

## ACADEMIC ACHIEVEMENT, ACHIEVEMENT MOTIVATION AND HAPPINESS AMONG ORPHAN AND NON-ORPHAN STUDENTS

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### Abstract

The purpose of this research was to study academic achievement of orphan and non-orphan students in relation to achievement motivation and level of happiness. A sample of 106 including orphan and non-orphan students (11-18 years) from Amritsar district (Punjab) was selected for the current study by using purposive sampling technique. The findings of the study were: i) Academic achievement of orphan students was significantly higher than non-orphan students, ii) Academic achievement of non-orphan students possessing high level of happiness was more than students with low level of happiness, iii) A significant relationship was found between academic achievement and achievement motivation of orphan students as well as non-orphan students, iv) A significant relationship was found between academic achievement and happiness of non-orphan students but not of orphan students.

**Keywords:** Academic achievement, achievement motivation, happiness, orphan, non-orphan

### Introduction

Each child requires basic needs to develop and grow to a healthy and responsible adult (UNICEF, 2016). Gaventa and Blauert (2016) opined that disadvantaged groups are unappreciated, devalued or derided by the larger society. When people are faced with the problem, cannot be indifferent to cross it and try to get rid of problems with respect to existing facilities (Abedi, 2004). According to UNICEF (2016) approximately 15 million children worldwide have lost one or both parents due to Acquired Immune Deficiency Syndrome and Human Immunodeficiency Virus (HIV and AIDS). India has a growing proportion of orphan and abandoned children (OAC) due to factors such as HIV/AIDS, poverty and illness of parents. India has more than 25 million orphan and abandoned children (UNICEF, 2012). Orphan children are the most vulnerable group in any population and are always encircled with lot of problems. Because family life is essential for the wholesome development of child's personality and children's outcomes are influenced by the multiple environments they come across, including both family and child care settings (Poonia, Sharma, Dahiya, & Chander; 2012). The problem is further exacerbated if the orphans are school going as the grieving period accentuated by other problems at home, school and emotionally has the potential to affect their academic performance (Sharma, 2006). Rubaha (2008) pointed out that neglect, abuse, lack of parental love, lack of food, high labour demand at home, stigmatised at school because of lack of school uniforms and learning materials to mention but a few are some of the challenges facing orphaned students.

There is also the likelihood that such children face discriminatory practice at school, by teachers as well as by fellow students, and that this makes them more likely to drop out of school than the rest (Case, Paxon, and Abledinger, 2004). In addition, economic hardship arising from condition of orphanhood leads to interrupted schooling, which has long-term effects of poverty (Atwine, 2005). Denis (2001) observed that education is frequently denied as children are regularly kept out of school to take on domestic responsibilities. Happiness of individual resulted from two categories of internal and external factors, internal factors that cause happiness are inner, subjective, physical and mental strengths that if individual focus them will create sense of satisfaction and long-standing happiness without any interference of other (Denier & Lucas; 2000).

Also, Argyle, Martin and Lu (1995) believed that happiness has three basic and principal components as: positive emotion, satisfaction from life and lack of negative emotions including depression and anxiety. Seligman, Steen, Parks & Peterson (2006) believed that happiness is beyond enjoyment. Happiness People are healthier and more successful and have a more social commitment. Happy persons make decisions better in planning for life, because they are looking for important strategies (Carr, 2004). There are orphans who perform poorly (Dugal&Eriksen, 2004; Livaditis, et.al, 2003; Berlin, et.al, 2001) and perform better at school (Ssewamala, et.al, 2010). Understanding orphans at school can assist communities and educators and supporting these children (Henderson & Masten, 1996) to survive.

A motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. People with strong achievement motive prefer task and skill rather luck determining the outcome (Gupta, Devi, and Pasrija; 2012)

### **Review of related literature**

Atkinson (1967) revealed that achievement motivation was positively linked with the academic achievement. Gawande (1988) found a significant relationship between achievement motivation and academic achievement of the adolescents. Ramaswamy (1988) reported that achievement motivation was positively related to academic achievement. Saraswat (1988) revealed that students significantly differed in their achievement motivation and the coefficient of correlation among achievement motivation and academic achievement were significant. Baskaran (1991) explored a significant relationship between achievement motivation and academic achievement of the adolescents. Harikishan (1992) reported achievement motivation as an effective determinant of academic achievement. Devanesan (1999) concluded that there was a significant and positive relationship between achievement motivation and academic achievement. Alam (2001) revealed a positive relationship between achievement motivation and academic achievement. Adsul and Kamble (2008) found that gender does not have any effect on the achievement motivation. Noorjahan and Wajiha (2009) found that achievement motivation contributes significantly to academic achievement. Gupta, Devi, and Pasrija (2012) reported that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. **Doshi and Jogsan (2014) reported a significant difference in academic achievement between non-orphan and orphan students, which was in favour of non-orphan students.** Josiah (2014) revealed that orphan hood negatively affects the academic performance of the learners. Tabbodi, M., Rahgozar, H., & Abadi, M. M. M. (2015) reported a significant positive relationship between happiness and achievement of. Kafwa and Owino (2015) concluded that majority of orphaned learners lacked guidance from adults and therefore recommended that grandparents who took care of the orphans but not fully financially assisted by the government. Maqbool (2015) revealed that non-orphan adolescents have high academic achievement as compared to orphan adolescents. Khan (2015) reported no significant difference between orphan and non-orphan on achievement motivation. Tabbodi, Rahgozar and Abadi (2015) reported a significant positive relationship between happiness and achievement of students. Sangian (2015) revealed that the orphan students experienced draining

study endeavors, desolate life, rare happy moments, and profound coping with challenges. Further, they also hoped for their grandparents' health, happiness, supports for their young brothers and sisters and to inspire other orphans. Oyedele, Chikwature and Manyange (2016) indicated that the orphaned students' performance is poor resulting from the challenges they face in their lives also reported that the support from the Government and other stakeholders to deal with the challenges facing orphaned students in academic performance is very minimal in relation to the existing number of orphaned students. Kiambi and Mugambi (2017) concluded that orphans perform poor academically in comparison to non-orphans. Orphans too had poorer interpersonal relationships and were more indisciplined than non-orphaned pupils.

### **Research Methodology**

The present study falls under the domain of descriptive research and survey method was used.

### **Sample Used**

A sample of 106 students (11-18 years) was selected for the current study. Out of the 106 participants, 53% (N=56) were orphan and 47% (N=50) were non-orphan. Purposive sampling technique was used to select the sample.

### **Objective of the Study**

1. To study difference in the achievement motivation of orphan and non-orphan students.
2. To study difference in the academic achievement with low and high achievement motivation of (a) orphan and (b) non-orphan students.
3. To study difference in the academic achievement with low and high level of happiness of (a) orphan and (b) non-orphan students.
4. To study the relationship between academic achievement and achievement motivation of (a) orphan and (b) non-orphan students.
5. To study the relationship between academic achievement and happiness of (a) orphan and (b) non-orphan students.

### **Tools Used**

1. Academic Achievement Motivation Test (Sharma, 2014)
2. Happiness Scale (Bharadwaj & Das; 2017)
3. Academic Achievement (scores of previous class were taken)

**Statistical Techniques Used:** After sorting the data for final scores, Means, SDs, t-test, and Pearson's Product Moment Correlation were employed as statistical techniques in the present study.

### **Results and Discussion**

**Hypothesis 1:** "There exists no significant difference in the achievement motivation of orphan and non-orphan students."

In order to test this hypothesis, Mean and S.D. of achievement motivation scores of orphan and non-orphan students were calculated as shown in the table 1:

Table 1: Mean, S.D. and t-value of achievement motivation scores of orphan and non-orphan students

Variable	Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Achievement Motivation	Orphan students	56	25.48	4.07	0.70	4.30**
	Non-Orphan students	50	28.50	3.01		

The table 1 reveals that the values of mean score and S.D. of achievement motivation of orphan students are 25.48 and 4.07 respectively and that of non-orphan students are 28.50 and 3.01 respectively. The t-value comes out to be 4.30, which is significant at 0.01 level of confidence. Hence the hypothesis 1, "There exists no significant difference in the achievement motivation of orphan and non-orphan students", is rejected. It is inferred from the table above, the mean scores of achievement motivation of non-orphan students is higher than the orphan students.

**Hypothesis 2:** There exists no significant difference in the academic achievement with low and high achievement motivation of (a) orphan and (b) non-orphan students."

In order to test this hypothesis, Mean and S.D. of academic achievement scores of orphan students with low and high achievement motivation were calculated as shown in the table 2:

Table 2: Mean and S.D. of academic achievement scores of orphan and non-orphan students with low and high achievement motivation

Variables	Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Academic Achievement of orphan students	Low Achievement Motivation	15	59.60	10.91	4.46	1.60
	High Achievement Motivation	15	66.73	13.38		
Academic Achievement of non-orphan	Low Achievement Motivation	13	73.77	11.05	4.34	0.14
	High Achievement Motivation	13	73.15	11.06		

The table 2 reveals that the values of mean score and S.D. of academic achievement of orphan students with low achievement motivation are 59.60 and 10.91 respectively and that of high

achievement motivation students are 66.73 and 13.38 respectively. The t-value comes out to be 1.60, which is insignificant at 0.05 level of confidence. Hence the hypothesis 2(a), "There exists no significant difference in the academic achievement of orphan students with low and high achievement motivation", is not rejected.

The table 2 reveals that the values of mean score and S.D. of academic achievement of non-orphan students with low achievement motivation are 73.77 and 11.05 respectively and that of high achievement motivation students are 73.15 and 11.06 respectively. The t-value comes out to be 0.14, which is insignificant at 0.05 level of confidence. Hence the hypothesis 2(b), "There exists no significant difference in the academic achievement of non-orphan students with low and high achievement motivation", is not rejected.

**Hypothesis 3:** (a) "There exists no significant difference in the academic achievement with low and high level of happiness of (a) orphan and (b) non-orphan students."

In order to test this hypothesis, Mean and S.D. of academic achievement scores of orphan students with low and high level of happiness were calculated as shown in the table 3:

Table 3: Mean and S.D. of academic achievement scores of orphan and non-orphan students with low and high level of happiness

Variables	Group	N	Mean	S.D.	SE <sub>D</sub>	t-value
Academic Achievement of orphan students	Low Happiness	15	60.47	9.48	3.86	0.44
	High Happiness	15	62.33	11.60		
Academic Achievement of non-orphan	Low Happiness	13	65.92	8.81	3.13	5.04**
	High Happiness	13	81.69	7.07		

The table 3 reveals that the values of mean score and S.D. of academic achievement of orphan students with low level of happiness are 60.47 and 9.48 respectively and that of high level of happiness are 62.33 and 11.60 respectively. The t-value comes out to be 0.44, which is insignificant at 0.05 level of confidence. Hence the hypothesis 3(a), "There exists no significant difference in the academic achievement of orphan students with low and high level of happiness", is not rejected.

The table 3 reveals that the values of mean score and S.D. of academic achievement of non-orphan students with low level of happiness are 65.92 and 8.81 respectively and that of high level of happiness are 81.69 and 7.07 respectively. The t-value comes out to be 5.04, which is significant at 0.01 level of confidence. Hence the hypothesis 3(b), "There exists no

significant difference in the academic achievement of non-orphan students with low and high level of happiness ", is rejected.

**Hypothesis 4:**“There exists no significant relationship between academic achievement and achievement motivation of (a) orphan and (b) non-orphan students.”

In order to test this hypothesis, correlation between academic achievement and achievement motivation of orphan and non-orphan students was calculated. The correlation scores have been described as:

**Table 4: Coefficient of Correlation of academic achievement and achievement motivation of orphan and non-orphan students**

Groups	Variables	Academic Achievement	Achievement Motivation
Orphan students	Academic achievement	–	.270*
	Achievement motivation	.270*	–
Non-Orphan Students	Academic achievement	–	.541**
	Achievement motivation	.541**	–

The table 4 reveals that coefficient of correlation between academic achievement and achievement motivation of orphan students comes out to be .27, which is significant at 0.05 level of confidence. It shows that both the variables are positively correlated. Hence the hypothesis 4(a), ‘There exists no significant relationship between academic achievement and achievement motivation of orphan students.’ is rejected.

The table 4 reveals that coefficient of correlation between academic achievement and achievement motivation of non-orphan students comes out to be .541, which is significant at 0.01 level of confidence. It shows that both the variables are positively correlated. Hence the hypothesis 4(b), ‘There exists no significant relationship between academic achievement and achievement motivation of non-orphan students.’ is rejected.

**Hypothesis 5:**“There exists no significant relationship between academic achievement and happiness of (a) orphan and (b) non-orphan students.”

In order to test this hypothesis, correlation between academic achievement and happiness of orphan and non-orphan students was calculated. The values of correlation coefficient are described in the following table:

**Table 5: Coefficient of Correlation of academic achievement and happiness of orphan and non-orphan students**

Groups	Variable	Academic Achievement	Happiness
Orphan students	Academic Achievement	–	.13
	Happiness	.13	–
Non-orphan students	Academic Achievement	–	.54**
	Happiness	.54**	–

Table 5 reveals that coefficient of correlation between academic achievement and happiness of orphan students comes out to be .13, which is insignificant at 0.05 level of confidence. It shows that both the variables are not significantly correlated. Hence the hypothesis 5(a), ‘There exists no significant relationship between academic achievement and happiness of orphan students.’ is not rejected.

Table 5 also reveals that coefficient of correlation between academic achievement and happiness of non-orphan students comes out to be .54, which is significant at 0.01 level of confidence. It shows that both the variables are positively correlated. Hence the hypothesis 5(b), ‘There exists no significant relationship between academic achievement and happiness of non-orphan students.’ is rejected.

As it is evident from table 5, there is a significant positive correlation between happiness and achievement of non-orphan students. This means that an increase or decrease in happiness increases or decreases the level of academic achievement.

**Findings of the study:**

- Significant difference was found in achievement motivation among orphan and non-orphan students. Non-orphan students showed better achievement motivation than the orphan students.
- There exists a significant difference in the academic achievement of non-orphan students with low and high level of happiness. Adolescents with high level of happiness showed better academic achievement than the students with low level of happiness.
- There exists a significant relationship between academic achievement and achievement motivation of orphan students.
- There exists a significant relationship between academic achievement and achievement motivation of non-orphan students.
- There exists a significant relationship between academic achievement and happiness of non-orphan students.

### **Educational Implications:**

The present study exposes that non-orphan students showed better achievement motivation than the orphan students. Therefore, orphan students should be provided proper learning facilities and motivated by the teachers so that they can excel in their studies. Such students should be given proper motivation by the school authorities. The schools should organize competitions and games for them so that they do not feel neglected due to lack of opportunities and get motivated to perform better. As the students with high level of happiness showed better academic achievement than the students with low level of happiness. Therefore, adolescents who belong to low achievement motivation group should be provided proper learning facilities and motivated by the teachers and parents so that they can excel in their studies. The findings of this study are expected to assist the school administrators and teachers to establish programmes that may address the academic and psychological needs of orphans.

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