



Self-esteem and Adjustment among Children with Reading and Writing Difficulties

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ABSTRACT The present study, conducted in Dharwad city (Karnataka), examined the relationship between self-esteem and adjustment among children with reading and writing difficulties. A total sample of 418 children studying in grade six in different schools were selected based on their previous academic performance of the class-tests and teacher's rating. They were further tested on Bai's reading and writing tests in Kannada. About 180 children who were found to be having reading difficulty and 114 children who were found to be having writing difficulty in were selected for further testing on self-esteem and adjustment along with a group of normal children (165 in reading and 240 in writing) for comparison purpose. Analysis revealed that 93% of academically low achieving children (based on the class records and teacher rating) were found to be having reading difficulty while 58% had writing difficulty. Among academically high/normal achieving children, 77% were found to be normal in reading while 13% were found to be having reading difficulty. In writing 87% of the high/normal achieving students were normal and 5% were found to be having difficulty. Children with reading and writing difficulties obtained significantly low score in self-esteem and adjustment when compared to normal children. Children having reading and writing difficulty had poor scores on general and academic aspects of self-esteem and on peers and teachers related areas of adjustment. However, the differences between the groups were found to be low suggesting that suitable remedial/intervention programmes may bring the children with difficulty on par with normal children.