Resilience, Self esteem and Delinquent Tendencies among Orphan and Non-Orphan Adolescents

Dr. Mian Ghulam Yasin*
Dr. Najma Iqbal**

Abstract:

The present study aimed at studying the relationship between psychological resilience, self esteem and delinquent tendencies among orphan and non orphan adolescents. The sample consisted of 42 orphan adolescents including boys (n=30) and girls (n=12) from orphan institutions of Sargodha city and 42 non orphan adolescents including boys (n=30) and girls (n=12) from School of Sargodha, selected through purposive sampling. Age range of adolescents was from 12 to 19 years (M=15.5, SD= 2.16). Resilience Scale (Batool, 2012), Self Reported Delinquency Scale (Naqvi & Kamal, 2008) and Rosenberg Self Esteem Scale (Sardar, 1998) were used to asses psychological resilience, delinquent tendencies and self esteem respectively. Results of correlation analysis showed a significant negative correlation between self esteem and delinquent tendencies whereas, a significant positive correlation between self esteem and resilience. T-test analysis revealed significantly high level of resilience in orphans as compared to non orphan adolescents however non-orphans were found to have more delinquent tendencies than orphan adolescents. These results are helpful for academicians and psychologist to sort out and deal the problems of orphan and non-orphan adolescents and to take preventive measures to solve their problems regarding high level of delinquent tendencies and low level of resilience.

Keywords: Resilience, self esteem, delinquent tendencies.

---

*Dean, Faculty of Social and Behavioral Sciences, University of Sargodha.
**Assistant Professor, Department of Psychology, University of Sargodha.

Introduction

Resilience is a key aspect in children's ability to cope with and survive adversity (Grotberg, 2003). Promoting resilience is therefore critical as this may contribute to the prevention of negative outcomes for youth challenged by significant stressors such as those posed by parental loss. Developmental psychologists have long been interested in how presence and absence of parents impact on child development. Throughout, the life span parental presence and warmth affects one's mental health; and its capabilities for survival in the society. Child needs love, care, and affection from his or her parents, who play vital role in his/her life for nourishment and personality building. Parents nourish their children and help them to cope in difficult life situations (Coleman & Hendry, 1999) related to their school problems, studies, or fight with friends etc (Cyrulnik, 2010). So, parental absence in life creates a lot of psycho-social problems (Kiirya 2005) for children. It is very much difficult for these children to live a happy and normal life after the death of parents due to certain mental health pressures like stress, anxiety and loneliness (Atwine, Cantor & Bajunirwe, 2005). In life span adolescence is a time of significant developmental transition that is considered to be second most important period like infancy due to its magnitude of changes which occur at a large speed (Leigh & Villarruel, 1994) but unlike infancy adolescents themselves have to cope up from difficult life situations such as numerous developmental challenges at varying pace including: increasing need for independence; evolving sexuality; transitioning through education and commencing employment; consolidating advanced cognitive abilities; and negotiating changing relationships with family, peers and broader social connections (Cameron & Kanabarrow, 2003). As traumatic parental loss presents an undeniable risk factor for maladaptive outcomes, therefore resilience and self esteem are vital parts of their life in order to manifest successful adaptation and zero indulgence for a negative developmental pathway.

Resilience refers to a class of phenomena characterized by good outcomes in spite of severe threats to adaptation or development (Masten, Best, & Garmezy, 1990). It is the ability to (a) bounce back and cope effectively in the face of difficulties. (b) bend but not break under extreme stress (c) be-

bound from adversities (d) handle setbacks, persevere and adapt even when things go away (e) maintain equilibrium following highly aversive events. (Luthar, Cicchetti, & Becker, 2000., Masten & Reed, 2002; Rutter,1999). Evidence suggests that resilient adolescents are characterized by social competence, problem-solving skills, mastery, autonomy and a sense of purpose and future despite challenging or threatening circumstances (Gore, & Eckenrode, 1994; Masten, Best, & Garmezy, 1990; Werner, & Smith, 1992 & 2001) which ultimately help in developing, maintaining and boosting their self esteem.

Self esteem is a generalized evaluative attitude toward the self that influences both moods and behavior and that exerts a powerful effect on a range of personal and social behaviors (Segal, 1988). Simon and Schuster (1997) found self esteem as a disposition to experience oneself as being competent to cope with the basic challenges of life; of being worthy of happiness by having confidence in his/her ability to learn, make appropriate choices and decisions; respond effectively to change; experience and success, achievement, fulfillment, happiness, are right and natural for him/her. 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 (Mazhar, 2004). Children with high self-esteem have a much closer relationship with their parents than do children with low self esteem. (Gecas & Schwalbe, 1986; Kernis, 2000). Felson and Zielinski (1989) stated that there may be a reciprocal effect between parental support and self-esteem among children. The results also showed that parents' supportive behavior, as measured by children's report affects the self-esteem of children but that self-esteem also affects how much support children report their parents give them. One recent study found that as family cohesiveness increased, adolescent's self-esteem increased over time (Baldwin & Hoffman, 2002) yet it is not the case of children who had lost their parent. Parental bereavement or loss have been found to affect their self esteem (Farooqi & Intezar, 2009; Worden & Silverman, 1996), confidence (Siegel, Mesagno, & Christ, 1990) and decisions related to future up comings (Amato, & Juliana, 2001), further adolescents who lost their parents were found to be significantly higher on measures of depression, anxiety, and conduct disorder (Kranzler,

Shaffer, Wasserman, & Davies, 1990; Schuurman, 2003) in comparison to children living with their parents (Mohanty & Newhill, 2005).

Empirical evidence focusing on adolescent era and its developmental tasks revealed that one most studied aspect of the adolescent aspect in relation to their self esteem and resilience is adolescent crime; which has been studied using many labels. The most common label for adolescent criminal behavior has been delinquency (Gottfredson, Sealock, & Koper, 1996).

Previous studies examining the relationships between family systems and delinquency have shown that the quality of familial involvement (e.g. parental monitoring, guidance, control, and the parent-adolescent relationship, composed/single parent family) has a significant impact on the behavioral and emotional development and adjustment of and adolescent, and on their risk of engaging in delinquent behavior (as cited in Marte, 2008). Bolger and Patterson (2003) found that children who had been maltreated but avoided becoming aggressive had better outcomes**.** Research has also shown the power of extreme material adversity in the local environment, which is hard for children and their parents to overcome. Some children living in disadvantaged areas have relatively good outcomes and show individual resilient characteristics, but they usually have poorer overall outcomes than children who lack resilience, but live in low-risk environments (Sameroff, Bartko, Baldwin, Baldwin, & Seifer, 1999; Schoon & Bynner, 2003). An international investigation of resilience found that young children tend to rely more on other people for coping with adversity, whereas older children and adults make more use of their personal knowledge and skills (Grotberg, 2003).

Parental loss or bereavement have also been found related to juvenile tendency as Draper and Hancock (2011) found that youth who lost their parents lack guidance, warmth and support therefore, felt inadequacy to fight odds of life transitions especially related to adolescent developmental pathways therefore, parentally-bereaved children were significantly found to have more vulnerability towards delinquency than those who have not experienced parental bereavement. Empirical evidence yield greater difference in orphan children living in institutionalized home settings and

common house environment as it has been reported that orphan children who were reared in foster care institutions demonstrated measurable delays in social, emotional, and language development (Zhao, Zhao, Li, Fang, Zhao, & Zhang, 2010). In addition, it was reported that these children were at a much higher risk of joining gangs and becoming juvenile offenders. Demuth and Brown (2004) draw the inference that overall, the lack of supervision and the absence of close relationships between the teenager and his parents are factors that influence delinquency. Other researchers have found that many family characteristics and family environment influence juvenile delinquency behavior, for example, the number of people in a family, inconsistent parenting, familial problems, child neglect, and the children's attachment to parents (Derzon & Lipsey, 2000; Wasserman & Seracini 2001).

In the context stated above, the major objective of the study was to find out the relationship between psychological resilience, self esteem and delinquent tendencies among orphan and non-orphan adolescents. Many researches have been done on orphan children in various parts of world (Atwine, Cantor & Bajunirwe, 2005; Mohanty & Newhill, 2005), but research on combination of these variables is sparse. In Pakistani culture only one research is done on the self esteem of orphan and non orphan children (Farooqi & Intezar, 2009), but the variables which will be used in this study; are not properly investigated yet as per mere knowledge of researcher.

Hypotheses

1. Psychological resilience and self esteem will be positively related.
2. Self esteem will be negatively related to delinquent tendencies.
3. Delinquent tendencies and psychological resilience will be negatively related.
4. Self esteem will be low among orphan adolescents than non-orphan adolescents.
5. Psychological resilience will be significantly high in orphan than non-orphan adolescents.
6. Delinquent tendencies will be high among orphan than non-orphan adolescents.

Method

Research design

Correlation research design was used.

Participants

Sample was selected through purposive sampling technique. For orphan adolescents six orphan homes i.e., Khaliqia Azizia, Khaliqia, Model Children home, Kashana, SOS Village, Jamiatus Salayhat, and for non-orphan adolescents two schools i.e., MC Girls High School and Sanai School System of Sargodha city were selected. The total sample of 84 adolescents consisted of orphan boys (n=30), orphan girls (n=12), non orphan boys (n=30) and non orphan girls (n=12) was selected. The age range of adolescents was from 12 to 19 years (M= 15.5, SD= 2.61) and they were students of 8^{th}, 9^{th} and 10^{th} class.

Instruments

1. Rosenberg Self Esteem Scale (RSS) was used to measure self esteem among adolescents. This questionnaire was originally developed by Rosenberg (1965) but preset study used its Urdu translated version (Sardar, 1986). RSS comprised of 10 items having four point rating scale and numerical weightage to each category of response option 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree. Five items of the scale (i.e., 2, 5, 6, 8, & 9) were reversely scored (strongly disagree = 4, Agree = 3, disagree = 2, and strongly disagree = 1). High scores on this scales means high self esteem whereas low scores yields the reverse case. The scale generally has high reliability. Cronbach's alpha for various samples are in the range of .77 to .88 (Blascovich & Tomaka, 1993, Rosenberg, 1986). In present research alpha reliability of Rosenberg self Esteem Scale was found to be .76 (Sardar, 1986).

2. **Resilience Scale (RS)** was adapted and translated by Batool (2012) was part of this study it was originally developed by was Wagnild and Young (1987) but in accordance to objective Urdu version (Batool, 2012) was

used. The scale consisted of 26 items and responses were acquired on seven point rating scale on which 1 = strongly disagree to 7 = strongly agree. Total scale scores ranged from 26 to 175 and scores greater than 145 indicate moderately high to high levels of resilience; scores from 126 to 145 indicate moderately low to lower levels of resilience and scores of 125 and below indicate low resilience (Wagnaild & Young, 1987). Reliability of the translated scale has been reported as .72 (Batool, 2012). In present research alpha reliability of resilience scale was found to be .95.

3. Self Reported Delinquency Scale (SRDS) developed by Naqvi and Kamal (2008) was used for present study. Responses were acquired on five point rating format which are all positively stated. This scale measures Self Reported Delinquency on following dimension, *theft* measured by (items no1, 10, 17, 19); *drug abuse* measured by (2, 8, 9); *lying* measured by item no (20); non compliance measured by item no (22); *police encounter* measured by item (14 & 25); *violence related delinquency (extraversion, vandalism, aggression)* measured by item no (3, 7, 12, 21 26, 27); *cheating and gambling* by item no (4, 6, 11, 23, 24); and *sex related delinquency (harassment, homosexuality, heterosexuality)* measured by item no (5, 13, 15, 15, 16, 18). Scoring criteria is 0= never, once= 1, 2-4 times=2, 5-10 times= 3, and 10 or more times= 4. The possible score range is from 0-108; where minimum score is 0 and maximum score can be 108. An additional word of college was used in item number 19 and 21 to make this scale more applicable and appropriate in college setting. The reliability of the scale was reported to be .79 in literature (Naqvi & Kamal, 2008) however; in present research it was found to be .80.

Procedure

The participants were approached after southing permissions from the administrations heads of orphan homes (Khaliqia Azizia, Khaliqia, Model Children home, Kashiana, SOS Village, Jamia-tus-Salayhat) and academic schools (MC Girls High School and Sanai School System) of Sargodha city. The aim of the study was elucidated to the participants and informed consents of the orphan homes, schools and participants were obtained. In accordance to APA ethical guidelines a written consent was taken from the

participants and they were ensured about the confidentiality of the data. Firstly, demographic information was filled by the participants then researcher gave direction about the filling criteria of study scales. After completion of the questionnaire, participants were thanked for their participation in this research and for their precious time. Later on demographic form and data obtained through scales (as they were scored according to the instructions given in the manual) was analyzed.

Results

In accordance to study hypothesis i.e., psychological resilience will be positively related to self esteem; self esteem will be negatively related to delinquent tendencies and delinquent tendencies will be negatively related with psychological resilience, Pearson correlation was conducted to analyze the data.

Table 1: *Means, Standard Deviations, and Pearson Correlations for Study Variables (N=84)*

Scales	*M*	*SD*	RSS	SRDS	RS
RSS	27.89	3.43	_	-.365***	.223**
SRDS	35.13	7.81	_	_	-.140
RS	20.10	34.76			_

Note: Rosenberg Self esteem Scale = SE, Self Reported Delinquency Scale = SRDS, Resilience Scale = RS.
***p<.001, **p<.01

Results in the Table1 showed significant positive correlation between self esteem and resilience of adolescents. Results further revealed significant negative correlation between self esteem and delinquent tendencies of adolescents. These results confirmed hypothesis no. 1 and 2 of present study. Table 1 further showed non significant correlation between

delinquent tendencies and psychological resilience which is contradictory to present study hypothesis no. 3.

Difference across orphan and non-orphan in terms of their resilience, self esteem and delinquent tendencies were determined by employing t-analysis.

Table 2: *Differences across orphan and Non-Orphan along Study Variables (N=84)*

Scales	Orphans (n =42)		Non-Orphans (n =42)				95% cl		
	M	*SD*	*M*	*SD*	*t(82)*	*P*	*LL*	*UL*	*Cohen's d*
RSS	27.71	3.61	28.07	3.26	-.476	.636	-1.851	1.137	-0.069
SRDS	33.31	6.42	36.95	8.69	-2.184*	.032	-6.962	-.324	-0.476
RS	133.36	28.76	106.85	35.46	3.764***	.000	12.507	40.540	.8216

Note: Rosenberg Self esteem Scale = SE, Self Reported Delinquency Scale = SRDS, Resilience Scale = RS.
****p*<.001, **p*<.05, *p* = n.s

Results showed that adolescents with parents differ significantly in terms of their resilience ($p < .001$) and delinquent tendencies ($p < .05$); and it was evident that non orphan adolescents had low delinquent tendencies and high resilience in comparison to orphan adolescents and these results confirmed the hypothesis no. 5 and 6 of present study. However, results showed that mean score of self esteem by adolescents without parents was low as compared to adolescents with parents though it was found to be non-significant difference these results are contradictory to hypothesis no. 4 of present study.

Discussion

The first finding of the study indicates significant positive correlation between self esteem and resilience of adolescents. This finding was also empirically supported by the findings of studies carried out by Karatus and Cakar (2011) and Salami (2010) that there is a strong relationship between self esteem of an individual, his or her self confidence, individual's self worth, and his or her resilience. It was further found that as if an individual's self esteem level increases, his or her power of struggle and indomitableness value also increase.

The second finding of the study indicates a significant negative relationship between self esteem and delinquent tendencies but a non-significant relationship was evident between resilience and delinquent tendencies. Study conducted by Salami (2010) found that self esteem and resilience had meaningfull relationship among adolescents and having high self esteem and resilience among adolescents was found to be as protective factor towards delinquent tendencies such as violence, aggression and behavioral problems or relationship issues. This finding has a feature of supporting the present research finding. Empirical evidence on this construct emphasized that high self-esteem as an important power and capacity increases the indomitableness of adolescents against negative stressors (Kumpfer, 1999; Mandleco & Peery, 2000; Werner & Smith, 2001) as they feel high sense of autonomy and independence (Gordon & Song, 1994); they can control the environment (Martinek & Hellison, 1997); have higher feelings of hope and optimism (Benard, 2004; Black & Ford-Gilboe, 2004); and high resilience covers the behavior that protect people from the conditions such as behavioral, physical and social problems (Smith, 2009).

It has been illustrated through third finding of the study that orphan and non orphan adolescents in terms of their self esteem were not different which ultimately rejected study hypothesis. The reason behind this is that orphan and non-orphan adolescents are studying in same school where teachers treat both of them equally. The school environment, teachers interaction

with student, and structure of activities e.g., debate competitions, Milad functions, Iqbal day etc., in which children's participate is likely to help in promoting the self esteem of Orphan children and act as a fostering element to develop confidence in them.

Findings indicate that psychological resilience among orphan adolescents was high as compared to non-orphan adolescents, here hypothesis no. 5 of the study was supported. These findings are also in line with the previous researches which found that resilient orphan adolescents have within their character such skills along with their protective environment features related to orphan homes that help to buffer them from the negative forces/stresses to which they are exposed (Fayombo, 2010; Masten & Coatsworth, 1998, Rutter, 1999). For example, having a close relationship with a non-parental adult or having supportive friends may offset the influence of stressful environmental factors. Orphan adolescents live in the environment where they share their daily life problems with their friends and get many different ways to cope from the difficult situations.

Results showed that in contrast to study hypothesis non-orphan adolescents were found to be significantly high in delinquent tendencies in comparison to orphan adolescents. Reason could be that as the orphans who were approached for this study were living in institutions/shelters where they have restricted environment and they follow very strict rules and regulations i.e., are not allowed to go out to watch movies and follow a specific timetable for studies and leisure activities made by the head of institutions therefore negative stressors are limited. Researches on delinquent tendencies among orphans are done in western countries and there are no such restrictions in their orphan homes so adolescents are involved in such delinquent tendencies in western countries as evident from researches that orphan adolescents are more likely to report symptoms of depression, peer relationship problems, post-traumatic stress, delinquency and conduct problems than both children orphaned by other causes and non-orphaned children (Barnett & Whiteside, 2002; Cluver, Cardner, & Operalio, 2007). Orphan homes in Sargodha city that were approached also have Islamic teachers who teach orphans Holy Quran and Islamic values as according to socio-cultural context it is a strong held believe that Islamic teachings are

considered to be helpful in reducing the delinquent tendencies; and as orphans were living a disciplined life and getting religious education; they show a better insight about right and wrong etc. Because of all these factors in present study orphan adolescents scored low in delinquent tendencies as compared to non orphan adolescents as strict environment restricted them to do so.

Conclusion

The purpose of the present study was to explore the relationship between psychological resilience, self esteem and delinquent tendencies among orphan and non-orphan adolescents. Findings indicate significant positive relationship between self esteem and resilience. Significant negative relationship was also found between self esteem and delinquent tendencies among adolescents. Furthermore, the orphan adolescents were significantly high in terms of their self esteem from non-orphan adolescents. In addition to this it was also found that non-orphan adolescents had high delinquent tendencies than orphan adolescents.

Implications

Research findings showed that self esteem and resilience are very much important in adolescents for their successful development especially in orphan children. High resilience and high self esteem work as protective features for negative stressors such as delinquent crimes in adolescents. Findings of the study would further contribute to those psychologists and academicians who are involved in counseling and coaching of this population. These results are helpful for them to sort out and deal the problems of orphan and non-orphan adolescents and to take preventive measures to solve their problems regarding high level of delinquent tendencies and low level of resilience. Findings are also helpful for teachers and authorities of orphan homes to identify what problems are faced by these bereaved adolescents, so that they can help them to cope up with their problems through proper counseling and guidance services arrangements. Another important implication is that awareness in adolescents through

seminars, group meetings, and pamphlets, etc., about ways to improve self esteem, resilience and how to avoid negative stressors can be raised in adolescents especially those at risk and it would be helpful for them in establishing sound developmental pace.

Limitations and Suggestions

Although this study is very helpful in finding the relationship between psychological resilience, self esteem and delinquent tendencies among orphan and non-orphan adolescents yet, like any other social sciences research it inherited few potential drawbacks. For instance present study was based on co-relational research design which only tells that there is a relationship but does not tells that why this relationship occurs. However, employing other quantitative research designs e.g., cross sectional research design along with qualitative measures i.e., in-depth interview and focus group would permit the respondents greater liberty to share their problems, interest and views about their feeling and perceptions which would ultimately produce broader and detailed picture of phenomena. Secondly respondents of only Sargodha city from limited no. of schools and orphan institutions took part in the study which would have restricted the generalizability of results, further analysis were only done with reference to orphan and non-orphan whereas further studies in this dimension should carry out analysis on gender, age, education, geographical affiliation i.e., urban rural, family type, specific behavior, social or physical health problems among orphan and non-orphan adolescents.

References

Amato, P., & Juliana, M. S. (2001). The effects of divorce on adult children's psychological well-being. *American Sociological Review, 66*, 900-921

Atwine, B., Cantor-Graae, E., & Bajunirwe, F. (2005). Psychological distress among AIDS orphans in rural Uganda. *Social Science and Medicine, 61*, 555–564.

Baldwin, S. A. & Hoffman, J. P. (2002). The dynamics of self-esteem: A growth-curve analysis. *Journal of Youth and Adolescence, 31*(2), 101-113.

Barnett, T., & Whiteside, A. (2002). *AIDS in the twenty-first century: Disease and globalization*. Basingstoke: Palgrave Macmillan.

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: Wested Publishers.

Black, C., & Ford-Gilboe, M. (2004). Adolescent mothers: Resilience, family health work and health promoting practices. *Journal of Advanced Nursing, 48*(4), 351-360.

Blascovich, J., & Tomaka, J. (1993). Measures of Self-Esteem. In J. P. Robinson, P. R. Shaver" L. S. Wrightsman (Eds.), M*easures of personality and social psychological attitudes* (3rd ed.), (pp. 115-160). Ann Arbor: Institute for Social Research

Bolger, K., & Patterson, C. (2003). Sequelae of child maltreatment: vulnerability and risk. In S.S. Luthar (ed.) *Resilience and vulnerability: Adaptation in the context of childhood adversities*. New York: Cambridge University Press

Cameron, G., & Karabanow, J. (2003). The nature and effectiveness of program models for adolescents at risk of entering the formal child protection system. *Child Welfare, 82*(4), 443-474

Cluver, L., Gardner, F., & Operario, D. (2007). Psychological distress amongst AIDS-orphaned children in urban South Africa. *Journal of Child Psychology and Psychiatry*, 48,755–763.

Coleman, J., & Hendry, L. (1999). *The Nature of Adolescence*. London: Routledge.

Cyrulnik, B. (2010). *Early Attachment and the building of resilience: The theoretical basis of bereavement counselling*. Retrieved 3rd

November, 2012 from http://www.sagepub.com/ Working-with-Bereaved-Children-and-YoungPeople.

Demuth, S., & Brown, S. (2004). Family structure, family processes, and adolescent delinquency: The significance of parental absence versus parental gender. *Journal of Research in Crime and Delinquency, 41*(1): 58-81.

Derzon, J. H., & Lipsey, M. W. (2000). *The correspondence of family features with problem, aggressive, criminal and violent behavior*. Unpublished manuscript. Nashville, TN: Institute for Public Policy Studies, Vanderbilt University

Draper, A., & Hancock, M. (2011). Childhood parental bereavement: The risk of vulnerability to delinquency and factors that compromise resilience. *Mortality. 16* (4), 285-306.

Farooqi, Y. N., & Intezar, M. (2009). Differences in self Eesteem of orphan children and children living with their parents. *Journal of Research in Social Psychology, 46*(2):56-60.

Fayombo, G. (2010). The Relationship between personality traits and psychological resilience among the Caribbean adolescents. *International Journal of Psychological Studies, 2*(2) 1013-114.

Felson, R. B., & Zielinski, M. A. (1989). Children's self esteem and parental support. *Journal of Marriage and the Family, 51*, 727-735.

Gecas, V., & Schwalbe, M.L. (1986). Parental behavior and adolescent self-esteem. *Journal of Marriage and the Family, 48*, 37-46

Gottfredson, D. C., Sealock, M. D., & Koper, C. S. (1996). Delinquency. In h*andbook of adolescent health risk behavior*, edited by R. DiClemente, W. Hansen, and L. Ponton. New York: Plenum

Gordon, E. W., & Song, L. D. (1994). Variations in the experience of resilience. In M. C. Wang, & E. W. Gordon (Eds.). *Educational Resilience in inner-city America: Challenges and prospects* (pp. 27-44). New Jersey: Lawrance Erlbaum Associates Publishers.

Gore, S., & Eckenrode, J. (1994). Context and process in research on risk and resilience. In R. J. Haggerty, L. R. Sherrod, N.Garmezy,& M. Rutter(Eds.), *Stress, risk and resilience in children and adolescents: Processes, mechanisms and interventions* (pp. 19!64).Cambridge, Cambridge University Press

Grotberg, E.H. (2003). *Resilience for today: Gaining strength from adversity.* Westport: Greenwood Publishing Group Inc.

Karatus, Z., & Cakar, F. S. (2011). Self esteem hopelessness and resiliency: An exploratory study of adolescents in Turkey. *International Educational Studies, 4*(4), 84-91.

Kranzler, E. M., Shaffer, D., Wasserman, G., & Davies, M. (1990). Early childhood bereavement. *Journal of the American Academy of Child Adolescent Psychiatry, 9*, 513–520.

Kernis, M. H., Brown, A. C., & Brody, G. H. (2000). Fragile self-esteem in children and its associations with perceived patterns of parent-child communication. *Journal of Personality, 68*, 225-252.

Kiirya, S. (2005). Sometimes I wish I would also die: AIDS-related parental death and its effect on orphaned children's self-esteem and sociability at school. Kampala, Uganda, Department of Educational Psychology, Makerere University.

Kranzler, E. M., Shaffer, D., Wasserman, G., & Davies, M. (1990). Early childhood bereavement. *Journal of the American Academy of Child Adolescent Psychiatry.* 9, 513–520.

Kumpfer, K. L. (1999). Factors and processes contributing to resilience: the resilience framework. In M. D. Glantz, & J. L. Johnson, (Eds). Resilience and development: Positive life adaptations (pp. 179-224). New York: Kluwer Academic/Plenum Publishers.

Leigh, S., & Miller, C. (2004). Is the third way the best way? Social work intervention with children and families. *Journal of Social Work*, 4, 245-267.

Luthar, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543-562.

Marte, R. M. (2008). *Adolescent problem behavior: Delinquency, aggression and drug use.* United State: LFB Scholarly Publishing.

Masten, A., Best, K., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Developmental Psychopathology, 2*, 425–444.

Masten, A. S., & Reed, M. J. (2002). Resilience in development. In C. R. Snyder & S. J. Lopez (Eds.). *The handbook of positive psychology* (pp. 74-88). London, Oxford University Press.

Masten, A., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205–220.

Mazhar, U. (2004). *Self-esteem in human development foundation*. Retrieved on June, 26.2009 from http://www.yespakistan.com/wellness/self-esteem.asp.

Mohanty, J., & Newhill, C. (2006). Adjustment of international adoptees: Implications for practice and a future research agenda. *Children and Youth Service Review, 28*, 384-395.

Naqvi, I., & Kamal, A. (2008). Development of self reported and informant reported delinquency scales for labourer adolescents. *FWU Journal of Social Sciences, 2* (1), 51-71.

Rosenberg, M. (1965). *Society and adolescent of self-image.* Princeton University Press, USA.

Rosenberg, M. (1986). *Conceiving the self*. Malabar, Inida: Krieger

Rutter, M. (1999). Resilience concept and finding: Implications for family therapy. *Journal of Family Therapy*, *21*, 119-144.

Salami, S. O. (2010). Moderating effects of resilience, self-esteem and social support on adolescents' reactions to violence. *Asian Social Science, 6*(12), 101-110

Sameroff, A. J., Bartko, W. T., Baldwin, A., Baldwin, C., & Seifer, R. (1999). Family and social influence on the development of child competence. In A.J. Sameroff and W.T. Bartko (eds). *Families Risk and Competence*. Mahwah, NJ: Lawrence Erlbaum.

Sardar, S. (1998). *Study of relationship among childhood paternal loss, sex role orientation, self esteem and locus of control in male and female students* (Unpublished doctoral dissertation). University of Karachi, Karachi, Pakistan.

Schuurman, D. (2003). *Never the same: Coming to terms with a parent's death when you were a child*. New York: St.Martin's Press.

Schoon, I. & Bynner, J. (2003). Risk and resilience in the life course: Implications for interventions and social policies. *Journal of Youth Studies, 6*, 21–31.

Segal, J. (1988). Teachers have enormous power in affecting a child's self-esteem. *The Brown University Child Behaviors and Development Newsletter, 4*, 1-3.

Siegel, K., Mesagno, F. P., & Christ, G. (1990). A prevention program for bereaved children. *American Journal of Orthopsychiatry, 60*, 168-175.

Wagnaild, M. G., & Young, M. H. (1987). The Resilience Scale. Retrieved on 10th November, 2012. http://www.resiliencescale.com/en/rstest/rstest_25_en.html

Wasserman, G. A., & Seracini, A. G. (2001). Family risk factors and interventions. In *Child Delinquents: Development, Intervention, and Service Needs*, edited by R. Loeber and D.P. Farrington. Thousand Oaks, CA: Sage Publications, pp. 165–189

Werner, E. E., & Smith, R. E. (1992). *Overcoming the odds: High risk children from birth to adulthood*. Ithica, NY: Cornell University Press.

Werner, E. E., & Smith, R. S. (2001). *Journeys from childhood to midlife: Risk, resilience, and recovery*. Ithaca, New York: Cornell University Press.

Worden, J. W., & Silverman, P. R. (1996). Parental death and the adjustment of school-age children. *Omega: Journal of Death and Dying, 29*, 219–230.

Zhao, G., Zhao, Q., Li, X., Fang, X., Zhao, J. & Zhang, L. (2010). Family-based care and psychological problems of AIDS orphans: Does it matter who was the care-giver? *Psychology, Health & Medicine, 15*(3), 326 -335. (DOI:10.1080/13548501003623989)