

*REVIEW OF LITERATURE*

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0.0 Introduction**

Survey of related literature plays a vital role in the research. “Review of literature means that locating, reading and evaluating reports of suggestions and opinions related to the individual planned research. (Sukia-2002).

#### **2.1.0 Purpose of literature review**

It gives readers easily access any type of research on a particular topic by selecting the high quality articles that are relevant and important to complete one’s report. It helps the researcher to ascertain that any type of copying work is done. It can provide clues to where the further research is leading or recommended areas on which to focus. It highlights the key findings. It identifies inconsistencies, gaps and contradictions in the literature. Also it provides constructive analysis of the methodologies and approaches of other researches.

The literature pertaining to the study on “Academic Achievement of Children With Special Needs in Primary Schools” is reviewed under the following headings;

- A. Academic achievement of children with special needs
- B. Academic achievement according to the attributes
- C. Need for achievement

- D. Role of parents in academic achievement
- E. Role of friends in academic achievement
- F. Effect of stress on academic achievement

#### **A. Academic achievement of children with special needs**

*Marc Marschark et.al., (2007)* done a research on academic achievement of special need children .The study is entitled as “Effects of Cochlear Implants on Children's Reading and Academic Achievement” This study reviews the available evidence concerning the effects of pediatric cochlear implantation on the development of reading skills and academic achievement among deaf children. Empirical method is used for this study. Neither of those situations is the case here. Rather, this study came about after the researchers obtained two sets of empirical findings, studies initiated for very different purposes, which contradicted some generally accepted assumptions about the impact of cochlear implants on deaf children's academic achievement.

*McDonnell & Mendel (2003)* address the achievement gap between students in special education and students in general education classrooms in their study “The Achievement of Students with Developmental Disabilities and their Peers without Disabilities in Inclusive Settings: An Exploratory Study.” The researchers document the widening achievement gap between students in special education and general education as those students age.

*Levinson (2011)* documents the same widening gap in Massachusetts between students in special education and students in general education. The author comments that the outcomes of recent legislation attempted to address achievement gaps fell short, noting: “the rising tide did not raise all boats”.

*McDonnell, et al. (2003)* says that the general education student in Texas is exposed to a curriculum, the Texas Essential Knowledge and Skills (TEKS), that spirals broader in content scope and higher in cognitive level as they progress from grade to grade. Meanwhile, students in special

education many times received an alternate or modified curriculum proscribed by their individual education plan (IEP). Since they were not exposed to or had limited exposure to grade-level TEKS, they may not have made the same types of achievement gains as their peers who were exposed to grade appropriate curriculum. The achievement gap between the two groups gets diverged.

*Brandes & Crowson (2009)* found that the Curriculum was once delivered on the professionally determined appropriate achievement-level of a student. Despite the concerns of general educators, administrators and special educators alike, this practice is becoming a procedure of the past. More students are now receiving instruction based on grade-level competencies as opposed to instruction dictated by achievement level. Although numerous negative attitudes and oppositions to inclusion exist, access to the general education curriculum, in the general education classroom, has improved the academic success of students with disabilities.

*Mdikana, & Cronk (2008)* carried out a research on Effect on Academic Achievement. The effect of inclusion classes on academic achievement and social interaction for students with disabilities continues to produce positive results. Because self-esteem is a spring board for appropriate social interactions, it is important to note the effect of inclusion in this area. They find that the “included and mainstream adolescent boys do not have disparities in their overall levels of self esteem .This study is very encouraging for schools promoting inclusive practices as it implies that overall sense of worth for included and mainstreamed learners is not disparate”. It is important to note that according to this result, disabled students did not indicate lower self-esteem than non-disabled students although it would seem the opposite would be true.

*Bless & Morin (2012)* conducted a study comparing the academic progress of students with intellectual disabilities (ID) who were served within an inclusion setting as opposed to a special school setting. The findings indicated that “the included children made slightly more progress in literacy skills than children in special schools” and concluded “from this study that inclusion in general education classrooms... is an appropriate alternative to an education in separate settings for primary pupils with ID who require extensive support in school. This study gives empirical support to the actual efforts made to develop more inclusive practices for children with ID”.

*Ametepee & Chitiyo (2011)* examined the correlation between positive behavior support and academic achievement in special education students as mandated by IDEA. The study found that the use of PBS to address behavior problems led to an increase in academic achievement.

*Van De Gaer (2007)* in his research, focused not only on the impact of students' academic achievement, but also on the influence of academic achievement of fellow students on status and growth in language and Mathematics achievement across grades 7 and 8. The academic achievement of schoolmates may create a learning environment that facilitates or impedes learning beyond what be expected on the basis of the individual students' academic achievement, intelligence and background characteristics. Data from longitudinal study in secondary education have been analyzed using multilevel linear growth curve modeling. It turned out that the effect of academic achievement, both of individuals and in groups, should not be neglected in explanations of individual progress in achievement, even when ability and background characteristics such as the socio-economic status, age, sex and home language have been controlled for. In addition, the data suggest that especially boys with poor academic achievement at the start of secondary education are at risk of falling behind with regard to language achievement in the subsequent years.

*Elif Alada's (2006)* study sought to determine the effect of Geographic Information Systems on the academic achievement and motivation of seventh-grade students. The study used a quasi-experimental design and a set of social studies lessons. The study was conducted over the 2006-2007 academic year on the students of a primary school at Ankara. The study included a treatment group with 21 students and a control group with 23 students. For the treatment group, a unit on the population of Turkey was given with Geographic Information System-based lesson materials. For the control group, the same subject matter was presented using traditional learning methods and traditional maps. At the end of the study, analysis of the data indicated that the academic achievement and motivation of students who used Geographic Information Systems were statistically higher than the academic achievement of the control group.

*David A.Kolb (1965)* in an experiment tested the effect of a training program in academic achievement on the academic performance of underachieving high-school boys. Twenty boys with IQs above 120 and school grades below C received the training program designed to teach characteristic of the person with high need for achievement in addition to an academic summer-school program. They were compared to a control group of thirty seven similar boys who received only the academic program. In a one and half year follow-up, the total grade average of experimental sample improved significantly more than the grades of control.

*A.L.Duckworth M.E.P.Seligman (2006)* studied the elementary, middle, and high school girls earn higher grades than boys in all major subjects but girls ,however , do not perform better than boys on achievement or IQ tests. Eighth-grade at an urban magnet school were more self-disciplined than their male counterparts according to delay of gratification measures and self-report, teacher and parent ratings. Whereas girls earned higher grades in all courses, they did only marginally better on an achievement test and worse on an IQ tests.

*Nagarathanamma et.al., (2007)* designed a study to see the difference between adolescents boys and girls on academic achievement. They found that there was no significant difference between boys and girls with regard to academic achievement level.

*Kaushik et.al., (2005)* also confirmed the findings that there was no significant gender difference on academic achievement in students of four educational streams.

## **B. Academic achievement according to the attributes**

*Kamariah Abu Bakar (1995)* identified relationships between the academic achievement , attitude and student academic performance. The research design employed was a descriptive correlation. Data were collected by self-reported questionnaire on a sample using cluster sampling technique based on a different faculty of studies in the university. The respondents were 1484 students from a local university (1102 females and 382 males). They were following the education, science, humanities, and

agriculture/technical/engineering programmes. Results indicated a positive significant correlation between students' attitude towards learning and academic achievement , and between students attitude and academic achievement. However, a negative and low correlation was observed between students' academic achievement and their academic achievement.

*Habibah elias (1970)* measured the academic achievement of 1050 university kebangsaan Malaysia students in relation to faculty and year of study, ethnic group, gender and place of origin. Three other dependent variables such as locus of control, attitude towards learning and study habits, were also examined. Thematic appreciation test, Rotter's internal and external scale, the attitude scale and study scale were used. The results showed that there were significant differences in the academic achievement among students based on faculty, year of study and ethnic group. On locus of control, it was found that male students were more internal than female students. Significant differences were also found in attitudes of subjects in relation to ethnic group, year of study and faculty.

*Gladys.E (1993)* examined whether associations between perceived school experiences and academic achievement varied by language acculturation and generational status among a sample of immigrant and U.S. born Latino adolescents. Academic competence, school belonging, and parent involvement were positively related to academic achievement . Academic motivation and parent involvement were strongly related to academic achievement among students who spoke English or were born in U.S., suggesting that these associations may be cultural adaptations.

*Brenda Navarrete (2007)* used theoretical model for study of culture to examine the proposed relations among socio economic status and fatalistic cultural value orientations as determinants of stability of casual attributions for academic failure and student achievement. As hypothesized, findings supported the proposed effect of socio economic status and fatalistic cultural value orientation on academic achievement

through mediating role of attribution processes. Results are discussed in terms of suggesting a viable place for intervention by demonstrating that aspects of socio economic status, culture and attributions contribute to the academic achievement of Latino and Anglo America high school students in the USA.

*Kuppuswamy (1980)* considered that education, occupation and income of parents are the important factors of socioeconomic status of family. Higher and middle socioeconomic status families provide better facilities such as better residential areas, good home, library, periodicals, newspapers etc, to their children which lead to high academic achievement . Low socioeconomic status families cannot provide such type of facilities, which leads to low level of academic achievement . Different castes have different environment, culture, norms and economic background.

*Singh (1981)* designed a study to see difference between forward caste and backward cast students on academic achievement by using quasi experimental method with 150 samples. The result reveals that there is no difference between the academic achievement of forward caste and backward cast students.

*Sandra Graham (1994)* designed a study to find out the real difference of caste on academic achievement . She found that there is little reliable evidence to suggest that African-Americans and whites differ in their underlying need for achievement.

*Samuel Muwanguzi's (2010)* study examines the usability challenges and emotional reactions of blind college students in their attempts to access online technologies. A case study approach was adopted. Five students were interviewed regarding their online learning experiences using blackboard, a popular course management system. Analysis of the interviews revealed that blackboard was poorly accessible to the blind students, which affected achieving their academic goals. The study also showed that the blind students were motivated and feelings of marginalization. The study suggests that academic administrators and database designers work jointly with adaptive software developers in developing enhanced user interfaces to ensure universal

access and usability of online technologies and to reduce educational inequalities and frustrations encountered by blind students.

*F.Pajre (2001)* studied the investigation constructs from positive psychology with constructs from motivation theories in a sample of five hundred and twenty nine students in a public middle school. Achievement goals, expectancy beliefs, and values were predictive of the psychology variables. The result indicated the positive psychology variables were stronger in high-achieving students than in low-achieving students: boys have stronger perceived authenticity than girls did. Finding indicate that constructs drawn from positive psychology can help to explain academic motivation and achievement.

*T.S.Begum and M.Phukan (2001)* made an analysis of relation between academic achievement and intelligence in both boys and girls separately studying in English medium schools. Sample consisted of 180 students of class IX out of which 118 male and 62 females were given a group test on intelligence scores. Difference in correlation between academic achievement and intelligence which respect to boys and girls were observed separately. Result revealed that correlation was greater ( $r = 0.78$ ) in case of girls than the boys ( $r = 0.63$ ).

*Agarwal and Sandhya (1998)* examined the socioeconomic status, interest and adjustment in the academic achievement of 100 girls of grade 10 in science group. The students were assessed by the interest inventory and adjustment inventory respectively. The academic achievement and motivation scores were obtained from exam records of the students. The result revealed that adjustment interest and socioeconomic status were observed. Interest appeared to contribute the most towards academic success.

*Guptha and Anshika (1998)* observed the relationship between anxiety level of academic and achievement. The sample consist of 100 students were in age group 15-18 years and the result in 19-22 years age group. From previous years exam records, higher and low academic achievers were selected. Anxiety scale was administered to all students. Result indicated significant relationship between anxiety level and academic

achievement. Age was not associated significantly with anxiety and academic achievement.

*B.Suneetha and K.Mayuri (1999)* examined the effect of familial factors on the academic achievement of 120 children of class IX and X. An interview schedule for children and questionnaire for parents developed by the authors were used to collect information on their perception and experience along with other familial factors. It was found that education and occupational status of the parents, high social constraints, small and nuclear family, warm support and encouragement for parents and sibling assistance significantly enhanced the academic achievement of school children.

*Jain, Shiksha and Mishra (1998)* studied the contribution of parental rearing to the academic achievement of adolescents. The average marks obtained in the school exam by 108 adolescents in standards VII to IX with an equal number of boys and girls from middle class families were collected. The mothers of these adolescents were non-working undergraduates and were administered Sears interview schedule to measure child-rearing practices. Regression analysis revealed that parental responsiveness positively contributes to academic achievement.

*B.P.Verma and G.Q.Shick (1998)* explored the relationship between personality needs and the relationship between personality needs and the academic achievement of 600 X<sup>th</sup> class female students. Samples were administered the Urdu adaptation of Cattell's junior-senior high school personality questionnaire and Meenakshi personal inventory. Marks obtained in final examination were obtained from school records. It was seen that intelligence, consciousness, self-sufficiency and need for achievement were co-related significantly with academic achievement.

*Sharma (1998)* indicated that visually impaired were more frustrated when compared with their sighted counterparts. Secondly, visually disabled were found to be inferior as far as their study involvement was concerned.

*Charles Michael (2010)* determined if there were gender differences in self-concept and academic achievement among visually impaired students. The population of the study was 291 visually impaired students. The population of the study was 291 visually impaired students. A sample of 262 respondents was drawn from the population by stratified random sampling method based on their sex (152 males and 110 females). Two instruments were used in the study: Students' self-concept and academic achievement test. Data analysis was done at  $p \leq 0.05$  level of significance. The t test was used to test the relationship between self-concept and achievement. The data was analyzed using Analysis of Variance (ANOVA) structure. The study established that there was indeed gender difference in self-concept among visually impaired students. The study therefore recommend that the lower self-concept observed among boys should be enhanced by giving counselling and early intervention to this group of students with a view to helping them accept their disability.

*Waldemar Klinkosz (2006)* compared academic achievement by sighted versus visually impaired students in various universities and he analyzed the potential between-group differences on various personality traits and their impact on academic grades. Although there was no main effect of visual status on academic achievement, there were some significant differences between the personality traits of the visually impaired and sighted groups.

*L.Qizhen (1992)* applied academic achievement scale and investigation was conducted to 278 grade 2 senior high school student on their achievement and motivation. The research results show that there is no significant difference between the academic achievement of students from common senior high school and those from key senior high school, the academic achievement of senior high school student do have significant difference in genders and male students have higher achievement and motivation than female students.

*Dr.N.Chaudhary and Akshay Uppal (1996)* studied the academic achievement in relation to emotional maturity of adolescents staying at home and orphanage. Sample comprised of 80 subjects of age group 13-16 year, from different school and orphanages. Results of the study relieved that adolescents staying at home with parents had greater level of academic achievement and had more emotional maturity as compared to their counterparts staying in orphanage.

*Jagdish, Bhargava and Vivek (1998)* examined the relationship between occupational stress, self-esteem achievement and motivation. A sample of 85 male clerk cum cashiers of various nationalized banks was divided into up and low occupational stress groups and administered the self-esteem scale (feather, (1983) and employers motivation schedule (srivastava,1980). Results indicated that occupational stress had a deleterious effect on self-esteem and academic achievement .

*Srivastava and Ramji (1998)* examined the role of cultural variation in the strength of achievement and motivation. The sample consisted of 120 students (60 Indians and 60 Africans) in age group of 17-25 years. The achievement and motivation scale (misra and Tripathi, (1975) was administered to all subjects. Results indicated that culture and sex significantly affect academic achievement . African students scored higher academic achievement than Indian counterparts. Females scored lower on achievement and motivation when compared to marks. Interaction effects of culture and sex was also significant.

*Anne Marie Fontaine (1996)* analysed the impact of socioeconomic status and sex of a child on the relationship between academic achievement at school and other variables such as, anxiety, social conformity and success expectation. The sample of 288 students was selected from sixth grade through a multi factorial design. Results from the multivariate and univariate analysis of variance indicate that the more motivated students showed higher facilitating anxiety, lower debilitating anxiety, were more conformist and expressed higher success expectation.

*Douglas E. Durand (1974)* conducted the program of two parts, academic achievement and management development training. Post training measures indicated that the motivation trained participants increased their academic achievement scores and become less “external” on the locus of reinforcement control scale. Subsequently, a group which received both academic achievement trained and management development training become significantly more active than a group refining only management development training and control group.

*Atkinson and Feather (1966)* stated that persons achievement oriented behavior is based on three parts: the first part being the individual’s predisposition to achievement, the second part being the probability of success, and third, the individual’s perception of value of the task.

*Atkinson and Feather (1966)* stated that , “the strength of motivation to perform some act is assumed to be a multiplicative function of the strength of the motive, the expectancy (subjective probability) that the act will have as a consequence the attainment of an incentive, and the value of the incentive:  $Motivation=f(motive*expectancy*incentive)$ ”.

### **C. Need for achievement**

*B.Suneetha et.al., (1999)* examined the effect of familial factors on the academic achievement of 120 children of class IX and X. an interview schedule for children and a questionnaire for parents developed by the authors were used to collect information on their perceptions and expectations along with other familial factors. It was found that educational and occupational status of the parents, high social constraints, small and nuclear family, warm support and encouragement for parents and sibling assistance significantly enhanced the academic achievement of school children.

*Eskeles-Gottfried et.al., (1998)* state that “Academic intrinsic motivation has been shown to be positively and significantly related to students’ achievement and perception of their academic competence, and inversely related to their academic anxiety”.

*M.S.Tseng et.al., (2006)* investigated measures of 228 male high school students' perception of occupational prestige and occupational aspirations. Analysis of variance and multiple comparisons showed significant differences between the high need for achievement among samples in whom the motive to approach success was greater than the motive to avoid failure.

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*Haasen and Shea (1979)* state,"if we accept the notion of intrinsic motivation, it implies that there is a powerful potential for self- actualization within each of us". This potential is based on the intensity of our need to achieve, as well as our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge.

#### **D. Role of parents in academic achievement**

*Berens (1972)* Parents can actually set out to produce children who aspire to high achievement. They get influenced by what they are told and also by an environment that fosters independence, curiosity, achievement and mastery. Parental support and a moderate amount of control are also helpful. But excessive parental involvement and criticism might be counterproductive. Children need to be bolstered in self confidence, expectation of success and sense of competence. More positive the parent's feedback after the fact, more the expectation of future is success. But too much praise seems to get diminishing returns. On the other hand, ignoring what a child does seems like criticism whether it is intended or not (*Crandall, and Preston 1960*).

*Harter (1978)* Teachers have little to no control over how the students are being raised by their guardians so it is important for teachers to learn how different styles of parenting affect achievement and motivational drives within students. Parents who provide their children with successful early learning experiences give their children the confidence to succeed in their surroundings. These children become intrinsically motivated, because they build a strong sense of self-efficacy. Supportive parenting styles are styles that support children's independence. Parents who offer their children different choices and include the child in decision-making are using supportive parenting practices. Children whose parents offer supportive parenting develop mastery standards; they feel confident that they can achieve and have high motivation to do so.

*Hallinan (2008)* Too often a child who receives rewards for his or her accomplishments becomes dependent on those rewards, and thus they are motivated extrinsically, which means they are learning for a particular goal or outcome, and not for the sake of learning. Teachers also need to make sure that they are not praising students ineffectively. Praise that is given right after a task is completed is only praise should be appropriate in the sense that it focuses on the student's effort, not solely on the completion of the task A study by Maureen surveyed thousands of Chicago area

elementary students through high school in 2001. The questionnaire included statements such as “I usually look forward to school”, and “I am certain I can master the skills taught in this class,” as well as “My teacher really cares about me.” The results of the survey showed that “teachers who support their students’ needs and, in so doing, increase students attachment to school”. When teachers increase students liking of school, they can develop the students’ achievement motivation. Teachers who care about their students’ effort sustain the students’ motivation by reducing the likelihood of discouragement. That is what achievement motivation is all about encouraging students to intrinsically enjoy learning.

#### **E. Role of friends in academic achievement**

In addition to parents and guardians, friends and classmates play a critical role in motivating students. Maslow’s hierarchy of human need, states that human beings have a need for belonging to a group: the same is true for students. They want to “fit in” among their classmates. They are both positive and negative effects of peer influences on academic motivation.

The harmful aspect is revealed when peer influences negatively affect academic motivation. Sometimes when a student, especially a young adolescent, attempts to join a popular clique at school, his or her academic motivation will drop. It is possible that the student will not be motivated to ask help in the classroom it means jeopardizing his or her association with the popular group (*Ryan et.al., 1997*). If the popular students are not highly motivated towards academics, there is a possibility that other students trying to emulate them will lose interest as well.

There is a positive side for peer influences in academic achievement. Classmates are likely to influence classroom climate via the norms that are modelled and valued (*Nelson & De Backer, 2008*). This means that a student is affected when he or she sees how their classmates are involved in the classroom. When surrounded by positive, hard-working classmates, the student is more engaged in class work (*Sage & Kinderman,*

1999). Social learning is at work here, because the motivated children model the work ethic encouraged in the classroom. With this in mind, teachers can organize group work so that each group has at least one highly motivated member. Paring students in this way makes productivity and motivation go up, because of their intrinsically motivated classmates influence the students in a positive way. Teachers do need to monitor the learning that occurs and make sure that the motivated one do not end up in doing all the work.

#### **F.Effect of stress on academic achievement**

The effective of stress on academic achievement are most evident in secondary education students. “Students stress is generated by the demands of education that students perceive compared to the actual or objective weight of these demands” (Meijer, 2007). A study conducted by Meijer sought to discover what caused the students stress. Two factors in student stress are teacher guidance and workload. Teacher guidance refers to the assistance that students receive from their educator. Workload refers to the course work assigned by the school. When students feel that their teachers are not helping them enough, they have increased anxiety, and their stress level goes up. When students feel that the workload exceeds their ability, their level of stress increases. When students experience high anxiety and stress, they often withdraw themselves from the situation that is causing them stress. From an academic standpoint, this means putting less efforts into their school works.

#### **2.3.0 Conclusion**

The research reviewed various literatures and found that numerous attempts have been made in the area of Academic achievement. A handful number of studies have been carried on the Academic achievement of children with special needs. (Marc Marschark et.al, 2007; McDonnell & Mendel, 2003; Levinson, 2011; Brandes & Crowson, 2009). The present study is an attempt in this direction.