



## SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF INSTITUTIONALIZED ORPHAN CHILDREN AND FAMILY REARED CHILDREN

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### ABSTRACT

Self-Concept is the set of beliefs that we hold about who we are. It can also be defined as the sum total of an individual's beliefs about his or her own personal attributes. Academic achievement is something one does or achieves at school, college or university in class, in a laboratory, library or field work. It does not include sport or music. It may be defined as the performance of the students in the subjects they study in the school. A child's self-concept is how the child characteristically sees or feels about him/herself. Formation of self-concept starts in early childhood stages where the family socializes and shapes the child's self-concept. A child reared in the family have high self-concept and high academic achievement. Orphans have several personal, social, psychological, moral and educational problems which makes their personality indifferent. They have low self-concept and low academic achievement as they are deprived of personal care. This paper will find out the difference between institutionalized orphan children and family reared children in respect of self-concept and academic achievement. The data would be analyzed accordingly.

**Key Words:** Self-Concept, Academic Achievement, Institutionalized Orphan Children, Family Reared Children.

**DOI Number:** 10.48047/NQ.2022.20.20.NQ109210

**NeuroQuantology2022;20(20): 2025-2033**

### Introduction

Self-Concept is the set of beliefs that we hold about who we are. It can also be defined as the sum total of an individual's beliefs about his or her own personal attributes. It is basically the individual's image of the kind of person he or she is. Especially included in this are the awareness of being (What I am) and awareness of function (What I can do).Self-Concept includes not only our perceptions of what we are but also what we think, we ought to be and would like to be. This later

component of the self is called the ideal self. The ideal self represents the self-concept that an individual would ideally want to possess. Academic achievement is something one does or achieves at school, college or university in class, in a laboratory, library or field work. It does not include sport or music. It may be defined as the performance of the students in the subjects they study in the school. Academic achievement determines the students' status in the class.



Family plays a significant role in a child's life. A child brought up in a family may be psychologically developed. Love, strength, honesty, confidence are build within a child who are brought up under the guidance of the family and they develop positive attitude in the child towards life. It helps in the overall development of a child. Not only this, family has a great impact in socializing the child. Consequently, family fulfills all requirement of child's life. But unfortunately parental deprivation is a great handicap for some children. These children are known as orphaned children. An orphan is a child permanently bereaved of his or parents. Sometimes, due to parental deprivation some children are reared in extended families, guardian homes and in parental homes and some are reared in destitute homes and in orphanages. This group of children is termed as institutionalized orphaned children. These orphans are usually traumatized due to the multiple losses.

A child's self-concept is how the child characteristically sees or feels about him/herself. It is made up of a sense of being good, and a sense of being capable of doing things well. Self-concept of an individual is shaped by the interaction of the individual with his social environment. Formation of self-concept starts in early childhood stages where the family socializes and shapes the child's self-concept. A child reared in the family have high self-concept and high academic achievement. Orphans have several personal, social, psychological, moral and educational problems which makes their personality indifferent. They have low self-concept and low academic achievement as they are deprived of personal care. So there may be a difference in self-concept and academic achievement of a child reared in family and institutionalized orphan children.

Therefore, the present study is an effort to find out whether institutionalized orphan children are different from family reared children in respect of self-concept and academic achievement.

### Literature Review

A selective review of literature is added to this study by relating to different journals and studies conducted by different individuals to show the relevance of the study.

**Kimani, C.G. and Others (2019)** conducted a study on "The self-concept and academic performance of institutionalized and non-institutionalized HIV/ AIDS orphaned children in Kisumu municipality." The HIV/AIDS pandemic has increasingly become a major factor in the emergence of orphans in the developing countries. These orphans are usually traumatized due to the multiple losses, isolation, stigma and grief. The study sought to investigate the effect of institutionalization of children on the self-concept of the AIDS-orphaned children and to investigate the relationship between self-concept and academic performance of the AIDS-orphaned children. The study found out that there was a difference in self-concept and academic performance between pupils orphaned by HIV/ AIDS living in institutions and those living with extended families, guardian homes and in parental homes. The difference in self-concept was not significant but the institutionalized orphans performed better academically than those who are non-institutionalised. The study recommended that since stigma and discrimination is still very rampant in schools, children should be taught against such behaviours to avoid orphans feeling different; and they should be treated as ordinary children. This would enhance their self-concept and academic performance.



**Ganai, Dr. M.Y and Maqbool, A. (2015)** focused on “A Study of Self-Concept, Mental Health and Academic Achievement of Orphan and Non-Orphan Adolescents.” Orphan and Non-orphan adolescents have been found significantly different on Ideal Self.

**Sharma, Dr. A. (2014)** attempts to study on “Self-concept and Emotional Stability in Destitute and Normal Females.” The investigator has tried to explore the significance of differences if any between normal and destitute married females on their self-concept and emotional stability levels. Overall, results indicate a great need to provide social, emotional and financial support to destitute females to promote their overall well-being and mental health by giving insight into their problems.

### Significance of the Study

Orphan Children are maltreated which places them at an increased risk of developing a variety of psychological problems including anxiety, low self-concept, behaviour disorders, low academic achievement and distorted relationships with peers and adults. On the other hand, a child reared in the family does not show any psychological problem. These children, in fact, have high self- concept and high academic achievement. In the educational aspect, orphan children are deprived of personal academic care. So there may be a difference in self- concept and academic achievement of family reared children and institutionalized orphan children. Again, there may be some institutions which may be providing good facilities. So, we cannot generalize that the assumptions of institutionalized orphan children are different from family reared children.

With his rationale in mind the present study entitled “**Self-Concept and Academic Achievement of Institutionalized Orphan Children and Family Reared Children**” has been undertaken for investigation.

### Objective of the Study

- (i) To find out the difference in self-concept of institutionalized orphan children and family reared children.
- (ii) To study the self-concept of institutionalized orphan children and family reared children in relation to their gender.
- (iii) To study the relationship between academic achievement and self-concept of institutionalized orphan children and family reared children.

### Hypothesis

To fulfil the objectives of the study, the following hypothesis was formulated:

Ho<sub>1</sub>: There is no significant difference in self-concept of institutionalized orphan children and family reared children.

Ho<sub>2</sub>: There is no significant difference in self-concept of the institutionalized orphan children and family reared children with respect to gender.

Ho<sub>3</sub>: There exists no relationship between academic achievement and self-concept of institutionalized orphan children and family reared children.

### Variables

- (i) **Independent Variable:** Self-Concept
- (ii) **Dependent Variable:** Academic Achievement



### Operational Definitions of the Key Terms Used

1. **Self-Concept-** It may be defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. In the present study it refers to the collection of beliefs about oneself.
2. **Academic Achievement:** Academic achievement is the extent to which a student has achieved their short or long-term educational goals through examinations. In this study, it refers to the marks achieved by the children in annual examination of school.
3. **Institutionalized Orphan Children-** An orphan is a child permanently bereaved of his or her parents. But in this context, it refers to children who would have lost either their mother, father or they may be abandoned. They are kept at a residential institution which is devoted to care, fostering or adoption.
4. **Family Reared Children-**It refers to those children who are reared with love, care and affection. They are supported by physical, emotional, social and intellectual development by their parents. But in the present study, it refers to the children residing with the family and studying in educational institutions.
5. **Childrens' Home-**It refers to a place where children are cared for if their parents are dead or unable to take care of them. But in the present study, it means a place where orphan children are cared for and their needs are met which could not be fulfilled by their family.

### Delimitation of the Study

- The study is restricted to Kamrup (Metro), Nagaon and Goalpara Districts.
- Orphan children between the age group of 12-16 years have been selected for the study.
- For the present study, the investigator is restricted to include orphan children from the 'Childrens' Home' approved by the Directorate of Social Welfare to study about the personality. So it shall not be generalized to all the other students.
- The family reared children have been included from the same districts of Assam for the present study.

### Methodology

The study is based on Descriptive Survey Method. For the present study, orphan children were selected from the registered 'Childrens' Home' in Assam under the Directorate of Social Welfare, Government of Assam. The family reared children have been selected from the same districts i.e. Kamrup (Metro), Nagaon and Goalpara by the investigator for the study. Districts have been selected as sample by using cluster sampling technique. For selecting institutionalized orphan children for the sample as respondents stratified random sampling have been used. The sample of the children (Institutionalized orphan and Family reared) have been selected on the basis of age i.e. from 12-16 years.

### Tools for the Present Study

In the present study, the investigator have adopted '**Children's Self Concept Scale**' prepared by Dr. S.P. Ahluwalia & Dr. Hari Shankar Singh. It was standardised at National Psychological Corporation, Agra to gather information. The scale has 80 items which has been



divided into six dimensions- *Behaviour, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness and Satisfaction*. For Academic Achievement, the investigator has collected the percentage of marks based on the school records.

**Data Collection Procedure**

Primary data are collected from the field by the researcher herself. The investigator personally visited the selected number of Childrens’ Home and collected data from Orphan children. And Secondary data are collected from different sources libraries, Directorate of Social Welfare Office, State Child protection Society, Govt. of Assam and internet.

**Statistical Techniques**

Mean, Standard Deviation, ‘t’test and Pearson’s Product Moment Correlation were calculated for analysis and interpretation of data

**Analysis and Interpretation of Data**

To fulfil the objective, the investigator have calculated statistical measure of the self-concept and academic achievement scores among the entire sample children.

**Objective 1: To find out the difference in self-concept of institutionalized orphan children and family reared children**

**Ho<sub>1</sub>: There is no significant difference in self-concept of institutionalized orphan children and family reared children**

Regarding objective 1, the data of the self-concept score were collected with the help of the above mentioned scales. Then the self-concept score of institutionalized orphan children and family reared children were calculated as per the scoring procedure given in the test manual. The mean and SD of the institutionalised orphan children were 53.15 and 3.21 and for family reared children it was 65.22 and 4.01. For studying the significant difference of mean of both the groups, ‘t’test is applied and it is shown in the following table.

**Table 1: t-test showing Significant Difference of Mean in Self-Concept of Institutionalized Orphan Children and Family Reared Children**

Category	N	Mean	SD	df	t- value	P Value
Institutionalized Orphan Children	100	53.15	3.21	198	3.52	0.000535439
Family Reared Children	100	65.22	4.01			



**Interpretation:** Table 1 shows that the mean and SD scores of self-concept of institutionalized orphan are 53.15 and 3.21 respectively and mean and SD scores of self-concept of family reared children are 65.22 and 4.01. The calculated t value is 3.52 which is greater than the critical value of 't' (1.97) and it is significant at 0.05 level of significance. So, the null hypothesis has been rejected and there is a significant difference between the self-concept scores of institutionalized orphan children and family reared children.

**Objective 2: To study the self-concept of institutionalized orphan children and family reared children in relation to their gender**

**Ho<sub>2</sub>: There is no significant difference in self-concept of the institutionalized orphan children and family reared children with respect to gender**

The data of the self-concept score for Objective 2 were collected with the help of the above mentioned scale. Then the personality score of institutionalised orphan children and family reared children with respect to gender were calculated as per the scoring procedure given in the test manual. The mean and SD of the both the groups were calculated separately. The mean of institutionalized orphan boys and girls were found to be 20.13 and 25.42 and their standard deviation were found to be 2.85 and 2.60. On the other hand, the mean of the family reared boys and girls were found to be 28.16 and 32.14 and their standard deviation were found to be 2.13 and 1.89. The mean and SD of institutionalized orphan boys and girls and mean and SD of family reared boys and girls with different dimensions were also calculated separately. For studying the significant difference of mean of both the groups, 't' test is applied and it is shown in the following tables.

**Table 2(a)**

**'t' test showing Significant Difference of Mean between the Self Concept of Boys and Girls of Institutionalized Orphan and Family Reared Children**

Categories	Gender	Mean	SD	Df	't'-test	P Value
Institutionalized Orphan Children (N=100)	Boys(N=35)	20.13	2.85	98	2.02	0.043035128
	Girls(N=65)	25.42	2.60			
Family Reared Children (N=100)	Boys(N=50)	28.16	2.13	98	2.08	0.036531773
	Girls(N=50)	32.14	1.89			



**Interpretation:** Table 2(a) shows that the mean and SD of self-concept scores for institutionalized orphan boys and girls and family reared boys and girls. The mean of institutionalized orphan boys and orphan girls are 20.13 and 25.42. The SD of institutionalized orphan boys and institutionalized orphan girls are 2.85 and 2.60 respectively. On the other hand, the mean of family reared boys and family reared girls are 28.16 and 32.14. Their SD are found to be 2.13 and 1.89 respectively. The obtained value of 't' for

institutionalized orphan children and family reared children are 2.02 and 2.08 which is greater than the critical values of 't' i.e.1.98. It is found that both the groups are significant at 0.05 level of significance. Hence, the null hypothesis is rejected. Therefore, it can be said that there is a significant difference in self-concept score between the boys and girls of institutionalized orphan children and family reared children.

**Table 2(b)**

**t-test showing Significant Difference of Mean between the dimensions of self-concept of Boys and Girls of Institutionalized Orphan and Family Reared Children**

Dimensions of Self-Concept	Gender	Category of Children		N	Mean	SD	df	t value	P Value
		Institutionalized Orphan	Family Reared						
Behaviour	Boys	35	50	85	9.13	1.71	198	2.02	0.045788388
	Girls	65	50	115	7.90	1.79			
Intellectual & School Status	Boys	35	50	85	13.95	1.84	198	2.05	0.032767897
	Girls	65	50	115	18.66	2.92			
Physical Appearance & Attitude	Boys	35	50	85	9.11	1.42	198	0.65 NS	0.516445647
	Girls	65	50	115	10.18	1.44			
Anxiety	Boys	35	50	85	6.35	1.23	198	0.16 NS	0.873044181
	Girls	65	50	115	7.80	1.28			
Popularity	Boys	35	50	85	8.95	1.34	198	2.07	0.036995347
	Girls	65	50	115	11.13	2.15			
Happiness & Satisfaction	Boys	35	50	85	9.42	1.78	198	2.09	0.038812944
	Girls	65	50	115	12.55	2.29			

NS- Not Significant at 0.05 level





**Interpretation:** From the Table 2, it has been found that t-value in respect to the dimensions of 'Behaviour', 'Intellectual and School Status', 'Popularity' and 'Happiness and Satisfaction' is greater than the critical value of t (1.98) with 198 df and hence, significant at 0.05 level of significance. But in the dimensions of 'Physical Appearance and Attitude' and 'Anxiety', the calculated t value is found to be less than

**Objective 3:** To study the relationship between academic achievement and self-concept of institutionalized orphan children and family reared children.

**Ho<sub>3</sub>:** There exists no relationship between academic achievement and self-concept of institutionalized orphan children and family reared children.

the critical value of t and therefore, not significant at 0.05 level of significance. So, the null hypothesis i.e., **there is no significant difference in self-concept of institutionalized orphan children and family reared children with respect to gender** is rejected in case of 'Behaviour', 'Intellectual and School Status', 'Popularity' and 'Happiness and Satisfaction' and is accepted in case of 'Physical Appearance and Attitude' and 'Anxiety'.

For studying the relationship between academic achievement and self-concept of Institutionalised Orphan Children and Family Reared Children, statistical technique of Pearson's Product Moment Correlation between both groups is used. The result is shown in the following table.

**Table 3**

**Correlation between Academic Achievement and Self-Concept of Institutionalized Orphan Children and Family Reared Children**

Variables	Categories	R	P Value
Academic Achievement	Institutionalized Orphan Children (N=100)	0.39*	.00006
Self-Concept			
Academic Achievement	Family Reared Children(N=100)	0.56*	0.576757
Self-Concept			

df 98 \*Correlation Significant at 0.05 level





**Interpretation:** From the Table 3, it has been found that the calculated 'r'-value for institutionalized orphan children is 0.39. It is found to be positive and significant at 0.05 level of significance. On the other hand, the calculated value of 'r' for family reared children is 0.56 which is found to be positive and significant at 0.05 level of significance. Hence the null hypothesis that there exists no significant relationship between academic achievement and self-concept of institutionalized orphan children and family reared children has been rejected. The 'r'-value indicates that there exists a significantly moderate positive relationship between academic achievement and self-concept of institutionalized orphan children.

On the other hand, the 'r' value for family reared children indicates that there exists a significantly strong positive relationship between academic achievement and self-concept.

### Major Findings of the Study

- Institutionalized Orphan Children and Family Reared Children differ significantly in their self-concept.
- Boys and Girls of the institutionalized orphan children and family reared children differ significantly in self-concept.

- Self-concept of Boys and Girls of institutionalized orphan children and family reared children differ significantly in the dimensions of '**Behaviour**', '**Intellectual and School Status**', '**Popularity**' and '**Happiness and Satisfaction**'. But in the dimensions of '**Physical Appearance and Attitude**' and '**Anxiety**' do not differ significantly between boys and girls.
- A significant and positive moderate relationship exists between academic achievement and self-concept of institutionalized orphan children. On the other hand, a significant and strong positive relationship exists between academic achievement and self-concept of family reared children.

### Conclusion

Self-concept is the most important thing in every person to all individuals. A high self-concept can build the self-confidence and play an important role in determining the success or failure of each individual in his/her life. In order to have high self-concept, parents have an important role to play in shaping the behaviour and thoughts of children. Their guidance is of utmost necessity for high academic achievement. High academic achievement is a way to success in one's life.

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