Unfolding the Psychological Well-Being of Orphans: A Qualitative Study of Filipino Children in an Orphanage

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Abstract: **Psychologists have studied influences upon both our temporary moods and our life satisfaction. Prolonged grief over the loss of a loved one or lingering anxiety after a personal trauma from child abuse, rape, terrors of war, and tragedy are not permanently depressing (Chwalisz & other 2002). Needless to say, people who experience tremendous change and a lingering problem such as losing one or both their parents experiences life-long effects throughout their lives. Considering that orphans are vulnerable to negative affects which threaten them from achieving life's pursuit of happiness and self-satisfaction (Maslow, 1943) this study sought to look into the state of psychological well-being and happiness of these people. Methodological triangulation of qualitative study was utilized to investigate the experiences of five orphaned children who identified themselves as (a) double orphaned by both parents and (b) are under the supervision of Christian Mission Services, Phil. in Naic, Cavite. The study's purpose was to describe and understand the orphans' lives with special focus on Identifying factors that affect their psychological well-being. Interviews, focus group discussions, and participant observations were conducted; transcripts were analyzed in terms of Smith's (2003) descriptive categories and emergent themes. These descriptive categories included the factors affecting the orphans' psychological well-being, and an overview of the orphans' psychological well-being while emergent themes are factors affecting their psychological well-being which included were poverty, family value, and faith, locus of control, adopting families, social interaction and friends, stigma and discrimination, house parents, disinhibited type of RAD (reactive attachment disorder), prejudice, parental attitudes and influence, material problems, and attachment complexities. Emergent themes observed in the nature of orphans' psychological well-being included sense of self-importance, faith and religion, skills and abilities, contentment, risking change, peer and close friend, aspirations and view of life. Findings were described alongside supportive related studies and literatures.**

Keywords: **Orphans, Psychological Well-being, Qualitative, Vulnerable Children.**

I. INTRODUCTION

Researchers have found that psychological well-being is composed of three major elements, (1) the presence of high positive affect – wherein things that contribute to our happiness are weighted, (2) the presence of low negative affect, wherein things that make us depressed and affect our behavior negatively are included; and (3) our life satisfaction, wherein the questions, am I contented with what I have? What I am aiming for? What my dreams are becoming for?

The researcher, wanting to focus on the positive psychology, has focused on the nature of man's happiness as the variable of the study.

The study, in particular, aims to (1) document the experiences of orphans, (2) describe the circumstances that led them to their present condition, to discover an orphans' view of life and its impact on his/her psychological well-being and (4) lastly to explore the nature of orphans' psychological well-being.

It is hoped that that this study will serve as an eye-opener to our society. The researcher chose to focus on what he thought were the most vulnerable, that is, those who lack care and affection, adequate shelter, education, nutrition, educational and psychological support. Many children are exposed to the many faces of deprivation and poverty. They are themselves vulnerable, and children who have lost their parents are particularly susceptible because they do not have the emotional and physical maturity to bear the psychological trauma associated with parental loss.

Compared to ordinary people like us, how do they define happiness?

"The life of an 'orphan'- they're not asking much of us, they just need more."

II. LITERATURE REVIEW

Explorations of Well-being:

A person's position on the dimension of psychological well-being is seen as a resultant of the individual's position on two independent dimensions- one of positive affect and the other of negative affect. The model conceptualized by Bradburn and Caplovits (1965) attempted to develop operational measures for problems in living, with the framework taking as its fundamental dependent variable avowed happiness or the feeling of psychological well-being. This model specifies that an individual will be high in psychological well-being in the degree to which he has excess of positive over negative affect and will be low in well-being to the degree in which negative affect predominates over positive. Thus, in many respects, the model is similar to older pleasure-pain or utility models that view an individual's happiness or well-being in terms of the degree to which pleasurable predominates over pain in his life experiences.

 The fact that the discrepancy between positive and negative affect should be the best predictor of overall happiness is, of course, no departure from the usual pleasure-pain models (Bradburn & Noll, 1969).

Psychological Well-Being in Major Personality Theories:

Psychoanalysis has been accused of being a sickness-oriented theory because Freud (1955, cited by Strachey, J. & Freud, A.,) described the development of illness much more than he described health and well-being. According to psychoanalytic theory, individuals are often described in part because they become fixated at one stage of development. A sign of well-being is having progressed through the oral, anal, and phallic stages to function maturely at the genital stage of life.

Another aspect of psychoanalytic well-being is freedom from determinism. Freud believed that most people have their actions restricted by their childhood conflicts and fixations. To be free of such predetermined behaviors is a sign of well-being. Thus, one psychoanalyst writes of the well-person as follows: "His principal characteristic would seem to be flexibility- the ability to react to a situation not in terms of past neurotic notions, but by acting in a way that tends to reduce his tension in a realistic, socially desirable manner."

Fundamental to Freud's ideas of well-being, however, was conscious resolution of the conflicts everyone feels about their basic instinctive drives of aggression and sexuality. People not only become fixated, but their expression of these drives becomes repressed. They are driven underground into the unconscious. Well-being consists of increasing those times at which the unconscious is made conscious and then allowing an open, deliberate reconciliation of drives with reality and moral beliefs. Because so much of who we are is unconscious and repressed, we can't manage such resolution, unless we have been fully analyzed.

Freud stressed the importance of psychoanalysis to achieve well-being. Freud, in fact, analyzed himself. For him, this was a process both of self-discovery and discovery of the nature of personality.

In behaviorism well-being is defined as a person who experienced health-producing environments? Who has learned competence and self-efficacy, acting to elicit positive reinforces, who seeks the verifiable and objective in personal life, and who discerns different stimuli well.

According to Diener et al. (1997), the definition of subjective well-being involves a preponderance of positive affect over negative affect (Veenhoven, 2008). This definition has been adopted in this study.

Psychological well-being's second element (absence of negative affect) is theoretically supported by Abraham Maslow's theory. A person should be happy and at the same time should have less perceived negative affect such as mental illness.

Maslow viewed psychological illness as "falling away from full humanness-, from the blooming of human nature" (Maslow, 1993) and not just purely physical domain (Pursuit of Happiness, Inc., 2015). For Maslow, attaining the needs according to its hierarchy is imperative. The first level, physiological need, is the first to be satisfied. This includes basic needs to survive such as food and water. The second level, safety and security needs, include, secured environment and security in the future such as education. The Third level, love and belongingness needs, include a caring environment in which people feel that they belong. Fourth level, self-esteem need, is more than self-confidence, to put it simply, it is a higher form of self-acceptance and self-love. Lastly, self-actualization needs, or the realization of one's full potential is a need, that once attained, will bring about the feeling that one belongs to this world.

Well-Being of Orphans:

In a study conducted by Makame, V., et al. (2002) involving 41 orphans in Dar El Salaam, Tanzania, whose fathers and/or mother had died from AIDS' it was found that the orphans not only had unmet basic needs, but also had markedly increased internalizing problems, thus putting their long-term mental health would be in jeopardy.

Another study conducted by Cluver, L. & Gardner, F. (2006) sought to investigate mental health outcomes for urban children living in deprived settlements in Cape Town, South Africa. The results showed that orphans were more likely to view themselves as having no good friends, to have marked concentration difficulties, and to report frequent somatic symptoms, but were less likely to display anger through loss of temper. It was also found that orphans were more likely to have constant nightmares, and that 73% scored above the cut-off-Post-Traumatic Stress Disorder

A paper examining the psychological effect of orphanhood involving 193 children from the Rakai district of Uganda was published (Sengendo, J. & Nambi, J., 2006). Results showed that adopting parents and schools have not provided the emotional support these children needed of the study. Most adopting parents lacked information on the problem and were therefore unable to offer emotional support. The concept of locus of control was used to show the relationship between the environment and individual's assessment of their ability to deal with it and to adjust behavior.

Synthesis:

Life satisfaction, positive affect and negative affect are greatly influenced by our environment. More specifically, we have a higher positive affect and are able to reach life satisfaction faster when, according to Maslow, we are able to satisfy the most basic of our most basic needs. These are, in order, physiological, safety, belongingness, esteem and self-actualization need. Until our basic physiological needs of food, water, and sleep are satisfied we cannot address other needs. Once our physiological needs have been met, our security needs are believed to emerge; we become attentive to security from physical attacks, diseases, or temperature extremes. These are the two lowest and easiest to attain, but how do orphans move to belongingness, if they don't feel any security from what is being provided by orphanages? And how could they possibly move up into higher self-esteem if they are deprived of parents' love? These are some delicate questions that are expected to be revealed in this study. As Maslow defined self-actualization as the fulfillment of our human potential while we unselfishly seek to help others, how can orphans achieve self-actualization if they're even deprived of the stepping stone needed to know their fullest potentials? And how can a person seek unselfishly to help others if he himself needs one?

The study seeks to define the psychological well-being of the orphans under humanistic theory, specifically Maslow's hierarchy of needs. It also describes the things that contribute to orphans positive affect and negative affect to make sense of their state of psychological well-being which has not been done in the Philippines yet and was not well studied on other countries as well.

III. METHODOLOGY

The study is a qualitative research, which seeks not to generalize but to understand in-depth the phenomenon of orphan's psychological well-being. Five participants were selected randomly by the orphanage's administrators. The research instrument used is an open-ended semi-structured themed questionnaire which was constructed by the researcher and was arranged according to Patton's typology namely; Experience/behavior questions, opinion/value questions, feeling questions, knowledge question, sensory questions and background questions. The arrangement of the 30-item questionnaire according to Patton allows the researcher to establish rapport and to get quality answers from the participants.

The researcher employed Methodological Triangulation in obtaining data: a process involving individual-in depth interview, focus group discussions and participant observations. Consent form was asked from the participants and guardians for the recording of the interview sessions. The data was then transcribed and analyzed using Interpretive Phenomenological Analysis (IPA) which considers the view of the respondents as true and correct, then investigated as such. IPA permits construction of themes that emerged through careful analysis by the researcher.

IV.   RESULTS AND DISCUSSION

Profile of the orphans in the study:

The participants in the study were five orphans, three female and two male with their ages ranging from nine to seventeen (9-17) years old. There is debate about the age range of 'orphanhood'. The United Nations' (UN) definition has moved from an upper limit of fifteen (15) years to seventeen (17) years (HGSF-global, 2015), in concurrence with the United Nations Children's Fund (UNICEF) definition of childhood and the Philippine Constitution (1987) was used in the study.

The children were taken care of directly by house parents in different houses with a ratio of 1:13, one house parent to thirteen children. This was inadvisable because the attention of a house parent will have to be equally divided among thirteen children. The discussion was thrust into the limelight in 1951 with Bowlby's paramount study for the World Health Organization (WHO). The main finding of the research was that institutions were harmful because they lacked opportunities for children to attach to one or a few caregivers, leading to the conclusion that orphanages should be avoided where alternatives exist (Ansell & Young, 2004 cited by Morantz, G. et al., 2014).

The participants lived with other children under the same roof; they went to school provided with food in the case of elementary school students and with money in the case of high school students. Although the allowance was allocated and given each day together with packed lunch, the participants felt that they were still deprived as gleaned from the following comments of theirs:

"*Kahit sino naman po eh makukulangan dun* (allowance)..*pinagkakasya na lang namin*"

[Anyone will feel deprived with that (allowance) .. . we just have to make do with it]

One of the basic aims of this study was to know what the profile background of orphans is. Their stories had different turns, but only one led them to their present condition, the death of their parents. They were born into lower-income family, with two of them having step-sisters and step-brothers, bonded by blood relation through their mother, and of course living under the same roof with grandmother as their bread winner.

"Mahirap*, kasama nga naming dito yung bunso naming kapatid eh, hindi namin alam kung sino tatay niya...tinutulungan lang si Lola ng mga tito namin kaya dinala na lang kami dito kasi hindi niya kaya.*"

[It is difficult our youngest sibling is also staying here with us; here (orphanage), we don't know who is his father is…our grandmother is just being helped by our uncles that's why she is here because My (grandmother) can't do it on her own.]

The oldest of them, a seventeen-year old boy still had the vivid memory of how he was brought to the care of the Christian Mission Services Philippines (CMSP) an institution that cares for and helps vulnerable children as well as families and children suffering from the consequences of poverty. In his own words:

"*Ano, sabi daw may malaking t.v. saka may swimming pool daw, kaya ayun bit-bit ko mga gamit ko. Ta's pagdating dito hinanap ko agad wala naman, ta's yun nilibang-libang lang ako pagtingin ko eh wala na sila. grade four pa lang ako nun iyak nga ako nun eh, mga isang lingo.*"

[We were told that there would be a big TV and swimming pool, that's why I brought my personal effects. Then, upon arrival, I immediately looked for these amenities, but they weren't here. So they just diverted my attention or I just looked around, after a while I looked up and I noticed that they (relatives) were gone…I was just grade four then, and I cried for about a week]

Their dominant feelings when they were adopted were those of shock and sadness.

Based on the results of the study conducted by Bhargava & Bigombe (2003), finance was one of the factors diminishing kinship care aside from urbanization and psychological stress. Orphans cared for by kin were likely to live in poor

households that struggle to make ends meet. Without external support, the families' expenses grew while their resources diminished. As a result, families became reluctant to take in orphans (Miller et al., 2006 cited by Skovdal, M. & Campbell, C., 2010) as in the case of one of the orphans in the study.

Moreover, families have difficulties providing emotional support for the orphans they take in, especially when they themselves were having difficulties, and are grieving (Atwine et al., 2005). One participant had proof as to how a parent (her grandmother) would feel, as she stated:

> *"Yung ano.. yung ano nga yung pumatay sa tatay ko, yung tito ko."*

[..My father was killed by my own uncle]

In a study from Kenya, grandmothers found themselves occupying too many roles, leading to elevated stress (Oburu and Palmerus, 2005). Similarly, while studying orphans and their caregivers, Manuel, 2002 (cited by Nayar, U.S., 2012) found that caregivers were more depressed and received less social support.

Orphan's View of Life:

The question, "If you will be given three wishes, what would they be?" was to know what possible things, material or not, the orphans needed. Although this does not state that the participants are required to say what they do need the most, it was assumed that this will give a background of what they are lacking, what they wanted rather than what they needed.

The generalization of answers would fall more on material things and longing for a complete family. They wanted what they lack the most- the children wanted toys and clothing because they did not have them. Based on the researcher's observations, the institution was having a hard time providing the needs of each child they cared for. There were of about one-hundred fifty (150) children, which came from poor families. The institution provided food, shelter, clothing and education to all of them. The expenses were expected to be addressed come mostly from donations which were very scarce. Some families gave money to their child, this happened only during visits scheduled once a month. But in the case of the participants, they did not have parents to supply them these simple needs, which may explain why they longed for them.

Nalwanga-Sebina, 1987 (cited by Sengendo, J., & Nambi, J., 1997) found that the education, nutrition, health status of children adopted into impoverished families suffered from lack of resources necessary for their basic needs.

Observations about orphans showed that children continue to experience emotional problems and limited solutions were being provided to address there. It could be the case that caregivers lacked enough information and understanding of the problem; it could also be the case another thing is that care givers could not properly connect to the trauma felt by orphans, and since the ratio of caregivers/house parents to orphans was lower, orphans were usually receiving lacking of attention.

One of the themes showed that majority of the things they were doing was just for relaxation. In some sense, their answers fell on improving one self. For one participant, he was improving his talent in drumming. Another one somehow spent her time reading, while the other one improved her social interaction with other children.

Effects based on my personal observation and experience, on the other hand, of death and bereavement, may give some positive effects. Children who got foster families may be motivated to prove their worth to win the support of their new families.

Another emerging theme fell into the category of opinion/value question. "If you were to define people around you, what would be your description?" it provided the researcher insights into how the participants viewed their social environment, how did they value them, and what was their worth to them.

This showed that at some points, participants had negative feelings toward their environment. They viewed the people around them as having more negative attitudes. They tended to be guarded so that, they didn't give their full trust to others. When asked if they experienced bullying in school, the majority answered "Yes", which provoked them to become defensive. This also suggested why these participants had a very limited number of friends.

South African orphans report experience of stigma and secrecy surrounding AIDS, leading to social isolation, bullying and reduced opportunity to discuss grief (Cluver, L. and Gardner, F., 2006).

CMSP has quite underestimated this possible effect. When the participants were asked whether they had been serviced by a psychologist and/or counselors, they just answered "Once" and they did not remember what these counselors said.

Another emerging theme pointed to the critical role of a family to the participants. They viewed family "as shared love" and "caring for each other". They had a positive outlook on families. They also believed that a strong tie to and faith in God is a projection of a happy family. They value much of what they lack. When asked to rank and rate their environment based on importance to them, relatives had the first position with a rating of hundred percent.

This was good news considering the fact that majority of the orphans experience neglect, abuse, rejection and trauma. The family, as Moulton, Burnstein, Liberty and Altucher, 1996 (cited by Bybee, 1998) point out, provides for a child a socializing system in which he or she encounters patterning disciplinary and affectional behaviors.

Factors Affecting Orphans' Psychological Well-Being:

Table I: Positive affect (Left side) and Negative affect (Right side) of Orphans

Family Value	Stigma and Discrimination
Faith	Emotional Problems
CMSP Administrators	Institutionalization
Social Interaction and friends	Material Problems
Disinhibited type of RAD (Reactive-Attachment Disorder)	External Locus of Control
House Parents	

The table shows the positive affect that contribute to life satisfaction of orphans on the left side and the negative affects which lessen it on the right side. The following were generalized through careful analysis of the transcriptions of the gathered data and also based on the observations of the research.

1. Family value has been a top priority of the participants in terms of importance. They give so much importance to what they lack. 2.

2. Having faith has been one of the most recognized characteristics of the participants following family value, This can be deduced from the way the institution instilled the value of believing in someone who is powerful so as a way of not losing hope and finding meaning to one's life. CMSP administrators were also highly regarded. They were appreciated and recognized by the participants as people who were unselfish and willing to support them not only in physical terms, but also in terms of the emotional, social and psychological aspects of their lives.

3. Social Interaction was also seen as a theme that emerged in the positive affect. People in the institutions themselves support one another and give the needed attention and friendship they all are looking for. Disinhibited type of RAD (Reactive Attachment Disorder) was also seen. There are two subtypes of RAD (Reactive Attachment Disorder), inhibited and disinhibited. The inhibited subtype is in part characterized by trust issues, by the child being emotionally withdrawn, or not wanting to seek out support from caregivers – not even when hurt or crying (Dulcan, Martini, & Lake, 2003). This was observed in one of the participants. She became inhibited or shy with repressed emotions so overwhelming that they might have resulted in a suicide attempt. Disinhibited RAD can be expressed through an insatiable need for adult attention, affection and closeness. This has also been described when social promiscuity when children exhibit indiscriminately friendly behavior towards strangers, sometimes even approaching them for comfort when distressed (Stafford, Zeanah, & Scheeringa, 2003, cited by Wood, 2005). Lastly, the house parents who provided support in their daily routines and were recognized as the people who stood not only as their guardian or friend but also considered as their own family.

The right side of the table shows the list of emergent themes and categorized as negative affects which mainly reduce the psychological well-being of orphans. First is the stigma and discrimination received by the participants outside the institution, which were felt in the school and in the neighborhood when they often called "*ampon*" (adopted child), which denotes negative meaning to the participants. Emotional problems were also one of the themes that exhibited great influence on the participants since they found it difficult to share the real emotion they felt, or they found it difficult to understand. Many experts subscribe to the idea that institutionalization is unhealthy and will significantly increase the risk for future psychopathology and emotional problems (Browne & Hamilton-Giachritsis, 2005, Yang, Ullrich, Roberts, & Coid, 2007). Further research in this field is recommended. Material problems were also seen as a debilitating factor for

the participants? full appreciation of what their lives were since they found it difficult to satisfy their basic wants. Lastly, being believers in Fate, which falls under the category of external locus of control, was categorized under negative affect. Locus of control is important for effective coping behavior in the case of stress. When faced with stress, internals tend to adopt a problem-solving strategy while the externals tend to react emotionally, for example by being angry (Sarason and Sarason, 1989). Consequently, internals are able to leave their disappointments behind them and live happily. Externals, on the other hand, External continue to carry their burdens with them into their future, and hence are often depressed.

Orphan's Psychological Well-being:

Maslow's hierarchy of needs has been followed to give an overview of the participants situation and overall psychological well-being. The model has been used in psychological studies, for instance to understand children who are gifted, neglected, or in crisis (Dubowitz et al., 2005; Groth & Holbert, 1969; Harper, Harper, & Stills, 2003 cited by Claret, 2008).

Physiological Needs: It is believed that all infants are born with a set of physical needs such as food, shelter, and clothing that require satisfaction or else survival is threatened (Dubowitz et al.,2005).

Based on the participants' evaluation, they were being provided with enough food, water, clothing, and shelter; these are basic needs as describe by Maslow. The help needed to satisfy this needs came largely from the fund of CMSP from various donations, non-government organizations and outreach programs from different universities such as Cavite State University.

Security and Safety Needs: Due to lack of information, clear definitions and well-kept records, safety of the children in accordance with bylaws of the Philippines Constitution was sacrificed. Institutions follow only known virtues and ruling such as avoidance of the children to be adopted by families with those who still have relatives. Two of the participants lack records as they do not know when they were born, who their parents were. How this affects a child in psychological terms should be further studied.

As regards the participants' own assessments, they felt safe and secure under the protection of the institution. They were also given the education that a child needs for his future development; with educational funds coming from non-government institutions and donations. Medical care was also provided but only on a very limited occasions; children have their medical and dental check-up one to two times a year due to lack of available doctors and funding.

The participants were also asked whether they could consider their institution as home and they answered "Yes." For them it was a safe area wherein they could be helped when frightened and be protected from any dangers or threat.

Love needs: These needs are characterized by their interactive and relational aspect such as to give and to receive love. When asked whether they could feel they are receiving these; they answered "Yes." Love needs also involves the desire to connect to others, to a group, to have personal relationships and enjoy friendship which are observed in orphans as becoming motivations as well. Their desire to connect to others might be the effect of them being socially attached individuals. We can also assume that these attachments are one of the characteristics and cultural traits of the Filipinos.

Personal relationships were not considered as one of the needs of the participants. They were content to have what they refer as "best friends" and "barkadas", when asked whether they were planning to have future romantic relationship, one participant said "Not yet." Although, their crushes were considered as one their sources of happiness, this wasn't doesn't mean that love were concerned.

Just as Maslow believed that humans had an innate need for love; other experts believe that everyone is born with a desire to form affectional relationship (i.e. attachments) to a primary caregiver (Sperling & Berman, 1994). Given that time for interaction in orphanages with low staff-to-children ratio is limited, this need is met with difficulty (Kreppner et al., 2007)

Sense of belonging was also asked; of the participants who answered, "Yes" they felt belong. Lucid activities can also be understood as generating a sense of belonging, as children who are members of a team might develop an identity in relation to their team mates. Sports fest are held every year in the institution, with the right to play of the children being met and satisfied.

Society also plays a role in children feeling excluded and unloved if they are stigmatized and discriminated against (UNICEF, 2007) The participants experienced bullying, especially in their school environment, and a stigma was imposed on the children of CMSP saying that "They are orphaned, an adopted child"

Esteem needs: According to Goebel & Brown (1981) at this stage, people experience a need for self-respect, attention, and appreciation. This study observed that they have difficulties in attaining this, it is a process of being able to accept what they have when asked. . Self-respect when asked they feel self-respect or not; a majority answered "Yes", but one of them had committed suicide, just last year. When asked how she managed to change her attitude, she answered "because of my best friend." This shows how she struggles to be completely accepted and appreciated not just by herself but also by her surroundings.

The motivation was to attain self-esteem through accomplishments or achievements, in their case, their academic performances; one of them was included in the higher class section and was able to snatch first place in the honor roll in her first year. One had achieved the position of chairman, the highest possible position given to the children to supervise and lead events and programs of the institution. Another one was a member of a band, a drummer and a guitarist. This contradicts the belief that orphans have an underdeveloped cognitive part of their brain (Vorria et al., 2006) such achievements in able them to achieve a higher level of self-esteem.

Decreased self-esteem can be the result of unfulfilled expectations and form part of a demoralization process.

It is through the desire to fit into a specific context, like a family or group that children feel the need to be recognized by others. The institution provides some of ways that can help children to be recognized such as birthday parties, children's choir, youth choir, dance group, sports fest, and bands. They also let children, in some situations, be able to show their worth by letting them do household chores or letting them organize some activities and programs. In an orphanage setting, where children live with hundred others, just to be noticed can be a self-esteem building event.

Self-actualization: One of the main aims of the research, was to know, investigate, describe and explore the psychological well-being of orphans. The hierarchical form of Maslow's needs has shown how vital it is to achieve and satisfy each level. Self-actualization, happiness, or contentment plays the most crucial role on psychological well-being aside from the positive and negative affect that was needed to be compared.

This was the highest level and the most difficult to reach and includes achieving one's full potential. According to Maslow, only two percent (2%) reach of human beings it during their lifespan (Heylighen, 1992). It is believed that if previous levels are left unmet, this will hinder the true and full pursuit of self-actualization.

Given how difficult it is for adults to reach this level it would be unreasonable to assume that children (especially abused and neglected ones) could in this at a young age. A thinking view that supposes that self-actualization is a need worthy of pursuit even for orphans will be employed. Through this, their skills can be observed, seen and enhance instead of assumed to be nonexistent, and thereby ignored.

This is governed by logical thinking; if death by malnutrition or abuse is imminent the individual's desires will stop at how to get the next meal. But Maslow did not include other variables such as the person's innate goodness and willingness to take risk, and that achieving their goals of needs can be affected by belief in such things as fate and faith, or in the probability that good environment that will harness their skills and let those "abused" people be recognized and in the ability of the person to change, not for himself but for other people -'Orphans' despite of their worst case; stand as proof of this change, they have the ability, given enough chances, to attain the highest level of Maslow's hierarchy beyond imagining.

V. CONCLUSION

Among the emerging themes that had been drawn up, having strong faith emerged as the first and the most significant among the orphan participants. Their faith was based on the teachings of Christians, showing this openly Thus, the researcher concluded that it profoundly shaped their development and helped them to improve certain values, to deal with problems and to achieve better psychological well-being. It also affected their view of life such as believing in fate, luck and nature, which puts them in the category as them having external locus of control.

They lack emotional support from their house parent, given the condition that their caregivers need to divide their attention among thirteen orphans. The orphan participants also experienced bullying and stigma in their schools which allowed allowing them to have a weak and defensive relationship to their social environment. They were characterized as having attachment difficulties, in which formation of new relationships and as having peer groups had been very hard for them thus, making them to one-on-one and more personal connection to what they refer as their "best friends." They viewed the environment and people as not so trustworthy since they believed that people need to understand their case and its associated consequences to form a good and harmonious relationship.

They became attention seeker since attention given was very insufficient; however, this made them enhance their skills and potentials to be noticed. The institution gave enough opportunity to children in harnessing their talents through various programs, sports fest and groups such as children's choirs and bands.

Their being 'externals' in terms of locus of control, and believers in fate, made them have lower goals and setting their simple dreams. However, Being external and having strong faith to God permitted them to cope with their problems more easily, thus averting threats to their psychological well-being.

They were objective about having a clear view of their goal thus, helping and enhancing their maturation. They also stuck to their reality contrary to some people's belief that they were more fantasy-oriented individuals to escape their condition.

A disinhibited type of RAD (reactive attention disorder) could also be considered? but further study about this recommended. It was observed that majority of them possessed a seemingly insatiable need for adult attention, affection and proximity. This has also been described as social promiscuity as the participants were observed to exhibit indiscriminately friendly behavior towards strangers.

Due to their lack of resources, it was understandable to that the participants would be materialistic, but as they matured they became aware of their need for a family that could give them basic social support, and of course the importance of socialization when they were experiencing distressed.

Security on their environment projected a bleak image. They supposed that their society possess more negative things, more harm than good to them. This could be the effect of the stigma they carried. Social security is not insufficient for them, given the conditions that they are on the institution.

Reciprocity on their part was quite observable; they tended to act out what their environment demanded to them. They showed and gave people the attitude that the person was giving, or how they understood and perceived it.

They projected low self-esteem, which was understandable, given that their basic physiological needs were limited and security in environment was uncertain. The presence of self-esteem was considered highly significant on their psychological well-being since this implied that they are meeting their own demands for basic physiological needs, security and safety needs from the institution, and love and belongingness acquired from their close friends, peer groups and mentors.

Since they grew up under the care of the institution, they felt the need for, and dependency on it. They had a weak sense of their future, especially now that they were graduating from their secondary school, and realizing for the first time, the prospect of leaving from their comfort zone.

They were observed to as indicated by have self-respect, improvement their skills and abilities were one of the indications of it. They were also observed to possess good judgment of themselves, as indicated by their towards self, understanding the circumstances and their experiences that led to them to their present conditions.

All in all, they rated themselves as happy, regardless of the fact that they were deprived of the most important thing in a persons' life, his/her family. They had proven that being an orphan would make them not a weak, but a stronger person, given enough time to prove themselves. Through their courage, innate goodness, good judgment, strong faith, being realistic, and supporting environment they could achieve what life had been concealing to people – one's satisfaction and contentment in life.

V. RECOMMEDATIONS

Based on the information gathered and the personal experiences from this study, the researcher recommends:

1. That Interventions that might prevent poor developmental outcomes and improving orphanage environment should be addressed such as lowering child-caregiver ratios to holistically meet the needs of the orphans.

2. That training should be provided to orphanage so that, they could acquire the skills needed to address orphans needs. This is so Social Workers are unable to address the emotional needs of the orphan children and could only address their need

3. A holistic approach needs to be adopted and pursued included when addressing the health, nutritional, psychological, educational and economic needs of orphan children and foster families who care for them.

4. Teachers need to be retrained in diagnosing psychosocial problems and provided with enough skills to deal with them.

5. Short courses should be organized and conducted for guidance and community development workers in problem identification, and counseling to address the needs of the society with regards to family problems and the like. The community needs to be in the forefront of providing support to the needs of these institutionalized orphans and of removing lessening, if not removing stigma and prejudice, experienced by orphans.

6. The orphanages should provide emotional support the children they care for in order to prevent negative developmental and psychosocial problems.

7. For the government, to provide and take steps such as providing and developing a long-term development programs for orphans and to help NGOs (non-government organization) in addressing different problems of the community such as providing leniency in the process of extending help in orphanages. This also entails a more cohesive and holistic approach in providing basic needs such as food, rooms and recreational facilities and additional security of the institutions who cater less-fortunate child. A program that will help minimizing the discrimination and stereotyping on orphans may also be done through laws.

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