PSYCHOSOCIAL DEVELOPMENT OF ORPHANED CHILDREN IN ORPHANAGE HOMES IN KWARA STATE, NIGERIA

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Abstract
The interaction of the child with the family is very germane as it provides the platform for psychosocial development of the child. In the advent of the death of the parents and where there is no relative ready to take care of the child, the child is left with no option than the orphanage homes. The study investigated the influence of orphanage homes on the psychosocial development of orphaned children in Kwara State. All the children in orphanage homes in Kwara State were the population for the study. Descriptive survey research design was adopted for this study. Two hundred and three orphaned children in Kwara State participated in the study using multi-stage sampling technique. The research instrument used for data gathering was a researchers' designed instrument titled 'Psychosocial Development of Orphaned Children Questionnaire' (PDOCQ) with a reliability index of 0.83. Four research questions were answered and two hypotheses were tested at 0.05 level of significance. Data were analyzed using frequency count, simple percentage, mean, standard deviation, t-test and Analysis of Variance (ANOVA). The findings of the study revealed that orphanage homes had negative influence on the psychosocial development of orphaned children. Based on the findings, it was recommended that childhood educators with governments' support should provide training programmes for caregivers, nannies and volunteers to further improve their knowledge and skills on childcare. Also, counsellors should provide counselling to orphanage operators to be committed to improving the welfare of the orphans and as well provide socio-emotional counselling to assist the orphaned children in their adjustment and psychosocial development.

Keywords: Orphanage homes, Orphaned children, Psychosocial development, Self-concept, Self-esteem, Life satisfaction, Social support

Introduction

The interaction of the child with the family is very vital as it provides the platform for psychosocial development of the child. The advent of the death of the parents and unavailability of a relative who is ready to take care of the child, leave the child with no option than the orphanage homes. Historically, the state of orphanhood has existed since the "dark ages". The orphaned children have always been with us either directly or indirectly. Most orphans in the world are as a result of wars, natural calamities, diseases, maternal death in child birth due to neglect and poorly trained traditional birth attendants. According to UNICEF, in 2005 there were 153 million orphans globally and the estimated number of orphans in 2010, was between 146 million and 2015 was 140 million worldwide. This is presented in the table 1:

Table 1: World statistics of Orphaned Children 1990-2015

S/N	YEAR	No of Orphan
1	1990	146 million
2	1995	151 million
3	2000	155 million
4	2005	153 million
5	2010	146 million
6	2015	140 million

UNICEF (2017) : Orphans Worldwide

UNICEF (2010) also reported that 2,102,400 more children become orphans every year in Africa alone and added that about 5,760 children become orphans every day. In 2015, UNICEF estimated that there are approximately 140 million children worldwide who have lost at least one parent as result of various causes. Most 92% of the world's orphans are in developing countries, Nigeria inclusive. Despite the decline in numbers of the orphans between 2010 and 2015, it is observed that there are still considerable numbers of children who are orphans worldwide.

Nigeria has been identified as one of the top African countries with the highest population of orphans (Uneze, 2010). It has an estimated 7 million orphans as at 2003 with a projected increase to 8.2 million in 2010 (UNAIDS, UNICEF, & USAID 2004). It is also estimated that by the year 2020 with the rate that children are becoming orphaned, there will be more than 200 million children orphaned around the globe and this is over 2.8% of the world's population (UNICEF, 2006). According to UNICEF's most recent "State of the world's children" report, the number of orphans has continued to grow in many developing countries and third world countries.

According to the Wordnet (2000), an orphan is a child who has lost both parents (Word net, 2007). However, the United Nations Children's Fund (UNICEF), Joint United Nations Programme on HIV and AIDS (UNAIDS), and other groups label any child that has lost one parent or both parents as an orphan. UNAIDS Global Report (2008) identified three types of orphans: a maternal orphan (a child whose mother has died), a paternal orphan, is a child whose father has died, and a double orphan, is a child who has lost both parents. Hence, orphanage, which is also called children's home, is a residential institution devoted to the care of orphans - children whose biological parents are deceased or otherwise unable or unwilling to care for them. Biological parents, and sometimes biological grandparents, are legally responsible for supporting children, but in the absence of parent, or other relatives willing to care for the children, they become a ward of the state, and orphanages are one way of providing for their care, housing and education.

Being an orphan is one of the catastrophes that face a child upon the death of a mother, father or both. An orphan lacks the socialization by parents. The orphan has no bonding figure that should help in social and emotional development compared to other children whose socialization is being done by their own parents. Orphans face a lot of challenges, in view of the absence of the natural parent (Nigeria National Orphan Care Policy, 1999). Holland (2001) suggested that parental death during childhood may have potentially negative consequences for children later in their lives. A study by Cluver, Gardner and Operario (2007) found that orphaned children generally show a higher degree of psychological problems than non-orphaned children. Psychosocial development is significantly influenced by environment which shapes our identity and our relationships with other people. It entails the progressive development of psychological and social behaviours in humans during the lifespan as a result of different social interaction (including social status) in which people are involved (Bergh, 2006). According to Richter, Foster & Sherr (2006), psychosocial well-being can be defined as the positive age and stage appropriate effects of children's emotional, social and self-awareness. Psychosocial development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters.

Psychosocial development provides the foundation for how we feel about ourselves and how we experience others. This foundation begins the day we are born and continues to develop throughout our lifespan. The greatest influence on a child's social-emotional development is the quality of the relationships that he develops with his primary caregivers. Positive and nurturing early experiences and relationships have a significant impact on a child's social-emotional development. They also impact how the young child's brain develops. The significance of social and emotional development is seen in every area of a child's life. A child will have a strong foundation for later development if he or she can manage personal feelings, understand others' feelings and needs, and interact positively with others.

Self-concept, as a component of psychosocial development, can be defined as the sum of the feelings and thoughts of individuals for themselves, a way of self-recognition

and self-evaluation, the conscious self-perception of an individual and the subjective side of the personality (Clark, Clemes & Bean, 2000; Guay, Marsh & Boivin, 2003). Children with positive self-concept are described as individuals who are confident of their competencies and decisions. Such children actively participate in group discussion, do not face difficulties in building friendships, are not timid, can easily voice their opinion and express what they actually want to say. On the other hand, children with negative self-concept have little confidence in themselves; they tend to avoid expressing their opinion and they are afraid of criticism. They believe that powerful others, fate or chance primarily determine the event and consequences in their lives and hence, other people are influential in the lives of such children (Mohammed, 2006). Kimam Cheboswony, Kodero, & Misigo (2009) asserted that the formation of self-concept starts in early childhood stages where the family socializes and shapes the child's self- concept.

Self-esteem, as a variable of interest refers to the extent to which we like, accept or approve of ourselves or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a high or a low view of ourselves. Self-esteem is defined by Woolfolk (2005) as an affective act and encapsulates the value or worth we attach to our self-assessments. Self-esteem is also described as the degree to which a person values himself or herself, the summation based on conscious self-evaluative thoughts and feelings or in short, as a global e otional placement of self (Robin et al., 2001; Baccus et al, 2003; Frost & McKelvie, 2005). Mazhar 2004) asserted that self-esteem is a sense of self, the value one puts on self and the worth one attaches to self. In fact, self-esteem is the basic belief about self. Thus, it may be argued that, if one has a positive belief system about one's self, one will have a positive self-esteem. On the other hand, if one views oneself as worthless, one will have a negative self- esteem. According to Rogers (1959); Baumeister et al (2003) and Maslow (2008), there are two types of self-esteem which are high and low self-esteems. High self-esteem refers to positive view of ourselves which tends to lead to confidence in our own abilities; self-acceptance; optimism and not worrying about what others think. On the other hand, lower self-esteem refers to negative view of ourselves which tends to lead to lack of confidence; desire to be/look like someone else; always worrying what others might think about ourselves.

Life satisfaction (LS) which is the way an individual evaluates his or her past or current conditions of life (Myers and Diener 1995; Huebner et al., 2005). LS judgments refer to either global statements or describe a person's satisfaction with important domains of life, such as friends, family, or self (Suldo et al., 2006). With respect to youths and adolescents, global LS reports are strongly correlated with ratings of satisfaction with family, friends, school, living environment, and self (Seligson et al., 2003). Life satisfaction describes how a person perceives his/her life presently and how he/she feels about the future. It also means having favourable attitude towards one's life in general.

Social support is also an important element in a child's life. This is referred to as the experience being valued, respected, cared about, and loved by others who are present in one's life (Gurung, 2006). It may come from different sources such as family, friends,

teachers, community, or any social groups to which one is affiliated. Social support can come in the form of tangible assistance provided by others when needed which includes appraisal of different situations, effective coping strategies, and emotional support. Social support is an element that can help individuals to reduce the amount of stress experienced as well as to help individuals cope better in dealing with stressful situations. Several studies indicated that supportive contacts correlate negatively with symptoms and psychological disorder such as stress, depression and other psychiatric disorder, and positively correlate with physical and mental health. A study by Nahid and Sarkis (1994) for example found that social support protects people in life crisis such as bereavement, illness, and other major stress, and moderates the effect of stressors on psychological well-being. The investigation of the social support of orphaned children is necessary as no study, to the best knowledge of the researchers, has examined the influence of orphanage homes on the social support of orphaned children in Ilorin, Kwara state. This necessitates this study.

The development of children has been said to vary from male to female. The female has been reported to experience much development than their male counterparts. Studies on gender are enormous but the investigation of the significant difference in the psychosocial development of male and female orphaned children has not been conducted in the locality where this study was conducted. Similarly, the increasing age of children has been to be a contributory factor to the development of healthy child. But in an abnormal situation created by death which caused a child to be housed in orphanage homes, the above fact may not be tenable. Hence, this study was considered necessary to investigate the difference in the psychosocial development of orphaned children as a result of their age.

The role family plays in the overall development of a child cannot be over-emphasized. The family provides food, shelter, care, affection, attention etc. to a child to ensure proper development of the child. In view of the absence of the natural parents with no relative to cater, children are taken to orphanage homes for proper care. The orphanage homes where parental care, affection and interaction are lacking can have deteriorating effect on the development of the child in general. In spite of the growing demand to ensure the development of orphans both in Nigeria and in other countries of the world, it appears to the best of the researchers' knowledge that there is little or no empirical evidence which clearly shows the influence of orphanage homes on the psychosocial development of orphans in Nigeria particularly in Kwara State. Most of the studies carried out on orphans were studied alongside their academic achievement, physical and cognitive development while few ones that studied orphanage children's psychosocial development were done in other African nations and other parts of the world. Hence, this justified the need to conduct this study.

Research Questions

1. Do orphanage homes influence the self-concept of orphaned children?
2. Do orphanage homes influence the self-esteem of orphaned children?

3. Do orphanage homes influence the life satisfaction of orphaned children?
4. Do orphanage homes influence the social support of orphaned children?

Research Hypotheses

The following research hypotheses were tested in this study:

Hypotheses One: There is no significant influence of gender on the psychosocial development of orphaned children.

Hypotheses Two: There is no significant influence of age on the psychosocial development of orphaned children.

Methodology

This study adopted a descriptive survey research design. The population for this study was all orphaned children in Ilorin, Kwara State. Multistage sampling technique was adopted in the selection of the sample for the study. Simple random sampling technique was used in the selection of six orphanage homes. Two hundred and three orphaned children were purposively selected from the six orphanage homes to participate in the study. Two hundred and three orphaned children were purposively selected from age four to twelve. The reason for choosing children within these ages was to compare the differences that could be in the psychosocial development of orphaned children on the basis of their ages (early childhood with middle childhood ages). The research instrument used for the gathering of data in the course of the study was a researchers' designed questionnaire titled "Psychosocial Development of Orphaned Children Questionnaire" (QPDOC). The questionnaire was divided into two sections- A and B. Section A was designed to get demographic information on gender and age. Section B comprised of four subscales of psychosocial development (social concept, self-esteem, life satisfaction and social support). Each of the identified subscales of psychosocial development had five (5) measuring items structured along a four-point likert-type scale of Always (A), Almost Always (AA), Sometimes (S) and Never (N). On the whole, the questionnaire had twenty items. To establish the face and content validity of the PDOCQ, the researcher gave the instrument to the lecturers in the College of Education, Kwara State University, Malete and Counselling Department in the University of Ibadan. They assessed the face and content validity of the instrument as well as the appropriateness to the age and level of the orphaned children. The instrument was subjected to trial testing by administering it to twenty orphaned children who were not part of the respondents in the study. Cronbach Alpha measure was used to establish the reliability of the instrument and the coefficient of the items was established at 0.83. The data obtained from this study was analyzed with descriptive and parametric statistical tools. Descriptive statistics used to answer the research questions were frequency counts, percentage and summated mean while parametric statistic of t-test and ANOVA (analysis of Variance) were used to test the stated hypotheses.

Results

Research Question One: Do orphanage homes influence the self-concept of orphaned children?

Table 2: Table showing the influence of orphanage homes on the self-concept of orphaned children

S/N	Statement	Always	Almost Always	Sometimes	Never	Mean	S. D.
1.	I have control over my own life		17 (8.4)	90 (44.3)	96 (47.3)	1.61	.64
2.	Those who know me well are fond of me	4 (2.0)	4 (2.0)	127 (62.6)	68 (33.5)	1.72	.60
3.	I am easy to like		18 (8.9)	68 (33.5)	117 (57.6)	1.51	.66
4.	I am glad I am who I am	4 (2.01)	1 (.5)	130 (64.0)	68 (33.5)	1.71	.58
5.	I am the best among my friends		18 (8.9)	68 (33.5)	117 (57.6)	1.51	.66
	Weighted Average					**1.61**	

NOTE: The figures in parentheses represent percentages

Table 2 showed the influence of orphanage homes on the self-concept of orphaned children. The orphaned children sometimes do the following: I have control over my own life (1.61); Those who know me well are fond of me (1.72); I am easy to like (1.51); I am glad I am who I am (1.71); I am the best among my friends (1.51). The weighted average is 1.61 which is a numeric indicator that orphanage homes had negative influence on the self-concept of orphaned children.

Research Question Two: Do orphanage homes influence the self-esteem of orphaned children?

Table 3: Table showing the influence of orphanage homes on the self-esteem of orphaned children

S/N	Statement	Always	Almost Always	Sometimes	Never	Mean	S. D.
1.	I feel that I have a number of good qualities	4(2.0)	35 (17.2)	120(59.1)	44(21.7)	2.00	.69
2.	I am able to do things as well as most other people	8 (3.9)	5 (2.5)	122 (60.1)	68 (33.5)	1.77	.68
3.	I feel that I am a person of worth	4 (2.0)	4 (2.0)	55 (27.1)	140 (69.0)	1.37	.63
4.	I feel that I have much to be proud of			86 (42.4)	117 (57.6)	1.42	.50
5.	On the whole, I am satisfied with myself			114 (56.2)	89 (43.8)	1.56	.50
	Weighted Average					**1.62**	

NOTE: The figures in parentheses represent percentages

Table 3 showed the influence of orphanage homes on the self-self-esteem of orphaned children. The orphaned children sometimes do the following: I feel that I have a number of good qualities (2.00); I am able to do things as well as most other people (1.77); On the whole, I am satisfied with myself (1.56). However, the orphaned children never do the following: I feel that I am a person of worth (1.37); I feel that I have much to be proud of (1.42). The weighted average is 1.62 which is a numeric indicator that orphanage homes had negative influence on the self-esteem of orphaned children.

Research Question Three: Do orphanage homes influence the life satisfaction of orphaned children?

Table 4: Table showing the influence of orphanage homes on the life satisfaction of orphaned children.

S/N	Statement	Always	Almost Always	Sometimes	Never	Mean	S. D.
1.	My life is exactly the way I want it to be		8 (3.9)	106 (52.2)	89 (43.8)	1.60	.57
2.	I have all important things I want			86 (42.4) (62.6)	117 (57.6)	1.42	.50
3.	I am satisfied with my life			107 (52.7)	96 (47.3)	1.53	.50
4.	The conditions of my life are excellent		8 (3.9)	106 (52.2)	89 (43.8)	1.60	57
5.	If I could live my life over, I would change almost nothing			83 (40.9)	120 (59.1)	1.41	.49
	Weighted Average					**1.51**	

NOTE: The figures in parentheses represent percentages

Table 4 showed the influence of orphanage homes on the life satisfaction of orphaned children. The orphaned children sometimes do the following: My life is exactly the way I want it to be (1.60); I am satisfied with my life (1.53); The conditions of my life are excellent (1.60). However, the orphaned children never do the following: I have all important things I want (1.42); If I could live my life over, I would change almost nothing (1.41). The weighted average is 1.51 which is a numeric indicator that orphanage homes had negative influence on the life satisfaction of orphaned children.

Research Question Four: Do orphanage homes influence the social support of orphaned children?

Table 5: Table showing the influence of orphanage homes on the social support of orphaned children

S/N	Statement	Always	Almost Always	Sometimes	Never	Mean	S. D.
1.	I often get invitation to do things with others		70 (34.5)	68 (33.5)	65 (32.0)	2.02	.82
2.	There is someone I can turn to, for advice			107 (52.7)	96 (47.3)	1.52	.50
3.	If I am sick, I could easily find someone to care for me		18 (8.9)	96 (47.3)	89 (43.8)	1.65	.64
4.	If I need attention there is someone I could call		62 (30.5)	45 (22.2)	96 (47.3)	1.83	.87
5.	If I am unhappy, there is someone who show concern		39 (19.2)	68 (33.5)	96 (47.3)	1.72	.77
	Weighted Average					**1.75**	

NOTE: The figures in parentheses represent percentages

Table 5 showed the influence of orphanage homes on the social support of orphaned children. The orphaned children sometimes do the following: I often get invitation to do things with others (2.02); There is someone I can turn to, for advice (1.52); If I were sick, I could easily find someone to care for me (1.65); If I need attention there is someone I could call (1.83); If I am unhappy, there is someone who show concern (1.72). The weighted average is 1.75 which is a numeric indicator that orphanage homes had negative influence on the social support of orphaned children.

Hypothesis One: There is no significant influence of gender on the psychosocial development of orphaned children.

Table 6: Summary of t-test Analysis showing the influence of gender on the psychosocial development of orphaned children.

Variable	**n**	**Mean**	**Std. Deviation**	**t**	**df**	**Sig.**	**Remark**
Male	99	32.64	6.60	.295	201	.768	Not Significant
Female	104	32.38	6.03				

Table 6 showed that there was no significant influence of gender on the psychosocial development of orphaned children (t = .295; df = 201; P >0.05). The hypothesis is therefore not rejected in the light of the result.

Hypothesis Two: There is no significant influence of age on the psychosocial development of orphaned children.

Table 7: Summary of ANOVA analysis showing the influence of age on the psychosocial development of orphaned children

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**	**Remark**
Between Groups	15.258	2	7.629	.191	.827	Not Significant
Within Group	8003.490	200	40.17			
Total	8018.749	202				

Table 7 showed that there was no significant influence of age on psychosocial development of orphaned children ($F_{(2, 200)}$ =.191; P > 0.05). The hypothesis is therefore not rejected in the light of the result.

Discussion of Findings

The result of the study revealed that orphanage homes had influence on the self-concept of orphaned children. In other words, orphanage homes affected the psychosocial development of orphaned children. This was in conformity with the assertion of Shavelson, Hubner and Stanton (1976) that the environment a child lives is capable of influencing the self-concept of the child. Similarly, this study corroborated the findings of

Bandura (1991) reported that the self- concept of any child is largely affected by where he or she lives.

The findings of the study also unfolded that orphanage had influence on the self-esteem of orphaned children. This was in consonance with the submission of Gatumu, Gitimu and Oyugi (2010) who asserted that the children living in orphanage homes are likely to have problem with the development of their self- esteem because many of children living in orphanage homes do not see themselves as having any substantive worth.

In this study, it was also found that living in orphanage homes had influence on the life satisfaction of orphaned children. This finding is corroborated by the findings of Qun, Xiaoming, Xiaoyi, Bo ita, Guoxiang, Junfeng and Liying (2009) who studied compared perceived life improvement and life satisfaction among double orphans in 3 main care arrangements (group home, AIDS orphanage, kinship care) in 2 rural Chinese counties. Participants included 176 children from 4 orphanages, 30 from 8 group homes, and 90 from kinship households. Their findings indicated that orphanage had negative impact on the life satisfaction of orphaned children.

Further, one of the findings of this study indicated that orphanage homes had negative influence on social support of orphaned children. This is in tandem with the assertion of Cluver and Operario (2008) who asserted that children living in the orphanage homes suffer developmental delay and social support. The finding of this study also indicated that gender and age had no significant influence on the psychosocial development of orphaned children. This finding was in line with the report of Qun, Xiaomin Xiaoyi, Bonita, Guoxiang, Junfeng and Liying (2009) emanating from their research that gender does not determine the rate at which or manner a child in an orphanage home will develop.

Conclusion

The results of the study have shown that orphanage homes really had influence on the self-concept, self-esteem, life satisfaction and social support of orphaned children which characterized the psychosocial development of orphaned children. Based on the findings, it can be concluded that living in orphanage home, in the face of non-stimulating conditions in place, can affect the psychosocial development of the children living in the homes. The findings of the study revealed that orphaned children suffered defect in their psychosocial development. These defects can have a long lasting impact on the overall development of the orphaned children and distress their adjustment to life. If the children do not have high self-concept, high self- esteem and the necessary social support necessary for optimal development, such children are likely to achieve less in life and may not believe in their abilities and capabilities to achieve certain goals and objectives.

Recommendations

Based on the findings of the study, the following recommendations were made for better services and upgrading of orphanage homes:

1. Orphanage operators or founders should show sincere concern for the children under their auspice. Hence, they should make sure that donations from donors are committed to improving the welfare of the orphans and not for their personal benefits. When the needs of the orphans are promptly attended to, they will feel satisfied with life and will be well positioned for the future.
2. There should be adequate supervision and monitoring through the Ministry of Youth and Social Support to ensure that operators or founders of orphanage create good living environment for the orphaned children.
3. Government should support and sponsor training programmes i.e workshop for caregivers, nannies, volunteers in orphanage homes in order to further improve their knowledge and skills on childcare and by extension, improve their social support to the orphaned children.
4. Counsellors should assist in providing socio-emotional counselling and motivational talks to assist the orphaned children in their adjustment and psychosocial development.
5. Also, counsellors should provide support through seminars and workshop to orphanage operators to increase their knowledge of child development and encourage them to be committed to improving the welfare of the orphans.

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