

44%가 , 39% , 10%

가 가 가 10)

가 2.3 2.9 27%가

1) 피어스 - 해리스 자아상 척도(Piers-Harris children's self concept inventory)

1964 Piers Harris , 8 가 18 가 80 가 80 가 . 6

가 가

(1) 1 : (behavior)

16 가 가 가

연구방법

1. 연구 대상

2000 8 1 2001 3

DSM -

(2) 2 : (intellectual and school status)

17 가

가

(3) 3 : (physical appearance and attribute)

13 가

가

86

3

6

64

가

12 , 52 (52/64=

(4) 4 : (anxiety)

14 (dysthymia)

81.25%)

2. 연구 도구

()가

가

(5) 5 : (popularity)

12 가 가

(6) 6 : (happiness and satisfaction) 27 , 2
 10 가 가
 가 0 2
 가 0 54
 80 가 0.3 가 가 가 .
 5, 6, 7, 8, 12, 22, 33, (ne-
 40, 43, 49, 50, 60, 69, 80 , gative mood), (interpersonal problem),
 18, 19, 23, 24, 32, 44, 55, k 61, 64, 68, 71, (ineffectiveness), (anhedonia),
 75, 76 (negative self - esteem) .
 15

3) 소아의 상태 - 특성불안척도(Korean form of the state-trait anxiety inventory for children, 이하 STAI, 조수철과 최진숙, 1989)¹³⁾
 Spielberg(1973)
 1 3 가 ,
 0 60 “
 가?”
 “
 2) 소아우울척도(Children's depression inventory, 이하 CDI)
 (1990)¹²⁾ , Beck ,
 8 13 가?”

Table 1. The comparison of the variables between children with LD and control

| | LD(n=86) | Control(n=52) | t | significance | |
|------------|---------------|---------------|--------------|---------------|-----------|
| Age ± S.D. | 11.31 ± 1.34 | 11.61 ± 1.13 | -0.76 | NS | |
| CDI | Total | 14.69 ± 7.77 | 11.49 ± 9.16 | -2.32 | p < 0.05* |
| | NEG | 3.27 ± 2.25 | 2.70 ± 1.98 | -1.46 | NS |
| | INTP | 1.51 ± 2.46 | 1.01 ± 1.35 | 1.79 | NS |
| | INEFF | 3.04 ± 1.50 | 2.42 ± 1.98 | -2.47 | p < 0.05 |
| | ANH | 4.42 ± 3.10 | 2.94 ± 2.94 | -3.41 | p < 0.05 |
| | NSE | 2.90 ± 1.76 | 2.14 ± 2.12 | -2.74 | p < 0.05 |
| | SC | Total | 45.76 ± 9.04 | 48.61 ± 14.52 | 1.67 |
| BEH | | 10.69 ± 3.64 | 11.18 ± 2.44 | -1.12 | NS |
| ISS | | 7.70 ± 2.76 | 9.07 ± 3.49 | 3.06 | p < 0.05 |
| PHY | | 4.27 ± 2.35 | 6.69 ± 3.39 | 5.86 | p < 0.05 |
| ANX | | 7.81 ± 1.88 | 8.32 ± 1.81 | -1.94 | NS |
| POP | | 7.30 ± 2.24 | 7.74 ± 3.22 | 1.14 | NS |
| HAP | | 6.58 ± 1.97 | 6.46 ± 2.40 | -0.39 | NS |
| SA | 43.51 ± 12.91 | 32.35 ± 8.11 | 7.33 | p < 0.05 | |
| TA | 29.73 ± 10.95 | 31.21 ± 8.34 | -1.07 | NS | |

LD : learning disability S.D : standard deviation CDI : Child Depression Inventory
 SC : Piers-Harris Self Concept NEG : Negative mood BEH : Behavior
 INTP : Interpersonal problems ISS : Intellectual & School Status INEFF : Ineffectiveness
 ANH : Anhedonia PHY : Physical appearance attitude ANX : Anxiety
 NSE : Negative Self-esteem POP : Popularity TrA : Trait Anxiety
 HAP : Happiness & Satisfaction TA : Trait Anxiety SA : State Anxiety
 NS : not significant

* : Values are significantly different based upon Student's t-test(p < 0.05)

Table 2. Comparisons of subscales of self-concept, depression, and anxiety

| | | | LD | | Control | | |
|---------|------|---------|---------------|---------------|--------------|--------------|--------------|
| Grade 3 | PHSC | Total | | 44.88 ± 8.56 | | 60.60 ± 9.92 | |
| | | BEH | ISS* | 11.25 ± 2.61 | 7.29 ± 2.69 | 12.60 ± 2.72 | 11.60 ± 2.48 |
| | | PHY* | ANX* | 4.38 ± 2.14 | 8.50 ± 1.64 | 9.40 ± 2.72 | 9.60 ± 0.82 |
| | | POP* | HAP* | 6.92 ± 2.15 | 6.08 ± 1.72 | 10.20 ± 1.77 | 8.00 ± 1.30 |
| nLD=20 | CDI | total* | | 14.96 ± 6.25 | | 8.40 ± 4.38 | |
| nNL=11 | | NEG* | INTP | 3.63 ± 2.04 | 2.40 ± 3.47 | 2.00 ± 1.30 | 1.13 ± 1.26 |
| | | INEFF* | ANH* | 3.13 ± 1.60 | 4.17 ± 2.58 | 1.80 ± 1.01 | 0.60 ± 1.23 |
| | | NSE* | | 2.92 ± 1.74 | | 1.60 ± 1.39 | |
| | SA* | TA | 42.60 ± 3.15 | 29.29 ± 7.59 | 31.50 ± 9.40 | 25.20 ± 5.41 | |
| Grade 4 | PHSC | Total | | 39.88 ± 18.43 | | 46.39 ± 9.95 | |
| | | BEH* | ISS | 8.54 ± 4.97 | 7.67 ± 3.85 | 11.61 ± 1.73 | 11.61 ± 1.73 |
| | | PHY* | ANX | 3.87 ± 2.44 | 7.33 ± 2.55 | 6.00 ± 3.54 | 8.26 ± 1.71 |
| | | POP* | HAP* | 5.00 ± 3.82 | 5.00 ± 2.83 | 7.13 ± 2.56 | 6.57 ± 1.88 |
| nLD=24 | CDI | Total | | 17.67 ± 13.66 | | 12.57 ± 7.19 | |
| nNL=10 | | NEG | INTP* | 4.50 ± 1.93 | 2.17 ± 3.03 | 2.43 ± 1.31 | 0.74 ± 1.21 |
| | | INEFF | ANH | 3.33 ± 2.87 | 4.67 ± 4.16 | 2.74 ± 1.42 | 4.17 ± 4.20 |
| | | NSE | | 3.00 ± 2.64 | | 2.48 ± 1.47 | |
| | SA* | TA | 46.67 ± 3.90 | 32.33 ± 12.20 | 32.00 ± 9.40 | 32.39 ± 8.64 | |
| Grade 5 | PHSC | total | | 42.67 ± 7.45 | | 45.96 ± 8.98 | |
| | | BEH | ISS | 11.00 ± 2.26 | 8.00 ± 2.87 | 11.00 ± 2.99 | 8.67 ± 2.74 |
| | | PHY | ANX* | 4.00 ± 0.85 | 6.33 ± 0.98 | 4.68 ± 2.34 | 7.86 ± 1.94 |
| | | POP* | HAP* | 5.67 ± 1.78 | 4.33 ± 0.98 | 7.32 ± 2.34 | 7.04 ± 1.90 |
| nLD=12 | CDI | Total * | | 14.64 ± 7.64 | | 7.67 ± 6.84 | |
| nNL=15 | | NEG* | INTP | 3.61 ± 2.33 | 0.86 ± 1.15 | 1.33 ± 1.30 | 1.00 ± 1.48 |
| | | INEFF | ANH* | 2.93 ± 1.68 | 4.43 ± 2.57 | 2.00 ± 2.26 | 2.67 ± 2.15 |
| | | NSE* | | | 2.82 ± 1.79 | | 0.67 ± 0.98 |
| | SA | TA | 33.33 ± 24.68 | 25.33 ± 31.89 | 31.61 ± 7.16 | 31.89 ± 7.99 | |
| Grade 6 | PHSC | Total | | 47.46 ± 9.88 | | 45.80 ± 9.16 | |
| | | BEH | ISS | 11.12 ± 2.64 | 8.00 ± 2.65 | 10.97 ± 2.27 | 7.80 ± 2.59 |
| | | PHY* | ANX* | 5.62 ± 3.05 | 7.19 ± 1.02 | 4.10 ± 2.48 | 8.67 ± 1.86 |
| | | POP* | HAP | 8.81 ± 1.67 | 7.12 ± 2.03 | 7.70 ± 0.95 | 6.57 ± 2.28 |
| nLD=22 | CDI | Total * | | 15.70 ± 8.26 | | 11.85 ± 5.18 | |
| nNL=16 | | NEG | INTP | 3.03 ± 2.57 | 1.27 ± 1.66 | 2.15 ± 1.78 | 0.77 ± 0.95 |
| | | INEFF* | ANH | 3.30 ± 1.32 | 4.80 ± 3.06 | 2.54 ± 1.07 | 3.42 ± 1.98 |
| | | NSE | | 3.30 ± 1.93 | | 2.15 ± 1.78 | |
| | SA | TA | 46.31 ± 15.14 | 34.00 ± 5.55 | 34.00 ± 6.84 | 31.20 ± 9.13 | |

* : Values are significantly different based on ²-test (p < 0.05)

LD : learning disability

NEG : Negative mood

INTP : Interpersonal problem

ANH : Anhedonia

POP : Popularity

SA : State Anxiety

CDI : Child Depression Inventory

BEH : Behavior

INEFF : Ineffectiveness

ANX : Anxiety

TA : Trait Anxiety

PHSC : Piers-Harris Self Concept

ISS : Intellectual & School Status

PHY : Physical appearance attitude

NSE : Negative Self-esteem

HAP : Happiness & Satisfaction

3. 통계분석

6, 10.95, : 31.21 ± 8.34 ; t= - 1.07, df=136, p>0.05)

Student's t - test

가 k - Kruskal - Wallis test

Spearman

SPSS

Curvefit

5% SPSS - WIN® version

7.50()

(: 29.73 ±

가

2. 학년별 소척도의 비교 (Table 2)

1, 2 가

가

1) 3 가

(7.29 ± 2.69)

(11.60 ± 2.48)

($\chi^2=5.65$, df=29, p<0.05),

가

(14.96 ± 6.25) (8.40 ± 4.38)

($\chi^2= - 3.95$, df=29, p<0.05),

연구결과

1. 두 군의 전체 비교

6

Table 1

(t=1.67, df=136, p>0.05),

(intellectual and school status) (: 7.70 ± 2.76, : 9.07 ± 3.49 ; t=3.06, df= 136, p<0.05), (physical appearance) (: 4.27 ± 2.35, : 6.69 ± 3.39 ; t=5.86, df= 136, p<0.05)

(: 14.69 ± 7.77, : 11.49 ± 9.16 ; t= - 2.32, df=136, p<0.05), (ineffectiveness) (: 3.04 ± 1.50, : 2.42 ± 1.98 ; t= - 2.47, df=133.26, p<0.05), (anhedonia) (: 4.42 ± 3.10, : 2.94 ± 2.94 ; t= - 3.41, df=126.01, p<0.05), (negative self - esteem) (: 2.90 ± 1.76, : 2.14 ± 2.12 ; t= - 2.74, df=136, p<0.05)

(: 43.51 ± 12.91, : 32.35 ± 8.11; t=7.33, df=136, p<0.05)

2) 4

가

(46.67 ± 3.90) (32.00 ± 9.40)

가 ($\chi^2=7.04$, df= 32, p<0.05).

3) 5

4) 6

가

가

3. 각 척도의 상관관계 분석 (Table 3, 4)

1) 학습장애 아동에서 소아우울척도, 자아상 척도, 상태 - 특성 불안척도의 관계

(= - 0.72, p<0.05)

(= - 0.33, p<0.05),

Table 3. Correlation coefficients among age and subscales of normal control children

| | AGE | PHSC | BEH | ISS | PHY | ANX | POP | HAP | CDI | NEG | INT | INEFF | ANH | NSE | SA | TA |
|---|-------|--------|--------|--------|------------------------------------|--------|--------|--------|-------|------------------------------------|-------|-------|-------|-------|-------|------|
| AGE | 1.00 | | | | | | | | | | | | | | | |
| PHSC | 0.03 | 1.00 | | | | | | | | | | | | | | |
| BEH | -0.08 | 0.70* | 1.00 | | | | | | | | | | | | | |
| ISS | 0.07 | 0.67* | 0.47* | 1.00 | | | | | | | | | | | | |
| PHY | -0.02 | 0.59* | 0.29* | 0.54* | 1.00 | | | | | | | | | | | |
| ANX | 0.05 | 0.53* | 0.34* | 0.17 | 0.06 | 1.00 | | | | | | | | | | |
| POP | 0.15 | 0.71* | 0.32* | 0.36* | 0.48* | 0.49* | 1.00 | | | | | | | | | |
| HAP | 0.11 | 0.74* | 0.42* | 0.42* | 0.48* | 0.38* | 0.47* | 1.00 | | | | | | | | |
| CDI | 0.05 | -0.70* | -0.67* | -0.40* | -0.36* | -0.42* | -0.46* | -0.53* | 1.00 | | | | | | | |
| NEG | -0.07 | -0.40* | -0.40* | -0.18 | -0.15 | -0.27* | -0.22* | -0.37* | 0.45* | 1.00 | | | | | | |
| INT | 0.02 | -0.50* | -0.50* | -0.27* | -0.36* | -0.26* | -0.38* | -0.37* | 0.42* | 0.49* | 1.00 | | | | | |
| INEFF | 0.07 | -0.58* | -0.58* | -0.40* | -0.25* | -0.31* | -0.29* | -0.30* | 0.43* | 0.27* | 0.27* | 1.00 | | | | |
| ANH | 0.09 | -0.50* | -0.50* | -0.15 | -0.28* | -0.36* | -0.36* | -0.42* | 0.83* | 0.45* | 0.42* | 0.43* | 1.00 | | | |
| NSE | 0.06 | -0.67* | -0.67* | -0.28* | -0.24* | -0.38* | -0.38* | -0.45* | 0.76* | 0.39* | 0.55* | 0.44* | 0.55* | 1.00 | | |
| SA | 0.08 | -0.41* | -0.41* | -0.25* | -0.34* | -0.18 | -0.33* | -0.50* | 0.60* | 0.35* | 0.55* | 0.27* | 0.56* | 0.53* | 1.00 | |
| TA | 0.04 | -0.51* | -0.45* | -0.10 | -0.16 | -0.48* | -0.48* | -0.35* | 0.55* | 0.43* | 0.34* | 0.29* | 0.50* | 0.41* | 0.32* | 1.00 |
| CDI : Child Depression Inventory | | | | | PHSC : Piers-Harris Self Concept | | | | | NEG : Negative mood | | | | | | |
| BEH : Behavior | | | | | INTP : Interpersonal problems | | | | | ISS : Intellectual & School Status | | | | | | |
| INEFF : Ineffectiveness | | | | | PHY : Physical appearance attitude | | | | | ANH : Anhedonia | | | | | | |
| ANX : Anxiety | | | | | NSE : Negative Self-esteem | | | | | POP : Popularity | | | | | | |
| HAP : Happiness & Satisfaction | | | | | TA : Trait Anxiety | | | | | SA : State Anxiety | | | | | | |
| * : Values are Spearman's rho (p <0.05) | | | | | | | | | | | | | | | | |

Table 4. Correlation coefficients among age and subscales of the patients with learning disability

| | AGE | PHSC | BEH | ISS | PHY | ANX | POP | HAP | CDI | NEG | INT | INEFF | ANH | NSE | SA | TA |
|--|--------|--------|--------|--------|------------------------------------|--------|--------|--------|-------|------------------------------------|-------|-------|-------|-------|-------|------|
| AGE | 1.00 | | | | | | | | | | | | | | | |
| PHSC | -0.36* | 1.00 | | | | | | | | | | | | | | |
| BEH | -0.02 | 0.85* | 1.00 | | | | | | | | | | | | | |
| ISS | -0.33* | 0.87* | 0.79* | 1.00 | | | | | | | | | | | | |
| PHY | -0.48* | 0.78* | 0.56* | 0.76* | 1.00 | | | | | | | | | | | |
| ANX | -0.59* | 0.66* | 0.38* | 0.55* | 0.65* | 1.00 | | | | | | | | | | |
| POP | -0.22* | 0.87* | 0.63* | 0.67* | 0.65* | 0.54* | 1.00 | | | | | | | | | |
| HAP | -0.19 | 0.88* | 0.66* | 0.69* | 0.70* | 0.67* | 0.85* | 1.00 | | | | | | | | |
| CDI | 0.19 | -0.72* | -0.70* | -0.74* | -0.43* | -0.44* | -0.58* | -0.62* | 1.00 | | | | | | | |
| NEG | -0.21* | -0.33* | -0.42* | -0.26* | 0.07 | -0.07 | -0.33* | -0.25* | 0.52* | 1.00 | | | | | | |
| INT | -0.09 | -0.65* | -0.50* | -0.52* | -0.22* | -0.11 | -0.39* | -0.39* | 0.64* | 0.25* | 1.00 | | | | | |
| INEFF | 0.15 | -0.57* | -0.56* | -0.78* | -0.41* | -0.41* | -0.39* | -0.41* | 0.68* | 0.29* | 0.44* | 1.00 | | | | |
| ANH | 0.33* | -0.44* | -0.60* | -0.60* | -0.41* | -0.57* | -0.64* | -0.63* | 0.83* | 0.33* | 0.41* | 0.50* | 1.00 | | | |
| NSE | 0.27* | -0.65* | -0.57* | -0.73* | -0.54* | -0.40* | -0.45* | -0.50* | 0.86* | 0.29* | 0.54* | 0.65* | 0.61* | 1.00 | | |
| SA | 0.30* | -0.48* | -0.43* | -0.72* | -0.49* | -0.17 | -0.41* | -0.25* | 0.38* | 0.02 | 0.38* | 0.57* | 0.31* | 0.42* | 1.00 | |
| TA | 0.38* | -0.66* | -0.61* | -0.63* | -0.39* | -0.46* | -0.50* | -0.54* | 0.88* | 0.34* | 0.67* | 0.57* | 0.83* | 0.70* | 0.41* | 1.00 |
| CDI : Child Depression Inventory | | | | | PHSC : Piers-Harris Self Concept | | | | | NEG : Negative mood | | | | | | |
| BEH : Behavior | | | | | INTP : Interpersonal problems | | | | | ISS : Intellectual & School Status | | | | | | |
| INEFF : Ineffectiveness | | | | | PHY : Physical appearance attitude | | | | | ANH : Anhedonia | | | | | | |
| ANX : Anxiety | | | | | NSE : Negative Self-esteem | | | | | POP : Popularity | | | | | | |
| HAP : Happiness & Satisfaction | | | | | TA : Trait Anxiety | | | | | SA : State Anxiety | | | | | | |
| * : Values are Spearman's rhos (p <0.05) | | | | | | | | | | | | | | | | |

(= - 0.65, p<0.05), (= - 0.57, p<0.05),
 (= - 0.44, p<0.05)
 - (= - 0.65, p<0.05)
 (= - 0.48, p<0.05)
 (= - 0.66, p<0.05)

2) 정상 아동에서 소아우울척도, 피어스-해리스 자아상 척도, 상태 - 특성 불안척도의 관계

3) 학습장애 아동과 정상 아동의 연령에 따른 소아우울척도, 자아상 척도, 상태 - 특성불안 척도 사이의 상관관계

k - Kruskal - Wallis
 ($\chi^2=0.44$, df=3, p>0.05),
 ($\chi^2=0.97$, df=3, p>0.05), ($\chi^2=1.13$, df=3, p>0.05), ($\chi^2=2.21$, df=3, p>0.05),
 ($\chi^2=3.35$, df=3, p>0.05), ($\chi^2=2.52$, df=3, p>0.05), ($\chi^2=3.60$, df=3, p>0.05),
 ($\chi^2=3.10$, df=3, p>0.05), ($\chi^2=4.11$, df=3, p>0.05), ($\chi^2=2.12$, df=3, p>0.05), ($\chi^2=2.02$, df=3, p>0.05),
 ($\chi^2=1.47$, df=3, p>0.05),
 - ($\chi^2=1.50$, df=3, p>0.05), ($\chi^2=0.87$, df=3, p>0.05), ($\chi^2=1.70$, df=3, p>0.05)
 , Spearman
 가

(= - 0.36, p<0.05),
 (= - 0.33, p<0.05),
 (= - 0.48, p<0.05), (= - 0.59, p<0.05)

(= 0.19, p>0.05)
 (= - 0.21, p<0.05),
 (= 0.33, p<0.05), - (= 0.27, p<0.05) 가
 (= 0.30, p<0.05) (= 0.38, p<0.05)

가
 4) 학습장애 아동의 자아상에 영향을 미치는 변수들의 회귀 분석

가

(r^2) 0.99

$$PHSC = - 0.52 - 1.32 \times AGE + 1.65 \times BEH + 1.43 \times ISS + 0.85 \times ANX + 1.14 \times POP + 0.57 \times HAP + 0.69 \times INEFF - 0.40 \times INT - 0.36 \times NSE + 0.07 \times SA$$

PHSC : -
 BEH :
 ISS :
 ANX :
 POP :
 INEFF :
 INT :
 NSE : -
 SA :

고찰

가

가

가

가

가

가 , 가

가 ,

가 ,

가 , 가

가 , 가 (socially acceptable)
15) 3

7 8 가
16) 3

가, 6

45.15) (: 48.87)

(p=0.05).

가 , 가

가 , 가

가 , 가 (= -0.22 -0.59).

가 , 가 Offer
3 6 10 4

가 , 가 17) 7)

(self - concept) 가 가

11) .

“ (self - esteem) , “ - 가 (self - worth) ”

“ - (self - acceptance) ”

14) 가

(global self - concept) .

(domain - specific self - concept) 가 .

Piers - Harris (self - esteem) 18)19)
(positive correlation) 가 가

가 가

가 가 , 가

20) ,

21-23) ,

24) , 가 Hunt Cohen (information processing model) 30), Bos- (learned - helplessness) 31).

32) ,

arity) (popul- 가 ,

가 가 (= -0.48) ,

가 가 (=0.38) .

(= -0.66)

(r=0.88)

(=0.30)

(=0.38) 가 .

가 가

33) .

가 가

(self - monitoring) , 가

가 가

25) ,

가 esteem) 34) 가 (academic self - (1999)³⁵⁾ , ,

가 ,

가 가

가 가

가 가

가 가

가 가

26)27) ,

가 (avoidance) (ridigity), 36) ,

가 28)29) (1996) 가 (cog-

nitive flexibility)

가
 가 ,
 가 38-45)
 가
 , -
 1
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 ,
 가

37)

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**SURVEY OF SELF-CONCEPT AND
DEPRESSION-ANXIETY OF THE ELEMENTARY
SCHOOL BOYS WITH LEARNING DISABILITIES**

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We investigated the self-concept, subjective depression, and state-trait anxiety of the school boys with learning disabilities (abbr. LD, n=86) and compared them with normal boys (n=52) using Piers-Harris Self-Concept Inventory, Child Depression Inventory (abbr. CDI), and State-Trait Anxiety Inventory (abbr. STAI).

With regard to Piers-Harris Self-Concept Inventory total scores, there was no significant difference between two groups, but normal boys showed higher scores in intellectual and school status, physical appearance, and happiness-satisfaction subscales than patients with LD. The male patients with LD showed significantly higher ratings in CDI total scores, and CDI subscales - ineffectiveness, anhedonia, negative self-esteem than normal children. The patients with LD reported significantly higher state anxiety, but not trait anxiety.

Correlation analyses revealed that self-concept decreased over time, and depression-anxiety increased across grades in the patients with LD, but not in normal children. Especially, negative mood, anhedonia, negative self-esteem subscales of CDI, and state-trait anxiety showed significant positive correlation with grades.

In both groups, CDI scores were inversely correlated with Piers-Harris Self-Concept and positively with State-Trait anxiety. In conclusion, self-concept problems which were related with school achievement and self-esteem were more abundant in the patients with LD than normal children, self-image problem, depression and anxiety increased across grades. According to regression analysis, age, behavior subscale, intellectual-school status, anxiety, popularity, happiness-satisfaction, CDI-ineffectiveness, interpersonal problem, negative self-esteem, and state anxiety could explain the self-concept in the patients with LD, not in normal children. So, the self-concept of the patients with LD were found to be related to the school achievement and stress when comparing with peers.

In conclusion, elementary school boys with LD showed lower self-concept, higher depression and anxiety, and these differences increased across grades. Since the patients with LD have concomitant depression and anxiety disorders, it is important that comorbidity with emotional problems should be explored and managed properly.

KEY WORDS : Learning disability · Self-concept · State-trait anxiety · Depression.