

Abstract

This bachelor thesis deals with the self-esteem of university students with dyslexia and its comparison with the intact population of university students. Further it focuses on the difficulties university students with dyslexia suffer, but also on their strengths and positive attributes. The aim of the work was also to find out whether there is a relation between the self-esteem of reading and the global self-esteem of individuals with dyslexia. A total of 51 respondents participated in my research, 23 of which belonged to the experimental group of university students with dyslexia. In the research, 2 questionnaires were used, namely The Reader Self-Perception Scale 2 (RSPS2) and Self-Liking/Self-Competence Scale-Revised Version (SLCS-R). In addition to these methods, also 4 open questions were used. Results of the research have shown that university students with dyslexia have more negative reading self-esteem than university students without dyslexia, but the differences in global self-esteem between the two groups are not statistically significant. It has been shown that within the individuals with dyslexia there is no significant positive relation between the reading self-esteem and global self-esteem. The main finding of this work is that, despite the difficulties caused by learning disability, university students with dyslexia maintain overall positive assessment of self.