

**A Comparative Study of Orphan and Non-orphan Adolescents in Relation to Subjective Well-Being, Self-Esteem, Emotional Intelligence, Resilience, and Hope**

**A**

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*In the partial fulfillment of the requirement for the degree of*

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**June, 2019**

## CERTIFICATE

This is to certify that this thesis entitled “A Comparative Study of Orphan and Non-orphan Adolescents in Relation to Subjective Well-Being, Self-Esteem, Emotional Intelligence, Resilience, and Hope” being submitted in partial fulfillment of requirements for the award of degree of Master of Arts In Psychology in the School of Humanities and Social Sciences Thapar Institute of Engineering and Technology, Patiala is a bona fide work carried out by Ms. Radhika Bansal under the supervision of Dr. Sangeeta Yadav, Lecturer, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.

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## CANDIDATE'S DECLARATION

I, Radhika Bansal, hereby affirm that work presented in the thesis entitled "A Comparative Study of Orphan and Non-orphan Adolescents in Relation to Subjective Well-Being, Self-Esteem, Emotional Intelligence, Resilience, and Hope" being submitted in partial fulfillment of requirements for the award of degree of Master of Arts In Psychology in the School of Humanities and Social Sciences Thapar Institute of Engineering and Technology, Patiala is authentic record of my own work carried under the supervision of Dr. Sangeeta Yadav, Lecturer, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in the thesis has not formed the basis for the award of any other degree of this or any other university.

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## ABSTRACT

The purpose of the present study was to investigate the effect of place of living (orphanage and non-orphanage) children and gender (males and females) on self-esteem, subjective well-being, emotional intelligence, resilience and hope. The sample consists of 80 orphanage adolescences (40 males and 40 females) and 80 non-orphanage adolescences (40 males and 40 females). The age ranged from 12 to 17 years. The data was collected by using the Rosenberg self-esteem scale, Ryff's psychological well-being scale, Schutte emotional intelligence test, Snyder's hope scale and Wagnild and Young's resilience scale. The data were analyzed using factorial ANOVA (2×2), t-test, correlation and linear regression. The ANOVA results indicate that place of living (orphanage and non-orphanage) has an effect on self-esteem, emotional intelligence, subjective well-being, sub-components of well-being, hope and its sub-components. Adolescents who live with their parents have more self-esteem, are more emotionally intelligent, and scored higher on overall subjective well-being and its sub-components (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance). Further, they are more hopeful and scored higher on sub-components (pathway and agency) of hope. Results also indicate that gender has an effect on resilience and sub-component of hope (agency). Females of both group (orphanage and non-orphanage) are more resilient and scored higher on agency thinking than males. The results indicate that gender (male and female) and place of living (orphanage and non-orphanage) have an interaction effect on some of the sub-components of well-being (autonomy, positive relations with others) and hope (overall). Further, the regression results divulged that place of living causes 25 percent variance in emotional intelligence, 14 percent variance in subjective well-being-planning, 8% variance in subjective well-being total and happiness total, 7% variance in self-esteem and happiness-pathway thinking,

and 6% variance in subjective well-being-positive growth and subjective well-being-self acceptance. On the basis of above findings it can be said that place of living plays an essential role in the psychological and physical growth of a child and adolescence.

**Keywords:** Orphanage, Non-Orphanage, Self-Esteem, Emotional Intelligence, Subjective Well-Being, Resilience, and Hope.

## **List of Abbreviations**

SE	Self-esteem
RS	Resilience
EQ	Emotional intelligence
SWB-tt	Subjective well-being
A	Autonomy
EM	Environmental Mastery
PG	Personal growth
PR	Positive Relations with others
PL	Purpose in Life
SA	Self-acceptance
H-tt	Hope
PW	Pathway
A	Agency

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# **Chapter1**

## **Introduction**

### **1.1. Self-Esteem**

Self-esteem has a number of definitions and is an elaborative concept. The term self-esteem is used to describe the value that one holds about himself or herself for the amount one acknowledges about oneself. According to Rosenberg (1965) self-esteem refers to the sum total of an individual's thoughts and emotions towards himself/ herself. Self-esteem has control over life in several ways, such as academic, professional, mental health and relationships. Self-esteem is a relatively fixed aspect however, there are various factors which affect the level of self-esteem of a person such as, a person's personal, academic, and professional success or failure can alter one's sense of self-respect. Every person has a different experience of their life, their confidence towards themselves increase or decrease in an expected manner throughout the lifespan. Research which has worked on self-esteem revealed that the level of self-esteem increases until age sixty, after which it remains constant until the death.

Self-esteem has been conceptualized in two terms in order to see their stability, i.e. long and short term. Self-esteem which has a long period of stability occurs gradually (Rosenberg, 1986) whereas short-term stability of self-esteem reflects in immediate brilliant progress. Along with it, people with various levels of self-esteem exhibit different characteristics, such as people who have low self-esteem doubt themselves and show a lack of confidence and self-worth. They want attention, recognition and appreciation from others. These people usually develop negative views about themselves and the negative perception can lead to feelings of sadness, depression and anxiety. On the other hand, an individual who has an excessive level of self-esteem remains

happy, has a positive attitude towards themselves and others. They have knowledge and are content with them. They feel confident, liberal, have mastery, independence etc.

## **1.2. Orphans**

According to United Nations Children's Fund (UNICEF, 1995) the term orphan has been explained as a child who has been lost his or her one or both parents (due to any reason) and who is under the age of eighteen is referred as an orphan. Childhood is a period of exploring and learning new and different aspects of life in which parents have an essential role in developing mentally and physical health of their children. A child who lost his parents has to face many ups and downs in throughout his life. However, a child gets an opportunity to live with their supportive family or in an orphanage home, still a huge gap remains in the psychosocial need and support which the child requires for develop their personality. There are several studies which revealed that various psychological problems in different forms can arise due to this gap in later part of an individual's life. Micheal (2007) discovered that withdrawal from social activities, loss or increased appetite, and sleep problems are the common among children who have lost their parents. Sometimes symptoms of depression are also seen in adolescent orphans and they may also develop maladaptive symptom which affects their self-esteem and they experience self-rejection etc. Bowlby (1980) found that, orphan adolescents suffer more from anger due to frustration of desire for love, and affection. Family is an important for development of child's personality as family is the first institute from where child gets emotional support such as love, care, security, happiness, warmth, attention and acceptance. These are the basic requirements for the better growth of a child. In line with the above statement Kodandaram and Rao (1983) revealed that children who lived in orphanage institutions have difficulties in developing self-concept.

### **1.3. Subjective Well-Being**

Subjective well-being is an important element for living a meaningful life and an individual should like their life in order to stay physically and psychologically healthy. Subjective well-being is defined as cognitive as well as affective evaluations of a person's life. However, well-being is an elaborative concept which contains experiences of positive and negative moods, and high level of satisfaction with life. The positive experiences lead to greater experience of well-being. Subjective well-being makes an individual capable to manage with painful emotions. An idea of feeling good not only includes the positive emotions of happiness but also such emotions make an individual confident.

According to Kitchener and Jorm (2002a) subjective well-being is that state of mind which does not contain mental disorder. However, the perspective of positive psychology's on subjective well-being is an individual's capacity to live life with a satisfying way and make a perfect coordination in activities of life and to attain resilience in life. The focus of positive psychology is more on well-being, fellow, personal strength, creativity, imagination, and applied approach to upcoming strength. But it does not focus only on individual's happiness, however maintained a self-absorbed, happiness and flourishing in effective way as well. This positive perspective also includes World Health Organization's definition on health and well-being, in which health has been defined as "a state of complete physical, mental, and social well-being and with simply absence of ailment or disease" (WHO, 1948, p.100).

These investigations of emotional reactions include cognitive judgment of satisfaction and fulfillment. Subjective well-being mentions how an individual assesses their life. According to Diener and Suh (1997) these assessment of life can be in two forms i.e., cognitive and effective.

The cognitive evaluation is based on information of an individual's life when an individual is aware of conscious appraisal about an individual's satisfaction with life as a whole. The affective part is a decadent appraisal of feelings and emotions that how much an individual experience pleasant or unpleasant emotions with relation to their life.

#### **1.4. Hope**

Hopeful thinking is the belief that people can obtain pathways to desired goal and get inspire for using those pathways. Moreover, hope also drive the well-being and emotions of person's goals. We begin with the assumption that all actions done by human are goal oriented. According to Snyder (1994a, 1994c, 1998b) and Snyder, Cheaveans and Sympson, (1997) goals are the target which individual's mentally set, and they gave the cognitive element that present hope theory. Goals, which an individual set for their self, can be of any duration (short or long-term) but all aims set by individual needs to be of enough value to aware thought. However, goals should be attainable, but as well as they should contain some level of difficulty. When get to know about people they had been reported that hope can establish under circumstances of intermediate goal attainment (Averill, Catlin & Chon, 1990).

According to Snyder (1994) hope specifies as strength of an individual indicate in abilities to pathway thinking and agency thinking. Pathway thinking is an ability of an individual to generate pathways to desired goals and to see themselves as being able to create achievable ways to those aims. According to Irving, Snyder, and Crowson (1998), the process to generate pathways thinking, shows one's abilities to make workable ways to desired goals. The creation of many pathways is important for overcome any kind of barrier, and people with high-hope easily find the alternate ways and at the same time they are so effective at producing ways. On

the other hand agency thinking, the most inspirational element in hope theory is one's capability that how they use the pathways which they had created, to reach at those desired goals. Agentic thinking refers to the self-centered thoughts about both when individual is going to start along pathways and even make a progress to continue along with that pathway. Researchers found that an individual who have high level of hope those individuals do self-talk in positive way, "I can do this, and I will not going to be stopped" (Snyder et al., 1998). Agentic thinking is essential in order to deal with barriers. Agency thinking helps the person to find the alternate pathways.

Hopeful thinking involves both the grasped capability to see achievable ways and goal oriented energy (Snyder, Irving and Anderson, 1991). As per the views of positive psychology, hope is that inspirational state which is contains both agency (goal oriented energy) as well as pathway thinking (planning to reach goals). However, both pathway and agency thinking are interrelated and preservative throughout the course of goal-directed cognitions (Snyder, Harris, et al., 1991). Hope also characterized as an emotion (Farina, Hearth & Popovich, 1995) therefore, approach to successful-goal pursuit should contain positive emotions and it may result from unrestricted step toward desired goals. Approach to successful-goal pursuit may also show an instance in which people can smartly overcome any unwanted situation or barriers. However, unsuccessful-goal pursuits are the product of negative emotions. The view of unsuccessful-goal pursuit can come from unsatisfying agnatic or pathway thinking or may be the incapacity to overcome threatening situations. Researchers have found that individuals who experience negative emotions face difficulties to deal with goal blockages. Whereas, people who experience positive emotions deal with their problems or threatening situations very effectively. Hope is a motivational concept but at the same time it has a strong cognitive component. Hope varies individual to individual that colors one's evaluation of stressors and the coping process.

## **1.5. Emotional Intelligence**

The concept of emotional intelligence brought a revolution in the field of psychology. The main idea of emotional intelligence is the capability to understand, express and regulate emotions of one's own as well as others effectively. According Mayer and Salovey (1997) emotional intelligence is the capacity to accurately understand, perceive, manage, appraise, and express one's own and other's emotions. Emotional intelligence referred as the ability to understand emotion and emotional knowledge. Goleman (1995) defined emotional intelligence in his book "Why It Can Matter More Than IQ" as the capability to acknowledge own feeling as well as motivating to manage emotions effectively of ourselves and others.

Lopez, Salovey and Straus (2003) discovered a connection between emotional intelligence, personality traits and social relationships. An individual who has a higher emotionally intelligent can regulate their feelings more effectively and they have more positive interpersonal relationship. Furthermore, the person with high emotional intelligence also has extraversion personality traits which help them in having healthier social relationships.

Researchers who had work on emotional intelligence suggest that it can be divided into four elements. The first element of which is the capacity to perceive and to show feelings. Proficiency is the most important element involved in it (Saarni, 1990). The second component is simplifying the cognitive activities. The improvement of thought has there focal point on how emotions affect the cognition system and how it can effect reasoning, creativity, problem-solving, and decision-making. Emotions also affect or change cognitive process when an individual feels pleasant or either feels unpleasant. These variations of emotions influence the cognitive system to perceive things from different point of view (Mayer, 1986; Mayer & Hanson, 1995). The third

component involves understanding emotions. One of the most difficult things is to understand emotions (of oneself and of others) and to express them into words. A person who is highly emotional intelligent is capable of recognizing the emotions described by others (Ortony, Clore & Collins, 1988). The fourth element of emotional intelligence is management (Mayer & Salovey, 1997). One of the most important things is to be able to manage the pleasant and unpleasant aspect of emotions. Emotional management involves the ability to regulate and show on emotions, capability to grab or detach from an emotional state, ability to manage emotions in oneself and in others (Salovey & Rodin, 1986). An individual who understand emotions, their meanings and has all the above-mentioned four components in an optimum amount are truly blessed human beings. They know how to use emotions and to detach themselves in difficult situations. Optimal levels of functioning will try to eliminate or minimize the feeling which can affect their emotional intelligence in latter life.

People use many of ideas to monitor their moods. Thayer, Newman and McClain (1994) explored that exercise is one of the strategy that work for changing a bad mood. Other strategies to maintain a positive mood are social meetings, listening music, and pleasant distractions such as shopping, hobbies and fun activities. Strategies which are less effective in facilitating good mood and minimizing negative state of mind are television watching, taking caffeine, excessive consumption of food, sleeping, segregating oneself or avoiding interaction with others etc.

## **1.6. Resilience**

Resilience means coping with difficult situations instead of give up or avoiding the problem. Resilience is a measure of an individual's capability of how much person is able to overcome obstacles with their emotional strength. Resilience is the capacity to face setbacks without

experiencing any kind of stress related to problems. Resilience can also be defined as one's belief on themselves about tackling any obstacle.

Resilience at the workplace is important to govern risks brought by unwanted situations, loss of reputation, change in the economic environment, and political change all of them could affect the success of the people. There are some health organization which focuses on helping an individual, how the workforce can build their resilience.

Resilience can be build into two ways: an individual who have a higher confidence can overcome the adverse experiences, and later can use same technique in similar situations. Sometime the adverse situations may arise so difficult, for overcoming it builds enough amount of confidence to empower an individual to feel that they could face anything which comes under their ways. Other way is, people make resilience purposefully through detailed assessments of risk and through activities that builds the resilience of a person.

According to the positive psychology's perspective resilience deals with the capacity of an individual to cope whatever life throws at them. An individual who is highly resilient can learn from the life and get back as a stronger person. These people are known as resilient. Many psychologists have found the way of making people resilient by increasing their positive attitude, optimism, to manage emotions effectively, and able to accept failure and learn from it. An individual who is resilient they like more challenges as they think, through challenging events they can learn new aspects of life. This kind of people overcomes the obstacles by using personal strength such as hope, self-efficacy and optimism.

A relationship with parents and significant others, during the formative years of a child, plays a essential role in making an individual resilient. The children who have been raised with an

authoritative parenting style, rather than passive parenting styles having more resilient. Lopez and Snyder (2009) introduced some factors that resilience among children and parenting style is one of them. Other factors which can be affect to the resilience level of the child are education of parents, socio-economic status and home environment such as maintained or unmaintained , have been identified as crucial determinant of a child's resilience. Many researchers found same conclusion that type of relationship has a very important role in the development of resilience of a person. The most salient characteristics of individual include cognitive skills and different personality which carries effective decision-making problem-solving, self-regulation, and adaptability to stress. Resilience is not some magical quality; it takes real hard work and mental work. After any set back resilient people bounce back and move towards to achieve their goals and are capable of change that misfortune.

## Chapter 2

### Review of literature

#### 2.1. Self-Esteem and Gender

A study conducted by Priyanka, Parasar and Dewangan (2018) it was discovered that orphan children have a low self-esteem than non-orphan children. The main objective of their study was to see difference between orphan and non-orphan children with respect to self-esteem and depression. Findings of their study show that orphan children have lower level of self-esteem than non-orphan children. In their study findings also shows that orphan children have a high level of depression then children living with their parents. Similarly, in study conducted by Asfawesen, Aregay, Berhe, Kidanu and Berhe (2014) also observed that orphan adolescents were found to have lower self-esteem as compared to non-orphan adolescents. Further, finding also showed that these adolescence experience low self-esteem and loneliness due to the parental death and unresolved grief. Farooqi and Intezar (2009) showed similar results and found that children who live in orphanage home have a lower level of self-esteem than non-orphan children. Further their results show that there is no gender difference in relation to self-esteem. In the study conducted by Shaikl,Shahi, Khan and Tayeb (2008) reported that Pakistani students has a effect on body dimorphic disorder and body difference. It showed males were showing more fear of being thin than females showing if being fat. Similarly, Fawzy and Fouad (2010) in their study explored the developmental and psychosocial status of orphanage children. Finding of their research revealed that orphan children have a lower self-esteem than children who live with their parents. They also explored the level of anxiety and depression between the above said group and they investigated that orphan children experience higher anxiety and depression. Similarly,

Dawes (2006) revealed that orphan children experienced lower level of self-esteem than children who live with their parents. Therisiamma and Gon (1980) explored a comparative study between orphan and non-orphan children on feelings of inferiority. It was discovered that orphan children have more inferiority feeling and low self-esteem than children who lives with their parents. Micheal (2007) reported that there was no such difference between orphan and non-orphan children in relation to inferiority feelings.

## **2.2. Subjective Well-Being and Gender**

In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study reveled that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said group has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender. Similarly, in a study conducted by Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa and Birhanu (2018) reported that there is a statistical difference in the psychological well-being of orphan and non-orphan children. The orphan's psychological well-being was lower than children who live with their parents. In addition, findings also showed that both males and females orphan's scored equal in two sub-components, purpose in life and self-acceptance, of psychological well-being. Male orphan's scored higher on three sub-components of subjective well-being, i.e. autonomy, environmental mastery and positive relations with other, whereas, female orphan scored higher in personal

growth dimension of well-being. Both male and female non-orphan scored equal in autonomy, positive relations with others, purpose in life and self-acceptance. Male non-orphan scored higher in environmental mastery and females non-orphan scored higher in personal growth. Further findings of their study show that male of both group having higher well-being than female. Katyal (2015) investigated that orphan children has a high subjective well-being than non-orphan children and they also reported that orphan's have more trusting relations and attachment than non-orphan children. Batool and Shezadi (2017) examined the study on intrapersonal and interpersonal components of psychological well-being and emotional intelligence on late adolescent's orphans living in orphanages and non-orphans who live with both parents. Findings of their study show that significant difference between orphan and non-orphan adolescents. Orphans scored significantly lower on both variables i.e., psychological well-being and emotional intelligence than adolescents living with their parents. Similarly, the finding of Makame, Anic and McGregor (2007) in psychological well-being of orphans in Dar EI Salaam, Tanzania has indicated that orphan children has significantly less psychological well-being as their hunger not sufficiently fulfilled as compared to non-orphan children. Orphans went to mattress hungry in greater level. Orphans had markedly expanded internalizing issues compared with non-orphans. In the study by Sreekanth and Verma (2016) reported that orphan and non-orphan adolescence have significant difference in stress and psychological well-being. It shows that orphans adolescences were significantly more stressed and performed poor in the areas of psychological well-being as compared to adolescence living with their parents.

### **2.3. Emotional Intelligence and Gender**

In the study conducted by Hussain (2017) reported that children who live with their parents are more emotionally intelligent than orphan children. Further, findings also show that gender has a

significant difference. Females were more emotional intelligence than males. Similarly, in study conducted by Majeed, Khan and Khan (2015) found that there is significant gender difference of institutionalized orphan children and children who live with their parents. Findings of the study show that females of both the groups (orphanage and non-orphanage) scored higher on emotional unresponsiveness than males. Further, findings also show that orphan males were having more negative world view than females. Bhat (2014) investigated on a study of emotional stability and depression in orphans. He observed that both groups (orphanage and non-orphanage) were significantly difference from each other. Orphan children have lower level of emotional intelligence and higher level of depression than non-orphan children. Similarly, in study conducted by Shulga, Savchenk and Filinkova (2016) examined that orphan and non-orphan children differed from each other with respect to emotional intelligence. They observed that orphan children were less emotionally intelligent as compared with non-orphan children. Musisi, Kinyanda, Nakasujja, and Nakigudde (2007) observed that orphan children were more emotionally intelligent and were experiencing more behavioral problems than non-orphan children but no major psychiatric disorder were found in this case. Orphan children needs more emotional strength than non-orphan children but simultaneously orphan children found to be more resilient than children who live with their parents. Batool and Shezadi (2017) examined the study on intrapersonal and interpersonal components of psychological well-being and emotional intelligence on late adolescent's orphans living in orphanages and non-orphans who live with both parents. Findings of their study show that significant difference between orphan and non-orphan adolescents. Orphans scored significantly lower on both variables i.e., psychological well-being and emotional intelligence than adolescents living with their parents. Abadi (2011) had done a study on orphan and non-orphan children with respect to emotional intelligence. The

findings of his study show that orphanage and ordinary children differed from each other with respect to emotional intelligence and its sub-components (self-consciousness, self-flexibility, and responsibility). The results show children who live with their parents are more emotionally intelligent than orphanage children.

#### **2.4. Resilience and Gender**

In the study conducted by Katyal (2015) found that orphan and non-orphan children differed from each other with respect to resilience. The findings of his study indicated that orphan children were more resilience than non-orphan children. Musisi, Kinyanda, Nakasujja and Nakigudde (2007) observed that orphan children scored higher on resilience in order to cope with difficult situations than non-orphan children. Further, they also found that children living in orphanage homes have behavioral problems than children who live with their parents. Govender, Reardon, Quinlan, and Georg (2014) reported that orphan children and children who live with their parents differed from each other with respect to resilience. Their study reveals that Orphan children have higher degree of resilience than non-orphan children. Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males.

#### **2.5. Hope and Gender**

In the study conducted by Roby (2011) examined that orphan children reported slightly high agency thinking as compared to children who live with their parents. Mohangin, Adu, and Roby (2011) found that orphan children have more hopeful thinking than non-orphan children. They

also possessed the positive attributes that if orphan could have good nurtured they could also improve their well-being. Research also emphasized that peer relationships have impact in development of their self-efficacy and resilience.

## **2.6. Research Gap**

From the above literature review, we can see that there was lack of studies conducted on within gender difference between orphan and non-orphan adolescents on self-esteem, subjective well-being, emotional intelligence, resilience and hope. Thus, I have decided to explore the gender difference among orphan adolescents and adolescents who live with their parents on self-esteem, subjective well-being, emotional intelligence, resilience and hope.

## **Chapter 3**

### **MOTIVATION, OBJECTIVES, RATIONALE, AND HYPOTHESES AND SIGNIFICANCE OF THE STUDY**

#### **3.1 Motivation of the study**

The purpose of current work is to explore how place of living (orphanage and non-orphanage) and gender (male and female) effect the self-esteem, resilience, emotional intelligence, subjective well-being, and hope in orphan and non-orphan adolescence. According to best of my knowledge, none of those previous studies had explored the self-esteem, resilience, emotional intelligence, subjective well-being, and hope simultaneously.

#### **3.2 Objectives**

1. To investigate the effect of gender (male and female) and place of living (orphanage and non-orphanage) on self-esteem, subjective well-being, emotional intelligence, resilience, and hope of orphan and non-orphan adolescents.
2. To examine the difference between male and female orphan adolescents in relation to self-esteem, subjective well-being, emotional intelligence, resilience, and hope.
3. To examine the difference between male and female non-orphan adolescents in relation to self-esteem, subjective well-being, emotional intelligence, resilience, and hope.
4. To study the role of place of living (orphanage and non-orphanage) in self-esteem, subjective well-being, emotional intelligence, resilience, and hope.

### **3.3 Rationale and Hypotheses**

To meet the above objectives the following hypotheses have been formulated according to the studies conducted earlier.

#### **3.3.1. Self-Esteem**

Fawzy and Fouad (2010) in their study explored the developmental and psychosocial status of orphanage children. Finding of their research revealed that orphan children have a lower self-esteem than children who live with their parents. They also explored the level of anxiety and depression between the above said group and they investigated that orphan children experience higher anxiety and depression.

**Hypothesis 1:** Orphan adolescents have lower self-esteem than adolescents who live with their parents.

#### **3.3.2. Well-Being**

In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said groups has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender.

**Hypothesis 2:** Orphan adolescents experience lower level of subjective well-being than adolescents who live with their parents.

**Hypothesis 2a:** Orphan adolescents experience higher level of personal growth, purpose in life, positive relations with others, and self-acceptance dimensions of subjective well-being than adolescents who live with their parents.

**Hypothesis 2b:** Non- Orphan adolescents experience higher level of autonomy and environmental mastery than orphan adolescents.

### **3.3.3. Emotional Intelligence**

In study conducted by Shulga, Savchenk and Filinkova (2016) examined that orphan and non-orphan children differed from each other with respect to emotional intelligence. They observed that orphan children were less emotionally intelligent as compared with non-orphan children.

**Hypothesis 3:** Orphan adolescents have lower level of emotional intelligence than adolescents who live with their parents.

### **3.3.4. Resilience**

In the study conducted by Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males.

**Hypothesis 4:** Orphan adolescents have more resilient than non- orphan adolescents.

### **3.3.5. Hope**

In the study conducted by Roby (2011) examined that orphan children reported slightly high agency thinking as compared to children who live with their parents.

Mohangin, Adu, and Roby (2011) found that orphan children have more hopeful thinking than non-orphan children. They also possessed the positive attributes that if orphan could have good nurtured they could also improve their well-being. Research also emphasized that peer relationships have impact in development of their self-efficacy and resilience.

**Hypothesis 5:** Orphan adolescents are more hopeful than non-orphan adolescents.

**Hypothesis 5a:** Orphan adolescents have more hopeful thinking (pathway and agency) higher hope than non-orphan adolescents.

### **3.3.6. Self-esteem and Gender**

Shaikl, Shahi, Khan and Tayeb (2008) reported that Pakistani students has a effect on body dimorphic disorder and body difference. It showed males were showing more fear of being thin than females showing if being fat.

**Hypothesis 6:** Male and female don't differ from each other in terms of self-esteem.

### **3.3.7 Well-being and Gender**

**Hypothesis 7:** Both Orphan and non-orphan males experience higher level of well-being.

### **3.3.8. Emotional Intelligence and Gender**

Majeed, Khan, and Khan (2015) found that there is significant gender difference of institutionalized orphan children and children who live with their parents. Findings of the study show that females of both the groups (orphanage and non-orphanage) scored higher on emotional unresponsiveness than males. Further, findings also show that orphan males were having more negative world view than females.

**Hypothesis 8:** Both orphan and non-orphan females having higher emotional intelligence than males.

### **3.3.9 Resilience and Gender**

Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males.

**Hypothesis 9:** Female orphan having higher resilience than males

### **3.3.10 Hope and Gender**

**Hypothesis 10:** There was no difference in gender on hope.

### **3.3.11 Place of living (orphanage and non-orphanage) and Gender**

**Hypothesis 11:** Place of living (orphanage and non-orphanage) and gender (male and female) have an effect on, self-esteem, subjective well-being, hope, resilience, and emotional intelligence

### **3.3.12 Well-Being**

In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said group has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender.

**Hypothesis 12:** There was no gender difference in orphan male and female in relation to well-being.

**Hypothesis 13:** There was no gender difference in non-orphan male and female in relation to well-being.

Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa and Birhanu (2018) reported that there is a statistical difference in the psychological well-being of orphan and non-orphan children. The orphan's psychological well-being was lower than children who live with their parents. In addition, findings also showed that both males and females orphan's scored equal in two sub-components, purpose in life and self-acceptance, of psychological well-being. Male orphan's scored higher on three sub-components of subjective well-being, i.e. autonomy, environmental mastery and positive relations with other, whereas, female orphan scored higher in personal growth dimension of well-being. Both male and female non-orphan scored equal in autonomy,

positive relations with others, purpose in life and self-acceptance. Male non-orphan scored higher in environmental mastery and females non-orphan scored higher in personal growth. Further findings of their study show that male of both group having higher well-being than female.

**Hypothesis 14:** Orphan males experience lower level of well-being than adolescence living with parents.

**Hypothesis 15:** Orphan females experience lower level of well-being than adolescence living with parents.

### **3.3.13. Emotional Intelligence and Place of living**

Majeed, Khan and Khan (2015) found that there is significant gender difference of institutionalized orphan children and children who live with their parents. Findings of the study show that females of both the groups (orphanage and non-orphanage) scored higher on emotional unresponsiveness than males. Further, findings also show that orphan males were having more negative world view than females.

**Hypothesis 16:** Male orphans are less emotionally intelligent than female orphans.

**Hypothesis 17:** Male non-orphans are less emotionally intelligent than female non-orphans.

**Hypothesis 18:** Orphan males are less emotionally intelligent than non-orphans males.

**Hypothesis 19:** Orphan females are less emotionally intelligent than non-orphans females.

### **3.3.14 Resilience and place of living**

Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males.

**Hypothesis 20:** Female orphan having higher resilience than males.

We have not come across any studies to support our hypotheses. Hence, we have made null hypotheses.

**Hypothesis 21:** There was no gender difference in non-orphan adolescents.

**Hypothesis 22:** There was no gender difference in orphan females and non-orphan females.

**Hypothesis 23:** There was no gender difference in orphan males and non-orphan males.

### **3.3.15 Self-Esteem and place of living**

We have not come across any studies to support our hypotheses. Hence, we have made null hypotheses.

**Hypothesis 24:** There was no difference in female orphans and males

**Hypothesis 25:** Non-orphan males don't differ from females

**Hypothesis 26:** There was no gender difference in non-orphan males and orphan males in self-esteem.

**Hypothesis 27:** There was no gender difference in orphan females and non-orphan females in self-esteem.

### **3.3.16. Hope and Place of living**

We have not come across any studies to support our hypotheses. Hence, we have made null hypotheses.

**Hypothesis 28:** There was no difference in female and males orphans in hope

**Hypothesis 29:** Non-orphan males don't differ from females in hope

**Hypothesis 30:** There was no gender difference in non-orphan males and orphan males in hope.

**Hypothesis 31:** There was no gender difference in orphan females and non-orphan females in hope.

### **3.3.17. Relation of place of living (orphanage and non-orphanage) with subjective well-being, self-esteem, and emotional intelligence**

A study conducted by Priyanka, Parasar, and Dewangan (2018) it was discovered that orphan children have a low self-esteem than non-orphan children. The main objective of their study was to see difference between orphan and non-orphan children with respect to self-esteem and depression. Findings of their study show that orphan children have lower level of self-esteem than non-orphan children. In their study findings also shows that orphan children have a high level of depression then children living with their parents.

In the study by Sreekanth and Verma (2016) reported that orphan and non-orphan adolescence have significant difference in stress and psychological well-being. It shows that orphans

adolescents were significantly more stressed and performed poor in the areas of psychological well-being as compared to adolescence living with their parents.

In study conducted by Shulga, Savchenk and Filinkova (2016) examined that orphan and non-orphan children differed from each other with respect to emotional intelligence. They observed that orphan children were less emotionally intelligent as compared with non-orphan children.

**Hypothesis 32:** Orphan as a place of living has a negative role in self-esteem, subjective well-being, and emotional intelligence.

### **3.3.18. Relation of place of living (orphanage and non-orphanage) with sub-components of subjective well-being**

In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said groups has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender.

**Hypothesis 33:** Orphan as a place of living has a positive role in Personal growth, Purpose in life, Positive relations with others and self-acceptance (sub-components of subjective well-being)

**Hypothesis 33a:** Non-orphan as a place of living has a positive role in autonomy and environmental mastery.

### **3.3.19. Relation of place of living (orphanage and non-orphanage) with resilience**

In the study conducted by Katyal (2015) found that orphan and non-orphan children differed from each other with respect to resilience. The findings of his study indicated that orphan children were resilience than non-orphan children.

**Hypothesis 34:** Orphans as a place of living has a positive role in resilience.

### **3.3.20. Relation of place of living (orphanage and non-orphanage) with hope and its components**

In the study conducted by Roby (2011) examined that orphan children reported slightly high agency thinking as compared to children who live with their parents.

Mohangin, Adu, and Roby (2011) found that orphan children have more hopeful thinking than non-orphan children. They also possessed the positive attributes that if orphan could have good nurtured they could also improve their well-being. Research also emphasized that peer relationships have impact in development of their self-efficacy and resilience.

**Hypothesis 35:** Orphans as a place of living has a positive role in agency thinking (sub-component of hope) and overall hope.

### **3.4. Significance of the Study**

The current study focuses on gender difference among place of living (orphanage and non-orphanage) on self-esteem, emotional intelligence, subjective well-being, resilience and hope. The study findings will help us to understand that how place of living (orphanage and non-orphanage) affects on one's self-esteem, emotional intelligence, subjective well-being, resilience and hope.

## **Chapter 4**

### **METHOD**

#### **4.1. Sample**

The participants were selected by using purposive sampling that consists of 80 orphanage adolescents (40 females and 40 males) and 80 non-orphanage adolescents (40 females and 40 males) with the age range of 12-17 years. Data of orphanage adolescence were collected from three orphanage homes of Punjab (Societas Socialis, (SOS) children's villages, Rajpura, district Patiala; children home for boys, Rajpura, district Patiala, and Bal Niketan, Patiala). Data of adolescence living with their parents were collected from two schools of Patiala (Bhupindra International public school, Patiala and Yadavindra Public School, Patiala).

#### **4.2. Design**

Independent variable: Place of living (orphanage and non-orphanage), gender

Dependent variable: Self-esteem, subjective well-being, resilience, emotional intelligence, and hope.

#### **4.3. Procedure**

The questionnaire was first translated in English to Punjabi (so that orphan adolescence can easily understand the statements in questionnaire) with the help of language expert to check the accuracy of the translation, the Punjabi version was retranslated into English by bilingual person who knew Punjabi as well as English. Also, that person had extensive knowledge of psychology. The subjects were informed in detail about the study protocols and written consent was obtained from them. The subjects were informed about the procedure and the following instructions were

given regarding the questionnaires (Rosenberg self-esteem scale, Ryff's psychological well-being scale, the Schutte self-report emotional intelligence test, Wagnild and young's resilience scale, and Snyder' hope scale) – “you will be given questionnaires which will assess you. Please do not skip any item. The information collected from you will be kept strictly confidential”. The participants were seated comfortably and external disturbances were avoided.

#### **4.4. Tools used**

**Rosenberg self-esteem scale:** The questionnaire is given by Rosenberg (1965). It is a 10-item scale which measures global self-worth by both positive and negative feelings about the self. The scale is believed to uni-dimensional. All items are answered using a 4-point likert scale format ranging from strongly agree to strongly disagree. Cronbach's alpha is 0.8 Rosenberg self-esteem scale (RSES) is a valid and reliable tool for assessing self-esteem.

**Ryff's psychological well-being scale:** The questionnaire is given by Ryff and Keyes (1995). It is a 42-item scale is used to measure psychological well-being. The scale consists of six dimensions autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. Each sub-scale consisted of 7 items. Individual's indicated their response on 6-point likert scale. Internal consistencies varied between 0.87 and 0.96. Test-retest reliability coefficients ranged between 0.78 and 0.97 for six sub-scales. These results demonstrate that the scale is a valid and reliable instrument.

**Schutte emotional intelligence test:** The scale is developed by Nicola Schutte (1998) that contains 33-items used to measure four important key aspects of emotional intelligence i.e. perception, understanding, managing emotions, utilizing emotions. All items answered using 5-

point likert scale ranging from strongly agree to strongly disagree. An internal consistency analysis showed a Cronbach's alpha of 0.90.

**The hope scale:** The questionnaire is given by C.R. Snyder (1991). The scale contains 12-items out of which only 8-items are scored and the remaining 4 are filler items. The scale consists of two dimensions (agency and pathway) each sub-scale has four items. All items answered in 4-point likert scale ranging from definitely false to definitely true. The internal consistency analysis Cronbach's alpha ranged from 0.74 to 0.84.

**The resilience scale:** Wagnild and Young (1993) developed this scale. A 25-item scale is used to measure meaningfulness and equanimity of an individual. All items answered using 7-point likert scale ranging from strongly disagree to strongly agree. Cronbach's alpha coefficient was consistently acceptable and moderately high (0.73 to 0.91).

#### **4.5. Statistical Analyses**

Statistical Package for Social Science (SPSS-20) was used to analyze the data. Descriptive statistics (Mean and Standard Deviation) Factorial ANOVA, t-test and Linear Regression were used.

## Chapter 5

### Results

In order to meet the objectives of the study the obtained data were subjected to a number of statistical analyses. Data were analyzed by using mean, standard deviation, factorial ANOVA (2 X 2), t-test, correlation, and regression.

**Table 1:** Mean and standard deviation for place of living (orphanage and non-orphanage) adolescence and gender (male and female) with respect to self-esteem, emotional intelligence, resilience, subjective well-being, and hope

<b>Dependent variable</b>	<b>Independent Variable</b>		<b>Mean</b>	<b>Std. Deviation</b>
Self-esteem	Orphans	Male	26.40	3.89
		Female	26.05	3.01
		Total	26.22	3.46
	Non-orphans	Male	28.25	3.28
		Female	28.20	3.13
		Total	28.23	3.19
Resilience	Orphans	Male	92.78	6.72
		Female	95.13	6.31
		Total	93.95	6.58
	Non-orphans	Male	90.43	7.50
		Female	95.28	4.80

		Total	92.85	6.72
Emotional intelligence	Orphans	Male	106.55	11.40
		Female	109.75	15.43
		Total	108.15	13.57
	Non-orphans	Male	121.65	13.17
		Female	125.75	12.28
		Total	123.70	12.82
Well-being (Overall)	Orphans	Male	159.55	11.93
		Female	160.45	12.49
		Total	160.0	12.15
	Non-orphans	Male	171.03	18.90
		Female	170.80	24.42
		Total	170.91	21.70
Autonomy	Orphans	Male	25.45	3.84
		Female	25.45	3.84
		Total	26.87	4.08
	Non-orphans	Male	27.60	4.15
		Female	27.42	5.46
		Total	27.51	4.82
Environmental Mastery	Orphans	Male	25.98	5.40
		Female	27.28	4.47
		Total	26.63	4.97
	Non-orphans	Male	27.50	4.36

		Female	27.07	4.37
		Total	27.29	4.34
Personal	Orphans	Male	25.38	4.97
Growth		Female	26.78	3.69
		Total	26.08	4.41
	Non-orphans	Male	29.50	5.52
		Female	28.38	6.41
		Total	28.94	5.97
Positive	Orphans	Male	29.95	6.09
relations with		Female	26.95	3.59
others		Total	28.45	5.19
	Non-orphans	Male	28.03	5.05
		Female	28.75	5.65
		Total	28.39	5.34
Purpose in life	Orphans	Male	25.65	4.14
		Female	24.63	5.27
		Total	25.14	4.74
	Non-orphans	Male	29.33	5.14
		Female	29.33	5.76
		Total	29.32	5.42
Self-	Orphans	Male	27.15	4.41
acceptance		Female	26.53	4.69
		Total	26.84	4.53

	Non-orphans	Male	29.07	4.48
		Female	29.85	5.84
		Total	29.46	5.18
Hope (Overall)	Orphans	Male	34.83	4.13
		Female	34.28	4.66
		Total	34.55	4.39
	Non-orphans	Male	35.87	3.53
		Female	38.38	4.18
		Total	37.13	4.04
Pathway	Orphan	Male	12.55	2.60
		Female	11.53	2.63
		Total	12.04	2.65
	Non-orphan	Male	13.25	1.83
		Female	13.48	1.90
		Total	13.36	1.86
Agency	Orphan	Male	11.80	2.26
		Female	12.35	1.95
		Total	12.08	2.12
	Non-orphan	Male	12.27	2.16
		Female	13.78	2.00
		Total	13.08	2.19

\* $p < .05$ ; \*\* $p < .01$

Table 1 shows the mean of Self-esteem for orphan's males came to be 26.40 and S.D came to be 3.89. For females mean and S.D values are 26.05 and 3.01 respectively. And overall orphan's mean and S.D values came to be 26.22 and 3.46 respectively. The mean value of Self-esteem for non-orphan males came to be 26.25 and SD is 3.28. For females mean and SD values came to be 28.20 and 3.13. The overall Self-esteem value of non-orphans came to be 28.23 and 3.19. The mean and SD vale of resilience for orphan males came to be 92.78 and 6.72 respectively, and for females 95.13 and 6.31 respectively. The total mean and SD value resilience for orphans are 93.95 and 6.58 respectively. The mean of resilience for non-orphan males came out to be 90.43 and SD value 7.50, for females mean and SD value came to be 95.28 and 4.80 respectively. The overall mean and SD value of resilience for non-orphans are 92.85 and 6.72 respectively. The mean and SD value of emotional intelligence for orphan males come to be 106.55 and 11.40 respectively, and for females 109.75 and 15.43. The overall mean and SD value of emotional intelligence for orphans came out to be 108.15 and 13.57 respectively. The mean value of emotional intelligence for non-orphan males came to be 121.65 and SD came out to be 11.40, for females mean and SD value came out to be 109.75 and 15.43 respectively. The overall mean and SD value 123.70 and 12.82 respectively. The mean of overall well-being for orphan males came out to be 159.55 and SD came out to be 11.93, for females mean and SD value came out to be 160.45 and 12.49 respectively. The total mean and SD value of overall well-being came out to be 160.0 and 12.15. The mean and SD value of overall well-being for non-orphan males came out to be 171.03 and 18.90 respectively, for females mean and SD came out to be 170.80 and 24.42 respectively. The total mean and SD value of overall well-being came out to be 170.91 and 21.70 respectively. The mean and SD of autonomy for orphan males 25.45 and 3.84 respectively, for females mean and SD value came out to be 28.30 and 3.85 respectively. The total mean and SD

value of autonomy for orphan came out to be 26.87 and 4.08 respectively. The mean of autonomy for non-orphan males 27.60 and SD value came out to be 4.15, for females mean and SD value came out to be 27.42 and 5.46 respectively. The total mean and SD of autonomy for non-orphans came out to be 27.51 and 4.82 respectively. The mean and SD value of environmental mastery for orphan males came out to be 25.98 and 5.40 respectively, for females mean and SD came to be 27.28 and 4.47 respectively. The total mean and SD values of environmental mastery came out to be 26.63 and 4.97 respectively. The mean and SD value of environmental mastery for non-orphan males came out to be 27.50 and 4.36 respectively, for females mean and SD came to be 27.07 and 4.37 respectively. The total mean and SD values of environmental mastery came out to be 27.29 and 4.34 respectively. The mean of personal growth for orphan males came out to be 25.38 and SD came out to be 4.97, for females mean and SD came out to be 26.78 and 3.69 respectively. The overall mean and SD of personal growth came out to be 26.08 and 4.41 respectively. The mean and SD value of personal growth for non-orphan males came to be 29.50 and 5.52 respectively, for females 28.38 and 6.41 respectively. The overall mean and SD of personal growth came out to be 28.94 and 5.97 respectively. The mean and SD value of positive relations with others orphan males came out to be 29.95 and 6.09 respectively, for females mean and SD came out to be 26.95 and 3.59 respectively. The total mean and SD values of positive relations with others came to be 28.45 and 5.19 respectively. The mean of positive relations with others for non-orphan males came out to be 28.03 and SD came to be 5.05, for females mean and SD came to be 28.75 and 5.69 respectively. The overall mean and SD values of positive relations with others came to be 28.39 and 5.34 respectively. The mean and SD value of purpose in life for orphan males came to be 25.65 and 4.14 respectively, for female mean and SD came to be 24.63 and 5.27 respectively. The total mean

and SD values of purpose in life came to be 25.14 and 4.74 respectively. The mean of purpose in life for non-orphan males came to be 29.33 and SD value came out to be 5.14, for females mean and SD came out to be 29.33 and 5.76. The total mean and SD values of purpose in life came out to be 29.32 and 5.42 respectively. The mean of self-acceptance for orphan males came out to be 27.15 and SD value came to be 4.41, for females mean and SD values came to be 26.53 and 4.69. The overall mean and SD of self-acceptance came to be 26.84 and 4.53 respectively. The mean and SD values of self-acceptance for non-orphan males came to be 29.07 and 4.48, for females mean came out to be 29.85 and SD came out to be 5.84 respectively. The overall mean and SD of self-acceptance came to be 29.46 and 5.18 respectively. The mean and SD value of pathway for orphan males came to be 12.55 and 2.60 respectively, for females mean and SD values came to be 11.53 and 2.63 respectively. The total mean value of pathway thinking came to be 12.04 and SD value came to be 2.65. The mean and SD values of pathway thinking for non-orphan males came to be 13.25 and 1.83 respectively, for females mean value came out to be 13.48 and SD value 1.90 respectively. The total mean and SD values of pathway thinking came out to be 13.36 and 1.86 respectively. The mean and SD values of agency thinking for orphan males came out to be 11.80 and 2.26 respectively, for females mean value came out to be 12.35 and SD came out to be 1.95 respectively. The total mean and SD values came out to be 12.08 and 2.12 respectively. The mean and SD values of agency thinking for non-orphan males came out to be 12.27 and 2.16 respectively, for females mean and SD values came out to be 13.78 and 2.00 respectively. The overall mean of agency thinking came out to be 13.08 and SD came out to be 2.19 respectively. The mean and SD values of overall hope for orphan males came out to be 34.83 and 4.13 respectively, for females mean and SD came out to be 34.28 and 4.66 respectively. The total mean and SD value of overall hope came out to be 34.55 and 4.39 respectively. The mean of

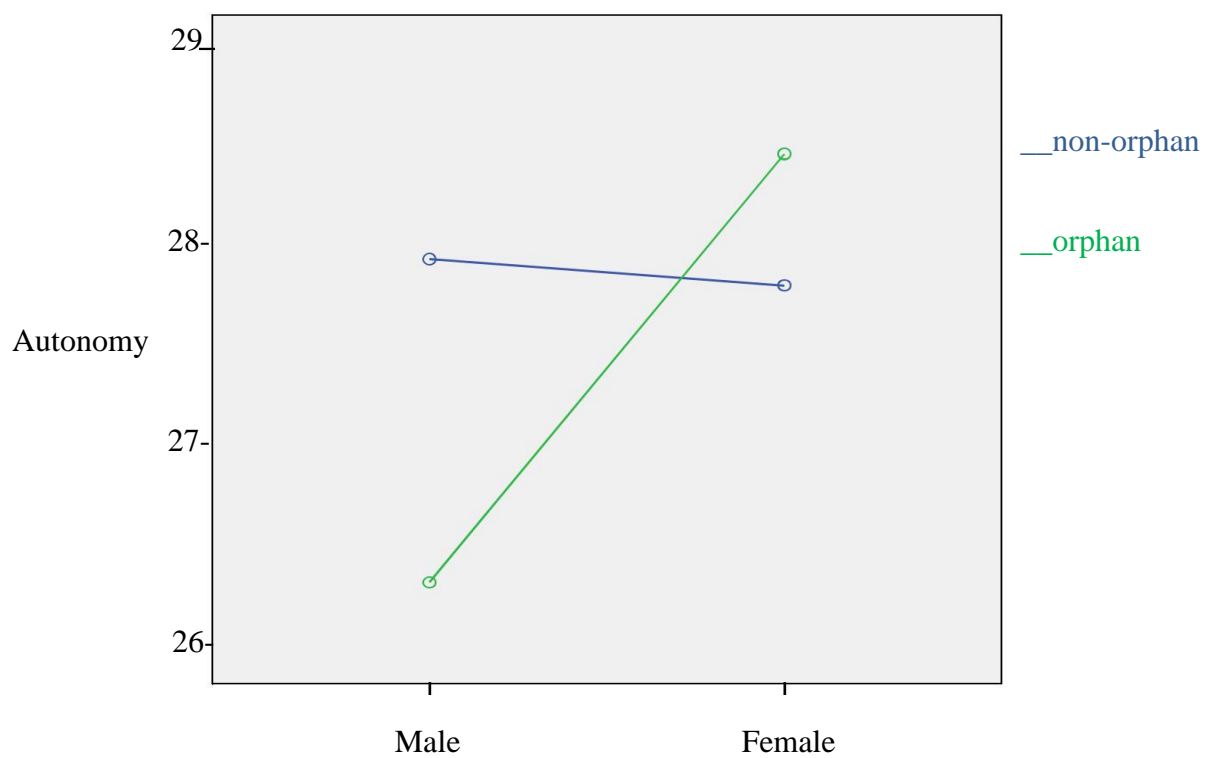
overall hope for non-orphan males came out to be 35.87 and SD value came out to be 3.53 respectively, for females mean and SD came out to be 38.38 and 4.18 respectively. The total of overall hope came out to be 37.13 and 4.04 respectively.

**Table 2:** ANOVA summery table showing the interaction effect between gender (males and females) and place of living (orphanage and non-orphanage) on resilience, emotional intelligence, subjective well-being, self-esteem and hope

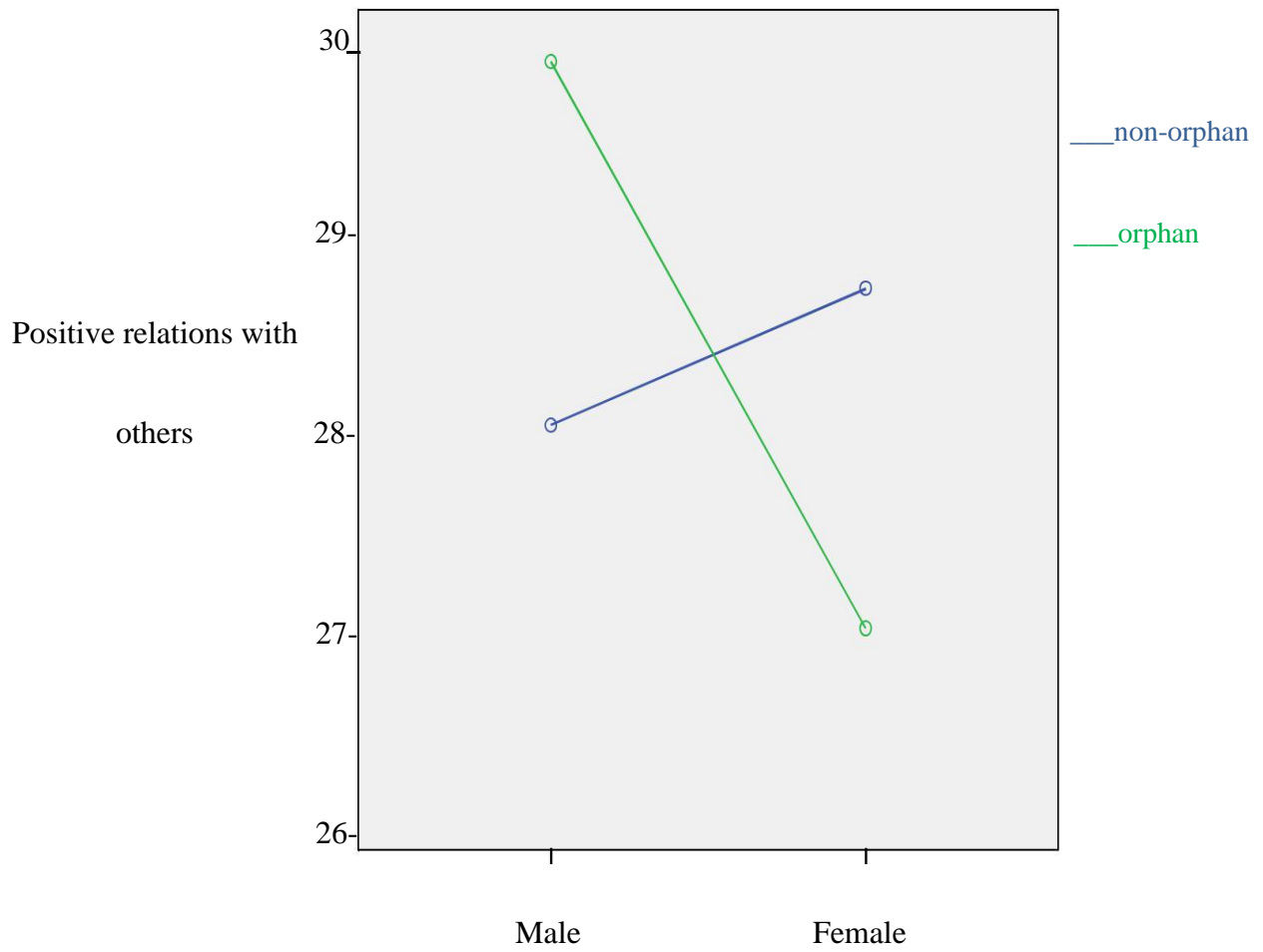
Source	Dependent variable	Sum of squares	df	Mean square	F	Partial Eta squared
Gender* Orphanage and non- orphanage	Resilience	62.50	1	62.50	1.51	.10
	Emotional intelligence	8.10	1	8.10	.04	.00
	Self-esteem	.90	1	.90	.08	.00
	Well-being (overall)	12.65	1	12.65	.04	.00
	Autonomy	91.50	1	91.50	4.76**	.03
	Environmental mastery	29.75	1	29.75	1.36	.00
	Personal growth	63.75	1	63.75	2.31	.01
	Positive relations with others	138.75	1	138.75	5.15**	.03

Purpose in life	10.50	1	10.50	.40	.00
Self-acceptance	19.60	1	19.60	.82	.00
Hope (overall)	93.02	1	93.02	5.40**	.03
Pathway	15.62	1	15.62	3.01	.01
Agency	7.22	1	7.22	1.63	.01

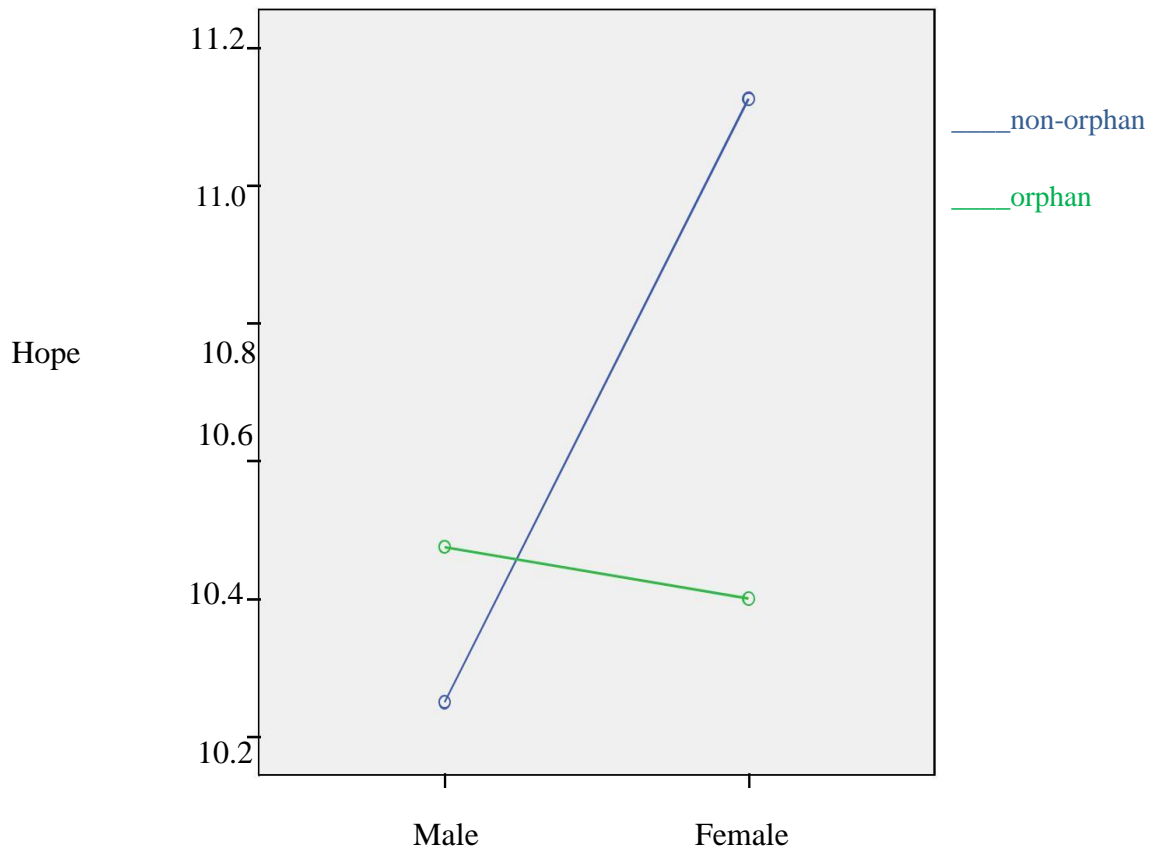
\*  $p < .05$ ; \*\*  $p < .01$



**Figure 12.** Interaction effect between place of living (orphanage and non-orphanage) and gender on autonomy



**Figure 13.** Interaction effect between place of living (orphanage and non-orphanage) and gender on positive relations with others



**Figure 14.** Interaction effect between place of living (orphanage and non-orphanage) and gender on hope

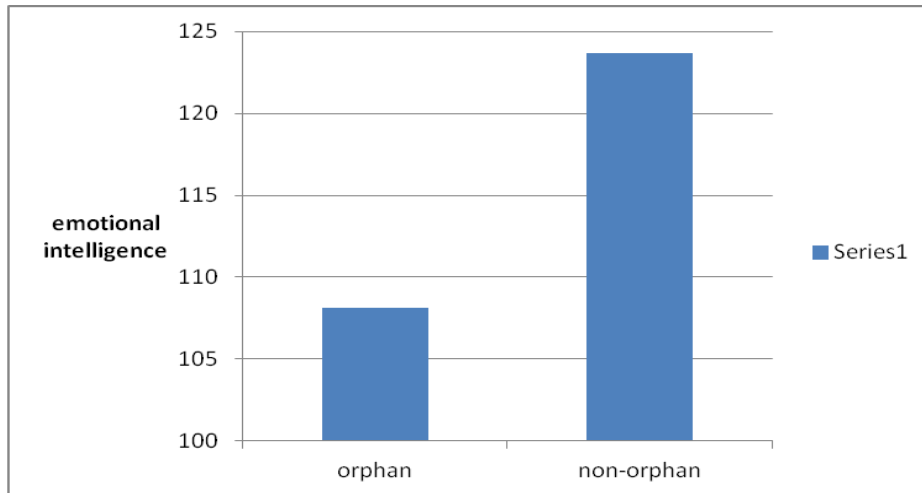
Table 2 shows the summary of ANOVA between gender (male and female) and place of living (orphanage and non-orphanage) to see their effect on resilience, emotional intelligence, subjective well being, self-esteem and hope. It can be seen that there have an interaction effect between gender (male and female) and place of living (orphanage and non-orphanage) on some sub-components of subjective well-being (autonomy, positive relations with other), and overall hope.

**Table 3:** t-test of place of living (orphanage and non-orphanage) on resilience, emotional intelligence, subjective well being, self-esteem and hope

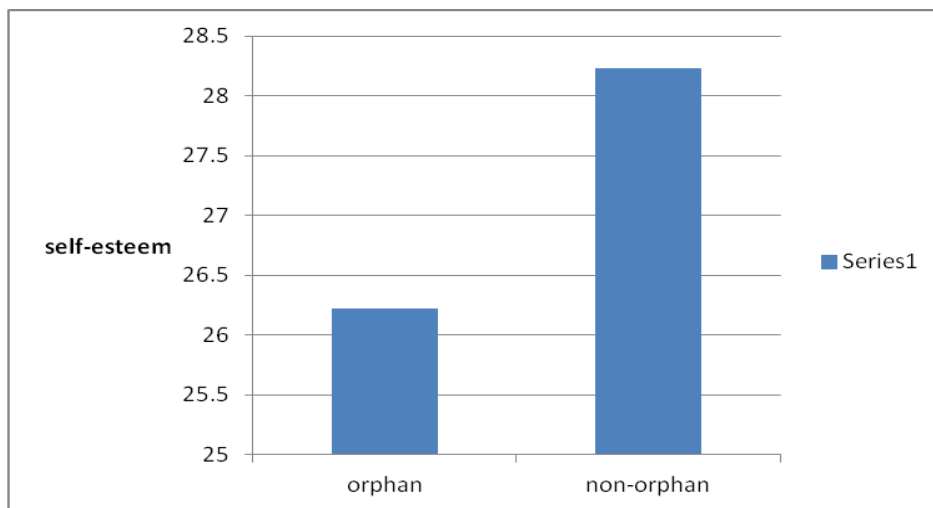
<b>Dependent Variable</b>	<b>Independent Variable</b>	<b>Mean</b>	<b>t-test</b>
Resilience	Orphan	93.95	1.04
	Non-orphan	92.85	
Self-esteem	Orphan	26.22	3.79**
	Non-orphan	28.23	
Emotional intelligence	Orphan	108.15	7.44**
	Non-orphan	123.70	
Well-being	Orphan	160.0	3.92**
	Non-orphan	170.91	
Autonomy	Orphan	26.87	0.90
	Non-orphan	27.51	
Environmental mastery	Orphan	26.63	0.89
	Non-orphan	27.29	
Personal growth	Orphan	26.08	3.44**
	Non-orphan	28.94	

Positive relations with others	Orphan	28.45	0.07
	Non-orphan	28.39	
Purpose in life	Orphan	25.14	5.19**
	Non-orphan	29.32	
Self-acceptance	Orphan	26.84	3.40**
	Non-orphan	29.46	
Hope (overall)	Orphan	34.55	3.85**
	Non-orphan	37.13	
Pathway	Orphan	12.04	2.93**
	Non-orphan	13.36	
Agency	Orphan	12.08	3.65**
	Non-orphan	13.08	

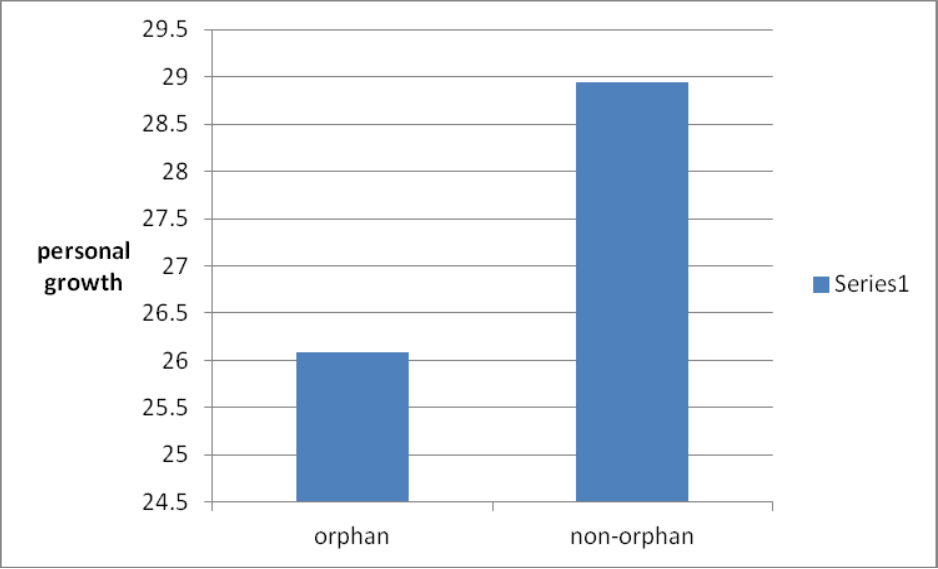
\* $p < .05$ ; \*\*  $p < .01$



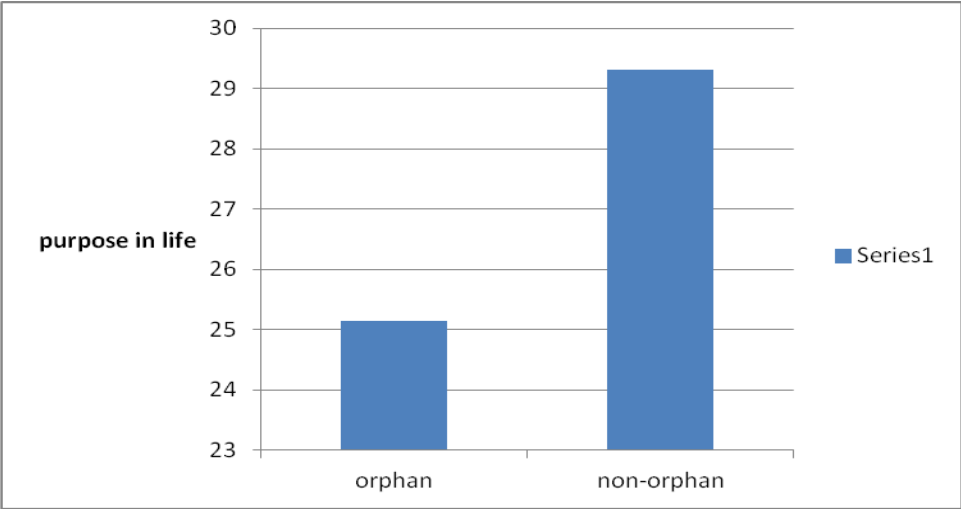
**Figure 1:** Effect of place of living on emotional intelligence



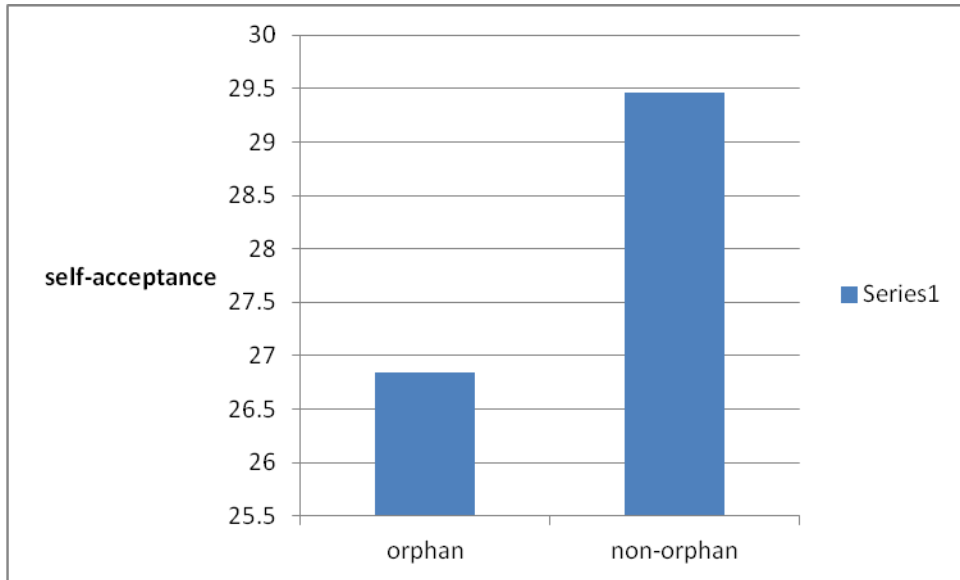
**Figure 2:** Effect of place of living on self-esteem



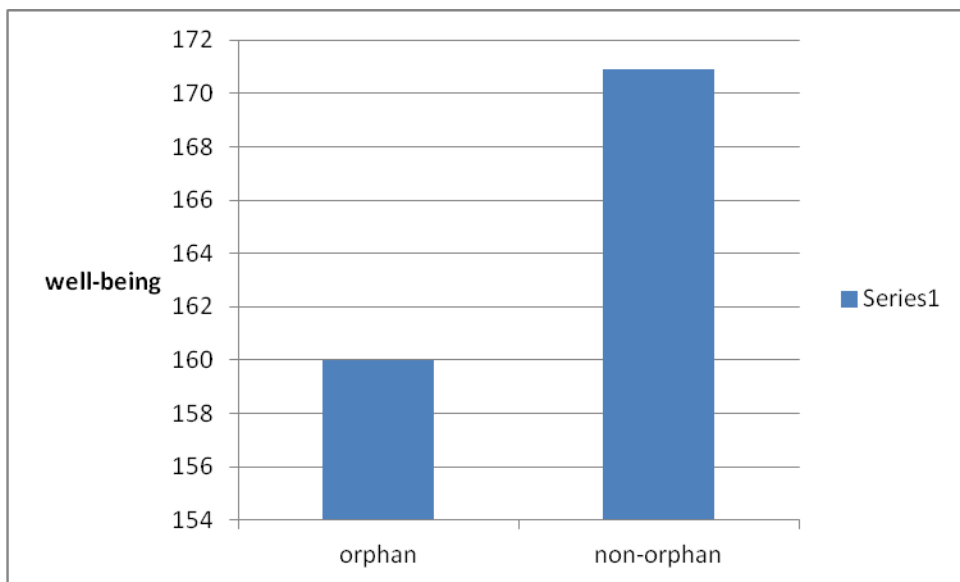
**Figure 3:** Effect of place of living on personal growth



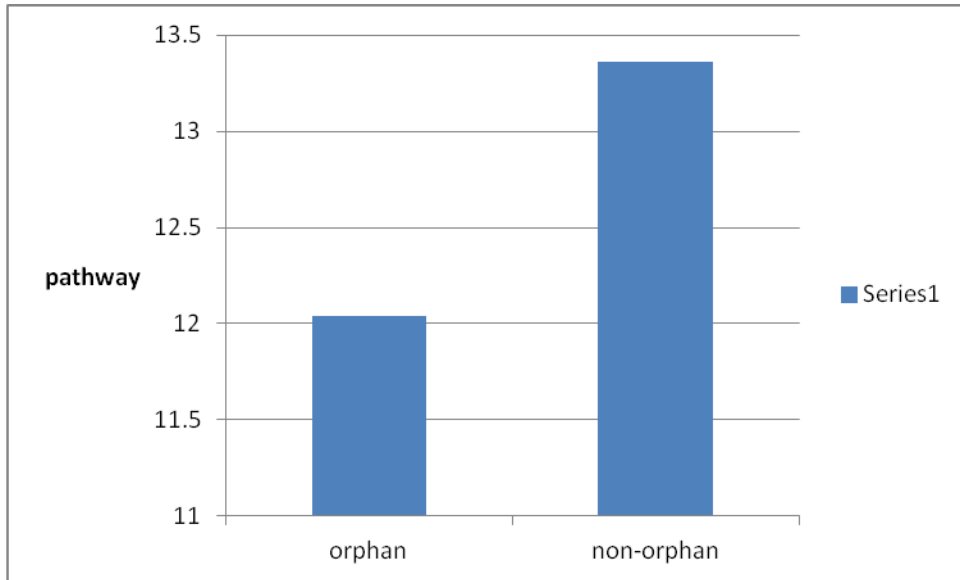
**Figure 4:** Effect of place of living on purpose in life



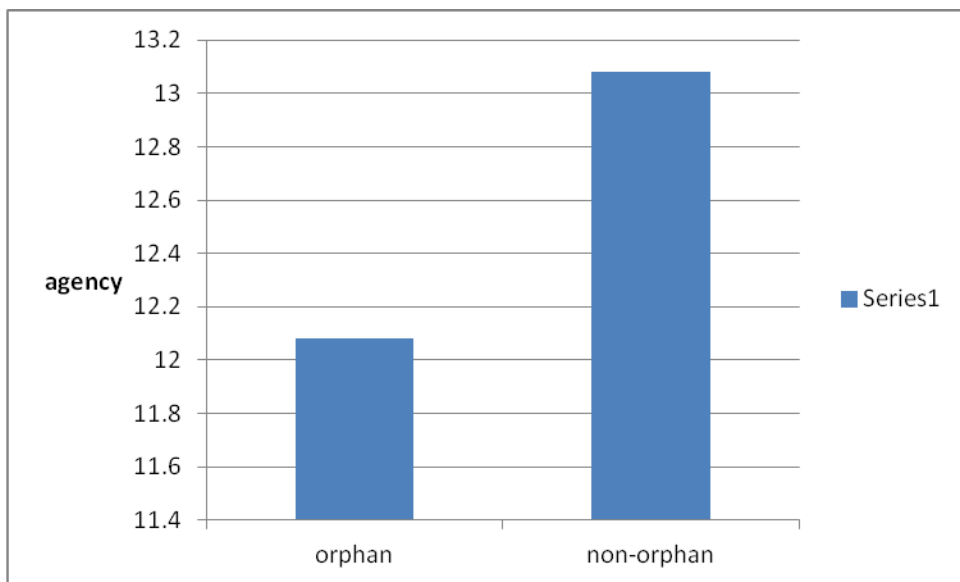
**Figure 5:** Effect of place of living on self-acceptance



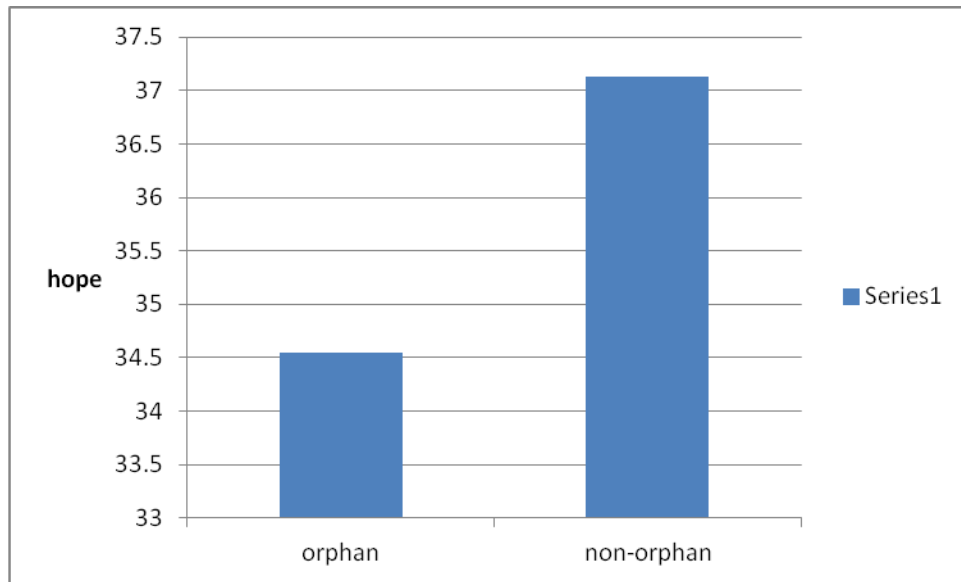
**Figure 6:** Effect of place of living on subjective well-being



**Figure 7:** Effect of place of living on pathway thinking



**Figure 8:** Effect of place of living on agency thinking



**Figure 9:** Effect of place of living on hope

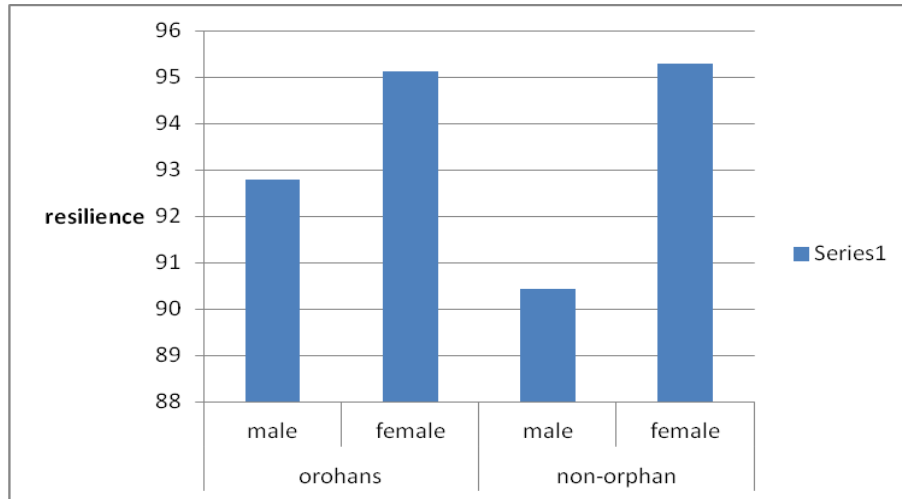
Table 3 shows the t-test of place of living (orphanage and non-orphanage) on resilience, emotional intelligence, subjective well being, self-esteem and hope. It can be seen that there has significant difference on orphan and non-orphan in self-esteem at  $p < 0.01$  level. Orphans and non-orphans has a significant difference in emotional intelligence at  $p < 0.01$  level. There has significant difference on orphan and non-orphan in overall subjective well-being at  $p < 0.01$  level. There has a significant difference on orphan and non-orphan in some sub-components of subjective well-being (personal growth, purpose in life and self-acceptance) at  $p < 0.01$  level. Orphan and non-orphan has a significant difference on overall hope at  $p < 0.01$  level. And there has a significant difference on orphan and non-orphan in some sub-components of hope (agency and pathway thinking) at  $p < 0.01$  level.

**Table 4:** t-test to see the gender difference on resilience, emotional intelligence, subjective well being, self-esteem and hope

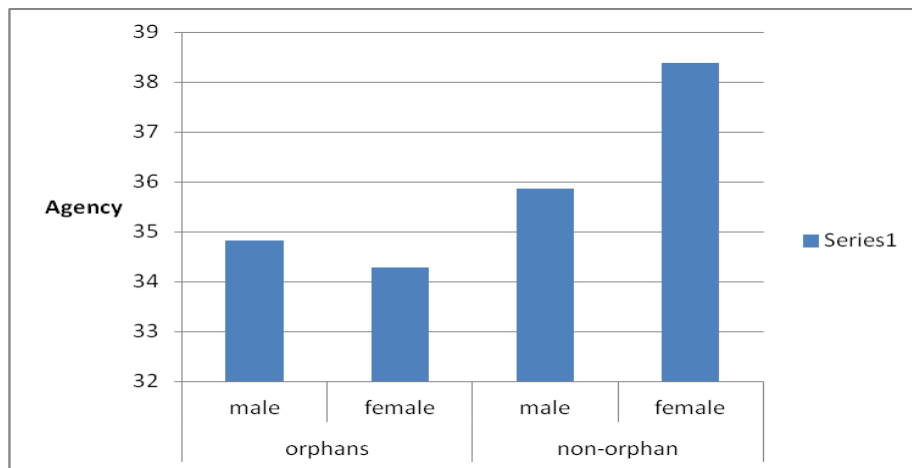
<b>Dependent Variable</b>	<b>Independent Variable</b>	<b>Mean</b>	<b>t-test</b>
Resilience	Male	91.6	3.54**
	Female	95.2	
Self-esteem	Male	27.32	0.36
	Female	27.12	
Emotional intelligence	Male	114.1	1.51
	Female	117.75	
Well-being	Male	165.28	0.11
	Female	165.62	
Autonomy	Male	26.52	1.90*
	Female	27.86	
Environmental mastery	Male	26.40	0.59
	Female	27.17	
Personal growth	Male	27.43	0.15
	Female	27.57	

Positive relations with others	Male	28.98	1.37
	Female	27.85	
Purpose in life	Male	27.48	0.58
	Female	26.97	
Self-acceptance	Male	28.11	0.09
	Female	28.18	
Hope (overall)	Male	35.35	1.40
	Female	36.32	
Pathway	Male	12.9	1.06
	Female	12.5	
Agency	Male	12.08	2.85*
	Female	13.06	

\*  $p < .05$ ; \*\*  $p < .01$



**Figure 10:** Effect of gender on resilience



**Figure 11:** Effect of gender on hope

Table 4 shows the t-test to see the gender difference on resilience, emotional intelligence, subjective well being, self-esteem and hope. It can be seen that there has a significant difference between gender and resilience at  $p < 0.01$  level. And there has a significant difference between gender and sub-component of subjective well-being (autonomy) and sub-dimension of hope (agency) at  $p < 0.05$  level.

**Table 5:** t-test of place of living (orphanage and non-orphanage) and gender on resilience, emotional intelligence, subjective well-being, self-esteem and hope

<b>Dependent Variable</b>	<b>Independent variable</b>		<b>Mean</b>	<b>t-test</b>
	Orphan	Male	26.40	.32
		Female	26.05	
	Non-orphan	Male	28.25	.47
		Female	28.20	
Self-Esteem	Orphan	Male	26.40	.01*
	Non-orphan	Male	28.25	
	Orphan	Female	26.05	.00**
	Non-orphan	Female	28.20	
Resilience	Orphan	Male	92.78	.05*
		Female	95.13	
	Non-orphan	Male	90.43	.00**
		Female	95.28	
	Orphan	Male	92.78	.07
	Non-orphan	Male	90.43	

	Orphan	Female	95.13	.45
	Non-orphan	Female	95.28	
	Orphan	Male	106.55	.14
		Female	109.75	
	Non-orphan	Male	121.65	.07
Emotional Intelligence		Female	125.75	
	Orphan	Male	106.55	.00**
	Non-orphan	Male	121.65	
	Orphan	Female	109.75	.00**
	Non-orphan	Female	125.75	
	Orphan	Male	159.55	.37
		Female	160.45	
	Non-orphan	Male	171.03	.48
Well-Being		Female	170.80	
	Orphan	Male	159.55	.00**
	Non-orphan	Male	171.03	
	Orphan	Female	160.45	.00**

	Non-orphan	Female	170.80	
	Orphan	Male	34.83	.28
		Female	34.28	
Hope	Non-orphan	Male	35.87	.00**
		Female	38.38	
	orphan	Male	34.83	.11
	Non-orphan	Male	35.87	
	orphan	Female	34.28	.00**
	Non-orphan	Female	38.38	

\*  $p < .05$ ; \*\*  $p < .01$

Table 5 shows the t-test of place of living (orphanage and non-orphanage) and gender on resilience, emotional intelligence, subjective well being, self-esteem and hope. It can be seen that there has a within difference on male orphan and non-orphan on self-esteem. The t-value is .01 which is significant at  $p < 0.01$  level. Female orphan and non-orphan also has differed on self-esteem. Which is significant at  $p < 0.01$  level. Non-orphan males and females has difference on resilient. Which shows significant at  $p < 0.01$  level. Males and females of both groups orphanage and non-orphanage has difference on emotional intelligence at  $p < 0.01$  level. Males and females of both groups orphanage and non-orphanage has differed on subjective well-being at  $p < 0.01$  level. Non-orphan males and females has difference on hope at  $p < 0.05$  level. Females of both groups orphanage and non-orphanage has difference on hope at  $p < 0.01$  level.

**Table 6:** Correlation between place of living (orphanage and non-orphanage), resilience, emotional intelligence, self-esteem, subjective well being, and hope, and its sub-components

	<b>RS</b>	<b>EQ</b>	<b>SE</b>	<b>A</b>	<b>EM</b>	<b>PG</b>	<b>PR</b>	<b>PL</b>	<b>SA</b>	<b>SWB- tt</b>	<b>PW</b>	<b>A</b>	<b>H- tt</b>
<b>RS</b>	1												
<b>EQ</b>	.29**	1											
<b>SE</b>	.02	.03**	1										
<b>A</b>	.014	.25**	.17*	1									
<b>EM</b>	.21**	.30**	.017*	.02*	1								
<b>PG</b>	.10	.34**	.22**	.20*	.20**	1							
<b>PR</b>	.09	.23**	.21**	.014	.25**	.14	1						
<b>PL</b>	.00	.29**	.19*	-0.1	.10	.37**	.15	1					
<b>SA</b>	.21**	.43**	.38**	.31**	.36**	.33**	.38**	.37**	1				
<b>SWB- tt</b>	.20**	.51**	.37**	.47**	.57**	.64**	.58**	.58**	.76	1			
									**				
<b>PW</b>	.26**	.41**	.26**	.07	.26**	.12	.19	.15	.33	.31**	1		
									**				
<b>A</b>	.27**	.52**	.30**	.20**	.32**	.17*	.26**	.11	.35	.38**	.42*	1	
									**		*		
<b>H-tt</b>	.32**	.46**	.23**	.09	.25**	.15	.20**	.08	.29	.29**	.73*	.73	1
									**		*	**	

\* $p < .05$ ; \*\* $p < .01$

RS=resilience score, EQ= emotional intelligence score, SE=self-esteem total score, SWB-Tt= subjective well-being (overall), SWB-A=autonomy, SWB-EM= environmental mastery, SWB

PG=personal growth, SWB-PR=positive relations with others, SWB-PL= purpose in life, SWB-SA= self-acceptance, H-PW=pathway, H-A= agency, H-Tt= hope (overall).

Table 5 shows the correlation between place of living (orphanage and non-orphanage), resilience, emotional intelligence, subjective well being, sub-components of subjective well-being, self-esteem and hope, and its sub-components. It can be seen that non-orphan children positively and significantly associated with self-esteem. Further, it can be seen that in sub-components of subjective well-being (personal growth, purpose in life and self-acceptance) non-orphans are positively and significantly correlated. It can be also seen that non-orphan is positively and significantly correlated with overall subjective well-being. It can be seen that non-orphan children positively and significantly associated with emotional intelligence. In the same table, it can be seen that sub-components of hope (pathway and agency) and overall hope are positively and significantly correlated with non-orphan children.

**Table 7:** Linear regression analyses of place of living (orphanage and non-orphanage), resilience, emotional intelligence, self-esteem, overall subjective well-being (and its sub-components of subjective), hope (and its sub-components)

<b>Independent variable</b>	<b>Dependent variable</b>	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t-value</b>	<b>Adjusted R<sup>2</sup></b>
Orphan	RS-Tt	1.1	.74	.08	124.78	.001
	EQ-Tt	-15.55	1.47	-.51	83.78**	.25
	SE-Tt	-2.0	.37	-.28	75.77**	.07
	SWB-Tt	-10.91	1.96	-.29	86.92**	.08
	SWB-A	-.63	.50	-.07	55.03	.001
	SWB-EM	-.66	.52	-.07	52.25	.001
	SWB-PG	-2.86	.58	-.26	49.28**	.06
	SWB-PR	.06	.58	.006	48.17	.006
	SWB-PL	-4.18	.57	-.38	51.47**	.14
	SWB-SA	-2.62	.54	-.26	54.18**	.06
	H-PW	-1.32	.25	-.27	52.16**	.07
	H-A	-1.0	.24	-.22	54.21**	.04
	H-Tt	-2.57	.47	-.29	78.61**	.08
RS-Tt	-1.1	.74	-.08	124.78	.001	
EQ-Tt	15.55	1.47	.51	83.78**	.25	
SE-Tt	2.0	.37	.28	75.77**	.07	
SWB-Tt	10.91	1.96	.29	86.92**	.08	

Non-orphan	SWB-A	.63	.50	.07	55.03	.001
	SWB-EM	.66	.52	.07	52.25	.001
	SWB-PG	2.86	.58	.26	49.28**	.06
	SWB-PR	-.06	.58	-.006	48.17	.006
	SWB-PL	4.18	.57	.38	51.47**	.14
	SWB-SA	2.62	.54	.26	54.18**	.06
	H-PW	1.32	.25	.27	52.16**	.07
	H-A	1.0	.24	.22	54.21**	.04
	H-Tt	2.57	.47	.29	78.61**	.08

\* $p < .05$ ; \*\*  $p < .01$

RS = resilience total, EQ = emotional intelligence total, SE= self-esteem total, SWB-Tt= subjective well-being (overall), SWB-A=autonomy, SWB-EM= environmental mastery, SWB-PG=personal growth, SWB-PR=positive relations with others, SWB-PL= purpose in life, SWB-SA= self-acceptance, H-PW=pathway, H-A= agency, H-Tt= hope (overall).

Table 6 shows the linear regression analyses of place of living (orphanage and non-orphanage), resilience, emotional intelligence, self-esteem, overall subjective well-being, and sub-components of subjective well-being, hope and its sub-components. It can be seen that 25% of variation in emotional intelligence can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -15.55 units decrease in emotional intelligence. 7% of variation in self-esteem can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -2.0 units decrease in self-esteem. It can be seen that 8% of variation in (overall) subjective well-being can be attributed to orphans. The t-value came out to be significant. The B value specifies

that 1 unit increase in orphan will lead to -10.91 units decrease in (overall) subjective well-being. It can be seen that 6% of variation in sub-component of subjective well-being (personal growth) can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -2.86 units decrease in sub-component of subjective well-being (personal growth). It can be seen that 14% of variation in sub-component of subjective well-being (purpose in life) can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -4.18 units decrease in sub-component of subjective well-being (purpose in life). 6% of variation in sub-component of subjective well-being (self-acceptance) can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -2.62 units decrease in sub-component of subjective well-being (self-acceptance). It can be seen that 7% of variation in sub-component of hope (pathway) can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -1.32 units decrease in sub-component of hope (pathway). 4% of variation in sub-component of hope (agency) can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -1.0 units decrease in sub-component of hope (agency). It can be seen that 8% of variation in hope can be attributed to orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in orphan will lead to -2.57 units decrease in hope.

For the same table, it can be seen that 25% of variation in emotional intelligence can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 15.55 units increase in emotional intelligence. 7% of variation in self-esteem can be attributed to non-orphans. The t-value came out to be significant.

The B value specifies that 1 unit increase in non-orphan will lead to 2.0 units increase in self-esteem. It can be seen that 8% of variation in (overall) subjective well-being can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 10.91 units increase in (overall) subjective well-being. It can be seen that 6% of variation in sub-component of subjective well-being (personal growth) can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 2.86 units increase in sub-component of subjective well-being (personal growth). 14% of variation in sub-component of subjective well-being (purpose in life) can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 4.18 units increase in sub-component of subjective well-being (purpose in life). 6% of variation in sub-component of subjective well-being (self-acceptance) can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 2.62 units increase in sub-component of subjective well-being (self-acceptance). It can be seen that 7% of variation in sub-component of hope (pathway) can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 1.32 units increase in sub-component of hope (pathway). 4% of variation in sub-component of hope (agency) can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 1.0 units increase in sub-component of hope (agency). It can be seen that 8% of variation in hope can be attributed to non-orphans. The t-value came out to be significant. The B value specifies that 1 unit increase in non-orphan will lead to 2.57 units increase in hope.

## **Chapter 6**

### **DISCUSSION**

The major focus of the present study was to examine the effect of gender (male and female) and place of living (orphanage and non-orphanage) on self-esteem, subjective well-being, emotional intelligence, resilience and hope. The first hypothesis of the study was that orphan adolescents have lower level of self-esteem than adolescents who live with their parents. The result showed that orphan adolescents seem to be experiencing lesser level of self-esteem than those who live with their parents. There are many studies which supports the current findings. A study conducted by Priyanka, Parasar and Dewangan (2018) it was discovered that orphan children have a low self-esteem than non-orphan children. The main objective of their study was to see difference between orphan and non-orphan children with respect to self-esteem and depression. Findings of their study show that orphan children have lower level of self-esteem than non-orphan children. In their study findings also shows that orphan children have a high level of depression then children living with their parents. Hence, the first hypothesis, i.e. orphan adolescents has lower self-esteem than adolescents who live with their parents, has been confirmed.

The second hypothesis in the study was that orphan adolescents experience lower level of subjective well-being than adolescents living with their parents. The results of current study show that orphan adolescents experience lower level of subjective well-being than their counterpart. Findings of previous studies also support the current results. In the study done by Sreekanth and Verma (2016) reported that orphan and non-orphan adolescence have significant difference in stress and psychological well-being. It shows that orphans adolescences were

significantly more stressed and performed poor in the areas of psychological well-being as compared to adolescence living with their parents. Hence, our second hypothesis, orphan children experience lower level of subjective well-being than children who live with their parents, has been confirmed.

Further, it was hypothesized that orphan adolescents experience higher level of personal growth, purpose in life, positive relations with others, and self-acceptance dimensions of subjective well-being than adolescents who live with their parents. The finding of the current work shows that there was a significant difference in personal growth but from the mean we can see that orphan adolescents experience lower level of personal growth than non-orphan adolescents. The reason for that could be that orphan adolescents face many difficulties to adjust and develop in new situations and spent a greater amount of time to deal with issues related to their survival. The finding also shows that there was a significant difference in purpose in life but from the mean we can see that orphan children have lesser purpose in life than adolescents who live with their parents. The reasons for that could be that adolescence who live with parents have greater support, awareness, resources, and motivation to achieve something in life. While orphan adolescences might not be getting the facilitative environment and support to think about the purpose of their life. The result of the study also shows that there was no effect of place of living (orphanage and non-orphanage) on positive relations with others of both the group. Further, the finding also shows that there was a significant difference in self-acceptance but from the mean we can see that orphan children have lower level of self-acceptance than non-orphan children. The probable reason for that could be that a orphan adolescents may feel less satisfied with themselves and may feel disappointed about what had happened in past that's why orphan adolescents have lesser level of self-acceptance than non-adolescents. In the study conducted by

Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said groups has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender. Thus, our second (a) hypothesis, i.e. adolescents in orphan experience higher level of personal growth, purpose in life, positive relations with others, and self-acceptance dimensions of subjective well-being than adolescents living with their parents, has been partially accepted.

Further, it was hypothesized that adolescents living with parents experience higher level of autonomy and environmental mastery than adolescents living in orphan. The result of our study shows that there was no significant difference in autonomy and environmental mastery. But with mean it can be seen that adolescents who live with their parents are having higher level of autonomy and environmental mastery. In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said group has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other

sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender. Thus, our second (b) hypothesis, i.e. non-orphan adolescents experience higher level of autonomy and environmental mastery than orphan adolescents, has been rejected.

It was hypothesized that adolescents living in orphan have lower level of emotional intelligence than adolescents living with their parents. The findings of our study show that orphan adolescents are less emotionally intelligent than non-orphan adolescents. There were many studies which supports our findings. In a study conducted by Shulga, Savchenk and Filinkova (2016) examined that orphan and non-orphan children differ from each other with respect to emotional intelligence. They observed that orphan children were less emotionally intelligent as compared with non-orphan children. Hence, our third hypothesis has been accepted.

Next hypothesis in the study was that orphan adolescents are more resilient than non-orphan adolescents. The finding of our study shows that orphan and non-orphan adolescents don't differ from each other in terms of resilience. But from the mean it can be seen that non-orphan adolescents are less resilient than orphan adolescents. There were many studies which supports our findings. In the study conducted by Katyal (2015) found that orphan and non-orphan children differed from each other with respect to resilience. The findings of his study indicated that orphan children were resilience than non-orphan children. Thus, our fourth hypothesis, i.e. orphan adolescents have more resilient than non-orphan adolescents, has been rejected.

Further, it was hypothesized that orphan adolescents are more hopeful and they score higher on hopeful pathway and agency thinking than non-orphan adolescents. The finding of the study shows that there was significant difference in overall hope and its sub components pathway

thinking and agency thinking. From the mean it can be seen that orphan adolescents experience less level of hope than non-orphan adolescents. The reason for that could be a person who has a goal, support from close ones and significant others and have enough motivation they know the pathways to reach goal and are sure that they will accomplishment their desired goal. In the study conducted by Roby (2011) examined that orphan children reported slightly high agency thinking as compared to children who live with their parents. Thus, our fifth and fifth (a) hypotheses, i.e. orphan adolescents are more hopeful and adolescents living in orphan score higher on pathway and agency type of hopeful thinking, has been rejected.

The next hypothesis in the study was that male and female don't differ from each other in terms of self-esteem. The finding of our study shows that there was no significant difference in gender in terms of self-esteem. There is a study that supports the current findings. Shaikl,Shahi, Khan and Tayeb (2008) reported that Pakistani students has a effect on body dimorphic disorder and body difference. It showed males were showing more fear of being thin than females showing if being fat. Hence, our sixth hypothesis, i.e. male and female don't differ from each other in terms of self-esteem, has been rejected.

Further, it was hypothesized that, both orphan and non-orphan males experience high level of well-being. The finding of our study shows that female orphan and non-orphan experience higher level of well-being than male. The reason for that could be that a person who adjust easily with new circumstances or is able to cope with those situations or a person who have a positive attitude towards themselves will experience greater level of well-being. In a study conducted by Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa, and Birhanu (2018) reported that there is a statistical difference in the psychological well-being of orphan and non-orphan children. The orphan's psychological well-being was lower than children who live with their parents. In

addition, findings also showed that both males and females orphan's scored equal in two sub-components, purpose in life and self-acceptance, of psychological well-being. Male orphan's scored higher on three sub-components of subjective well-being, i.e. autonomy, environmental mastery and positive relations with other, whereas, female orphan scored higher in personal growth dimension of well-being. Both male and female non-orphan scored equal in autonomy, positive relations with others, purpose in life and self-acceptance. Male non-orphan scored higher in environmental mastery and females non-orphan scored higher in personal growth. Further findings of their study show that male of both group having higher well-being than female. Hence, our seventh hypotheses i.e. Both Orphan and non-orphan males experience higher level of well-being has been rejected.

It was hypothesized that both orphan and non-orphan females are more emotionally intelligence than males. The finding of our study shows that there was no significant difference in gender with respect to emotional intelligence. But from the mean we can seen that both orphan and non-orphan females experienced higher level of emotional intelligence than males. There is some finding which supports our hypothesis. Majeed, Khan and Khan (2015) found that there is significant gender difference of institutionalized orphan children and children who live with their parents. Findings of the study show that females of both the groups (orphanage and non-orphanage) scored higher on emotional unresponsiveness than males. Further, findings also show that orphan males were having more negative world view than females. Hence, our eighth hypothesis, i.e. both orphan and non-orphan females having higher emotional intelligence than males, has been rejected.

Further, it was hypothesized that female orphans having higher resilience than males. The result of our study shows that female orphan experience higher level of resilience than males. There is

finding which support our hypothesis. Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males. Thus, our ninth hypothesis, i.e. female orphan having higher resilience than males has been accepted.

Further, it was hypothesized that there was no gender difference in hope. The result of our study shows that there was no gender difference overall hope and pathway thinking but there has a significant difference in agency thinking. We have not come across any studies to support this finding. So, our tenth hypothesis has been partially rejected.

Further, it was hypothesized that place of living (orphanage and non-orphanage) and gender (male and female) have an effect on, self-esteem, subjective well-being, hope, resilience, and emotional intelligence. The Finding of our study shows that place of living (orphanage and non-orphanage) and gender has no effect on self-esteem, resilience, emotional intelligence, subjective well-being but they have an effect on hope, sub-component of well-being (autonomy and positive relations with others). Hence, our eleventh hypothesis has been partially rejected.

Further it was hypothesized that there was no gender difference in orphan male and female in relation to subjective well-being. Finding of our study shows that there was no significant difference in male and female orphan. But mean shows slightly difference that female orphans have more well-being than male orphans. In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored

higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said group has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and environmental mastery. Further, the findings also showed that there is no significant difference in gender. Hence, our twelfth hypothesis has been rejected.

It was hypothesized that there was no gender difference in non-orphan male and female in relation to subjective well-being. Finding of our study shows that there was no significant difference in male and female orphan. But mean shows slightly difference that male non-orphans have more well-being than female. Hence, our thirteenth hypothesis has been rejected.

Further it was hypothesized that orphan males adolescence experience lower level of well-being than adolescence males living with parents. Finding of our study shows that there was a significant difference between the males of both the groups (orphan and non-orphan). Non-orphan male having higher well-being than orphan male. Hailegiorgis, Berheto, Sibamo, Asseffa, Tesfa and Birhanu (2018) reported that there is a statistical difference in the psychological well-being of orphan and non-orphan children. The orphan's psychological well-being was lower than children who live with their parents. In addition, findings also showed that both males and females orphan's scored equal in two sub-components, purpose in life and self-acceptance, of psychological well-being. Male orphan's scored higher on three sub-components of subjective well-being, i.e. autonomy, environmental mastery and positive relations with other, whereas, female orphan scored higher in personal growth dimension of well-being. Both male and female non-orphan scored equal in autonomy, positive relations with others, purpose in life and self-

acceptance. Male non-orphan scored higher in environmental mastery and females non-orphan scored higher in personal growth. Further findings of their study show that male of both group having higher well-being than female. Thus, our fourteenth hypothesis has been confirmed.

It was hypothesized that orphan females experience lower level of well-being than adolescence females living with parents. Finding of our study shows that there was a significant difference between the females of both the groups. Non-orphan female having higher level of well-being than orphan female. Hence, our fifteenth hypothesis has been accepted.

It was hypothesized that male orphans are less emotionally intelligent than female orphans. And male non-orphans are less emotionally intelligent than female non-orphans. Results of our study show that male of both the groups (orphan and non-orphan) are less emotionally intelligent than females of the above mentioned groups. Yet it is non-significant. A study done by Majeed, Khan and Khan (2015) also supports our findings. In their study they found that there is significant gender difference of institutionalized orphan children and children who live with their parents. Findings of the study show that females of both the groups (orphanage and non-orphanage) scored higher on emotional unresponsiveness than males. Further, findings also show that orphan males were having more negative world view than females. Hence, our sixteenth and seventeenth hypotheses, i.e. male orphans are less emotionally intelligent than female orphans, and male non-orphans are less emotionally intelligent than female non-orphans, have been rejected.

Further it was hypothesized that orphan males are less emotionally intelligent than non-orphans males. Orphan females are less emotionally intelligent than non-orphans females. Results of our study show that male of both groups orphan and non-orphan has less emotionally intelligent than females. Hence, our eighteenth and nineteenth hypothesis has been accepted.

Further it was hypothesized that female orphan having are more resilient than male orphan. Finding of our study shows that male orphan experience less level of resilient than females. There are finding which support our hypothesis. Sobana (2018) reported that resilience among orphan children and to compare the level of resilience based on age and gender. The findings of the study show that people who live in orphanage home for longer period of time have more resilience than children who start live recently in orphanage home. Further, result shows that females having higher resilience than males. Hence, our twenty hypotheses have been accepted.

Further it was hypothesized that there was no gender difference in non-orphan adolescents in terms resilience. Finding of our study shows that there was significant difference in gender in terms of resilience. Female non-orphan are more resilient than males. The reason for that could be that females orphan are more emotionally intelligent, they regulate their emotions more effectively thus they are more resilient. We have not come across any studies to support this finding. Hence, our twenty first hypothesis has been accepted.

Further it was hypothesized that there was no difference in orphan females and non-orphan females in terms resilient. The finding of our study shows that females of both groups don't differ from each other. We have not come across any studies to support this finding. Hence, our twenty second hypothesis has been rejected.

It was hypothesized that there was no gender difference in orphan males and non-orphan males in resilience. The finding of our study shows that there was no significant difference but from the mean we can see that orphan males are high resilient than males who live with their parents. The reason for that could be male who live with their parents may be get less opportunities to deal with difficult situations. And male orphans already had faced a lot of things that they become

more capable to cope with any obstacle. We have not come across any studies to support this finding. Hence, our twenty third hypothesis has been rejected.

Further it was hypothesized that there was no difference in female orphan and males orphan in self-esteem. The finding of our study shows that both male and female orphan don't differ from each other. We have not come across any studies to support this finding. Hence, our twenty fourth hypothesis has been rejected.

It was hypothesized that non-orphan males don't differ from females in self-esteem. The finding of our study shows that there was no difference in male and female non-orphan. We have not come across any studies to support this finding. Hence, our twenty fifth hypothesis has been rejected.

Further it was hypothesized that there was no gender difference in non-orphan males and orphan males in self-esteem. The finding of our study shows that non-orphan male have high self-esteem than orphan male. The reason for that could be that non-orphan males get more boosters from their parents as well as from their peer group which enhance their self-esteem whereas, orphan males don't have much source opportunities from where they can get confidence. We have not come across any studies to support this finding. Hence, our twenty sixth hypotheses have been accepted.

Further it was hypothesized that there was no gender difference in orphan females and non-orphan females in self-esteem. The findings of our study shows that non-orphan female have high self-esteem than orphan female. The reason for that could be that non-orphan female have a support of their parents and they also get more chances from where they can get confidence whereas, orphan females only have support of their peer group. Thus, place of living effects a

individuals self-esteem. We have not come across any studies to support this finding. Hence, our twenty seventh hypothesis has been accepted.

Further it was hypothesized that there was no difference in female and males orphans in hope. The finding of our study shows that both male and female orphan don't differ from each other. We have not come across any studies to support this finding. Hence, our twenty eighth hypothesis has been rejected.

It was hypothesized that non-orphan males don't differ from females in hope. The finding of our study shows that non-orphan female is more hopeful than males. The reason for that could be that maybe females have more motivation towards their desired goal and they make their pathways more practically which is possible for them. We have not come across any studies to support this finding. Hence, our twenty ninth hypothesis has been accepted.

Further it was hypothesized that there was no gender difference in non-orphan males and orphan males in hope. The finding of our study shows that males who live with their parents are more hopeful thinking then orphan male. The reason for that could be that non-orphan people get more opportunities to accomplish their goals. Thus, place of living effects on hope. We have not come across any studies to support this finding. Hence, our thirtieth hypothesis has been rejected.

It was hypothesized that there was no gender difference in orphan females and non-orphan females in hope. The finding of our study shows that non-orphan female more hopeful than orphan female. We have not come across any studies to support this finding. Hence, our thirtieth first hypothesis has been accepted.

It was hypothesized that orphan as a place of living has a negative role in self-esteem, subjective well-being, and emotional intelligence. The finding shows that emotional intelligence is

negatively associated with orphan as a place of living. There are findings which support our hypothesis. In study conducted by Shulga, Savchenk and Filinkova (2016) examined that orphan and non-orphan children differed from each other with respect to emotional intelligence. They observed that orphan children were less emotionally intelligent as compared with non-orphan children. Further, finding also shows self-esteem is negatively associated with orphan as a place of living. Farooqi and Intezar (2009) showed similar results and found that children who live in orphanage home have a lower level of self-esteem than non-orphan children. Further their results show that there is no gender difference in relation to self-esteem. Findings of our study also show (overall) subjective well-being is negatively associated with orphan as a place of living. Hence, our thirty second hypothesis i.e., orphan as a place of living has a negative role in self-esteem, subjective well-being, and emotional intelligence, has been accepted.

It was hypothesized that orphan as a place of living has a positive role in personal growth, purpose in life, positive relations with others and self-acceptance (sub-components of subjective well-being). Finding of our study shows a negative relation with personal growth, purpose in life, and self-acceptance. Finding also shows that orphan as place of living has a positive role in personal growth, purpose in life and self-acceptance. In the study conducted by Khan and Jahan (2015) they examined the psychological well-being and achievement motivation between orphan and non-orphan adolescents in Kashmir. The findings of their study revealed that non-orphans scored higher than orphan children in psychological well-being. They also mentioned that in sub-components of psychological well-being between the above said groups has a significant difference. Orphan children scored high on some components of subjective well-being, i.e. personal growth, positive relations with others, purpose in life, self-acceptance. Whereas in other sub-components of psychological well-being non-orphan children scored high, i.e. autonomy and

environmental mastery. Further, the findings also showed that there is no significant difference in gender. Thus, our thirty third hypothesis has been partially accepted

Further it was hypothesized that non-orphan as a place of living has a positive role in autonomy and environmental mastery. Finding of our study shows autonomy and environmental mastery have a positive relation with non-orphans but still it was non-significant. Thus, our thirty third (a) hypothesis has been rejected.

Our next hypothesis was that orphan as a place of living has a positive role in resilience. Finding of our study shows a positive yet non-significant relation with orphan as place. There is a study which support our hypothesis. In the study conducted by Katyal (2015) found that orphan and non-orphan children differed from each other with respect to resilience. The findings of his study indicated that orphan children were resilience than non-orphan children. Thus, our thirty fourth hypothesis has been rejected.

Further, it was hypothesized that orphan as a place of living has a positive role in agency thinking (sub-component of hope) and overall hope. Finding of our study shows negative relation of orphans with hope and its components (pathway thinking and agency thinking). The reason for that could be a person who has desired to achieve something or have a goals and motivation and pathways to accomplish those goals. Orphans may have agency thinking and goals but they could have lack of pathways to reach those goals and also effects on their hope. There were some studies which also say opposite to our results. In the study conducted by Roby (2011) examined that orphan children reported slightly high agency thinking as compared to children who live with their parents. Mohangin, Adu, and Roby (2011) found that orphan children have more hopeful thinking than non-orphan children. They also possessed the positive attributes that if

orphan could have good nurtured they could also improve their well-being. Research also emphasized that peer relationships have impact in development of their self-efficacy and resilience. Thus, our last hypothesis has been rejected.

## **6.2. Conclusion**

The present study indicate that adolescents who live with their parents having higher in self-esteem, emotional intelligence, subjective well-being and hope than orphan adolescents. Although, orphan adolescents having higher in resilience than adolescents who live with their parents. Self-esteem has no gender difference. Both orphan and non-orphan female having higher resilience and emotional intelligence. Orphan female having higher subjective well-being whereas non-orphan male having more subjective well-being. In sub-components of subjective well-being (autonomy) there was no gender difference. In environmental mastery and personal growth orphan females are higher. In positive relations with others, purpose in life, self-acceptance orphan males are high. Non-orphan females are higher in hope. In sub-components of hope orphan males are higher in pathway thinking and in agency thinking both orphan and non-orphan females are higher.

## **6.3. Implications**

This research has an implication for welfare of children living in orphanage homes, as it can help NGO's or people who work for welfare of children in make them aware about orphan children's self-esteem, subjective well-being, emotional intelligence and hope are affecting. They may work on that for betterment of children.

#### **6.4. Limitations**

Every research has its own limitations due to time, financial and some other factors. This research also suffers from some limitations which are as follows:

1. All questionnaires are self-reported and there are chances of response bias.
2. Sample size was relatively small.
3. Purposive sampling was used in which participants from some specific areas have participated, so the results cannot be generalized.
4. There was a difference in socio-economic status of both groups, i.e., orphan adolescences were studying in government school while non-orphan adolescences were studying in the public school.

#### **6.5. Scope for Future Research**

By keeping above limitations in mind there will be some future scope that, the sample size could be taken more, because present study has to suffer from many limitations due to that the accurate results were not came. Other future scope is longitudinal study can be conducting by adding observation method in the study. Researcher can observe both the groups adequately by this method chances of manipulations also decrease. Last, future scope can be researcher could research on hope variable as their lack of study had been conducted.

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## APPENDIX A

### Consent Form

I student of MA Psychology second year is going to conduct a research study of orphan's and non-orphan's.

As a part of research study, I need to collect and record some personal information from you as this information is necessary for study. All personal information gathered during the test will remain confidential. Your participation in research is voluntary and you are free to withdraw at any point without any cost.

Consent from

I \_\_\_\_\_ hereby give my permission to conduct this research test on me. I am aware about its further use and have read and understood the above information. I am aware that my participation in research is voluntary and I am free to withdraw at any point of time.

Age:

Gender:

\_\_\_\_\_

(Signature)

## APPENDIX B

### Ryff's Psychological Well-Being Scale

Put a tick mark in the appropriate box.

SD- Strongly disagree

MD- Moderately disagree

SL D- Slightly disagree

SL A- Slightly agree

MD- Moderately agree

SA- strongly agree

Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences:		SD	MD	SL	SL	MA	SA
		1	2	3	4	5	6
1	I am not afraid to voice my opinions, even when they are in Opposition to the opinions of most people						
2	In general, I feel I am in charge of the situation in which I live.						
3	I am not interested in activities that will expand my horizons.						
4	Most people see me as loving and affectionate.						
5	I live life one day at a time and don't really think about the future.						

6	When I look at the story of my life, I am pleased with how things have turned out.						
7	My decisions are not usually influenced by what everyone else is doing.						
8	The demands of everyday life often get me down.						
9	I think it is important to have new experiences that challenge how you think about yourself and the world.						
10	Maintaining close relationships has been difficult and frustrating for me.						
11	I have a sense of direction and purpose in life.						
12	In general, I feel confident and positive about myself						
13	I tend to worry about what other people think of me.						
14	I do not fit very well with the people and the community around me.						
15	When I think about it, I haven't really improved much as a person over the years.						
16	I often feel lonely because I have few close friends with whom to share my concerns.						

17	My daily activities often seem trivial and unimportant to me.						
18	I feel like many of the people I know have gotten more out of life than I have.						
19	I tend to be influenced by people with strong opinions.						
20	I am quite good at managing the many responsibilities of my daily life.						
21	I have the sense that I have developed a lot as a person over time.						
22	I enjoy personal and mutual conversations with family members or friends.						
23	I don't have a good sense of what it is I'm trying to accomplish in life						
24	I like most aspects of my personality.						
25	I have confidence in my opinions, even if they are contrary to the general consensus.						
26	I often feel overwhelmed by my responsibilities.						
27	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.						

28	People would describe me as a giving person, willing to share my time with others.						
29	I enjoy making plans for the future and working to make them a reality.						
30	In many ways, I feel disappointed about my achievements in life.						
31	It's difficult for me to voice my own opinions on controversial matters.						
32	I have difficulty arranging my life in a way that is satisfying to me.						
33	For me, life has been a continuous process of learning, changing, and growth.						
34	I have not experienced many warm and trusting relationships with others.						
35	Some people wander aimlessly through life, but I am not one of them.						
36	My attitude about myself is probably not as positive as most people feel about themselves.						
37	I judge myself by what I think is important, not by the						

	values of what others think is important.						
38	I have been able to build a home and a lifestyle for myself that is much to my liking.						
39	I gave up trying to make big improvements or changes in my life a long time ago.						
40	I know that I can trust my friends, and they know they can trust me.						
41	I sometimes feel as if I've done all there is to do in life.						
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.						

## APPENDIX C

### The Resilience Scale

Put a tick mark in the appropriate box.

SD- Strongly disagree

MD- Moderately disagree

SL D- Slightly disagree

N- Neutral

SL A- Slightly agree

MD- Moderately agree

SA- strongly agree

s.no.	Please indicate your degree of agreement (using a score ranging from 1-6) to the following sentences:	SD	MD	SL	N	SL	MD	SA
		1	2	D 3	4	A 5	6	7
1	When I make plans, I follow through with them.							
2	I usually manage one way or another.							
3	I am able to depend on myself more than anyone else.							
4	Keeping interested in things is important to me.							
5	I can be on my own if I have to.							

6	I feel proud that I have accomplished things in life.							
7	I usually take things in stride.							
8	I am friends with myself.							
9	I feel that I can handle many things at a time.							
10	I am determined.							
11	I seldom wonder what the point of it all is.							
12	I take things one day at a time.							
13	I can get through difficult times because I've experienced difficulty before.							
14	I have self-discipline.							
15	I keep interested in things							
16	I can usually find something to laugh about.							
17	My belief in myself gets me through hard times.							
18	In an emergency, I'm someone people can generally rely on.							
19	I can usually look at a situation in a number of							

	ways.							
20	Sometimes I make myself do things whether I want to or not.							
21	My life has meaning.							
22	I do not dwell on things that I can't do anything about.							
23	When I'm in a difficult situation, I can usually find my way out of it.							
24	I have enough energy to do what I have to do.							
25	It's okay if there are people who don't like me.							

## APPENDIX D

### Rosenberg's Self-Esteem Scale

Instructions below are a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

s.no		Strongly disagree	disagree	agree	Strongly agree
1	On the whole, I am satisfied with myself.				
2	At times I think I am no good at all.				
3	I feel that I have a number of good qualities				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take a positive attitude toward myself.				

## APPENDIX E

### The Schutte Self Report Emotional Intelligence Test (SSEIT)

Instructions: indicate the extent to which each item applies to you using the following scale:

		<b>Strongly disagree</b>	<b>disagree</b>	<b>Neither agree nor disagree</b>	<b>agree</b>	<b>Strongly agree</b>
1	I know when to speak about my personal problems to others					
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3	I expect that I will do well on most things I try					
4	Other people find it easy to confide in me					
5*	I find it hard to understand the non-verbal messages of other people					
6	Some of the major events of my life have led me to re-evaluate					

	what is important and not important					
7	When my mood changes, I see new possibilities					
8	Emotions are one of the things that make my life worth living					
9	I am aware of my emotions as I experience them.					
10	I expect good things to happen					
11	I like to share my emotions with others					
12	When I experience a positive emotion, I know how to make it last					
13	I arrange events others enjoy					
14	I seek out activities that make me happy					
15	I am aware of the non-verbal messages I send to others					

16	I present myself in a way that makes a good impression on others					
17	When I am in a positive mood, solving problems is easy for me					
18	By looking at their facial expressions, I recognize the emotions people are experiencing					
19	I know why my emotions change					
20	When I am in a positive mood, I am able to come up with new ideas					
21	I have control over my emotions					
22	I easily recognize my emotions as I experience them					
23	I motivate myself by imagining a good outcome to tasks I take on					
24	I compliment others when they have done something well					
25	I am aware of the non-verbal messages other people send					

26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					
27	When I feel a change in emotions, I tend to come up with new ideas					
28 *	When I am faced with a challenge, I give up because I believe I will fail					
29	I know what other people are feeling just by looking at them					
30	I help other people feel better when they are down					
31	I use good moods to help myself keep trying in the face of obstacles					
32	I can tell how people are feeling by listening to the tone of their voice					
33 *	It is difficult for me to understand why people feel the way they do					

## APPENDIX F

### The Hope Scale

Directions: read each item carefully. Using the scale shown below, please select the number that best describes you and put that number in the blank provided.

		<b>Definitely False</b>	<b>Mostly False</b>	<b>Mostly True</b>	<b>Definitely True</b>
1	I can think of many ways to get out of a jam.				
2	I energetically pursue my goals.				
3	I feel tired most of the time.				
4	There are lots of ways around any problem.				
5	I am easily downed in an argument.				
6	I can think of many ways to get the things in life that are most important to me.				
7	I worry about my health.				
8	Even when others get discouraged, I know I can find a way to solve the problem.				
9	My past experiences have prepared me well for my future.				

10	I've been pretty successful in life.				
11	I usually find myself worrying about something.				
12	I meet the goals that I set for myself.				