

# STUDY HABIT AND ATTITUDES OF ORPHAN AND NON-ORPHAN

Poonam Poonia, Nikita Sharma, Varuna Dahiya, and Yogesh Chander

## Abstract

Present research task was undertaken to compare the study habit, attitudes and to understand the areas of counseling of orphan and non-orphan school students. For the present study a sample of 50 students from each category were chosen on the basis of multi-stage random sampling. Test of study Habit and Attitude prepared and standardized by Dr. C. P. Mathur was used as tool. Analysis of the data was done by descriptive analysis and 't' test. This research paper revealed that study habit of non orphan was found to be significantly better than orphan students. Orphan and non orphan students were found to be significantly different in five areas that are home environment, mental conflict, concentration, examination and attitude towards teacher where appropriate guidance and counseling is required.

## Introduction

Orphan children are the most vulnerable group in any population and needs utmost social concern. They can be easily exploited, abused and directed into undesirable channels by antisocial elements in the community. The significant large population of orphan in India makes it much serious issue. Nation has the responsibility of providing proper care and protection to these children at all times. The orphans 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. When the child does not receive healthy family care his development especially the psychological aspect is thwarted. Even in school, there are various problems which are required to be studied and solved.

Ko (1977) revealed that the depression score was significantly higher in the group of orphan, physically handicapped and deaf-mute children than in the normal while the depression score was significantly higher in the orphans than in the physically handicapped children. Another study was done by Sengends and Nambi (1997) on the psychological effect of orphanhood in Rakai district. They found that most orphans risk powerful cumulative and often negative effects as a result of parents' death, thus becoming vulnerable and predisposed to physical and psychological risks and lost hope when their parents died and when they are adopted, many of them felt angry and depressed. All these researches reflect that orphans shows unusual emotional, social and psychological development. All these problems cause adverse affect on the academic achievement of these children. Many practices and studies revealed that there are also numerous factors which are responsible for academic success. No single factor can be definitely pointed out as predicting academic performance. It has been interaction of many factors – gender, IQ, study habits, age, year level, parent's educational achievement, social status, number of siblings etc. Almost all of existing environmental and personal factors are variable of academic performance. . However, in the present study the researchers has tried to find out various measure of study habits and attitude of students Study habit and attitude are most crucial factor in determining the level of academic achievement in student life.

Fielden (2004) states that good study habit help the students in critical in skills outcomes such as selecting, analyzing, critiquing, and synthesizing. Many capable orphan child experience frustration and failure in studies. It's not because of lack of competence, but because they do not have adequate study skills. Good study habits are key for success in school. Studying efficiently nurtures feelings of competence develops positive attitudes. Good study habits also set the foundation for successful work habits as an adult. Normally teachers and parents work together to assist children in developing good study habits. But in the absence of one or both parents as in the case of orphans the responsibility of the teachers increases. So it is important to understand the various factors responsible for the development good study habit and identify those problem areas for these children where guidance is required.

### **Need and Significance**

With the increase in population of India, the proportionate number of orphan and disabled population also has definite trend to increase. But across the various studies conducted in the field of education orphans are one of the least researched area. Researches in this field are still at embryonic stage. The infrastructure for research in the area has also remained inadequate. We find that everyone among the politician, social planner, educationists, social reformers and leaders in all walk of life, talk of education and proper development of the children, but as a matter of fact very few have really ever bothered to think of the plight of orphan children. On a close perusal of the history of education we have discovered that well known educationist Pestalozzi, Froebel, Montessori had the experience of dealing with and educating orphan children.

Unfortunately no Indian educationists have so far felt any real concern for orphan children. The name of Karve, a prominent social reformer of Maharashtra in the nineteenth century and that of Mrs. Tara Ali Beg, a prominent social worker in India deserve a special mention as they did a lot to provide help and guidance to orphanage for girls and women in India. But it is regrettable fact that neither the 'Kothari Commission' nor the 'New Policy on Education' and the 'Plan of Action' published by Govt. of India dealt with the problems of orphan children. In our patriarchal society orphans face all kinds of social cultural handicap and discriminations. The enormity and gravity of problems of orphan adolescents can be well imagined. They constantly think and worry about their present plight and future. Presented study was intended to compare the study habit and attitude of orphan and non orphan school going students, as study habit is one of the most important factors responsible for the success of student. It is a planned program to attain mastery in the subject matter. So it will help us to understand the study habit and attitude of orphan as well in knowing the areas of counseling or help for them.

### **Objectives**

1. To study the difference in study habit and attitude of orphan and non-orphan students.
2. To study the difference in areas of deficiency for guidance of orphan and non-orphan students in relation to home environment, attitudes towards teacher education, study habits, mental conflict, concentration, home assignment, self confidence, examination and attitude towards teacher.

### **Hypotheses**

1. Orphan and non-orphan students do not differ significantly in study habit and attitude.
2. There is no significant difference in areas of deficiency for guidance of orphan and non-orphan students in relation to home environment, attitudes towards teacher education, study habits, mental conflict, concentration, home assignment, self confidence, examination and attitude towards teacher.

### **Methodology**

#### **Method**

The researcher employed descriptive method of study for the present research. Thus, the survey method was adopted to carry out the work. In this research emphasis was given on inferential quantitative approach to find out the differences in study habit and attitude of orphan and non orphan students.

#### **Sample**

Multistage random method of sampling was used in the present study. Two samples were taken for the study out of which one sample was taken from orphan student population and other from non orphan students. Total 100 students were taken out of which 50 orphan and 50 non orphan school going students in Saharanpur District of Uttar Pradesh, India.

### Tools

A standardized questionnaire 'Test of study Habit and Attitudes', prepared by Dr. C. P. Mathur was used as tool for study. It seeks to discriminate between good and poor study techniques of the students. This test is based on nine major areas of the study techniques, habits and attitudes, viz., Attitudes towards Teachers; Home Environment; Attitudes towards Education; Study Habits; Mental Conflict; Concentration; Home Assignment; Self Confidence; and Examination, and contains 60 items. The same questionnaire was analyzed with the help of two scoring keys A & B respectively. High score on this test on the basis of scoring key A indicates high order of correct study habits and proper attitude, while low score shows poor study techniques. Scoring key B was used to identify the areas of problem related with study habit for guidance and counseling. This study will be useful for teachers and counsellors in knowing student's technique of study in scientific way.

### Delimitations

1. The present study was limited to a sample of 100 students out of which 50 orphans and non-orphan school going children.
2. The study was limited to school going orphan students and non-orphan students of age group 13 to adulthood only.
3. The study was limited Saharanpur District only.

### Analysis of Data

Objectives of the study were to compare the study habits and attitude and to identify the various areas of guidance of orphan and non orphan students. On the basis of the scores obtained the data was analyzed descriptively and 't' test was used to test the significance of the different outcomes.

**Table-1**  
**Comparison of the study habit and attitude scores of orphan and non-orphan students**

Students	Mean	SD	Variance	Calculated t-Value	Level of significance (0.05 or 95%)
Orphan	31.4	0.73	26.77	5.040	Significant difference
Non-Orphan	39.68	1.47	108.14		

Table -1 reveals that the mean values are 31.4 and 39.68 for orphan and non orphan school going children respectively. The mean difference in the study habits and attitude of orphan and non-orphan students was found to be significant. The higher mean value of non orphan students indicates that they have better study habits than the orphan students.

**Table - 2**  
**Comparison of various areas of guidance of orphan and non-orphan students**

Sr. No.	Areas of Guidance	Students	Mean	SD	Variance	Calculated t-Value	Level of significance (0.05 or 95%)
1.	Home Environment	Orphan	2.1	0.96	0.98	5.53	Significant difference
		Non-Orphan	1.04	0.72	0.85		
2.	Attitude towards education	Orphan	0.68	4.04	2.01	0	Not Significant difference
		Non-Orphan	0.68	0.62	0.79		
3.	Study Habit	Orphan	7.2	26.01	5.10	0.791	Not Significant difference
		Non-Orphan	6.72	176.89	13.3		
4.	Mental Conflict	Orphan	2.84	0.688	0.83	4.201	Significant difference
		Non-Orphan	1.88	3.168	1.78		
5.	Concentration	Orphan	4.2	0.688	0.83	5.865	Significant difference
		Non-Orphan	2.86	3.168	1.78		
6.	Home assignment	Orphan	1.08	0.482	0.68	0.340	Not Significant difference
		Non-Orphan	1.02	0.756	0.87		
7.	Self Confidence	Orphan	0.98	0.482	0.68	1.022	Not Significant difference
		Non-Orphan	0.8	0.756	0.87		
8.	Examination	Orphan	4.1	3.385	1.84	3.301	Significant difference
		Non-Orphan	2.96	16.97	4.12		
9.	Attitude towards teacher	Orphan	1.86	0.722	0.85	1.982	Significant difference
		Non-Orphan	1.48	0.960	0.98		

Table-2 revealed that out of nine above listed areas of guidance orphan and non orphan students differ significantly in five areas that is home environment, mental conflict, concentration, examination and attitude towards teacher.

### Discussion

The result form table - 1 suggests that orphan students have poor study habits and attitude while normal students have satisfactory study habits and attitude.

The higher mean value of orphan students indicates that they need guidance in home environment, mental

conflict, concentration, examination and attitude towards teacher areas (as indicated in table - 2) they do not have the benefits of having family and healthy home environment. Home work is closely associated with the development of good study habit, but orphan always face problem in completing assigned work on time due to absence of right guidance and help. This leads to development of various problems like mental conflicts and poor concentration. The attitude of the orphan is not positive towards teachers may be because of the treatment they receive because of non completion of given assignment on time. All these eventually affect their examination preparations which resultantly develop of fear for examination. Due to all these factors they may also not perform to their full educational potential.

### **Educational implications**

The results of the present study are very important value in understanding the causes of poor study habits and attitude among orphan students. Because education is the orphan's best hope to rise above these conditions. Hence, the implications of the study will provide the basis for the improvement of the orphan students. The followings are the major educational implications of the study.

1. This study will help us in understanding various areas of intricacy faced by the orphan child in relation to study habit and attitude.
2. The results will help in deepening the understanding of the fact that attitude of the teachers need to be change towards orphan students so that they can have better study habits and can improve their attitude. The responsibility of the teacher increases in the case of orphans as they have nobody else to guide them.
3. These results may have major impact on future policy and program initiatives for orphan children as we have kept no special provision in our education system according to the severity of their problem.
4. This study will help us to be acquainted with more focused and clear perspective on how the specific behaviours and circumstances are related to academic achievement and may influence study habits.
5. This study will also support counsellors through providing a more focused and factual knowledge on the factors affecting students study habits and by increasing understanding of the guidance counsellors on the interplay of the various areas of problems studied in this research. Such information is anticipated to facilitate the counsellors towards the expansion and execution of more effective programs in deliberation of these variables.

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