academic skills but a lower efficacy than their Italian and Polish counterparts to take charge of their own learning. Polish children surpassed their counterparts in academic self-regulatory efficacy.

Dyson (2003) found while interpreting his research work that if a parent of a child with LD exhibits stress surrounding, then the child tends to have problems with social competence as well as display more behavior problems. This presents a direct correlation between parental stress regarding a child's disability and the self-concept & behavior of that child. When parents present a positive environment for their child with LD, it helps to reinforce a sense of positive self-concept and high self-esteem. Children with LD have a strong academic self-concept and high self-esteem when they receive positive feedback from teachers and parents.

Dusek & McIntyre (2003) found when parents interacted and maintained a positive attitude with their children, a more positive self-concept was developed and self-esteem was raised. Conversely, when the interaction between parent and child was minimal, or family communication was poor, negative self-concept and low self-esteem resulted.

Results of the study conducted by **Elbaum & Vaughn (2003)** to review their research work that age is an important factor in understanding what the best intervention is for a student with LD. While academic interventions were most consistently effective for elementary students and counseling interventions were the most reliably effective for middle and high school students (These results have an effect on the academic self-concept for the student, and do not necessarily hold true in other dimensions of self-concept). They also pointed out that, overall, counseling and mediated interventions were the only interventions that had a significant effect on general self-concept. These findings complement previous statements regarding the importance of creating an intervention strategy that is malleable, as well as unique to each student who passes through the intervention plan.

Choi (2005) examined whether self-constructs measured at an intermediate level specificity better correspond with the criterion variable (course grades: an intermediate level of specificity) than general self-constructs or specific self-constructs. Self-constructs in this study included self-efficacy and self-concept at varying degrees of specific self-efficacy, academic self-concept, and specific self-concept. The data was collected on college students (N=230) in general education courses. Results of correlation and simultaneous multiple regression analyses indicated that the closer the level of specificity of self-efficacy and self-concept, the stronger the relationship between the two constructs. Both academic self-concept and specific self-concept were significant predictors of term grades. In addition, academic self-concept was also significant predictor, whereas neither general self-efficacy nor academic self-efficacy.

A study was undertaken by **Rawlinson (2005)** to study the link between the classroom environment, academic self-concept, self-efficacy and demonstration of behaviours. The research described, changing the direction of the identification process resulted in significant changes in children's academic self-concept and teacher recognition of children with

special abilities. The results show that school should be a promising approach to create a learning environment which gives as many children as possible the chance to develop and demonstrate their special abilities.

A study was conducted by **Tabassum (2005)** on physically handicapped children of twin cities of Rawalpindi and Islamabad. The sample consisted of 42 physically handicapped children (both boys and girls in equal number). The age range of the sample was between 13 to 17 years. The data was collected with the help of Urdu translation Generalized Self-Efficacy Scale (GSES) and Band Depression Inventory(BDI). The result showed inverse correlation between the scores of self-efficacy and depression. The correlation of scores of GSES with items of BDI pertaining to Emotional, Cognitive, Motivational and Somatic symptoms of depression showed significant inverse correlation with Emotional and Cognitive symptoms of depression. ($r=-0.35^*$ & $-.34^*$). The finding concludes that high generalized self-efficacy in children may serve as a protective factor against depression, whereas, low self-efficacy can lead them to depression.

The aim of the study conducted by **Lackaye & Margalit (2006)** was to compare self-perceptions of self-efficacy, mood, effort, and hope between 123 adolescents with Learning Disabilities (LD) and a group of 123 Non-LD peers, who were matched for their level of academic performance and gender, and to explore relations between measures of self-perception and achievement. The results showed that students with LD reported lower academic self-efficacy and lower social self-efficacy. At the same time, no significant differences were found for emotional self-efficacy in comparison to the Non-LD peer group. The results demonstrated that even when the academic performance of students with LD is similar to their Non-LD peers; their specific and global self-perceptions continue to reflect their distress.

The aim of the study conducted by **Shahabuddin & Chowdhary (2007)** was to examine how self-efficacy, motivation and academic performance interact among students enrolled in introductory marketing courses in a private university of Bangladesh. Data were collected through

self-administered questionnaire from the students. Empirical results revealed that there are statistically positive correlations between self-efficacy and performance ($r=0.289$), self-efficacy and intrinsic motivation($r=0.490$), self-efficacy and extrinsic motivation (0.297), intrinsic motivation and performance (0.327), and extrinsic motivation and performance (0.251). Consistent without expectations, students high in self-efficacy and motivation performed better than those low in self-efficacy and motivation.

Caprara et al. (2008) investigated the central role played by perceived self-regulatory efficacy of 412 Italian students in their academic development and functioning over three time periods. Longitudinal findings indicated that there was a decline in self-regulatory efficacy from junior to senior high school but those who experienced the lowest decline in self-regulatory efficacy had the higher grades and the greater Chance of remaining in School. In sum, high perceived self-regulatory efficacy contributed positively to junior high grades.

Houghton (2008) investigated the structural relations among self-efficacy, academic aspirators and delinquency, on the academic achievement of 935 students aged 11-18 years from ten schools in two Australian Cities. The Children Self –Efficacy Scale(CSES), the adopted Self-Report-Delinquency Scale(SRDS) (Revised) and Children’s Academic Aspiration Scale(CAAS) were administered to participants prior to academic achievement being accessed using mid-year school grades. Structural equation modeling employed to test their alternative models for relationship from academic, social and self-regulatory efficacy had an indirect negative effect through delinquency and a direct positive effect on academic achievement. Academic and social self-efficacy had positive and negative relationship respectively with academic aspiration and academic achievements.

The study undertaken by **Michaelides (2008)** analysed the self-efficacy i.e. an individual's belief about his or her ability to engage in a task,

and accomplish it. Students' perceived efficacy in school subjects, mathematics in particular, has been extensively explored by psychologists and educational researchers. The study includes the relationship between self-efficacy and mathematical performance display the interplay of self-efficacy with self-concept, properties of self-efficacy measurement, the relationship between self-efficacy and goal setting and modeling, the accuracy of self-efficacy judgments, and gender differences and career choice with respect to self-efficacy beliefs. Findings of the study indicated for each theme, and concluded with implications for educational practice and future research.

The study conducted by **Salami (2009)** to examine the predictive effects of emotional intelligence and academic self-efficacy on academic performance of students. The study adopted a survey research design of an ex-post facto type. Participants were 485 secondary school students randomly selected for 10-coeducational secondary schools in Oyo State. The research instruments used for data collection were – Emotional Intelligence Behaviour Inventory (EIBI), $\alpha = 0.82$) English Language Achievement Test (ELAT), $\alpha = .76$) tested at 0.05 level of significance. The findings indicated that emotional intelligence and academic self-efficacy were potent predictors of academic performance of students.

Sure (2009) described the process of development of an instrument to measure computer self-efficacy of student teachers. Self-efficacy beliefs have repeatedly been reported as a major factor in understanding the frequency and success with which individuals use computers. Computer self-efficacy is also an indicator of computer competency of individuals. But, it is observed that there is no tool with desired psychometric properties to measure the computer self- efficacy of student teachers. The scale has high validity and reliability indices indicating that the tool can used to measure the self-efficacy of student teachers.

Berkeley, Scruggs & Mastropieri (2010) conducted a meta-analysis of research between 1995 and 2006 synthesizing the findings of 40 studies

for improving the reading comprehension of students with reading disabilities. Two thousand students participated in the interventions, which were classified as fundamental reading instruction, text enhancements, and questioning strategy instruction (including those that incorporated peer-mediated instruction and self-regulation). Results of this study showed that reading comprehension interventions are generally very effective. **Shany, Wiener & Feingold (2010)** investigated the extent to which children's knowledge about reading disabilities, preoccupation with their own reading disability, and anxiety predicted reading comprehension in fifth and sixth grade children with reading disabilities (N=85). Participants provided rich and accurate information about reading disabilities and the academic and emotional implications of having a reading disability. Children's knowledge about the characteristics of reading disabilities was positively associated with reading comprehension, and preoccupation with their own disability was negatively associated with their reading comprehension. Girls reported higher levels of preoccupation and anxiety than boys did. Children with the most adaptive profile in terms of reading comprehension and anxiety were those who had high levels of knowledge and low levels of preoccupation with their disability.

Souza (2010) studied stress in students of standard X in relation to their academic self- concept, self-efficacy, lack of control and socioeconomic status. The sample consisted of 20 secondary schools of greater Mumbai. The study revealed a significant combined relationship of the mentioned variables with stress. This study has important implications in helping students of standard X to come to terms with their invaluable self-worth in coping with stress.

In his study, **Sternke (2010)** highlighted that self-concept and self-esteem are two crucial components of lives. These components can shape how individuals develop during childhood and affect how they become as adults. During childhood and adolescence, self-concept and self-esteem begin to develop. As such, it is important for adolescents to develop a

positive self-concept and high self-esteem in order to better their chances for a happy and satisfying adulthood. Students with learning disabilities encounter a more challenging adolescence than many others. Research showed that students with learning disabilities commonly have more negative Self-Concept than students without learning disabilities.

The study carried out by **Sud (2010)** showed that an increasing emphasis on student's academic achievement puts pressure on students to excel. Bandura's (1977, 2006) concept of self-efficacy was examined on 200 (116 women and 84 men, mean age = 19.72 and 19.84 years respectively) college students studying for a professional degree in Shimla, in North India. Issues dealt here were: Does self-efficacy as a coping mechanism help counteract stress that arises in academic achievement situations? Are there any gender related differences within the Indian culture with regard to self-efficacy, academic achievement as well as stress? Research showed that self-efficacy enhanced student's problem solving ability and also moderated effects of stress. Performance was measured in three different ways, (a) problem solving ability, (b) academic achievement, and (c) classroom tests. The study pointed out that although stress was a precursor of poor performance in all three testing situations, self-efficacy as a coping mechanism had the strongest influence on improving problem solving ability in comparison to academic achievement or classroom tests. Males predominantly outperformed females on anagram solution, showed greater self-efficacy and comparatively less stress. A few semi-structured interviews with the students revealed that positive thinking and high level of confidence (which are the concomitants of self-efficacy) were able to counteract the negative impact of stress at all stages during the academic session.

Dinther, Dochy & Segers (2011) investigated the role of students' self-efficacy in education by focusing on the following research question: which are the factors shown to affect the self-efficacy of students within higher educational settings? The results revealed that educational

programmes have the possibility to enhance students' self-efficacy and that educational programmes based on social cognitive theory proved to be particularly successful on this score.

A study conducted by **Mauroux (2011)** to understand the implication of staff self-efficacy in stressful situation of challenging behaviours, its inscription in transactional stress process investigated the relationship through a quantitative design. Finding highlighted the importance of adequate measures of self-efficacy regarding its insertion in particular contexts.

Perrachione, Del Tufo & Gabrielis (2011) explored that impaired phonological processing is characteristic of dyslexia and thought to be a basis for difficulty in learning to read. A study revealed that how people with dyslexia hear language may be more important than previously realized. Researcher at the Massachusetts Institute of Technology (MIT) have found that people with dyslexia have more trouble recognizing voices than those without dyslexia.

Collinson (2012) explored the possibility that 'dyslexics' can be thought of as being 'bothered' and defined by the social norms and educational practices surrounding literacy, which can be termed 'lexism'. Researcher argued that dyslexics can be defined by the existence of Lexism rather than the more problematic concept of 'dyslexia'. He achieved these ends through a series of thought experiments which suggested a different way of looking at what defines someone as dyslexic in order to suggest that when we talk of the inclusion or exclusion of dyslexic pupils we should be aware of the influence lexism may have upon us.

Duke & Block (2012) examined whether specific key recommendation from report have been implemented in U.S. classrooms. They found that recommendation regarding increased access to Kindergarten and greater attention to and improvement of students word-reading skills have been widely adopted. Others have not vocabulary and comprehension, long neglected in the primary grades, still appear to be neglected. **Zentall & Lee**

(2012) assessed the reading motivation of 133 students at individual grade levels (2nd-5th), who were divided in sub-groups with and without Reading Disabilities (RD) and with and without Attention of Deficit Hyperactivity Disorder (ADHD). Findings revealed that students in the reading disabilities sub group had lower reading motivation (intrinsic, extrinsic and self-efficacy).

Gocer (2013) discovered and tested the perception of the academic self-efficacy of Turkish Education graduate students. Institute of Education Science was chosen as a sample for the study, using cluster method. The analysis of personal information, descriptive statistical method was used. The results showed that Turkish education graduate students perceive their academic self-efficacy as not fully adequate.

The study conducted by **Snowling (2013)** attempted to develop a current proposal concerning the definition of dyslexia and contrast it with reading comprehension impairment. He discussed method for early identification and review evidences that teacher assessments and ratings may be valid screening tools. Finally, they argued that interventions should be theoretically motivated and evidence based. They concluded that early identification of children at risk of dyslexia followed by the implementation of intervention is a realistic aim for practitioners and policy makers.

The study undertaken by **Prevett, Bell & Ralph (2013)** on ‘Dyslexia and education in the 21st century’ suggested a way forward for the field in terms of developing research agenda for dyslexia education as we progress further into the 21st century.

In their study, **Warmington, Stothard & Snowling (2013)** focused on Assessing dyslexia in higher education using the York Adult Assessment Battery (revised). The current York Adult Assessment-Revised (YAA-R) is an assessment battery consisting of tests of reading, spelling, writing and phonological skills. Data selected from a normative sample of 106 adults without dyslexia and a validation sample of 20 adults with dyslexia illustrates significant group differences on the tests comprising the YAA-R.

The result revealed that YAA-R has good discriminatory power yielding 80% sensitivity and 97% specification.

The purpose of the study undertaken by **Mishra & Shanwal (2014)** was to analyse the traditional Indian family system which is undergoing a considerable change from its value orientation to living standards, patterns and interactions. Family is a central unit of the society where the basic needs of children are fulfilled. The family has an important role in development of different aspects of a person, particularly the virtues resulting from experiences gained during the process of socialization. The study investigated the role of family environment in developing self efficacy, also called as perceived ability of adolescents. As India has the largest population of adolescents, their contribution in giving it a new shape would be prominent. The samples of 130 respondents with in the age range of 13-18(average age of 14.91) were evaluated in this study to investigated the relationship between family environment and self- efficacy. The findings showed positive association between family environment and self efficacy.

Pattison (2014) explored how Bourdieu's notion of "habitus" might be employed to shed light on the self-efficacy of primary teachers as they take on an additional specialism when modern foreign languages becomes statutory in primary schools in the new English National Curriculum in 2014. The article argues that Bandura's four principles of self-efficacy – mastery experiences, vicarious experiences, verbal persuasion and physiological & social affect may be influenced by the operation of "habitus" in their various school contexts. Teachers with a heightened sense of responsibility appear more successful in harnessing self-efficacy to achieve either greater competence in a new area if they are generalists or to maintain their proficiency if they are specialists. The study was conducted in a small number of primary schools in the west Midlands using semi-structured interviews to illuminate the teachers' lived experiences. This article contributed to the debate on the necessity of having specialists to teach foreign languages in primary schools by suggesting that the dualism of

the specialists and non-specialists may be arbitrary and that developing teacher self-efficacy may be beneficial in preparing all primary teachers to meet the demands of the new curriculum.

The aim of the study conducted by **Oluwakemi (2015)** was to examine self-efficacy and self-concept as determinants of students' achievement of Senior Secondary School English Comprehension in the four geo-political zones in Ogun States in Nigeria. One thousand seven hundred students were sampled. The Self Concept Scale (SCS) and Self Efficacy Scale (SES) were used to collect data, which was analyzed with the aid of Statistical Packages for Social scientist (SPSS) using multiple regression analysis and t-test statistical method at 0.05 level of significance. The findings implied that the achievement of students in English language comprehension could be predicted by the combination of self-concept and self-efficacy. The research revealed that students assisted to develop a positive self-efficacy belief about them and also to have positive self-concept as it would helped in obtaining positive learning outcomes in English language Comprehension.

The relationship between emotional intelligence and well being, self-efficacy and well being and how emotional intelligence and self efficacy affect the well being of students was studied by **Singh (2015)** on a sample of 200 students of 11th class (100 boys and 100 girls) of Ludhiana District of Punjab. He found that there exists positive relationship between emotional intelligence & well being and between self-efficacy & well being. Also the conjoint effect of emotional intelligence & self-efficacy on the well being of adolescents is significantly higher as compared to their separate prediction.

2.5 AN OVERVIEW OF LITERATURE

A close analysis of the nature, type and quality of the concerned literature enumerates the different aspects of the reading disability of children. It is clear that assessment and identification of children with learning disability has remained a major area of debate and disagreement. Review of relevant literature also have shown that student characteristics such as social skills, emotional intelligence, self-efficacy, academic self-

perception, self-concept, academic aspiration, motivation and learning approaches are important factors influencing academic achievement of normal developing children in general and children with reading disabilities in particular. Some studies revealed that Children with Reading Difficulties show low self-concept while facing the challenges of the life ahead and exhibit problem behaviour.

The literature review aims to focus on Self-Concept, Social-Skills, Academic Self-Perception and Self-Efficacy of Children with Reading Difficulties. Some research studies have indicated that children with learning difficulties have more negative academic self-perception than children with out LD (Chapman & Boresma, 1979; Cooley & Ayers, 1988; Renick & Harter, 1989). It can be concluded that present review describes, summarizes, evaluates and clarifies all the variables and their effect on Children with or without Reading Difficulties and, thus, works as a mental road map of the past, present and future of the present research.

With this theoretical and empirical background, the researcher proceeds to the methodology part of the research in the following chapter i.e. Plan and Procedure.