

## **Study of Self-Esteem of Orphans and Non- Orphans**

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The aim of the study was to explore the relationship and difference between Self-esteem, social, physical and self-competence and academic self-concept among Orphans and Non-orphans. The total sample consisted of three hundred and twenty five (N=325) children, comprising of one hundred and fifty (n=150) orphans and one hundred and seventy five (n=175) non-orphans. The children are divided into four (4) groups namely: institutionalized orphans are hundred (n=100), institutionalized non-orphans are ninety (n=90), non-institutionalized orphans are fifty (n=50) and non-institutionalized non-orphans are eighty-five (n=85). Boys and girls were taken from different schools and orphanages of Peshawar with the age range of 13 to 16 years. Tools used in the study included self-esteem and a demographic questionnaire. Non-probability sampling technique is used and data is analyzed by using t-test, analysis of variance (ANOVA), inter scale correlation, logistic regression, and chi-square test to explore the difference and relationship between these variables. The findings of inter-scale correlation reveal a significant relationship between self-esteem, social, physical and self-competence and academic self-concept among orphans and non-orphans. Analysis indicated that orphan children have higher level of self-esteem as compared to non-orphans. The research concludes that non-orphans hold better social and physical competence than orphans and the research suggest that more work needs to be done on orphans to better understand the problems.

**Keywords.** Self-esteem, social, physical, self-competence, academic self concept, orphans, non-orphans

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Orphans usually have lack of sufficient food, accommodation, education and medical care and are at risk of misuse and economic exploitation (Berry and Guthrie, 2003). Most of the research work on orphan focuses on the basic need. There is research available but not much, but increasing concern, regarding the psychological well-being and self-esteem of orphans in Africa (Cluver and Gardner, 2006).

Proper family environment plays an important role in the lives of children. No one can deny the importance of parents for the betterment and harmonious development of children's personality. But unfortunately cruel fortune withdraws some children of the understanding, affectionate, parental care through death of single or both parents. These types of children are known as orphan children. In general language an orphan is one who has lost his one or both parents by death. Adult can also be stated as adult orphans, but then at adulthood, before their parent's death, they are not called as orphans. Basically an orphan is a term used for those children, who are too young to support themselves (Krider. D, 2002).

Recently researches on orphans are increases around the world (Andrews, Skinner & Zuma, 2006; Atwine, Flisher, Laas, & Robertson, 2006; Bajunirwe, 2005; Cluver G, & Operario, 2007; Cantor-Graae, & Earls, Doku, 2009).

The current research examined the difference in self-esteem of orphan children and children living with their parents. Self-esteem is the feeling of being happy with your character and abilities. It is obvious in a wonderful feeling of inner balance, grounded on self- acceptance and a healthy, comforting self-respect towards you. This is totally different from self-confidence which is deeply rooted in what you believe you can attain (Ameachi, 2007).

Mazhar (2004) described that the meaning of self-esteem is a sense of self, the value one puts on self and the worth one attaches to self. In fact, self-esteem is the basic belief about self. Thus, it may be argued that, if one has a positive belief system about one's self, one will have a positive self-esteem. On the other hand, if one views oneself as worthless, one will have a negative self-esteem. Maslow (as cited in Boeree, 2006) explained self-esteem in his hierarchy of needs. He described two versions of esteem needs, a lower one and a higher one.

The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity and even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom.

Juffer, Marinus and Ijzendoorna (2007) found that orphan children show lower self-esteem than their non- orphan peers. Orphan children are hypothesized to be at risk of low self-esteem. Children with high self-esteem have a much closer relationship with their parents than do children with low self-esteem. (Cooper smith 1967; Gecas& Schwalbe 1986; Kernis 2000)

Students with high level of self-esteem participate actively in the learning process. Such types of students are more confident, energetic and motivated towards education. Students with high self-esteem achieve better grades in examination as compared to those students who has low self-esteem (Jordon and Kelly (1990). Wood et al (1994) found in their study that there is close relationship between self-esteem and high rate of academic achievement. Students with low self-esteem do not contribute actively in teaching and learning procedure. They stay quiet, inactive and have a withdrawal attitude towards learning activities. Similarly Tootoonchi (1993) highlights that students with low self-esteem do not depict their skills or show unwillingness to take part in the learning process actively.

Educational psychology has been concerned with evaluating different types of connection between both associative and predictive that are present between self-concept and academic performance. (Gonzalea Pineda et al, 2000). Self-concept, which means acceptance of the self, valuing self, self-confidence, and self-esteem has an important place in a person's life especially in adolescence. Starting with babyhood attachments during the period until adolescence including childhood, individual develops a sense of identity and self-esteem in parallel with the sense of identity (Cebe 2005). During this phase, there are different dynamics, which are having effect on the self. Among these dynamics, socio-economic situations (Bilgin, 2001), working on roads (Arnas, 2004), disability (Ersek, 1992), children physical appearance (Phillips and Hill, 1998), health conditions, their perception of their parents as work-focused (Chamberlin, and Najjian, 2009), their functioning (Song

et al., 2007), peer relationships (Büyükşahin Çevik, 2007) and residential care (Avdeeva, 2009) can be calculated. Among all these factors children living in an orphanage may have negative effects on self-concept and self-concept of children thus disturbing the all developmental areas of children (Cebe 2005). Being brought up by an institution can affect the children's growth in a negative way (Sloutsky, 1997; Garland, Hough, McCabe, Yeh, Wood and Aarons, 2001; Üstüner, Erol, Şimşek, 2005; Jacobi, 2009). According to different studies, institutional care have negative effects on children's mental health (Şimşek and Erol, 2004), social development (Tharp-Taylor, 2003; Pantukhina, 2009; Shakhmanova, 2010), intellectual growth (McCall, 1996; Sloutsky, 1997; MacLean, 2003), level of isolation (Aral et al., 2006) and anxiety and depression level (Gürsoy and YıldızBıçakçı, 2005).

The purpose of this study is not only to conclude the importance of family or unavailability of sufficient attachment and care needed by the child to function satisfactorily, but it will also measure some of the indicators of self-esteem and personal satisfaction and level of self-concepts of children. The results of the current research will be illuminating the relationship and especially the difference between self-esteem and its subtypes, and it will facilitate the policy makers, educationists, and administration of Orphanage and family members to take crucial steps for enhancing their good, and healthy relationships and build higher and positive self-esteem. This study is to find out the institutionalized orphan children's attitude, their level of anxiety and self-esteem, and how they behave with others is in focus, and this study will enlighten the relationship and differences among orphans and non-orphans.

### **Objectives**

1. To study and compare the relationship between demographic variables among Orphans and Non-orphans.
2. To determine the level of self-esteem in orphans and non-orphans.

3. To investigate the effects of institutionalization on the self-esteem of children.
4. To investigate and compare the relationship between self-esteem, social, physical and self-competence and academic self-concept among orphans and non-orphans.

## **Method**

### **Sample**

The sample was comprise of orphans and non-orphans from orphanages and private and public schools of Peshawar. The total sample consisted of three hundred and twenty five (N=325) orphans and non-orphans with the age range of 13-16 years. The sample included hundred (n=100) institutionalized orphans, fifty (n=50) non-institutionalized orphans, ninety (n=90) institutionalized non-orphans and eighty five (n=85) non-institutionalized non-orphans. Non-probability convenient sampling was used in for data collection.

### **Inclusion and exclusion Criteria**

- Orphans who were either single (maternal or paternal) or double orphans were taken.
- Non-orphans of intact families were taken.
- The age ranges was 13 to 16 years.
- Orphans of broken families, either separated or divorced were excluded.
- Adolescents either orphans or non-orphans physically handicapped and mentally retarded were excluded.

### **Instruments**

#### **1. Demographic Information (DI)**

Demographic information consists of a general demographic information questionnaire. Information concerning age, race, sex, birth order, educational background, Orphan, non-orphans, Socio-economic status, social environment and religious background were gleaned from this questionnaire.

## **2. Self-Esteem Scale**

Self-Esteem Scale comprised of 29 items, divided into four subscales. It is the 5point likert scale ranging from 4(extremely true) to 0 (extremely false). The distribution of 29 items in each subscale is as follow:

### **a. Self-Acceptance**

In self-acceptance category, there are 11 items; including numbers are 1, 5, 8, 10, 11, 13, 16, 17, 19, 21 and 25. All the items in this sub category are negatively stated, so therefore items were taken in an opposite direction in a reverse scoring. (Reverse scored items is: 1, 5, 8, 10, 11, 13, 16, 17, 19, 21 and 25).

### **b. Self-Competence**

In self-competence subcategory, there are 6 items and the constitute item numbers are 2, 6, 9, 14, 22 and 27. All are positively stated.

### **c. Social and Physical Competence**

This subscale is comprised of 7 items, which are 3, 7, 12, 18, 23, 26 and 29. This subscale does not include any negative item.

### **d. Academic Self-Concept**

In academic self-concept 5 items are included, which are 4, 15, 20, 24 and 28. One item is negatively phrase, which need to be reverse scoring, item is 28.

The average inter score correlation is .42. The internal consistency as indicated by alpha coefficient value is .83,  $p < .00$ . The split half reliability of self-esteem scale is  $r = .72, < .00$  for all 29 items.

### Procedure

Before collection of the data formal permission was obtained from mercy complex (institute for orphanages) to draw the sample of orphans from this orphanage. Moreover, formal permission was also obtained from different private and government schools of Peshawar Khyber Pakhtunkhwa. Before the administration of the Self-esteem Scale, the participants were briefed about the nature and purpose of the study. Rapport was established with the participants assuring them of confidentiality of their personal information to elicit their true responses. They were assured that their information would be used wholly and solely for the research purpose. A consent form was also obtained from the participant. The Self-esteem Scale was individually administered to all the research participants in order to determine the level of their self-esteem and its subtypes.

### Results

Table 1

Demographic Details of the Sample (N=325)

Variables	Orphans (N=155)	Non-orphans (N=170)	$\chi^2$
<i>Gender</i>			
Boy	126 (38.77)	138 (42.46)	.001
Girl	29 (8.92)	32 (9.85)	
<i>Age</i>			
13 Years	13(4.00)	24(7.38)	3.102
14 Years	43(13.23)	46(14.15)	
15 Years	39(12.00)	35(10.77)	

16 Years	60(18.46)	65(20.00)	
<i>Socioeconomic Status</i>			
Lower class	48(14.77)	20(6.15)	
Middle class	103(31.69)	126(38.77)	27.49***
Upper class	4(1.23)	24(7.38)	
<i>Social Environment</i>			
Urban	59(18.15)	92(28.31)	8.40**
Rural	96(29.54)	78(24.00)	

*Note.* Group 1 = Institutionalized Orphans and Non-Orphans and Group 2 = Non-institutionalized orphans and non-orphans. IO stands for Institutionalized orphans. \* =  $p < 0.05$ , \*\* =  $p < 0.01$  & \*\*\* =  $p < 0.001$ .

Table 1 shows frequency distribution of the sample and chi-square of demographic variables of orphans and non-orphans. Results shows a significant difference at  $p < 0.01$  level on socioeconomic status and social environment between orphans and non-orphans.

Table 2

## Inter Scale Correlation

	Measures	1	2	3	4	5
1	SE	-				
2	SA	.875**	-			
3	SC	.635**	.359**	-		
4	SPC	.762**	.510**	.468**	-	
5	ASC	.780**	.598**	.477**	.518**	-



Note. \*\*=  $p < 0.01$ , \* =  $p < 0.05$ . SE=Self Esteem; SA=Self Acceptance; SC= Self Competence; SPC= Social and Physical Competence; ASC=Academic Self Concept

Table 2 shows the results of the inter scale correlation, the findings revealed a significant correlation between self-esteem and social, physical competence, self-competence and academic self-concept, in each cell of the correlation matrix, inter scale correlation shows the strengths of the relationship. The correlation between self-esteem and its subtypes are highly significant at 0.01 and 0.05 level. Overall the results indicate a significant relationship between the self-esteem and social, physical competence, self-competence and academic self-concept among orphans and non-orphans.

Table 3

Mean Difference and t-Value of Orphans and Non-Orphans on self-esteem, Self-acceptance, self-competence, social and physical competence and Academic self-concepts (N=325).

Groups	Orphans		Non-Orphans		t(2)	Sig	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
SE	81.55	22.37	82.20	22.55	-.25	.79	-5.55	4.26	-0.02
SA	28.07	9.82	28.62	10.86	-.47	.63	-2.81	1.72	-0.05
SC	18.08	4.94	17.32	5.45	1.31	.19	-.38	1.90	0.14
SPC	20.03	6.49	21.34	6.15	-1.87	.06	-2.69	.06	-0.26
ASC	15.37	5.60	14.92	5.81	.71	.47	-.79	1.70	0.07

Note. \*\*=  $p < 0.01$ , \* =  $p < 0.05$ . SE=Self Esteem; SA=Self Acceptance; SC= Self Competence; SPC= Social and Physical Competence; ASC=Academic Self Concept. Higher the scores on self-esteem, Self-acceptance, self-competence, social and physical competence and Academic self-concepts subscales, the more the participants possess high characteristics of Self-

*acceptance, self-competence, social and physical competence and Academic self-concepts.*

Table no 3 shows that Non-Orphan students show slightly higher score on self-esteem scale as compared to Orphans, mean difference is 0.65. Result shows that there is insignificant difference on self-esteem of orphans and non-orphans and Cohen's d value -0.028 shows that there is smaller level of effect size and difference between non-orphans and orphan students. Mean difference and t-value of orphans and non-orphans on Self-acceptance, self-competence, social and physical competence and Academic self-concepts (subtypes of self-esteem) scale shows that Orphan students on self-competence and academic self-concepts shows slightly higher score as compared to Non-Orphans, mean difference is 0.76 & 0.45, and non-orphan students' shows slightly low scores on self-competence and social and physical competence as compared to orphans, mean difference are 0.55 & 1.31. results indicates that there are insignificant difference in self-acceptance, self-competence, social and physical competence and academic self-concepts among institutionalized and non-institutionalized orphans and non-orphans and Cohen's d values suggest that there are small effect size and difference.

Table 4

One Way ANOVA and Follow up Multiple Comparison Showing Mean, Standard Deviation and F-Values of Orphans and Non-Orphans on Self-Esteem Scale (N=325)

Groups	M	SD	F(3,321)	i-j	MD(i-j)	SE	95% CI	
							LL	UL
IO (n=100)	83.71	21.38		1<2	-0.15	3.25	-8.77	8.48
INO (n=90)	83.86	24.71		1>3	7.77	3.87	-2.51	18.05

	75.94	23.65	1.66	1<4	2.53	3.30	-6.23	11.29
NIO (n=50)	81.18	19.97		2>3	7.92	3.94	-2.56	18.39
				2>4	2.68	3.38	-6.30	11.66
NINO (n=85)				3<4	-5.24	3.98	-	5.35

*Note.* IO stands for Institutionalized orphans, INO stands for Institutionalized Non-orphans, NIO stands for Non-institutionalized orphans and NINO stands for Non-institutionalized non-orphans.

Table 4 shows mean, standard deviation and analysis of variance of Orphans and Non-orphans on self-esteem scale. One-way ANOVA results for Self-esteem among institutionalized and non-institutionalized orphans and non-orphans reveals that there is no significant difference existed among institutionalized and non-institutionalized orphans and non-orphans. Post hoc comparisons using the Bonferroni test indicated that the mean score for the non-institutionalized orphans was significantly different than the institutionalized orphans. However, there is a no significant difference between institutionalized non-orphans and non-institutionalized non-orphans. Taken together, these results suggest a no significant difference between all groups.

Table 5

Mean, Standard Deviation and Analysis Of Variance of Orphans and Non-Orphans on Subtypes of Self-Esteem Scale, (N=325)

Groups	Self-Acceptance		Self-Competence		Social & Physical Competence		Academic Self-Concepts	
	M	SD	M	SD	M	SD	M	SD
IO (n=100)	29.26	9.55	17.88	4.93	20.47	5.90	16.10	4.95
INO (n=90)	29.64	10.91	17.86	5.22	21.50	6.43	14.86	6.10

NIO (n=50)	24.98	9.83	18.30	5.11	18.74	7.38	13.92	6.66
NINO (n=85)	27.92	10.70	16.92	5.44	21.33	5.90	15.01	5.41
F(3,321)	2.57		.919		2.42		1.80	
Sig	0.54		.43		.06		.14	

*Note.* IO=Institutionalized Orphans, INO=Institutionalized Non-orphans, NIO=Non-Institutionalized Orphans and NINO=Non Institutionalized Non-Orphans.

Table 5 shows mean, standard deviation and analysis of variance of Orphans and Non-orphans on self-acceptance, self-competence, social and physical competence and academic self-concepts (subtypes of self-esteem) scale. One-way ANOVA results for Self-acceptance, self-competence, social and physical competence and academic self-concepts (sub types of self-esteem) among institutionalized and non-institutionalized orphans and non-orphans reveals that there are no significant difference existed between subtypes of self-esteem among institutionalized and non-institutionalized orphans and non-orphans.

Table 6

Summary of Logistic Regression Analysis for Variables Effecting Orphans (n=155) and Non-Orphans (N=170)

	b (SE)	95% CI for Odds Ratio		
		Lower	Odds Ratio	Upper
Orphans vs. Non-orphans				
Constant	1.684 (1.698)*			
SA	.005 (.016) -.087	.973	1.005	1.037
SC	(.030)** .099	.864	.916	.972
SPC	(.028)*** -.064	1.045	1.104	1.165
ASC	(.032)*	.880	.938	1.000

*Note.* SA=Self Acceptance; SC= Self Competence; SPC= Social and Physical Competence; ASC=Academic Self Concept.  $R^2 = .147$  (Cox & Snell),  $R^2 = .196$  (Nagelkerke). Model Chi-Sq. (df= 8), 18.363,  $p$  value = .019. \* =  $p < 0.05$ , \*\* =  $p < 0.01$  & \*\*\* =  $p < 0.001$ .

*Coded (0=orphans, 1= non-orphans).*

The model was fitted to the data to test the research hypothesis regarding the relationship between self-acceptance, self-competence, social and physical competence and academic self-concepts among orphans and non-orphans. According to the model orphans and non-orphans are negatively related with self-competence and academic self-concepts but positively related to self-acceptance and social and physical-competence but all predictors shows a significant relationship except self-acceptance, which shows a non-significant relationship.

### **Discussion**

The study aimed at exploring the relationship between self-esteem, among orphans and non-orphans. According to the objective of the study there is a relationship between self-esteem self-acceptance, self-competence, social and physical competence and academic self-concepts between orphans and non-orphans was rejected because no statistical significant difference was observed in this study. Orphan children are theorized and hypothesized to be at risk of low self-esteem which is shown in the study by Ijzendoorna, Juffer and Marinus (2007). Also, Izzat (2014) found that Non-orphan children reported higher level of self-esteem than the orphan children. This is in contrast to the findings of this study probably because the orphan and non-orphan adolescents were mostly studying in same school where teachers treated both the groups equally. The school environment, teacher's interaction with student, and structure of activities e.g., debate competitions, Milad functions, Iqbal day etc., in which children participate, is likely to help in promoting the self-esteem of all the school going children and act as a nurturing element to develop confidence in them. Self-esteem was probably not affected also because there was no difference in the social economic status of both orphan and non-orphan children.

Another objective of the study was rejected that orphans have low self-concepts and low academic achievements as compared to non-orphans, because in this study orphan children score high on self-competence and academic self-concept, which are sub types of self-esteem, as compared to non-orphans. This may be due to the fact that they received different counseling skills and trainings due to which they feel loved and cared and thus getting hope and motivation. This enhances their performances either in academics or in other fields of life. The findings of this study on differences of orphans and non-orphans on Self-esteem based on gender shows a significant difference with males having higher level of self-esteem as compared to females. Girls are influenced by relationships and boys are influenced by objective success. This is supported by many studies around the globe [Bagley, C., et al, (1997), Booth & Gerard (2011), Dhlamini (2004), Whitehouse (2002)].

There are insignificant Gender and age differences between orphans and non-orphan children which is in agreement to the last hypothesis regarding the demographic variables of the sample. In contrast with the findings of the present study, is a study conducted by Zhao et al, (2011) who described no significant differences with respect to gender and age of orphan children.

### **Limitations and Recommendations**

Despite of the benefits of the findings of the study, it is noteworthy mentioning here and admitting the limitations of the study.

1. The sample of the study was selected from the schools both orphans and non-orphans, data was collected in group.
2. The study was only limited to self esteem and some demographic variables, that might limit the generalizability of the findings of the study
3. Addition of variables such as age at the time of parents death, perceived stigma as orphans, degree of societal connection, role of the surviving parent in case of single parent orphan and the relationship with caretaker could help in drawing more clear conclusions.

### **Recommendations**

It is suggested that educationists, policy makers and administration of government and non-government institutions to allocate resources for trainings and seminars and similarly courses to educate school teachers in identifying, assessing and dealing with psycho-social and relationship problems related to children with special

focus on children with special needs such as orphans, traumatized, handicapped etc. Episodic workshops and conferences need to be planned for teachers, guardians and family members to train them in problem identification and counseling. In a nutshell, Orphans and non-orphans both need extraordinary child supervision and counseling programs, conducted by mental health professionals, to address issues related to child mental health.

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