An Analysis of Self-esteem between Destitute and Non-destitute women

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ABSTRACT: The present study was conducted to explore the relationship of self-esteem destitute and non-destitute women (N = 60). Urdu translation of Self-Esteem Scale (Hudson, 1982), comprised of 25 items, was used to measure self-esteem. It was hypothesized that self-esteem of the destitute women will be lower than non-destitute women. Results indicated that destitute women have lower self-esteem than non-destitute women. Results regarding education indicate that in over all groups, women whose education is up to matriculation have lower self-esteem than those whose education is greater than matriculation. Another demographic which marital status, no differences have been resulted in overall sample of married and unmarried women on Self-esteem Scale. Another demographic was age on Self-Esteem Scale adolescents have low-esteem than the adults in overall sample.

KEYWORDS: self-esteem, destitution.

1   INTRODUCTION

1.1   SELF-ESTEEM

The concept of self is very deep rooted and strongly held within us since childhood. Psychologists have always focused on the concept of self, exploring different attributes of self, e.g. self-growth, self-efficacy, self-actualization etc. But, most widely investigated aspects of self are self-concept and self-esteem. Former case is the "cognitive" component and latter case is the "affective" part of the self (Purkey, 1988).

Self-esteem is an important component of personality, which refers to how we feel about the self or how we value ourselves. It is the individual's private feeling that is derived from one's perception and appraisals of different attributes of the self.

The self esteem is the evaluative component of the self concept. It is a function of the distance between the ideal self and the perceived self. When the perceived self matches the ideal self, self esteem is relatively high. Low self esteem occurs when the perceived self is significantly lower than the ideal self. Since the distance between the ideal and perceived self constantly varies depending on task and social feedback, self esteem is a dynamic component of the self concept and it is always in a state of change and development.

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the self. Self-esteem is person's global orientation towards the self (Brown, 1993), which plays an important role in his psychological life. Moreover self-esteem is a very significant and critical aspect of the self (Harter, 1993).

Self-esteem is a very personal experience for an individual. In this experience he evaluates different aspects of life. The nature of self-evaluation has profound effect on a man's thinking processes, emotions, desires, values and goals and it is single most significant key to his behavior. Nature and degree of his self-esteem and standards by which he judges himself help in understanding a man psychologically (Browden, 1969).

According to Branden (1987), self-esteem has two integrated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is integrated sum of self –confidence and self-respect. It is the conviction that one is competent to live and worthy of living.

However, self-esteem is continually modified and validated throughout the life span, by interaction with family and friends. Self esteem is direct function of positive and negative past, present, and future experiences (Tashakhai, Thompson, Wade, & Valente, 1990).

Researches show that people with low self-esteem experience negative emotion like stress, depression, anxiety, and maladjustment more commonly than people with high self-esteem (Cutrona, 1982; Goswick & Jones, 1981; Leary, 1983; Taylor & Brown, 1988). Individuals with high level of self-esteem are said to feel confident in their capabilities and those with low self-esteem are said to feel inadequate, helpless and inferior and as a result these feelings create negative conditions (Pearlin, Lieberman, Menaghan, & Mullan, 1981).

For Rafai (1999) self-esteem is a personality construct, which referred to the individual's feeling about the self, and indicative of the value placed over one's self.

According to the Rice (1987) that self-esteem has been called the "survival of the soul". It is the ingredient, which gives dignity to human existence. It grows out of human interaction in which the self is considered important to someone.

The person whose self-esteem is high feels worthy and important and views himself or herself as a competent person who can live appropriately and happily in one's life. He or she feels capable, adequate, and effective to deal with the demands of life and think himself or herself a likeable person who can enjoy healthy relationship with other people. An individual of high self-esteem shows more resilience in the times of despair. On the contrary the person whose self-esteem is low, feels less regard for self, lack confidence and decisiveness. The person with low self-esteem is vulnerable to feel shattered and may become easily frustrated in difficult life situation. He or she tends to loose courage while facing diversities of life (Rafai, 1999).

According to the definition given by Cybersynce (2001), self-esteem is "how much a person likes, accepts, and respects himself overall as a person". Erickson (1962) refers to self-esteem as the individual self- perceived consistent individuality.

Branden (1987) said, "self-esteem is the experience of being competent to cope with the basic challenges of life and of being worthy of happiness". Another aspect of our evaluations depend heavily upon the way we believe we compare to others whose skills, abilities, and talents are similar to our own. In our daily life we keep evaluating ourselves with reference to other people and if these judgments and evaluations are not up to our expectations we tend to desire an urgent need of gaining and maintaining a satisfying level of self-esteem (Mettee & Riskin, 1974).

Nathaniel (as cited in Khalil.A, 1999) said that need of maintaining positive evaluation of one's self is vitally important. To the extent that men who lack self-esteem feel driven to fake it and may create illusion of self-esteem and a strong and desperate sense that to face the universe without self-esteem is to stand naked, disarmed, and delivered to destruction.

According to Nathaniel (as cited in Khalil.A, 1999) self-esteem has two integrated aspects. It entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect, it is the conviction that one is competent to live and worthy of living.

Self-esteem is not a value, which, once achieved, is maintained effortlessly and automatically thereafter. Self-esteem can increase or decrease with passage of different stages of life and as in the case of every value of a living organism, action and constant effort is necessary not only to gain it, but also to keep it Nathaniel (as cited in Khalil.A,1999) l.

The scope of a person's productive ambition reflects not only the range of his intelligence, but most crucially, the degree of his self-esteem. The higher the level of a man's self-esteem, the higher the goals he sets for himself and the more demanding the challenges he tend to seek .That means self-esteem is influenced significantly by the comparison we make of ourselves to others, by our personal aspirations and by feedback we receive from others. It is greatly affected by both

interpersonal and intra-psychic factors. People will go to great lengths to protect their self-esteem, since it is the foundation on which entire personality superstructure resides (Branden, 1987).

According to Spitz (1993), self-esteem is a positive or negative way of evaluating one's values, feelings, attitudes and beliefs, fears and desires and strengths and weaknesses.

The nature of self-evaluation has profound effects on the man's thinking processes, emotions, desires, values and goals and is the single most significant key to his behavior. Nature and degree of his self-esteem and standards by which he judges himself help in understanding a man psychologically (Mackner, 1969).

People strive for self-esteem because high self-esteem promotes positive affect by buffering the person against stress and other negative emotions and by enhancing personal adjustment, where as low self-esteem is associated with depression anxiety and maladjustment (Spitz, 1993).

Research studies have shown the level of self-esteem to be of particular importance in determining an individual's receptivity to others. it has been reported that persons of low self-esteem often experience difficulty in recognizing affectionate or accepting overtures even when they are being offered. A person convinced of his own lack of worth expect social validation of his own adverse self-views and tends to interpret behavior of others in terms of his own expectations(as cited in Horrocks, 1976).

Self-esteem is to be distinguished from related constructs such as self-confidence or self-efficacy, which refers to the beliefs about one's abilities and wherewithal to obtain desired outcomes Bandura (as cited in Leary,M.R,1983).

1.2 TYPES OF SELF-ESTEEM

Korman (as cited in Toor.A,2000) suggests three types of self esteem:

Chronic self esteem: It is defined as a relatively persistent personality trait or dispositional state that occurs consistently across various situations;

Task-specific self esteem: It can be defined as one's self perception of his/her competence concerning a particular task or job; and socially-influenced self esteem, which is a function of the expectations of others. Chronic self-esteem is the result of past experience and focuses on one's competencies. An individual's confidence in his/her competencies directs the individual into situations, which will require the use of those competencies. Task-specific self-esteem is the result of feedback, which comes directly from observation of the results of one's efforts;

Socially-influenced self esteem: It results from communication or feedback from reference group members or society as a whole, concerning the value of an identity and the individual's ability to meet the expectations of the reference group and/or society as a whole.

1.3 ASPECTS OF ASPECTS OF SELF-ESTEEM

Damon (1983) suggests, that self-esteem is closely related to self-concept and self-efficacy. When the children perceive their worth, their abilities, their accomplishments, do they view themselves positively or negatively? Everyone needs to feel loved, liked, accepted, valued, capable and competent. How children feel about themselves is their self-esteem. It is their liking and respect for themselves.

According to O'Malley and Bachman (1983), studies that report very high stability in self-esteem over adolescence are likely tapping the individual's baseline self-esteem, which is unlikely to change dramatically over time. This may be because the determinants of baseline self-esteem are themselves relatively stable factors such as social class: middle-class adolescence have higher self-esteem than do less affluent peers. Sex: boys have higher self-esteem than girls. Birth-order: oldest and only children have higher self-esteem. Academic ability: more able adolescents have higher self-esteem.

Actual Verses Ideal Self: Jersild, (1963) describes the *actual self* by maintaining that the young person regards as his actual self when he has ideas and attitudes about "what he really is like". When questioned he can describe himself in detail as he thinks he is.

The sum total of a person's view of what he wishes he were or think he ought to be, as distinguished from what he is, is generally called the *ideal-self*. It involves aspiration he is vigorously striving to attain, or hopes dimly some day to realize (Jersild, 1963). According to Handle (1987), with the onset of puberty most young people begin to make a thorough assessment of themselves, comparing not only their body parts but also their motor-skills, intellectual abilities, talents and

social skills with those of their peers and their ideals. As a consequence, they are preoccupied with attempting to reconcile their selves as they perceive them with their ideal selves. By late adolescence, they may have managed to sort themselves out-to determine what they can most effectively be and to integrate their goals into their ideal selves.

Maslow (as cited in Zuberi.t,2003) studied the esteem needs, and he reported the way that self-esteem is related to process of becoming a self-actualizing person. According to him all people have a need or desire for a stable, firmly based, sense of self-regard or self-concept, and they need the esteem for themselves and from others. According to (Harter,1993), discrepancy between one's expectations or ideal self, and the perception of one's actual adequacy have a major effect on self-esteem.

Self-esteem has two interrelated aspects; it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living (Branden, 1969). The most material and visible part of the self is the `self' that is the physical body. This being the case, it is not surprising to find a considerable amount of evidence to suggest that one's appearance is an important determiner of self-esteem, in both men and women (Adams, 1973). Individual experiences his desire for self-esteem as an urgent imperative, as a basic need, whether he identifies the issue explicitly or not, he cannot escape the feeling that his estimate of himself is of life and death importance. No one can be indifferent to the question of how he judges himself; his nature does not allow man this option. So intensely does a man feel the need of positive view of himself, that he may invade, repress, distort his judgments, disintegrate his mind-in order to avoid coming face to face with facts that would affect his self-appraisal adversely (Branden, 1969). He further added that this need of maintaining positive evaluation of one's self is vitally important. To the extent that men who lack self-esteem feel driven to fake it and may create the illusion of self-esteem and a strong and desperate sense to face the universe without self-esteem is to stand naked, disarmed, and delivered to destruction.

1.4   HIGH SELF-ESTEEM

Genuine high self-esteem people are thought to have genuinely favorable feelings of self-worth, whereas *defensive* high self-esteem people are thought to harbor inner negative self-feelings that they are unwilling to admit, due to high needs for social approval. Because they are unwilling to admit their weaknesses, they may appear to have high self-esteem. Defensive high self-esteem people usually are distinguished from genuine high self-esteem people on the basis of their greater agreement with statements that cast people in a positive light but probably are not true called "socially desirable responding".

Because of their greater needs for social approval, "defensively high [self-esteem people] ought to do more than react to success or failure; they ought to engage in active attempts to change their public definition after failure, to gain approval when possible, and to structure social situations to maximize self-enhancement possibilities". "On the other hand, a more genuine high self-esteem person should be less concerned to avoid or repudiate failure, since failure is not particularly threatening".

After a failure experience, defensive high self-esteem people described themselves to others in an extremely positive manner (presumably as a way to garner approval). The same did not occur among genuine high self-esteem people, who apparently had little need to compensate for the failure by altering their self-descriptions. These findings are important because they represent clear support for the assertion those individuals who score high on a self-esteem scale are not all the same.

Children whose families become homeless undergo significant physical changes and changes in lifestyle. They must leave their homes, including most belongings, neighborhood friends, schools. Sometime they must also leave a second parent or other relatives. Routines are disrupted and new routines are difficult to establish. The effects of these type of events on the children's development are not yet well understood; however emotional deprivation and social isolation, typically imposed on homeless children, are thought to lead to insecure attachments to others, or self-esteem, aggressive behaviors and dysfunctional personality development Coopersmith; Harlow & Harlow; Harlow & Suomi(as cited in DiBiase.R ,Waddal.s,1995).

1.5   LOW SELF-ESTEEM

Another perspective has emerged recently that characterizes people with low self-esteem as cautious and uncertain (rather than highly maladjusted) individuals whose behavioral styles are geared toward minimizing exposure of their deficiencies (Baumeister et al. 1989). Proponents of this latter viewpoint assert that the self-evaluations and self-concepts of

low self-esteem people are characterized more by uncertainty, confusion, and neutrality than by negatively (Baumeister 1993) and that low self-esteem people embrace their positive self-aspects and engage in some forms of self-protection and self-enhancement when they feel safe to do so. These findings suggest that people with low self-esteem are not necessarily miserable people who loathe and despise themselves and who inevitably engage in self-destructive behaviors. Finally, low self-esteem is implicated in a number of psychological disorders that lead people to seek psychotherapy and other mental health services (Leary, 1995).

Which of these two views better characterizes low self-esteem is currently a major point of contention among researchers who study self-esteem. It may be noteworthy that most of the research that has supported the "cautious and uncertain" view of self-esteem has involved college students. Whereas most of the research that has supported the "self-loathing and maladaptive" view of self-esteem has involved children, adolescents, or "special" populations (e.g., substance abusers, juvenile delinquents, psychotherapy clients). Perhaps the low self-esteem people who reach college take on qualities and utilize strategies that differentiate them from other people with low self-esteem. Alternatively, it may be that only a subset of people with very low self-esteem suffers from extreme self-loathing and maladaptive behavior patterns.

Numerous investigations describe the runaway as inesqure, depressed, unhappy and impulsive (Benalcazer, 1982), with emotional problems, low self-esteem and an unmanageable personal life.

Homeless adolescents often suffer from severe, anxiety and depression, poor health and nutrition and low self-esteem.

1.6   DESTITUTION

Destitution is a physical, social and psychological state in which individual finds himself/herself detached from the normal links of social, economic and emotional support. Destitute women are homeless without any resources and any person to look after them. In Pakistan's social perspective destitution is supposed to be a problem of women. Women are accustomed to a physical, social, economic and emotional dependency. When this dependency is not extended to a woman, she feels helpless and lost and gets the label of destitute.

Apparently it looks as if it is a personal problem of a woman who has lost support in the society. But a personal problem becomes a community problem or social problem if it affects at an appreciatable number of people or its causes are rooted not only in the individual but also in the social environment.

It is interesting to note that Pakistani society has certain socioeconomic conditions which provide a very ripe ground for the emergence of this phenomenon. The traditional status of women in our society expects a woman to remain economically and emotionally dependent.

The support which she gets in the patriarchic society provides her an apparently comfortable and easy life. But the 'strings' of this support are solely in the hands of man. He can withdraw it whenever he desires; and the woman is left without any capability of leading an independent life. She is not accustomed to earn her own living and to make the decisions for herself. When she is deprived of these facilities she feels miserable. Destitution is a "a state without friends, money or prospects"(Webster,2002).

Bahr(1973)argued that destitution occurs as a process of disaffiliation i.e., a process of increasing detachment from traditional institutions and social roles. Women have become the fastest growing segment of the homeless population (Brannigan & Caputo, 1993). Many of the researches are available to answer, why a person leaves home and prefer to live in the shelter home or destitute home. Studies have also tried to examine the effects of destitution (Roberts, 1982; Stiffman, 1980). Destitution is a problem for woman; it is also a strategy for escaping violence. There is growing literature that presents homeless people as victims or sick and that have contributed to the politicization of destitution as a social problem(as cited in Shinn Knickman, Weitzman; 1991).

The incidents of young girls fleeting from home are increasing day by day. Young girls take extreme step of abandoning their family and home safety. The reason for their revolt is ignored and taken for granted by the society. It is revealed that most of such women who flee from their homes are brought to Edhi Welfare Center or Dar-ul-Aman by the police or by the people they approach for help.

There are three categories of homeless person: runaway who leave home without a parent's or guardian's permissions; homeless person who have left home with the knowledge and consent of parents and guardians; and shelter home or destitute home kids, who have adopted to shelter home or destitute home life largely through illegal activities (National Network of Runaway Youth Services, 1985).

Individual problems of homeless people differ sharply from an analysis of structural determinants of destitution in poverty and loss of affordable housing. McChensey (1990) has offered a useful analogy to help us understand the difference: Destitution, she says, is like a game of musical chairs. The players are low income household. The chairs are the housing units they can afford. If there are more low-income households than affordable housing units, some household will be left homeless when the music stops. Thus they do not cause destitution. Rather they determine vulnerability to destitution in a tight housing market. In the musical chair analogy, individual problem determine only which players will be left standing when the music stops (as cited in Shinn, 1992).

1.7   REASONS OF DESTITUTION

Home is a place where one feels to be protected from all outside threats. It is a place of satisfaction for the people living in. Leaving one's home, parents or family is an extreme step taken by a person in our society What makes them to do so is an unexplored question, but some of the reason mentioned by them are as follows (Pota, 1993).

Family Violence: One of the important reason for forsaking home is family violence. Domestic violence is far widespread across all classes in our culture .It ranges from slapping , hitting, and kicking to murder. A study of Woman's Division, suggests that domestic violence takes place approximately 80 percent of the household in the country. Incidences of stove burning are being increasingly reported in the press. During 1998, 282 burn cases of woman were reported in Punjab. Of these 65 percent died of their injuries. Data collected from two hospitals of Rawalpindi and Islamabad over a period of three years since 1994 reveal 739 cases of burn victims. The official figure for murder of woman during 1998 was 1,974; majority of them were victims of their own relatives-husbands, brothers, fathers and in-laws (Zia & Bari, 1999).

Forced/Unmatched Marriages: In our society particularly in rural areas, parents often arrange marriages of their children (especially for girls) without asking for their consent or considering relevant attributes of a suitable match. Most of the girls accept it even if they do not like the match; some of them do not. If they talk to their parents about it, parents either does not pay any heed to it or react even bitterly. If the issue is of emotional relevance to the girls, they may elope out of rebelliousness.

Fantasy World: Some youngsters inspired by the novels and films create a world of fantasy for themselves in which they imagine themselves as prince/princess or hero/heroin. On the contrary they find a lot of discrepancy in the world of their fantasy and the real environment around them. This discrepancy is increased if the individual belongs to lower socioeconomic class. In their disappointment they try to realize this fantasy and leave their homes they rather want to get each and every thing that look glamorous in their media.

Suppressed or Poor Family Environment: Many parents in our society have an autocratic style of dealing with their children. Unfortunately the girls are given differential treatment in health, education, love, and care as compared to the boys, and also are the target of unduly restrictions. This type of family environment induces rebellious attitude in young girls and whenever they found an opportunity they leave their homes. According to Johnson and Carter (1980) a poor home environment is the central reason for leaving home, typically runaways report conflict with parents, alienation from them, rejection and hostile control, lack of warmth, affection and parental support, problematic marital relationship with much internal conflict and family disorganization.

Step Father or Step Mother: Those children whose parents remarry feel uncomfortable with the new relationship due to the lack of proper care and love. In our society most of the time children are maltreated by their stepparents. In extreme cases the step children are physically or sexually abused along with verbal and emotional abuse. The worst sufferers are the girls who are totally dependent upon their parents and have little freedom to express themselves, when the situation becomes too threatening and intolerable for them, they runaway from the situation to escape the torment and the torture.

Lack of Proper Guidance: A young girl may not have a close relationship in the family and surroundings to seek advice and if he/she has, there is no understanding of their point of view. The girl may have some emotional or other problems for which she does not find any solutions. In this state of ignorance and lack of proper guidance, she may take wrong step .Poor self-esteem and other issues related to mental and emotional health can be a factor. They may think to quit home environment where they don't seek proper guidance and being immature they can't differentiate between good or evil.

Sensitive Nature: Some parents prefer the male child on the female just because he is a "boy" and ignore the needs of their daughters. Discriminatory and biased attitude of parents towards their children on the basis of gender can also trigger her to leave home. Every child's emotional needs are different and if not fulfilled appropriately, produce feelings of insecurity and worthlessness. Some children are of sensitive nature and they demand parent's special attention. A routine scolding from parents may invoke the idea that they are not wanted by their parents so it s better to go away from them (Pota, 1993).

1.8 DAR-UL-AMAN: SHELTER HOME FOR DESTITUTE WOMAN

This is a scheme which aims at protecting woman deprived of family support due to one reason or another. It is a matter of common knowledge that, woman who become destitute due to death or desertion of her husband, are compelled either to beg or lead immoral life and become a burden on society.

There is a category of woman who are kidnapped from their home or forced to live immoral lives. This scheme envisages protecting and rehabilitating destitute woman either through marriage or domestic industrial training. This scheme helps such unfortunate woman to find shelter and also their way to normal and regular life, to the extent that it is acceptable to their relatives and the community they have come from. The Dar-ul-Aman is a government agency and therefore, operates under legal rules

1.9 RATIONALE AND OBJECTIVES OF THE STUDY

A lot of researches have been carried out on the self-esteem regarding the normal population. But I was interested in the destitute population for the research. I wanted to study how the destitute women perceive themselves, their abilities, their attributes, how they perceive themselves in the time of despair, how their mind undergoes the process of life with her natural and real social, economic and physical environment. Destitute women are at very sensitive edge of either loosing their self-concept and self-esteem or they may be get strengthened.

In our society especially, it is very difficult to survive without home, resources, money or relatives. Society does not accept the woman who have taken an action of leaving home or who is helpless or deprived.

I was interested to search out the difference how the environment effects a normal woman and a destitute woman, how debilitating, devastatingly destitution effects the psyche of the woman especially on the growing young females and the woman with children. Destitute woman undergoes episodes of social isolation, emotional expression, and emotional deprivation.

Most of destitute women are those who have left their homes deliberately, I was interested to see how she exercise her rights and either it is their right or a crime as our society think so. How the other people feel, think and behave with a destitute woman, especially in Dar-ul-Aman how people treat them. So the objectives of my study are as follows;

(1) To explore the effects of destitution on self-esteem.

(2) To check the association of the demographic variables with the destitution.

(3) To compare the destitute and non-destitute women regarding self-esteem

2 METHODOLOGY

2.1 SELF-ESTEEM SCALE (SES)

The Self-Esteem Scale was developed by Hudson (1982). The scale consisted of 25 items having categories in the form of 5-point rating scale. Where "strongly disagree", was given a value "1", "disagree" a value "2", "do not know", a value "3", "agree", a value "4" and "strongly agree" a value "5". The alpha co-efficient of the original scale was - .91. the original Self-Esteem Scale was translated by the researcher and the supervisor for the present study in order to check the meaningfulness and comprehensiveness of the scale. The original Self-Esteem Scale was given to the students of M.Phil and was asked to translate all the items of the scale in simple Urdu language. Final selection of the items was made with the help of Supervisor, which convey the exact meanings of the original items. The score of the subject is an aggregate of the categories check on all items. The possible score range is 25 to 125. the positive items of the self-Esteem Scale (i.e., item nos. 3, 4, 6, 7, 14, 15, 18, 21, 22, 23, 24) are scored in reverse order. So that subject's choice of `5'. The negative items are scored in normal manner. Hence a high score on SES indicates self-esteem problems.

2.2 SAMPLE

The sample consisted of 60 women, out of them 30 were destitute and 30 were non-destitute. Sample of the destitute women was taken from Dar-ul-Aman Multan, and DG Khan city through purposive and convenient sampling. Those women were selected who are there at the time of data collection and who volunteered to participate. A purposive sample of non-

destitute woman was taken from Bahawalpur. The age of both samples ranges from 17 to 40 years. Demographic data sheet included instruction and their name, age, education and marital status.

2.3 PROCEDURE

Sample of the destitute woman was contacted in Dar-ul-Aman after seeking prior permission from Dar-ul-Aman, and Crisis Center authorities. They were briefed about the purpose of the research. After seeking the permission report was established with the sample and they were ensured that information taken from them will remain confidential. They were requested to give their answers as honestly and accurately as they could and not leave any statement unanswered. Two scales, Self-Esteem Scale and Self-Concept Scale were administered individually, both scale were in Urdu version. They were encouraged to ask for any ambiguity prior to attempting the questionnaires. Illiterate sample was facilitated by verbalizing the questions of the scale in Punjabi language which they easily comprehend, so I completed the procedure of data collection. At the end of the seeking information, I thanked all the women, authorities and staff at these places.

3 HYPOTHESIS OF THE STUDY

- Self-esteem of the destitute women will be lower than non-destitute women.
- Educated and highly educated will have high self-esteem than non-educated and less educated.
- Educated and highly educated will have high self-esteem than non-educated and less educated in the group of destitute women.
- Educated and highly educated will have high self-esteem than non-educated and less educated in the group of non- destitute women
- Unmarried woman will have high self-esteem than married woman.
- Unmarried woman will have high self-esteem than married woman in destitute group.
- Unmarried woman will have high self-esteem than married woman in non-destitute group.
- Adolescents will have high self-esteem than adults.
- Adolescents will have high self-esteem than adults in destitute group.
- Adolescents will have high self-esteem than adults in non-destitute group.

4 RESULTS AND DISCUSSION

Table 1. Mean, standard deviation, and t-value of destitute and non-destitute on Self-Esteem Scale (N = 60)

Groups	N	M	SD	T	P
Destitute women	30	65.89	14.62		
				.700	.487
Non-Destitute women	30	63.17	15.26		

df = 58

Table no. 2 shows that difference between destitute and non-destitute women on the Self-Concept Scale are non-significant (*t* = .700, *df* = 58, *p* = n.s). These findings indicate that there is not much difference in the two groups in terms of their self-concept. The results imply that destitute women have lower self-esteem than non-destitute women.

Table 2. Mean, standard deviation, and t-value on self-esteem of up to matriculation educated and greater than matriculation women (N = 60)

Education	N	M	SD	T
Up to Matriculation	29	68.83	15.81	
				2.244
> Matriculation	31	60.48	12.93	

*p < .05, df = 58

Table no.3 shows significant difference on the scores of self-esteem of women educated up to matriculation and greater than matriculation (t = 2.244, df = 58, p <.05). These findings indicate that there is significant difference in the two groups in terms of their self-esteem, which implies that women educated up to matriculation have lower self-esteem than the women educated greater than matriculation.

Table 3. Mean, standard deviation, and t-value on the self-esteem of women educated up to matriculation and greater than matriculation in the group of destitute women (N = 30)

Education	N	M	SD	t	P
Up to Matriculation	20	70.15	13.80		
				2.459	
> Matriculation	10	57.30	12.82		

df = 28

Table no.4 shows significant difference on the scores of self-esteem of women educated up to matriculation and greater than matriculation in destitute women (t = 2.459, df = 28, p < .05). These findings indicate that there is significant difference within destitute group in terms of self-esteem, which implies that within the destitute sample women educated up to matriculation have lower self-esteem than the women educated greater than matriculation.

Table 4. Mean, standard deviation, and t-value on the self-esteem of women educated up to matriculation and greater than matriculation in the group of non-destitute women (N = 30)

Education	N	M	SD	T	P
Up to Matriculation	9	65.89	20.21		
				.633	.532
> Matriculation	21	62.00	13.01		

df = 28

Table no.5 shows that difference within non-destitute group of women educated up to matriculation and greater than matriculation on self-esteem are non-significant (t = .633, df = 28, p = n.s). These findings indicate that there is non-significant difference within non-destitute group in terms of self-esteem. Which implies that within the non-destitute sample women educated up to matriculation have lower self-esteem than the women educated greater than matriculation.

Table 5. Mean, standard deviation, and t-value on the self-esteem of married and un-married women (N = 60)

Marital Status	N	M	SD	t	P
Married	40	64.62	15.67		
				.079	
Un-Married	20	64.30	13.54		

df = 58

Table no.9 shows that difference between married and unmarried on their score of self-esteem is non-significant (t = .079, df = 58, p = .937). These findings indicate that there is non-significant difference of married and unmarried women, in terms of their self-esteem. These results imply that no differences have been found on self-esteem between married and unmarried women in overall sample.

Table 6. Mean, standard deviation, and t-value on the self-esteem of married and un-married women in destitute group (N = 30)

Marital Status	N	M	SD	t	P
Married	23	65.91	14.21		
				.031	.976
Un-Married	7	65.71	17.10		

df = 28

Table no.10 shows that difference between married and unmarried destitute women on self-esteem is non-significant (*t* = ..031, *df* = 28, *p* = .976). These findings indicate that there is no difference in married and unmarried destitute women in terms of self-esteem. Results imply that within destitute sample married and unmarried women have equal level of self-esteem.

Table 7. Mean, standard deviation, and t-value on the self-esteem of married and un-married women in non-destitute group (N = 30)

Marital Status	N	M	SD	t	P
Married	17	62.88	17.75		
				-.115	.909
Un-Married	13	63.54	17.93		

df = 28

Table no.11 shows that difference between married and unmarried non-destitute women on self-esteem is non-significant (*t* = -.115, *df* = 28, *p* = .909). These findings indicate that there is not much difference in married and unmarried non-destitute women in terms of self-esteem. These findings imply that within non-destitute sample married women have slightly higher self-esteem than unmarried women.

Table 8. Mean, standard deviation, and t-value on the self-esteem of up to 21 year women and greater than 21 years (N = 60)

Age	n	M	SD	t	P
Upto 21 years	18	69.22	13.62		
				1.626	.109
> 21 years	42	62.50	15.09		

df = 58

Table no.5 shows that difference between the women up to 21 years and greater than 21 years on their scores on self-esteem is non-significant (*t* = 1.626, *df* = 58, *p* = .109). These findings indicate that there is not much difference of women up to 21 years and greater than 21 years in terms of self-esteem. These results imply that women up to 21 years have lower self-esteem than women greater than 21 years of age in overall sample.

Table 9. Mean, standard deviation, and t-value on the self-esteem of upto 21 year women and greater than 21 years in destitutes (N = 30)

Age	n	M	SD	t	P
Upto 21 years	13	71.54	14.10		
				1.945	
> 21 years	17	61.53	13.87		

df = 28

Table no.16 shows significant difference on the scores of self-esteem of women upto 21 years and greater than 21 years in destitute women (*t* = 1.945, *df* = 28, *p* < .05). These findings indicate that there is significant difference between women up

to 21 years and greater than 21 years in destitute women in terms of self-esteem. Results imply that within destitute sample women up to 21 years have lower self-esteem than women greater than 21 years of age.

Table 10. Mean, standard deviation, and t-value on the self-esteem of upto 21 year women and greater than 21 years in non-destitute women (N = 30)

Age	N	M	SD	t	P
Upto 21 years	5	63.20	11.39		
				.005	.996
> 21 years	25	63.16	16.11		

df = 28

Table no.17 shows that difference between the women up to 21 years and greater than 21 years in non-destitute group on self-esteem is non-significant (*t* = .005, *df* = 28, *p* = .96). These findings indicate that there is no difference between women up to 21 years and greater than 21 years in non-destitute group in terms of self-esteem. Results imply that within non-destitute sample women up to 21 years and women greater than 21 years of age have similar level of self-esteem.

5   CONCLUSION

The present study was carried out to investigate the level of self-esteem among destitute and non-destitute women. To achieve the purpose Urdu translation of Self-Esteem Scale (Hudson, 1982) was used to measure the self-esteem level.

It was hypothesized that destitute women will have lower self-esteem than non-destitute women. Results indicate that destitute women have higher self-concept than non-destitute women.

Most possible reason could be that most of the destitute women were those who had willingly left their home. They claimed during data collection that it is their right to live a life according to their own will choice and freedom. Nobody easily leaves the home especially woman in our society for whom most suitable, safe place is her home how can she wish to leave home unless and until she is compelled by certain factors. If their rights, freedom will be violated, they even any person can not bear it.

During data collection it was observed that destitute women reacted very defensively and they become touchy some negative items. But non-destitute women does not reacted like that, they remain calm and cool.

Perhaps there might be difference in their approach towards life, a destitute woman prefers herself, her rights as a woman. Whereas the other non-destitute who is living with family normally, she is exercising her rights already and prefers more to her family, her values and the society.

There is possibility that destitute women realize themselves low, inferior and as a reaction she perceives herself as she is very right as these women claimed they are struggling for their rights.

Results indicated that destitute women have lower self-esteem than non-destitute. There is possibility that non-destitute woman are more adjusted in social structure, they have better relationships with people with high conformity, persuasion, low cognitive dissonance and healthy social comparison. Whereas the destitute woman is detached from her social, physical, economic environment and have no healthy social comparison, have negative emotions like anxiety, depression and are maladjusted.

Self-esteem is not a value rather it keeps on changing. There might be the reason that destitute women are mostly in Dar-ul-Aman or shelter homes, she experiences as frequently being devalued, unappreciated and low sense of personal efficacy and worth.

There is possibility that destitute women have less exposure as compare to non-destitute. She can't exercise her potentials capabilities and can't think about high achievements. Even most of the destitute were illiterate, how can they come up with high self-esteem as self-esteem is a function of past, present and future experiences. Non-destitute women during data collection seemed to be competent, capable and happy in their lives.

Then it was hypothesized that overall women in total sample, who are educated up to matriculation will have lower self-esteem than the women who are educated from matriculation to M.Phil.

This hypothesis was accepted as far as self-esteem is concerned. There is possibility that women educated up to matriculation have less exposure, her thinking, rationality, might not developed as of educated women. As highly educated women might have more diversity of exposure, her thinking might be more rational, logical and reality based and she might have exercised her capabilities, potentials more productively as compared to woman who is up to matriculation.

Some are the results of non-destitute women.

Within group comparison of destitute, these results also indicate that up to matriculation have lower self-esteem as compared to those who education is great than matriculation. The reasons for these results are same as above. Women who are educated up to matriculation may not be exercised practically their potentials and capabilities.

Overall results over marital status indicate that there is no difference on self-esteem of married and unmarried women. Perhaps marital status does not affect the self-esteem of women. Some are the results of within group comparison of destitute women.

Where as within the group comparison in non-destitute sample, married women have higher self-esteem than unmarried, perhaps the experience exposure of a non-destitute, married women increase after marriage, and she may come to know about her capabilities, potentials more fully than an unmarried woman.

According to results adolescents (up to 21 years) have lower self-esteem than the adults (> 21 years), hypothesis about this domain was refuted as I had hypothesized vice a versa. There is possibility that adults have practically excised their potentials, capabilities and plan their standards and goals and when they reach out these goals, they judge themselves more effectively than adolescent.

Same are the results of within group comparison of destitute sample on self-esteem which indicate that adults have high self-esteem than adolescents, where as no differences have been found according to the results of group comparison of non-destitute sample regarding age on self-esteem.

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