



Academic Achievement of orphan and non orphan adolescents- A comparative Study

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ABSTRACT

The present study was undertaken to study and compare the orphan and non orphan adolescents on Academic Achievement. 100 orphan and 100 non orphan adolescents were selected randomly for the present investigation. Mean of previous year's marks was used as data. The data was analyzed by some statistical techniques. The conclusion from the present study reflects a significant mean difference between orphan and non orphan adolescents.

Key word: Academic Achievement, Orphan, Non Orphan, Adolescents

INTRODUCTION

All stages are important in man's life whether it is infancy, childhood, adolescence or adulthood but most sensitive stage of man's life is adolescence, which starts from 13 and ends approximately at 19 years. Adolescence is the most crucial period in the life of a human being. It is the stage when the urge of life reaches its highest peak. The adolescent's life is, or might be, full of hopes. The adolescents are eager to interact with new experiences, to find new relationships, to examine resources of inner strength and fathom the strength of their inner abilities. The adolescent tries to have freedom to think and set his own goals and discover means to achieve them. Adolescence is considered as a transitional phase, a "status passage" between childhood and adulthood (Freud, 2000; Flammer and Alsaker, 2002; Hurrelmann, Rosewitz and Wolf, 1994; Maggs, Schulenberg and Hurrelmann, 1997). The 12-13 years of man's life are of prime importance as the outcome during this period largely determines the man's future. The family and the society play an essential role in the life and development of child. It lays the foundation for the development of the individual. The period of adolescence not only brings physical change but psychological changes that make the child a qualitatively different person. Adolescence is an important period of physical, social, psychological and cognitive growth (Stagman, Schwarz, and Powers, 2011). The changes affect the health, self-concept, and academic achievement and the personality of the individual as a whole.

Adolescents are most assets of our nation but helpless and insecure. However, because of the reasons like being left by parents, lost of parents, family disintegration etc children become orphan and live in orphanages (Anonim, 2009; Jacobi, 2009). Lack of family support on children they feel lonely and experience various concerns and fear (Yaldirim, 2005). Globally, an orphan is defined by international organizations based on age



and parental status. According to (UNAIDS, USAID and UNICEF, 2002) an orphan is defined as a child less than 15 years of age who have lost its mother. Recently however, it has changed its definition to cover the loss of both parents and to include children below 18 years of age (UNAIDS, 2004)). According to the encyclopedia Britannica and the Median–Webster dictionary, an orphan is; 1) A child deprived by death of one or usually both parents. The death of a parent or marginal gap between the children and parents leaves children in a state of trauma, Segendo and Nambi reported in 1997 that many orphans were showing signs of stress and trauma. Many orphan may become withdrawn and passive or develop sadness, anger, fear and antisocial behaviour and become violent and depressed (Wored Banes, 2004). Most common problems faced by orphans include loss of home, high dropout rate from school (Naheeda Vaida, 2012).

Kashmir is the northern most state of India. Kashmir, which was some two to three decades before considered the heaven on earth and now from last two to three decades has become the valley of orphans and widows. The Kashmir conflict, which killed near one lakh people since 1989, has made a generation of children bereaved of parents they grow up in no man's land between politics and war. The most disturbing fallout of it has been the phenomenal increase in destitution manifest in the staggering rise the number of institutes (orphans and widows). Dabla, (2001) an impact of conflict situation on women and children in Kashmir shows that most crucial problem that the children face after the death of their father is economic hardship. Empirical studies on children in an armed conflict show the determinant effects on children's mental health academic achievement and well being. It was reported that a study conducted by the United Nations International Children's Fund (UNICEF 2007) put the estimate at the 1,00000 orphans. The latest estimate available has been given by UK-based child rights organization, "save the children." The reports that population of orphans in J&K is 2,14,000 and 37 percent of them were orphaned due to the armed conflict (save the Children 2012). Orphan is at increased risk of losing opportunities for school.

Grades are the most universally accepted indicators of achievement in educational setting that focus on the student (Anaya, 1999; Biggs, 1989; Goberna 1987; Harackiewicz, Barron, and Elliot, 1998; Pardo and Olea, 1993). Academic achievement occupies a very important place in education as well as in studying and learning process. Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or units based on pupils' performance." Good (1959) refers to academic achievement as, "The knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher". Metha K.K. (1969) defined academic achievement as, "Academic performance includes both curricular and co- curricular performance of the students. It indicates the learning outcome of the students. In class rooms students perform their potentials efficiently as a result of it, learning takes place."Balasubramanium (1992) while reviewing studies on correlates of achievement has observed, "Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late, total quality management of achievement have increasingly gained the attention of



researches in education. After exploring the concept of achievement in the cognitive, effective and psycho-motor aspect of human behavior, researches have probed further and have attempted to understand the black box of achievement. "He has further observed, "Personality traits of students do not give a consistent pattern in their association with the achievement of students."The learning outcome changes the behavior pattern of the student through different subjects. The students may be different at different levels of achievement and in different areas of subject. So, achievement is the learning outcome of students in classrooms. A level of achievement in academic field includes the performance of students. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So Academic Achievement means the achievement of pupils in the academic subjects. Academic achievement is considered a key criterion to judge one's total potentialities and capacities.

II.NEED AND IMPORTANCE

The armed conflict in the Kashmir valley started in 1989 as per conservative estimates more than one lakh people have been killed and more than this number have been injured. Among the suffering people the most significant groups are adolescents and women who have become orphans and widows respectively. As a result of death of their father's husbands (who were the sole bread earners in their families) life conditions of widows and destitute adolescents have become worst and deteriorate day by day. One of the crucial and devastating effects of the death of father is that their children including adolescents could not pursue their education as they were doing earlier. While some orphan adolescents had to drop out of schools others facing tough time for continuing formal education. Significant numbers of orphans are reported to be non-school goers. It is observed that these adolescents are either staying idle at home or working somewhere for earning money for their families. It is generally believed that adolescents working in different sectors for completely undesirable conditions while they are exploited extremely. They have health and many other problems related to academics.

The death and destruction have taken a heavy toll on the mental health, achievement and performance of the people of Kashmir. The death of a parent permeates into all aspects of a child's life. He experiences a decline in health, education, and achievement (UNAIDS/UNICEF/USAID, 2004; UNICEF, 2003). Research in this area is important because the death of the parent is a risk factor for the development of psycho-social issues in children that in turn is having direct relation with achievement. (Bauman & Germann, 2005). The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990). The desire of success is derived from an individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eyes of others. Thus a child, who sees himself as top ranking, or as a scholar, may set his goal and the attainment of higher grades in the class. A modern society cannot achieve its aim economic growth, technical development and cultural advancement without harnessing the talents of its citizens.



Normally there should have been a dependable mechanism to address the gigantic problems of orphan adolescents and its accompanying miseries. But primarily due to absence of necessary commitment, determination and partly because of the lack of the sort or resources provided by the state. It is against this background that during the last few years a number of voluntary charitable and political organizations have come forward to take care of orphan adolescents in the valley. Since the voluntary organizations have been actually engaged in looking after the orphan adolescents in orphanages for the last many years in Kashmir valley there is a tremendous need to assess these students on the basis of performance and academic achievement and to compare them with non orphan adolescents.

The purpose of the present investigation was to examine the differences in Academic achievement of orphan and non orphan adolescents. The study adds the literature and will become a guideline for researchers, educationists, administrators and counselors to guide the students in a proper way and to frame the suitable educational environment where they would be accommodated and their performance and Academic achievement may improve.

III.STATEMENT OF THE PROBLEM

The problem for the present investigation has been taken as under:

“A study of Academic achievement of orphan and non orphan adolescents”

OBJECTIVES FOR THE PRESENT STUDY

The following objectives have been formulated for the present investigation.

1. To identify Orphan and Non Orphan adolescents.
2. To study Academic achievement of Orphan and Non orphan adolescents.
3. To compare Orphan and Non Orphan adolescents on Academic achievement.

HYPOTHESES FOR THE PRESENT STUDY

1. Orphan and non orphan adolescent differ significantly on Academic achievement.

OPERATIONAL DEFINITIONS OF THE TERMS AND VARIABLES

Academic Achievement

Academic achievement for the present study refer to the marks obtained by the students in 8th class final examinations.

Adolescents

Adolescents for the present study refers to school going adolescents falling in the age group of 16-17.

Orphan

Orphan for the present study refer to those adolescents who have lost their fathers during 1996 (turmoil) and onwards

Non Orphan

Non orphan for present study refer to those adolescents whose parents are alive.



DELIMITATION OF THE STUDY

The investigator delimited the study to the four districts of Kashmir viz., Srinagar, Gandarbal, Pulwama and Budgam.

OVER VIEW OF REVIEW OF RELATED LITERATURE

Bamgbade, E. et al. (2013) revealed no significant difference existed in pupil's levels of academic achievement and ethnic background, while a significant difference was found between the monogamous and polygamous pupil's religions across the various family structure. **Doshi, D. R. et al. (2012)** found that significant difference in mental health and academic achievement with respect to orphan and non orphan students. **Cirillo, K. (2009)** found significant difference between stress in boys and girls, and significant correlation between the stress, academic achievement and mental health. **Beasley, N.M.R et al. (2008)** found that interventions are needed for orphan and vulnerable as fostering community support for education programmes. **Amillia C.R., and William, R.S. (2007)** indicated that divorce had a greater negative impact on educational achievement than the remarriage. **Chowdhury, A. et al. (2007)** revealed that with regard to the academic achievements parental supports were found to have a positive effect on their children's academic performance. **Lindokuhle, O. M. (2006)** showed no significant relationship between the custodian type and academic achievement of orphaned learners. The significant relationships was found orphan learners stayed and cared by grandparents.

IV.METHOD AND DESIGN

The method employed for the purpose study descriptive method of research. This method has been the most popular and widely used method of research in social sciences and education. Through this method the study is designed to obtain the pertinent and precise information concerning the current status of phenomena and also to draw valid conclusions from the facts discovered.

V.SAMPLE

The sample for the present investigation consists of 200 students(100 orphan and 100 non orphan adolescents) taken from the 10th grade of various secondary schools and two orphanages institutions of four districts of Kashmir viz, Srinagar, Ganderbal, Pulwama and Budgum. The orphan students were identified on the basis of information obtained from the offices. The list of government orphanages was taken from office of the Director social welfare Department and the list of Non Government orphanages was taken from registration office for NGO press colony Srinagar. The non orphan students were selected with the help of random sampling technique. The below mentioned institution such as J&K Muslim Welfare Society all the orphan students were included in the sample. In this institution non orphan students were not on rolls. where as in the other institution both the orphan and non orphan students were on rolls.

The description of sample is as under:



S.No.	Name of orphanage	Name of school	Total No. of Orphan s	Sampl e taken	Total No. of non-Orphan s	Sampl e taken
1.	J And K Muslim Welfare society	J & K Muslim Welfare Institute.	27	27	-	-
2.	Help Foundation.	Alpha Public Secondary School	7	7	20	5
3.	Jand K Yateem Trust Gulshan Banath chadoora.	Banath Institute of Education.	13	13	20	5
4.	Jand K Yateem Foundation Biat-ul Hilal.	Soliha Subline high school Rajabagh	6	6	28	6
5.	Al Mahmood children Home	Soliha Subline high school Rajabagh	3	3	25	6
6.	Gulshan – Mahal Bachidar waza.	Modern institute of Education and Techniques.	5	5	25	6
7.	Markaz –e- Falati Itfaal Shalimar.	Govt. Boys Higher Secondary School Shalimar.	5	5	30	6
8.	Markaz-e-Falahi-Musturas Shalimar.	Govt. Girls Higher Secondary School Brein.	3	3	28	6
9.	Alamdar yateem Trust Barbar shah.	R.N. Mandar Habakadal.	3	3	24	5
10.	Al Masumeen yateem Trust	Standard public school Alamgaribazar	4	4	26	5
11.	Markaz –e- Falati Itfaal Kangan Ganderbal	Government Boys Higher secondary Kangan	1	1	20	5
12.	Doori Yateem trust kangan	Government Girls Higher secondary Kangan	2	2	17	5
13.	Apna gar Beerwah Badgam	Sulfia institute Gondipora Govt Boys Higher secondary school Beerwah	1	1	23	5
14.	Nari Neketan MFM Chadoora	Government higher secondary school chadoora	2	2	19	5
15.	MFI Khansahib Badgam	Govt higher secondary school	4	4	20	5



		Khan Sahib				
16.	Boderless World Foundation Beerwah	Mazahar ul Haq secondary school Beerwah	6	6	25	5
17.	Shah Jeelan yateem trust khanyar	Government higher secondary school	2	2	20	5
18.	Bilaliya orphanage Botakadal	MIET high school	2	2	20	5
19.	Baitul Aafiyat Girl's Hostel, Tral Pulwama	MTI Girls Higher secondary school Tral	2	2	25	5
20.	Yateem welfare society pulwama	NIET school Tral Pulwama	2	2	24	5
	Total			100		100

VI. SELECTION OF THE TOOL

ACADEMIC ACHIEVEMENT

The academic achievement of the students was collected by giving them Self-constructed information blank in which they had to give the marks of previous class i.e. 8th. This was then also confirmed from the school records of the respective schools.

Procedure

The list of Government orphanages was obtained from the office of the Director social welfare Department and the list of Non Government orphanages was taken from registration office for NGO press colony Srinagar. In order to collect the sample the investigator visited various orphanages and secondary schools of four districts of Kashmir viz., Srinagar, Badgam, Pulwama and Ganderbal. The Academic Achievement of previous year i.e. 8th standard of the sample subjects was collected from the official records of the high school institutions.

STATISTICAL ANALYSIS

The data has been analyzed by applying mean, S.D and t- test



ANALYSIS AND INTERPRETATION

Table 1.0: Mean comparison of orphan and non orphan adolescents on Academic achievement. (N = 100 in each group)

Group	Mean	S.D	t –value	Level of significance
Orphan	70.70	4.45	10.54	Significant at 0.01 level
Non orphan	77.87	5.19		

A quick look on table 1.0 shows the mean comparison of orphan and non orphan adolescents on Academic achievement. The table reveals that the two groups of adolescents *viz.*, orphan and non orphan differ significantly on Academic achievement as calculated t-value (10.54) is greater than tabulated t- value (2.58) at 0.01 level of significance. The mean difference favours non orphan adolescents which depicts that non orphan adolescents have better Academic achievement than orphan adolescents. Thus from the confirmation of the results from the above table the hypotheses No.1 which reads as, “orphan and non orphan adolescents differ significantly on Academic achievement” stands accepted.

VII.DISCUSSION

Academic achievement becomes extremely important for students. Their academic achievement can be related to their choices of subjects or stream and even their secondary school. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their children’s Academic achievement because they may believe that good academic results will provide more career choices and job security. Schools are also often influenced by concern about the school’s reputation, which can hinge on overall academic achievement of the school.

VIII.ACADEMIC ACHIEVEMENT OF ORPHAN AND NON ORPHAN ADOLESCENTS

Orphans and non orphan adolescent were compared on Academic achievement. The result reveal that non orphan have higher Academic achievement, academic performance, higher learning outcomes, knowledge attaining ability, skill development in school subjects and higher degree of competence in school tasks than orphan adolescents. The findings are in line with Doshi, D. R. *et al.* (2012) revealed the significant difference between academic achievement of orphan and non orphan students. Cirillo, K. (2009) revealed that effect of family support to be significant on academic achievement of students. Lucille, I. M. (2007) found that non orphans show better academic performance than orphans.



IX.SUMMARY AND CONCLUSION

The main purpose of the study was to compare Academic achievement of orphan and non orphan adolescents in Kashmir. The sample for the present investigation consists of 200 students(100 orphan and 100 non orphan adolescents) taken from the 10th grade of various secondary schools and two orphanages institutions of four districts of Kashmir viz., Srinagar, Ganderbal, Pulwama and Budgum. The orphan students were identified on the basis of information obtained from the said offices. The list of government orphanages was taken from office of the Director social welfare Department and the list of Non Government orphanages was taken from registration office for NGO press colony Srinagar. The non orphan students were selected with the help of random sampling technique. In order to assess the Academic achievement, marks scored by students in 8th class were taken as sample for academic achievement. Various statistical methods, including mean, S.D and t- test were applied to analyze the data. Therefore the main conclusions of the study are as under:

1. Non orphan adolescents are found to have higher Academic achievement than orphan adolescents i.e. non orphan adolescents have excelled in academics than the orphan adolescents.

X.EDUCATIONAL IMPLICATIONS

After having reported the finding's in the preceding sections. Some of its practical implications are pooled to consider their importance.

1. Peace education should be planned and provided to all the educational institutions, which will deal with key concept of turmoil, disaster, typical reaction to it according to different age groups and helpful hints.
2. All orphanages should strive to provide the high quality education services to orphans inside and outside orphanages. The modern curriculum must be followed by those orphanages, which provide in-house education.
3. A teacher can be instrumental in creating a classroom environment which nurtures and supports students in developing positive self concept according his capacities, potentialities, attitudes and interests. Teachers have an important responsibility of guiding the youth because they are the nation builders. Being the best friend, philosopher and guide, the teachers behavior and dealing with the students will definitely leave positive impact in motivating students by satisfying their needs and thirst for knowledge. Students should be encouraged to participate in a variety of curricular and co curricular activities like games, sports, debated, discussions, and various programs clubs, trips etc because this will help them to develop the self worth and self confidence.
4. The locally used names of orphanages like yateem trust and yateem khana must be replaced by more attractive names, which will reduce stigma among the orphans.
5. The orphanages are not capable to continue higher education of orphans within or outside orphanages. Hence, the state should strive to impart education of orphans in government schools. The emphasis should be given in higher education of orphans by promoting schemes of vocational education.



6. State must provide space for the sporting activities of orphans, as most of the orphanages are altogether lacking enough space for orphans to play.

XI.SUGGESTIONS FOR FURTHER RESEARCH

In the light of findings of the present study the investigator feels that the following suggestions may be taken into consideration while conducting a study similar to the present one.

1. A separate study may be replicated on large sample.
2. The study may be conducted on other variables such as personality, attitudes, social intelligence, emotional intelligence etc of orphan and non orphan adolescents.
3. A research critique on the lived experiences of adolescents at orphanages in Kashmir.

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