

Comparing Social, Emotional Competence and School Self-Concept in Normal Students and Students with Learning Disorders in Elementary School

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The present study performed to determine the differences between social, emotional competence and school self-concept among student with learning disorders and normal students of Rasht elementary schools. The research design is causal-comparative. The research statistical universe includes all normal students and students with learning disorders in Rasht elementary schools in the academic year of 2017-2018. A sample contains 120 students (60 girls and 60 boys) were ed by available sampling method. Cohen and Rasmann social competence questionnaires, Shields & Cicchetti emotion regulation checklist, Yi-Hissn Chen school self-concept were used to collecting data. Dada was analyzed using SPSS software, descriptive parameters (frequency, percentage, mean and standard deviation), and Multivariate Analysis Of Variance (MANOVA). The result suggested that there is a significant difference between students with learning disorders and normal ones in term of social competence (p

Keywords : Social Competence; Emotional Competence; School Self-Concept; Learning Disorders

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