

Impact of Family Climate and Classroom Environment on Self-Concept of Children with Specific Learning Disability

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Abstract

The present study was aimed at examining the impact of family climate and classroom environment on self-concept of children with Specific Learning Disability (SLD). The present study was correlational research. The study sample consisted of 16 students diagnosed with SLD with the mean grade being tenth grade. To collect the required data, Family Climate Questionnaire by Kudrek and Fine (1993), Individualised Classroom Environment Questionnaire-Actual Short Form by Fraser (1991) and Piers-Harris Children's Self-concept Scale by Piers & Harris (1984) were employed. The results of Pearson correlation coefficient indicated that there is a significant correlation between family climate and self-concept and between classroom environment and self-concept of children with SLD. The results of multiple regression analysis showed that children's family climate and classroom environment were significant in predicting self-concept among students with specific learning disabilities ($P < 0.05$). The results show that family climate is strongly related to the self-concept of children with SLD. The differentiation domain of classroom environment has a negative correlation with self-concept of students with SLD.

Keywords: Family Climate, Classroom Environment, Self-Concept, Specific Learning Disability.