



Self-Esteem among Orphans and Non-orphans: A Comparative Study

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Abstract

The study's goal was to look at the connection between orphans and non-orphans' autonomy, social, physiological, and consciousness, and learners' self. This study is designed as a quantitative research, cross sectional used for data collection through simple random sampling technique. The sample consisted of 199 orphans and non-orphans. Boys and girls ranging in age from 7 to 18 years old were selected from various schools and neighborhoods in Bahawalpur and Ahmadpur East. The results show that there are no changes in self between boys and girls. There are no differences in self-esteem among urban and rural pupils. There is no change in self-esteem based on orphan and non-orphans. In terms of self-esteem, there is no substantial variation in education grade. This study will help to focus on other reasons of high or low self-esteem except orphans.

Keywords: Self-esteem, Orphans, Non orphan.

1 Introduction & Literature Review

Although self-esteem has been viewed as a result, motivation, and cushion, no overarching model of self-esteem exists. We describe self-esteem as a rating of one's own worth, and we believe that variations in self-esteem are linked to affect. Self-esteem is often considered a personality characteristic. Traditional evidence found that trait esteem assessments of self-esteem are reliable and correlate with a range of other "positive" characteristics of self-esteem.

Recent research indicates that, at particularly for some individuals, self-esteem is variable or dependent, and that high levels of self-esteem are often linked to "negative" traits like aggressiveness. The definition of self-esteem, according to Mazhar (2004), is a feeling of self, the importance one places on oneself, and the worth one attaches to oneself.

Self-esteem is, in reality, the most fundamental conviction about oneself. In his hierarchy of wants, Maslow (as quoted in Boeree, 2006) defined self-esteem. He differentiated between two types of esteem needs: lower and greater. Orphans are defined in three mutually exclusive categories: maternal orphans (mother deceased or vital status unknown, father alive); paternal orphans (father deceased or vital status unknown, mother alive) and double orphans (both parents deceased or vital status unknown). We refer to children with both biological parents alive as non-orphans (Helen M., Katharine H., Double-Hugh M. and Andrew B., 2010).

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Orphan children have poorer self-esteem than its non-orphan classmates, according to Juffer, Marinus, and Ijzendoorna (2007). Orphaned youngsters are thought to be at risk of developing poor self-esteem. Kids who have a strong sense of self-worth have a much deeper connection with their families than kids who have a poor sense of self-worth (Cooper & Smith, 1967; Gecas & Schwalbe, 1986; Kernis, 2000). According to studies, orphan children have a much lower self-esteem than youngsters who live with their parents.

Previous studies showed that self-esteem is high in non-orphan children who are living with their parents. Some Non-Orphan children show low self-esteem. Self-Esteem has no relation with orphanhood. Home environment, parenting styles and relationship quality has an impact on self-esteem. Students that have a strong sense of self-worth take an active participation in the learning process. When opposed to kids who have low self-esteem, pupils with good self-esteem get higher marks in exams (Jordon & Kelly, 1990). In their research, Wood et al. (1994) discovered a strong association among perceived self-esteem and good academic success. Children that have poor self-esteem do not actively participate in the educational process.

They are silent, lethargic, but have a reluctance to participate in instructional experiences. When opposed to pupils with low self-esteem, students with high self-esteem get higher marks in exams (Jordon & Kelly, 1990). In their research, Wood et al (1994) discovered there is a strong correlation among poor self-esteem and academic performance. Numerous researchers have demonstrated that the best way to improve student achievement is to increase their self-esteem (Rubie *et al.*, 2004). Research has also documented that high self-esteem plays an important role in academic achievement, social and personal responsibility (Redenbach, 1991).

The difference in self-esteem can lead to difference in academic achievement between boys and girls. It has been revealed that girls do better in school, get higher grades and can graduate from high school at a higher level than boys (Jacob, 2002). Previous study showed the other influential factors in academic achievement (Kara and Kahraman, 2008). Children that have poor self-esteem do not play an active role in the teaching process. They are quiet, lethargic, and also have a reluctance to participate in educational processes. Moreover, Tootoonchi (1993) points out that pupils having poor self-esteem do not display actual abilities and are reluctant to fully effectively teach.

1.2 Rationale of the Study

The goal of this research is to determine not just significance of families or the lack of adequate connection and care that kids have to operate successfully, but also to assess a few of the markers of self-esteem, fulfillment, and identity in kids. The existing study's findings will shed light on the importance among self-esteem and its subsets, as well as the differences among them, allowing lawmakers, educators, orphans, and relatives to take essential aspects toward improving their good and healthy relationships and building greater and communication plans. This research will look at institutionalized orphan children's attitudes, levels of anxiety and self-esteem, and how they interact with one another, as well as the connection and variations between orphans and non-orphans.

1.3 Objectives of the study

- I. To investigate the connection amongst orphans and non-orphans in terms of statistical factors.
- II. To analyze the notable distinction amid boys and girls self-esteem.

- III. To explore the noteworthy differences among orphans and non-orphans educational grades.
- IV. To find out residence wise difference in self-esteem of orphans and non-orphans.

2 Research Methodology

Research Design

This study is designed as a quantitative research aimed to understand and compare self-esteem among orphans and non-orphans. Among the quantitative research method, cross sectional method used in this study to compare self-esteem among orphans and non-orphans about the assessment by using the appropriate data gathering tool. The major purpose of all the survey is to compare the self-esteem of orphans and non-orphans.

Sampling Strategy

The sample was drawn from multistage sampling technique. The sample was collected from academic institutions of Bahawalpur and from a village near Ahmadpur East; were selected to recruit both girls and boys.

Measurement Scale

State self-esteem scale (SSES) The scale for measuring state self-esteem by Heatherton, T. F. & Polivy, J. (1991) was used in the study. A 20-item scale that measures a participant's self-esteem at a given point in time. All items are answered using a 5-point scale (1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= all time).

Procedure

Orphans and non-orphans were the subjects of the primary research. The original sample consisted of 199 youngsters aged 7 to 18, including 98 orphans and 101 non-orphans. The population was drawn via probability random from 5 to 10 elementary and secondary schools in Bahawalpur and Ahmadpur, East Pakistan. Comparative non-orphans were chosen on every random picked school if both their mother and father were living. Kids were chosen randomly from the same school, grade, and age group to ensure that the dependent variable was large enough. At the first home visit, study investigators verified the kid's orphan vs. non-orphan condition. After the homes of judicious given approval for inclusion, informed consent and assent procedures were performed with actual child participants.

Ethical Consideration

This study followed all the ethical issues. Study had been covered from all of the feasible harms of the people taking part in the look at. Informed consent to take a component inside the examined became taken from the participants. They had been instructed that the information acquired from them will handiest be used for research. They had been debriefed approximately the motive and nature of the have a look at. After their willingness, facts became accumulated by way of them.

3 Results

Table 1
Frequency Distribution of Demographic Variables (n=199)

Demographic	Characteristics	F	%
Gender	Boy	137	68.8
	Girl	62	31.2
	Total	199	100.0
Orphan Status	Orphan	98	49.2
	Non orphan	101	50.8
	Total	199	100.0
Education (Grade)	1-5	74	37.2
	6-8	47	23.6
	9-10	78	39.2
	Total	199	100.0
Residence	Urban	113	56.8
	Rural	86	43.2
	Total	199	100.0
Age (years)	M (SD)	Min	Max
	13.77 (2.83)	7	18

The Table 1 gives the frequency distribution of demographic variables included in the study. The mean age of the participants was around 14 years with 7 and 18 being the minimum and maximum ages. There are 69% girls and 31% boys in the study. The 49% of the participants were orphans whereas 51% were non orphans. Majority were students of 9-10 grades (39%) followed by students of 1-5 (37%) and 6-8 (24%) grades respectively. Around 57% were from urban background while 43% were from rural background.

Table 2
Gender Difference in Self-esteem

Gender	Boys (n=137)		Girls (n=62)		T	df	Sig.
	M	SD	M	SD			
Self-esteem	57.70	7.59	57.79	7.53	-.07	197	.94

The Table 2 gives the results of t test computed to figure out the gender difference in self-esteem. The results of t test are not statistically significant. There is no change in gender in self-esteem.

Table 3
Result of t Test

Residence	Urban (n=113)		Rural (n=86)				
Variables	M	SD	M	SD	T	Df	Sig.
Self-esteem	58.67	6.96	56.50	8.15	2.02	197	.04

The Table 3 gives the outcomes of t test computed to find out residence wise difference in self-esteem. The results of t test are statistically significant. The urban students have more self-esteem than rural students.

Table 4
Result of t Test

Orphan Status	Orphan (n=98)		Non orphan (n=101)				
Variables	M	SD	M	SD	T	Df	Sig.
Self-esteem	57.02	8.11	58.42	6.95	-1.31	197	.19

The Table 4 gives the results of t test computed to find out orphan status wise difference in self-esteem. The results of t test are not statistically significant. There is no orphan status wise difference in self-esteem.

Table 5
Analysis of Variance

Education (Grades)	1-5	6-8	9-10	F(2)	Sig.
Variables	M (SD)	M (SD)	M (SD)		
Self-esteem	58.82 (8.48)	58.46 (6.21)	58.15 (7.36)	.87	.41

The Table 5 describes the results of ANOVA computed to find education grade wise difference in self-esteem. The results of ANOVA are not statistically significant. There is no significant education grade wise difference in self-esteem.

4 Discussion

This research aimed to study the comparison between orphans and non-orphans in terms of their self-esteem levels. It was hypothesized that a difference would be observed among the study population. However, the results have revealed that no significant difference exist among the orphans and non-orphans in terms of self-esteem. Literature suggests that orphans have a lower self-esteem as compared to non-orphans. The results of the present study however reject the hypothesis. The possible reasons can be the inclusion of a limited area of population and suspected response biasness.

Secondly, no significant differences were observed in rural and urban population in terms of self-esteem. No difference in the self-esteem of the targeted population is found on the basis of their education levels. Further studies can study more demographic differences and a cross-cultural design.

5 Conclusion

This study aimed to study comparison of self-esteem levels between orphans and non-orphans. The study population was orphans and non-orphans from the district of Bahawalpur. The results show that there is no significant difference in self-esteem between the orphans and the non-orphans. Second, in terms of self-esteem, there was no significant difference in rural and urban populations. Based on their education level, there is no difference in the self-esteem of the target population. More studies can study demographic and cross-cultural design differences.

6 Limitations & Suggestions

- i. The study's sample was drawn from a variety of urban and rural locations, both orphaned and non-orphaned.
- ii. Because the research was restricted to self-esteem, the results may not be applicable to other situations.
- iii. Factors such as income at the time of the parents' death, perceived stigma as orphans, degree of social link, role of the surviving family in the event of a single mum orphan, and contact with caregiver may be included to assist make more precise results.
- iv. The study was restricted to a sample group of 199 people, but it was drawn from just one subdivision, which meant it couldn't be applied to the whole community.
- v. The number of siblings, family history, and spouses' schooling were not addressed in the current research.
- vi. Moreover, some demographics such as parenting style, income background, and brain development were not addressed in the current research, despite the fact that they may have proven important to the report's results.

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