

Self Esteem and Academic Achievement of Orphan Adolescents in Kashmir Valley

Aasia Maqbool*

M. Y. Ganai**

Abstract

The present study was undertaken to find out the Self esteem and Academic achievement of orphan adolescents in Kashmir valley. A sample of 200 orphan adolescents (100 institutionalised and 100 non institutionalised) was selected through random sampling. Self constructed Self esteem scale was employed to collect the data. Academic achievement was taken as the mean of marks of previous two years. After going through the statistical techniques of Mean, S.D and t-test, the results revealed that the non institutionalised orphans were having better self evaluation, confidence than the institutionalised orphan adolescents. Further, non institutionalised orphan adolescents were having more academic achievement than institutionalised orphan adolescents.

Key words: *Orphan, adolescents, institutionalised, non institutionalised.*

Introduction

According to (UNAIDS, USAID and UNICEF, 2002), an orphan is defined as a child less than 15 years of age who have lost his/her mother. However, recently, it has changed its definition to cover the loss of both parents and to include children below 18 years of age (UNAIDS, 2004). Aside from the devastating emotional impact of losing their parents, orphans are susceptible their entire lives. Inhibited social, cognitive, psychological, and physical development is all common long- term effects of orphan hood. Typically, the younger the age of a child when orphaned and the longer he remains without a home, the more drastic the impact that his experiences as orphans will have on his development. 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 self esteem and academic achievement. Orphan adolescent is at increased risk of losing opportunities for school, health care, growth, development, nutrition, and shelter. Moreover, with the death of a parent, children experience profound grief, anxiety, fear, and hopelessness with long term consequences

* Aasia Maqbool, Assistant Professor, Department of Education, University of Kashmir.

** M. Y. Ganai, Professor, Department of Education, University of Kashmir.

such as psychosomatic disorder, mental health disorders, chronic depression, low self esteem, learning disabilities and disturbed social behavior. This is frequently compounded by self stigma. There is a gap in the knowledge regarding the impact of conflict on children and effective interventions like institutionalisation. Adolescence is a time when self-esteem increases in prominence. There is no one single thing or one single factor that goes to build a positive self-esteem. self esteem refers to how much a person likes herself or himself. Some behaviours strongly suggest high or low self-esteem. Active competencies and independence are the cornerstones of high esteem among the individual in early adolescence (Smoker, 1975). 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 grades or units based on pupils’ performance.”

Need and Importance

To belong to a family and grow under the protection of parental love should be the natural right of every child. But there are reasons which deprive them of parental love and protection. 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. It is found that parental attachment contributes positively to self-esteem, institutional care is considered as an appropriate measure for providing care to orphan and destitute children in India and J&K. Numerous NGOs across the country provide institutional care to those children whose family is either unable to provide them with adequate care due to poverty, illness, etc or there are no immediate family members to take care of them as they are orphans. Orphanhood results in emotional disturbance in the adolescent that may affect their self esteem and way of evaluation of self. The purpose of the present investigation is to examine the differences in Self Esteem and Academic Achievement of institutionalized orphan and non institutionalized orphan adolescents. 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 good Self esteem 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 extended families, in guardian homes or in their parental homes. Moreover, institutions, counsellors, 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.

Objectives

1. To study the self-esteem, and academic achievement of institutionalized orphan and non institutionalized orphan adolescents.
2. To compare institutionalized orphan and non institutionalized orphan adolescents on self-esteem.
3. To compare institutionalized orphan and non institutionalized orphan adolescents on academic achievement.

Hypotheses

The following hypotheses have been formulated for the proposed investigation:

1. There is significant difference between institutionalized orphan and non institutionalized orphan adolescents on self-esteem.
2. There is significant difference between institutionalized orphan and non institutionalized orphan adolescents on academic achievement.

Operational Definitions of Terms and Variables

- (a) **Self -Esteem:** In the proposed study, self-esteem refers to the scores obtained by the subjects on self constructed Self –esteem scale.
- (b) **Academic Achievement:** in the proposed study, Academic achievement refers to the aggregate marks obtained by the students in 6th and 7th class.
- (c) **Institutionalized Orphan.** Institutionalized orphan for the proposed study shall refer to the children who lost their father and reside in the institution to get care in a group living arrangement.
- (d) **Non institutionalized.** Non Institutionalized orphan for the proposed study shall refer to the orphan children who lost their father and reside with families.
- (e) **Adolescents:** Adolescents for the proposed study refers to school going children falling in the age group of 13-15.

Tools

Self constructed Self –Esteem Scale was used to collect the required data for this study.

Delimitation of study

The proposed study has been delimited on

- Self-esteem and Academic Achievement.
- Institutionalized orphan and non institutionalized orphan adolescents in Kashmir province.
- Four districts of Kashmir Province; Anantnag, Baramulla, Ganderbal and Srinagar.

Statistical treatment

Mean, S. D., *t*-test

Method and Design

Descriptive method of research was employed for this study.

Sample

The sample for the present investigation consists of 200 students (100 institutionalised orphans and 100 non institutionalised orphan adolescents) taken from the 8th grade of various middle schools, secondary schools and orphanages/ institutions of four districts of Kashmir viz Anathnag, Baramulla, Ganderbal and Srinagar.

Interpretation and Analysis

Table 1: Mean comparison of Institutionalised orphan and non institutionalized orphan adolescents on Self Esteem (N =100 in each group)

Group	Mean	S.D	Std. Error Mean	t – value	p-value	Level of significance
Institutionalised Orphans	102.93	15.615	1.561	6.78	0.0001	Significant at 0.01 level
Non-Institutionalised orphans	115.65	10.388	1.039			

Table 1 shows t-test differences between institutionalised and non institutionalised orphans for self esteem. It yielded significant difference between institutionalised and non institutionalised orphans on self esteem ($t = 6.78, p = .0001$). It indicates that non institutionalized children have significantly better self esteem, than institutionalized children. The mean difference favours non institutionalised orphan adolescents, which depicts that non institutionalized orphan adolescents have higher Self Esteem. The above results further clarify that non institutionalized orphan adolescents have better attitudes, and satisfied with what they have, are determined, sociable and adventurous, are truthful to self, stand for themselves and satisfied with their own looks than institutionalised orphan adolescents, who seem to have lack of self assurance, are prone to anger and lack self evaluation. Thus from the confirmation of the results from the above table, the hypothesis No.1 which reads as, “orphan and non orphan adolescents differ significantly on Self Esteem” stands accepted.

Table 2: 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	p-value	Level of significance
Institutionalised Orphan	57.70	6.683	.668	3.68	0.0001	Significant at 0.01 level
Non Institutionalised orphan	61.10	6.379	.638			

A quick look on table 2 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 institutionalized 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 hypothesis No.2, which reads as "institutionalised orphan and non institutionalised orphan adolescents differ significantly on Academic achievement" stands accepted.

Summary & conclusions

The main purpose of the study was to compare Self Esteem and Academic achievement of institutionalized orphan and non institutionalised orphan adolescents in Kashmir. The sample for the present investigation consists of 200 students (100 orphan and 100 non orphan adolescents) taken from the 8th grade of various middle schools, secondary schools and institutions/orphanages of four districts of Kashmir *viz.*, Srinagar, Ganderbal, Anathnag and Baramulla. The institutionalized orphan students were identified on the basis of information obtained from the said offices. The list of government orphanages was taken 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. The institutionalised orphan and non institutionalised orphan students were selected on the basis of presence of number of students in institutions. Self constructed Self Esteem scale was used to measure self esteem.. In order to assess the Academic achievement, mean of aggregate marks obtained by the students in 6th and 7th class were taken as academic achievement. Various statistical methods, including mean, S.D, t- test, and correlation were applied to analyze the data. Therefore, the main conclusions of the study are as under:

1. Non institutionalised orphan adolescents in comparison to institutionalised orphan adolescents have positive Self Esteem; have better attitudes, are committed and satisfied with what they have than institutionalised orphan adolescents.
2. Non institutionalised orphan adolescents are found to have higher Academic achievement than institutionalised orphan adolescents i.e. non institutionalised orphan adolescents have excelled in academics than the institutionalised orphan adolescents.

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