

Impact of an educational program on improving adolescent's self-concept and self-esteem at orphans in Assiut city

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ABSTRACT

Self-concept and self-esteem are two crucial components of our lives, it is important for adolescents to develop a positive self-concept and high self-esteem in order to better their chances for a happy and satisfying adulthood. Adolescent are likely to be influenced by the environment where they are brought up. Orphaned adolescents represent a vulnerable sector of the population. The adverse past life experiences of institutionalized adolescents have far reaching ramifications on affective, cognitive, behavioral, and physiological development. **This study aimed** to assess the impact of educational program on adolescents self-concept and self-esteem at orphanage's in Assiut city through;(a) assess adolescents self-concept and self-esteem (orphans' group and control group (b)develop educational program based on the pre assessment of the orphans adolescent the self-concept and self-esteem (c) assess the impact of the educational program on the orphans group by remeasuring their self-concept and self-esteem. **A quasi-experimental research design** was used to conduct the study at secondary and preparatory schools (Dar Elhanan and Lillian, one preparatory and secondary schools in Assiut city. It included 80 adolescents' divided into 40 from orphanages (study group) and 40 from schools (control group), aged from 12 to 18 years. Data collection tools were self-administrated questionnaire; self-concept and self-esteem scale used in pre-post testing the effect of a training program. The study revealed that low self-esteem in pre-intervention and negative self-concept. **Statistically significant** improvements of self-esteem and self-concept were demonstrated at the post-intervention assessment of students in the study. Statistically significant relations were shown between age, self-concept and self-esteem, the study was **concluded that** positive self-concept was correlated with high self-esteem. **It is recommended that** the developed program and its booklet be applied in all similar settings.

Key words: Male adolescences, Self-concept, self-esteem, orphanages, school.

INTRODUCTION

Adolescence is an important period of physical, social, psychological, and cognitive growth. Adolescence is a period of growth and development bridging childhood and adulthood. The physical and emotional changes in this period influence behaviors adolescence is a time of risk taking and

experimentation. Also adolescence is a critical period of life in which abilities to express and understand emotions, to assign meaning to emotional experience, and to regulate feelings may be particularly helpful for psychological and social adjustment. (Stagman, S.et al. 2011)

Self-concept which means acceptance of the self, valuing self, self-confidence, and self-esteem has an important place in a

person's life especially in adolescence. Starting with babyhood attachments until adolescence including childhood, individual develops a sense of identity and self-esteem in parallel with the sense of identity. Among these factors living in an orphanage may have negative effects on self-concept and self-esteem of adolescents through affecting all developmental areas of adolescents. **Avdeeva, N. (2009)**

Children who are living in orphan should be provided better psycho-social environment for their balanced growth in the absence of the parental care and affection. Orphans care linked with self-concept like other normal children, the orphans children must be capable of meeting the future challenges self-concept in hence our responsibility to create a positive favorable self-concept so that they may be able to and adjust with their entire environment and be the perfect socially adjusted citizens. **Goawami, M. (2013)**

Self-esteem, defined as the general self-evaluation of a person toward himself/herself, is one of the main human needs; it is actually a characteristic of a normal person. **Lee A. & Hankinb BL. (2009)** Many psychologists know its deficiency as the root of many psychological diseases. This characteristic is more important in adolescence, because adolescence is considered as one of the main and dominant processes of social and psychological growth of personality. **McClure, AC. (2010)**

Rosenberg scale (1985) classified self-esteem as positive and negative views in the self-evaluation of an individual as valuable. In this respect, social support is an important factor for the formation of self-esteem during adolescence. It is well known that the relationship of parents and peers with the adolescent supports the development of self-esteem. The attention an individual receives from other people and the degree of acceptance and respect feels have a role in

self-esteem development. High self-esteem makes an individual much more effective, happy, successful, and confident when interacting with the environment. **Orvin, G. H. (2008)**

High self-esteem is important because it helps one to hold the head high and feel proud of oneself, have courage to try new things and the power to believe in oneself, is more co-operative, enthusiastic, assertive, respectful and have hope. Moreover, **Rosenberg scale, (1985)** it has also been suggested that people with low self-esteem avoid trying new things, feel unloved and unwanted, pretend to feel emotionally indifferent, are unable to tolerate a normal level of frustration and are easily influenced. The Kenyan constitution defines children as being persons under the age of 18 and most policy makers agree that children under this age should not be expected to be self-supporting. **Coşkun Arslan, (2009)**

Orphanages care have negative effects on children's psychological health social development cognitive development level of loneliness, **Aral, N., et al, (2006)** and anxiety level. Studies also show that adolescents living in orphanages have low self-concept level. have determined that adolescents living in orphanage have less self-design level. Individuals with adversely affected self-concept may be estranged from the society and the social relationships may be weakened. **Pantiukhina, E. N. (2009)** Adolescents start to see themselves differently from the society and the process of social acceptance becomes difficult. **Shakhmanova, A. (2010)**

Positive self-esteem as a protective factor for victimized children, impacting favorably on the progression to later maladjustment. In addition to being protective against the impact of negative life experiences, improving self-esteem can also lead to improvements in behavior, personality and emotional functioning, and academic performance, and decreases in

anxiety and anxiety related problems. Interventions which target self-esteem, therefore, may play an important role in preventing poor mental health outcomes in institutionalized children. (Figen G, et al . 2012)

Significance of the study

Most of studies revealed that orphans suffer higher level of psychosocial problems than their non-orphans. In particular, orphans are more likely to experiences behavioral and emotional difficulties suffer low rate of trusting relationships. Based on the preceding literature this study assumed that what orphaned children go through, the way they perceive themselves and the way they are treated in their residential destination could have an impact on their self -concept and self-esteem.

This research is significant to the orphans by there had many important for them to gain more understanding in knowledge besides that to get a wide and comprehensive about the importance of self-concept and self-esteem in human daily life. This study therefore compared the self-concept and self-esteem of the orphaned children who were institutionalized with those who were not institutionalized (living with parent). Having high self-esteem is important because it helps one to hold the head high and feel proud of oneself, have to try new things and the power to believe in oneself, is more co-operative, enthusiastic, assertive, respective. (Gatumu, et al 2010). Moreover, it has also been suggested that people with low self-esteem avoid trying new things, feel unloved and unwanted, pretend to feel emotionally indifferent, are unable to tolerate a normal level of frustration and are easily influenced . It is clear that orphaned children undergo hardships which may affect psychological and emotional balance thus necessitating the investigation of their self-esteem level. **This study was therefore** designed educational program to measure the self-concept and self-esteem level of the

orphaned preparatory and secondary school students. Thus, it is hoped that the research findings will benefit and showed the high level of self-esteem and positive self-concept

Aim of the study

To assess the impact of educational program on adolescents self-concept and self-esteem at orphanage's in Assiut city through;(a) assess adolescents self-concept and self-esteem (orphans' group and control group (b)develop educational program based on the pre assessment of the orphans adolescent self-concept and self-esteem (c) assess the impact of the educational program on the orphans group by measuring their self-concept and self esteem

Hypothesis:-

The educational program will affect positively on adolescents orphans group regarding the self-concept and self esteem

Subjects and method

Design:

A quasi-experimental study design was used in carrying out this study

Sample:-

Purposeful sample of children from Dar- Elhanan, Lillian and the same sample from preparatory and secondary schools in Assiut city. The sample was composed of 80 adolescent divided into two groups; study group 40 participants were living in the orphanages (40boys) and control group (school group) 40 participants were living with their both parents (40 boys) at the same time of this research.

The criteria for the selections of the study subjects were as follow:

1. The age range between 12 - 18 years (both groups)
2. The orphans were living in orphanages full time (study group)
3. Adolescents in control group had not any history of parental loss by death or divorce.
4. Adolescents in both group who are physically handicapped and mentally challenged were excluded

Setting:

The study was conducted in the Dar Elhanan and Lillian orphanage for boys, preparatory and secondary schools in Assiut city. Select school group were taken randomly (taken the students from each grad in the preparatory and secondary schools.

Tools of the study: The following tools were utilized to collect data pertinent to study

A interview questionnaire was developed by the researcher based on their related literate interview for collect the data in this study. The questionnaire was composed of three sections.

Self-administered questionnaire included three sections:

Section one:- demographic characteristics: as age, preparatory and secondary school

Section two. Self- concept scale:

This scale was developed by **El Behary (2012)** to evaluate adolescent self-concept. It consisted of 28 statements, both positive and negative which divided into three domains (general, personal and social). **Scoring:** The responses “yes” and “no” were

respectively scored 1 and zero. The scoring was reversed for negative statements. The scores of the items were summed-up. The self-concept was considered positive if score was 21 or more and negative if less than 21.

Section three:-The Rosenberg’s Self-Esteem Scale (SES): This scale developed by **Rosenberg scale (1985)**, consists of 10 self-report items dealing with a person’s general belief about himself. Each item is answered on a four-point likert scale – from strongly agree (3) to strongly disagree (0). Five items are reverse scored – from strongly disagree (3) to strongly agree (0). This scale was originally validated on a large sample of high school students. Test–retest correlations are typically in the range of 0.82 to 0.88 and Cronbach’s alpha for various samples are in the range of 0.77 to 0.88.⁽⁶⁾

Scoring system

1. Low self -esteem 0-8
2. Moderate self- esteem 9-15
3. High self –esteem 16-30

Method of data collection:

An official permission was granted from responsible personnel to carry out the study after explaining the purpose of study. Meetings with orphanages managers to explain the objectives and contents of the program and the methods for applying the program were help to gain their cooperation and to allow the release of adolescents' students to attend the program during minimal workload activities. Complete confidentiality of any obtained information was ensured. The study maneuver could not entail any harmful effects on participants.

The tools were prepared and reviewed by five experts in nursing and medicine to ascertain their content validity. The validity was 96%.

The reliability was assessed in the pilot study and it was estimated by Alpha Cranach's test for the tool and its result was $R=0.76$.

A pilot study was carried out on a sample of 8 students. The aim of the pilot was to test the feasibility and clarity of the study tools. It also helped to determine the time needed for filling up the sheets. The time needed to fill out the sheet in one session was 25-30 minutes. Following the pilot study, the questionnaire was finalized and made ready for use.

Initial assessment stage : This stage served to assess self-concept and self-esteem among male students who agreed to participate in the study were informed about the nature and purpose of the study before implementation of the program by the tools were used at this stage (*Self-administered knowledge questionnaire, Self-concept and self-esteem scale*). The interview was carried out in a library in the orphans. The three tools for data collection were used in both pre& post- test of the training program, in order to measure the knowledge level of the trainers about and its effect on their self-concept and esteem. Evaluate the gaining knowledge after the program. It takes time from 30-45 minutes for each group.

Program development stage: Based on the information obtained from initial assessment, in addition to literature, the researcher designed the training program. Its main aim was to improve knowledge about self-concept among male students. The methods of teaching used in the program were lecturing followed by focused group discussions. The program includes 4 sessions (3 sessions related to self-concept and 1 session related to self-esteem). The details of the program and content were included in the booklet Arabic version of the program.

Implementation stage: After preparation of the program, the researcher started its implementation. The program was

implemented for students who have negative self-concept and low self-esteem in the form of the session's. There was a total of 4 sessions. This was done in the library at the orphanages, 40 students were divided into 4 sub-groups. The program was administered to each group in a short session of about one hour and filling out the questionnaire to measure the student's self-concept and self-esteem (pre& post) test consumed on average about 30 minutes. The duration of the program was 4 days per week for each orphanage.

Evaluation stage: In order to assess the impact of the program, a post-test was done using the same two tools (*Self-concept and self-esteem scale*). The results were compared to the pre-test results.

The collected data will be coded, tabulated and analyzed by computer statistical programs (SPSS). Descriptive statistics will be used such as frequency, percentages and standard deviation. Also, some inferential statistics will be done to correlate variables related to the study problem. The chi-square test of significance was used to compare results from different groups. $P < 0.05$ was considered to be statistically significant.

Results:-

Total of 80 students were recruited into the study, 77.5 % students from preparatory school, and 22.5 % from secondary school in the study group and 67.5% from school in the control group. Their demographic data were presented in **Table 1**. It is noticed that the age of students in the control group ranged from 12 – 18 years with the mean +SD equal to 13.5+1.0. While the range of age of students in the study group was equal (12 -18 years) with the mean + SD equal to, 13.6+1.3.

Table (2):- Comparison between Pre-Post intervention male adolescents' Self-concept score in the study and control group.

It indicates generally high percentages of positive self- concept in post-intervention than pre-intervention with statistically significance difference (0.001)

Table (3): Comparison between Pre-Post intervention male adolescents' Self-esteem score in the study and control group. It observed that generally high percentages of moderate self-esteem in post-intervention than pre-intervention from orphans than schools' and high self-esteem in school among male adolescents' with statistically significance difference (0.001 & 0.002 respectively).

Table (4): Illustrates the relation between post-intervention adolescents' self-

Table (1):- Distribution of sample according to their demographic characteristics (N=80).

Items	School adolescent No = 40		Orphanage adolescent No = 40		P. value
	No.	%	No.	%	
Age (years)					
12 ≤ 14 years	31	77.5	29	72.5	0.606
14 ≤ 18 years	9	22.5	11	27.5	
Mean ± SD (range)	13.5±1.0 (12-18)		13.6±1.3 (12-18)		0.701
School					
Preparatory	31	77.5	29	72.5	0.606
Secondary	9	22.5	11	27.5	

Significant difference (p<0.05)

Table (2): Comparison between Pre-Post intervention male adolescents' Self-concept score in the study and control group. (N=80).

Item	School adolescents (Control group) No = 40				P. value	Orphans adolescents (Study group) No = 40				P. value
	Pre		Post			Pre		Post		
Positive	23	57.5%	36	90%	0.001**	9	22.5%	25	62.5%	0.001**
Negative	17	42.5%	4	10%		31	77.5%	15	37.5%	

** Significant difference (p<0.001)

concept and their age, there was no statistically significant difference.

Table (5)): Illustrates the relation between post-intervention adolescents' self-esteem and their age, there was no statistically significant difference .

Figure 1. Display the relations between post-intervention male adolescents' total self-esteem and self-concept score. A statistically significant relation was noticed between male adolescent total self- esteem and self-concept score. It obvious that most of positive self-concept male adolescent had high self-esteems.

Impact of an Educational Program on Improving Adolescent's Self-Concept and Self-Esteem at Orphans in Assiut City

Table (3): Comparison between Pre-Post intervention male adolescents' Self-esteem score in the study and control group. (N=80).

Item	School adolescents (Control group) No=40				P. value	Orphanages adolescent (Study group) No = 40				P. value
	Pre		Post			Pre		Post		
Low	2	5.0%	0	0.0%	0.002**	29	72.5%	13	32.5%	<0.001**
Moderate	16	40.0%	7	17.5%		10	25.0%	25	62.5%	
High	22	55.0%	33	82.5%		1	2.5%	2	5%	

**Significant difference (p<0.001)

Table (4): Relation between male adolescents' total self- concept score and their age in the study and control group (n= 80)

Item	Self-Concept					
	school adolescent No= 40			orphanages' adolescent No = 40		
	Positive	Negative	P. value	Positive	Negative	P. value
Age (years)						
12 ≤ 14	18(78.3%)	13(26.50%)	0.893	8(88.9%)	21(67.7%)	0.211
14 ≤ 18	5(21.7%)	4(23.5%)		1(11.1%)	10(32.3%)	

Significant difference (p<0.05)

Table (5): Relation between student`s total self -esteem score and their age in the study and control group (n= 80)

Item	Self-esteem							
	school adolescent No= 40				orphanages' adolescent No= 40			
	Low	Moderate	High	P. value	Low	Moderate	High	P. value
Age (years)								
12 ≤ 14	2(100%)	12(75%)	17(77.3%)	0.727	22(75.9%)	17(85%)	0(0%)	0.123
14 ≤ 18	0(0%)	4(25%)	5(22.7%)		7(24.1%)	3(15%)	1(100%)	

Significant difference (p<0.05)

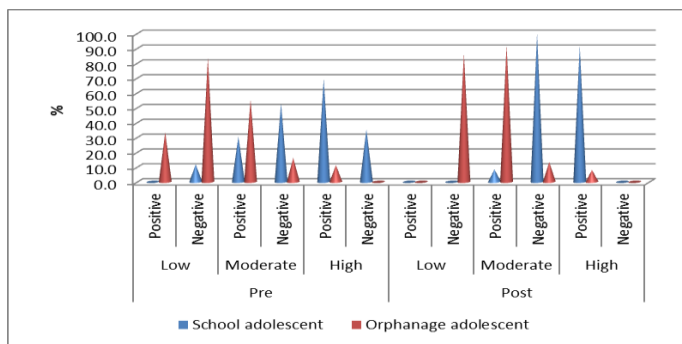


Fig (1):- Relations between post-intervention male adolescents' total self-esteem and self-concept score.

Discussion

The findings of the current research reported that all the orphan children lower self-esteem and negative self -concept as compared to the children living with their parents probably due to loss of their parents. These findings are consistent with those of the prior research

In the present study was related to self-concept. The pre-intervention assessment of students' self-concept revealed that the majority of the studied adolescents had negative self -concept. This finding agreement with conducted by Aral N, et al (2006) it was concluded that self-concept level of adolescents who live in orphanage is lower than that of the adolescents who does not live in orphanage.

It was also noticed that the post-intervention self- concept improved in students of the present study. Therefore, impact educational program affect improve self- concept . During this period in which family is mostly needed, conditions of the institution should be arranged as similar as the family environment. In table 4, it is observed that personnel’s attitude is effective on self-concept of adolescents. According to the Table 5, frequency of the response of the personnel is effective on self-concept of adolescents who live in orphanage. In other words, adolescents who can get assistance

from the personnel in the cases of problem have higher self-concept scores. In my opinion adolescents who have difficulty in coping with the problems of adolescence need a supportive family. Lack of the family affects the social and emotional development and personality of adolescents in negative self-concept way. Pokhrel, P (2012)

On the other hand adolescent boys living with family had a secure, warm, supportive environment where they had more care, advice and encouragement from their parents. Finally adolescent boys living in orphanage were not blessed with a good living environment, which in turn affected their self-concept and self -esteem. in the present study was related to self-esteem. The pre-intervention assessment of students' self-esteem revealed that the majority of the studied adolescents had low self –esteem . In other hand Mustaza Abu Baka .(2015) was agreement with the present study We found that although the basic material needs could be met, orphans in orphanages were almost totally separated from the outside world and could not access normal families and society relations. This would very likely harm their personality in adulthood and social skills . These results show distinct association between less self-esteem and depression were certain consequences of orphan hood and played a significant role in lowering the children’s life quality. Self-esteem could be considered as intermediate variables on the

causal pathway between orphan hood and being an orphan were the negative ones.

In my opinion adolescent living in orphan influences self-esteem, develop low self-esteem due to social-economic factors, there should be clear and appropriate local norms, national policy, laws and effective enforcement mechanisms on children's property and inheritance rights. This would prevent confiscation of children's property by other guardians or other grabbers.

In other hand Aar – king,S .(2009) agree with the present study adolescents who live with their family can handle with this period easier since their acceptance level is higher and they can develop higher self-esteem. Contrary to this, adolescents who live in orphanage have lower self- scores. Conditions of the institutions could be rearranged regarding to facilitate the acceptance of adolescents, psychological support could be provided for the adolescents who need such kind of a support.

Consequently, it is supposed that adolescents who live in orphanage should be supported by experts as much as possible so that they can develop positive self-concept. Mustaza Abu Baka .(2015) stated that the effort towards strengthening the family institution is one of the solutions to the various problems among youth. Parents should understand and know the natural development of adolescent psychology, at this level adolescents need attention and guidance and affection from family members. Through this research, the orphans should be given special attention by all parties, especially the orphan care center or a particular party. It was not surprising, self-concept for orphans mostly unpredictable of their self-concept stage. Hence, attention and care needs to be given completely in the form of personal excellence.

Conclusions

The study findings lead to the conclusion that. The orphan adolescents self-concept were mostly negative and low self -esteem. Implementation of the educational program based on assessment of their needs led to statistically significant improvements in the post-intervention self-concept and self-esteem of adolescents' in orphan and living with their parents. the educational program was successful in achieving its goals of improving adolescents' self-concept and self-esteem .

Recommendations

Based on the findings of the present study it was recommended that

- Boys are living in orphans need to have a secure, warm, supportive environment where they had more care, advice and encouragement from their teachers and leaders.
- Adequate books and magazines ,which include materials related to self -esteem and self-concept should be available to the school students
- Implementation of health education program for adolescents at orphans to modify and change their miss-believes, misconceived ideas, malpractice and negative attitudes related to self-esteem and concept.
- Provide the orphans health team especially nurses to guide the students safety for self -esteem and concepts

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**Impact of an Educational Program on Improving Adolescent's Self-Concept and Self-Esteem at Orphans
in Assiut City**

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