EFFECTIVENESS OF THE TREATMENT PROGRAM ON THE ACADEMIC ACHIEVEMENT AND SELF-ESTEEM ON DISABILITY STUDENTS

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Abstract

The aim of this study was to determine if there are statistically significant differences in academic achievement and self-esteem of students with reading disability before and after intervention program. The research design should be experimental method. This design should be pretest and posttest as a check on the degree of comparability of the control and experimental groups before and after the intervention program. The results of these study show that the mean scores for the post- test are higher than the pre- test for all past time forms. The group paired-samples t-test result show significant difference between pretest and post test scores in the two past time forms, which are the self-esteem, and academic achievement in the experimental group, but for control group the paired-samples t-test result show no significant difference between pretest and post test scores in the two past time forms, which are the self-esteem, and academic achievement. Also these researches show the mean scores of female were higher compared to the male. Through the analysis of the t-test, it was identified that there was no significant difference between self-esteem and academic achievement male and female primary school after intervention program. Intervention programs and strategies seeking to go up academic achievement by improving international self-esteem have empirically been found to be fruitless. This study shows that intervention program allows students to get help during the reading problems.

Keywords: Treatment; Comprehension; Achievement; Self-esteem; Disability; reading

1. Introduction

Reading in content areas produced great deal of difficulty for pupils with learning disabilities. Teachers noted and documented numerous behaviours. First, in reading, inexperienced readers have an illusion that comprehension means decoding successfully and fast (Bake, 1985). The Baker further noted that poor readers tend to rely on verbal evaluation of a text, which is placing the main emphasis of a text on a single word rather than on the relationship of words and sentences within the complete text. The educators frequently stated the pupil that pupil's words pronounce all word within a text perfectly, but would have no idea of the meaning within the passage.

Reading in general, whether it is in history, science, literature, has elicited poor performance from students with learning disabilities. When learners find reading a constant challenge, they do not enjoy the activity; therefore, they avoid it as much as possible. (Coleman, 1987), reading is important in providing the knowledge necessary to increase academic efficiency and knowledge of the world around them. Any ability that is not employed will deteriorate. Reading is certainly no different. Some educators noted that when learners are successful on their reading level. They were less fearful of reading band began to read more often.

There is much research that shows that students who have learning disabilities are at risk for having lower self-esteem and self-worth than that of their peers. Study by Borkowis, Carr, and pressley (1987) showed that without high self-esteem students is less likely to employ strategies for learning. Study by Porter (1999), show that self-esteem significantly influences child behavior school success. There is general agreement that there is a close relationship between self-esteem and academic achievement. However, there is considerable disagreement as to the specific nature of this relationship. Student has do well in school in order to have positive self-esteem; and positive self-esteem is a necessary prerequisite for doing well in school. The research by Covington (1985) reports that as the level of self-esteem increases, so do achievement scores; as self-esteem decreases, achievement scores decline. Additionally concludes that self-esteem can be modified through direct instruction and that instruction can lead to achievement gains. Specifically, learners'

ability to achievement perceived by his/her educator, combined with individual goal setting, has been found have a main impact on academic achievement. The study by Holly (1987) indicated that supported the idea that self-esteem was more probably the result than the cause academic achievement. Holly did acknowledge that a certain level of self-esteem required in order for a child to achieve academic success and that self-esteem achievement go hand in hand, reinforcing each other.

Students with LD experience a greater frequency of academic failures (Lerner, 2003), and that these continued academic failures can contribute to lowered self-concept (Kloomok & Cosden, 1994). Students who are diagnosed with learning disabilities have likely been having difficulty in school for several years before the actual diagnosis. As the diagnosis of a learning disability is often based on a discrepancy among a student's academic competence and their measured IQ score, it is more difficult to diagnose students before 1st or 2nd grade simply because expectations for academic achievement are not that high. Subsequently, students with learning disabilities may have endured many years of negatively comparing themselves to their peers and developing lowered self-esteem and self-worth before being formally diagnosed. Aims of this study are: 1. To determine if there are statistically significant differences in self-esteem of students with reading disability before and after reading intervention program. 2. To determine if there are statistically significant differences in academic achievement of students with reading disability before and after reading intervention program. 3. To determine if there are statistically significant differences in students reading disabilities of male and female after reading intervention program.

2. Research Question
1. Is there a statistically significant difference in self-esteem among students with reading disability before and after the reading intervention program?
 2. Is there a statistically significant difference in academic achievement among students with reading disability before and after the reading intervention program?
3. Is there a statistically significant difference among students reading disabilities of male and female after reading intervention program?

3. Research Hypotheses

1. There is no statistically significant difference in self-esteem among students with reading disability before and after reading intervention program.
2. There is no statistically significant difference in academic achievement among students with reading disability before and after reading intervention program.
3. There is no statistically significant difference among students reading disabilities of male and female after reading intervention program.

4. Methodology

4.1. Population and sample

 The sample population consisted of 60 grade 4 to 5 students from three randomly selected urban school districts. The districts are located one each in southern, central, and northern Ilam one province in Iran. The ages of these subjects range between 9 years 6 months and 11 years 8 months. The sample population consisted of 60- fourth and five grade students from three randomly selected urban school districts. The districts are locating one each in southern, central, and northern Ilam province in Iran. District Selection a list of all urban school districts will obtain from the Province of Ilam, Department of Education. The districts on this list were separated into three regions according to their geographic location -Southern, central, and northern region - and consecutively numbered. The manager of schools from each of the three selected districts will then contacted by telephone.

After verbal connections, start by the districts, all three manager should be agree to allow their district to participate, and select a primary school along with a contact person to help in conducting the study. Student Selection each of the participation districts provide the researcher with two lists of students. 'One list contains all 4 and 5 grade a student enrols in their schools. The other list contain 4 to 5 grade students that will be introduce by teachers, this students have reading problem. They introduce by teachers then we should be use WISC-R for determine reading disability. In reading utilizing a systematic sampling method, 4 students will selectee from 15 schools. The researcher should be role expire which indicate the number 4. We will be beginning with the 4 student on 15 schools. Student will identify until a sample population of 4 students from each 15 school should be found. This makes a total sample population of 60 students. Then 60 students could be dividing randomly in the two groups that every group involve 30 students. Only experimental group receive Intervention program.

4.2. Data Analysis

Analyses of data could be performing by the use of statistical measures found in the Statistical Package for the Social Sciences (SPSS). The specific procedures use should be mean and standard deviation should be calculated. This research we should be use paired-samples t-test. The paired-samples t-test helps us to take benefit of one specific type of design in which an important source of within-group variation.

The research design should be experimental method. This design should be pre-test as a check on the degree of comparability of the control and experimental groups before the intervention program. The experimental design requires both a control and experimental group, with random assignment to each. It is designed to rule out the special effects of the whole thing but contact to the intervention program.

4.3. Program

This study we should be use Fernald intervention program. Fernald was another figure associated with a multisensory approach to reading disabilities. Fernald and Keller developed what came to be known as the VAKT (visual-auditory-kinesthetic- tactual), method, which is composed of five stages. First, the teacher asks the child to pick some words that, he or she would like to learn. The teacher then writes the word on the board, and the child says the word to him- or herself and traces the letters with the first two fingers of the dominant hand. Once learned, the Teacher erases the word and the student writes the word, saying the syllables. The second stage is the same as the first except sentences are used rather than individual words. In the third stage, the child selects a book he wants to read. The student and teacher work through the book, one paragraph at a time. Words the student has not already learned are exposed through an adjustable slit in a piece of cardboard. If the student is unable to read the word, the teacher reads it aloud, and then the student says the word and writes it without looking at the copy. If the student still has problems writing the word, the teacher writes it and the student learns it as in the first stage. In the fourth stage, the slit is widened to include phrases, and the exposures are so brief that the student is not able to read word by word. After achieving recognition of the phrases, the child reads the entire paragraph to himself and reports on what he read. In the final stage, the teacher has the child read alone (Constantinidou & Baker, 2002; Lerner & Johns, 2011).

5. Instrument

Two instruments should be utilized in this research. They should be the Wechsler Intelligence Scale for determine reading disability, and Coppersmith Self-Esteem Inventory (SEI) Form B. This research for determine reading disability we should be use WISC-R for children 7-16 years subtest

reading disability. This scale have Verbal Comprehension is 7 points higher than Working Memory for a reading LD (Wechsler, 1974).

The Coppersmith Self-Esteem Inventory (SEI) Form B (Coopersmith, 1967)was used. It included 25 items such as "I find it very hard to talk in front of the class," to which the children respond "Like Me" or "Unlike Me." These 25 items are those which show the highest item-total scale correlations with scores obtained from the long version (Form A) of the SEI (Chiu, 1985). Academic achievement refers to students' performance in the pre-test and post-test measuring recognition, recall, and transfer of concepts presented in the instructional material by CGPA.

6. Results

Two types of tests were administered for the pre-test and post-test measures to evaluate the effects of intervention program. The comparison showed higher post-test mean scores for all groups, compared to the pre-test. This difference is statistically significant, as shown by the results of the paired-samples t-tests presented in the table 1 and 2.

Table 1. T-test self-esteem and achievement pre and post treatment in experimental and control group

Groups	Variable	Pretest		Posttest			
		M	**SD**	**M**	**SD**	**t**	**p**
Experimental Group	Self-esteem	2.98	1.95	9.41	1.33	2.68	.05
	Achievement	7.61	1.72	9.11	1.89	4.69	.01
Control Group	Self-esteem	3.13	1.11	3.42	.88	1.53	.15
	Achievement	7.65	1.99	7.89	2.21	1.14	.28

Table 1 show that the mean scores for the posttest are higher than the pretest for all past time forms. The group paired-samples t-test result show significant difference between pretest and post test scores in the two past time forms.

Table 2. T-test for gender pre and post intervention program

Gender	variables	M	SD	t	p
Male	Self-esteem	8.81	1.90		
Female	Self-esteem	9.38	2.16	1.12	.24
Male	Achievement	8.00	2.19		
Female	Achievement	8.58	1.96	1.1	.28

Table2 show the mean scores of female were higher compared to the male. Through the analysis of the   t-test, it was identified that there was no significant difference between self-esteem and academic achievement male and female primary school after intervention program.

7. Discussion & Conclusion

The results of these study show that the mean scores for the posttest are higher than the pretest for all past time forms. The group paired-samples t-test result show significant difference between pretest and posttest scores in the two past time forms, which are the self-esteem, and academic achievement in the experimental group, but for control group the paired-samples t-test result show

no significant difference between pretest and post test scores in the two past time forms, which are the self-esteem and academic achievement. Also these researches show the mean scores of female were higher compared to the male. Through the analysis of the t-test, it was identified that there was no significant difference between self-esteem and academic achievement male and female primary school after intervention program.The students with LD, research has shown that low self-esteem, in particular, is associated with low academic achievement. However, research also contends that high self-esteem does not directly correlate with high or improved academic achievement. Thus, intervention programs and strategies seeking to go up academic achievement by improving self-esteem have empirically been found to be fruitless. Within the empirical research, one of the difficulties that has happen in establishing a strong connection between self-esteem and academic achievement before and after intervention program. Students struggling in a traditional education environment due to learning disabilities may thrive when moved to a private-school program. While these children often exhibit average-to-exceptional intelligence, their learning disabilities are not imagined and are unrelated to environmental factors (culture, parenting, education quality). Learning disabilities affect children in many different ways, from memory and decoding problems to difficulties with spoken language. To identify children at risk for reading disabilities before they begin formal reading instruction and to provide these children with an intervention that will allow them to remediate their phonological processing deficits; to prevent learning/reading disabilities. Early intervention in the primary grades can prevent reading problems for most children and significantly reduce reading disabilities. Early intervention allows students to get help before reading problems become entrenched and complicated by self-concept issues. Parents of children with reading disabilities should contact the school for information about private schooling and reading intervention.

This study makes an important contribution to the literature review on the effectiveness visual-auditory-kinaesthetic- tactual program on reading ability, and self-esteem in students with learning disabilities. This study illustrated that after the visual-auditory-kinaesthetic- tactual program, students had positive self-esteem and high academic achievement in reading skills.

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