

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program Studies
DEMOKRITUS UNIVERSITY OF THRACE Department of Hellenic Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**SELF-PERCEPTION AND SELF-ESTEEM OF SECONDARY STUDENTS
WITH AND WITHOUT LEARNING DISABILITIES: A COMPARATIVE
STUDY**

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THESIS

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KOMOTINI / ATHENS 2018

Abstract

For many decades, scientific community has been particularly interested in self-esteem and self-perception of students with learning disabilities/difficulties, especially those who study at elementary school. On the contrary, relative research results for teenagers with this learning profile are quite limited, especially in our country. The aim of this study was to investigate the relationship between the learning difficulties of secondary school students and their self-esteem and self-perception. The psychometric self-report questionnaire PATEM III was used for the collection of the data. This tool evaluates adolescents' perceptions of their global scholastic competence, competence in mathematics and language objects, relationships with peers, close friends and parents, physical appearance and athletic competence, behavior-conduct and global self-worth. The sample of the survey consisted of 106 students from public schools in Patras, aged 13-15 years old. The results from the comparative study between students with learning disabilities and students without learning difficulties showed that learning difficulties play an important role in shaping the perceptions that the students of this particular population have with regard to general school ability, math ability and relationships with their classmates, whereas the group of the participants with typical development a statistically significant more positive perception in these areas. In addition, self-esteem did not appear to in a statistically significant manner among the groups, while self-esteem and self-perception of physical appearance seemed to have a linear correlation. Lastly, the contribution of this study and research limitations are described in this paper.

Key-words: self, self-image, global self-worth, secondary students, dyslexia, learning disabilities

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