CHAPTER - IV

ANALYSIS AND INTERPRETATION

The data collected has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. The analysis of the data, in general way, involves a number of closely related operations which are performed with the purpose of summarizing these in such a manner that these answer the research questions. After analysis, the next step is the interpretation, which is especially done for explaining what the result shows and thus, to reach a significant conclusion or generalization.

The purpose of analysis is to find out the relationship between variables, which lead to the verification of hypotheses. It involves in breaking up the complex factors into simpler parts and putting the parts together in a new arrangement for the purpose of interpretation. Analysis and interpretation of data helps the future researcher to attack the related problems with appropriate statistical techniques to avoid the unnecessary labour. Good, Barr and Scates put it forward that, “Analysis is a process which enters into research in one form or another, from the very beginning. It may be fair to say that in general, research consists of two larger steps-the gathering of data, and the analysis of this data....” Further, analysis and interpretation of data leads a researcher to infer at the result that he/she desires to accomplish in the study. Hence, it is to be done carefully, logically and critically by examining the results obtained after analysis.

The main objective of the current research was to test the relationship among the constructs of Dependent Variables i.e. Self-Concept, Social Skills and Independent Variables i.e. Academic Self-Perception and Self-Efficacy of Children with Reading Difficulties. The relationship between the latent variables Self-Concept, Social Skills, Academic Self-Perception and Self-Efficacy was examined through application of various tools.
The data related to Self-Concept and Self-Efficacy of Children with Reading Difficulties was collected through the application of the Children's Self Concept Scale by S.P. Ahluwalia (1971) and the Children's Self-Efficacy Scale by Albert Bandura (1996) respectively. To assess the Social Skills, adapted Hindi Version of Matson's Evaluation of Social Skills with Youngsters (MESSY) i.e. Self-Rating version by Sharma (1997) was used and Academic Self-Concept Scale by Liu and Wang's (2005) to gauge academic self perception of the respondents. Karl Pearson Product Moment Co-efficient of correlation was used for analysing the data. The quantitative analysis and corresponding interpretation of the data pertaining to the present study are discussed under different sections:

4.1 Identification of Children with Reading Difficulties.

4.2 Prevalence rate of Children with Reading Difficulties.

4.3 Assessing the level of Self-Concept, Social Skills, Academic Self-Perception and Self-Efficacy of Children with Reading Difficulties.

4.4 Correlation Analyses between Academic Self-Perception, Self-Efficacy, Self-Concept and Social-Skills of Children with Reading Difficulties.

4.1 IDENTIFICATION OF CHILDREN WITH READING DIFFICULTIES

TABLE - 4.1

IDENTIFICATION OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Identification Tools</th>
<th>Number of Children</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Academic Records</td>
<td>666</td>
<td>318</td>
</tr>
<tr>
<td>MISIC Intelligence test</td>
<td>318</td>
<td>173</td>
</tr>
<tr>
<td>Teacher's Observation Check list</td>
<td>173</td>
<td>62</td>
</tr>
<tr>
<td>Diagnostic Test of Reading Disorders (DTRD)</td>
<td>62</td>
<td>48</td>
</tr>
</tbody>
</table>
The table- 4.1 shows the screening of Children with Reading Difficulty in English language. For the purpose of research, five English Medium Senior Secondary Public Schools were selected. A group of 666 students was selected to conduct the study. A total of 666 students comprising of boy and girl students of VI grade of different sections of selected schools were taken. In the first phase, 666 students were assessed on the basis of their previous academic record. For the purpose, mean scores of the three terminal exams of grade V were taken and 318 students out of 666 students were selected who showed average or above average performance in complementary subjects other than English. In the second phase, to measure Intelligent Quotient (IQ) of the same group of children, a Standardized Intelligence Test i.e. Malin’s Intelligent Scale for Indian Children (MISIC) was used to identify them as learning disabled. Since Learning Disabled Children do not have low or high intelligence, it is but natural to include children possessing average IQ. Out of 318 students, 173 students were selected on the basis of their IQ. In the third phase, Teacher’s Observation Check List developed by SCERT was applied on 173 students with the help of concerned teachers teaching English. A total of 62 students were selected out of 173 students on the basis of scores obtained on observation checklist. Finally, screened out students were applied a Diagnostic Test of Reading Disorders and a sample of 48 Students having Reading Difficulty was finally identified.

4.2 PREVALENCE RATE OF CHILDREN WITH READING DIFFICULTIES

Table - 4.2 reveals the prevalence rate of Children with Reading Difficulties of Grade VI in English language from five English Medium Senior Secondary Public Schools. Hence, this prevalence rate of students is identified in terms of figures & percentage.
TABLE – 4.2
PREVALENCE RATE OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Schools</th>
<th>Total no. of students in Grade VI</th>
<th>Reading Disabled Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>School 1</td>
<td>158</td>
<td>11</td>
</tr>
<tr>
<td>School 11</td>
<td>182</td>
<td>12</td>
</tr>
<tr>
<td>School III</td>
<td>58</td>
<td>6</td>
</tr>
<tr>
<td>School IV</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td>School V</td>
<td>188</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>666</td>
<td>48</td>
</tr>
</tbody>
</table>

The table- 4.2 delineates that the prevalence rate of Children with Reading Difficulties in public schools of grade six, varies from 5.94 percent to 8.92 percent with mean percentage 7.20. Although, a similar study was conducted by Rao (1986) on 'Dyslexia' or Reading Difficulties, which supports to some extent with a results of the present study. Rao reported 20 percent students having the problem of Reading Disabilities.

4.3 ASSESSING THE LEVEL OF SELF-CONCEPT, SOCIAL SKILLS, ACADEMIC SELF-PERCEPTION AND SELF-EFFICACY OF CHILDREN WITH READING DIFFICULTIES

Section 4.3 deals with assessing the level of Self-Concept, Social Skills, Academic Self-Perception and Self-Efficacy of Children with Reading Difficulties. Table- 4.3.1 to table- 4.3.4 display the results in respective sub-sections.

4.3.1 Self-Concept of Children with Reading Difficulties.
4.3.2 Social Skills of Children with Reading Difficulties.
4.3.3 Academic Self-Perception of Children with Reading Difficulties.
4.3.4 Self-Efficacy of Children with Reading Difficulties.

4.3.1 SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

In this sub-section, the data pertaining to the Self-Concept of Children with Reading Difficulties is presented, analyzed and interpreted.
TABLE- 4.3.1
SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Range</th>
<th>Score</th>
<th>F</th>
<th>(%) percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>42-49</td>
<td>13</td>
<td>27.08</td>
</tr>
<tr>
<td>Average</td>
<td>50-55</td>
<td>21</td>
<td>43.75</td>
</tr>
<tr>
<td>High</td>
<td>56-65</td>
<td>14</td>
<td>29.16</td>
</tr>
</tbody>
</table>

N = 48  100

F = Frequency  N = Total Number of students

INTERPRETATION

After interpreting the data from table- 4.3.1, it has become clear that 21 children out of 48 fall in the average range, which constitutes 43.75 percent of Children with Reading Difficulties. On the other hand, in low & high range of Self-Concept, 13 children lie in low and 14 children in the high range, with percentage 27.08 and 29.16 respectively. So, it has become clear that maximum number of children fall under average range and 27.08 & 29.16 percent in low and high range of Self-Concept respectively. The same results are also shown through Figure- 4.1 which shows the low, average and high level of Self-Concept of Children with Reading Difficulties.

FIGURE - 4.1
SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES
4.3.2 SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES

Table 4.3.2 deals with the presentation, analysis and interpretation of data related to level of Social Skills of Children with Reading Difficulties.

**TABLE 4.3.2**

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>F</th>
<th>(%) percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>96-114</td>
<td>15</td>
<td>31.25</td>
</tr>
<tr>
<td>Average</td>
<td>115-128</td>
<td>20</td>
<td>41.66</td>
</tr>
<tr>
<td>High</td>
<td>129-149</td>
<td>13</td>
<td>27.08</td>
</tr>
</tbody>
</table>

N = 48 100

**INTERPRETATION**

Table 4.3.2 reveals that maximum number of children, i.e. 20 out of 48, lie in average range of Social Skills with a percentage of 41.66. It indicates that such Children with Reading Difficulties have mediocre Social Skills. Out of 48 children, 15 children constituted 31.25 percent, which shows that the children are low in their Social Skills and 13 children (27.08%) possessed high level of Social Skills. It means that only a few Children (27.08%) with Reading Difficulties are able to mark their remarkable sociality and majority of children have Social Skills deficits. The same results are also displayed through figure- 4.2.

![Pie Chart](chart.png)

**FIGURE - 4.2**

SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES
4.3.3 ACADEMIC SELF-PERCEPTION OF CHILDREN WITH READING DIFFICULTIES

In this sub-section, the data pertaining to the Academic Self Perception of Children with Reading Difficulties is presented, analyzed and interpreted.

TABLE- 4.3.3
ACADEMIC SELF-PERCEPTION OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Range</th>
<th>Score</th>
<th>F</th>
<th>(%) percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>60-70</td>
<td>10</td>
<td>20.83</td>
</tr>
<tr>
<td>Average</td>
<td>71-77</td>
<td>22</td>
<td>45.83</td>
</tr>
<tr>
<td>High</td>
<td>78-84</td>
<td>16</td>
<td>33.33</td>
</tr>
</tbody>
</table>

F = Frequency         N = Total Number of Students

INTERPRETATION

It has been highlighted in the table -4.3.3 that 22 children out of 48 constituting a percentage of 45.83, fall in the average score range of Academic Self-Perception. It means their Academic Self Perception is moderate, which decides their mediocre performance in studies. Total 16 children out of 48 lie in high range of Academic Self Perception and constitute 33.33% and the data clearly indicates that such Children with Reading Difficulties have very good Academic Self-Perception. Only 10 children (20.83%) were found to have low level of Academic Self-Perception. Figure- 4.3 refers to the similar results.
4.3.4 SELF-EFFICACY OF CHILDREN WITH READING DIFFICULTIES

Table-4.3.4 deals with the presentation, analysis and interpretation of data related to level of Self Efficacy of Children with Reading Difficulties.

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>F</th>
<th>(%) percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>75-86</td>
<td>16</td>
<td>33.33</td>
</tr>
<tr>
<td>Average</td>
<td>87-94</td>
<td>18</td>
<td>37.50</td>
</tr>
<tr>
<td>High</td>
<td>95-109</td>
<td>14</td>
<td>29.16</td>
</tr>
</tbody>
</table>

N = 48 100

F = Frequency  N = Total Number of Students

INTERPRETATION

The table- 4.3.4 reflects that out of 48 children, 18 possessed average level of Self- Efficacy. Another comparable number of children i.e. 16 scored low on the score range pointing towards their low level of Self-Efficacy and 14 children out of 48 scored high with 29.16 percent. It indicates that the level of Self-Efficacy of the Children with Reading Difficulties varies. Figure- 4.4 refers to the similar results.

FIGURE - 4.4
SELF-EFFICACY OF CHILDREN WITH READING DIFFICULTIES
4.4 CORRELATION ANALYSES BETWEEN ACADEMIC SELF-PERCEPTION, SELF-EFFICACY, SELF-CONCEPT AND SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES

This section deals with the correlation analysis of independent variables (Academic Self-Perception and Self-Efficacy) and dependent variables (Self-Concept and Social Skills) of Children with Reading Difficulties. Table- 4.4.1 to 4.4.12 display the results in respective subsections.

4.4.1 Correlation between Academic Self-Perception and Self-Concept of Children with Reading Difficulties.

4.4.2 Correlation between Academic Self-Perception and Self-Concept of Female Children with Reading Difficulties.

4.4.3 Correlation between Academic Self-Perception and Self-Concept of Male Children with Reading Difficulties.

4.4.4 Correlation between Self-Efficacy and Self-Concept of Children with Reading Difficulties.

4.4.5 Correlation between Self-Efficacy and Self-Concept of Female Children with Reading Difficulties.

4.4.6 Correlation between Self-Efficacy and Self-Concept of Male Children with Reading Difficulties.

4.4.7 Correlation between Academic Self-Perception and Social Skills of Children with Reading Difficulties.

4.4.8 Correlation between Academic Self-Perception and Social Skills of Female Children with Reading Difficulties.

4.4.9 Correlation between Academic Self-Perception and Social Skills of Male Children with Reading Difficulties.

4.4.10 Correlation between Self-Efficacy and Social Skills of Children with Reading Difficulties.

4.4.11 Correlation between Self-Efficacy and Social Skills of Female Children with Reading Difficulties.
4.4.12 Correlation between Self-Efficacy and Social Skills of Male Children with Reading Difficulties.

4.4.1 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

The assessment of the correlation between Academic Self-Perception and Self-Concept of Children with Reading Difficulties was done by employing Pearson's Product-Moment Correlation. Table - 4.4.1 displays the results.

TABLE- 4.4.1
CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td>0.079</td>
<td>NS</td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .288  N = 48  N = Total Number of Students
Table value at .01 level = .372  df = 46  df = Degree of freedom
NS = Not Significant

INTERPRETATION

It is revealed from the table- 4.4.1 that the co-efficient of correlation between Academic Self-Perception and Self-Concept of Children with Reading Difficulties is 0.079, which is not significant at any acceptable level of significance i.e. 0.05 and 0.01. It indicates that there does not exist significant correlation between Academic Self-Perception and Self-Concept of Children with Reading Difficulties. It can be concluded that any kind of increment in Academic Self-Perception does not cause any increment or decrement in Self-Concept and vice versa. Thus, the hypothesis that there exists a positive relationship between Academic Self-Perception and Self-Concept with Reading Difficulties was not retained. It is also evident from figure-4.5 that no significant correlation exists between Academic Self-Perception and Self-Concept.
CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

4.4.2 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF FEMALE CHILDREN WITH READING DIFFICULTIES

For interpretation of results pertaining to Academic Self-Perception and Self-Concept of Female Children with Reading Difficulties, the data was analysed by applying Pearson's Product-Moment correlation. The resultant value has been indicated in table- 4.4.2

TABLE- 4.4.2
CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF FEMALE CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td>0.350</td>
<td>NS</td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .456  
N=19  
N=Total Number of Students

Table value at .01 level = .575  
df=17  
df=degree of freedom
INTERPRETATION

It is seen from the table- 4.4.2 that the calculated 'r' value between Academic Self-Perception and Self-Concept of Female Children with Reading Difficulties is 0.350 and is found to be not significant at both levels of significance i.e. 0.05 and 0.01. Therefore, it can be interpreted that there does not exist significant correlation between Academic Self-Perception and Self-Concept of Female Children with Reading Difficulties. Therefore, it means that there was found no link between Academic Self-Perception and Self-Concept of Female Children with Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Academic Self-Perception and Self-Concept was also not retained in case of Female Children with Reading Difficulties.

4.4.3 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SELF-CONCEPT OF MALE CHILDREN WITH READING DIFFICULTIES

The assessment of the correlation between Academic Self-Perception and Self-Concept of Male Children with Reading Difficulties was done by employing Pearson's Product- Moment Correlation. Table- 4.4.3 displays the results.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td>-0.173</td>
<td>NS</td>
</tr>
<tr>
<td>Self-Concept</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .367  
N=29  
N=Total Number of Students

Table value at .01 level = .471  
df=27  
df=degree of freedom
NS= Not Significant

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INTERPRETATION

Table- 4.4.3 quite apparently shows that the co-efficient of correlation between Academic Self-Perception and Self-Concept of Male Children with Reading Difficulties is -0.173, which is much smaller than the table value to be significant at any acceptable level of significance. Thus, it comes out to be insignificant. It shows that there is no correlation between Academic Self-Perception and Self-Concept of Male Children with Reading Difficulties. Therefore, it can be concluded that Academic Self-Perception does not effect Self-Concept of Male Children with Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Academic Self-Perception and Self-Concept was not retained in case of Male Children with Reading Difficulties.

4.4.4 CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

Pearson's Product-Moment Correlation was applied in order to investigate the correlation between Self-Efficacy and Self-Concept of Children with Reading Difficulties. The corresponding result has been highlighted in table- 4.4.4.

TABLE- 4.4.4
CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td>0.065</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table value at .05 level = .288  N=48  N=Total Number of Students
Table value at .01 level = .372  df=46  df=degree of freedom
NS= Not Significant

INTERPRETATION

It is inferred from the above table- 4.4.4 that the calculated 'r' value between Self-Efficacy and Self-Concept of Children with Reading Difficulties...
Difficulties is found to be 0.065, which is not significant at both the levels of significance i.e. 0.05 and 0.01. It implies that there does not exist significant correlation between Self-Efficacy and Self-Concept of Children with Reading Difficulties. It can be concluded that any kind of increment in Self-Efficacy does not cause any increment or decrement in Self-Concept and vice versa. **Thus, the hypothesis of the present study that there exists a positive relationship between Self-Efficacy and Self-Concept of Children with Reading Difficulties was not retained.** No significant correlation is clearly shown in figure-4.6 through scattered point’s diagram.

**FIGURE- 4.6**

CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF CHILDREN WITH READING DIFFICULTIES

4.4.5 CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF FEMALE CHILDREN WITH READING DIFFICULTIES

To determine the correlation between Self-Efficacy and Self-Concept of Female Children with Reading Difficulties, Pearson’s Product-Moment
Correlation was computed. Table- 4.4.5 highlights the corresponding correlation value.

**TABLE- 4.4.5**

CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF FEMALE CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td>-0.104</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table value at .05 level = .456  
N=19  
N=Total Number of Students

Table value at .01 level = .575  
df=17  
df=degree of freedom  
NS= Not Significant

**INTERPRETATION**

It is displayed from the table- 4.4.5 that the co-efficient of correlation between Self-Efficacy and Self-Concept of Children with Reading Difficulties is -0.104, which is not significant at any level acceptable level of significance. It indicates that there does not exist significant correlation between Self-Efficacy and Self-Concept of Female Children with Reading Difficulties. It can be concluded that no link between Self-Efficacy and Self-Concept of Female Children with Reading Difficulties. **Thus, the hypothesis that there exists a positive relationship between Self-Efficacy and Self-Concept in case of Female Children with Reading Difficulties was not retained.**

**4.4.6 CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF MALE CHILDREN WITH READING DIFFICULTIES**

For interpreting the results pertaining to Self- Efficacy and Self-Concept of Male Children with Reading Difficulties. 'Pearson's Product-Moment Correlation' was used. The result thus obtained has been presented in table- 4.4.6.
TABLE- 4.4.6
CORRELATION BETWEEN SELF-EFFICACY AND SELF-CONCEPT OF MALE CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Concept</td>
<td>0.128</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table value at .05 level = .367  
Table value at .01 level = .471  
N=29  
df=27

INTERPRETATION

It is exhibited from the table- 4.4.6 that the co-efficient of correlation between Self-Efficacy and Self-Concept of Male Children with Reading Difficulties is 0.128, which is much lower than the table value to be significant at any acceptable level of significance. So, it is not significant which indicates that Male Children with Reading Difficulties had no significant correlation between Self-Efficacy and Self-Concept. Therefore, it means that Self-Concept does not depend on Self-Efficacy of Male Children with Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Self-Efficacy and Self-Concept also in case of Male Children with Reading Difficulties was not retained.

4.4.7 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES

The assessment for the correlation of Academic Self-Perception and Social Skills of Children with Reading Difficulties was done by employing Pearson’s Product Moment Correlation. Table- 4.4.7 displays the results.

Table- 4.4.7
CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td>0.096</td>
<td>NS</td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .288  
Table value at .01 level = .372  
N=48  
df=46

N=Total Number of Students
df=degree of freedom
NS= Not Significant
INTERPRETATION

It has been observed from the table- 4.4.7 that the co-efficient of correlation between Academic Self-Perception and Social Skills of Children with Reading Difficulties is 0.096, which is not significant at both the levels of significance i.e. 0.05 and 0.01. It illustrates that there does not exist significant correlation between Academic Self-Perception and Social Skills of Children with Reading Difficulties. Therefore, it can be concluded that any kind of increment in Academic Self-Perception does not cause any increment or decrement in Social Skills and vice versa. Thus, in relation to the these variables, the hypothesis that there exists a positive relationship between Academic Self-Perception and Social Skills of Children with Reading Difficulties was not retained. It is also evident from figure-4.7 that no significant correlation exists between Academic Self-Perception and Social Skills.

FIGURE- 4.7
CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES
4.4.8 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF FEMALE CHILDREN WITH READING DIFFICULTIES

To determine the correlation between Social Skills and Academic Self-Perception of Female Children with Reading Difficulties, Pearson's Product-Moment Correlation was computed. Table- 4.4.8 highlights the corresponding correlation value.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>0.113</td>
<td>NS</td>
</tr>
</tbody>
</table>

Table value at .05 level = .456  
N=19  
N=Total Number of Students

Table value at .01 level = .575  
df=17  
df=degree of freedom

NS= Not Significant

INTERPRETATION

It is displayed from the table -4.4.8 that the co-efficient of correlation between Academic Self-Perception and Social Skills of Female Children with Reading Difficulties is 0.113, which is insignificant at any acceptable level of significance. It demonstrated insignificant correlation between Academic Self-Perception and Social Skills in Female Children with Reading Difficulties. Therefore, it can be concluded that there was found no connection between Academic Self-Perception and Social Skills of Female Children with Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Academic Self-Perception and Social Skills was not retained in case of Female Children with Reading Difficulties.

4.4.9 CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF MALE CHILDREN WITH READING DIFFICULTIES

For interpreting the results of Academic Self-Perception and Social
Skills of Male Children with Reading Difficulties, Pearson's Product-Moment Correlation was used. The result thus obtained has been presented in table- 4.4.9.

**TABLE- 4.4.9**

CORRELATION BETWEEN ACADEMIC SELF-PERCEPTION AND SOCIAL SKILLS OF MALE CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-Perception</td>
<td>0.111</td>
<td>NS</td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .367  
Table value at .01 level = .471

N=Total Number of Students  
df=degree of freedom  
NS= Not Significant

**INTERPRETATION**

It is exhibited from the table- 4.4.9 that the co-efficient of correlation between Academic Self-Perception and Social Skills of Male Children with Reading Difficulties is found to be 0.111, which is not significant at any levels of significance i.e. 0.05 and 0.01. That means the correlation is insignificant between Academic Self-Perception and Social Skills of Male Children with Reading Difficulties. Thus, it implied that Social Skills does not depend on Academic Self-Perception of the Male Children with Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Academic Self-Perception and Social skills in case of Male Children with Reading Difficulties was not retained.

**4.4.10 CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS OF CHILDREN WITH READING DIFFICULTIES**

Pearson's Product-Moment Correlation was applied in order to investigate the correlation between Social Skills and Self-Efficacy of Children with Reading Difficulties. The corresponding result has been highlighted in table- 4.4.10.
TABLE- 4.4.10
CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS
OF CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>-0.318</td>
<td>0.05</td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .288  N=48       N=Total Number of Students
Table value at .01 level = .372  df=46       df=degree of freedom

INTERPRETATION
It is observed from the table- 4.4.10 that the co-efficient of correlation between Self-Efficacy and Social Skills of Children with Reading Difficulties is -0.318, which is greater than table value at 0.05 level of significance. Therefore, it is significant. Analysis produced a negative and significant correlation between Self-Efficacy and Social Skills of Children with Reading Difficulties. So, it can firmly be stated that the students belief in their capabilities is reciprocal to their Social-Skills. Thus, the hypothesis that there exists a positive relationship between Self-Efficacy and Social Skills of children with Reading Difficulties was not retained. Negative and significant correlation is clearly shown in figure -4.8 through scattered points diagram.

FIGURE- 4.8
CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS
OF CHILDREN WITH READING DIFFICULTIES
4.4.11 CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS OF FEMALE CHILDREN WITH READING DIFFICULTIES

For interpreting the results of Self-Efficacy and Social Skills of Female Children with Reading Difficulties, the data were analyzed by applying Pearson's Product Moment correlation. The result for the same has been presented in table- 4.4.11.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>0.383</td>
<td>NS</td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value at .05 level = .456 N=19 N=Total Number of Students
Table value at .01 level = .573 df=17 df=degree of freedom

INTERPRETATION

Table- 4.4.11 demonstrates that the co-efficient of correlation between Self-Efficacy and Social Skills of Female Children with Reading Difficulties is 0.383 which is not significant at any acceptable level of significance. No significant correlation was found to exist between Social Skills and Self-Efficacy of Female Children with Reading Difficulties. Therefore, it means that Self-Efficacy does not affect Social Skills of Female Children of Reading Difficulties. Thus, the hypothesis that there exists a positive relationship between Self-Efficacy and Social skills of Female Children with reading difficulties was not retained.

4.4.12 CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS OF MALE CHILDREN WITH READING DIFFICULTIES

The assessment of the correlation between Self-Efficacy and Social Skills of Male Children with Reading Difficulties was done by employing Pearson's Product-Moment Correlation. The table- 4.4.12 displays the results.
TABLE- 4.4.12
CORRELATION BETWEEN SELF-EFFICACY AND SOCIAL SKILLS
OF MALE CHILDREN WITH READING DIFFICULTIES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Co-efficient of correlation</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Efficacy</td>
<td>-0.466</td>
<td>0.05</td>
</tr>
<tr>
<td>Social Skills</td>
<td>-0.466</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Table value at .05 level = .367  
Table value at .01 level = .471
N=29  N=Total Number of Students
df=27  df=degree of freedom

INTERPRETATION

The analysis further revealed that computed 'r' value -0.466 between Self-Efficacy and Social Skills of Male Children with Reading Difficulties is -0.466 which is exceeds the table value .367 at 0.05 level. Therefore, it is proved to be negative and significant. It indicated negative and significant correlation between Self-Efficacy and Social Skills of Male Children with Reading Difficulties.

Thus, in relation to the variables under reference, the hypothesis that there exists a positive relationship between Self-Efficacy and Social Skills in case of Male Children with Reading Difficulties was not retained.

4.5 DISCUSSION OF RESULTS

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

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

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

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

The greater the confidence shown in their ability, within the necessary limits, the more they are treated as the equal of non-disabled. Eliminating social barriers, a learning environment may be created that enhances the potential for positive relationship between Academic Self-
Perception and Self-Concept of children with RD. In another study, it has been found that there is no significant correlation between female and male children with RD. The findings of the present study are complementary with the findings of (Burnett, 1999; Mohammed, 2007; Rudasill & Callahan, 2010). Burnett (1999) asserted that teacher’s negative comments predicted negative self-concept in girls. This emphasises the important role that teachers may have on the academic self-perception of their students. The results of the studies highlight that there is no significant correlation between Self-Efficacy and Self-Concept of children with RD (Tabassum, 2005; Sternke, 2010; Martin & Garcia, 2001; Shahabuddin & Chowdhary, 2007; Shields, 2009. Zentall & Lee (2012) revealed that students in the Reading Difficulties sub-groups had lower reading motivation and self-efficacy. Strenke (2010) found that Students with Learning Disabilities commonly have more negative Self-Concept than students without learning disabilities, beliefs of Self-Efficacy differ in level, generality and strength. Strength varies with Self-Efficacy beliefs. Those who have weak Self-Efficacy beliefs will allow negative experiences to weaken their Self-Efficacy as they “give up” working towards the goal. Those with strong Self-Efficacy beliefs, will continue to strive for accomplishment, even if difficulties or obstacles become apparent (Bandura, 1986, 1997). The negative effect of failure on Self-Concept, has also been studied by Centi (1965) with similar results. He found that the first year students at college who received low grades showed a loss of self-esteem.

A negative Self-Concept in reading may generate beliefs of inefficacy. These students may believe that effort does not pay off, and therefore, they may not expand much effort on difficult tasks or they may give up easily. This becomes a cycle of behavior that can result in a self-fulfilling prophecy that strengthens students’ perceptions of inefficacy, leading to a lower self-concept of ability (Ommundsen, Haugen & Lund, 2005).
In contrast to the findings on Self-concept and Self-Efficacy, many studies concur that there was a positive relationship between Self-Efficacy and Self-concept of Children with Reading Difficulties. According to Akinala (2013), to perform better, the students need to have Self-confidence and belief that they make it excellent in their studies. Jiboku (2003) has explored relationships among self-efficacy, self-concept and academic performance and the results are inconsistent. Numerous studies have shown a positive relationship between self-concept and academic achievement (Bouffard-Biuchard, Parent & Larivee, 1991; Okubanjo, 2007).

The results of the study also reflected that Academic Self-perception and Social-Skills do not show significant correlation in the present study. Children with a Social-Skill deficit are at risk for social-emotional difficulties and poor academic performance (New Comb, Bukowski & Pattee, 1993; Parker & Asher, 1987). Social-Skill deficits directly affect the neurologic dysfunction presumed to underlie a child’s or adolescent’s academic skills deficits (Bouncher, 1986; Bryan, 1982; Renshaw & Asher, 1983; Wiener, 1980; Kavale & Forness, 1996). Haager & Vaughn (1997) demonstrated that some students who have social difficulties do quite well in academic domains, while other students have both social and academic difficulties. Also it is important to recognise that not all students with LD and related disabilities encounter difficulties with Social-Skills. It is estimated that one-third of the students with reading difficulties have problems with social-skills (Bryan, 1997; Voeller, 1994). Results also revealed that between 29-52 percent of children with LD, are reported to have significant social and emotional difficulties (La Greca & Stone, 1990; Rock et al., 1997). Kavale & Mostest (2004) reported that social skill deficits have become a defining characteristic of students with Specific Learning Disability (SLD). Attempt has been made to enhance social functioning through structured training approaches.

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

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

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

On the basis of analysis and interpretation of results, the researcher has drawn the main findings. The main findings of the study are presented in next chapter i.e. chapter-V.