POSITIVE-NEGATIVE AFFECTIVITY AND SCHOOL WELL-BEING AMONG ORPHAN AND NON-ORPHAN SCHOOL GOING CHILDREN

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Abstract - The present research was designed to explore the relationship between positive and negative affectivity and school well-being among orphan and non-orphan children. The sample (*N* = 100) taken from orphan houses and from different schools of Lahore city by using purposive sampling technique. Positive affectivity and negative affectivity among orphan and non-orphan children was measured through Positive Affect and Negative Affect Scale and school well-being among orphan and non-orphan children was measured through School Well-Being Scale. Results of the study showed that positive affectivity is positively related to school well-being among orphan and non-orphan school going children. Although there is negative relationship between negative affectivity and school well-being among orphan and non-orphan school going children. Moreover it was found that orphan children were higher on negative affectivity whereas non-orphan children were higher on positive affectivity and school well-being. The results were discussed considering cultural context and past literature.

INTRODUCTION

The educational goals are achieved through a student, teacher and the institutions, which is an outcome of education and it increase the school well-being. Commonly the academic achievement is measured through examination and assessment, but there is no argument on which aspect is important declarative knowledge such as facts or procedural knowledge such as skills. Differences in personality and intelligence in academic performances are integrated to individual differences. Academic performance is influenced by personality and its factors, the aspect of personality extroversion and its impact on academic performance has been studied in this study (Furnham et al., 1998). The orphan and non-orphan children are different on their academic performance and school well-being because of the differences on their positive and negative affectivity, their life styles, their socio-economic conditions and some of the other factors. Therefore the current study investigate investigated the positive and negative affectivity and school well-being among orphan and non-orphan school going children.

Positive and Negative Affectivity

Affectivity is a general aptness to experience particular mood happiness or sorrows, or a reaction to any stimulus in a particular way with certain emotions (Abraham, 1998; Lazarus, 1993; Morris & Feldman, 1996). Researches have determined two main types of affectivity: Positive Affectivity (PA) and Negative Affectivity (NA). They are defined as the positive or negative emotional states experiences by the individuals as their stable, dispositional traits (Watson & Clark, 1988). Individual with a high positive affectivity lean to feel active, alert and energetic, while individuals with low positive affectivity are detached, lifeless and unenergetic. Individuals who experiences low positive affectivity are less likely to describe positive emotions, but they do not necessarily experiencing

negativity. Unlike PA individuals with negative affectivity tend to have disturbed emotions; they are scared, tense and angry. The individuals with low negative affectivity are quiet, cool-headed and placate (Cropanzano et al, 1993).

In the organizational settings affectivity have direct bearing upon the emotional work. Therefore it is infer that the individual with a high PA will use fewer efforts to express positive emotions and are still more original in their positive emotions and attitudes. Hence an employee with a high PA is more likely to engage in "actual acting". In contrasted, it is presumed that an employee with a high NA has to utilize more efforts to express actual positive emotions. The more the NA employees wishes to express the actual hospitality, the NA employs has to use more errors to contribute to the acting process. Thus these individuals will be more engross in deep acting, which may assist him or her to call up the positive emotions. While the employee with a high NA who has no insight to express the rules and he or she does not feel the expression of positive attitude is the part of his/her job, hence this individual is more likely to engross in "surface acting" (Chu, 2002).

School Well-being

The educational goals are achieved through a student, teacher and the institutions, which is an outcome of education and it increase the school well-being. Commonly the academic achievement is measured through examination and assessment, but there is no argument on which aspect is important declarative knowledge such as facts or procedural knowledge such as skills.

Differences in personality and intelligence in academic performances are integrated to individual differences. The IQ tests demonstrate that the students with higher mental ability are higher in their carefulness (integrated to effort and achievement motivation) incline to achieve higher in their academic settings. A recent meta-analysis recognized that the mental oddity (as measured by typical intellectual consultation) has an important impact on academic achievement in addition to intelligence and stringency (Stumm et al., 2011). When children start first grade, their initial semi-structure home learning environment convert into a more structured learning environment. Later academic achievements nourish by the early academic achievements (Bossaert et al., 2011).

Relationship between Study Variables

School Psychologists studied that individual differences play an essential role in foretelling academic achievement among university students. It is important to study, to understand the individual differences that the academic performance is the outcome of personality factors. For the development of curriculum and to enhance the academic performance among students, the school psychologists are involve in the understanding of personality factors (O'Conno & Paunonen, 2007). Researches have provided evidences that individual differences are more important in predicting academic performance but the cognitive ability is not enough to measure the academic performance. So it is important to understand the non-cognitive measures of academic performance one of them is personality factors (Chamorro-Premuzic & Furnham, 2006). O'Conno & Paunonen (2007) acknowledged that student's academic performance is influence by five factors of personality because individual differences play an important role in academic performance.

The academic performance and well-being are influenced by the low self-esteem of a neurotic individual and an extrovert individual who has positive emotions and high self-esteem (Riaz, 2013) In the meta-analysis some constant results were found that the big five factors have significant relation with the post-secondary achievement. Academic achievement was positively correlated to consciousness and openness to experiences. The academic achievement of post-secondary students was strongly predicted by the big five factors. Additionally the results also suggested that the academic achievement has variation that accounted by the personality traits. The investigation of academic achievement among post-secondary students was limited in the past researches (O'Conno & Paunonen, 2007).

The focus of contemporary academics on examining students' academic performance is a compelling argument for the growing attention being paid to personality characteristics as determinants of academic ability. Our study's objective, the prediction of academic achievement, may benefit particularly from personality traits because indicators of cognitive capacity, such as critical thinking

and IQ scores, may become less predictive at this higher level of schooling (Ackerman et al., 2001; Furnham et al., 2003).

Researches have revealed that among the sample of students the expected correlation between academic success and cognitive ability is poor, in comparison of the secondary and elementary school students. The limited range of the post-secondary students' IQ ratings, which loses predictive power, provides an explanation. Furnham et al. (2003) revealed another explanation is that over time, the standards for academic success tend to shift from ones that support cognitive skills (like critical thinking) to ones that support motivational elements and personality traits (like domain knowledge). Furthermore, schools are essential in emphasizing the use of evaluation techniques (e.g., attendance, class engagement), for the prediction of such criteria personality traits is especially important. Hence the evidence given above indicates that for the better and strong prediction of academic performance emotional factors of personality variables are more considered instead of the intelligence.

The purpose of the study is based on observed fact that academic and school well-being among the orphan school going children and their comparison with non-orphan school going children as orphan children have often come across poor academic performance. It is well known that extroversion and positive affectivity have an impact on cognitive abilities and intellect, which may have some bearing on students' academic achievement. The findings of this study can be used as one of the inputs to develop extroversion and neuroticism measurements and counselling aims.

This research study may further help to develop awareness and insight among the orphan school going children with regard to their negative affectivity or neuroticism traits and its impact on academic performance and overall school well-being. The PPDP (Personal Professional Development Programme) may incorporate further research development. The findings of research can be a crucial component of academic performance counselling. Despite the fact that the current study does not demonstrate a significant relationship between positive and negative affectivity and school well-being, this indicates that further empirically based research is required in this area. The following hypotheses were formulated in the current study;

1. There would be a positive relationship between positive affectivity and school well-being among orphan and non-orphan children.
2. There would be a negative relationship between negative affectivity and school well-being among orphan and non-orphan children.
3. Orphan children would be higher on negative affectivity whereas non-orphan children would be higher on positive affectivity and school well-being.

METHOD

Participants

The sample consists of 100 school going children in which 50 were orphan and 50 were non-orphan children. The sample selected for study purpose from orphan houses and from different schools of Lahore city by using purposive sampling technique. The age range of sample is 7-13 years. Only those orphan girls will be included, deprived of both parents and those with both parents. The orphans with single parent such as maternal or paternal orphans will be excluded.

Measures

[1] Positive Affect and Negative Affect Scale. The current study used Positive Affect and Negative Affect Scale for measuring positive affectivity and negative affectivity. The scale was developed by Bradburn (1979). It contains 20 items with two subscales including positive affectivity (items: 1, 2, 3, 4, 5; α = .92) and negative affectivity (items: 6, 7, 8, 9, 10; α = .90). Scale measures the current status of one’s positive and negative effects have been lasts from a week. [2] School Well-Being Scale. The current study used School Well-Being Scale for measuring school well-being. The scale was developed by Kaplan and Maehr (1999) It contains 19 items measures the academic achievements and related with two subscales including affect at school (items: 1, 3, 6, 8, 11, 14, 18; α = .82) and perceived academic self-efficacy (items: 2, 5, 9, 12, 15, 17; α = .84).

Procedure

The present study aimed to investigate relationship between positive and negative affectivity and school well-being among orphan and non-orphan children. The sample was collected from different orphanages and schools. Every participant was approached by the researchers personally. The aim and importance of the study were explained to all of the youngsters, orphans and not. Prior to the presentation of the questionnaire, informed consent was acquired. The researcher employed several statistical approaches to analyze the questionnaires.

RESULTS

Table 1

Demographic Characteristics of the Sample

Variables	*n*	%	Variables	*n*	%
Children type			Class		
Orphan	50	50	6th	26	26
Non-orphan	50	50	7th	35	35
Age			8th	49	49
10 years	24	24	Gender		
11 years	23	22	Boys	35	35
12 years	26	25	Girls	65	65
13 years	18	18			

Table 1 shows frequency and percentages of demographic characteristics of the sample. Results reveled that total number of participants was 100 in which 50 were orphan (50%) and 50 were non-orphan children (50%). Children were selected with age of 10 years (24%), 11 years (23%), 12 years (26%) and 13 years (18%). Children were from class 6th (26%), 7th (35%) and 8th (49%). Gender indicated that 35 children were boys (35%) and 65 were girls (65%).

Table 2

Psychometric Properties and Pearson Correlation among Orphan and Non-Orphan Children

Variables		*M*	*SD*	Range		Skew	*a*	1	2	3	4	5
				Actual	Potential							
1.	Positive affectivity	15.05	3.66	8-23	5-25	-.13	.72	--	-.57**	.65**	.64**	.64**
2.	Negative affectivity	13.66	4.83	6-23	5-25	-.00	.76		--	-.83**	-.82**	-.83**
3.	Affect at school	20.26	9.06	8-31	7-35	-.18	.93			--	.95**	.98**
4.	Perceived academic self-efficacy	20.01	7.67	8-29	6-30	-.14	.96				--	.98**
5.	School well-being	56.71	22.19	28-83	19-95	-.16	.98					--

***p* < .01

Table 2 showed psychometric properties and Pearson correlation among orphan and non-orphan children. Alpha reliability analysis revealed that all the scales and subscales have satisfactory alpha reliability i.e. α > .60. Pearson correlation revealed that positive affectivity has significant negative correlation with negative affectivity $r(98) = -.57$, $p < .001$, and has significant positive correlation with affect at school $r(98) = .65$, $p < .001$, perceived academic self-efficacy $r(98) = .64$, $p < .001$, and school well-being $r(98) = .64$, $p < .001$. Negative affectivity and has significant negative correlation with affect at school $r(98) = -.83$, $p < .001$, Perceived academic self-efficacy $r(98) = -.82$, $p < .001$, and School well-being $r(98) = -.83$, $p < .001$. Affect at school has significant positive correlation with perceived academic self-efficacy $r(98) = .95$, $p < .001$, and school well-being $r(98) = .98$, $p < .001$. Affect at school has significant positive correlation with school well-being $r(98) = .98$, $p < .001$.

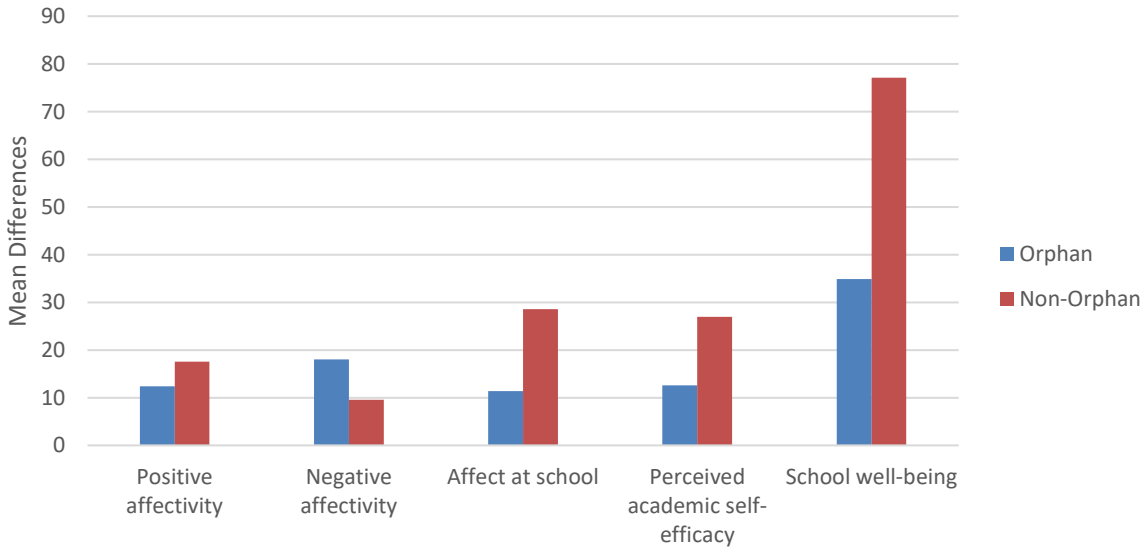
Table 3

Differences between Orphan and Non-orphan Children on all Study Variables

	Orphan (n = 50)		Non-Orphan (n = 50)				
Variables	*M*	*SD*	*M*	*SD*	*t*(98)	*p*	Cohen's *d*
Positive affectivity	12.37	2.80	17.54	2.39	7.61	.00	1.98
Negative affectivity	18.03	1.84	9.58	2.65	14.23	.00	3.70
Affect at school	11.37	3.52	28.58	1.50	24.85	.00	6.86
Perceived academic self-efficacy	12.62	3.53	26.93	1.31	21.09	.00	5.38
School well-being	34.89	8.76	77.12	2.53	25.70	.00	6.54

Table 3 shows the differences between orphan and non-orphan children on all study variables. Results revealed that orphan children were significantly higher on negative affectivity $t(98) = 14.3$, $p < .001$ whereas non-orphan children were significantly higher on positive affectivity $t(98) = 7.61$, $p < .001$, affect at school $t(98) = 24.85$, $p < .001$, Perceived academic self-efficacy $t(98) = 21.09$, $p < .001$, and school well-being $t(98) = 25.70$, $p < .001$.

Figure 1 *Differences between orphan and non-orphan children on all study variables*



DISCUSSION

Present study aimed at investigating the relationship between positive and negative affectivity and school well-being of orphan and non-orphan children. Moreover, differences between orphan and non-orphan children in positive and negative affectivity and school well-being were also investigated. The instruments Positive Affect and Negative Affect Scale (Bradburn, 1979) and School Well-Being Scale (Kaplan & Maehr, 1999) used have satisfactory internal consistency.

It was found that positive affectivity is positively related to school well-being among orphan and non-orphan school going children. Numerous researches have demonstrated a high correlation between several measurements of an individual's personality qualities and academic ability. Separate studies have shown less conclusive data, even if meta-analytic research (Poropat, 2009; DeRaad & Schouwenberg, 1996) present a more or less consistent picture of the association between personality and academic achievement. By examining both positive and negative affectivity in the link between academic achievement and school well-being, the current study contributes to the body of knowledge in this area.

According to Mahati et al. (2006), there are a lot of orphaned children in Zimbabwe. Although these academics draw attention to the social deprivation experienced by orphans, the true problem lies in the paucity of literature about the well-being of orphans generally, and Masvingo specifically. In contrast, students from parent-headed households are more likely to get their library dues covered, giving them access to a wider selection of textbooks. An individual's intellectual well-being is greatly influenced by their family environment. Socioeconomic circumstances may, in this sense, strongly influence academic success. Well-off families provide their children with surroundings that foster both intellectual and social development (Mafumbate, 2011). According to a study, students from parent-headed households were more likely to receive help with their math homework, but students from heads of extended families were less likely to do so and frequently worked in less favourable settings than their peers. Orphans may be more likely than non-orphans to reside in low-income homes, and lower household wealth may result in less money being invested in education when credit is tight (Case et al., 2004). That is why orphan children are higher on negative affectivity and lower on school well-being.

The study found that the majority of extended family leaders who look for Pakistani orphans lack sufficient money, which exacerbates their lack of good care. They are also too old to take care of these orphans on their own or perform hard jobs for a living. The majority of the orphans in this survey claim that because of their increased home obligations and other survival tasks, they are denied social wellbeing. According to Wagt and Connoly (2007), these kids have lower financial means for school fees and experience mental anguish that interferes with their ability to learn. The results from the orphans in this study showed that the heads of the extended families are grandmothers, and they are having difficulties taking care of the orphans. As a result, the majority of orphans are compelled to work as street vendors of sweets and vegetables. This is in line with studies from UNAIDS, UNICEF, and USAID (2004), which showed that grandmothers in South Africa are also providing care for orphan.

CONCLUSION AND RECOMMENDATIONS

The present study investigated relationship between orphan and non-orphan school going children. Two hypotheses were formulated and were supported by the results. The findings of the study revealed that there is positive relationship between positive affectivity and school well-being and there is negative relationship between negative affectivity and school well-being orphan and non-orphan school going children. Moreover it was found that orphan children were higher on negative affectivity whereas non-orphan children were higher on positive affectivity and school well-being. The research was based on cross sectional survey design in which we study participants at a time, it would be more better if longitudinal study would be conducted in which we can see how children positive and negative affectivity developed and how it effects on their academic achievement and school well-being. Moreover sample size was small which affects the generalizability of results.

There are some suggestions in the present research. Students' personality traits need to be investigated by psychologist before getting admission in schools. Past research provided evidence that students with extroversion and neuroticism personality traits experienced more stress as compared to students with other personality traits i.e. conscientiousness, agreeableness, openness to experience. Therefore university administration, teachers and other faculty should provide special care to the students who have extroversion and neuroticism personality traits so that they have to cope with stress related factors better and what strategies they can adopt to increase their academic performance and psychological and physical well-being. Personality psychologists and career counselors can also help students in deciding their career and they can provide further help in achieving their goals.

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