5.1 MAIN FINDINGS

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

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

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

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

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

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

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

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

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

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

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

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

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

- No significant correlation was found to exist between Academic Self-Perception and Social Skills in Female Children with RD. The calculated 'r' value between Academic Self-Perception and Social Skills of Female Children with RD was 0.113, which is insignificant at any acceptable level of significance. Thus, it was concluded that there was found no connection between Academic Self-Perception and Social Skills of Female Children with RD.
• There is insignificant correlation between Academic Self-Perception and Social Skills of Male Children with RD. The calculated ‘r’ value between Academic Self-Perception and Social Skills of Male Children with RD was found to be 0.111, which is not significant at any acceptable level of significance. Thus, it implied that Social Skills does not depend on Academic Self-Perception of Male Children with RD.

• Negative and significant correlation was found between self-Efficacy and Social Skills of Children with RD. The calculated ‘r’ value between Self-Efficacy and Social Skills of Children with RD was -0.318, which is significant at 0.05 level of significance. It showed that children with RD had negative relationship, thus it implies that the children belief in their capabilities is reciprocal to their Social Skills.

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

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

5.2 EDUCATIONAL IMPLICATIONS

Every research has some implications, be it theoretical or practical or even related to immediate context. The findings of the research in hand also have some pedagogic implications.
The importance of early identification of Reading Difficulties in young children is well-known. The present study is of immense importance in identifying the children with RD. The findings of this study revealed that children with RD have a low Self-Concept and they have deficits in Social Skills and due to negative Academic Self-Perception, their Self-Concept is also affected.

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

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

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

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

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

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

Students with social deficits do not participate actively in social interaction but rather take a passive stand. Peers do not choose them as social partners, whom they like to play or socialize with.

Children, on an average, spend at least 15,000 hours in school classrooms, from the age of 4 or 5 until they leave high school (Hamre & Pianta, 2010). Social Environments such as classroom learning environments may greatly influence their academic self-perception, academic motivation, academic engagement and academic achievement.

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

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

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

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

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

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

If a parent of a child with LD exhibits stress surrounding their child's disability, that child tends to have problems with social competence as well as displays more behavioral problems (Dyson, 2003).
The present study has implications for parents as well. The parents of children with RD should try to take into cognizance the problems their children encounter in their life. They should discuss the problems of their children openly with the teachers and welcome the specific strategies that have been evolved and tested by the teachers in teaching children with RD. They should co-operate with the concerned teachers in identifying children with RD and remediate their disabilities. They should present a positive environment for their child with RD; it helps to reinforce a sense of positive self-concept and high social skills when they receive positive feedback from teachers and parents. Ochoa, Lopez & Emler (2007) found a link between open communication between parents and children. The open communication between the two resulted in developing positive self-concept, which in turn resulted in a positive academic self-perception. The findings of this study bear implications for the policy makers, as well as for Government, such as state and federal Government. They need to become pro-active in developing policies for children with RD.

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

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

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

5.3 SUGGESTIONS FOR FURTHER RESEARCH

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

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

3. The present study is conducted on a small sample and on a limited number of schools. For a wider generalization, studies can be undertaken covering a variety of samples like Government schools, Government-aided schools, private schools, Hindi medium schools and other special schools.

4. The sample for the study was taken from urban locality. The study may be further conducted by selecting sample from rural, semi rural and semi urban areas.

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