

Academic achievement of orphan adolescents in Kashmir valley

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ABSTRACT

The present study was conducted to study the academic achievement of orphan adolescents in Kashmir valley. In the present study Academic achievement refers to the aggregate marks obtained by the students in 6th and 7th class. The data collected was analysed by t-test. The result reveal that non institutionalised 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 institutionalised orphan adolescents.

1. Introduction

Adolescence is a stage in life cycle characterized by increasing independence, rapidly occurring physical and psychological changes, exploration of social issues and concerns, increased focus on activities with a peer group and establishment of a basic self identity (Hurlock, 1981). WHO (1998) considers "adolescence" to be the period between 13 and 19 years of age. It is a phase of life marked by special attributes like rapid physical, social, psychological, cognitive and behavioral changes and developments, including urge to experiments, attainment of sexual maturity, development of adult identity, and transition from socio- economic dependence to relative independence. 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 (Anonium, 2009, Jacobi, 2009). 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). So orphans are the main segment of the family member that may be vulnerable to the problem. They are not able to resist the outside environment, for them every movement and interaction outside their usual resident are becoming difficult to practice (Donahue, 1998). So children are enforced to live in the street or institution for temporary or else for long period of time. An institution is a generic name for a variety of residential care facilities (Sloutsky, 1997). Residential or institutional care can be defined as 'a group living arrangement for children in which care is remunerated by adults who would not be regarded as traditional carers within the wider society' (Tolfree, 1995). This study focuses on the impact of institutionalisation of orphaned children on their wellbeing. Due to which there may be stresses throughout their academic life. Academic achievement of young pupils is, thus, hampered by effect on wellbeing. Both parents and teachers agree that there is lot of pressure on students in the way of their academic achievement (Eysenck, 2009).

Academic achievement occupies a very important place in education as well as in studying and learning process. 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). 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." According to Crow and crow (1969), "Scholastic achievement is the extent to which a learner is profiting from instructions in a given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been imparted to him." According to Robinson (2000), "Scholastic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting behavior, confidence, communication skills, punctuality, assertiveness, art, culture and the like." 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.

2. Need and Importance

The family is one of the main socializing institutions of the society. Psychologists agree that children with secure attachment to parents have better chance to develop into happy, successful and well adjusted adults. It often happens that the father or mother, or sometimes both the parents of children die at a time when they are still very young and in need of constant care and attention of parents. Orphans have several personal, Social, psychological, moral and educational problems. 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 asses these students on the basis of academic achievement and compare them with non institutionalised orphan adolescents, the research will guide the educationists and administrators to frame the suitable

educational institutions where they would be accommodated and their self and academic achievement may be improved. The main factors determining the achievement of an individual are the environment as well as people with whom the individual lives. Who play a very crucial role in molding of self. These people are called the significant others and they include parents, teachers, peers, and sibling. According to UNICEF 2006, if parents praise and love a child, if playmates respect and give attention to the individual, he forms a picture of himself as a desirable person and hence develops a positive self. On the other hand, if parents and peers reject and criticize the individual and are indifferent, this leads to a derogatory self picture resulting in inferiority feelings that in turn are reflected in achievement of child. The study will become a guideline for researchers, administrators and counselors in order to guide the students in a proper way so that may develop and improve academic achievement. Further the study aimed at investigating the effect of institutional care on children's self development, achievement by comparing orphans living in institutions with those living with other members of families, in guardian homes or in their parental homes. Moreover, institutions, counselors and researchers may use the results of this study as a source of information, means of understanding and helping students. The results can also serve as a stepping stone for further inquiry.

3. Objectives

The following objectives have been formulated for the present study:-

1. To study the academic achievement of institutionalized orphan and non institutionalized orphan adolescents.
2. To compare institutionalized orphan and non institutionalized orphan adolescents on academic achievement.

4. Hypotheses

1. There is significant difference between institutionalized orphan and non institutionalized orphan adolescents on academic achievement.

5. Operational Definitions of Terms and Variables

- a) **Academic Achievement:** in the present study Academic achievement refers to the aggregate marks obtained by the students in 6th and 7th class.
- b) **Institutionalized Orphan.** Institutionalized orphan for the present study refers to the children who lost their father and reside in the institution to get care in a group living arrangement.
- c) **Non institutionalized.** Non Institutionalized orphan for the present study refers to the orphan children who lost their father and reside with other members of family.
- d) **Adolescents:** Adolescents for the present study refers to school going children falling in the age group of 13-15.

6. Method and Design

The present study has been concluded through the 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.

7. Sample

The total sample for the present study consists of 200 orphan adolescents, where 100 consists of institutionalised and 100 non institutionalised orphan adolescents studying in the various middle schools, secondary schools and orphanages of the four districts in Kashmir valley.

The details about the procedure of selecting the sample are given as under:

The institutionalised orphan students were identified on the basis of information obtained from the different offices. The list of government orphanages/institutions was taken from office of the Director social welfare Department and the list of Non Government orphanages/Institutions was taken from registration office for NGO press colony Srinagar. The non institutionalised orphan students were selected from various middle and secondary schools where the institutionalised orphans study. The below mentioned institution such as J&K Muslim Welfare Society, Markaz-e-Falahi-Musturas orphanage and Dooriyateem trust kangan; only institutionalised orphan students were on rolls. So, non institutionalised orphan were taken from the nearby school. Whereas, in the other institutions both the institutionalised orphan and noninstitutionalised orphan students were on rolls. Further the number of non institutionalised students in these orphanages/institution were less so, non institutionalised orphan were taken from the nearby school nearby schools too.

For institutionalised orphan adolescents, the total sample (N=100) was selected from the total population (N=239) by using systematic random sampling technique, however for non institutionalised orphan adolescents, the total sample (N=100) was selected from the total population (189) by using again systematic random sampling technique. Further the selection of first number for systematic random sampling was done by using random sampling technique (1st, 2nd and 3rd roll numbers).

8. Delimitation of study

The present study has been delimited on

- Academic Achievement.
- Institutionalised orphan and non institutionalised orphan adolescents in Kashmir valley.
- Four districts in Kashmir valley; Anathnag, Baramulla, Ganderbal and Srinagar.

9. Statistical treatment

Mean, SD, t-test

10. Analysis and Interpretation

Table 1.0: Mean comparison of Institutionalised Orphan and Non Institutionalised Orphan Adolescents on Academic Achievement. (N = 100 in each group)

Group	Mean	S.D	Std. Error Mean	t –value	Level of significance
Institutionalised Orphan	57.70	6.683	.668	3.68	Significant at 0.01 level
Non Institutionalised Orphan	61.10	6.379	.638		

A quick look on table 1.0 shows the mean comparison of institutionalised orphan and non institutionalised orphan adolescents on Academic achievement. The table reveals that the two groups of adolescent's viz., institutionalised orphan and non institutionalised orphan differ significantly on Academic achievement as calculated t-value (3.68) is greater than tabulated t- value (2.58) at 0.01 level of significance. The mean difference favours non institutionalised orphan adolescents which depicts that non institutionalised 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, "institutionalised orphan and non institutionalised orphan adolescents differ significantly on Academic achievement", stands accepted.

11. Discussion

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institutionalised orphan and non institutionalised orphan adolescents compared on academic achievement. The result reveal that non institutionalised 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 institutionalised orphan adolescents. The findings are in line with **Marinus, H.vanet al, (2008)** observed that children growing up in orphanage showed a substantial lower level of IQ (avg. IQ of 84) than their peers reared in foster families (avg. IQ 104). **Kasonde(2010)** Revealed that orphans Score lower on the selected school performance test. **Chowdhury, et al. (2012)** found that parental supports were found to have a positive effect on their children's academic performance. **Elanka&Thirselvanet al., (2017)** Concluded that the orphans were scoring less in academic achievement i.e being orphan cause decrease in academic achievement.

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