

ORPHANS' SATISFACTION WITH EDUCATION AND DEVELOPING SKILLS TRAINING IN THE SELECTED ORPHANAGES OF KHYBER PAKHTUNKHWA, PAKISTANAmir Alam¹, Dr. Imran Ahmad Sajid²**Original Article**

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ABSTRACT

Man-made and natural disasters have made more than 4.2 million orphans in Pakistan. In which a fraction has been placed into different state-run orphanages in order to protect them from further exploitation. The objective of the study is to know about the satisfactory level of the inmates with education and developing skills training in the selected orphanages of Khyber Pakhtunkhwa, Pakistan. Five government-run orphanages i.e. Welfare Home Charsadda, Welfare Home Kohat, Welfare Home Abbottabad, Sweet Home Swat, and Sweet Home Peshawar were selected from four zones in the province of Khyber Pakhtunkhwa. The data has been collected from 190 of the inmates through census method. Survey questionnaire (Child Status Index) and non-participant observation method was used to collect data. The Alderfer' ERG theory has been used in order to understand the relevancy of findings with the frustration-regression relationship as suggested by Aldefer. The results suggest that virtually all the inmates were enrolled in schools and training programs, nevertheless, a significant majority were having learning disability and issues in developing life skills. The residential staff of all the orphanages was also found to be untrained and professionally incompetent. The study recommends the induction of well-trained and competent residential staff in all the orphanages and above all, the placement of the orphans into orphanages as a last resort.

Keywords: Orphans, Orphanages, Inmates, Khyber Pakhtunkhwa, Child Status index.

INTRODUCTION

Separation from parental care due to death of the parents, diseases, disability, imprisonment and disasters have all made more than 153 million orphans around the globe (Deluca, 2019). Among the total population, seven

million of the orphans have been placed into residential care institutions or orphanages around the world (Devidas & Mendonca, 2017). An orphanage is a residential facility where a paid staff provides a group of children with proper care and services (UNICEF, 2011; Williamson & Greenberg, 2010 & Browne, 2009).

However, Studies have proved that orphanages are associated with numerous negative consequences of the inmates (Yendork, & Somhlaba, 2014 & Browne, 2009). These negative consequences further deteriorate not only the mental health of the inmates rather it also exacerbates the educational performance of the inmates (Serey, Many, Sopheak, Sokkalyan, Sela, & Sophal, 2011). Khoo, (2005) also proposes that residential care creates learning disability among the inmates. Likewise, Hobbs, Hobbs, & Wynne, (1999) have also illustrated that the inmates in orphanages were particularly suffering from learning issues.

In Pakistan, virtually each orphanage provides the inmates with education, both formal and informal. However, there are some major concerns on the part of the teachers. For instance, Alvi, Nausheen, Kanwal, & Anwar, (2017) suggests that in the orphanages in Lahore, Pakistan, majority of the teachers were found to be absent from their classes. Such practices on the part of the teachers discourage the inmates' interests in learning and education (Thoburn, 2016). Similarly, teachers in the orphanages, due to little knowledge and unfamiliarity with the myriad problems faced by the inmates, fails to fulfill the educational needs of the inmates (Shujaat & Mirza, 2015).

In most of the orphanages in Pakistan, the inmates are taught by the least qualified, inadequate and untrained teachers who lack the skills and methods of how to teach and provide the inmates with care and love (Shujaat, & Mirza, 2015). As a result, a low percentage of the orphans continue their educational career while transitioning from their respective orphanages.

The Alderfer's Existence Relatedness and Growth (ERG) theory (1969) has been used as theoretical model for this theory. Alderfer (1969) proposed that there are three level of human needs i.e. existence needs, relatedness needs and growth needs (Yang, Hwang, & Chen,

2011; Rosenfeld, Culbertson, & Magnusson, 1992). Alderfer suggests that existence needs are physiological or material needs that are important for human existence and survival such as water, air, food, shelter and pay etc. Relatedness needs involve establishment of social and interpersonal relationship with other individual and groups. Such relationships, according to Alderfer, help and prevent them from the state isolation and loneliness and create in people a sense of security (Bishop, 2016). Growth needs are a person's core desire for his/her personal development which can be satisfied by productive human efforts. Alderfer suggests that these needs have always a frustration-regression relationship (Alderfer, 1989). He also proposes that if a person's upper-level need is not satisfied then he/she will focus to fulfill the lower-level needs and it will become the major determinants of his/her motivation. For example, if a person's self-esteem need is suffering then he/she will invest more efforts in the relatedness needs in the hierarchy. Meeting only the basic or lower-level needs of the orphans is not the underlying philosophy of the orphanages or residential care institutions rather these institutions have to provide them with all the needed services and facilities.

Each orphanage in Khyber Pakhtunkhwa (hereinafter KP) is provided the inmates with education and different skills training in order to successfully reintegrate and rehabilitate the orphans within their respective communities. The study in hand has, therefore, focused on the satisfactory level of the inmates with education and skills training program in the selected orphanages in KP. The study highlights how the selected orphanages in the province have focused the lower-level needs of the inmates and why the growth needs of the inmates have not been satisfied by the management of the orphanages in KP, Pakistan.

02. OBJECTIVE OF THE STUDY

- To know the satisfaction level of the inmates with education and developing skills training in the selected orphanages of KP, Pakistan

03. METHODOLOGY

The province of KP has twenty six (26) districts which have been divided into four regions i.e. North, South, Central, and Hazara region. Though the province has both state-run and private orphanages, nevertheless, the researcher selected five state-run orphanages. As per the KP Public Service Commission, KP has been divided into five different Zones. However, here it is worth mentioned that zone 1, which was previously known as FATA and currently known as Newly Merged Tribal Area, although similar in ethnic composition, is not part of the KP province. Therefore, the researcher selected five state-run orphanages i.e. two from Zone-2 and one each from zone-3, 4, and zone-5 respectively due to their geographical and cultural variation.

Following is the list of the orphanages.

- Sweet Home Peshawar
- Sweet Home Swat
- Welfare Home for Orphans Charsadda
- Welfare Home for Orphans Abbotabad
- Welfare Home for Orphans Kohat

Census method was used in order to select the respondents for this study. The underlying philosophy behind using census method was to use rich and reliable data from all the inmates. This is a methodological research as both quantitative and qualitative methods have been used. Methodological triangulation is a research approach where the researcher uses both qualitative and quantitative methods while studying the same phenomena (Bryman, 2015 & Hussein, 2009). A survey questionnaire and observation method was used in order to collect quantitative and qualitative data. A well standard tool i.e. Child Status Index (CSI) was employed for the collection of quantitative data. In order to collect qualitative data a none-

participant observation method was used. The quantitative data i.e. simple frequencies, percentages distribution, the mean score and standard deviation were analyzed through SPSS-22. In addition, the qualitative data, was analyzed by using thematic analysis.

04. RESULTS

Table-4.1. Demographic information of the Respondents

Demographic information	Frequency	Percentage
Types of Orphan		
Paternal Orphan	165	86.8
Maternal Orphan	10	5.3
Double Orphan	12	6.3
Social Orphan	3	1.6
Total	190	100.0
Age (Years)		
6-10	58	30.5
11-15	132	69.5
Total	190	100.0
Education		
Primary	126	66.3
Middle	57	30.0
High	7	3.7
Total	190	100.0

Description and Analysis of Table-4.1:

Table.4.1 shows that a highly significant majority i.e. 86.8 % (n=165) of the respondents were paternal orphans (children who have lost their fathers). Whereas, 5.3 % (n=10) of the inmates termed their selves to be maternal orphans (children who were deprived of their mothers). Moreover, 6.3 % (n=12) of the respondents were double orphans (double orphan is someone who has lost both of his/her parents). Whereas, only 1.6 % (n=03) of the inmates reported that they were social orphans. Here, it is worthy to mention that social orphans are children who are having living parents but are unable to take care of their parents due to

extreme poverty, disability, disease, imprisonment, and other abnormalities.

The data further indicates that less than half i.e. 30.5% (n=58) of the inmates were from the age group of 6-10 years. Here it is to be noted that usually in Pakistan, children of this age group are enrolled in primary schools. In addition, a significantly higher number i.e. 69.5% (n=132) of the inmates were in the age range of 11-5 years. Furthermore, no child was being placed who was in the age range of 01-05 years which was the admission criteria for all the orphanages in KP. The data reveals that a potential number i.e. 66.3% (n=126) of the inmates were enrolled in different public and private schools located in the proximity of the orphanages. In addition, 30 % (n=57) of the respondents were studying in middle schools. Whereas, a meager number i.e. 3.7 % (n=07) of the inmates were receiving their education in high schools. Here it is to be noted that high schools, in Pakistan, refer to 9th and 10th grade.

05. EDUCATION AND SKILL TRAINING

Orphaned and separated children face severe issues in getting knowledge, learning skills and other age appropriate training. The purpose of

the domain of "Education and Skill Training" is to have an understanding whether or not the child is performing well at home, school, job training, and other age appropriate knowledge and skills. Likewise, the focus of the domain is to know whether the child is receiving education or training he/she needs to develop knowledge and skills. The domain has two factors i.e. 'Performance' and 'Education and Work' in order to check the education level, skill training and performance of the inmates.

5.1 PERFORMANCE

Performance is the first factor in the domain of "Education". Myriad research studies suggest that orphan-hood negatively influence performance of the orphans. Findings of these studies reveal that orphans are particularly vulnerable to developmental and learning problems (Oburu, 2004). Here the factor of "Performance" does not refer only to learning in school rather it means the child's performance in age appropriate activities like daily activities in family, involvement in household chores such as gardening and care of animals. The goal of the factor is to ensure that whether the child is progressing well in getting knowledge and other life skills at home, school, job training, or age-appropriate productive activities.

Table-5.2 Performance of the inmates

S#	Statement	F/%age	Very Bad	Bad	Fair	Good	Total
01	You are learning well, developing life skills and progressing as expected by care-givers, teachers or other leaders.	Frequency	00	02	92	96	190
		%age	00	1.1	48.4	50.5	100
02	You are learning well and developing life skills moderately well, but care-givers, teachers, or other leaders have some concerns about progress.	Frequency	00	02	57	131	190
		%age	00	1.1	30	68.9	100
03	You are learning and gaining skills poorly or are falling behind.	Frequency	00	05	102	83	190
		%age	00	2.6	53.7	43.7	100
04	You have serious problems with learning and performing in life or developmental skills	Frequency	01	01	98	90	190
		%age	0.5	0.5	51.6	47.4	100

Description and Analysis of Table-5.2:

Provision of training in life skills and social competence is pivotal for the inmates of orphanages. Table-5.2 shows that only 1.1 % (n=2) of the inmates reported that had bad situation. This, according to CSI, means that they were having issues in learning and developing life skills and could not progress as expected by the caregivers, teachers and guardians. The data reveals that 48.4 % (n=92) of the inmates had fair issues in learning and developing social skills. The term "fair" as per CSI means that the child's status or situation in the orphanages are generally acceptable, but there are some concerns on the part of the caregivers.

The data further suggests that 50.5 % (n=96) of the inmates were agreed to report that they were facing no issues in learning and life skills. Furthermore, 1.1 % (n=2) of the inmates reported that they had bad situation in learning and developing life skills. The findings of Thoburn (2016) also support this finding who confirmed that half of the inmates in residential care institutions in UK experienced difficulties in learning at schools. Likewise, 30 % (n=57) of the orphans indicated that they were fair in learning and moderately well in developing life skills. Moreover, a significant number of the inmates i.e. 68.9 % (n=131) revealed that they were good in learning and developing life skills and that the teachers and caregivers had no concerns about their progress.

Besides, 2.6 % (n=5) of the inmates mentioned that they had bad state in learning and gaining skills poorly or they were falling behind. Oburu (2004) also asserts that the inmates in orphanages have developed serious issues with learning and developing life skills. The data further reveals that more than fifty percent i.e. 53.7 % (n=102) of the orphans had fair state on the mentioned statement. Furthermore, 43.7 % (n=83) of the inmates reported that they were good in learning and life skills.

The table also reveals that 0.5 % (n=1) of the inmates reported that they had serious problems with learning and performing in life or developmental skills. Zetlin, Weinberg, & Shea (2006) and Ainsworth & Filmer, (2006) also indicated that the orphans in most of the orphanages had below-grade level academic performance and they had higher rates of grade retention. Further, 0.5 % (n=1) of the total reported to be bad which indicates that they were having serious issues with learning and developmental skills. Here it is pertinent to mention that not a single care provider had received proper training on how to provide the inmates with care, love and protection. Consequently, more than half i.e. 51.6 % (n=98) of the inmates were found to be fair in learning and developmental skills. Besides, 47.4 % (n=90) of the orphans revealed that they were good in learning and performance in life or developmental skills.

06. OBSERVATION

During data collection the researcher observed that there was a significant number of the inmates in all the selected orphanages who were having too learning disability that they even could not pick and understand questions asked by the researcher. Nonetheless, it was also observed that virtually all the orphanages had an inmate who got 1st position in their respective class and even one of the inmates had topped the entire school. This indicates that each orphanage had talented as well as academically weak students. As an observer, the researcher observed that some of the inmates were too poor in learning that they could not understand what was instructed/taught by the vocational teacher during the class.

Likewise, it was also observed that most of the teachers in all the selected orphanages were not interested to impart quality education to the inmates rather they joined the orphanages in order to secure their job and income. Apart from this, some of the teachers were also observed

who had harsh attitude and were treating the inmates in an uncivilized way. Such an attitude on the part of the teachers could aggravate the educational career of the inmates. In addition, it was also observed that most of the teachers were untrained who were unable to understand how to teach to the most vulnerable group of the society. This also indicated that the provision of education in all these orphanages was only nominal.

07. EDUCATION & WORK

Education and work is the second factor of CSI. Education plays a pivotal role in one's personality development and a prosperous life (Ashraf & Ismat, 2016). Therefore, the child must be enrolled in school, training or learning mentorship. Similarly, the child can also receive developmental stimulation through playing and interaction with family members. The goal of the "Education & Work" as factor of CSI, is to ensure that the child is enrolled and attends school or any other skills training or is engaged in age-appropriate play, learning activity or other job.

Table-7.1 Education & Work of the inmate

S#	Statement	F/%age	Very Bad	Bad	Fair	Good	Total
01	You are enrolled in and attending school/training regularly.	Frequency	01	00	03	186	190
		%age	0.5	00	1.6	97.9	100
02	You are enrolled in school/raining but attends irregularly or show off inconsistently for productive activity/job.	Frequency	01	01	07	181	190
		%age	0.5	0.5	3.7	95.3	100
03	You are enrolled in school or has a job but rarely attend.	Frequency	01	00	04	185	190
		%age	0.5	00	2.1	97.4	100
04	You are not enrolled, not attending, training, or not involved in age appropriate productive activity or job.	Frequency	01	00	02	187	190
		%age	0.5	00	1.1	98.4	100

Description and Analysis of Table # 7.1

The table indicates that a meager number i.e. 0.5 % (n=1) of the orphans reported their enrollment and attending school / training as very bad as they were neither enrolled in any school nor were they attending any educational institution or training. Here it is worth noting that this particular number i.e. 0.5 of the orphans was a new comer that is why he was not enrolled in any educational institution. Further,

1.6 % (n=3) of the inmates reported that they were enrolled and attending school regularly, however, there were some concerns on the part of the caregivers or teachers. Nevertheless, a significantly higher number of the inmates i.e. 97.9 % (n=186) reported that they were enrolled in school / training and attended regularly.

The data further reveals that 0.5 % (n=1) of the orphans were not enrolled in school/training and reported to be agree with very bad

situation. Among the total inmates, 0.5 % (n=1) mentioned that they were in bad state of the scale. Likewise, 3.7 % (n=7) of the inmates reported that though they were enrolled in school/training as fair which as per CSI indicates that they attended school/training irregularly or showed inconsistently for productive activity/job and there were some concerns on the part of the care providers and teachers. However, a significant majority i.e. 95.3 % (n=181) of the inmates were enrolled in schools/training and they were attending schools/training for productive activity. Here it is to be noted that the inmates were providing training in computer literacy, vocational training in netting and skating. The underlying philosophy of the provision of such services and training was to successfully reintegrate and rehabilitate the inmates in their communities.

The table also reveals that only 0.5 % (n=1) of the inmates were enrolled in different schools but they rarely attended these schools. Moreover, 2.1 % (n=4) were agreed to fair which means that the care providers and teachers had some concerns about them. However, a significantly higher number i.e. 97.4 % (n=185) of the inmates reported that they were enrolled in schools and regularly attended their schools. The table further shows that 0.5 % (n=1) of the orphans were neither enrolled nor had they attended any training or involved in age appropriate productive activity or job. In addition, 1.1. % (n=02) of the inmates revealed that they were enrolled in school, nonetheless, they fairly attended school or training and involved in age appropriate productive activity or job. The data further reveals that a significantly higher number i.e. 98.4 % (n=187) of the inmates were enrolled in schools and attending schools/training regularly or involved in productive activity or job.

8. OBSERVATION

During data collection, the researcher observed that most of the inmates in all the selected

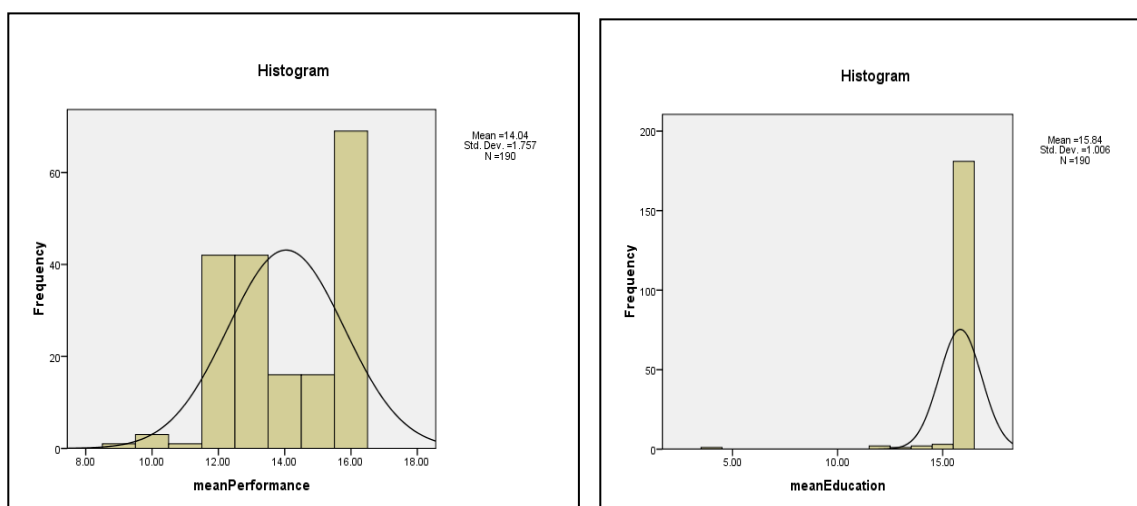
orphanages were engaged in vocational training i.e. tailoring, netting, and computer literacy. It was also observed that the intelligent and smart inmates were being enrolled in well standard private schools, and the weak and average inmates were enrolled in government primary schools. On one hand, it was a clear discrimination in education system and on the other hand, this could increase the chances for the poor and below average inmates/students to become the worst and poorest.

During data collection, all the enrolled students were observed by the researcher to be going to schools regularly. It was also observed that each of the inmates, in all the orphanages, had his own school bag containing stationary i.e. books pen, pencil, copy etc. Besides, in all the orphanages, private teachers would come for tuition in evening time. However, it was also observed that the teacher-student ratio was not satisfactory as a significant number of the inmates would be taught by a single teacher.

The researcher observed very keenly that a vast number of the orphans were enrolled in 2nd and class 3rd whose age were exceeded from 13 years. Here it is worthy to note that, in Pakistan, children are supposed to have passed their 6th and 7th class by this age. This also indicates that orphan-hood can easily devastates the educational career of the orphaned children. It was also observed that majority of the inmates would termed themselves to be fair or good in learning and life skills while in reality they were not that much good and satisfactory.

Table-09: Mean Score of the Factor of Education and Skill Training

		Performance	Education and Work
N	Valid	190	190
	Missing	0	0
	Mean	14.04	15.84
	Std. Deviation	1.75	1.00

Graph-01. Histogram of Performance & Education and Work

Description and Analysis of Table-09 (Mean Score) and Graph-01 (Histogram of Performance and Work)

The total ideal mean score of each factor is 16. Nonetheless, table.4.4 and graph-01 reveals that the means score for the factor of “performance” is 14.04 and the standard deviation is 1.75. This mean score shows that there is a significantly higher degree of satisfaction regarding the performance of the inmates in all the selected orphanages. The total score for the factor of performance suggests that though the management and the care providers showed generally an acceptable role in all the orphanages, however, the standard deviation illustrates that the inmates

were having difficulties in learning and developing life skills. In addition, the data indicates that the mean score for the factor of “education and work” is 15.84 while the standard deviation is 1.00. This also reveals that there was a significantly higher degree of satisfaction with education and work. The data also suggests that since all the inmates were enrolled in and attended school regularly, therefore, they were highly satisfied with the factor of education and work.

Alderfer (1969) suggests there are three basic human needs i.e. existence needs, related needs, and growth needs. Existence needs such as food, water, air, and pay are important for human survival and existence. Relatedness

needs encompass developing social and interpersonal development with other individuals and groups. Growth needs are a person's core desire for personal growth and development that can be fulfilled by healthy and productive efforts. However, Alderfer proposed that there is always a prostration-regression relationship in these needs. He holds that if a person's upper level needs are not satisfied then the fulfillment of the lower-level needs will become the major determinants of his/her motivation. For instance if one's self-esteem is suffering then he/she will strive to achieve the relatedness needs in the hierarchy.

Pakistan is a lower middle income country where 36.9 % of the citizens are living below poverty line (Pasha, 2018. P.33). In such a scenario, the state's institutions, including orphanages, could not afford to satisfy the growth needs of the citizens. For instance, owing to resource constraints, none of the residential staff had received any training on residential care or child care. The results suggest that the inmates in all the selected orphanages are provided with food, clothing, shelter and education etc. This clearly indicates that all the selected orphanages in KP have placed focus on meeting the lower level needs of the inmates as meeting the growth needs or upper level needs are beyond their capacity. Consequently, these orphanages have strived to provide the inmates with existence or lower level needs.

10. CONCLUSION

No doubt, orphans are the most vulnerable and disadvantaged group in any human society. The study concludes that virtually all the inmates in all the selected orphanages were enrolled in and attending school/training regularly. However, a substantial number of the inmates were suffering from learning disability and educational delay which indicates that orphanages can negatively influence the educational career and development of the

orphans. Majority of the inmates were having learning disability and issues in developing other life skills. The results of the study are consistent with the prostration-regression relationship as suggested by the Alderfer's ERG theory. The results suggest that since all the orphanages in the province of KP could not satisfy the growth or upper-level needs of the inmates, eventually, meeting the existence or lower-level needs of the inmates have become therefore most priority of all the orphanages.

11. RECOMMENDATIONS

Keeping in view the educational status of the inmates in all the selected orphanages in KP, it is strongly recommended that placing the orphaned children into orphanages or residential care institutions should not be the first priority rather it should be the last resort. Furthermore, well-trained, professionally sound, competent and enthusiastic teachers and other residential staff should be inducted in all the orphanages in order that the inmates may be treated in empathetic and professional manner. In addition, it is recommended that the management of the orphanages shall place special focus on learning/training and social and life skills of the inmates in order that the inmates may be successfully reintegrated into their respective communities.

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