

Bridging the Gap: The Impact of Psychological Support on Academic Performance and Achievement Motivation among Orphaned and Non-Orphaned Adolescents in Uttarakhand Schools

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Abstract: This study investigates the impact of psychological support systems, particularly counseling services, on the academic performance and achievement motivation of orphaned and non-orphaned adolescents in Uttarakhand government schools. Using a mixed-methods approach, the research examines the availability, accessibility, and efficacy of counseling services for 122 participants (61 orphaned and 61 non-orphaned adolescents) across three schools. The study reveals a significant lack of professional counseling services, with orphaned students facing disproportionate challenges in emotional well-being and academic performance. Non-orphaned students, while experiencing fewer emotional difficulties, report higher rates of academic challenges. The research highlights disparities in access to informal support systems, with orphaned adolescents relying more on institutional figures and non-orphaned students benefiting from parental guidance. While counseling services positively impact academic performance for 84.43% of students, the benefits are more pronounced for non-orphaned students, suggesting the influence of social capital on counseling effectiveness. The study underscores the need for targeted interventions and comprehensive support systems to address the unique needs of orphaned adolescents and promote equitable educational outcomes.

Keywords: Orphaned adolescents, Academic performance, Psychological support, Counseling services, Achievement motivation.

INTRODUCTION

The global landscape of child welfare has been profoundly altered by the COVID-19 pandemic, exacerbating an already critical situation for millions of orphaned children worldwide. Prior to the pandemic, UNICEF and Global Partners (2015) reported approximately 140 million orphans globally, with Asia and Africa bearing the largest burdens. In India alone, an estimated 20 million children were orphaned as of 2015, a number that has likely seen a significant increase in the wake of the pandemic's devastation.

Adolescence, a pivotal stage in human development, presents unique challenges for all young people, but these challenges are often magnified for orphaned youth. Erik Erikson's psychosocial theory positions adolescence as the stage of "identity versus role confusion" (Erikson, 1950), a critical period where individuals grapple with questions of self-identity and their place in society. For orphaned adolescents, this journey of self-discovery is complicated by the absence of parental

guidance and support, potentially leading to profound psychological and behavioral issues (Tsegaye, A., 2013).

The impact of orphanhood on adolescent development is multifaceted and far-reaching. Comparative studies have consistently shown that orphaned adolescents experience higher levels of emotional instability, depression, and diminished self-esteem compared to their non-orphaned peers (Bhat, 2015; Cluver & Gardner, 2007). The institutional environment of children's homes, while providing basic necessities, often falls short in addressing the complex emotional and psychological needs of these young individuals. This deficiency can have significant repercussions on their overall well-being and academic performance (Christopher & Mosha, 2021; Huynh et al., 2019).

The relationship between psychological well-being and academic performance is particularly crucial during adolescence. In this context, the role of school-based mental health services becomes paramount. Rutter's (1987) seminal work on protective factors and resilience underscores the critical importance of such services in fostering positive outcomes for vulnerable youth.

Despite the clear need for psychological support, many educational institutions, particularly in developing countries, lack adequate counseling services. This gap in support is especially pronounced in regions like Uttarakhand, India, where resources are often limited, and the needs of orphaned adolescents may be overlooked in the broader educational context.

This study aims to bridge this critical gap in understanding by exploring the intricate relationship between adolescence, orphan status, and counseling services in Uttarakhand government schools. Through a comparative analysis of the academic performance and achievement motivation of orphaned and non-orphaned adolescents, we seek to illuminate the unique challenges faced by these groups and evaluate the effectiveness of existing support systems.

By focusing on this understudied region and population, our research contributes valuable insights to the ongoing discourse on adolescent mental health and educational support. The findings of this study have the potential to inform evidence-based policies and practices, not only in Uttarakhand but also in similar contexts globally. Ultimately, this research aims to pave the way for more targeted interventions and comprehensive support systems that can address the specific needs of orphaned adolescents, promoting their academic success and overall well-being in the face of significant adversity.

LITERATURE REVIEW

The psychological well-being and academic performance of adolescents have long been subjects of inquiry in developmental psychology. This review examines the impact of counseling services on adolescents' academic performance, with a particular focus on orphaned youth. We begin by exploring the general importance of counseling for adolescents, then narrow our focus to the unique challenges faced by orphaned adolescents and the potential benefits of psychological support for this vulnerable population.

The Importance of Counseling for Adolescents

Impact on Academic Performance and Well-being

Research consistently demonstrates the crucial role of counseling and guidance services in supporting the holistic development and well-being of adolescents. These services have been shown to enhance academic achievement, career planning, and positive social relationships (Amat, 2019; Okoroji, Lazarus, Ugwu, Kelechi, & Anyanwu, 2015).

Atsuwe and Albert (2018) explored the effects of guidance and counseling on secondary school students' academic performance in Makurdi, Nigeria. Their study revealed a positive impact of these services on students' performance, although many students were still performing at an average level. The research highlighted challenges such as insufficient time, lack of resources, and low training levels for teacher counselors, which hindered the effectiveness of counseling programs.

Similarly, Kothari, Gandhi, and Kothari (2024) examined guidance and counseling services in Solapur, India. While they found that most schools lacked adequate facilities, the support from teachers for developing comprehensive programs was notable. The study recommended hiring qualified counselors, improving infrastructure, and fostering positive attitudes towards counseling services to enhance their impact on academic achievement.

Consequences of Absence of Counseling Services

The absence of counseling services can significantly impact students' academic performance and emotional health. Without proper support, adolescents may struggle with emotional adjustment, school performance, and overall well-being. This is particularly evident in regions where counseling services are lacking or underdeveloped.

In India, for example, the evolution of school counseling has been characterized by recent emergence and rapid growth, driven by escalating mental health needs (Jain, Agaskar, Kakkar, & Behl, 2019). Despite progress, the field faces significant challenges, including a dearth of standardized training, licensing, and professional standards. While there is growing recognition of the importance of school counselors, actual implementation remains limited.

Thomas and Dey's (2020) empirical investigation of school counselors in India revealed that counselors prioritize services such as advocacy, preventive programs, and career planning. However, challenges persist, including resource constraints, ambiguous role expectations, and the need for specialized training. The study underscores the imperative for clearer role delineation, enhanced training, and regulatory bodies to support school counseling in India.

Orphanhood and Its Consequences: A Global Perspective

The Impact of Parental Loss on Adolescent Development

Bowlby's Attachment Theory (1969, 1973, 1980) provides a crucial theoretical framework for understanding the impact of parental loss on a child's emotional, social, and cognitive development. The disruption of primary bonds, as experienced by orphaned children, can precipitate a cascade of developmental challenges. Ainsworth's (1978) empirical work on attachment patterns and Sroufe and Fleeson's (1986) research on relationship development further illuminate the long-term sequelae of early attachment disruptions.

Empirical studies across diverse cultural contexts have consistently demonstrated the deleterious consequences of parental loss on multiple dimensions of adolescent well-being. Cluver and Gardner's (2007) seminal research on orphaned youth in South Africa revealed significant associations between parental death and elevated levels of depression, anxiety, and conduct problems.

In the educational domain, Van Dyk's (2003) longitudinal work in Namibia elucidated the adverse impact of orphanhood on academic outcomes. Orphaned adolescents exhibited significantly lower academic achievement and higher attrition rates compared to their non-orphaned peers.

Singh and Sekher (2021) investigated the living arrangements, education, and nutrition of orphans in Indian households. They found that orphans, particularly double orphans, are more common in poorer households and scheduled castes/tribes. Educationally, orphans fare worse than non-orphans, with higher rates of school non-attendance and dropouts. Nutritionally, orphans show higher rates of stunting, wasting, and underweight.

Challenges for Orphaned Adolescents Without Counseling Services

For orphaned adolescents, the absence of counseling services can lead to severe emotional and academic challenges. Shumba and Moyo (2014) investigated the challenges faced by orphaned children in Zimbabwe, highlighting that many orphans suffered from psychological distress, family conflicts, and educational setbacks. The lack of adequate bereavement support and systematic identification of bereaved students in schools exacerbated these issues.

In many regions, including parts of India like Uttarakhand, government schools often lack counseling services, which could exacerbate the challenges faced by orphaned adolescents. The absence of adequate psychological support in these schools may further hinder their academic performance and emotional health.

The Role of Counseling for Orphaned Adolescents

Impact on Academic Performance and Emotional Well-being

While research specifically focusing on the impact of counseling on orphaned adolescents' academic performance is limited, existing studies suggest potential benefits. Muthoni (2016) assessed counseling services for orphaned students in Kandara, Kenya, and found that while teacher counselors were generally well-trained and provided common services, many orphans still exhibited symptoms of grief. The study emphasized the effectiveness of existing services but noted the need for increased training, grief education, and more consistent counseling.

The unique experiences of loss and grief faced by orphaned adolescents underscore the importance of targeted psychological support. Effective counseling interventions have the potential to address the emotional challenges faced by these students, potentially leading to improvements in their academic performance and overall well-being.

Gaps in the Literature and Future Directions

Despite the growing corpus of research on orphaned adolescents and the potential benefits of counseling interventions, significant lacunae remain in our understanding of these issues, particularly in certain cultural contexts. For instance, research in the Indian context, specifically in regions like Uttarakhand, has primarily focused on the broader challenges faced by orphaned children, with limited attention paid to the specific needs of adolescents and the role of counseling interventions in addressing their academic and psychological well-being.

Thomas and Dey's (2020) empirical investigation of the role of school counselors in India, utilizing survey data from 45 counselors and the International Survey of School Counselor's Activities (ISSCA), revealed that counselors prioritize services such as advocacy, preventive programs, and career planning, while administrative tasks are perceived as less salient. Challenges identified include resource constraints, ambiguous role expectations, and the need for specialized training, particularly in addressing emerging issues such as cyberbullying and technology addiction. The study underscores the imperative for clearer role delineation, enhanced training, and regulatory bodies to support school counseling in India. To address these gaps, the present study aims to explore the interrelationship between adolescence, orphan status, and the provision of counseling services in schools or home environments. By examining the impact of counseling on the academic performance of orphaned adolescents, the study seeks to contribute valuable insights to the ongoing discourse on the significance of mental health support during this critical developmental stage. Through a comprehensive analysis of the extant literature and empirical research, the study will provide a more nuanced understanding of the challenges faced by orphaned adolescents and the potential of counseling interventions to enhance their academic and overall well-being.

➤ Rationale

The rationale for this study is predicated on the understanding that adolescence represents a critical developmental juncture, particularly for orphaned youth, who often face unique psychological needs and challenges. The absence of parental guidance for orphaned adolescents can exacerbate these challenges, leading to increased emotional instability, depression, and behavioral dysregulation, which can significantly impinge upon their academic performance. This study aims to elucidate the current state of psychological support systems, including counseling services, in government schools in Uttarakhand, India, and their influence on the academic performance of both orphaned and non-orphaned adolescents. It also seeks to identify the specific challenges and needs these adolescents face in the absence of professional counseling support.

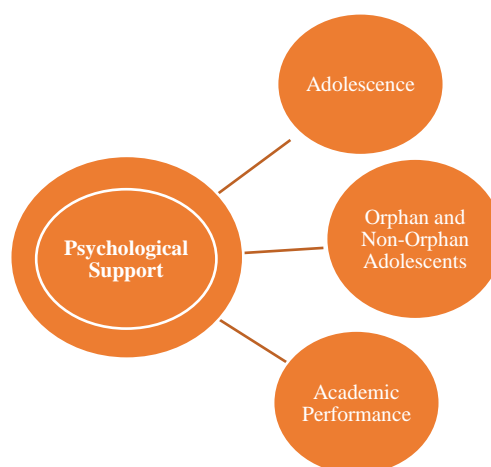
➤ Significance of the Study

This study is significant as it seeks to assess the availability and efficacy of psychological support systems, including counseling services, in government schools in Uttarakhand. By focusing on the impact of these services on the academic performance of both orphaned and non-orphaned adolescents, the study aims to illuminate the role of these services in enhancing academic success and overall well-being. The findings could inform the development of targeted interventions and support systems to address the unique needs and challenges of these adolescents, particularly those who are orphans.

While previous studies have explored the psychological needs of orphaned adolescents and the role of counseling services, this study offers a more comprehensive and nuanced approach. It not only investigates the impact of psychological support systems on academic performance but also compares the experiences and outcomes of orphaned and non-orphaned adolescents in Uttarakhand government schools. This comparative perspective allows for a more sophisticated understanding of the specific needs and challenges of these adolescents and the potential role of counseling services in addressing these issues.

In conclusion, this study contributes to the ongoing discourse on the significance of counseling during adolescence by providing valuable empirical insights into the interrelationship between adolescence, orphan status, and counseling services in schools. It underscores the need for comprehensive support systems that address the unique needs of all adolescents, particularly those who are orphans, to foster their academic success and overall well-being. The findings of this study have the potential to inform evidence-based policy and practice in the realm of adolescent mental health and educational support in India and beyond.

Impact of Psychological Support on Adolescence and Academic Performance of Orphaned and Non-Orphaned Adolescents



RESEARCH QUESTIONS

1. What is the availability of professional/vocational counseling services in schools for orphaned and non-orphaned adolescents, and what challenges do they face in the absence of these services?
2. How do orphaned and non-orphaned adolescents perceive the availability and accessibility of guidance on career development, educational progress, and personal well-being?
3. How do counseling services impact the achievement motivation and academic performance of orphaned and non-orphaned adolescents?

RESEARCH OBJECTIVES

1. To assess the availability of professional/vocational counseling services in schools and examine the challenges faced by orphaned and non-orphaned adolescents in the
2. To compare the availability and accessibility of guidance on career development, educational progress, and personal well-being for orphaned and non-orphaned adolescents.
3. To investigate the impact of counseling services on achievement motivation and academic achievement among orphaned and non-orphaned adolescents.

METHODOLOGY

Table 1 provides essential details regarding the research methodology, clearly demonstrating that the study employed both exploratory and comparative research designs.

Table-1

Section	Details
Research Design	<p>Exploratory and Comparative:</p> <p>Exploratory Design: To explore the impact of psychological support systems, particularly counseling services, on the academic performance of orphan and non-orphan adolescents in Uttarakhand government schools.</p> <p>Comparative Design: To compare the experiences of orphan and non-orphan adolescents regarding the availability, accessibility, and utilization of counseling services.</p>
Selection of Orphanages	The study involves three government orphanages in Uttarakhand, identified by the Juvenile Justice Act and the Ministry of Women and Child Development, Government of India. These orphanages were selected because they house orphan children, providing a relevant sample for the study.
Age Range of Participants	All children aged 11 to 18 years residing in these orphanages were included in the study. Due to the limitations of the Achievement Motivation Scale, which is applicable only to children aged 13 and above, only participants within this age range were assessed using this specific tool. This limitation led to the exclusion of younger participants from certain parts of the study.
Sampling Techniques	<p>1. Census Method: Used for the selection of orphan adolescents, identifying all eligible participants residing in the registered voluntary or government homes/orphanages.</p> <p>2. Structured List and Probability Sampling: A structured list of non-orphan classmates was created, and the lottery method (a probability sampling technique) was used to select non-orphan participants in proportion to the number of orphan participants.</p> <p>Sample Size: 122 participants total, with 61 orphan adolescents and 61 non-orphan adolescents.</p>
Data Collection Methods	Quantitative and Qualitative Methods:
1. Academic Performance and Achievement Motivation	<p>Academic Performance: School Attendance Register used to obtain examination percentages.</p> <p>Achievement Motivation: Achievement Motivation Scale (n-Ach) by Prof. Pratibha Deo and Dr. Asha Mohan.</p>
2. Awareness and Accessibility of Counseling Services	<p>Quantitative Method: Questionnaire assessing awareness and perception of accessibility of counseling services.</p> <p>Qualitative Method: In-depth interviews to gain a deeper understanding of participants' experiences.</p>
3. Utilization of Counseling Services	<p>Survey: Administered to gather data on utilization, reasons for seeking counseling, frequency of visits, perceived helpfulness, and satisfaction.</p> <p>Included questions on the availability and access to specific counseling services (academic, personal, career-oriented).</p>
4. Impact on Academic Performance and Achievement	<p>Survey and Interviews: Survey items explored perceptions of counseling's influence on academic outcomes. Interview sessions provided detailed insights into perceived impacts on academic performance and achievement motivation.</p>

Motivation	
5. Challenges Faced During Counseling Sessions	Interviews: Conducted with participants who used counseling services to identify challenges. Explored barriers like availability of qualified counselors, appropriateness of counseling, comfort in sharing personal information, and perceived gaps in services. Participants who did not access counseling services were asked about obstacles preventing them from seeking services.
Ethical Considerations	Informed Consent: Obtained from all participants and their guardians. Confidentiality: Ensured through anonymization of data. Approval: Ethical approval was obtained from the Institutional Review Board (IRB) of the relevant academic institution, including the Child Welfare Committee under the Juvenile Justice Act 2015 (2021), and from the respective school principals. Right to Withdraw: Participants were informed of their right to withdraw from the study at any stage without any consequences.

Results and Discussion:

Table- 2. Demographic Profile

Demographic Profile									
Name of the School	Class	Age	Gender	Type of Guardianship				Total	
				Orphanage		Parental			
				N	%	N	%	N	%
Rajkiya Balika Inter College Ajabpur Kalan Dehradun	6th	11-14	Female	3	2.45	6	4.91	9	7.37
		15-18	Female	3	2.45	0	0	3	2.45
		Total	Female	6	4.91	6	4.91	12	9.83
	8th	11-14	Female	0	0	2	1.63	2	1.63
		15-18	Female	2	1.63	0	0	2	1.63
		Total	Female	2	1.63	2	1.63	4	3.27
	9th	15-18	Female	1	.81	1	.81	2	1.63
		Total	Female	1	.81	1	.81	2	1.63
	12th	15-18	Female	1	.81	1	.81	2	1.63
		Total	Female	1	.81	1	.81	2	1.63
	Total	11-14	Female	3	2.45	8	6.55	11	9.01
		15-18	Female	7	5.73	2	1.63	9	7.37
Total		Female	10	8.19	10	8.19	20	16.39	
Rajkiya Inter College BHEL S.E. 1 Ranipur Haridwar	6th	11-14	Male	4	3.27	5	4.09	9	7.37
		15-18	Male	1	.81	0	0	1	.81
		Total	Male	5	4.09	5	4.09	10	8.19
	8th	11-14	Male	1	.81	1	.81	2	1.63
		15-18	Male	1	.81	1	.81	2	1.63
		Total	Male	2	1.63	2	1.63	4	3.27
	9th	11-14	Male	0	0	1	.81	1	.81
		15-18	Male	2	1.63	1	.81	3	2.45
		Total	Male	2	1.63	2	1.63	4	3.27
	11th	15-18	Male	1	.81	1	.81	2	1.63
		Total	Male	1	.81	1	.81	2	1.63
	Total	11-14	Male	5	4.09	7	5.73	12	9.83
15-18		Male	5	4.09	3	2.45	8	6.55	
Total		Male	10	8.19	10	8.19	20	16.39	
Arya Kanya Inter	7th	11-14	Female	2	1.63	2	1.63	4	3.27

College Almora	8th	Total	Female	2	1.63	2	1.63	4	3.27
		11-14	Female	4	3.27	4	3.27	8	6.55
	9th	Total	Female	4	3.27	4	3.27	8	6.55
		11-14	Female	4	3.27	6	4.91	10	8.19
		15-18	Female	5	4.09	3	2.45	8	6.55
	10th	Total	Female	9	7.37	9	7.37	18	14.75
		11-14	Female	4	3.27	2	1.63	6	4.91
		15-18	Female	6	4.91	8	6.55	14	11.47
	11th	Total	Female	10	8.19	10	8.19	20	16.39
		15-18	Female	7	5.73	7	5.73	14	11.47
	12th	Total	Female	7	5.73	7	5.73	14	11.47
		15-18	Female	9	7.37	9	7.37	18	14.75
	Total	Total	Female	9	7.37	9	7.37	18	14.75
		11-14	Female	14	11.47	14	11.47	28	22.95
		15-18	Female	27	22.13	27	22.13	54	44.26
		Total	Female	41	33.60	41	33.60	82	67.21
		Total	Male	10	8.19	10	8.19	20	16.39
		Total	Female	51	41.80	51	41.80	102	83.60
				61	50	61	50	122	100.0

RESEARCH FINDINGS AND DISCUSSION:

The study, conducted across three government schools in Uttarakhand, encompasses a balanced sample of 122 participants, equally divided between 61 orphaned and 61 non-orphaned adolescents. The demographic profile reveals a predominance of female participants (83.60 , n=102) over males (16.39 , n=20), with an identical gender distribution in both orphaned and non-orphaned groups. Age distribution shows a higher concentration in the 15-18 years category (58.21 , n=71) compared to the 11-14 years group (41.79 , n=51). The participants span classes 6th to 12th, with a notable concentration in grades 9 and 10, a critical period for academic performance. Arya Kanya Inter College Almora contributed the largest portion of the sample (67.21 , n=82), potentially influencing overall trends.

Table-3. Availability of Professional/Vocational Counseling Services and Associated Challenges

Availability of Professional/Vocational Counseling Services and Associated Challenges								
Name of the School	Is there Professional/vocational Counseling service available in your school?	In the absence of counseling services in schools, which challenges do you encounter?	Type of Guardianship				Total	
			Orphanage Guardianship		Parental Guardianship		N	%
			N	%	N	%		
Rajkiya Balika Inter College Ajabpur Kalan Dehradun	No, we don't have professional/vocational counseling services in school.	Emotional Well-being Challenges	6	4.92	1	0.82	7	5.74
		Academic Performance Challenges	4	3.28	9	7.38	13	10.66
		Total	10	8.20	10	8.20	20	16.39
Rajkiya Inter College BHEL S.E. 1 Ranipur Haridwar	No, we don't have professional/vocational counseling services in school.	Emotional Well-being Challenges	4	3.28	2	1.64	6	4.92
		Academic Performance Challenges	3	2.46	8	6.56	11	9.02
		Communication and Relationship Challenges	3	2.46	0	0.00	3	2.46
		Total	10	8.20	10	8.20	20	16.39

Arya Kanya Inter College Almora	No, we don't have professional/vocational counseling services in school.	Emotional Well-being Challenges	26	21.31	2	1.64	28	22.95
		Academic Performance Challenges	15	12.30	39	31.97	54	44.26
		Total	41	33.61	41	33.61	82	67.21
Total	Total		10	8.20	10	8.20	20	16.39
			51	41.80	51	41.80	102	83.61
			61	50.00	61	50.00	122	100

RESEARCH FINDINGS AND DISCUSSION:

Table-3 highlights the absence of professional/vocational counseling services in three schools and the resulting challenges faced by orphaned and non-orphaned adolescents. None of the schools offer counseling, leaving students to confront emotional, academic, and social issues without support. The data reveals significant disparities, particularly for orphaned students, who report higher rates of emotional well-being challenges (33.61%) and academic performance difficulties (12.30%). This is consistent with existing literature that highlights the adverse psychological effects of institutional care on orphans, who often face issues of abandonment, isolation, and emotional trauma. A study by Mohanty and Newhill (2006) emphasizes that institutionalized children often struggle with emotional and social adjustment, which can negatively affect their academic motivation. Non-orphaned adolescents, who typically live under parental guardianship, also report challenges, albeit to a lesser extent. **31.97%** of non-orphaned students reported facing academic performance challenges, which is higher than that of orphaned students. This reflects a different dynamic, where non-orphaned students may experience academic pressure and stress from familial expectations. However, their reported emotional well-being challenges are significantly lower, with only **1.64%** facing such issues, suggesting that the presence of a family support system may mitigate emotional difficulties, aligning with the protective factors associated with parental guardianship discussed in studies on adolescent development (e.g., Ainsworth, 1989).

The analysis underscores the importance of family structures and support systems in shaping students' academic and emotional well-being. Orphans under institutional care are particularly vulnerable, with emotional challenges often spilling over into academic difficulties, consistent with Bronfenbrenner's Ecological Systems Theory (1979). The findings also reflect Bourdieu's theory of cultural capital, where non-orphaned students with family support possess greater emotional and academic resources, deepening inequality.

In conclusion, the lack of counseling services disproportionately affects orphaned students, who face compounded emotional and academic challenges. Addressing these gaps is essential for improving educational outcomes and fostering resilience in vulnerable groups.

Table-4 Availability of Guidance on Career, Educational Development, and Personal Well-being

Availability of Guidance on Career, Educational Development, and Personal Well-being								
Name of the School	Guidance or advice regarding career, educational development, and personal well-being	Is Guidance or advice available, if needed?	Type of Guardianship				Total	
			Orphanage Guardianship		Parental Guardianship		N	%
			N	%	N	%		
Rajkiya Balika Inter College Ajabpur Kalan Dehradun	Guardians	Yes, readily available	0	0	1	0.82	1	0.82
		Yes, but with limited availability.	10	8.20	8	6.56	18	14.75
		Total	10	8.20	9	7.38	19	15.57
	Siblings	Yes, but with limited availability.	0	0	1	0.82	1	0.82
		Total	0	0	1	0.82	1	0.82
	Total	Yes, readily available	0	0	1	0.82	1	0.82

		Yes, but with limited availability.	10	8.20	9	7.38	19	15.57
		Total	10	8.20	10	8.20	20	16.39
Rajkiya Inter College BHEL S.E. 1 Ranipur Haridwar	Guardians	Yes, readily available	0	0	0	5.74	7	5.74
		Yes, but with limited availability.	4	3.28	3	2.46	7	5.74
		Total	4	3.28	10	8.20	14	11.48
	Hostel Counsellor/ Teacher	Yes, readily available	5	4.10	0	0	5	4.10
		Total	5	4.10	0	0	5	4.10
	Siblings	Yes, but with limited availability.	1	0.82	0	0	1	0.82
		Total	1	0.82	0	0	1	0.82
	Total	Yes, readily available	5	4.10	7	5.74	12	9.84
		Yes, but with limited availability.	5	4.10	3	2.46	8	6.56
		Total	10	8.20	10	8.20	20	16.39
Arya Kanya Inter College Almora	Guardians	Yes, readily available	4	3.28	19	15.57	23	18.85
		Yes, but with limited availability.	12	9.84	4	3.28	16	13.11
		Total	16	13.11	10	8.20	39	31.97
	Hostel Counsellor/ Teacher	Yes, readily available	13	10.66	0	0	13	10.66
		Total	13	10.66	0	0	13	10.66
	Teachers	Yes, but with limited availability.	1	0.82	1	0.82	2	1.64
		Total	1	0.82	1	0.82	2	1.64
	Siblings	Yes, readily available	0	0.00	1	0.82	1	0.82
		Yes, but with limited availability.	1	0.82	3	2.46	4	3.28
		Total	1	0.82	4	3.28	5	4.10
	Friends	Yes, readily available	3	2.46	6	0	9	7.38
		Yes, but with limited availability.	1	0.82	0	0.00	1	0.82
		Total	4	3.28	6	4.92	10	8.20
	Others	Yes, readily available	1	3.28	5	4.10	2	1.64
		Yes, but with limited availability.	2	1.64	2	1.64	4	3.28
		No, not available when needed.	3	2.46	0	0	7	5.74
		Total	6	4.92	7	5.74	13	10.66
	Total	Yes, readily available	21	17.21	31	25.41	52	42.62
		Yes, but with limited availability.	17	13.93	10	8.20	27	22.13
		No, not available when needed.	3	2.46	0	0	3	2.46
		Total	41	33.61	41	33.61	82	67.21
Total	Yes, readily available	26	21.31	39	31.97	65	53.28	
	Yes, but with limited availability.	32	26.23	22	18.03	54	44.26	
	No, not available when needed.	3	2.46	0	0	3	2.46	
	Total	61	50.00	61	50.00	122	100.00	

RESEARCH FINDINGS AND DISCUSSION:

The data from Table-4 illuminates a stark sociological contrast in the social capital available to orphaned and non-orphaned adolescents, revealing the structural inequalities embedded in their respective support networks. This disparity is a manifestation of what sociologist Pierre Bourdieu would term differential access to social and cultural capital (Bourdieu, 1986).

For orphaned adolescents, the reliance on institutional figures like hostel counselors (21.31% with ready access, 26.23% with limited access) represents a form of bureaucratized social support. This institutionalized care, while providing a safety net, may lack the nuanced, culturally-embedded guidance that family structures typically offer. The 2.46% experiencing a complete absence of support highlights a critical gap in the social safety net, potentially leading to what Robert K. Merton would describe as "anomie" or normlessness (Merton, 1938).

Conversely, non-orphaned adolescents' greater access to parental or guardian guidance (31.97% with ready access) exemplifies the advantages of intact family structures in providing social capital. This aligns with Coleman's concept of social capital within the family, which facilitates the transmission of norms, values, and expectations crucial for navigating social institutions like education (Coleman, 1988).

The disparity in support quality and availability is not merely a matter of individual circumstances but reflects broader societal structures and inequalities. Through the lens of structural functionalism, this imbalance may be seen as a dysfunction in the social system, where the needs of a vulnerable population are not adequately met by existing institutions (Parsons, 1951).

From a conflict theory perspective, this situation perpetuates social stratification. The limited access to personalized guidance for orphans may hinder their social mobility, reinforcing cycles of disadvantage. This dynamic echoes Bourdieu's concept of social reproduction, where educational institutions inadvertently maintain existing social hierarchies (Bourdieu & Passeron, 1977).

Table-5 Impact of Counseling Services on Achievement Motivation and Academic Achievement

Impact of Counseling Services on Achievement Motivation and Academic Achievement									
Name of the School	Achievement Motivation	Academic Achievement	Has counseling services influenced your achievement motivation?	Type of Guardianship				Total	
				Orphanage Guardianship		Parental Guardianship			
				N	%	N	%	N	%
Rajkiya Balika Inter College Ajabpur Kalan Dehradun	Lowest	Low	No noticeable impact	3	2.46	0	0.0	3	2.46
		Medium	Yes, it Slightly improved my academic performance.	1	0.82	0	0.0	1	0.82
		Total		4	3.28	0	0.0	4	3.28
	Low	Low	No noticeable impact	1	0.82	0	0.0	1	0.82
		Medium	No noticeable impact	3	2.46	0	0.0	3	2.46
			Yes, it Slightly improved my academic performance.	0	0.0	1	0.82	1	0.82
		High	Yes, it Slightly improved my academic performance.	0	0.0	1	0.82	1	0.82
	Total		4	3.28	2	1.64	6	4.92	
	Medium	Medium	No noticeable impact	1	0.82	0	0.0	1	0.82
			Yes, it Slightly improved my academic performance.	1	0.82	0	0.0	1	0.82
		High	Yes, it Slightly improved my academic performance.	0	0.0	5	4.10	5	4.10
		Highest	Yes, it significantly improved my academic	0	0.0	1	0.82	1	0.82

			performance.						
			Total	2	1.64	6	4.91	8	6.5
	High	Highest	Yes, it significantly improved my academic performance.	0	0	1	0.82	1	0.82
Yes, it Slightly improved my academic performance.			0	0	1	0.82	1	0.82	
Total			0	0	2	1.64	2	1.64	
	Total			10	8.20	10	8.20	20	16.39
Rajkiya Inter College BHEL S.E. 1 Ranipur Haridwar	Lowest	Lowest	No noticeable impact	1	0.82	0	0	1	0.82
			Total	1	0.82	0	0	1	0.82
	Low	Lowest	Yes, it Slightly improved my academic performance.	1	0.82	0	0	1	0.82
			No noticeable impact	1	0.82	0	0.0	1	0.82
		Medium	Yes, it Slightly improved my academic performance.	4	80.0	1	0.82	5	4.10
			Yes, it Significantly enhanced my academic performance	0	0.0	1	0.82	1	0.82
			Total	6	4.92	2	1.64	8	6.5
	Medium	Low	No noticeable impact	1	0.82	0	0	1	0.82
			No noticeable impact	1	0.82	0	0.0	1	0.82
		Medium	Yes, it Slightly improved my academic performance.	0	0.0	1	0.82	1	0.82
			No noticeable impact	0	0	2	1.64	2	1.64
		High	Yes, it Slightly improved my academic performance.	0	0	4	80.0	4	80.0
			Total	2	1.64	7	5.74	9	7.38
	High	High	Yes, it Significantly enhanced my academic performance	1	0.82	0	0	1	0.82
			Total	1	0.82	0	0	1	0.82
		Highest	No noticeable impact	0	0	1	0.82	1	0.82
			Total	0	0	1	8.20	1	8.20
		Total			10	8.20	10	8.20	20
Arya Kanya Inter College Almora	Lowest	Medium	Yes, it Slightly improved my academic performance.	1	0.82	1	0.82	2	1.64
			Yes, it Significantly enhanced my academic performance	0	0.0	1	0.82	1	0.82
			Total	1	0.82	2	1.64	3	2.46
	Low	Medium	No noticeable impact	2	1.64	0	0.0	2	1.64
			Yes, it Slightly improved my academic performance.	9	7.38	2	1.64	11	9.02
			Yes, it Significantly enhanced my academic performance	2	1.64	2	1.64	4	3.28
		High	Yes, it Slightly improved my academic performance.	1	0.82	0	0.0	1	0.82
			Yes, it Significantly enhanced my academic performance	0	0.0	1	0.82	1	0.82
	Total	14	11.48	5	4.10	19	15.57		
	Medium	Medium	Yes, it Slightly improved	9	7.38	5	4.10	14	11.48

			my academic performance.						
			Yes, it Significantly enhanced my academic performance	3	2.46	2	1.64	5	4.10
	High		No noticeable impact	2	1.64	0	0	2	1.64
			Yes, it Slightly improved my academic performance.	5	4.10	11	9.02	16	13.11
			Yes, it Significantly enhanced my academic performance	2	1.64	3	2.46	5	4.10
		Total		21	17.21	21	17.21	42	34.43
High	High		Yes, it Significantly enhanced my academic performance	2	1.64	5	4.10	7	5.74
			Yes, it Significantly enhanced my academic performance	3	2.46	5	4.10	8	6.56
	Highest	Yes, it Significantly enhanced my academic performance	0	0	1	0.82	1	0.82	
	Total		5	4.10	11	9.02	16	13.11	
Highest	Highest		Yes, it Significantly enhanced my academic performance.	0	0	2	1.64	2	1.64
		Total		0	0	2	1.64	2	1.64
Total				41	33.61	41	33.61	82	67.21
Total			No noticeable impact	16	13.11	3	2.46	19	15.57
			Yes, it Slightly improved my academic performance.	32	26.23	33	27.05	65	53.28
			Yes, it Significantly enhanced my academic performance	13	10.66	25	20.49	38	31.15
	Total		61	50	61	50	122	100.0	

RESEARCH FINDINGS AND DISCUSSION:

Table-5 reveals that while counseling services positively impact academic performance for 84.43% of students, with 53.28% experiencing slight improvement and 31.15% significant enhancement, the benefits are more pronounced for non-orphaned students (20.49% significant improvement) compared to orphaned students (10.66%). This disparity aligns with social capital theory, suggesting that non-orphaned students benefit from better family and social support networks, enhancing counseling effectiveness (Bourdieu, 1986; Coleman, 1988). Orphaned students, with limited social capital, face greater vulnerability (Luthar et al., 2003; Escueta et al., 2014). Achievement motivation significantly mediates academic success, with non-orphaned students showing a clearer link between motivation and performance (Atkinson, 1964). Orphaned students' varied motivation levels underscore the need for counseling to address broader emotional and psychological needs (Doku, Dotse, & Mensah, 2015). Institutional support is critical, but current approaches may not fully meet orphaned students' needs, highlighting the necessity for specialized interventions (Bettmann, Mortensen, & Akuoko, 2015; Gysbers & Henderson, 2014). The success observed at Arya Kanya Inter College Almora suggests effective school environments can significantly influence academic outcomes, supporting ecological systems theory (Bronfenbrenner, 1981). To improve counseling services, tailored interventions, integrated support systems, and replication of successful practices are recommended, alongside longitudinal studies to assess sustained impacts.

CONCLUSION

This study illuminates the critical role of psychological support systems in shaping the academic performance and emotional well-being of adolescents, particularly those who are orphaned, in Uttarakhand government schools. The findings reveal a stark absence of professional counseling services across the surveyed schools, leaving students, especially orphans, vulnerable to compounded emotional and academic challenges. The research underscores significant disparities between orphaned and non-orphaned adolescents in terms of access to support systems, with orphans primarily relying on less personalized institutional support.

The positive impact of counseling services on academic performance is evident, yet the benefits are unevenly distributed, favoring non-orphaned students. This disparity highlights the influence of social capital and family support networks on the effectiveness of counseling interventions. The varying levels of achievement motivation among orphaned students further emphasize the need for specialized counseling approaches that address their unique emotional and psychological needs.

These findings call for urgent action to implement comprehensive and tailored counseling services in schools, with a particular focus on addressing the needs of orphaned adolescents. Future interventions should aim to bridge the gap in social support, enhance achievement motivation, and provide targeted emotional assistance to orphaned students. Additionally, the success observed at Arya Kanya Inter College Almora suggests that effective school environments can significantly influence academic outcomes, providing a model for potential replication.

To advance this field of study, longitudinal research is recommended to assess the long-term impacts of counseling interventions on academic performance and psychological well-being. Moreover, policy makers and educational institutions should prioritize the integration of professional counseling services into the school system, ensuring equitable access to support for all students, regardless of their family background. By addressing these gaps and implementing targeted interventions, we can work towards creating a more inclusive and supportive educational environment that fosters the academic success and emotional resilience of all adolescents, particularly those from vulnerable backgrounds.

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