

# ASSESSMENT OF SELF ESTEEM AMONG CHILDREN LIVING IN ORPHANAGES AT URBAN BANGALORE DISTRICT

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**Abstract:** Children should be handled and properly cared, and well educated to become a good citizen's of a country. Children residing in orphanages need even more love, care, affection and support as they often exposed to several socio-economic, health challenges and also psychological problems. Many of them have low self-esteem that in turn leads to face many difficulties which affect their quality of life. The study aimed to assess and compare the selected dimensions of self esteem among children residing in orphanages at Urban Bangalore District with respect to viz: personal, social, emotional, academic, intellectual and moral dimensions. Self structured questionnaire was administered on a sample of 300 children out of which 120 were boys and 180 were girls, between the age group of 6-12 years. The statistical analysis was carried out by applying percentage, mean, standard deviation, chi square and 't' test. The results of the study revealed that, majority of both boys and girls belonged to the age group of 12 years. With respect to type of orphan, majority of boys were social orphans whereas majority of girls belongs to non-orphan category but residing in orphanages. Majority of boys and girls showed low level of self esteem. There is a significant difference between the mean score of boys and girls, the 't' test showed the significance beyond 5% level. Further, with respect to different dimensions of self esteem, the significant difference found between boys and girls with regard to personal, social, emotional, academic and intellectual aspects whereas, there is no significant difference found between boy and girl respondents in moral aspect. A significant proportion of children residing in orphanages were found to be having low self-esteem and they require individual attention. There may be many factors that negatively affect the self esteem of children mainly in unhealthy social relationships, lack of confidence, care and affection. Children with low self esteem often can feel powerless, lonely, resentful, defensive and easily frustrated. These feelings may lead to antisocial behavior. An appropriate intervention program needs to be implemented to mitigate the challenges and to promote moderate, high level of self-esteem among children residing in orphanages.

**Key words:** Self esteem, Orphanage, type of orphan, children.

## I. INTRODUCTION

Self-esteem is a basic human need it makes an essential contribution to the life process, is indispensable to normal and healthy self-development and adds a value for survival. It is the term used to describe a person's own measurement of his/her self-worth. It is how the person think of himself, describe and the collection of beliefs about him pertaining to his abilities and worthiness. It is a feeling of self-worth, self-confidence and self-respect.

Self-esteem results from thoughts and feelings that may be positive or negative. The more positive feelings lead to higher self-esteem while the more negative feelings lead to lower self-esteem. High self-esteem is also different from pride or being too conceited. Children with high self-esteem like themselves, but they don't think they are perfect or better than other children. Development of a self-esteem in a child is mainly the responsibility of the parent, teacher or a care taker, the quality of the relationships that the child has with people surrounding outside the home can also have an impact on the self esteem of children.

### Dimensions of self esteem:

- **Personal:** It is an identity, the concept one develops about themselves that evolves over the course of their life. This may include aspects of their life that they have no control over, such as where they grew up or the color of their skin, as well as choices they make in life, how they spend their time and what they believe.
- **Social:** It is the development of capacity of people to work continuously for their own and society's welfare and the alteration of institutions so that human needs are met at all levels especially the lowest, through the process of improving the relationships between expression of needs and the means to attain them.
- **Emotional:** One of the basic aims of education is to develop a sound and stable personality of an individual in order to enable him or her to live healthy social life. In this regard, emotional development plays vital role in the social life of a

person. A person with emotional soundness proves to be useful and lead a happy and peaceful life as against a person who is emotionally disturbed.

- **Academic:** Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.
- **Intellectual:** It is relating to your ability to think and understand things, especially complicated ideas. It means involving a person's ability to think and to understand ideas and information.
- **Moral:** Moral development is the process through which children develop proper attitudes and behaviors toward other people in society, based on social and cultural norms, rules and laws. It refers to the ways one distinguish right from wrong as one grow and mature.

The development of a child's self esteem is influenced by the environment in which he or she raised. Harter (1999) reported that positive self esteem creation is based on 4 factors: The parent child relationship, the means used to cope with the child's undesirable emotional, self – acceptance and social behavior. He believes that intervention must occur at the level of the causes of self esteem if the individual's self esteem is to improve significantly. Children have the highest self esteem when they perform competently in domains that are important to them. Therefore, children should be encouraged to identify and to value areas in which they are competent.

In the light of the above discussion an attempt was made to assess the self esteem among children residing in orphanages at urban Bangalore district.

## II. METHODOLOGY

### 2.1 Objectives:

1. To study the level of self esteem among children living in orphanages.
2. To compare the self esteem of boys and girls residing in orphanages.
3. To study the significant difference in self esteem among boys and girls with regard to six dimensions; personal, social, emotional, academic, intellectual and moral.

### 2.2 Hypothesis:

1. Children living in orphanages will have low level of self esteem.
2. There exists a significant difference on self esteem between boys and girls.
3. There exist a significant difference in self esteem between boys and girls in the six dimensions; personal, social, emotional, academic, intellectual and moral.

### 2.3 Selection of sample and sampling technique:

- Random sampling technique was adopted. The samples were drawn from the 14 orphanages at Urban Bangalore District.
- A total number of 300 children of which 120 were boys and 180 were girls constituted the sample.
- The children between the age group of 6-12 years residing in orphanages were selected for the study.

### 2.4 Tool:

A questionnaire was developed by the investigator for the purpose of assessing the self esteem with respect to six dimensions; personal, social, emotional, academic, intellectual and moral among children residing in orphanages. It consisted of Part - A and Part -B. Part -A consisted of basic data viz; age, sex, type of orphan, ordinal position, number of siblings, religion, type of family, family income, educational qualification and occupation of parents. Part-B consisted of specific data which contains seventy eight statements both positive and negative items with 5 point rating scale.

### Procedure:

Survey of Orphanages was carried out at Urban Bangalore district. After identifying the orphanages, the aim and purpose of the study was explained to the administrators of the orphanages and an official permission was taken to collect the data from the children. Rapport was built with the respondents, then the questionnaire was administered to them with a request to answer. The dully filled questionnaire was collected.

## III. RESULTS AND DISCUSSION

The data collected from the respondents was tabulated and statistically analyzed by applying percentage, mean, standard deviation, chi square and 't' test. The Table-1 shows the classification of respondents by age group.

**TABLE – 1**  
**Classification of respondents by Age group**

N=300

Category	Respondents						$\chi^2$ Value
	Boys		Girls		Combined		
	N	%	N	%		%	
09years	34	28.30	36	20.00	70	23.30	3.57 <sup>NS</sup>
10years – 11years	41	34.20	60	33.30	101	33.70	

12 years	45	37.50	84	46.70	129	43.00
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

NS: Non-significant,  $\chi^2 (0.05, 2df) = 5.991$ ,  $\chi^2 (0.05, 3df) = 7.815$

It is inferred in Table -1 that, majority of boys (37.50%) were from the age group of 12 years followed by 34.20 percent of them were from between the age group of 10-11 years and 28.30 percent of them were from between the age group of 9 years.

Majority of girls (46.70%) were from the age group of 12 years followed by 33.30 percent of the respondents were from between 10-11 years of age group and 20.00 percent of them were from the age group of 9 years.

Combined result showed that majority of boy and girl respondents (43%) were from the age group of 9 years. However, the age group did not have any significant association with gender among children. The chi-square value found to be 3.57. Similar results were found by the study conducted by Wanjiru., (2014) age group of children did not influenced by gender among children living in orphanages.

**TABLE – 2**  
**Classification of respondents by Type of orphan**

N=300

Type of orphan	Respondents						$\chi^2$ Value
	Boys		Girls		Combined		
	N	%	N	%	N	%	
Maternal	12	10.00	12	6.70	24	8.00	<b>57.45*</b>
Paternal	37	30.80	25	13.90	62	20.70	
Social	43	35.80	22	12.20	65	21.70	
Non - orphan	28	23.40	121	67.20	149	49.60	
<b>Total</b>	<b>120</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	

\* Significant at 5% Level,  $\chi^2 (0.05, 2df) = 5.991$ ,  $\chi^2 (0.05, 3df) = 7.815$

Table-2 reveals the data regarding the type of orphan among respondents. In the study children living in orphanages have been classified into 4 categories. Maternal orphan is referred to a child who has lost their mother and paternal orphan is referred to a child who has lost their father. Social orphans are children who are living without parents because of abandonment or because their parents gave them up as a result of poverty, alcoholism or imprisonment, etc. Non - orphans are referred to a child who is having both the parents. Due to low socio-economic conditions in the family both the parents have left their children in the orphanages.

It is inferred that, majority of boys (35.80%) were social orphans, 30.80 percent of them were paternal orphans, 23.40 percent of them were non orphans (presence of both parents) and only 10.00 percent of them were maternal orphans.

With regard to girls majority of them (67.20%) were non orphans (presence of both parents) living in orphanages. 13.90 percent of them were paternal orphans, 12.20 percent of them were social orphans and only 6.70 percent of them were maternal orphans.

Combined results showed that 49.60 percent of boy and girl respondents were non orphans i.e. having both the parents, but staying in orphanages since they were from low socio-economic background, parents could not able to fulfill the basic needs of children. Almost equal percentages of them were social and paternal orphans (21.70% and 20.70%) and only 8 percent of them were maternal orphans. The chi-square value found to be 57.45 showed the significant at 5% level.

**TABLE – 3**  
**Classification of Respondents on Self esteem Level**

Self esteem Level	Category	Respondents						$\chi^2$ Value
		Boys		Girls		Combined		
		N	%	N	%	N	%	
Low	0-203 Score ( $\leq 65.36\%$ )	49	40.80	152	84.40	201	67.00	<b>61.94*</b>
Moderate	204-229 Score (65.37-73.47 %)	71	59.20	28	15.60	99	33.00	
High	230-312Score ( $> 73.48\%$ )	0	0.0	0	0.0	0	0.0	
<b>Total</b>		<b>120</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>	<b>300</b>		

\*Significant beyond 5% level,  $\chi^2 (0.05, 1df) = 3.841$

Table -3 depicts the level of self esteem of respondents. Majority of boy respondents (59.20%) had moderate level of self esteem whereas 40.80 percent of them had low level of self esteem. In case of girl respondents, a higher percentage of them (84.40%) had low level of self esteem and 15.60 percent of them had moderate level of self esteem. None of the respondents showed high level of self esteem.

Self esteem level of boy and girl respondents shows the statistically significant difference, the chi-square value found to be significant beyond 5% level ( $\chi^2=61.94$ ). The results are in line with the results of the study conducted by Erango, A.M., et.al., (2015) and Catherine, G., (2016) stating that, a significant proportion of orphans were found to be of having low self-esteem.

Combined results showed that majority of children residing in orphanages had low level of self esteem thereby accepting the hypothesis postulated for the study.

**TABLE -4**  
**Gender wise Mean Scores of Respondents on Self esteem**

N=300

Respondents	Sample (n)	Statements	Max. Score	Self esteem Scores				't' Test
				Mean	SD	Mean (%)	SD (%)	
Boys	120	78	312	199.29	21.94	63.90	7.00	<b>56.79*</b>
Girls	180	78	312	180.66	20.31	57.90	6.50	
Combined	300	78	312	188.11	22.85	60.30	7.30	

\* Significant beyond 5% Level,  $t(0.05, 298df) = 1.96$

It is discerned from table-4 that, higher mean score percent (63.90%) was observed among boy respondents compared to girl respondents (57.90%) on self esteem scores. The 't' test found to be significant beyond 5% level thereby accepting the hypothesis set for the study.

**TABLE -5**  
**Dimension wise Mean Scores of Boys and Girls on Self esteem**

N=300

Dimension of Self esteem	Self esteem Scores (%)				't' Value
	Males (n=120)		Females (n=180)		
	Mean	SD	Mean	SD	
Personal	68.2	10.4	59.6	10.1	<b>50.48*</b>
Social	68.5	12.6	58.9	10.7	<b>49.97*</b>
Emotional	64.7	9.8	59.6	9.1	<b>21.59*</b>
Academic	70.2	8.2	62.4	9.6	<b>53.49*</b>
Intellectual	66.7	7.7	61.6	8.2	<b>28.89*</b>
Moral	45.9	7.5	45.5	8.8	<b>0.17 NS</b>

\* Significant at 5% Level, NS: Non-significant,  $t(0.05, 298df) = 1.96$

Table-5 depicts the mean scores and 't' value on selected dimensions of self esteem among respondents. A cursory glance at the table shows that, there is a significant difference between boys and girls with regard to personal, social, emotional, academic and intellectual dimensions. The test found to be significant beyond 5% level. The results are in line with the study conducted by Catherine, G., (2016) showed significant results between gender on academic performance, environmental and social behavior. In these five dimensions of self esteem the hypothesis is accepted.

Further, the study revealed that, there is no significant difference found between boys and girls in the area of moral dimension, which showed the non significant results thereby in this area the hypothesis is rejected.

Self-esteem is confidence in the ability to think, confidence in the ability to cope with the basic challenges of life and confidence in the right to be successful and happy. People with appropriate levels of self-esteem are assured in their right to feel worthy, enjoy the fruits of their efforts and assert their needs and wants. Low level of self-esteem is a serious degree, one do not necessarily die, but they are impaired in their ability to function. One may not need self-esteem to survive, but they do need it to thrive. To say that self-esteem is a need is to say that it makes an essential contribution to the life process.

According to Marzano (2003), and Lyons, (2012) children residing in orphanages on self-esteem level can affect 'abilities to make and keep friends which also can have an impact on educational achievement due to behavioral problems.

Negative self-perception among orphan children may result from family deprivation, which can have negative impact on formation of self-image. Constant frustration, self doubt and lack of confidence lead to a low level of self esteem. Through constant guidance and proper intervention strategies may help the children to overcome with these difficulties among children residing in orphanages.

Children residing in orphanages and who had no experience of life in the family have a strong need to be protected more than others as most of the boys were fall under social orphan category. This feature may impact negatively on the formation of their personal autonomy. Low desire for independence of these children leads to difficulties with their distinction of themselves from the society, with personal maturation and sense of maturity.

#### IV. CONCLUSION

Children residing at orphanages should lead a healthy life. The development of a strong sense of self-esteem during childhood is important if children are to withstand the stresses, social pressures, academic problems, social deprivation and temptations of deviance encountered at earlier ages of life. Finding reveals that, majority of boys were social orphans whereas majority of girls belongs to non-orphan category. Majority of boy and girl respondents showed low level of self esteem. Further, there is a significant difference between boy and girl respondents with regard to personal, social, emotional, academic and intellectual dimensions of self esteem. Whereas, non significant difference found in moral dimension of self esteem.

Children with low self-esteem often can feel powerless, lonely, resentful, defensive and easily frustrated. These feelings can lead to aggressive, teasing and bullying behavior. Children with high self-esteem are proud of themselves assume responsibility for their own actions. Healthy self-esteem is based on the ability to assess oneself accurately and still be accepting of who they are. This means being able to acknowledge one's strengths and weaknesses (everyone will have them) and at the same time recognize that they are worthy and worthwhile. Individual self-esteem evolves throughout their lives as they develop an image of themselves through their experiences with different people and activities. Experiences during childhood play a particularly large role in the shaping of self-esteem. The children residing in orphanages without parental assistance need proper guidance and exposing them to an educational program on life skills will help them to face the challenges and to improve their self-esteem.

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