



## Impact of Mental health, Study habit and Academic Achievement of Orphan and Non orphan Adolescent: A Review

<sup>1</sup>Bisma Jan, <sup>2</sup>Manzoor A. Bhat

<sup>1</sup>Ph.D Scholar, Department of Education, Bhagwant University, Ajmer

<sup>2</sup>Professor, Department of Education, Bhagwant University, Ajmer

**Abstract:** This study attempts to understand how the mental health components and study habits affects the level of academic performance in various ways and how they differ significantly with academic performance .According to the findings of the study it can be evidenced that better the mental health and study habit The better will be academic performance .After analyzing the literature survey Our findings suggest that we should take measures to improve the quality of their academics and attempt to stabilizes their mental health. So that students are able to cope efficiently and effectively to their academics, personal and time management issues.

**Index Terms - mental health, study habits, academic achievement, orphan , adolescent orphans.**

### I. INTRODUCTION

Change is the law of nature where everything changes due to the evolution of world. Which has been proceeded by steps and people also changed dramatically due to the prevalence of interactions and control of behavior in different stages of life during whole cycle of life different changes occur right from birth to death. Among which adolescence period is more vital .The explorations and concerns of different social issues like the rapid physical ,social, psychological ,cognitive behavioral changes and developments established during this period. During the transitional stage, the adolescents go through different changes both positive and negative. Both these changes influence them ,however negative changes leaves a great impact on their overall development. The various problems like crime, suicide ,alcoholism, personality development problems which directly or indirectly leaves the great impact on the lives of the child. But it is challengeable to such adolescents to overcome these changes and stresses or inducing factors which commonly occur by left by parents, loss of parents ,family disintegration. All these factors forces society to characterize the adolescents into two general groups: Orphans and Non –orphans.

**Orphans :** According to (UNAIDS,USAID. And UNICEF 2002) an orphan is defined as a child less than 15 years of age who have lost its mother. Recently however it has changed its definition to cover the loss of both parents and to include children below 18 years of age (UNAIDS, 2004).

**Non orphans :** Non orphans are defined as those adolescents whose both parents are live.

Orphan numbers has grown manifold in conflict ridden Kashmir over the years, A study conducted by a UK based NGO “Save the Children” in December, 2006 mentioned that about 214,000 children are orphans in Jammu and Kashmir in which most of these children are institutionalized and 37 % of them were orphaned due to the armed conflict while 55 percent were orphaned due to the natural death of parents and remaining eight percent due to other reasons **6** and (**Sameena et al., 2016**). In the report of the United Nations General Assembly (2010), it was mentioned that UNICEF (United Nations Children's Fund) estimates that there are about 1 million orphans in Kashmir. According to a report, titled “Ignored Orphans of Jammu and Kashmir”, published in Kashmir Watch under the Human Rights section in its December, 2011 issue, the number of orphans in the state is around 600,000 children. Literature gaps exist on the psychosocial health of orphans in Kashmir due to minimal studies. Conflict in Kashmir had an immense impact direct as well as indirect on children and adolescent,the impact has led to the economic hardships (**Dabla, 2010**), emotional and relationship difficulties along with anxiety and depression, phobias, obsessive compulsive disorder and 30-50% suffer from post-traumatic stress disorder and psychosomatic conditions. (**Margoob, 2006**).The orphans usually face the following problems in various aspects of life especially in following spheres:

### II. MENTAL HEALTH

Mental health is considered the psychological and emotional wellbeing condition of a person. W.H.O (2005) stated “ mental health is that state of wellbeing where an individual understand his/her abilities ,problems, cope up with the normal stresses of life, can work productively and fruitfully make able his/her self to contribute the ones community”. mental health is a priority discipline regarding with adolescents in a new field (patel and prince 2010.).During the transitional stage much stress is inducing in their minds and to cope up with that stress many researches are conducted how many situations are responding for the prevalence of mental health disorders among adolescents. A research which is conducted by Yousafi and Amini revealed that male and female students receive anxiety from different sources and respond to it differently.

For leading a vibrant life a good mental health is essential and one cannot succeed in one's life effectively if he/she is suffering from stress and strains. With poor mental health one loses our all effectiveness (Negi, 2010). Mental health disorders may result in negative and hazardous consequences such as increaseable risk for academic failures (Mosdhyedi, 2008). Various researches had investigated that the morbidity of psychological disorders like anxiety, depression, physical problems and in general lack of health, lead to decline in academic achievement process. The study of Abbasabadi carried out the significant relation between the hidden and obvious anxiety, in one side and educational achievement on the other (Abbasabadi, 1998).

### III. STUDY HABITS

According to Buddha man is bundle of habits. Habit is second nature of person. When we cultivate good study habits most difficult tasks become easy, we get organized and think in a positive way. Study habits form foundation of our character and our destiny. With good study habits we chisel best out of our selves. Good study habits can lead to an increase in your confidence, competence and self esteem. Education helps the learner in development of self-concepts and the attainment of knowledge by ways of good study habits. Every student have different kinds of study habits, some study regularly, some study when examinations approaches nearby. Some study while listening music while some study in complete silence and calm. No matter how dull or bright a student is he can, make most of his ability only if his study habits are superior and effective and he devote plenty of his time towards his studies. Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject Busari (2000). Study habits are the ways that we study. The habits that we have formed during our school years. Study habits can be "good" which means they work and help us to make "good grades" or "bad" which just means they don't work and don't help us make good grades. (Crede & Kuncel, 2008) Study habits are "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject" According to (Kizlik 2001) development of good study habits in children depends upon the collective efforts of parents and teachers. Study habits are the pattern of behavior adopted by students in the pursuit of their studies which serves as the vehicle of learning. It is the measure to which the students engages themselves in regular act of studying that are characterized by appropriate study routines occurring in an environment that is conducive to study. Good study habits are associated with an encouraging attitude towards learning in general. According to William et al: (2014) "Study is the total of all habits, determined purposes and enforced practices that the individual uses in order to learn."

### IV. ACADEMIC ACHIEVEMENT

The term academic achievement is made of two words - academic and achievement. 'Academic' means any activity or action that is scholastic in nature - Achievement means the proficiency of performance in a given skill or body of knowledge. **Stephens (1958)** writes "Academic achievement is the unique responsibility of educational institutions established by the society to promote wholesome scholastic development of the child". The academic achievement is assessed through overall abilities in academic process. There is not any particular test for assessing academic capabilities of a child. This study used average of percentile of previous two years grades obtained.

A number of existing research findings have revealed that there is positive relationship between these parameters of mental health, and academic achievement in orphans and non-orphans (**Pandya 2008**), **Chugh and Andichya (2004)**, (**Muijs, 1997**), **Asgari (2008)**.

**Doshi D.R et al. (2014)** finds that there is positive correlation between mental health and academic achievement and reveals that non orphans have better achievement as compared to orphan students. **Mehdi, Amir et.al (2014)** investigated that there is significant relation between mental health and educational performance, the higher the student's level of mental health, better was their educational performance and there is significant relationship between educational performance and certain components of mental health, such as depression and anxiety. (**Abbas Abadi, 1998**), **Mosdhyedi (2008)** reveal that the adolescents who exhibit severe mental health issues result in significant risk of low academic achievements.

### V. LITERATURE REVIEW

#### Mental Health

**Dabla and Ahmad (2011)** showed in their research work that mental problems were reported by sampled orphanages among adolescents which included 80% stress, 100% depression, 100% anxiety and 100% showed lack of comprehension. Stress has reported by 4 orphanages out of five and all five orphanages reported depression, anxiety and lack of comprehension in adolescents. It states that these psychological issues are primarily due to traumatic situations that orphans have witnesses due to armed conflict.

**Naqashbandi ET. al. (2012)** investigated on the study of orphans in orphanages of Kashmir and their psychological problems. The aim of this study was to examine the effects of institutionalization on orphans and find out the psychological impact among orphans. The methodology which was applied in this study were mixed method design and the qualitative method which was used to obtain new facts and figures which was already existing and quantitative method was used for new data inputs and also an interview method was used for collection of the data from the respondents. The result of this study was that the no. of orphans is increasing in Kashmir and also orphans are facing more psychological problems in Kashmir. And clashes were the main reason for increase in the number of orphans in Kashmir.

**Mustafaei et al (2012)** investigated the comparison of happiness in orphanage and non orphanage children's. The data were collected from 74 orphanages through cluster sampling and the tools which were used were the Memorial University of New Found Land Scale of Happiness (MUNSH). The data were analyzed by T-test and Pearson's Correlation Coefficient. And the results founded that there were significant differences between the orphanage and non orphanage children's in positive and negative emotions. Orphanage children show more negative emotions (NA and NE) and less positive emotions (PA and PE) in comparison with non-orphanage children. There is no significant correlation between age, education and happiness.

**Majid and Khan (2013):** conducted study on Stress, Somatic Complaints and Anxiety of The Adolescents of Jammu and Kashmir Regions. The data was collected from the sample of 200 adolescents studying in different higher secondary schools of two regions; Kashmir valley. The General Health questionnaire -28 (GHQ-28) developed by Goldberg (1978) and Stress measuring scale developed by Chashu & Khan (2009) was used to gather the response from adolescents. Data was analysed by applying t-test as it fulfils the purpose of the study and the result revealed that adolescents belonging to Kashmir region have higher level of stress and somatic symptoms, and lower level of anxiety as compared to adolescents belonging to Jammu region. Further comparing male and



female adolescents of Kashmir region it was found that female adolescents scored high on all the above mentioned three variables than the males. While in case of adolescents belonging to Jammu region it was found that both male and female have almost same scores on somatic complaint and anxiety but females outscore males on the scores of stress.

**Anjali Shokeen(2017):** studied Mental Health and Social Adjustment of Senior Secondary Students The main aim of the present study is to explore the mental health and social adjustment of the senior secondary students of Delhi. The data was collected from the sample of 100 male students and 100 female students (total 200 students were randomly selected) from the senior secondary schools of Delhi and the tool like Mental Health Battery of Arun kumar Singh and Alpana Sen Gupta's and Social Adjustment Inventory of Dr. R.C. Deva was used. Mean, standard deviation, t-test and coefficient of correlation were used for analyzing the data and the result finds out that a positive significant relationship between the Mental Health and Social Adjustment in the adolescents.

## VI. STUDY HABITS

**Illahi and Khandai ( 2015):** conducted study on Social Intelligence, Study Habits and Academic Achievements of College Students of District Pulwama. The aim of the study is find out the social intelligence, study habits and academic achievement of college students of district pulwama (J and k). The data was collected from sample 410 college students which includes 193 male and 217 female college students through random sampling technique. The tool like Chadha and Ganesan Social Intelligence Scale (1986) was used to asses social intelligence and Palsane and Sharma's study habits inventory (PSSHI) were administered to asses the study habits of college students and the techniques like t.test was employing to analyze data. And the results revealed that the female college students have high social intelligence and academic achievement as compared to male college studens. On the other hand It has been found that 75% of the male and 72% of the female college students were having excellent study habits.

**siahi1 and Julius K. Maiyo ( 2015):** studied on the relationship between study habits and academic achievement of students in Higher Secondary School, India the aim of the The study sought to determine the relationship between study habits and academic achievement of students. The data was collected from the sample of 9th standard students at Spicer Higher Secondary School. Sampling like Stratified random sampling was used to select the respondents, study habits inventory by N.M. Palsane and school examinations records was the main instrument for data collection. Quantitative method was used to analyze field data collected and the data was found that a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. There was a clear finding that the teachers and students seem not to take effort in developing good study habits.

**Hayede Rezaie Looyeh et al.(2017):** conducted study on the relationship between the study habits and the academic performance of medical sciences students the aim study is to determine the relationship between the study habits and the academic performance of the students of the Guilan University of Medical Sciences The data in this study was collected from 461 students from different courses at the Guilan University of Medical Sciences were selected based on a stratified random sampling method. And the tools like Palsane and Sharma Study Habit Inventory (PSSHI) with 8 areas (division of time, physical status, ability to read, noting, learning motivation, memory, exams, and wellness) and 45 items. The data from this research were analysed using mean descriptive and inferential statistical tests, standard deviation, Spearman's correlation coefficient, and multiple regressions with a significance level of  $p < 0.05$ . and the results found that The mean of the overall status of the students' study habits was  $48.35 \pm 10.37$  from 90. The academic performance of the majority (67.2%) of the students was estimated to belong to the intermediate level. Data suggests that the academic performance of the students had the highest correlation with the field of noting ( $p < 0.0001$  and  $r = 0.234$ ), while the lowest correlation was with the wellness area ( $p = 0.03$  and  $r = 0.101$ ). In general, the correlation between study habits and academic performance was significant ( $p < 0.0001$  and  $r = 0.229$ ). In addition, the study habits score can predict 6.8% of the changes in academic performance ( $R^2 = 0.068$ ).

**Dr Hema R Bhadawkar ( 2017):** conducted study on academic achievement of Bed students in relation to their study habits the aim of the study is the teachers should be aware of good study habits and should internalize them as they are to guide the students to develop right study habits. The data was collected from the sample of 1037 students were drawn proportionately from 14 B Ed colleges. and the tool used to asses study habit was devised by Palsane and Sharma, 1989 The findings reveals that the academic Achievement of B Ed students is influenced by certain dimensions of their study habits such as test-taking skills, note taking skills, analytical thinking and problem solving, vocabulary skills. The results show the need to focus on developing proper study habits among all students in general and student-teachers in particular to enable them to excel academically.

**Dr Kanchan (2017):** conducted study on Study Habits of Secondary School Students as Related to Family Environment. The aim of the study is to investigate the study habits of secondary school students as related to family environment. The Data was collected from The sample of 100 (boys and girls) secondary school students of were collected by using Study Habits Inventory by Palsane, M.N and Family Environment Scale by Vohra, S (1997). The results finds out that significant difference between study habits and family environment of boys and girls of secondary school students. Significant and positive relationship between study habits and family environment of secondary school students

## VII. ACADEMIC ACHIEVEMENT

**Nuthana, Yenagi & Advisor (2007)** conducted a study on "gender analysis of academic achievement among high school students." The result of this study revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls in this study. In this study it was seen that school students did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9th and 10<sup>th</sup> standards the study was revealed that There were significant associations between study habits, self-concept, and socioeconomic status were significantly related to academic achievement. Rural students had better study habits and self-concept than urban students and urban students had higher academic achievement than rural students in this study.

**Joshis and Sirvastava (2009)** explored self-esteem and academic achievement of adolescents. The data was collected from the sample of 400 adolescents in which 200 were urban boys and girls and 200 were rural boys and girls from the age of 12 to 14 years and the tool used were self-esteem questionnaire and the academic achievement were measured by academic schools records. And the result founded that there were no significant differences with regard to self- esteem of rural and urban adolescents and there were also significant differences with regard of academic achievement of rural and urban adolescents.

**Peerzada, N.(2015)** conducted a comparative study on mental health and academic achievement of the children of teaching and non teaching employees. The data was collected from the sample of 30 students each of teaching and non teaching employees .They were

taken randomly from various high schools of district Ganderbal (j&k). The tool used in this study were Mental health Battery by A.K Singh and Alpane Sen Gupta .Mean SD and T -test were also used to analyze the data and the results founded that there were significantly mean difference among the children teaching and non teaching employees on various dimensions of mental health.

**ESAHAQ SK (2018):** conducted study on mental health and academic achievement among the secondary level students in the district of malda the data was collected from the sample of 200 secondary level students (100 male and 100 female students ) which were taken from different schools of malda and the tool like mental health battery by A.K Singh and Alpana sen Gupta was used to asses the mental health of different school students of malda .The data was analysed by S.D, Mean and t-test and the study revealed that there is significant mean difference between the secondary level boys and girls student on their mental and academic achievement.

**Maqbool and Ganai (2018):** Studied the academic achievement of orphan adolescents in kashmir valley .The data was obtained from the aggregate marks of 6<sup>th</sup> and 7<sup>th</sup> class students and the data was analyzed by using t-test method and the result was revealed that non institutional orphans have higher academic performance, higher learning outcomes, knowledge attaining ability, skill development in school subjects and higher degree of competence in school tasks then institutionalized orphan adolescents.

### VIII. CONCLUSION

In this present study we find that the study habits mental health components directly or indirectly affects the academic performance of the child and also the psychosocial factors effects the level of academic performance .the various studies have evidenced the better mental health outcomes, better is their Academic outputs .the above mentioned various ascribed factors affects the both orphans and non orphan adolescents. To reduce the high vulnerable risks in adolescent periods we should provide reliable information with multidimension polices and endeavour to provide mental health services needed for adolescents especially for underprivileged children like orphans and make approaches to increase their study habits so that their didactics performance raise, enhance in better ways and make holistic check on mental health status of the orphans so to estimate burden of their problems and to organize a healthier disparity environment.

### REFERENCES

- [1] Amini,M.and Yousofi,F.(2001). "Examining sources of stress and how students react to them among the students of Shiraz university and Marvdasht Azad university ," in the journal of humanities and social sciences, Shiraz university.vol.32;149-179(Persian).
- [2] Anjali Shokeen( 2017), " A Study of Mental Health and Social Adjustment of Senior Secondary Students"; Educational Quest: An Int. J. of Education and Applied Social Science: Vol. 8, No. 1, pp. 33-36, April 2017DOI: 10.5958/2230-7311.2017.00006.X.
- [3] Ali Mostafaei; Hassan Aminpoor; Mohiadin, Mohammadkhani (2012), "The comparison of happiness in Orphanage and non-orphanage children"; Annals of Biological Research, 2012, 3 (8):4065-4069 (<http://scholarsresearchlibrary.com/archive.html>)
- [4] Abbasabadi ,B.(1998).The relation between anxiety and educational achievement (M.A thesis).Faculty of Educational and sciences and Psychology,Ferdosi university ,Mashhad.(Persian)
- [5] Asia Maqbool and Dr. M.Y Ganai (2018) "Academic Achievement of Orphan Adolescents in Kashmir Valley"; Research Review International Journal of Multidisciplinary ,ISSN:2455-3085, Vol-o3,issue -11,nov-2018.
- [6] Biggs(1998).Learning from the Confucian heritage ; so size doesn't matter.international journal of educational research ,29(8);723-738.
- [7] Bhat Younes Illahi and Dr.Hemant Khandai ( 2015) "Social Inteligence, Study Habits and Academic Achivements of College Students of District Pulwama"; "Research on Humanities and Social Sciences [www.iiste.org](http://www.iiste.org) ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online) Vol.5, No.21, 2015.
- [8] Busari, A.O (2000), Stress inoculation training and self statements monitoring techniques in the reduction of test.
- [9] DR HEMA R BHADAWKAR (2017): "a study of academic achievement of b ed students in relation to their study habits."; Aarhat Multidisciplinary International Education Research Journal (AMIERJ)A Peer Reviewed Multidisciplinary Journal UGC Approved Journal No 48178, 48818Impact Factor 5.18 ISSN 2278-5655.
- [10] Dr Kanchan (2017)." study habits of secondary school students as related to family environment "international journal of advanced researchin education & technology (ijaret)" Vol. 4, Issue 1 -Jan. - Mar. 2017.
- [11] Dabla, B. A. (2010). A Socioillogical Study of Widows and Orphans in Kashmir. Srinagar: Jay Kay Publishers
- [12] Dr. Aditi Satija (2016), "Mental Health of Adolescents in Selected Cities of Punjab -A Comparative Analysis of Boys and Girls"; International Journal of Current Research Vol. 8, Issue, 06, pp.32771-32776, June, 2016.
- [13] Evans Atsiya siahi and Julius K. Maiyo (2015). study of the relationship between study habits and academic achievement of students:a case of spicer higher secondary school, india,; "International journal of education administrarion"vol 7,pp.134-141 september,2015, DOI:105897/IJEAPS2015.0404.