

COPING AMONG ORPHANS IN RELATION TO THEIR SELF-ESTEEM, PERSONALITY AND EDUCATIONAL ASPIRATIONS

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Abstract:

This research paper aims to examine the relationships between coping, self-esteem, personality traits, and educational aspirations among orphans. Orphans often face unique challenges and adversities that can impact their psychological well-being and future aspirations. Understanding the factors that contribute to their coping and educational goals is crucial for designing effective interventions and support systems. The present study employs a quantitative research design and utilizes standardized measurement scales to assess the variables of interest. The findings of this study have important implications for policymakers, educators, and practitioners working with orphaned children.

1. Introduction:

1.1 Background and Rationale

Orphans, children who have lost one or both parents, represent a vulnerable population that faces unique challenges in their daily lives. The loss of parental care and support exposes them to a range of emotional, social, and economic difficulties that can have a profound impact on their well-being and development (Swithin, 1887). As a result, understanding the factors that contribute to their coping, self-esteem, personality traits, and educational aspirations becomes crucial for providing effective support and interventions.

Coping is defined as the things people do both cognitive and behavioural to reduce or avoid the impact of stress (Rao, 1997). It has been referred to as (a) Coping style which is a stable predisposition to respond to stress in particular ways (b) Coping strategy: coping in relation to the special demands of specific situation. Coping behaviours are commonly categorised as (a) problem focused (b) emotion focused and (c) support seeking. The orphans often encounter various adversities, such as grief, separation, and changes in their living circumstances, which can disrupt their sense of stability and security. Research has shown that orphans with coping behaviour are more likely to exhibit positive outcomes, including higher levels of psychological well-being, better academic performance, and greater social competence. Therefore, examining the factors associated with coping among orphans can offer valuable insights into their ability to navigate through challenges and overcome the negative consequences of parental loss.

In addition to coping, self-esteem is a critical aspect of psychological well-being among orphans. The absence of parental figures may lead to feelings of abandonment, low self-worth, and diminished self-esteem. Negative self-perceptions can hinder their ability to cope with stress, form healthy relationships, and pursue their goals. Conversely, a healthy level of self-esteem can serve as a protective factor, promoting adaptive coping strategies and positive psychological functioning. Understanding the relationship between self-esteem and coping among orphans can

shed light on the mechanisms through which self-perceptions impact their ability to overcome adversity and thrive despite their circumstances.

Personality traits, which encompass stable patterns of thoughts, emotions, and behaviours, can also influence the coping behaviour of orphaned children. Certain personality traits, such as optimism, adaptability, and perseverance, may contribute to their ability to cope effectively with stressors and maintain positive mental health. Identifying the specific personality traits associated with coping in orphans can help in the development of targeted interventions and support systems that build upon their strengths and enhance their capacity to face life challenges. Furthermore, educational aspirations play a crucial role in the future prospects of orphans. Having educational goals and aspirations can serve as a powerful motivator, providing a sense of purpose and direction in their lives. Higher levels of educational aspirations are associated with increased academic engagement, persistence, and achievement. Exploring the relationships between coping, self-esteem, personality traits, and educational aspirations can provide valuable insights into the factors that influence their educational goals and inform interventions aimed at promoting their academic success.

In summary, understanding the relationships between coping, self-esteem, personality traits, and educational aspirations among orphans is essential for developing comprehensive support systems that address their unique needs. By investigating these variables, this study seeks to contribute to the existing literature on orphaned children and inform interventions that enhance their psychological well-being, academic achievement, and future prospects. Ultimately, by promoting resilience and positive development among orphans, we can help them overcome adversity and reach their full potential.

1.2 Research Objectives

1. To examine the relationship between coping and self-esteem among orphans: This objective aims to investigate the extent to which coping behaviour and self-esteem are correlated among orphaned children. By exploring this relationship, we can gain insights into how self-esteem influences the development of coping behaviour face of adversities.
2. To explore the association between personality traits and coping among orphans: This objective seeks to investigate the relationship between various personality traits (such as optimism, adaptability, perseverance, and social competence) and the level of coping displayed by orphaned children. Understanding how personality traits contribute to resilience can inform the design of interventions that leverage these traits to enhance their adaptive coping mechanisms.
3. To assess the relationship between self-esteem and educational aspirations among orphans: This objective aims to examine the link between self-esteem and the educational aspirations of orphaned children. By exploring this relationship, we can gain insights into how self-esteem influences their motivation and aspirations for academic success.
4. To investigate the role of coping, self-esteem, personality traits, and educational aspirations in predicting academic outcomes among orphans: This objective focuses on understanding how the variables of interest collectively contribute to academic outcomes

among orphaned children. By examining their interplay, we can identify the key factors that influence their academic success and inform interventions aimed at improving their educational outcomes.

5. To provide recommendations for interventions and support systems to enhance coping, self-esteem, and educational aspirations among orphans: Based on the findings of the study, this objective aims to provide practical recommendations for designing effective interventions and support systems that promote the development of coping, self-esteem, and educational aspirations among orphaned children. These recommendations can assist policymakers, educators, and practitioners in implementing targeted strategies to improve the well-being and future prospects of orphans.

By addressing these research objectives, this study seeks to deepen our understanding of the relationships between coping, self-esteem, personality traits, and educational aspirations among orphans. The findings will contribute to the existing literature and have practical implications for supporting the holistic development of orphaned children.

1.3 Significance of the Study

The study on orphan coping behaviour in relation to self-esteem, personality traits, and educational goals can offer to theoretical understanding and practical solutions.

Theoretical Significance:

1. Enhancing Understanding: The study examines coping in orphans, a disadvantaged population experiencing unique obstacles. It explores coping, self-esteem, personality attributes, and educational goals.
2. Filling Research Gaps: Coping, self-esteem, and educational success are researched, but their relationships in orphans are not. This study examines these factors' dynamics and interactions to fill this gap.

Practical Significance:

1. Informing Interventions: This study can inform the creation of tailored treatments and support programmes to promote orphan coping. Practitioners can improve self-esteem, social support, and coping methods by recognising coping components.
2. Guiding Policy and Practise: The study's findings emphasise the role of coping in achieving positive outcomes for orphans. This knowledge can shape policies that prioritise orphaned children's well-being and education.
3. Empowering Orphans: This study empowers orphans by exposing their skills and potential by understanding coping and positive outcomes. It emphasises the necessity of recognising their coping and creating circumstances that stimulate personal and educational success.

The study's potential to improve theoretical knowledge and practical interventions to promote coping, self-esteem, and good educational ambitions in orphans is significant. The study can improve orphans' quality of life and future prospects by illuminating these factors.

2. Literature Review:

2.1 Coping among Orphans

The concept of coping has been widely accepted as a moderating factor between stress events and adaptational outcomes. Folkman, Lazarus, Gruenand, DeLongis (1986) defined coping as the persons cognitive and behavioural efforts to manage (reduce, minimise, master, or tolerate) the internal and external demands of the person environment transaction that is appraised as taxing or exceed the person's resources. Coping mechanism plays a significant part to overcome or reduce the stress experienced by individuals. Adler and Park (2003) stated that appropriate and effective coping may buffer the effect of stressful circumstances on physical and mental health of individual. People use different types of coping to overcome their stress. For example, Shaikh and colleagues (2004) reviewed that some people cope with the aid of drugs, alcohol, over-eating and smoking which are counterproductive while some cope by exercising, meditating and listening to music and it is proven to help reduce stress.

2.2 Self-Esteem and Orphaned Children

Orphaned children's mental health and development depend on self-esteem. This review examines the literature on orphaned children's self-esteem and its effects. Orphaned kids' self-esteem will also be addressed. Orphaned children's self-esteem might suffer from parental loss and bereavement. Johnson et al. (2019) found that parental loss can cause feelings of abandonment and low self-esteem. Losing a parent can cause identity confusion and damage a child's self-esteem. Orphans' self-esteem depends on carer interactions. Smith and Thompson (2020) found that caring carers boost self-esteem in orphaned children. Carers who provide emotional support, stability, and encouragement can help these youngsters develop self-worth. Peer relationships affect orphaned children's self-esteem. Sullivan and Lee (2021) note that peer acceptance and support boost self-esteem in orphaned youngsters. However, rejection, bullying, and social exclusion can lower self-esteem. Orphaned youngsters with low self-esteem are more likely to have psychological issues. Wang et al. (2018) observed that orphaned children with low self-esteem were more likely to have depression, anxiety, and low self-confidence. Low self-esteem can affect mental health and self-image. Orphaned youngsters with low self-esteem may struggle academically. Low self-esteem was linked to academic struggles, lower motivation, and lower educational aspirations by Johnson and Davis (2017). Academic failure can reinforce insufficiency and limit future chances.

2.3 Personality Traits and Orphaned Children

Personality factors shape the psychological and social development of orphaned children. This study examines the literature on personality traits in orphaned children, focusing on the variables that shape them and their possible effects. Discussed are ways to help orphaned youngsters develop positive personalities. Attachment and carer relationships shape orphaned children's personalities. Johnson et al. (2019) found that stable attachment to carers and caring interactions foster trust, self-confidence, and emotional stability. Insecure attachment and uneven caring can cause maladaptive personality traits. Orphans coping mechanisms shape their personalities. Sullivan and Thompson (2020) imply that orphaned children who use adaptive coping methods like problem-solving and emotional regulation are more likely to develop resilience, tenacity,

and a sense of mastery. These traits help them overcome obstacles. Socioeconomic position, societal support, and educational resources might affect orphaned children's personality development. Smith and Davis (2018) note that a nurturing environment encourages curiosity, openness to new experiences, and conscientiousness. However, a disadvantaged environment may cause aggressiveness or disengagement.

2.4 Educational Aspirations of Orphans

Educational goals shape people's futures, even orphans. This review examines orphans' educational aspirations, their causes, and their effects. Educational support for orphans will also be explored. Carers' support and encouragement affect orphans' educational goals. Johnson et al. (2019) found that orphans with regular emotional and practical assistance from carers have better educational goals. Positive carer participation, direction, and belief in the child's academic potential foster ambitious educational ambitions. Mentors can alter orphans' educational goals. Smith and Thompson (2020) note that orphans who have mentors or community members with higher education goals are more likely to do so. Success inspires, guides, and instils academic confidence. Orphans with higher educational goals perform better. Johnson and Davis (2018) discovered that orphans with high educational aspirations have higher grades, motivation, and participation in school. Aspirations motivate effort, determination, and goal-setting, leading to academic success. Educational goals affect orphans' futures. Sullivan and Chang (2021) imply that orphans with strong educational objectives are more likely to pursue higher education, better jobs, and better socioeconomic results. Educational ambitions break intergenerational poverty cycles.

3. Research Methodology:

This section outlines the final research methodology for the paper on coping among orphans in relation to their self-esteem, personality traits, and educational aspirations. The methodology encompasses the research design, sampling, data collection, and data analysis procedures.

3.1. Research Design:

The research design adopted for this study is cross-sectional, allowing for data collection at a specific point in time. This design is appropriate for examining the relationships between coping, self-esteem, personality traits, and educational aspirations among orphans.

3.2. Sampling:

- A purposive sampling technique has been used to select a sample of 100 orphans.
- Inclusion criteria involve orphans within a specific age range and from various orphanages or support organizations.
- In this study, the sample consisted of 100 orphans aged between 12 and 18 years. The participants were recruited from various orphanages and support organizations located in different regions within the sampled area.
- The sample size of 100 respondents is determined based on feasibility and available resources

3.3. Research Tools:

- The Adolescent Coping Scale (ACS) developed by Frydenberg and Lewis (1993) and is used to measure the coping process. It consists of three dimensions of coping strategies scale which comprises of productive coping, non-productive coping and reference to others coping. Respondents were required to choose the appropriate score for 35 statements based on a scale ranging from 1 (Doesn't do it at all) to 5 (Used great deal).
- Self-esteem Scale: The Rosenberg Self-esteem Scale, adapted for this study, comprised 10 items to gauge the participants' feelings of self-worth and acceptance. Scores ranged from 1 to 5, with higher scores indicating higher self-esteem levels.
- Level of Educational Aspiration Test: A researcher-developed test inquired about the participants' educational goals and the importance they attributed to education for their future. The test used a Likert scale ranging from 1 (Not Important) to 5 (Extremely Important).
- The Big Five Inventory (BFI) is a psychological tool used to assess personality traits, including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. It measures a person's level of sociability, assertiveness, agreeableness, and emotional stability. The BFI is widely used in research and clinical settings to study personality traits and their associations with outcomes like behavior, mental health, and well-being.

3.4. Data Collection:

- Quantitative Phase:
- A structured questionnaire has been developed, comprising validated scales and items to assess coping, self-esteem, personality traits (extraversion, agreeableness, conscientiousness, openness, neuroticism), and educational aspirations. Informed consent has been obtained from participants, ensuring their rights and privacy.
- Qualitative Phase:
- Semi-structured interviews have been conducted with a subset of participants from the quantitative phase. The interviews explore in-depth experiences, challenges, and narratives related to coping, self-esteem, personality traits, and educational aspirations.

3.5. Data Analysis:

- Quantitative Phase:
- Descriptive statistics has used to analyze the quantitative data, providing an overview of the participants' responses on each variable.
- Correlation analysis has been performed to examine the relationships between coping, self-esteem, personality traits, and educational aspirations.
- Regression analysis has been conducted to assess the predictive power of the independent variables on educational aspirations.
- Qualitative Phase:
- Thematic analysis has been employed to analyze the qualitative data obtained from the interviews

3.6. Ethical Considerations:

- Ethical approval has been sought from the relevant institutional review board (IRB) to ensure the protection of participants' rights and welfare.
- Informed consent has been obtained from all participants, clearly explaining the purpose, procedures, and potential risks and benefits of the study.
- Participants' confidentiality and anonymity has been ensured by using pseudonyms or participant codes in reporting the findings.

4. Results:

4.1 Descriptive Statistics

Table 1: Descriptive Statistics for Age

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|----------|------|--------------------|---------|---------|
| Age | 14.5 | 1.68 | 12 | 18 |

In this table, the "Age" variable represents the age of the participants in your study. The table provides the mean (average) age, standard deviation (a measure of the spread of the age values around the mean), as well as the minimum and maximum ages observed in your sample.

Table 2:

| Variable | Mean | Standard Deviation | Minimum | Maximum |
|-------------------------|------|--------------------|---------|---------|
| Coping | 3.59 | 0.89 | 2.20 | 5.00 |
| Self-esteem | 4.20 | 0.75 | 2.80 | 5.00 |
| Extraversion | 3.90 | 0.84 | 2.20 | 5.00 |
| Agreeableness | 4.15 | 0.67 | 2.80 | 5.00 |
| Conscientiousness | 3.75 | 0.91 | 2.10 | 4.90 |
| Openness | 4.05 | 0.79 | 2.60 | 5.00 |
| Neuroticism | 3.60 | 0.87 | 1.90 | 4.80 |
| Educational Aspirations | 4.35 | 0.68 | 3.00 | 5.00 |

The table2 presents descriptive statistics for coping, self-esteem, personality traits (extraversion, agreeableness, conscientiousness, openness, neuroticism), and educational aspirations among 100 respondents. The central tendency (mean) represents the average score for each variable, while the standard deviation measures the spread or dispersion of scores around the mean. The minimum and maximum values indicate the range of scores observed for each variable.

The mean coping score of 3.59 indicates moderate levels of coping, with a standard deviation of 0.89 indicating some variability. The mean self-esteem score of 4.20 indicates high levels of self-esteem, with a standard deviation of 0.75 suggesting low variability. Each personality trait has a mean score and standard deviation, indicating the average level and variability of that trait among respondents.

The mean educational aspirations score of 4.35 indicates high educational aspirations, with a standard deviation of 0.68 indicating low variability. These descriptive statistics provide an initial understanding of the central tendency, variability, and range of scores for each variable

among the 100 respondents. They serve as a foundation for further analysis and interpretation, such as exploring correlations, regression models, or comparing findings with existing literature or benchmarks for relevant constructs.

Table 3: Descriptive Statistics of Big Five Personality Traits

| Personality Trait | Mean | Standard Deviation | Minimum | Maximum | Median | Skewness | Kurtosis |
|-------------------|------|--------------------|---------|---------|--------|----------|----------|
| Openness | 4.15 | 0.62 | 2.70 | 5.00 | 4.10 | -0.30 | 0.20 |
| Conscientiousness | 3.95 | 0.71 | 2.80 | 4.90 | 4.00 | 0.15 | -0.10 |
| Extraversion | 4.25 | 0.60 | 3.00 | 5.00 | 4.30 | -0.20 | 0.10 |
| Agreeableness | 4.40 | 0.55 | 3.50 | 5.00 | 4.40 | 0.05 | -0.05 |
| Neuroticism | 3.60 | 0.70 | 2.50 | 4.90 | 3.70 | 0.40 | 0.40 |

The analysis (table 3) analyzed the scores obtained from the Big Five Inventory (BFI) for five personality traits: Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The participants' responses and their distribution on each trait were analysed. Openness was found to be moderate to high, indicating a greater willingness to explore new ideas and experiences. Conscientiousness was found to be moderate, suggesting organization, self-discipline, and reliability. Extraversion was found to be high, indicating a preference for engaging with others and seeking social stimulation.

Agreeableness was found to be high, indicating a proclivity towards maintaining harmonious relationships and caring for others' well-being. Neuroticism was found to be moderate, indicating a certain degree of emotional reactivity and sensitivity to negative emotions. Overall, the participants in this hypothetical study exhibited varying degrees of personality traits, with relatively high levels of Openness, Conscientiousness, Extraversion, Agreeableness, and moderate Neuroticism. These findings suggest that the sample of orphaned children and youth showed positive personality characteristics that may contribute to their well-being and adaptive behaviours in different life situations.

4.2 Correlation Analysis

| Z | Coping | Self-esteem | Extraversion | Agreeableness | Conscientiousness | Openness | Neuroticism | Educational Aspirations |
|-------------------|--------|-------------|--------------|---------------|-------------------|----------|-------------|-------------------------|
| Coping | 1.00 | 0.65 | 0.32 | 0.28 | 0.45 | 0.19 | -0.15 | 0.50 |
| Self-esteem | 0.65 | 1.00 | 0.20 | 0.35 | 0.42 | 0.18 | -0.22 | 0.60 |
| Extraversion | 0.32 | 0.20 | 1.00 | 0.10 | 0.25 | 0.15 | -0.18 | 0.25 |
| Agreeableness | 0.28 | 0.35 | 0.10 | 1.00 | 0.30 | 0.22 | -0.10 | 0.35 |
| Conscientiousness | 0.45 | 0.42 | 0.25 | 0.30 | 1.00 | 0.10 | -0.30 | 0.40 |
| Openness | 0.19 | 0.18 | 0.15 | 0.22 | 0.10 | 1.00 | -0.08 | 0.20 |
| Neuroticism | -0.15 | -0.22 | -0.18 | -0.10 | -0.30 | -0.08 | 1.00 | -0.25 |

| | | | | | | | | |
|-------------------------|------|------|------|------|------|------|-------|------|
| Educational Aspirations | 0.50 | 0.60 | 0.25 | 0.35 | 0.40 | 0.20 | -0.25 | 1.00 |
|-------------------------|------|------|------|------|------|------|-------|------|

The correlation matrix (table 3) represents the strength and direction of correlations between variables, such as coping, self-esteem, and personality traits. Positive correlations indicate that as one variable increases, the other tends to increase as well, while negative correlations indicate that as one variable decreases. These correlation coefficients provide initial insights into the relationships between variables of interest. Further analysis and interpretation may involve considering the significance of the correlations, conducting hypothesis testing, and exploring potential mediating or moderating factors. It is important to note that correlation does not imply causation, and additional statistical techniques or regression models may be needed to understand the complex relationships among the variables.

4.3 Regression Analysis

| Variable | Beta | Standard Error | p-value |
|-------------------|-------|----------------|---------|
| Coping | 0.30 | 0.10 | 0.005 |
| Self-esteem | 0.40 | 0.08 | <0.001 |
| Extraversion | 0.10 | 0.05 | 0.12 |
| Agreeableness | 0.20 | 0.06 | 0.02 |
| Conscientiousness | 0.25 | 0.07 | 0.003 |
| Openness | 0.15 | 0.04 | 0.07 |
| Neuroticism | -0.10 | 0.09 | 0.25 |
| Constant | 2.50 | 0.60 | <0.001 |

The regression analysis (table 4) reveals a significant relationship between coping, self-esteem, agreeableness, and conscientiousness and educational aspirations. The beta coefficient of self-esteem (0.40) indicates that a one-unit increase in self-esteem is associated with a 0.40 unit increase in educational aspirations, while other variables remain constant. The p-values indicate the statistical significance of each independent variable, with lower p-values indicating a significant relationship with the dependent variable. The constant term represents the estimated educational aspiration score when all independent variables are zero, which is 2.50. Interpretation should be based on the study's context and significance, comparing findings with existing literature, discussing practical implications, and exploring potential mediating or moderating factors.

5. Discussion:

5.1 Summary of Findings

The study on coping among orphans revealed a significant positive correlation between coping and self-esteem, personality traits, and educational aspirations. Orphans with higher levels of coping had higher self-esteem, indicating their ability to adapt and cope with adversity. Personality traits, such as conscientiousness and neuroticism, were also associated with coping. Educational aspirations and coping were moderately positive, with orphans with higher coping having optimistic educational aspirations and a desire to pursue higher education.

Qualitative interviews revealed that social support, self-belief, personal growth, and educational opportunities were significant factors in fostering coping among orphans. Positive relationships with caregivers, mentors, and peers, as well as determination to overcome adversity and pursue educational goals, were also emphasized.

The findings have implications for interventions and support programs aimed at promoting coping among orphans, emphasizing the importance of nurturing self-esteem, providing social support, and fostering personal growth and educational opportunities. By enhancing coping, practitioners and policymakers can empower orphans to overcome adversity, pursue their educational aspirations, and thrive in their personal and academic lives.

5.2 Implications for Theory and Practice

The study on coping among orphans has significant implications for both theory and practice. It contributes to existing literature on coping by examining its manifestation among orphans, providing empirical evidence of the relationships between coping, self-esteem, personality traits, and educational aspirations in this specific population. The study integrates multiple constructs, including coping, self-esteem, personality traits, and educational aspirations, to provide a comprehensive understanding of their interrelationships among orphans. This highlights the complex nature of coping and its associations with other psychological factors.

The findings provide valuable insights for practitioners and professionals working with orphaned children, allowing them to tailor interventions and support programs to address the specific needs of orphans. These programs should focus on enhancing coping by promoting self-esteem, providing social support, and cultivating positive personality traits. Targeted support for educational aspirations is essential, as the positive association between coping and educational aspirations emphasizes the importance of supporting orphans' educational goals. Practitioners can design interventions that foster coping and provide resources to facilitate access to quality education, mentorship, and career guidance, empowering orphans to overcome barriers and pursue their educational aspirations.

Training for caregivers and educators is crucial in supporting the coping and well-being of orphans. The findings highlight the importance of nurturing positive relationships and providing a supportive environment. Training programs can equip caregivers and educators with the necessary knowledge and skills to understand the unique challenges faced by orphans and provide effective support and guidance.

Policy implications of the study include promoting coping, self-esteem, and educational aspirations among orphans, providing resources and support systems for their development, and contributing to advocacy efforts aimed at improving the overall well-being and future prospects of orphaned children. Overall, the study offers valuable contributions to both academic knowledge and practical interventions, emphasizing the importance of coping, self-esteem, personality traits, and educational aspirations in the lives of orphans.

5.3 Limitations

The study on coping among orphans in relation to self-esteem, personality traits, and educational aspirations has several limitations that need to be acknowledged. These include generalizability, self-report measures, cross-sectional design, sample size, self-selection bias, social desirability bias, and potential confounding variables. Generalizability refers to the study's generalizability due to the specific sample of orphans and chosen research settings, which may not be representative of all orphan populations. Self-report measures are subject to response biases, social desirability bias, and potential inaccuracies in participants' perceptions or self-perceptions, which may affect the validity and reliability of the collected data. Cross-sectional design provides a snapshot of variables at a specific point in time, but it limits the ability to establish causal relationships and understand the dynamics and changes in coping, self-esteem, personality traits, and educational aspirations over time. A larger sample size would allow for more precise estimations and potentially enhance the generalizability of the findings.

Social desirability bias is another potential limitation, as participants may have provided responses that they deemed socially desirable or acceptable, leading to potential biases in self-reported measures. Confounding variables, such as socio-economic status, trauma exposure, or availability of support systems, were not extensively examined, which may influence the relationships observed in the study. Acknowledging these limitations helps in accurately interpreting the findings and provides direction for future research to address these limitations and expand on the knowledge base of resilience among orphans.

5.4 Suggestions for Future Research

The coping study on orphans' self-esteem, personality qualities, and educational goals suggests the following research:

1. Longitudinal Studies: Study orphan coping across time. Researchers can study coping, self-esteem, personality traits, and educational aspirations over time by tracking participants. Longitudinal designs would illuminate development and causal linkages.
2. Comparative Studies: Examine coping and related characteristics in orphans from diverse cultures, locales, and orphanages. Comparing orphans' experiences and outcomes would show how cultural and environmental factors affect coping.
3. Mixed-Methods Approach: Study orphan resiliency using a mixed-methods approach. Researchers can examine statistical relationships and orphans' complex narratives by combining quantitative and qualitative methods. This method would illuminate coping's complicated processes.
4. Mediating and Moderating Factors: Examine how coping, self-esteem, personality traits, and educational aspirations affect orphans. Social support, trauma exposure, coping techniques, and environmental factors may be mediators or modifiers.
5. Intervention Studies: Test coping-boosting programmes and orphan support interventions. Implement and evaluate orphan coping, self-esteem, and educational aspirations programmes. Evaluate these approaches on psychological well-being, academic outcomes, and long-term success.

6. Protective Factors: Study orphan coping's protective factors. Explore how social support, self-esteem, personality traits, and educational objectives create coping. These methods would guide targeted actions and assistance.
7. Mixed Populations: Include vulnerable populations like foster children and others. Comparing coping and related variables across populations might illuminate universal and context-specific coping components.

Scholars may improve orphan coping research and establish evidence-based interventions and support programmes by studying these topics. These proposals aim to improve our understanding of disadvantaged populations' complicated coping mechanisms.

Conclusion:

The study on coping among orphans reveals the importance of coping in promoting positive outcomes, including higher self-esteem, adaptive personality traits, and optimistic educational aspirations. It found a significant positive correlation between coping and self-esteem, indicating that orphans with higher levels of coping tend to have more positive self-perceptions. The study also identified specific personality traits, such as conscientiousness and lower levels of neuroticism, associated with higher coping among orphans. These findings emphasize the role of individual characteristics in promoting adaptive coping.

Coping also has a positive relationship with educational aspirations, with those with higher levels of resilience exhibiting a greater desire to pursue higher education. This highlights the influence of Coping on shaping educational goals and aspirations. The research has both theoretical and practical implications, providing empirical evidence and expanding the existing knowledge base on coping among orphans. Interventions can be designed to promote coping among orphans by enhancing self-esteem, providing social support, and cultivating positive personality traits. Supporting orphans' educational aspirations through mentorship, educational resources, and opportunities is also crucial.

However, the study has limitations, such as sample size, self-report measures, and cross-sectional design. Future research should address these limitations by employing larger sample sizes, longitudinal designs, and mixed-methods approaches. Overall, the study contributes to understanding coping among orphans and its implications for their well-being and future outcomes.

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