

The Effect of Self-concept on the Academic Achievement of Children with Dyslexia

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ABSTRACT A student's success depends on their ability to read. A child who cannot read well will likely lag behind their peers in academic achievement. It may negatively affect their self-concept, and since reading is the main problem for people with dyslexia, it may adversely affect their academic achievement and other educational tasks. That will impact their self-esteem. Several studies and psychological and educational research have focused on self-concept within a theoretical, philosophical, or methodological framework for different categories of the educational community, whether ordinary or special needs, but only a few have focused on people with dyslexia. The researcher analysed systematic reviews on the research of self-concept in the academic achievement of children with dyslexia. The study found an effect on the satisfaction and happiness of family relations and occasions in families, sports play and entertainment, emotional personality features, and behavioural and social features in school in children with dyslexia.

INTRODUCTION

The German neurologist Adolf Kussmaul first identified dyslexia in 1877. He described the condition as 'work acuity'. However, German physician Rudolf Berlin was the first to use 'dyslexia' in 1887 (Almahrag 2015). The word 'dyslexia' is of Greek origin. It consists of 'dys', meaning 'difficulty', and 'Lexia', meaning 'word' or 'language'. The Child Assessment Centre, affiliated with a medical centre at Indiana University, defines *dyslexia* as the inability to read correctly and at a similar degree of proficiency. It contrasts with students at the same educational level. It occurs because of neurogenic or genetic factors during the individual's developmental phase (Hamza 2008).

Many self-theories have proven that self-concept plays a significant role in human behaviour indirectly. Rogers (2012) suggests that self-concept is considered a reference framework through which humans respond to the world around them. Shavelson (1981) mentions that self-concept is a person's perception of himself or herself. People form their perceptions based on their experiences and the evaluation of their parents and teachers. Bryne (1984) mentions that self-concept expresses individuals' trends, feelings, and perceptions of their abilities, skills, external appearance, and social desires (Altahan 1990).

Following Leitão et al. (2017), one immediate impact of dyslexia on children would be failure in school, which will destroy self-confidence and interfere with developing a positive self-concept. Gail (1999) found that children with a positive self-concept perform better academically, use coping skills more effectively, and develop healthy relationships. According to Ekinici et al. (2016), children's cognitive, emotional, and psychosocial development are also critically affected by their self-concept. Therefore, Sowislo and Orth (2013) noted that self-concept could trigger negative self-expectations in children and cause various emotional problems, including depression and anxiety. Peer relationships and school environments can also be significant factors affecting self-concept in children. Many dyslexic children face misunderstanding by their classmates and teachers for their academic failure (Huang et al. 2021).

Many pieces of literature have emphasised the strong correlation between self-concept and academic achievement in children. Dyslexic children suffer from lower academic achievement because of their inability to read, making them more prone to low self-esteem. This paper attempts to research this.

Objectives

The study examines how self-concept influences the academic achievement of children with dyslexia, family relations and occasions, sports

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and entertainment, and social and emotional characteristics at school.

METHODOLOGY

The systematic review is a research method and process for identifying and critically appraising relevant research and gathering and analysing data from reviews (Liberati, 2009). It is a method of synthesising research findings in a consistent, transparent and reproducible manner, which is considered the gold standard among systematic reviews (Davis et al. 2014). This article surpasses systematic reviews on the research of self-concept in the academic achievement of children with dyslexia. Eligibility criteria for inclusion were original articles based on observational studies regarding the self-concept of dyslexia. Articles that do not meet all the requirements will not be accepted. The researchers consulted three databases for this research. The initial search was conducted on April 21, 2021, and included all original articles published in English. The researcher used only the term “dyslexia” in the initial search to minimise the risk of missing potentially relevant articles. The screening of research took place in 2021. Initially, all articles were screened by heading and abstract, followed by a full-text screening of the remaining articles

RESULTS AND DISCUSSION

Numerous researches confirm that the self-concept of people with learning disabilities is less than average, which indicates the impact of educational challenges faced by people with learning disabilities on their self-esteem. Beauregard (1996) believes that students with learning difficulties have a lower school self-concept than regular students. Al-nashwan (1995) also indicates that the self-concept of ordinary people is higher than that of those with academic difficulties. According to Cooley and Ayres (1988), children with academic difficulties have a lower self-concept than their typical peers. DeFrancesco and Taylor (1985) show that the self-concept of average students is higher than the self-concept of students with learning difficulties. Gans et al. (2003) confirm that the dimensions of behavioural, mental, and scholastic self-concept among average students are better than those with learning difficulties.

Some studies and research showed a noticeable discrepancy in the interpretation of the relationship of self-concept to literacy challenges for people with learning disabilities. McArthur et al.'s (2016) study indicates that children with reading impairments are more likely to have a weak academic self-concept. At the same time, Holopainen et al. (2016) found that the academic self-concept of people with literacy difficulties is higher than those with mathematics difficulties. The study by Meyer (2002) also further finds that reading skills are not related to low self-concept. As Black (1974) mentions, those with reading difficulties have a lower self-concept than those who can read. It is not the difficulty of reading that is the problem, but other factors that may negatively affect self-concept in people with dyslexia. Kloomok and Cosden (1994) concluded that positive factors influence the comprehensive self-concept, specifically social support, which indicates that addressing this factor is essential for children with learning disabilities. Heyman (1990) indicates that the awareness of students with learning difficulties of their difficulties affects the appreciation of their peers. In contrast, Winne et al. (1982) found that those with learning difficulties tend to increase their social status to compensate for their lack of academic ability. Moreover, Forman (1988) stresses the importance of social support for children with learning difficulties because of its positive impact on raising their general self-concept.

Reading and writing are essential to academic achievement, and the other sciences depend on them. Humans cannot learn any knowledge or experience without reading and writing (Al-mahrag 2015). Therefore, failure in reading and writing will lead to failure in learning other subjects, and that will cause frustration and low self-esteem (Alsaeedi 2009). Some research on the relationship between self-concept and dyslexia showed different results. In contrast, Chapman et al. (2000) indicate that children with highly positive reading self-concepts outperform their peers with negative reading self-concepts. Meyer (2002) analysed a sample of adolescents who concluded that reading has no relationship with low self-concept.

Many kinds of research for a long time have tested the correlation between academic achievement and self-concept. However, most of the

results are different and sometimes conflicting. John and Laurabeth (1970) indicate a positive correlation between self-concept and academic achievement. Deniss (2001) pointed out many psychological factors that affect academic achievement, most importantly, self-concept. Burnett and Proctor (2002) confirmed a highly positive correlation between academic achievement in a particular subject and students' self-concept. However, Perkins and Shannon (1965) found no statistically significant relationship between academic achievement and self-concept. Furthermore, Jean (1973) found no statistically significant relationship between academic achievement and self-concept.

When examining these studies and their findings, it is not easy to understand the relationship between self-concept and academic achievement. Undoubtedly, self-concept has immense importance in increasing or decreasing pupils' academic achievement, where Aldeep (1991) suggests that improving pupils' self-concept will increase academic achievement. Alnashwan (1995) indicates that a decrease in self-esteem relates to low academic achievement. Hamza (2008) indicates that children with dyslexia face behavioural and social incompatibility in class, leading to inferiority complex and low self-esteem.

Hafiz (2006) defines *self-concept* as how an individual perceives himself or herself, their qualities, traits, and abilities, or the sense of satisfaction and happiness associated with the concept around them. Once the person is a part of the environment, they will realise this. Students with learning disabilities tend to increase their social standing as compensation for their lack of academic abilities. In contrast, the feeling of excellence by academically successful students affects their interaction and self-concept. De-Francesco and Taylor (1985) pointed out that family and economic situation improvement promotes children's self-concept with learning disabilities. Forman (1988) refers to the importance of social support by parents, peers, and friends for the self-concept of children with learning disabilities. Angeliki Leondari (1993) concluded that children with learning disabilities have a more negative school self-concept than ordinary and low academic achievement peers. Awad and Salem (1994) pointed out statistically significant differences between two groups of ordinary pu-

pils and pupils with learning disabilities in cognitive self-concept, personal self, family self, interpersonal self, and the variable of internal judgment for natural pupils. Gans et al. (2003) confirmed differences between pupils with learning disabilities and natural pupils in dimensions of behavioural self, mental self, and school self for natural pupils. Huan et al. (2006) showed cheerful optimism about the perception of adolescents who suffer self-educational disabilities.

CONCLUSION

According to the researcher, the most crucial determinants of the self-concept of a child with learning disabilities are happiness, satisfaction, social connections at home and in school, and the ability to control emotions. At the same time, studies and research are scarce about the relationship of self-concept with the academic achievement of children with dyslexia. The significance and direct effect of this subject on a child's academic achievement, in general, are required to be researched.

RECOMMENDATIONS

The study recommends further studies about self-concept and its relationship to academic achievement in children with dyslexia in emotional personality features and family relations. Children with dyslexia, related teachers, and parents would also benefit from training programs designed to raise the level of happiness and satisfaction in family relationships and relationships with peers among children with dyslexia.

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CONFLICT OF INTEREST

The researchers have no conflicts of interest to disclose.

INFORMED CONSENT

The researchers obtained informed consent from every participant in the study.

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