

Relationship of Educational Achievement and adjustment of Orphan students of Lucknow District

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ABSTRACT

The objectives of the study were to measure the impact of Emotional Adjustment on Educational achievement of orphan boys and girl's students studying in Private and Government School of Lucknow District. The investigator selected purposive method of study to select 400 orphan students of 14 to 18 years of age group in which 80 boys and 115 girls from Private Schools and 85 boys and 120 girls were from Government Schools. To collect the data researcher has selected "Adjustment Inventory for School Students, AKP Sinha and RP Singh[AISS] The Adjustment Inventory has been designed for use with Hindi knowing school students of India. The salient findings of the study were i) Correlation of emotional adjustment with academic achievement; There is an average and negative relationship between of emotional adjustments with academic achievement i.e. orphans studying of government schools where emotionally unstable has shown lower academic achievement. ii)Comparative "t" test result of Emotional Adjustment; There is no significant difference in the Emotional Adjustment of the orphans studying in Government and Private Schools.

Key Words-Educational Achievement, Adjustment, Orphans, Private, Public

INTRODUCTION

An **orphan** (from Greek ορφανό) is defined as a child permanently bereaved of or abandoned by his/her parents. In common usage, only a child who has lost both parents is called an orphan. The study found that 5 % children under the age of 18 have experienced the death of one or both parents. 3 % have experienced the death of father, 2 % of mother, and 0.3 % of both parents. The proportion of children who have experienced the death of both their parents increase with age and the number goes up to 10 % for children aged between 15 years to 17 years. The study also revealed that the child population below 18 years constituted more than 41 % of the total population for the year 2001. The share of child population is on the decline in line with the national population Control strategies and by 2021 the child population is estimated at 37.1 %. About 20 million below the age of 18 do not receive adequate parental care and support as they do not have either of their parents. This number is estimated to rise to 24.35 million by 2021. Adjustment can be interpreted as both, process and the outcome

of that process in the form of some attainment or achievement. When a poor child studies under street light because, he has no lighting arrangement at home, he is said to be in a process of adjustment. Then, what he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Thus, adjustment as an achievement means how effectively an individual can function in changed circumstances, related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976).

Differences in the personality of orphans and non-orphans in term of alienation, locus of control, hostility, and self-derogation were studied using a sample of 102 orphans & 109 non orphans of the age group- 13-18, drawn from orphanages and schools situated in Thiruvananthapuram city. The result obtained indicate that: {a} there is significant difference between orphans & non orphans in alienation, hostility and self-derogation, hostility correlates positively with alienation, locus of control, and number of years of stay in the orphanage in the case of orphans. In the case of non-orphans self-derogation correlates negatively with home atmosphere and positively with alienation and hostility, alienation correlates positively with hostility and negatively with home atmosphere.

It is a widely accepted fact that personality characteristics and behavioral pattern of an adult are shaped and moulded by the events occurring during the early year's life. The result of some of these studies, show that the quality of love received in childhood may affect the quality of one's production either in getting along with people, becoming adjusted in the society in which one lives, or in performing at the level of one's innate potentiality Emery[1982] after the review of the literature dealing with marital turmoil [e.g., discord & divorce] and behavior problems in children conclusions have been arrived at by Amoto[1986] in his more recent review also, At the same time, Emery and Leary[1982] have found a relation between discord in intact marriages and the severity of frequency of behavior problems in children. This finding remains consistent across such countries as the United States [Ottmanns et.al., 1977; Porter & O'Leary, 1980] England.[Rutter,1971,1979] and Indian, [Chawla & Gupta, 1979]. Other personality variables that have been found to be related to parental loss include self-esteem and adjustment [Partidge & Tamara,1987] and locus of control[Duke & Lancaster, 1976, Parish & Coperland,1980; Parish 1981; Parish & Horton,1983]

OBJECTIVES OF THE STUDY

- 1- To find out the relationship of educational achievement and emotional adjustment of orphan boys and girls.
- 2- To find out the relationship of educational achievement and emotional adjustment of orphans of Private and Government Schools.

HYPOTHESIS

- 1-There is no significant difference in educational achievement and emotional adjustment of orphan boys and girls studying in Government and Private Schools.

Research Methodology

It is a survey research conducted on a population of orphans. purposive sampling technique was used for sample selection. The sample comprises of 400 orphan boys and girls from Government and Private Schools of Lucknow city. Adjustment Inventory made by A.K.P Sinha and R.P.Singh was used for data collection. T-test was used for the comparison of mean scores.

Data Analysis

TABLE1.2

MEAN AND SD SCORES OF THE STUDENTS OF PRIVATE AND GOVERNMENT SCHOOL

The below table explains the comparison of emotional adjustment between orphan’s studying in Govt. and Private Schools.

Group Statistics – Orphan Students				
	Schooling	N	Mean	Std. Deviation
Emotion Adjustment	Govt.	205	10.8976	2.33562
	Private	195	10.5949	2.84930

Total number of Orphans studying in Govt. School are 205 and Private School are 195. The calculated mean of emotion adjustment of govt. students (10.8976) is slightly greater than calculated mean of emotion of private students (10.5949). The standard deviation of emotion adjustment of govt. students (2.33562) is less than that of emotion adjustment of private students (2.84930).

TABLE1.3

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed) or p-value
Emotion Adjustment	Equal variances assumed	5.641	.018	1.164	398	.245
	Equal variances not assumed			1.159	375.404	.247

The above table summarizes the Levene’s Test for Equality of Variances and t-test for equality of means results.

We have taken the level of significance as 0.05 (5%). As per the above Levene’s Test for Equality of Variances to consider equal variance the significance value should be higher than 0.05 (at 95% confidence) which is not evident with the above result, i.e., sig. value = 0.0180 < 0.05. Hence, to evaluate t-test we will consider the second row.

As per t-test result above, among all the students’ emotion with 95% confidence (i.e., 95 out of 100 times) if we take comparison of Emotional adjustment between orphans studying in govt. and private schools, one of these group’s emotion (either Govt. or Private) on an average will be 0.30269 higher than other group (significantly low difference). We can be fairly confident that the difference in emotion will be between -0.21098 and 0.81636. Moreover, for the orphan students’ emotion (N=“850” i.e., total population), there is NO statistically significant difference between Govt. students (M=10.8976, SD=2.33562) and Private students (M=10.5949, SD=2.84930), $t(375.404) = 1.159, p \geq .05, CI_{0.95}$ between -0.21098 to 0.81636. To reject the null hypothesis the calculated t-value should be greater than the tabulated t-value at 375.404 degree of freedom i.e., $t_{calc} > t_{table}$. As per t-table, $1.159(t_{calc}) < 1.967(t_{table})$. This is also evident with the calculated p-value which is 0.247 and much higher than

$\alpha = 0.05$ to reject the null hypothesis.

Therefore, we FAILED to REJECT the null hypothesis (H_0) that there is no difference in emotional adjustment of Orphan students studying in Govt. schools and Private schools.

TABLE 1.4

Group Statistics – Orphan Boys				
	Schooling	N	Mean	Std. Deviation
Emotional Adjustment	Govt.	120	10.5417	2.10200
	Private	80	9.6250	2.87448

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Adjustment	Equal variances assumed	10.196	.002	2.603	198	.010	.91667	.35214	.22223	1.61110
	Equal variances not assumed			2.449	134.056	.016	.91667	.37430	.17636	1.65697

The above table summarizes the Levene’s Test for Equality of Variances and t-test for equality of means results.

We have taken the level of significance as 0.05 (5%). As per the above Levene’s Test for Equality of Variances to consider equal variance the significance value should be higher than 0.05 (at 95% confidence) which is not evident with the above result, i.e., sig. value = 0.002 < 0.05. Hence, to evaluate t-test we will consider the second row.

As per t-test result above, among all the students’ emotional adjustment with 95% confidence (i.e., 95 out of 100 times) if we take comparison of emotional adjustment between Govt. orphan boys and Private orphans boys, one of these group’s emotional adjustment (either Govt. or Private) on an average will be 0.916 higher than other group (significantly low difference). We can be fairly confident that the difference in emotional adjustment will be between 0.176 and 1.627.

Moreover, for the orphans boys’ emotional adjustment (N="425 " i.e., total population), there was a statistically significant difference between Govt. students (M=10.541, SD=2.102) and Private students (M=9.625, SD=2.874), $t(134) = 2.449$, $p \geq .05$, $CI_{0.95}$ between 0.176 to 1.657. To reject the null hypothesis the calculated t-value should be greater than the tabulated t-value at 134 degree of freedom i.e., $t_{calc} > t_{table}$. As per t-table, $2.449(t_{calc}) > 1.977 (t_{table})$. This is also evident with the calculated p-value which is 0.016 and less than $\alpha = 0.05$ to reject the null hypothesis.

Therefore, we REJECT the null hypothesis (H_0) that there is no difference in emotional adjustment between Orphan Boys of Govt. schools and Private schools and accept the alternative hypothesis (H_1) that there is significant difference in emotional adjustment between Orphan boys of Govt. schools and Private schools.

TABLE 1.4
Group Statistics – Orphan Girls

	Schooling	N	Mean	Std. Deviation	Std. Error Mean
Emotional Adjustment	Govt.	85	11.4000	2.55976	0.27765
	Private	115	11.2696	2.64018	0.24620

Total number of Govt. orphan girls are 85 and of Private orphan girls are 115. The calculated mean of emotional adjustment of govt. girls (11.4000) is slightly greater than calculated mean of emotional adjustment of private girls (11.2696). The standard deviation of emotional adjustment of govt. girls (2.55976) is slightly less than that of emotional adjustment of private girls (2.64018).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed) or p-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional Adjustment	Equal variances assumed	0.105	0.746	0.350	198	0.727	0.13043	0.37281	-0.60476	0.86563
	Equal variances not assumed			0.352	184.144	0.726	0.13043	0.37108	-0.60168	0.86255

The above table summarizes the Levene's Test for Equality of Variances and t-test for equality of means results.

We have taken the level of significance as 0.05 (5%). As per the above Levene's Test for Equality of Variances to consider equal variance the significance value should be higher than 0.05 (at 95% confidence) which is evident with the above result, i.e., sig. value = 0.746 > 0.05. Hence, to evaluate t-test we will consider the first row.

As per t-test result above, among all the students' emotional adjustment with 95% confidence (i.e., 95 out of 100 times) if we take comparison of emotional adjustment between Govt. orphan girls and Private orphans girls, one of these group's emotional adjustment (either Govt. or Private) on

an average will be 0.13043 higher than other group (significantly very low difference). We can be fairly confident that the difference in emotional adjustment will be between -0.60476 and 0.86563.

Moreover, for the orphans girls' emotional adjustment (N=" 425" i.e., total population), there is NO statistically significant difference between Govt. students (M=11.4000, SD=2.55976) and Private students (M=11.2696, SD=2.64018), $t(198) = 0.350, p \geq .05, CI_{0.95}$ between -0.60476 to 0.86563. To reject the null hypothesis the calculated t-value should be greater than the tabulated t-value at 198 degree of freedom i.e., $t_{calc} > t_{table}$. As per t-table, $0.350(t_{calc}) < 1.977(t_{table})$. This is also evident with the calculated p-value which is 0.727 and much higher than $\alpha = 0.05$ to reject the null hypothesis.

Therefore, we FAILED to REJECT the null hypothesis (H_0) that there is no difference in emotional adjustment between Orphan Girls of Govt. schools and Private schools.

Achievement	Pearson Correlation Sig. (2-tailed) N
Emotion	Pearson Correlation Sig. (2-tailed) N

Correlation of emotion adjustment with academic achievement

The Pearson's correlation coefficient (r) value for the above comparison is -0.503. For a strong relationship between two factors the Pearson's correlation coefficient (r) value should be close to 1. With the above calculated value (-0.503) the relationship between them is average and negative which means if emotion adjustment score is increasing the corresponding academic achievement score is decreasing or has an inverse relationship, i.e., orphan students of govt. schools who are emotionally unstable (high emotion score) has shown lower academic achievement (low academic score).The collected data was analysed using different statistical techniques Mean, SD Levens, were calculated for each variable to calculate 't' values which is the test of significance of the difference between two means.

FINDINGS:

- 1- Correlation of emotional adjustment with academic achievement. There is an average and negative relationship between of emotional adjustment with academic achievement i.e.orphans students of Government Schools were emotionally unstable and shown lower academic achievement.
- 2-There is no significant difference in emotional adjustment between orphan girls of Government and Private Schools.
- 3-There is no significant difference in emotional adjustment between orphans boys of Government and Private School.
- 4-There is no significant difference in emotional adjustment of orphans' students studying in Government and Private Schools.

CONCLUSION:

It can be concluded that the emotional instability has fairly revealed orphan boys being more prone to psychological break down and it is largely seen in those studying in Government Schools.

EDUCATIONAL IMPLICATION:

The care services should include the provision of sufficient physical infrastructure facilities, introduction of efficient management structures, supply of effective joint training being to carrier and teacher.

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