

Relationship between the Psychological Well-Being and Academic Achievement of Orphans and Non-Orphans in English Language in Senior Secondary Schools in Jalingo Education Zone of Taraba State, Nigeria

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Abstract:- The study was conceived with the major objective of determining the relationship between psychological well-being and academic achievement of orphans and non-orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria. The study adopted the survey and correlational research design. To guide the study, four hypotheses have been formulated. The study population is 3,966 Senior Secondary II (SSII) students in 38 public secondary schools of Jalingo Education Zone of Taraba State Nigeria. Six schools were selected from the three Local Government Areas (LGAs) of the Education Zone using purposive sampling technique. The sample of the study consists of 312 SS II students, made up of 156 orphans and 156 non-orphans. 173 girls and 139 boys. The orphans and non-orphans students were selected using systematic random sampling technique. Two instruments tagged: Psychological Well-being of orphans and non-orphans questionnaire. (PWBonQ) and 1st Term Examination results SS II (English language 2016/2017) were used for data collection. The instruments were validated by some expert from the faculty of education Taraba State University. Cronbach Alpha coefficient was used to estimate the reliability index of .80. Pearson moment correlation coefficient was used to determine the degree of relationship between the dependent and independent variables. Independent- sample t-test analysis and t-test of correlation coefficient(r) was used to analyse the hypotheses at 0.05 level of significance. Result findings show that the psychological well-being of non-orphan students is higher than their orphan counterpart. Moreso, the result also revealed a statistically significant correlation between psychological well-being and academic achievement of English-language orphans and non-orphan students. It was recommended that authorities in the educational system should take it as a priority to train school counsellors and teachers on the importance and relationship of psychological well-being and academic achievement of orphans and non-orphans students in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Keywords:- Psychological Well-Being, Academic Achievement in English Language, Orphans and Non-Orphans.

I. INTRODUCTION

Education has remained a social process in building capacity and the maintenance of society. It is also the biggest investment that any nation can make for its economic, political, sociological and human resources to develop quickly. Like other countries, Nigeria recognizes that education is an essential tool for domestic development. The aim of any educational system is to produce students who have acquired skills, relevant knowledge and habits for surviving in the changing world. It is so disheartening to note that with the proliferation of schools in Nigeria, there has been a tremendous decline in both the level and standard of students' performances at various levels of the education system. This has led to a consensus view about the falling standard of education in Nigeria (Adebule as cited in Nwadinigwe & Azuka-Obieke, 2012). Trucchia, Lucchese, Enders and Fernandez (2013), opine that student academic achievement is correlated with psychological well-being a sense of satisfaction with achievements and a situations of stress.

In Nigeria, English has taken the position of a national language. No wonder, the Nigerian constitution stipulates that our official language is English, our colonial master's language, and indeed a second language for Nigeria. Federal Republic of Nigeria Constitution (FRN, 2010). It is only in English that the nations can achieve basic educational goals at different levels. English language has become the core of Nigeria's academic harmony. The language is the medium of learning for all subjects from primary to tertiary as well as being a compulsory subject to be passed at all levels of education in Nigeria (Ajufo 2007). This means that administration, commerce, official transactions of government, administration, law and justice, instruction in the education sector, should be communicated in English language. Due to the importance of English language to Nigeria, credit pass in five subjects

should include English and Mathematics in the West Africa School Certificate is a prerequisite for admission into any Nigeria university or tertiary institution.

The past two decades have become a major source of concern among educational stakeholders about the academic achievement of secondary school students in the country. This shows how imperative education is to the nation's national development. Parents and government agree that their enormous educational investments does not yield the desired dividend. Ogundokun and Adeyemo (2010), report that there is massive decline in the achievement of students at the senior secondary school examination (SSCE) conducted by both National Examination Council (NECO) and the West Africa Examination council (WAEC). The annual release of Senior Secondary Certificate Examination results (SSCE) conducted by West African Examination Council (WAEC) shows the problematic nature and widespread use of poor secondary school students' especially in mathematics and English language among secondary school students Adesemowo, as cited in Nwadinigwe & Azuka-Obieke, 2012). In Taraba state the performance of students in English language for the past five years (2011-2015) has not exceeded 30 percent (Adesulu 2014). Statistics from West Africa Examinations Council (WAEC) also showed that the declining performance also applies to the November/December West Africa Senior School Certificate Examinations (WASSCE), in which woeful performances were also recorded in the last three years. For instance, the recently released WAEC result of 2015 reported that over 60% of 616,370 candidate failed in November/December representing 38.68 percent of the total number of the test candidates obtained credit in English Language. Also, the WAEC releases of May/June 2015 WASSCE results showed mass failure in English language. When announcing the results the Head of National Office, WAEC states that a total of 529,425 candidates representing 31.28 percent of the total number seated for the Examinations of west African Examination Council (WAEC), received credit in English Language (Eguridu as cited in Tata & Rabi 2014).). Certainly, these types of results cannot be said to satisfy the objectives of senior secondary education of the country because these core subjects are required for admission to tertiary level of education.

Despite numerous efforts by scientists, educators and policymakers to address this issue, academic achievement of students does not seem to have improved. Achievement is defined as measurable behavior in a standardized series of tests (Graves, Juel & Grave 2007). According to Bhat and Hemant (2015), academic achievement is of utmost importance, it has shown that a good number of variables such as learners' personality characteristics, school organizational environment, curriculum preparation, teaching-learning set up, household variables affects achievement in various degrees. In addition each of them is a cluster of variables that have their effect on the achievement individually, or on interaction with other, in short we might conclude that in making an individual

achievement, both nature and nurture play joint part

According to Trucchia, Lucchese, Enders and Fernandez (2013), academic achievement is the result of the complex environment surrounding a student is factors such as study frequency, motivation and relationship background that influence individual academic achievement, other psychological or emotional factors, such as anxiety, level of psychological well-being, and behavioral strategies for positive adaptation to a specific environment requirements and their associated emotional needs. El Ansari and Smotivation), Well-being has been reported to be correlated with better academic outcomes. Students who make greater use of their strengths, for example, show greater commitment to learning for their performance and intrinsic motivation. (Louis, 2009), and the attitude of development boosts the outcomes of well-being and learning (Dweck, 2006). An important resource is emotional intelligence, self-efficacy and mental well-being (happiness, life satisfaction and depression). according to Salami (2010), to improve learning, achievement and performance of education to students. Also, psychological well-being (Khramtsova, sarnio, Gordeeva, & Williams, 2007) has been shown in higher education institutions to predict students' attitudes and academic achievement.

There is reason to be concerned about the psychological well-being of orphans. This is because of their developmental status as adolescence which involves a lot of emotional changes. The value of improving students' ability to adopt and to get along with people is often overlooked by educators (Tutter, 2009). Learning skills of students rely on their ability to adapt and cope with people. In other works, being confident, mastering of the environment, ability to personally grow and positively relate with others and solving problems is the key factor to a good psychological well-being, especially for the orphans because of the circumstances of life surrounding them.

Huppert (2009), opine that psychological well-being is about lives going well. It is the mixture of feeling good and operating efficiently. A person with a high psychological well-being level is healthy, competent, well-supported, satisfied with personal professional and life. Sustainable well-being does not allow people to feel good all the time; feeling painful emotions (e.g., deceit, loss, grief) is a normal part of life, and it is important for long-term well-being to be able to manage such negative or painful emotions. However, when extreme or very long lasting psychological well-being is compromised and interferes with a person's ability to function in his or her daily life. According to Geeta (2014), it was Ryff that developed a new model of Psychological well-being that the researcher used in this work which include the following:

- Self-acceptance: positive self-evaluation and past-life assessment
- Personal growth: A sense of continued development and growth as an individual
- Purpose in Life: The conviction that one's life is important and purposeful
- Positive relations with others: The possession of quality relations with others
- Environmental Mastery: The capacity to effectively manage one's life and surrounding world
- Autonomy: self-determination feeling

According to Ryff and Singer (2008), together, these six dimensions constitute the eudaimonic concept of psychological well-being in an integrative framework, operationalized by the psychological well-being scale (PWBS). In developing of a positive self-identity a family environment is crucial (Guest, cited in Magampa 2014). Consequently, a parent's loss can contribute to children with lack of concentration at school. This may lead to poor academic performance of the affected children. According to Elegbeleye (2014), healthy development depends on healthy and inclusive environments that offers young people opportunities for young to create positive and meaningful connections with their schools, families and communities. Orphaning is always an ideal environment and can cause problems with mental health, such as depression. This is because, without the support of parents orphans strive to integrate previous roles of being young and carefree, to address the emotional demand for loss. This can aggravate the grieving process by organizing and addressing the possibility of a future without parents, or abandonment by those in whose care they are placed, or an intense fear of pain and termination (Boeree 2006), which in effect jeopardizes their state of psychological well-being and academic achievement.

Generally speaking, as the years go by, the situation and circumstances of children made orphans by all causes are at their worst (Odeku, 2008). In the African sense, as the HIV/AIDS affects sub-Saharan African regions, the number of orphans is increasing rapidly (United Nations Children's Fund [UNICEF], 2006). Report has shown that orphans abound worldwide. According to World Orphans (2012), there are an estimated 153 million orphans around the world. Asia also has the world's highest number of orphans with 28.4 million maternal orphans, according to Cates (2011), 57.7 million paternal orphans, and 6.1 million double orphans. Throughout Latin America and the Caribbean, there are 3.3 million maternal orphans, 9.1 million paternal orphans; And five hundred thousand double orphans. Across sub-Saharan Africa there are 27.6 million maternal orphans, 32 million paternal orphans, and 9.6 million double orphans. Nigeria is not left as a nation by the orphan crisis. The increase across killings and terrorism, as well as the increase in various kinds of disasters, has resulted in an increase in the orphan population. The number of orphans in Nigeria is estimated at 10.8 million due to all causes. (UNICEF/Childinfo, 2013) as cited in Elegbeleye (2014)

An orphan is a child under the age of 18 who died from causes such as HIV / AIDS, other chronic diseases, violence and suicide (UNICEF, 2006). An orphan, as is commonly known, has no parent to care for him or her. The word also means a child with both dead parents (Wordnet, 2007). Skinner, Sharp, Jooste, Mfecane, and Simbayi, (2013), an orphan is identified as a child lost to either parent. The parent might have died or vanished and his or her status is uncertain. Parental death causes include among other things, Poverty, crime and violence, conflicts, natural disasters, injuries, abuse of drugs and various diseases.

In Nigeria, It was noted that the main reasons for orphaning children include: Hiv, ethno-religious tensions, high maternal mortality rates and road accidents, and a number of children are vulnerable due to unfavorable cultural practices, deprivation, conflict and gender inequality. (Centre for Economic and Leadership Development [CELD], 2012; Obinna, 2012). The growing number of orphans in Nigeria is also due to the high rate of inter-communal disputes and inter-group crises in some parts of the country, such as what happens earlier this year in Taraba State's Lau local government, which is one of the local governments in the educational area that the researcher considers in this study. Therefore in some Nigeria state such as Plateau, Benue and Taraba (Nigeria Orphan and Vulnerable Children (OVC) National Plan of Action, 2011), there is a large pool of children orphaned by conflicts

Many studies have shown that orphans suffer from psychosocial issues that are greater than their non-orphan peers who are not orphans (Afework, 2013). Orphans had a much stronger perception of friends in social support than non-orphans, while non-orphans had a much stronger perception of supporting the family than orphans. According to Yendork and Somhlaba (2015), high levels of self-efficacy and resilience were registered by orphans and non-orphans. Nabunya (2014), when investigating the role of caregiver support in improving academic performance of AIDS-orphans it was found that perceived caregiver support in form of warmth and acceptance was significantly linked to improvements in school grades and reduced school dropout. The Perceived family cohesion was significantly associated with attendance at school and household was associated with grades at school.

However, as cited in Afework (2013), Subbarao, Maltimore, and Plangemann found that orphaned children were discriminated against solely on the basis of their orphan status. Because of discrimination arising from their orphan status or from their immediate surroundings, orphaned children that differ from other children and may result in negative self-identity (self-concept) and low self-esteem. According to Weidner (2013), the role of parents in developing a child's self-esteem is very significant in early childhood. A child raised in a family has a highly developed emotional disposition towards him / herself. In most situations, this psychological attitude is optimistic. Losing a loved one or loved ones has been shown to have psychological effects on an individual. When a parent or

both parents die, it is difficult for an orphaned child to try to cope with his or her life and the loss he or she encounters as a result of their unfortunate circumstances, including problems such as poor education, neglect, and abuse, this leads, among others, to poor quality of life.

A. Purpose of the Study

The purpose of this study is to determine the relationship between the psychological well-being and academic achievement of orphans and non-orphans in English Language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria. This research was specifically aimed at;

- Compare the academic achievement of orphans and non-orphans in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria)
- Determine the relationship between psychological well-being and the academic achievement of orphans and non-orphans in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.
- Determine the relationship between the psychological well-being and academic achievement of male orphans and non-orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.
- Determine the relationship between the psychological well-being and academic achievement of female orphans and non-orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

B. Statement of the Hypotheses

The study was guided by the following null hypotheses and tested at 0.05 significance level:

Ho1: There is no significant difference between the academic achievement of orphan and non-orphan students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria

Ho2: Psychological well-being has no significant relationship on the academic achievement of orphans and non-orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Ho3: There is no significant relationship between the psychological well-being and academic achievement of male orphans and non-orphans students in English language in senior secondary schools in Jalingo

Education Zone of Taraba State, Nigeria.

Ho4: There is no significant relationship between the psychological well-being and academic achievement of female orphans and non-orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba state, Nigeria.

II. RESEARCH METHODOLOGY

The study is descriptive in its nature, which involved survey and correlational. The target population of the study includes three thousand nine hundred and sixty six (3,966) orphans and non-orphans in SS II in senior secondary schools in Jalingo Education Zone of Taraba State ages ranging from 12 and 18. In Jalingo Education Zone There are thirty eight (38) public secondary schools. The research sample consists of 312 orphans and non-orphans in SS II from 6 out of 38 senior secondary schools in Jalingo Education Zone of Taraba State. Using purposive sampling method, the researcher selected schools that were not less than 100 orphans and non-orphans in SS II, with either a school counsellor or a class teacher. One hundred and fifty six (156) orphans were chosen using systematic random sampling technique by taking each 2nd student from the total sampling frame. This was taken in order to make the sample sizes equivalent with the non-orphan sample size. Non-orphans students were selected using systematic random sampling technique. Thus, a total of One hundred and fifty six (156) non-orphan student samples are collected using the process of systematic sampling. Two instruments were adapted and used to collect data; these are: Psychological Well-being of Orphans and Non-orphans Questionnaire (PWBONQ) and 1st Term SS II Examination Results English language 2016/2017, these instruments were validated by experts from the faculty of education Taraba state University, Nigeria. The reliability of the instrument's internal consistency was measured using Cronbach Alpha statistic which provided a reliability estimate of .80. After the questionnaire was administered by the researcher with the help of six research assistants. The data collection for the study was done face to face and on the spot. The research hypotheses were tested using Pearson correlation and the inferential statistic of t-test at 0.05 level of significance.

III. RESULTS

Hypothesis One No significant difference between orphan and non-orphan students ' academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba State.

Psychological Well-being	Levene's test for equality of variance			t-test for equality of means		
	F	Sig.	t	DF	Sig.(2tailed)	mean dif
Equal variance assumed						
Equal variance not assumed	4.26	0.020	6.834*	310	0.001	8.6984
Equal variance not assumed				292.46	0.001	8.6984

Table 1:- Independent Sample t-test between academic achievement of orphan and non-orphan students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria?
Source: Field data, 2017

Results in Table 1, Levene's test for equality of variance was used to test whether variance scores for orphan and non-orphan students in academic achievement is the same. The result of the test shows that the variation is not the same at 0.05 level of significance because p value for Levene's test (0.020), the alpha level selected in the analysis is less than 0.05. The independent sample t-test for the achievement scores shows that the mean scores between orphan (Mean=52.90, STD= 16.17) and non-orphan students (Mean = 54.73, STD =14.40) differ significantly in English language respectively. The results indicates that $t(310) = 6.6984$, $p=0.001$. Since the p value (0.001) is less than the critical value (0.05) we then reject the null hypothesis and accept the alternative hypothesis, which means that there is a significant difference in the academic achievement of orphan and non-orphan students in English

language. The results suggest that the non-orphan students perform better in their academic compare to their orphan counterpart in senior secondary schools in Jalingo Education Zone of Taraba State that there is a significant difference in the psychological well-being of orphan and non- orphan students. The results suggest that the non-orphan students have a higher psychological well-being compare to their orphan counterpart in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Hypothesis two Psychological well-being has no significant relationship on the academic achievement of English-language orphans and non-orphans in senior secondary schools in the Jalingo Education Zone of Taraba State, Nigeria.

Psychological well-being	orphan			non orphan		
	r	t	Sig (2tailed)	r	t	Sig (2tailed)
English	- 0.556*	- 8.81	0.034	0.895*	27.88	0.031

Table 2:- t-test of correlation coefficient(r) On the relationship between orphan and non-orphan students ' psychological well-being and academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria?

Source: Field data, 2017

* Correlation is significant at 0.05 level (2 tailed)

The result in Table 2 Shows the relationship between orphan and non-orphan students ' psychological well-being and academic achievement in English language. The findings show that psychological well-being has a significant and positive influence on non-orphan students ' academic achievement, while psychological well-being, on the other hand, has a significant and negative influence on orphan students ' academic achievement. English language was found to have a positive and significant relationship with non-orphan $t(155) = 27.88$, $p<0.05$ and orphan $t(155) = -8.81$, $p<0.05$ psychological well-being respectively.

The result clearly reveals that psychological well-being has a positive and strong relationship on academic achievement of orphans and non-orphans in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Hypothesis three. There is no significant relationship between male orphans and non-orphan students ' psychological well-being and academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba state, Nigeria.

Item	English Language	
	r	t
P W B of male orphans	0.687	26.32
P W B of male non-orphans	0.760	25.18

Table 3:- t-test of correlation coefficient (r) on the relationship between the psychological well-being and academic achievement of male orphans and non- orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria?

Source: Field data, 2017

* Correlation is significant at 0.05 level (2 tailed)

The result in Table 4, indicates a positive correlation between psychological well-being and academic achievement of male orphan and non- orphan students. The relationship between psychological well-being was found to be statistically significant in English language with $t(138) = 26.32$ $P > 0.05$ for orphan and $t(138) = 25.18$ for the non-orphans students respectively. The result shows an significant relationship between psychological well-being and academic achievement in English language of orphans and non-orphans. This is an indication that psychological

well-being is an important factor influencing orphans and non-orphan students ' academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Hypothesis four. There is no significant relationship between female orphans and non-orphan students ' psychological well-being and academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

Item	English Language	
	r	t-cal
PWB of female orphans	0.656*	8.60
PWB of female non-orphans	0.623*	9.05

Table 4:- t-test of correlation coefficient (r) on the relationship between the psychological well-being and academic achievement of female orphans and non- orphans students in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria?

Source: Field data, 2017

* Correlation is significant at 0.05 level (2 tailed)

The result in Table 5 indicates a positive correlation between psychological well-being and academic achievement of female orphan and non-orphan students in English Language with $t(172) = 8.60$ $P > 0.05$ for orphans and $t(172) = 9.05$ for the non-orphans students respectively. The result shows an important relationship between psychological well-being and the English language academic achievement of female orphans and non-orphans. This is a sign that psychological well-being is a significant variable affecting orphan and non-orphan students ' academic achievement in English language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria.

IV. DISCUSSION OF FINDINGS

As shown in the result section, the academic achievement of orphan and non-orphan students in English language is significantly different. The results suggest that the non-orphan students perform better in their academic compare to their orphan counterpart in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria. The present findings is in line with the Magampa (2014), who found out that in contrast to non-orphaned learners orphaned learners perform poorly academically. The study findings also showed that psychological well-being has a positive and strong relationship on academic achievement of orphans and non-orphans in senior secondary schools in Jalingo Education Zone of Taraba State. This result confirms with the work of Workye (2015), it was found that there is a statistically significant difference in the psychological well-being of orphaned children at different educational levels. Particularly, those with Primary level of education were found to be psychologically well than those with Tertiary level. The present finding is contrary with the study of Mostafaei et al. (2012) which found no statistically significant correlation between education and happiness and its subscales. In other words, education doesn't tell whether one person is happy or not. On the other hand,

Afework (2013) supported that there is statistically significant difference in the psychological well-being among orphan children based on their level of education. Afework (2013) he also clarified that grade level has significant positive relationship with the overall psychological well-being and with some of its sub scales (Autonomy, Purpose in life, and Personal growth). The study result suggest that, there is a significant relationship between psychological well-being and the academic achievement of male orphans and non- orphans in English Language in senior secondary schools in Jalingo Education Zone of Taraba State, Nigeria. Moreso, the result shows a positive correlation between psychological well-being and the academic achievement of female orphans and non-orphans in English Language. When we look the existing academic literatures (for example Afework ,2013 ; Bhat , 2014 ; Workye 2015) this finding is in line with who clearly indicated being male or female does not have significant effect on the psychological well-being of children. According to Nyamukapa et al. (2010), girls have showed more psychological distress than boys. Furthermore, the study of Majeed et al. (2014) females are significantly differ in dependency compared to males. Similarly, they also are significantly different in emotional instability than their counter part and regarding the negative world view, males have more negative worldview than female

V. CONCLUSION

From the findings of this study, it is evident that most orphans scored low in psychological well-being and academic achievement; most non-orphans scored high in psychological well-being and academic achievement. The orphans psychological well-being and their academic achievement are generally low. This study's reshaw shows that the majority of orphaned students have lower psychological well-being and academic achievement in English language. Conscious effort must be made by teachers, guidance counsellors, care givers and parents in

encouraging orphan Individuality and self-esteem of students and care and support to improve their psychological well-being and academic achievement.

RECOMMENDATIONS

Based on the study's main findings, the following recommendations are hereby presented: In this study, orphans demonstrated low psychological well-being relative to non-orphans. Through including them in national planning and implementing policies that will encourage their psychological well-being and general well-being the Nigerian government should become more concerned with the issues affecting orphans. The creation of good self-concept include: Parental care, affection, and positive regard for the orphan and a healthy self-concept plays a key role in psychological well-being. In order to develop a high psychological well-being, caregivers will play orphaned parents' caring and loving roles. This will produce students who have faith in themselves and in their abilities and help in the improvement of their academic achievement. Often It may be appropriate for schools to consider hiring a qualified school counsellor or psychologist. The role here is to provide early warning of psychological conditions that may preclude the use of school services by a student; and to provide referral services in situations that are not treated by schools professionals. The recruiting psychologist will have the ability to recognize psycho-social problems and provide students in need with psychotherapy. Teachers should be taught counselling and psychological well-being. Schools will need to have a student guidance counsellor to assist the teachers in coping with the students particularly the orphans and other vulnerable students.

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