CHAPTER – I

INTRODUCTION

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1.1   Background

The universal declaration of Human Rights proclaimed by the United Nations in Dec. 1948 (Article -26) observes "Everyone in the world -men, women, boys and girls of all ages have the fundamental right to education". The whole purpose of education in a country like India is to develop and enhance the potential of human resources and progressively transform it into a knowledge society. This can only be done through quality teachers and with quality content. It is well recognized that a vibrant civil society which is responsive to the needs of the less fortunate and marginalised community plays a crucial role in promoting and building an equitable and just society. In the present day society, one of the most vulnerable sections of the society is "children in distress" who have lost their homes and parents in traumatic circumstances. Despite significant economic and technologies strides made by the country, thousands of such children still go hungry, with no education and without a home to call their own. It, therefore, becomes imperative for the socially responsible citizens and organisations to partner initiatives, that will help these children acquire a life of dignity. Many childcare organisations are working for the betterment of children in distress, a few of these provide needy children an emotional anchoring of a family. The SOS Children's Villages of India, with its innovative and unique childcare concept, has thousands of such children growing up in a 'home-like' environment in its children's villages spread across the country.

1.1.1 SOS Children's Village.

The SOS Village i.e. "Save Our Soul" Village is non-profit, non-government, voluntary organisations, committed to the care of children in need. SOS Children's Villages of India was established in 1964, with the setting up of the first SOS children's village at Greenfield, Faridabad. Today, there are over 316 SOS villages spread over the world. India with over 32 Children's Village, has more villages than any other country. The aim and objective SOS Children's Villages of India is to help orphaned and destitute children by giving them a family, permanent home and a strong foundation for an independent and secure life.

Every SOS Children's Village has got 14 to 20 family homes. Every home is a vulnerable veritable family, with 10 children living together as real brothers and sisters. And there's a dedicated SOS mother in each home, taking care of the material and emotional needs of the children cooking food, teaching and playing with them. Providing an atmosphere of love and protection, she plays a pivotal role in their development as confident responsible citizens of the future. All this is part of the SOS philosophy of childcare, conceived by Dr. Hermann Gmeiner in post -world war-II Europe. Today, it is a global movement, with SOS Kinderdorf. International as the Umbrella organisation.

The incharge of a children's village is the village Director, a father figure who with his team of co-workers supports the mothers in taking care of the needs of the children and looks after the administrative requirement of the project. The children attends schools in the community and are supported in their SOS families till they are able to stand on their own independently and have reached a stage where they can support themselves. It is the responsibility of SOS India to ensure that children receive the best possible opportunities for growth and development.

SOS children's village are equipped with Kindergarten facilities to provide pre-school learning inputs to small children. SOS India has youth facilities that take care of the overall needs of boys above the age of 14. Their objective is to provide better educational support and individualized are for grown up boys.

SOS India not only commits itself for taking care of children but dedicated marriage cell actively works to find appropriate life partners for children. The uniqueness of this programme is that it is a long term care programme where a child gets an alternate family for life and the opportunity to grow up with security and love that only a family can provide. According to Feldman, (1998) the term "Orphanage' is rarely used having been replaced by "Group homes" or 'residential treatment' centres. Group care has grown significantly in the last decade. More than half a million children in U.S. live in foster care. Although such care centre are providing a good service to orphans they cannot always provide their love and support potentially available in a family.

According to Melton, (2003) the Orphans often have their characteristics 'Orphan-spirit'. It is not the same as the spirit of rejection which comes in to assail a heart that has been injured by separation or lack of love and attention but it is principality of lack. It is a spirit where anxiety, anger and rage can reside.

Anxiety is one of the factor, which affects the behaviour and performance of children.

1.1.2 Anxiety and its Importance in Education

Anxiety plays a crucial role because all of us are victims of anxiety in different ways. More simply we can say that anxiety is common phenomenon of everyone's life. Generally anxiety can be either a trait anxiety or state anxiety. A trait anxiety is stable characteristics of trait of the person. A state anxiety is one, which is aroused by some temporary condition of environment such as examination, accident, punishment etc.

Anxiety is considered as a block to an activity. A person who suffers from anxiety may not be able to devote his full energy in the performance of a task. Therefore, it is considered by many researchers that anxiety interferes with the activity and so learning is impeded. This notion is based on an erroneous understanding of the role of anxiety.

Definitions :

- Anxiety is a generalised feeling of dread or apprehension that is not focused towards any particular object or event (Stemberg, 2000).

- According to Coon (2000), "anxiety refers to feelings of apprehension, dread are uneasiness. It is a response to an unclear or unambiguous threat".

- According to H.S. Sullivan (1965), "anxiety intensely unpleasant state of tension due to experiencing disapproval in inter personal relationship."

- Rollomay (1953), described anxiety is apprehension caused by the treat to values which the individual holds essential to his /her existence as a personality.

- According to one fairly widely used definition, anxiety is the autonomic response pattern characteristics of a particular individual organism after the administration of a noxious stimulus.

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- Anxiety is painful uneasiness of mind over an impending or anticipated ill (Webster, 1956).

- According to Horney, "Anxiety is a feeling of helplessness towards a potential hostile world which leads to the development of neurotic disturbances" Anxiety develops in an environment which threats the child's free use of his energies and undermines his self esteem and self-reliance. Anxiety is aroused because of the subjectively observed threat to the overall existence of the organism.

- Anxiety is a powerful motivating force. It can be either constructive or destructive depending upon the degree of the apprehension and the extent of the threat.

Normal anxiety is a reaction which is proportional to the threat. It stimulates the individual to find ways of meeting the threat successfully. It is a stimulant for growth and development an individual without some anxiety does not exist. Whereas limited amount of anxiety is essential for growth an excessive amount is disrupting frequently forcing the individual into building up neurotic or psychotic defenses.

Types of anxiety –

Anxiety can be of the following types

1. Situational anxiety-

When an individual feels anxiety because of situation in which he finds himself no sooner he is out of the situation or gains control of it, then the anxiety subsides.

2. Characterological anxiety :

When anxiety becomes a component of the psychic make up of the individual, in such instances, an individual will worry about things that

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have happened and also about things that have not happened, or also an individual experiences anxiety, as a sense of nameless dread without being able to identify why or of what he is afraid of. This is called 'free floating anxiety' denoting that it is not attached to anything specific. When an individual's main symptom is that of free floating anxiety, it is usually diagnosed as an 'anxiety scale'

3. Conscious anxiety :

Where the individual is conscious of what he is anxious about, here the cause is mostly known and the individual know that he is anxious.

4. Unconscious anxiety :

When an individual experiences enduring spells of tension and restlessness without knowing that what make him so. The manifestations of unconscious anxiet4y may be a psycho-somatic reaction etc (Dutt, 1988). Anxiety is a complex behaviour event that is influenced by situational personality. Anxiety is associated with prevailing timidity, and self esteem and feeling of inferiority. Anxiety a certain extent may help the individual to do better in various field of life and but when increases in degree it can become a threat to self and may convert a healthy and normal person to an unhealthy one. Those students who experience more anxiety would not be able to achieve higher academic excellence as compared to those who experiences less anxiety. The school performance of an anxious and worried student would be significantly low as compared to the one who is less worried. Also the pupils having high anxiety were significantly more frustrated than pupil having less anxiety. Anxiety prevents a child from an objective assessment of self and other and tends to result in self defeating behaviour.

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Anxiety belong to the emotional response for it does alert the individual heightens his level of activation and undoubted bring up to threshold many anticipatory responses. In its milder form, anxiety appears to facilitate the acquisition of stimulus response relationship However intense anxiety that borders on fear activate completing response tendencies narrow the perceptual field and seriously disrupts well established mode of responses.

Anxiety within definitely stimulate the individual to put forth hard work while excessive anxiety interfere with the normal work and hinders the progress. It is agreed that anxiety is not unidimensional residing within the individual.

1.1.3 Self-Confidence and Concept

What is self ?

The study of self is very important in understanding and predicting consistencies as well as variation in human behaviour. The ability to understand and predict leads to the ability to control and modify the behaviour. Individual behaviour in any situation largely depends upon the way the individual perceives the situation of which he himself is a part.

Self is usually referred in the sense of either personality or ego. It is often regarded as consciousness of one's own identity. It is considered to be an important factor in adjustment of the individual. In the same way self confidence of the children may also be confirmed or changed by the environment of the school and organization in which they work or study.

What is confidence?
- Confidence is a force
- It is like a supply of petrol in a car.

- No confidence no life at all.

- Self confidence is preparation. Everything else is beyond your control.

Rules for improving confidence

No. 1   Do not hate yourself or your life because it will drain your energy.

No.2   Knowledge is the first key to confidence. It would trust you to perform.

No.3   Check your associates around.

Tips for improving confidence

i.   Do every day something new to build your confidence.

ii.   Take challenges privately.

Concept of self confidence

It is an attitude which allows individual to get positive realistic views for the life. They trust on their own abilities. "Self-confidence refers to an individual perceived ability to act effectively in a situation, to overcome obstacles and to get things go all right (Basavanna; 1975)". (Disabled due to dependence on others, weaken their self confidence). Self doubt, passivity, submissiveness, sensitivity to criticism destruct, depression, inferiority feeling and loneliness are found in them. Due to lack of self confidence a person tries to seek the help of others, in order to solve his problems and to get rid of them.(Dr. Pranav Pandya, 2004).

Agnihotri and Gupta (1985), explored self confidence as a function of perceived maternal child rearing behaviour. The analysis of data revealed that boys with low self confidence perceived their mothers to be controlling in consistent in the discipline accepting and having an

acceptance of individual. Perception of maternal withdrawal of relation and non enforcement were associated with high self confidence in boy.

1.1.4 Academic Achievement and its Influence

Achievement is the end product of all educational endeavour. The main concern of all educational efforts to see that the learner achieves quality control, quality assurance and total quality management. The knowledge attained or the skills developed in the school subjects usually determined by test scores assigned by teachers.

Academic achievement means the attained level at which the student is functioning in school task as measured by school marks or grades earned. There are many studies in the literature in favour of the observation that the academic achievement and intelligence are considered affected by gender intelligence because of the gender differences, the psychological and psychological makeup of the child differs.

Academic achievement is of paramount importance particularly in the present socio economic and cultural context. Obviously in the school great emphasis is placed on achievement right from beginning of formal education.

Orphanhood leads to recurrent problems in interpersonal relationship a higher rate of personality disorders and severe parenting difficulties laten in life. Anxious orphans are resistant to social interaction seek isolation and are difficult to comfort (Ford and Kroll, 1995). These children experience a great deal of anxiety, stress and trauma which result in severe emotional, psychological and behavioural problems.

Despite of above limitations a good number of children from SOS village showed excellence not only in the area of education but also in different dimensions of life like cultural, social etc.

Looking into the reality of such children, it was thought appropriate to undertake a study about the situation that are responsible for children's achievement in different areas.

1.2   Statement of the Problem

In this study effort was made to self-confidence and academic achievement of children having low and high anxiety level. Thus, the problem may be stated as –

"Comparative Study of Self confidence and Academic Achievement of Children of SOS Children's Village having Low and High Anxiety.

1.3.   Delimitations of the Study

1.   The study was delimited to the children staying in SOS Village of M.P.

2.   The study was further delimited to students of classes VI-VIII.

3.   Only those children were selected as subjects of the study whose anxiety scores falls under the category of low and high anxiety group.

1.4 Definitions and Explanation of the Terms

1.4.1 Anxiety

Like its Latin original anxieties, anxiety commonly connotes an experience of varying blends of uncertainty, agitation and dread. According to H.S. Sullivan (1965) "anxiety intensely unpleasant state of tension due to experiencing disapproval in interpersonal relationship."

1.4.2 Academic Achievement

According to Carter. V. Good, "Academic achievement is knowledge attained or skills developed in the school subject usually designated by test scores or by marks assigned by teachers or by both."

1.4.3 Self Confidence

It is an attitude which allows individual to get positive realistic views for the life. They trust on their own abilities. Self confidence refers to an individual perceived ability to act effectively in a situation, to overcome obstacles and to get things go all right.

1.4.4 SOS Children's Village

"Save our Soul" Children Villages of Indian is a voluntary child care movement providing direct and indirect care to many thousands of children in India.

1.5 Objectives of the Study

Following objectives have been formulated for the present study.

1. To assess the anxiety of children of SOS village.
2. To classify SOS children into low and high group on the basis of anxiety scores.
3. To study the self confidence of low and high anxious children.

4. To find out the academic achievement of children having low and high anxiety.

5. To compare self confidence of low and high anxious children.

6. To compare academic achievement of low and high anxious children.

7. To find out relationship between self confidence and academic achievement of low and high anxious children.

1.6 Hypothesis of the Study

On the basis of the literature available and the objectives set following Null hypothesis are developed.

H_o1 There will be no significant difference in self confidence of children having low and high anxiety scores.

H_o2 There will be no significant difference in academic achievement of children having low and high anxiety scores.

H_o3 No significant relationship exist between anxiety and self-confidence of children of SOS village.

H_o4 There will be no significant relationship exist between anxiety and academic achievement of SOS village's children.

H_o5 No significant relationship exist between self confidence and academic achievement of children having high anxiety.

H_o6 There will be no significant relationship between self confidence and academic achievement of children having low anxiety scores.

H_o7 There will be no significant difference in academic achievement in science of children having low and high anxiety.

H_o8 There will be no significant difference in academic achievement in mathematics of children having low and high anxiety.

1.7   Need and Importance of the Study

The primary aim of any educational programme should be to shape the behaviour of the learner. It is necessary to take into consideration various factors which directly or indirectly influence the behaviour of children.

Shrivastava and Verma (1998), studied relationship between academic achievement, anxiety and self confidence among best athletes. Athletes showed higher anxiety as compared to the non-athletes, level of anxiety among girls was significantly higher than boys. **Verma, B.P. (1990),** conducted a study to analyse sex differences in risk taking self confidence anxiety among adolescent learners in order to confirm. The findings of previous researchers in the Indian context male adolescent learners possessed higher self confidence and low anxiety than female adolescent learners.

Though many studies have been conducted i.e. related to anxiety self confidence and academic achievements whereas, the scholar could come across very few studies where the academic achievement of socially neglected children was studied in relation to anxiety, academic achievement and self confidence. This gap lead the researcher to conduct a study discovering whether children of SOS village differ in self confidence, academic achievement and anxiety and also to compare self confidence and academic achievement of low and high anxiety group.

The findings of the present study may be useful to the teachers, administration, caretaker and others to develop an understanding the behaviours of children residing in SOS Children's village. This will also put forth, the phenomenon of cause and effect between anxiety self confidence and academic achievement.