

A STUDY OF THE EFFECT OF INTERVENTION STRATEGIES ON ACHIEVEMENT AND SELF CONCEPT OF CHILDREN WITH LEARNING DISABILITIES

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ABSTRACT

This study investigated the effect of intervention strategies on achievement and self concept of children with Learning disabilities. Questionnaires were responded through purposive sampling method from 30 participants in three schools of Karachi. All the participants were teachers. The result of testing the first hypothesis provided evidence that the experience of teachers has a significant effect on their knowledge about children with L. D. The second hypothesis proved that there is a moderate relationship between achievement and self concept of children with learning disable. The last hypothesis provided evidence that self concept of children who were receiving remedial education is better than those children who were not receiving the remedial education. Hypothesis were tested by using Investigator used $\alpha= 0.05$ and for the first hypothesis P is < 0.05 and for hypotheses number two and three P is > 0.05 . Therefore investigator rejected the first hypothesis and fails to reject the hypotheses number two and three. The finding of the present study is that intervention strategies enhance the self concept that impacts the achievement of the children with learning disabilities.

Keywords: Intervention strategies; achievement; self concept; children; learning disabilities.

INTRODUCTION AND LITERATURE REVIEW

A study of the effect of intervention strategies on achievement and self concept of children with learning disabilities

Self-concept is a multidimensional concept and it have interlink with person achievement. We can say that it is a psychological concept for many developmental, social, educational outputs. However, the central theme of Iqbal philosophy is also 'self-concept'. The meaning of Iqbal's concept about self-esteem was self-reliance and he gave the lesson that without self-reliance. We could not be able to maintain self-esteem. Actually, the poetry of Iqbal was the poetic translation of Quran.

Learning disability is comparatively young field. According to IDEA public-law 101-476 redefined the definition of a L.D:

learning disabilities is a disorder in one or more of the psychological process included in understanding or in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read write, spell or to do mathematical calculation. This term includes such conditions as perceptual handicaps, brain injury, brain dysfunction, dyslexia and developmental aphasia (p.4).

This definition turn it over's mind in the historical development of the field. In this definition also included and who will be excluded from special education services under the label 'learning disabled'. While working with learning disabled students is absorbing. Each learning disabled student present the unique profile of strengths and weaknesses. Teachers used the intervention strategies to overcome their problems.

Meanwhile, self-concept is what we think about the self, it means the positive or negative evaluations of the self. Mostly researchers believed that children with learning disability have low self-concept and due to this, it impacts their achievements. Bryan (1991) self-concept, self-esteem and self-efficacy interlink along with each others. In regards to self-esteem and self-concept children with L.D tend to feel, they rate themselves below their normally functioning peers. Research has shown that positive self-concept may contribute positively in enhancing the achievement level. Such as academic achievement of learning disables. (Marsh 1990 research) In addition, (REM) Reciprocal Effect Model assumed that intervention strategies on achievement and self-concept positively affect the children with led. In support of this model, relevant research on meta-analysis was concluded that self-concept had a significant effect on achievement. Moreover, according to Developmental Studies, self-concept is a result of cognitive and social development. Simply it means that the individual to interpret and understand himself with his experience and behavior. Several studies have shown that enhance the internal locus of control is the best intervention strategies for disables. It could improve the individual self-concept which effect the achievement. Haring & Whelan (1965) point out that learning disable classroom success will occur, thus enhancing the self-concept. The western researcher's emphasis that the application of intervention strategies positively impacts the L.D student achievement and realizes their self-image. Many of the western literature investigating the relationship between academic self-concept and achievement giving evidence that the higher levels of self-concept were associated with higher levels of achievement.

In Pakistan, children with learning disabilities has been suffered because of their teachers and parent considered the academic achievement but they forgot the most important factors which affecting the person perceptions and realizations of himself. Without addressing the root causes of the learning disables problems, the teachers apply the intervention strategies on children with L.D and the result, intervention strategies have been failed. To consider these facts, this study is to investigate that the effects of intervention strategies on achievement and self-concept of children with learning disabilities in Karachi. The study focused on the causal relationship between academic self-concept and achievement and did practical implication for intervention strategies effects the child performance. I predicted that self concept is strongly related to achievement and children with clearly had lower self-concept than their normally functioning peers. Furthermore, internal locus of control enhances the self-concept.

METHOD

Participants

The sample of the present research study consisted of thirty school teachers in three schools in the city of Karachi. The sample consisted of two groups that are one group is special educators and the other group is mainstream school teachers. In this research study 20 percent male teachers and 80 percent female teachers were participated. The average range of the entire

sample was from 21 to 41 years with mean age of 31 years old. Also, the education level of the participants was between Intermediate to post graduate level.

Measures

The hypotheses of the study guided the methodology, which is the basis of the selection of the instrument. The structured questionnaire designed having three sections. The first section was design to acquire teacher's biographical information. The second section was design a general statements and the last section was to collect information about teachers' knowledge.

Procedure

Participants were selected through purposive sampling method. After getting the permission to the school management the participants were explains about the purpose and its advantages of the study. Simultaneously, the examiner filled the questionnaire, which covered the different items focusing on the participant personal information and their knowledge about the effect of intervention strategies on achievement and self concept.

RESULTS

Hypothesis 1:

$$H_0 \quad \mu_{1-5} = \mu_{6-10} = \mu_{11-15}$$

H_0 There is no effect of teaching experience and their knowledge about children with L.D

To investigate the result of hypothesis 1, an analysis of variance (ANOVA) was performed on the collected data. The investigator was reject the null hypothesis 1as $p = 0.023$ value that was less than $\alpha = 0.05$ for two tail-test $n = 30$. Table-1 presents the result of an analysis of variance (ANOVA) by using SPSS-18.

Hypothesis 2:

H_0 There is a relationship between achievement and self concept in children with L.D

To investigate the result of hypothesis 2, the correlation test was performed on the collected data. The investigator was failed to reject the null hypothesis 2 as the significant value for correlation ($r = 0.309$) that was greater than $\alpha = 0.05$ for two tailed test with $n = 30$. Table-2 presents the result of correlation test by using SPSS-18.

Hypothesis 3:

$$H_0 \quad \mu_1 \neq \mu_2$$

H_0 There is a difference of self concept between those children who receive remedial education and who do not receive remedial education.

To investigate the result of hypothesis 3, an independent sample t-test was performed on the collected data. The investigator was failed to reject the null hypothesis 3 as $p = 0.742$ value that was greater than $\alpha = 0.05$ for two tailed test with $n = 30$. Table-3 presents the result of independent sample t-test by using SPSS-18.

DISCUSSION

Self concept is the most important part of the personality. Many social investigators define self concept in different aspect but all are believe that it is a multidimensional concept and it is interlink with achievement. It is a general assumption that children with L.D have low self concept and it affected their achievement. In addition, teachers of L.D children reported that a L.D child have lower self concept which significantly affected their achievement. The above discussion shows that the relationships between both variables are interdependent to each others. Finding of the research hypothesis number 1 shows that investigator rejected the null hypothesis and there is no effect of teaching experience and their knowledge about children with L.D. previous study provided the clue that there is a effect of teaching experiences with knowledge of the teachers about L.D children (Sharma & Subban, 2005).

Finding of the research hypothesis number 2 was tested through correlation coefficient method. The investigator fails to reject the null hypothesis and there is a relationship between achievement and self concept in children with L.D. Piers and Harris (1964) reported that there is a positive correlation between self concept and achievement. Another research reported that positive self concept enhances the achievement level of L.D children (Marsh, 1990). Another study similar to the above research reported that academic self concept proves itself favorably associated with academic performance (Castor, 1997).

Finding the research hypothesis number 3 was tested by independent sample t-test and there is a difference of self concept between those children who receive remedial education and who do not receive remedial education. This finding concluded that in support of Reciprocal effect model that remedial education increases the self concept in L.D children. Another research reported that the enhancing the self concept enhancing the achievement (Hariag & Whelan, 1965).

Thus, this study clearly identifies the direction of the link which joins these two variables (self concept and achievement) and intervention strategies positively affected theses two variables.

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Table 1

ANOVA

Teaching Experiences And Their Knowledge About L.D Students

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	600.575	2	300.287	4.399	.023
Within Groups	1774.667	26	68.256		
Total	2375.241	28			

Table 2

CORRELATIONS

	Achievement	Self Concept
Achievement Pearson Correlation	1	-.192
Sig. (2-tailed)		.309
N	30	30
Self Concept Pearson Correlation	-.192	1
Sig. (2-tailed)	.309	
N	30	30