

Levels of Scholastic Achievement of Specially Abled Children of Inclusive and Non-Inclusive System of Education.

Prof. N.A. Nadeem*

Dr. Gawhar Ahmed Bhat**

Javid Ahmad Hajam***

ABSTRACT

The present study aims to Levels of Scholastic Achievement of Specially Abled Children of Inclusive and Non Inclusive System of Education. The objectives of to study the levels of scholastic achievement of specially abled children of inclusive system of education and to study the levels of scholastic achievement of specially abled children of non-inclusive system of education. The present investigation has been carried out by using descriptive approach. Descriptive method is widely used research method to study present status of phenomena so that valid generalizations are dawn from the evidences discovered. Findings revealed that 22.5% differently abled students of non-inclusive system fall in C1 Grade and a very good percentage of 50.5% showed C2 Grade. 16% students of non-inclusive system were found to possess D Grade of scholastic achievement. The data also reveals that 47% differently abled students of inclusive system of education fall in C1 Grade, 7% of the students fall in C2 Grade and a small percentage of 2% of the students fall in D Grade.

Key words: *Scholastic Achievement, Inclusive and Non-Inclusive And Generalization.*

* Former professor Department of Education Central University of Kashmir

** Assistant Professor Department of Education Central University of Kashmir

*** Research Scholar Department of Education Central University of Kashmir

INTRODUCTION

Education is one of the effective tools to bring any social change, and acts as an important agent between different societal sections. Indian educational system has gone through many amendments over the years with intent of providing quality education to the marginalized groups. The constitution of India ensures free and compulsory education to children of each segment of the society. Children with special needs in India different documents define learners with special educational needs differently. A child with SEN in a District Primary Education Program (DPEP) document has defined children with special needs as the children with optical, auditory, orthopedic, and mental disabilities (DPEP, 2001). However according to NCERT in one of the workshops for the SAARC countries “it is not limited to the physical disabilities rather includes the large proportion of children in the school age belonging to the groups of child labor, street children, victims of natural catastrophes and social conflicts, and those in extreme social and economic deprivation. These children constitute the bulk of dropouts from the school system (pg.58)”. Sarva Shiksha Abhiyan has covered these children in Special Focus Groups by separating them from other groups based on social and economic factors like Scheduled Castes (SC), Scheduled Tribes (ST) etc. International Standard Classification of Education (ISCED-97) (UNESCO, 1997), has defined the term Special Needs Education (SNE) as the educational intervention to support and deal with the children with special needs. Earlier this system of education was termed as special education which

was confined to the educating these students with special needs in special schools outside the regular schools.

Inclusive system of education

Inclusion has not a formal definition in India; it doesn't just mean the arrangement of students with special educational needs in general schools. However the Draft Scheme on Inclusive Education prepared by the MHRD (2003) defines inclusive education as a system where all the students irrespective of their disabilities are given provisions to study in mainstream school system with proper assistance and support services (Draft of Inclusive Education Scheme, MHRD, 2003) . Inclusive system focuses on educating children with special needs together with the normal children in conventional schools. The interest towards positioning of such students into the conventional classroom began in the second half of twentieth century. The movement at present is to develop such system of education where all the students are valued irrespective of their disabilities, sex, race etc. The movement of inclusive system of education at international level is stimulated by various initiatives and treaties like the United Nations convention on the rights of children (1989), the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), Jomtien World Declaration on Education for All (1990) and the World Conference on Special Needs Education (1994).

The World Declaration on Education for All, Jomtien, Thailand (1990), mentions that “In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. Education

systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners” The key statements by this conference comprise of five clauses:

The first clause states that: “Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning”. According to the second clause “every child has uniqueness; every child has unique characteristics, interests, abilities and learning needs”. The third clause focuses on to find out the system of education needs to function as outcome of this assertion. The fourth clause mentions that these learners must be provided admission to regular classrooms, by accommodating them in the child centered pedagogy. Lastly the fifth clause provides a justification for mainstream schools: mainstreaming is very useful measure to combat biased attitude towards specially abled children, and accomplishing the objective of education for all.

REVIEW RELATED LITERATURE

Kvande (2018) conducted a research study on children with SN and found that these children face difficulty in mathematics whereas reading and writing competencies were not found to be influenced by such needs. Further the researcher has recommended certain strategies to help students to ease the difficulty level in understanding mathematics.

Madiha (2018) conducted the study to assess the implementation of inclusive education in the schools of Pakistan. The findings of the study revealed that the

environment of the regular classes should be very conducive so that the students with disabilities will become the part. The study also suggests that effort should be made regarding the training of teachers, counseling of students, adequate facility in the classroom and advocacy of the inclusion.

Mary Cheptanni (2018) conducted the research study on differently abled children to assess their academic performance. The findings of the data revealed that learners with auditory problems improved their academic achievement. The study also recorded that the syllabus may be modified and should be made more understandable particularly in the subject of social science.

Megan Walsh (2018) conducted the study to assess the student's inclusion with special needs in the mainstream system of education. The objective was to adverse the effective and innovative strategies of teaching that teachers can. The findings of the data reveal that both indicate that the teaching strategies to make students with special needs successful academically are: promotion of achieve participation and collaboration among the students and collaboration with fellow faculty members to brainstorming of new strategies.

Palnaty (2018) carried a research study on teacher's responses towards inclusive education at primary level. The investigator used 40 teachers who were selected purposefully from different schools of Mysore. The investigator used by adopted Vision of SACIE to collect the data from the field. The findings of the study revealed that the majority of the teachers were having favorable

attitude towards inclusive education. However, some teachers were having unfavorable attitudes towards education due to lack of knowledge and other varied reasons.

Wijdon Akram (2018) carried out a research investigation of sensory and mental disability among students in Baghdad, Iraq. The reports from the study revealed that the income and educational qualification of children mothers were an important factor of malnourishment of their disabled children. The study also revealed that anthropometric was higher among Down syndrome children.

F. Rillotta (2019) conducting the research study on promoting inclusion and positive attitude of students with intellectual disability through disability awareness and inclusive physical education classes. The research was conducted of mainstream students who were in the range of (12-13).

OBJECTIVES OF THE STUDY

1. To study the levels of scholastic achievement of specially abled children of inclusive system of education.
2. To study the levels of scholastic achievement of specially abled children of non-inclusive system of education.

METHODOLOGY

The present investigation has been carried out by using descriptive approach. Descriptive method is widely used research method to study present status of phenomena so

that valid generalizations are dawn from the evidences discovered.

SAMPLE

The sample for the present study consisted of differently abled children of inclusive and non-inclusive elementary schools of Kashmir. A sample of 400 (200 children of inclusive and 200 children of non-inclusive elementary school of Kashmir) from 56 inclusive and 4 non-inclusive schools of Kashmir which were selected by using disproportionate sampling technique.

TOOLS

School climate towards inclusive education questionnaire developed by the investigator of the study to assess the school climate towards inclusive education.

Information blank was constructed for the collection of information regarding scholastic achievement of the sample subjects.

STATISTICAL TREATMENT

The data collected from the field was put to various statistical analysis and both descriptive as well as inferential statistics like percentage statistics, S.D and t-test were used for the analysis and interpretation. The description of the statistical technique used by the investigator is given below:

Table Showing the overall levels of Institutional environment of the schools of inclusive and non-inclusive system of education (N=60) (Objective no.1)

Levels of Institutional Environment	Inclusive Schools		Non Inclusive Schools	
	N	%	N	%
Favorable		-	1	25
Above Average	2	3.5	2	50
Average	33	58.92	1	25
Below Average	15	26.78	-	-
Un-Favorable	6	10.71	-	-
Total	56	100%	4	100%

The table shows the percentage of levels of institutional environment of the schools of inclusive and non-inclusive system of education. A varied level of institutional environment was found to be possessed by the schools. 25% of the non-inclusive schools were found to possess favorable institutional environment whereas no inclusive school was found to fall in this level. 50% non-inclusive schools where as only 3.5% inclusive schools were found to possess above average level of institutional environment. 25% of the non-inclusive where as 58.92% inclusive schools were found to have average level of institutional environment. 26.78% and 10.71% of the inclusive schools were found to possess below average and un-favorable level of institutional environment whereas no non-inclusive school was found to fall in these two levels of institutional environment.

Figure showing the overall levels of Institutional environment of the schools of inclusive and non-inclusive system of education.

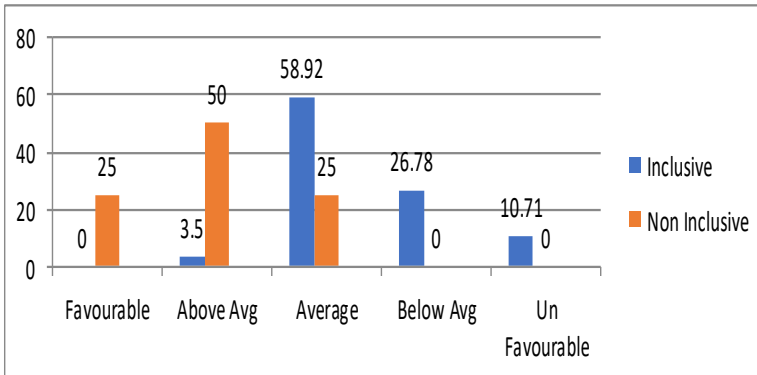


Table showing the overall levels of Scholastic Achievement of differently abled children of inclusive and non-inclusive system of education (N=400)

Grade	% of Marks	Inclusive School students		Non-Inclusive School students	
		N	%	N	%
A1	91-100	-	-	-	-
A2	81-90	04	2%	02	1%
B1	71-80	19	9.5%	09	4.5%
B2	61-70	49	24.5%	11	5.5%
C1	51-60	90	45%	45	22.5%
C2	41-50	29	14.5%	101	50.5%
D	33-40	09	4.5%	32	16%
		200	100%	200	100%

The above table shows the overall levels of scholastic achievement of differently abled children of inclusive and non-inclusive system of education. The findings recalls that out of 200 differently able children of non-inclusive system of education, 1% students fall under A2 category, 4.5% fall

under B1 Grade, 5.5% students showed B2 Grade of scholastic achievement. The data also reveals that 22.5% differently abled students of non-inclusive system fall in C1 Grade and a very good percentage of 50.5% showed C2 Grade. 16% students of non-inclusive system were found to possess D Grade of scholastic achievement.

The statistical data further reveals that out of 200 differently abled children of inclusive system of education, 2% students fall in A2 Grade, 9.5% of the students fall in B1 Grade, 24.5% in B2 Grade, and 45% in C1 Grade of scholastic achievement. It was also found that 14.5% students of the inclusive system fall under C2 grade and 4.5% students fall under D Grade of scholastic achievement.

Table showing the overall percentage of Scholastic Achievement of differently abled children on the basis of gender

Grade	% of Marks	Male		Female	
		N	%	N	%
A1	91-100	-	-	-	-
A2	81-90	03	3%	01	1%
B1	71-80	12	12%	07	7%
B2	61-70	29	29%	20	2%
C1	51-60	47	47%	43	4%
C2	41-50	07	7%	22	2%
D	33-40	02	2%	07	7%
		100	100%	100	100%

Objective no.2

The above table depicts that out of 100 Male and Female differently able children of inclusive system of education, 3% differently abled students fall under A2 Grade, 12% showed B1 Grade, 29% students showed B2 Grade. The data also reveals that 47% differently abled students of inclusive system of education fall in C1 Grade, 7% of the students fall in C2 Grade and a small percentage of 2% of the students fall in D Grade. The statistical data also reveals that out of 100 Females differently abled children of inclusive system of education, 1% differently abled children fall in A2 Grade, 7% fall in B Grade, 20% students fall in B2 Grade. The data further reveals that 43% differently abled children of inclusive system fall in C1 Grade, 22% students fall in C2 Grade and comparatively small percentage of 7% of the differently able children of inclusive system fall in D Grade. While analyzing the statistical data, it has been observed that no Female differently abled children of inclusive system of education fall in A1 Grade.

RESULTS & DISCUSSION

Study found that the 25% of the non-inclusive were found to possess favorable institutional environment whereas no inclusive school was found to fall in this level. 50% non-inclusive schools where as only 3.5% inclusive schools were found to possess above average level of institutional environment. 25% of the non-inclusive where as 58.92% inclusive schools were found to have average level of institutional environment. 26.78% and 10.71% of the non-inclusive schools were found to possess below average and

un-favorable level of institutional environment whereas no non-inclusive school was found to fall in these two levels of institutional environment. **Panday (2009)** found that inclusive institutions lack infrastructure for running the system more with more efficiency. Out of 200 differently abled students of non-inclusive system of education, 1% students fall under A2 category, 4.5% fall under B1 Grade, 5.5% students showed B2 Grade of scholastic achievement. The data also reveals that 22.5% differently abled students of non-inclusive system fall in C1 Grade and a very good percentage of 50.5% showed C2 Grade. 16% students of non-inclusive system were found to possess D Grade of scholastic achievement. The statistical data further reveals that out of 200 differently abled children of inclusive system of education, 2% students fall in A2 Grade, 9.5% of the students fall in B1 Grade, 24.5% in B2 Grade, and 45% in C1 Grade of scholastic achievement. It was also found that 14.5% students of the inclusive system fall under C2 grade and 4.5% students fall under D Grade of scholastic achievement. The statistical data further reveals that 10% of the students fall in D Grade. It was also revealed that out of 100 female differently able children of non-inclusive system of education, 6% of the students fall in B Grade, 4% showed B2 Grade, 16% displayed C1 Grade. While as a very good percentage of 52% of the students showed C2 Grade. A comparatively good percentage of 22% fall in D Grade. The statistical data further reveals that Female differently able children fall in A and A2 Grade. Out of 100 Male and Female differently able children of inclusive system of education, 3% differently abled students fall under A2 Grade, 12% showed B1 Grade, 29% students

showed B2 Grade. The data also reveals that 47% differently abled students of inclusive system of education fall in C1 Grade, 7% of the students fall in C2 Grade and a small percentage of 2% of the students fall in D Grade. **McCarty, (2006)** found that specially abled children when placed in inclusive classes performed better in their academics than the specially abled children enrolled in non-inclusive classrooms. **Rea, McLaughlin, and Walther-Thomas (2002)** have also confirmed that especially abled children when taught in inclusive settings earned high marks, committed no more behavior denials, enhanced school attendance and had than students studying in the non-inclusive system. The inclusive system of classrooms also provide good support including social support from classmates without disabilities, which in turn help in improving the academic performance to the children with special needs (**Shultz, 2001**). The study is in contrast with the study conducted by **Weiss and Lloyd (2002)** who found that children with differently abled children showed less academic performance when placed in an inclusive classroom. However no description was given on how the performance was determined.

CONCLUSION

Apart from scholastic activities, importance should be given to scholastic activities too for student's development. Previously co-curricular activities were not given due importance But now, the psychological, ethical, academic, social, civic, moral , cultural and recreational values of co-curricular activities have been emphasized and so due attention should be given on their effective organization and management .These days lack of proper planning,

paucity of various facilities, lack of proper qualified staff, over emphasis on academic programs are some of the hitches which need to be addressed out for ensuring success of these activities. Teachers should make child feel secure in the class environment. They should be familiar with group dynamics if they are to be effective in promoting academic learning as well as social development. A democratic social climate is more conducive to effective learning and group relations than is an autocratic atmosphere.

REFERENCES

- Armstrong, E. S. (2006). *School-age Cognitive and Achievement Outcomes for Late Talkers and Late Bloomers: Do Late Bloomers Really Bloom?* ProQuest.
- Fisher, J. L. (1995). Relationship of Intelligence Quotients to Academic Achievement in the Elementary Grades.
- Guskey, T. R. (2013). Defining student achievement. *International guide to student achievement*, 3-6.
- Kathryn Gibb, Daniel Tunbridge, Angelia Chua., & Norah Frederickson. (2007). Pathways to Inclusion: Moving from special school to mainstream. *Educational Psychology in Practice*, 23(2), 109-127, DOI: [10.1080/02667360701320770](https://doi.org/10.1080/02667360701320770)
- Maricle, S. L. (2001). Attitudes of New Jersey public secondary school principals toward inclusive education and educational strategies related to its practice. (Doctoral dissertation, Seton Hall

University, College of Education and Human Services, 2001).

McLaughlin, J. A. (2001). Mainstreaming and inclusion: The attitudes of North Carolina principals toward integrating special needs students into the regular classroom. (Doctoral Dissertation, South Carolina State University, 2001).

Sermier Dessefontet, R., & Bless, G. (2013). The impact of including children with intellectual disability in general education classrooms on the academic achievement of their low-, average-, and high-achieving peers. *Journal of Intellectual and Developmental Disability*, 38(1), 23-30.

Thomas, G. (1997). Inclusive schools for an inclusive society. *British journal of special education*, 24(3), 103-107.