

INTRODUCTION

CHAPTER – I

INTRODUCTION

1.0.0 Introduction

“The primary purpose of education is the manifestation of perfection already in man and woman”

- Swami Vivekananda

As per UNESCO – Report of International Commission of education mainly aims in initiating intellectual, mental, spiritual and physical aspect of every child. Globalization in every sphere of society has important implications for education. We are witnessing increasing commercialization of education. So we need to be very attentive in getting quality in education and evaluation process.

National Policy on Education for Disabled Children (1986), advocates Integrated Education in general schools for the locomotors impaired and mildly disabled children, and Special Education for severely handicapped children. And prepare them for normal growth and to enable them to face life with courage and confidence. The following measures were to be taken in this regard: Whenever it was feasible, the education of the children with motor handicaps and other mild handicaps would be common with that of others. Special schools with hostels would be provided, as far as possible at district headquarters, for severely handicapped children. Adequate arrangements would be made to give vocational training to the disabled. Teachers training programmes would be reoriented, in particular for teachers of primary classes, to deal with special difficulties of handicapped children and Voluntary effort for the education of disabled would be encouraged in every possible manner.

SarvaShikshaAbhiyan is the main vehicle for providing elementary education to all children is the on-going comprehensive programme called SarvaShikshaAbhiyan launched in 2001-02. SarvaShikshaAbhiyan is a program designed to give quality education before 2010 to all school-age children including children with mild and moderate disabilities. Though access to education is available, the goal of Universalization of Elementary Education cannot be achieved without providing quality education to children with mild and moderate disabilities. Hence, special emphasis has been given for 'inclusive education' and special strategies and interventions have been proposed in the plans.

The level of academic achievement has significant meanings to individual development as well as to social progress. For an individual, academic achievement is an important psychological system that inspires self- achievement and promotes individual development.

1.1.0 Activity Based Learning Method

The Activity Based Learning Method of learning is a recent trend introduced for the children in all primary schools. The teachers are trained in this method which includes learning, instruction, reinforcement and evaluation. Activity Based Learning Method learning has changed the classroom situation into a real meaningful environment suitable for the student's learning.

In the beginning stages a team of educationalists was appointed to find out the reasons for low achievement of children from class I to V. The final report given by the team is the classroom is dominated by the teacher. Only less exposure is given to teaching learning materials. Among all students only rote memory learning was encouraged. The most important point to be noted is traditional method of assessment was followed in classrooms. To overcome this problems a new innovative approach called Simplified Activity Based Learning method was introduced.

The Activity Based Learning method was first implemented in Corporation Schools of Chennai. It was experimented for one year in 13 schools. After the success of the program in these selected schools it was next introduced in all the Panchayat Primary Schools all over TamilNadu.

In Activity Based Learning the teaching strategies are divided into a number of parts or units. Next each units/parts is changed into variety of activities. For each subject, a suitable milestone is fixed and grouped and this chain of milestones is termed as ladder. Each milestone has separate learning process and this separate learning process has their own logos. Each milestone activities are arranged in the form of simple to complex. Group card is used for each activity to complete a milestone. For the purpose of reinforcement each child is provided with workbook or work sheet. The progress of the child is recorded in formal assessment record. Remedial and enrichment activities are given at the end of each milestone.

Classroom activities are based on child centered learning and environment. Promotion of group, mutual and self learning is encouraged here. Special needs children are specially addressed by the normal children. Evaluation is done in such a way the child does not know that. There is less scope for rote memory. Regular attendance is maintained by all the children. The child can choose his own activity in Simplified Activity Based Learning method of learning. The distance between the teacher and the student in terms of learning is reduced. Children feel completely secured in the Simplified Activity Based Learning method of learning. Achievement in various activities gives the children a sense of confidence and joyfulness.

1.2.0 Academic achievement

A universally determined motive is Achievement motive, a motive that is financially and socially and socially rewarded by our present society. Academic achievement is relatively a new concept in the world of motivation especially differently abled (Mangal 2000). It is not widely used and heard in the area of education. Sunitha

Sharma (1998) pointed out that academic achievement refers to the tendency to strive for success or the attainment of desired end it is double for disabled children. According to Atkinson and Feather (1996), "Academic achievement is conceived as accomplishment." Academic achievement refers to that a person is willing to do things that he or she considers important or valuable and endeavors to achieve perfect results. Academic achievement is therefore goal-directed.

At the same time, it is one of the key elements to the views of psychologists; the main motivations for students studying are reflected on academic achievement and researches show that academic achievement is the key element that influences student's self-monitoring capacity and study efficiency (Liu and Guo 1993).

Individual high in academic achievement are known to be good in setting challenging goals for themselves; assuming personal responsibility for goal accomplishment; are highly persistent in the pursuits of goals; take calculated risks to achieve goals by setting moderately difficult goals; and actively collect and use information for feedback purposes (Johns, 1996).

They tend towards these behaviors even in the absence of external stimuli or incentives, and in the presence of achievement- arousing stimuli, they exhibit these behaviors more strongly than the individuals low in academic achievement. Academic achievement is theoretically predicted to contribute to effective leadership of small task-oriented groups and effective entrepreneurship. People who are high in need for achievement are concerned with making their own performance better than others. They are often concerned with innovation and long-term goal involvement.

Johns (1996) believes that they do these things because they are intrinsically satisfying. Individuals high in academic achievement are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However they do relatively less well when required to manage excessive tasks or to function in highly stressful environment.

Heckhausen (1967) is of view that “Academic achievement can be conceptualized as the striving force to increase or keep as high as possible ones’s own capability in all activities in which a standard of excellence is thought to apply and where execution to such activities can therefore succeed or fail”.

Staying motivated keeps a person active and gives a feeling of being in control. People who are motivated by achievement often set fairly difficult but realistic targets, which ensure that the differently able’ children achieve their goals. These children typically do not set goals that are that too hard because they want to make sure that they only perform tasks that they can honestly handled.

In addition, academic achievement also makes people work on a specific problem rather than just wait for results. This is a very positive way to handle difficult situations especially in reaching the goals of differently able. Furthermore, achievement motivated persons are a lot more interested in their actual accomplishments rather than whatever incentive they get from their success because of the disability. To them, the accomplishment itself is the reward for their work.

It is seen in general that people who are achievement motivated have a significantly higher chances of progressing in their work compared to other people. Behavioral experts have developed courses and programs that are designed to help people to become achievement motivated. Most of these training programs involve seven steps, which are follows:

- Educate people what academic achievement is all about.
- Help participants realize their individual goals in life.
- Help participants to associate achievement-related activities in real life (activities like role-plays are done).
- Practice achievement-related activities in business and in games.
- Encourage participants to relate an academic achievement behavior model with their own goals and attitude towards their targets.

- Encourage participants to come up with a personal action plan on how to achieve success.
- Provide participants feedbacks on how they progressed towards accomplishing their personal goals and objectives.

Academic achievement can help people to accomplish their goals in their lives whether at work or in their personal life and this is the reason why a lot of companies train their employees on it. Needless to say, people who are highly-motivated to achieve are those that become significant contributors to an organization's success.

1.3.0 Need for achievement

The need for achievement is the psychological drive to excel. The term academic achievement has been the preferred term more recently. Need for achievement refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray in "Explorations in Personality" (1938) and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high and distant goal and to have the determination to win". The concept of need for Achievement was subsequently popularized by the psychologist David McClelland.

People with high need for Achievement are characterized by a tendency to seek challenges and a high degree of independence. Their most satisfying reward is the recognition of their achievements. Sources of high need for Achievement include:

- ❖ Parents who encouraged independence in childhood.
- ❖ Praise and reward for success.
- ❖ Association of achievement with one's own competence and effort, not luck.
- ❖ A desire to be effective or challenged.
- ❖ Intrapersonal strength.

1.4.0 Characteristics of individuals with high academic achievement

Characteristics of individuals with high academic achievement include an orientation toward problem-solving and moderate challenges, according to theorists like John Murray, David McClelland and John Atkinson. These individuals also place a high emphasis on accomplishment and success.

1.4.1 Moderate challenge

Individual with high academic achievement prefer tasks and problems that involve moderate level of difficulty. Usually, these individuals gravitate toward challenging but achievable goals where their abilities and efforts can affect the outcome.

1.4.2 Personal Rewards

Instead of deriving achievement from the potential for rewards, individuals with high academic achievement use rewards, such as professional recognition and financial gain, as a way to measure their accomplishments. These individuals place a higher value on a personal sense of achievement.

1.4.3 Relevant Feedback

Another characteristic of individuals with high academic achievement is the desire for feedback. These individuals do not seek feedback about their efforts. Feedback serves as way to measure the effectiveness of their work.

1.4.4 Problem-Solving

Individual with high academic achievement also have a strong orientation toward problem-solving. They spend extensive time thinking about potential solutions to current problems, as well as actively considering and analyzing additional possibilities for improvement.

1.4.5 Interpersonal Skills

Due to their focus on achievement and accomplishment, individuals with high academic achievement are often characterized by poor interpersonal skills as well. These individuals have a tendency to overemphasize results and have difficulty managing people effectively.

1.5.0 Effect of achievement

Achievement is defined as a force that generates energy to drive a person to do or accomplish something. Achievement is of particular interest to educational psychologists because of the crucial role it plays in student learning.

Achievement in education can have several effects on how students learn and how they behave towards subject matter. It can:

- Direct behavior toward particular goals
- Lead to increased effort and energy
- Increase initiation of, and persistence in, activities
- Enhance cognitive processing
- Determine what consequences are reinforcing
- Lead to improved performance.

Achievement is the driving force which causes us to achieve goals. Achievement is said to be intrinsic or extrinsic.

Intrinsic Achievement refers to achieve that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Research has found that it is usually associated with high educational achievement and enjoyment by students.

Students are likely to be intrinsically achieved if they:

- ★ Attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- ★ Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- ★ Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Extrinsic Achievement comes from outside of the individual. Common extrinsic motivations are rewards like money and grade, and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation.

1.6.0 Effect of parenting styles on academic achievement of the children

A study of nursery school children showed that a child's attempts to do new things seems to depend on how much achievement behavior is rewarded at home and how much the child has been praised for trying (Crandall 1972). The mothers of high achievers are generally warm and loving. The positive effects of their attitude can be seen in how well their children do in school. According to Radin (1971), a strong correlation was found between the warmth of the mothers' relationships with their children and the child's IQ and motivation.

1.7.0 Early stage of academic achievement

Signs of academic achievement may be seen at least by the school years, and possibly earlier. But nobody is sure just when children able to judge the excellence of their own behavior. Some think it starts between the ages of 18 months and 3 and half

years (Crandall 1972). Other theories think that academic achievement is not formed until the early school years somewhere between the ages of 5 and 9 (McClelland 1958).

Children with high academic achievement display types of behavior different from those with low academic achievement. For instance, one teacher gives 5th and 6th puzzle to solve. The higher achievers worked longer than those who were less academic achievement (Ollendick 1974). Teachers have said that high academic achievement children seem to show more personal responsibility and persistence than children with low academic achievement goals (Hermans et.al., 1972).

1.8.0 Need and importance of the study

Trends in academic achievement show that as a child matures and progress through the school system, it is very likely for his or her academic achievement to decrease over time. This is evident when we compare primary school to high school students. The primary school students are very excitable in the classroom; they are intrinsically motivated to learn.

The differently abled children feel confident in their abilities and believe that the harder they work, the greater they will succeed, because they are in the concrete operational stage. During this stage of development, advancements in cognitive thinking bring about an explosion of mental operations. Curiosity plays a huge role in academic achievement of the differently able children. Flash forwarding to next level or class where the differently able begin the strenuous evolution into an important stage. As children grow, they learn that hard work does always result in increased ability.

The differently abled notice that, all are not (everybody) has the same aptitude as everyone else. These students develop normalcy standards by which they measure themselves against others around them. They begin to realize that some people are gifted and don't have to work as hard to get the same result as the rest. This realization clearly justifies the decrease in academic achievement; these differently able children find that it becomes increasingly difficult to display high ability when you are measuring yourself

against your peers. Students begin to play safe and limit themselves and their abilities so that they are not disappointed with the result of their effort expenditure. Their academic achievement get decreases (Harter, 1981).

For a social, the academic achievement of its people, together with national economy growth, accumulation of social treasures and the improvement of technology, is considered as important index of social prosperity and progress of the children with special needs. According to the views of psychologists, the main motivation for the students with special needs are reflected on academic achievement and researches show that achievement motivation is the key element that influences the differently able students' self-monitoring capacity and study efficiency (Liu and Guo, 1993).

The US famous psychologist J.W. Atkinson believes that academic achievement of special children has two factors, respectively, the achievement to pursue academic achievement and the academic achievement to avoid failure. What is more, the two motivations might be different in their force. Atkinson found that if an individual's achieve to pursue success; similarly, if an individual avoid failure is stronger than the achievement to pursue academic achievement or success, the individual will have higher subjective probability estimation on failure.

Hence the study was an effort to explore the Academic Achievement of Children with Special Needs in Primary Schools. Therefore it was considered important to plan a study that intends to present specific information on the Academic Achievement of Children with Special Needs in Primary Schools.

1.9.0 Statement of the problem

The title of the study is entitled as **“Academic Achievement of Children with Special Needs in Primary Schools”**.

1.10.0 Definition of the terms

A. Academic achievement

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes the following components like excellence in sporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture.

B. Children with special needs

Children who have been determined to require special attention and specific necessities that other children do not is simply referred children with special needs or special children. The state decides upon this status and offers benefits that follow a special need child. In this study special need children refers to visually impaired, low vision, hearing impaired, cerebral palsy, and orthopedic handicapped.

C. Visual impairment

In this study Visual Impairment refers to a condition where the children suffers from total absence of sight or visual acuity not exceeding 6/60 or 20/200 (*Snellen chart*) in the better eye with correcting lenses or limitation in the field of vision subtending to an angle of 20 degree or worse.

D. Low vision

In this study Low Vision means children with impairment of visual functioning even after treatment or refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive devices.

E. Hearing impaired

In this study Hearing Impairment as a loss of sixty decibel or more on the better in the conversational range of frequencies among the children.

F. Cerebral palsy

In this study Cerebral Palsy is a general term for a group of permanent, non-progressive movement disorders that cause physical disability in development, mainly in the areas of body movement. It is a central motor dysfunction affecting muscle tone, posture and movement resulting from a permanent, non-progressive defect or lesion of the immature brain among the samples.

G. Orthopedic impaired

In this study Orthopedic impaired are condition or impairments of the skeletal system, including the spine, other bones and associated muscles. It limits the child's abilities.

1.11.0 Objectives

The objectives of the study were to

- Find out the Academic Achievement of Children With Special Needs in Primary Schools with respect to Gender.
- Evaluate the Academic Achievement of Children With Special Needs in Primary Schools with respect to Age.
- Apprize the Academic Achievement of Children With Special Needs in Primary Schools with respect to disability.
- Compare the Achievement of Children With Special Needs in Primary Schools with respect to Economic status.

1.12.0 Hypothesis

The hypothesis of the study were

- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to Gender.

- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to Age.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to Disability.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to Economic status.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to academic skill.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to motor skill.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to oral performance.
- ★ There is no significant difference among the Children with Special Needs in Primary Schools with respect to cognitive skill.
- ★ There is no correlation among the Children with Special Needs in Primary Schools with respect to the domains.

1.13.0 Scope of the study

The scope of the study can be listed as follows

- Find out the level of Academic Achievement of Children with Special Needs in Primary Schools.
- Compare the percentage of Academic Achievement of Children with Special Needs in Primary Schools.
- The study may be replicated for all Inclusive Schools.
- The study may be helpful for the professional to understand the Academic Achievement of Children with Special Needs.

1.14.0 Limitations

The limitations of the study were following as

- ❖ The study has been administered only to the Primary School students.
- ❖ The study comprised of small group of sample.
- ❖ The study carried out for Children with Special Needs is limited to corporation schools.
- ❖ The Geographic area of the study is limited to Coimbatore district.

1.15.0 Organization of the study

The study “**Academic Achievement of Children with Special Needs in Primary Schools**” is organized in five chapters.

The *first Chapter* presents introduction, need and importance of the study, statement of the problem, definitions, objectives, hypothesis of the study, scope and limitations of the study.

The *second Chapter* includes review of related literature and researchers to the present study. The literature collected highlights the importance of Academic Achievement of Children With Special Needs in Primary Schools.

The *third Chapter* includes the method of study undertaken for the present investigation.

The *fourth Chapter* presents the detailed analysis on the data collected from the sample. Results are tabulated and interpreted along with the pictorial representation.

The *fifth Chapter* highlights the summary of thesis work, findings of the study, suggestions and recommendations for future research.