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## Comparison of self-esteem of orphans with parental care children

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### Abstract

The purpose of the study was to compare self-esteem of orphan children with parental care children. The subjects for the study were 200 orphan children and 200 parental care children. The test item selected for this was "Rosenberg's self-esteem scale" by Rosenberg. The level of significance was fixed at 0.05 and 0.01 level. A calculated P value less than 0.05 is considered to be statistically significant. In all the statistical tests, level of significance was fixed at 1% or 5%. If the calculated test statistic is greater than the 1% or 5% critical value obtained from statistical table, there is statistically significant effect or alternatively if calculated P-value (a small P-value impels that the mean difference is highly significant) is less than 0.01 or 0.05 then the mean difference is significant at 1% or 5% level. All statistical analysis was carried out with the help of statistical package SPSS 16.0 for windows.

**Keywords:** self-esteem, orphan children, parental children

### Introduction

Most people's thoughts and feelings about themselves fluctuate somewhat based on their daily experiences. The grade you get in an exam, how your friends treat you, ups and downs in a romantic relationship can all have a temporary impact on how you feel about yourself. Your self-esteem, however, is something more fundamental than the normal ups and downs associated with situational changes. For people with good self-esteem, normal ups and downs may lead to temporary fluctuations in how they feel about themselves, but only to a limited extent. In contrast, for people with poor self-esteem, these ups and downs drastically impact the way they see themselves. Self-esteem means different things to different people. Even among psychotherapists, there is no universal definition of self-esteem. Self-esteem is confidence in our ability to think, confidence in our ability to cope with the basic challenges of life, and confidence in our 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. While lacking among far too many people in our society, self-esteem is not merely a luxury- it is a need. Lacking self-esteem to a serious degree, we do not necessarily die, but we are impaired in our ability to function. We may not need self-esteem to survive, but we 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. That it is indispensable to normal and healthy development. That it has survival value. People with poor self-esteem often rely on how they are doing in the present to determine how they feel about themselves. They need positive external experiences (e.g., compliments from friends) to counteract the negative feelings and thoughts that constantly plague them. Even then, the good feeling (such as from a good grade or compliment) is usually temporary. Healthy self-esteem is based on our ability to assess ourselves accurately and still be accepting of who we are. This means being able to acknowledge our strengths and weaknesses (we all have them!) and at the same time recognize that we are worthy and worthwhile. Our self-esteem evolves throughout our lives as we develop an image of ourselves through our experiences with different people and activities. Experiences during childhood play a particularly large role in the shaping of self-esteem. When we were growing up, our successes, failures, and how we were treated by our family, teachers, coaches, religious authorities, and peers, all contributed to the creation of our self-esteem.

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Self-esteem is how children perceive themselves. According to Dr. Ingrid Schweiger (2008), self-esteem is not a process that comes to maturity and stays in place. It is a process that is ever-changing unlike a physical trait, such as eye color. Because self-esteem is not a fixed characteristic, it can be constantly in flux. Parents, teachers, and success can help students develop high self-esteem. The flip side is parents, teachers, and failure can cause students to develop low self-esteem. Self-esteem not only plays a role in behavior and learning; it can also play a role in motivation to succeed. According to Marzano (2003), motivation of any type is affected by emotions which are not easily controlled yet very powerful. Self-esteem can affect students' abilities to make and keep friends which also can have an impact on educational achievement due to behavioral problems. Due to the natural tendencies that children have to compare themselves with others, those with exceptionalities may have low self-esteem from lack of success in school, sports, and friendships (Lyons, 2012).

**Methodology**

The samples of 200 orphans and 200 parental care children from Trivandrum district, age ranging between 8 to 14 years were randomly selected. The test item selected for this study was—Rosenberg's self-esteem questionnaire by Rosenberg. The questionnaire was administered to all the subjects under the study. The objective of the study was explained to the subjects. In case of any doubts, it was clarified. The data was collected through the administration of a ten item questionnaire with fair choice for each item ranging from 3-0. Scoring for statements 3,5,8,9 and 10 were reversed in calculating the total score. On the bases of this scale, a high numerical score indicate a high self-esteem while a low numerical score indicates low self-esteem. A score of 0 was the minimum representing the low possible self-esteem while the maximum score was 30, representing the heights possible self-esteem. The subject was made to fill all the

statements properly and they had to respond to each statement by circling one of the four numbers given at the end of the statement.

Scoring: The score was recorded to the nearest whole number.

**Analysis of data and result of data**

The data collected from various subjects were subjected statistical analysis using appropriate statistical tools. The following statistical tools were employed in the present investigation. Descriptive statistics: Descriptive statistics such as mean and standard deviation of the scores were calculated for summarizing the collected raw data. Independent sample t test: Independent sample t test has been applied for comparing two groups with respect each self-esteem. Level of significance: The level of significance was fixed at 0.05 levels. P value: A calculated P value less than 0.05 is considered to be statistically significant. Comparison of orphans [group 1] and parental care [group 2] children based on self-esteem.

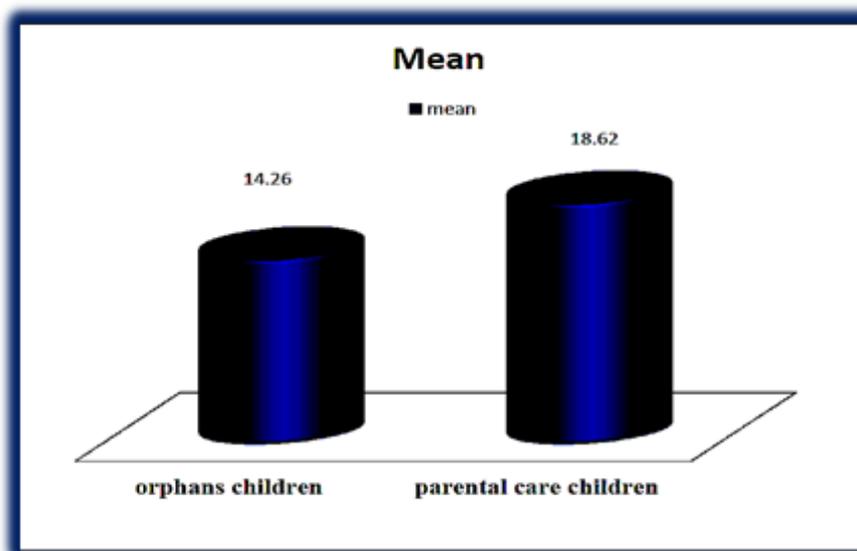
The data relating to self-esteem of orphans and parental care children were collected and calculated the mean and SD. The significance of mean difference in the two groups is tested using t test. The details are shown in Table 1.

**Table 1:** Data and test of significance (t test) for the Comparison of orphans and parental care children based self-esteem

Group	N	Mean	SD	df	t	P
orphans	200	14.26	3.24	398	14.43	0.000**
Parental care	200	18.62	2.78			

\*\* : significant at 1% level (P<0.01)

From Table 1, 't' test showed that there exist significant mean difference in the self-esteem of orphans and parental care children (t=14.43, P<0.01). The inference is that self-esteem scores of parental care children (Mean=18.62, SD=2.78) is higher than orphans children (Mean=14.26, SD=3.24).

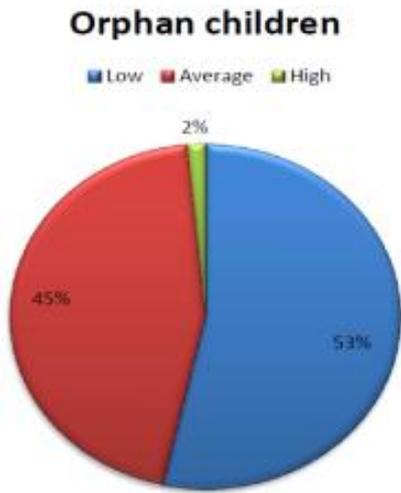


**Fig 1:** The comparative bar diagram of the self-esteem of orphans and parental care children.

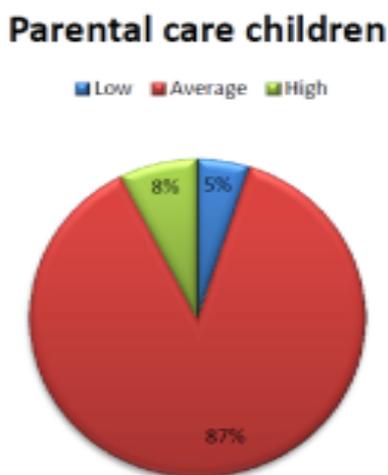
**Table 2:** Level of Self-esteem in Parental care and Orphans children

Self Esteem	Parental Care Children		Orphans children	
	F	%	F	%
Low	10	5	107	53.5
Average	175	87.5	90	45
High	15	7.5	3	1.5

From Table 2, majority (87.5%) of parental care children has average level self-esteem but majority (53.5%) of orphanage children has low level of self-esteem. The comparative pie diagram of the self-esteem level of parental care and orphanage groups is shown in Figure 2 & 3.



**Fig 2:** Comparative pie diagram of the self-esteem of orphan children



**Fig 3:** Comparative pie diagram of the self-esteem of parental care children

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**Discussion**

The purpose of the study was to compare the self-esteem of orphans and parental care children. The orphan children reported lower self-esteem than the children living with their parents. The findings of this research have implications for understanding the emotional state of mind and personality development of the children living in orphanages as compared to those who are living with both parents. T test showed that there exist significant mean difference in self-esteem of ( $t=14.43, p<0.01$ ). The inference is that self-esteem of parental care children (mean=18.62, SD=2.78) is higher than orphans children (mean=14.26, SD=3.24)

Mohanty and Newhill's (2005) research findings suggest that international adolescent adoptees have lower self-esteem and are at higher risk for developing severe mental health problems and social maladjustment than children of the same age living with their biological families in the general population. Their study also indicated that many international adoptees are confused about their racial and ethnic identity and face difficulties in handling bias and discrimination. They further argue that the international adoptees may have a better adjustment if their adoptive parents are sensitive and appropriately responsive to issues related to their adopted child's race, ethnicity, and culture. There was a significant difference between self-esteem of orphans and parental care children. There was a significant difference more in parental care children than the orphan children.