

SHIKSHA SAMVAD

International Open Access Peer-Reviewed & Refereed

Journal of Multidisciplinary Research

ISSN: 2584-0983 (Online)

Volume-1, Issue-2, Oct-Dec- 2023

www.shikshasamvad.com



A Study of Academic Achievement Motivation of Orphanage-Reared Students and Family-Reared Students

Dr. CAROLINE BECK

Assistant Professor,
Isabella Thoburn College, Lucknow.
E-mail-Carolinemeeta@gmail.com

Abstract

The objective of this study was to make comparison between orphanage-reared students and family-reared students on Academic Achievement Motivation. The study should motivate teachers to strategize their own methods and devices to maximize achievement of educational objectives among the orphan students. A sample of 102 orphanage-reared students and 102 family-reared students studying with them in classes 6th to 8th standard was taken from three KAVAL towns (Allahabad, Varanasi and Lucknow.) of Uttar Pradesh. The data was collected using by standardized test (A.A.M.T.) Academic Achievement Motivation Test developed by T.R. Sharma (1984). The study indicates that there was significant difference between orphanage-reared students and family-reared students on this variable. The study will provide guidelines for researchers, educationists, administrators and counsellors to guide the Orphanage-reared 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.

Keywords- *Academic Achievement Motivation, Orphanage-reared students, Family-reared students.*

Introduction

Throughout the world orphaned children suffer the consequences of the so-called cycles of poverty, namely, dependency, welfare problems, learning difficulties, delinquency problems and maturation and vocational and career problems (Geoff & John 2000; Human Rights Watch 2005).

Magampa (2014) argues that the loss of parents may result in psychological problems such as stress, poor self-concept, anxiety, and depression. These problems may result in a lack of concentration at school, thus leading to poor academic performance. Magano's (2013) study found that orphaned learners often lack proper care and support because they are physically and emotionally neglected by their caregivers.

It is, therefore, ironic that the primary reason why orphaned learners would live with their grandmothers and caregivers would be for security and the fulfilment of their basic needs. In the majority of cases, it is clear that the orphaned learners would have been better cared for if their biological parents were still alive. Magano (2013) stresses that, with the death of the parents, the family structures that ought to support them collapse and, because of the death of their parents, some children are not able to find a lasting place of comfort to call home as they are sent from one relative to the other. These orphaned children often find themselves living in conditions where they lack a caregiver. In view of the fact that their caregivers play an important role in motivating, supporting and providing for them, this lack of a caregiver will constitute a serious challenge for them. According to Gilo (2017), the lack of psychological support from individuals, communities, government and non-government organisations contributes to the poor academic achievement of orphaned learners.

George H. Litwin defined achievement motivation as-

- I) Expectancy of success and
- II) Risk taking behaviour

From this definition we can conclude that academic achievement motivation could be seen as expectancy of success and risk taking behaviour in reference to academic achievement. Since individuals are of different backgrounds and have difference in their own perception so as a matter of fact academic achievement motivation varies from one individual to the other. Greater the academic achievement motivation is there, greater will be the academic achievement and vice-versa.

So, we can conceptualize academic achievement motivation as an activated goal-directed tendency which regulates and controls the behaviour of students in relation to academic achievement. Here term 'Goal' refers to academic achievement.

Statement of the Problem-The problem for the present investigation has been taken as under: "A study of Academic achievement motivation of orphanage reared students and family reared students."

Objective

- To study the academic achievement motivation of orphanage reared students and family reared students.

Hypothesis

- Orphanage-reared and family-reared students differ from one another in academic achievement motivation.

Operational Definitions of the terms and variables

- **Academic achievement motivation-** Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland 1985). Academic Achievement Motivation is one of the aspects of the achievement motivation; here achievement motivation is confined to academics only.
- **Orphan-** A child who has lost one or both parents. (UNICEF 2015)
<http://www.unicef.org>
- **Orphanage-** An orphanage is a residential institution devoted to the care of orphans. ([www.The Free Dictionary .com/orphanage](http://www.TheFreeDictionary.com/orphanage))
- **Orphanage- reared students-** School going orphans who are from orphanage.
- **Family-reared students-** School going children from families where love, care and guidance are given by parents.

Sample

Purposive sampling method was used to select 100 orphanage-reared students and 100 family-reared students studying with them in classes 6th to 8th standard from three cities (Allahabad, Varanasi and Lucknow) of Uttar Pradesh.

Description of Tool

ACADEMIC ACHIEVEMENT MOTIVATION TEST

The academic achievement motivation was measured by standardized test (A.A.M.T.) developed by T.R. Sharma (1984). Three methods were tried to determine the reliability of the test. Split half, rational Equivalence, and test- retest with reliability 0.697, 0.7506, and 0.795 and 0.807 (boys and girls) respectively. (The tool has been used recently Pandey. (2014): A study of Academic Achievement Motivation of the children living in Orphanages. M.Ed. dissertation, Allahabad University). Three types of validities- content, criterion and construct, were established. The test can be administered to a group of not more than 40 children at a time. The subjects have to be seated separately so that they are not tempted to one another or copy the responses. The directions

given on the Booklet be read out to them after the sheets have been distributed with the help of the blackboard the two examples provided in the test booklet be explained to the children. It has 38 items and the maximum possible score is 38. Each item of the test is scored on either +1 or 0. The test provides a direct numerical score indicating how much an individual a boy or girl is motivated in the field of academic achievement. The score ranges from 0-38.

Analysis and interpretation

The obtained data was subjected to necessary statistical computation. The data was mainly interpreted in terms of mean. T-ratio was used to find out significant difference.

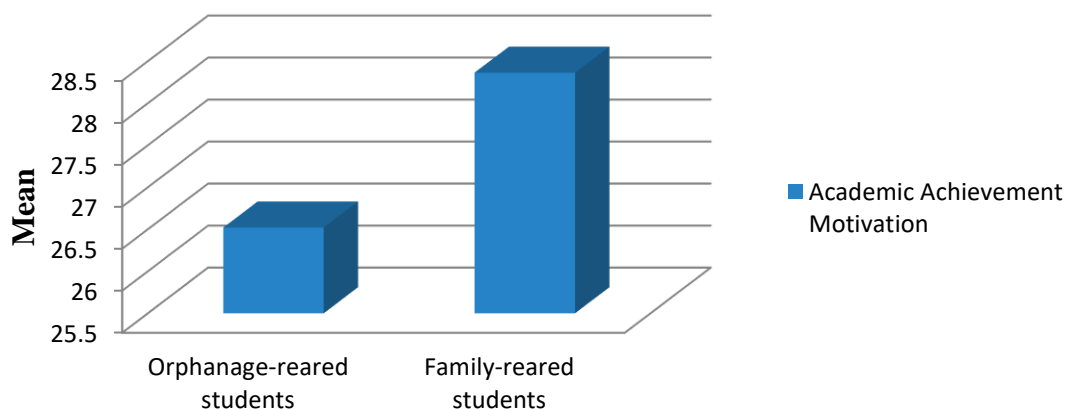
It was hypothesized that there is no significant difference between the values of orphanage-reared students and family-reared students. To test this hypothesis, mean, standard deviation and t-test were calculated separately for the four values and reported in the table.

Table Comparison between orphanage-reared students and family-reared students on Academic Achievement Motivation

Variable	Orphanage-reared class students		Orphanage-reared class students		t-ratio
Academic Achievement Motivation	N=102		N=102		
	Mean	Standard Deviation	Mean	Standard Deviation	
	26.5196	8.58909	28.3627	10.02488	3.189**

****Significant at .01 level**

Graph showing means on Academic Achievement Motivation for orphanage-reared and family-reared students



From the observation of the table it is evident that t-ratios are significant for academic achievement motivation since the obtained t-value is more than the table value at .01 level. ($p < .01, df = 117$). So, it can be inferred that orphanage-reared students and family-reared students differ from one another on this variable. It is clear from the table that family-reared students are better achievers than orphanage-reared students. The findings of present study support the findings of Chopra (1969), Das and Panda (1977), Singh (1979), Singh (1976, 1980), Ushashree and Khanna (1980) who found that low socio-economic class children i.e. are poor achievers. Orphan children enter school with lower intellectual ability than the family-reared children. Low intellectual ability has direct influence on academic achievement. These children did not internalize the motivation to achieve academically and had not learnt to work for delayed gratification of needs. They had difficulty in working towards distant goals and displayed lower academic adjustments. Further, as found by Upadhyay (1985) that they are deprived of fundamental resources to satisfy adequately most of the basic needs of life such as food and shelter. Their physical and psychic energy is low. Weak in stamina they become weak in will power too, to get over the adversities of life. They are also deprived of the material facilities, opportunities and motivational experiences which are deemed to be essential for their normal physical, intellectual, emotional and social development and which are also indispensable for a feeling of adequacy, realizing one's worth and satisfactory progress in school. Presence of high degree of sense of deprivation implied that child lacked in enthusiasm and perseverance to pursue any course attentively therefore he will not be academically motivated and be poor in achievements. The findings of the present study also support the findings of Pandey (2014).

Findings of the study

Academic Achievement Motivation was found high in family-reared students than orphanage-reared students.

Conclusion

Orphans are most important assets of our nation but helpless and insecure. However, because of the reasons like being left by parents, loss 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). 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 orphans 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). Balasubramanian (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. Doshi, D. R. et al. (2012) found that significant difference in mental health and academic achievement with respect to orphan and non-orphan students. High quality educational services should be provided to orphans by orphanages for this the government and authorities should work hard to develop orphanages. A teacher can be instrumental in creating a classroom environment which nurtures and supports students in developing positive self-concept according their capacities, likes-dislikes, potentialities, attitudes and interests. Teachers have an important responsibility of guiding and counselling the youth because they are the nation builders. Teacher should be friend philosopher and guide. The teacher's behaviour will definitely leave positive impact on the students in motivating students by satisfying their needs and thirst for knowledge. self-worth and self-confidence can be developed by encouraging and motivating students to participate in curricular and co-curricular activities like games, sports, debated, discussions, and various programs clubs, trips etc.

References

- Agarwal, A. (2002). To Study the relationship of academic achievement of boys and girls with intelligence, socio-economic status size of family and birth order of child. *Indian Journal of Educational Research*, **Vol. 21**.
- Aryana, M. (2010). Relationship between self-esteem and academic achievement among pre-University students. *Asian network for Scientific information: Journal of Applied Sciences*, **Vol 10, No.20, pp 2474-2477**
- Awasthi, B. (1992): A Study of Prolonged Deprivation, Self-Concept, and Scholastic Achievement. Ph.D. Psychology, Nagpur University. Quoted from M.B. Buch (ed.) Fifth Survey of research in education NCERT, New Delhi, p. 1861.
- Bhalla, V and Agarwal, S (2012). Gender differences in Academic Achievement of Adolescents in Relation to their Home Adjustment, *International Journal of Education for Human Services*, **Vol 2, No 2**.
- Chaturvedi Preeti (2013): Value Patterns of Deprived Adolescents in Relation to Academic Achievement and Mental Stress. Ph.D. Thesis Mahatma Gandhi Kashi Vidyapeeth.
- Chiniwar, P. S. (2012). A study of self-concept in relation with Academic Achievement of Secondary School Students of Bagalkot District *International Multidisciplinary e- Journal*, **Vol. 1, Issue- 7, pp. 30-33**.

- Chopra (1969): Cultural Deprivation and Academic Achievement. *The Journal of Educational Research*, **Vol.62. No.1, pp.435-438.**
- Choubey, Madhuri (1990): A Comparative Study of the Personality Factors, the Academic Adjustment and the Scholastic Achievement of Socially High and Low Deprived Tribal Youths in Rajasthan. Ph.D., University of Rajasthan.
- Chauhan and Murthy (1994): Effect of Achievement on Adjustment of Deprived Adolescents. Quoted from M.B. Buch (ed.) Fifth Survey of Research in Education, NCERT, New Delhi.
- Campell, J.R. and Verna, M. (2007): Effective Parental influence Academic Home Climate linked to Children's Achievement. *Educational Research and Evaluation*, **Vol.16, No.2, pp.501-519.**
- Dubey, R. (2011): Cognitive, Motivational and Environmental Determinants of Achievement in English. Ph.D. Thesis, Allahabad University.
- Kobel, D. & Musek J. (2001). A study of Self-concept and Academic achievement *British Journal of Psychology*.
- Kumar, A. (2007): A Comparative Study of Educational Achievement, Aspirations and Values of Deprived Students Belonging to Different Caste Groups' Ph.D. thesis Mahatma Gandhi Kashi Vidyapeeth, Varanasi.
- Khan (1979): Parental Deprivation in Relation to Academic Achievement of Denotified Tribes. *Indian Educational Review*, **Vol.14, No.4, p.95.**
- Maqbool. A (2018) Academic Achievement of orphan and non-orphan adolescents- A comparative Study International Journal of Movement education and Social Sciences, **Vol.7, No.2, p.183-194.**
- Mehrotra, P. (1990): Adjustment Patterns Career, Aspirations and Academic Achievement of Advantaged and Academic Achievements of Advantaged and Disadvantaged High School Students of Varanasi City. Unpublished Thesis Banaras Hindu University.
- Pandey, Kalplata (1987): Deprived Students Cognitive Processes Motives and achievement, Ph. D. thesis, Allahabad University.
- Singh, A.K. (1979): Social Disadvantage, Intelligence and academic achievement. Paper presented at the 14th annual conference of Indian Academy of Applied Psychology, Indian Institute of Technology, Kharagpur.

Web-links

- RESOURCECENTRE.SAVETHECHILDREN.SE/.../CHILDREN-ORPHANAGES-AND-FAMILIES-SUMMARY
- WWW.BETTERCARENETWORK.ORG/.../CHILDREN-ORPHANAGES-AND-FAMILIES-A-SUMMARY
- [HTTP://WWW.JSTOR.ORG/](http://WWW.JSTOR.ORG/)
- [HTTP://ERIC.ED.GOV/JOURNALS](http://ERIC.ED.GOV/JOURNALS)
- [HTTP://ONLINELIBRARY.WILEY.COM](http://ONLINELIBRARY.WILEY.COM)
- [HTTP://IJMESS.ORG/ASSETS/Front_End/UPLoDES/GALLERY/JK1352_SS.PDF](http://IJMESS.ORG/ASSETS/Front_End/UPLoDES/GALLERY/JK1352_SS.PDF)
- FAITHTOACTION.ORG/RESOURCES/RESEARCH-SERIES/CHILDRENORPHANAGESANDFAMILIES



SHIKSHA SAMVAD



An Online Quarterly Multi-Disciplinary
Peer-Reviewed / Refereed Research Journal

ISSN: 2584-0983 (Online)

Volume-01, Issue-02, Oct-Dec- 2023

www.shikshasamvad.com

Certificate Number-Dec-2023/01

Certificate Of Publication

This Certificate is proudly presented to

Dr. CAROLINE BECK

For publication of research paper title

**“A Study of Academic Achievement Motivation of Orphanage-
Reared Students and Family-Reared Students”**

Published in ‘Shiksha Samvad’ Peer-Reviewed / Refereed Research Journal and
E-ISSN: 2584-0983(Online), Volume-01, Issue-02, Month December, Year- 2023.

Dr. Neeraj Yadav
Editor-In-Chief

Dr. Lohans Kumar Kalyani
Executive-chief- Editor

Note: This E-Certificate is valid with published paper and the paper
must be available online at www.shikshasamvad.com