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Research Article

Problems of Orphan Children in State-Sponsored Orphanages of Khyber Pakhtunkhwa, Pakistan

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Abstract

The present study is conducted in two sweet homes of Khyber Pakhtunkhwa, Pakistan i.e. Sweet Home of Peshawar and Sweet Home of Abbottabad. The nature of the study was quantitative and a close-ended questionnaire was used as a tool of data collection for collecting information from the sample size of 134 respondents selected through the proportional allocation method. The association was tabulated through the application of Chi-Square test statistics to ascertain the association between the dependent and independent variables. Study findings revealed a significant association ($P \le 0.05$) of an index of various socio-economic problems of orphans with the statements such as children at sweet home is routinely harassed; adult children physically abuse younger children in the sweet home, etc. with the dependent variable i.e. protection aspects of orphanages. The government and staff should provide an environment free of harassment, abuse, stress, and anxiety, foster mother at sweet home should be advised to treat children like her biological one, the staff should understand children's method of learning, organize exercises were some of the recommendations forwarded in the light of study findings.

Keywords: Orphans Care, Orphans Sweet Home, Social Problems of Orphans, Economic Problems of Orphans, Harassment of Orphans, Abuse of Orphans.

1. Introduction

Throughout the world, children are considered an asset of every country; however, certain socio-economic and parental conditions push them into vulnerable situations. One such situation could be an orphanage. It is very hard to be an orphan for any child because it is accompanied by much vulnerability such as poverty, illiteracy, begging, exclusion, and break down from the family. It is often very difficult for that child to properly adjust him/herself in that society, thus they move towards orphan homes. Therefore, the orphan or sweet home becomes their family, where they spend the precious moments of their life. In the state sponsored institutions, orphan children are from different socio-cultural backgrounds. However, they share poverty as a common feature of their lives that has compelled them to live in these institutions. The study of Akram *et al.*, (2015); Flagothier, (2016); Shehzad, (2014) highlighted that orphan children in such institutions are from very poor families. Besides, the scourge of militancy and terrorism has also led to an increase in the number of orphans as a result of casualties in the form of blasts and mass killings, etc. which has resultantly added to the number of orphans in the relevant institutions (Waheed & Ahmad, 2012).

Different studies (Abdullah et al., 2015; Akram et al., 2015; Lassi et al., 2010; Khurshid et al., 2018) revealed that the environment in which the majority of orphan children grow up is fraught with numerous challenges such as abuse, neglect, stress, and exploitation. Additionally, the absence of any criteria, standard operating procedures, and minimum standards has worsened the situation. Additionally, children at orphan care centres are mostly fostered by untrained staff members who are themselves rudderless and apathetic (Shujaat, 2015). This has a direct bearing on the life of an orphan child. The personnel working in the centers are not relating to the psychosocial and physical health conditions of a child (Jillani, 2008). A definition of an orphan can be as "different from a child that's fostered". A child "who's one or both parents are no longer alive can be termed as an orphan". "An orphan might live with a parent that survived; and a non-orphan may not be able to live with either of the surviving parents and needs to be fostered". It means that fostering and orphan hood is not alike but is different things (Sigrid, 2004).

Frank (2015) clarifies the distinction between double and single orphan and state that double Orphan is someone who has lost both parents before crossing the age of 18. While about a single orphan, he stated is one who has lost one parent and being separated from the other. A popular term we use usually such as homeless or street children refers to children, who live outside institutions or home, usually on the streets. Similarly, vulnerable and orphan children are an umbrella term that refers to categorize both street and orphan children in the international concept. Additionally, a social orphan is a child whose parents are alive but has left home and admitted to an orphanage or living with another family, as their parents could not take off them because of poverty, illness, or drug addiction. Moreover, unaccompanied children are mostly displaced by natural disasters, war or they have separated from their families. This study is carried out with the research objective i.e. "to find out the association between Problems faced by orphan children and institutional care".

The percentage of orphan children in Pakistan is on the rise. There is a rapid increase in the number of children orphaned through natural disasters, conflict, and disease-related deaths of parents (Kavak, 2014). The death of parents leads to many children being left under the care of elderly grandparents, communal settings, or at the disposal of institutions built by the government and non-government organizations (Akram *et al.*, 2015; Flagothier, 2016; Sayyid, 2015). In the socio-cultural milieu of Khyber Pakhtunkhwa (KP), extended families traditionally take care of orphan children. However, the increasing numbers of orphans, lack of social policy in support of caregivers, and lack of knowledge about the problems of orphans worsen the situation of orphan caring. Resultantly, extended families can no longer cope due to a myriad of reasons, such as financial constraints, materialistic mind-set, and small household settings. As a response, government and non-governmental organizations set-up different institutions aimed at providing shelter to the orphan children. However, their concern is found over the effectiveness of all such institutions (Tahir *et al.*, 2016). Further continuous concerns are being raised about psychosocial problems of orphans in institutional care.

Investigators researching in sub-Saharan Africa pointed out that numerous children who are taken as orphans and may live in an orphanage have parents who are alive. They are called 'social orphans' as their parents have left them up due to reasons like economic necessity, migration, or illness. Likewise, children who are living with any one of the surviving parents might be considered an orphan, to recognize the loss of one parent as significant (Frank, 2015). In response to the growing problems of orphans, there has been considerable research on orphan care and support across the globe (Ali & Shah, 2016; Embleton *et al.*, 2014; Tahir *et*

al; 2016). Furthermore, there exists a significant amount of literature on caregiving, but this is limited primarily to the countries of Africa and to developed countries. Also, previous efforts to address problems confronting orphan children have focused primarily on the physical needs such as providing food, shelter, and clothing (Dalen et al, 2009; Marais et al., 2013; Nayak, 2014; Nshimyimana, 2008; Stover, Bollinger, Walker & Monasch, 2007).

Even though extensive research has been conducted over the problems of orphan children in Pakistan, little has been documented regarding the institutional care, which could address the real issues mentioned by the orphan children themselves. Akram et al. (2015), Hosie (2007), Tahir et al. (2016) have focused over the Pakistani orphan children living in privately owned institutions only, whereas, a considerable number of children living in government institutions have been ignored. The lack of inquiry in public sector institutions has created a need for conducting a study that would help determine the overall impact of institutionalization over children. This would be the starting point of the current research study and would serve as an impetus for increasing the much-needed research contribution to the field. The current study plans to investigate the impacts of institutional care on children. The study aims to achieve the following objectives and answer the research questions mentioned below them. In South Asia, orphanhood is not a new social problem. Orphanhood, both social and biological, is a significant feature of Pakistani society (Flagothier, 2016). In Pakistan, there are around four million orphans (Ali & Shah, 2016; Sayyid, 2015). The domestic legislation of Pakistan classified orphans as vulnerable children, under the age of 18 years, who have lost one or both parents (KP Child Protection & Welfare Act, 2010).

In Pakistan, the families absorb orphans; however, the increasing number of orphans increases the challenges for the family unit and the broader community. This increase also puts pressure on the government to come up with adequate support programs for addressing these challenges. To cater the needs of the orphan children, the government of Pakistan has established different institutions, such as state-run orphanages i.e. Pakistan Sweet Homes and Welfare Homes (Shujaat, 2015). However, the government alone cannot manage these responsibilities on its own. Hence, they invite civil society organizations, such as non-governmental organizations (NGO's) and community organizations, to come forward for providing the necessary support and care for the orphan children (UNICEF, 2016a). As a result, NGOs across the country have established different shelter homes for orphans, unaccompanied, and run-away children. These institutions provide shelter, food, and non-formal education to these children.

In Pakistan, the subject of orphan care has remained a subject of constant and serious concern. Particularly, institutional care such as orphanage is often criticized for its lack of competence to meet the children's emotional needs (Akram *et al.*, 2015; Lassi *et al.*, 2010). Gaydosh (2015) argued that the loss of parents during childhood has far-reaching and lasting consequences over the development and wellbeing of children. Compared to non-orphans, orphans are more likely to experience mental health issues. In addition, orphan children may suffer from stigma, bullying, and social exclusion (Hong *et al.*, 2015). A report of UNICEF (2016b) suggests that orphans from impoverished communities living in different institutions are prone to discrimination, which includes limited access to health care, education, and social services. The combination of psychosocial impacts has made them vulnerable to clinically significant behavioural and emotional problems (Gaydosh, 2015).

The causes, which compelled the children to come to orphanages, include natural catastrophes, disabilities, poverty, compulsory education etc. Secondary data been taken from different

reports of NGOs explain international circumstances. Some of the literature from academia highlights the threats to children been enrolled in orphanages. There was a scarcity of literature related to capacity building and aging out of children from orphanages. Usually, poverty is known as one of the main causes of children's admission to orphanages. Parents who live in terrible situations and are incapable to provide food, education, or clothing to their children in a proper manner will be compelled to put their children in institutions either public or private (Bilson & Cox, 2007). Access to education appears to be another cause behind the admission of children to institutions. As for illustration, 20% of the children in the North-East Province of Sri Lanka are placed in Child Care Centres (Dunn et al., 2003). Chances are almost there to enrol disable children in institutions or childcare centres. Sometimes the non-availability of support services, as well as inclusive education nearby, also offer a reason for admitting children in residential homes. Moreover, parents put their children in orphanages because of the undesirable and critical attitudes related to disable children. Disable children are considered sometimes unlucky so they are cursed in a manner and parents are encouraged to put their disabled children in childcare centres (Dunn et al., 2003).

Gender discrimination likely plays a role behind putting children into childcare centres. Among 11 million abandoned or orphaned children in India, 90% are supposed to be girls (Times of India, 2011). Likewise are the gender discriminatory trends in the context of the patriarchal society in Pakistan, but the non-availability of statistics play an unfortunate scene in this regard. It is common practice in developing countries to offer money to poverty-stricken parents who cannot take care of their children. The profit-making business from children is made by adopting children unethically and illicitly to make orphanages and collect donations or indulge them in child trafficking (Csaky, 2009). Orphan children being placed in institutions and childcare centres due to the family loss are due to the reasons for the occurrence of natural catastrophes such as earthquake 2005 and augmented flooding.

Severe psychological effects contain in children in orphan care centres. As motherly love and care is the ultimate requirement of every child and when it is missing although they may be physically cared for and socially stimulated, they develop a thought, as they were unwanted (Goldstein et al., 1973). Traumatic incidents develop in children due to living in orphanages they are not often provided mental health facilities (Ahmad et al., 2005). Children living in care institutions as well as orphanages are considered more vulnerable to psychological and social effects on a long-term basis than children are in foster care. For a proper mental health provision of a proper nutritious diet is mandatory, in its absence orphans develop poor mental health as cited in (Panpanich, 1999). Their health can be maintained properly if they are provided a nutritious diet and provided with proper guidance in this regard. Children's psychological difficulties in grown-up stages of life were caused by adverse living conditions such as the absence of modern educational services, absence of healthy food, inflexible schedules, and poor residential arrangements, missing recreation (Hassan and Marghoob, 2006). Foster et al., (1997) found that children deprived of social-emotional relations contribute towards disturbed age-related effects of children including poor somatic growth to affection problems, and common behavioural and psychological deficits. In the absence of quality relations with the care staff, they are at risk of developing these effects as suggested by studies on young children reared in orphanages.

2. Theoretical Framework

The theoretical Framework of this study finding begins from the position of the Ghanaian view

of the child. This is based on the welfare principle of child and begins with non-discrimination

concept and the moral concept of child upbringing. The welfare principle maintains the best interest of the child (Dunlap, 2003). According to this approach child welfare provision is dominated by residential care and casework. In this study, institutional care is taken as dependent variable as to see whether childcare institution is providing enough facilities to children or not.

Table 1: The following conceptual framework has been used for the study

Dependent variable	Independent variables				
Institutional Care of Orphan Children	Social aspect Psychological aspect				
					Economic aspect

3. Research Methodology

The reason behind the study is to find out the association of the problem faced by orphan children and institutional care. The universe of this research study was *Khyber Pakhtunkhwa*. Two sweet homes were selected as target populations. These included Sweet Home *Peshawar* and Sweet Home *Abbottabad*. The sample of the present study comprised of children who are living in state-sponsored orphanages/ institutions namely Pakistan Sweet Homes. the According to Pakistan Bait-ul-Maal (2019), there are seven Sweet Homes for orphans across Khyber Pakhtunkhwa. These are situated in *Peshawar*, *Mardan*, *Swat*, *Abbottabad*, *Shangla*, *Kohat*, *and Mansehra*, *Kohat*. The orphans are provided protection and rehabilitation services in these sweet homes. Among these seven sweet homes, Sweet Home of *Peshawar* and *Abbottabad* are selected through the lottery method. The population size of each of the two sweet home was 100 children, among which 67 each from both of the homes were selected as per technique given by (Yamane, 1976):

$$n = \frac{N}{(1+Ne^2)}$$
 (Yamane, 1976)

$$n = \frac{200}{(1+200 \times (0.05)^2)} = 133 \text{ (App. 134)}$$

Where:

n = Total sample size

N = Total population under study

e = marginal error say 0.05

According to the above formula, the sample size of this study was 134 orphan children among 200 respondents, each 67 from Sweet Home of Peshawar and Sweet Home of Abbottabad respectively. The researcher used a simple random sampling technique to approach the respondents of this study. The detail of the sample breakup is given in the Table-2. A quantitative research paradigm is used in the present study for data collection to quantify the opinions of the respondents and other defined variables to generalize results from a larger sample population. Keeping in view the nature of the objective and research topic, the quantitative technique is best suited for this study. Further, to find an association between

dependent and independent variables a chi-square (statistics) was used as well. The researcher used a close-ended interview design for data collection, as the respondents were mostly illiterate and they were unable to read the questions, therefore the researcher undertook face to face interviews with them. Interview questions were test-retest for some period for ensuring reliability and validity of the questions. Each interview lasted for approximately 40 to 50 minutes, which took place at Sweet Home. A proper interview requirement was followed before interviews, by taking permission from the Head of both of the organizations. The interview questions were unbiased and simple, the questions were explained in simple words where the respondent felt un-easy, and the answers were written on the paper. The primary data was shifted into a computer program namely Statistical Package for Social Science (SPSS, 20th Version). The transferred data was processed to get frequencies and percentages.

Table 2: Design of the composite sampling

S.	Sample Group	Population Size	Sample Size
No.			
1	Sweet Home Peshawar	100	67
2	Sweet Home Abbottabad	100	67
	Total	200	134

Source: Pakistan Bait-ul-Mal (2019)

To further, test the association between the dependent and independent variables, Chi-Square test (χ 2) was adopted by the statistical procedure given by McCall & Robert, (1975).

$$\chi^{2} = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(O_{ij} - e_{ij})^{2}}{e_{ij}}$$

According to the above formula, " O_{ij} " is the observed frequency in each cell, which corresponds to the intersection of the I^{-th} row and J-column, "r" is the number of rows, and "c" is the number of columns. This formula shows the squared formulation of the frequencies for each cell which is divided by the expected frequency. The resulted value was distributed as Chi-square with relevant degrees of freedom; the calculation is as follows:

$$d.f.=(r-1)(c-1)$$

4. Results, Analysis, and Discussion

The Table-3 depicts an association between two variables i.e. protection aspect and socio-economic problems. When respondents were asked whether scolding the children at the orphanage is a normal activity, the majority of respondents were in agreement with the statement where a non-significant (p=0.052) association was observed. In this regard, Kavak (2014) found that scolding at the orphanage is normal activity and most of the time; the staff scolds the children on little things. It was further observed that those institutions separated children from their facilities but has failed to provide them the required facilities and environment. Further, a significant (p=0.052) association has been observed between beating children at the orphanage as a normal activity and socio-economic problems. The findings show that children are beaten at the orphanage and it is considered as a normal activity. Similarly, in the Human Rights Watch interview, Dunn et al. (2003) said that children are

verbally abused and beaten by the staff in most of the orphanage. Children reported corporal punishment and mistreatment by the staff frequently.

While asking whether the children are faced with neglect at sweet home, most of the respondents were strongly in agreement with the statement where a non-significant (p=0.059) association was observed between the statement and socio-economic problems. These findings indicate that children at sweet home are neglected. Such a result was supported by Khurshaid et al., (2018) majority of orphans have grown up in a condition at the orphanage with several challenges including abuse, exploitation, and neglect. Additionally, when their absence of any criteria and standard of operating procedures; the situation become worst for the living condition of orphans. Moreover, a significant (P=0.42) association was observed between the statement that children at sweet homes are routinely harassed, abused, and exploited with an index of socio-economic problems. These results showed that children are regularly abused, harassed, and exploited at sweet home. Shujaat (2015) also found that half of the children in the orphanage are reported suffering from sexual violence and harassment. He further stated that there is a need for an alternative family-based Centre for the care of these orphans.

A non-significant (p=0.58) association was found when asked whether there is a tense environment at sweet home due to bullying. Results showed that the environment at sweet home is tense because of bullying by children. This result is aligned with the finding concluded by Hong *et al.*, (2015) that orphan children may suffer from social exclusion and bullying in the tense environment at sweet homes. A study conducted by UNICEF (2016b) reported that the environment of orphanage extremely tense and children are prone to discrimination and mental issues. Further, a non-significant (p=0.052) association was found between the statement of whether scolding at the orphanage is a normal activity by children and an index of socio-economic problems. The same findings were reported by Dunn (2003) that a child scolded by peers at an orphanage packed her stuff and left the orphanage. She then reported that she was scolded frequently by her peers at an orphanage.

Furthermore, a significant (P=0.028) association has been found between the notion that adult children physically abuse younger children in the sweet home and index of socio-economic problems. The finding showed that younger children living in sweet homes are physically abused by adult children. This result was consonant with the findings of Jillani (2008) who said that orphans living in a locked environment in an orphanage. The main problem in those institutions that were reported frequently is relationships established between children and adults. Those adults psychologically and sexually abused younger children. Moreover, a nonsignificant (p=0.050) association was found between the index of socio-economic problems and the notion that whether there is a tense environment at sweet home due to bullying by the teachers. These results indicated that the environment at sweet home is tense because the teachers bully the children. In the same way, Foster et al. (1995) observed several factors contributing to make the environment tense at orphanage including lack of care, harassment, and bullying of children by teachers. This kind of environment makes the children prone to many psychological issues in their future.

Moreover, a significant (P=0.159) association was observed between the index of socioeconomic problems and the statement that the staff at sweet home is involved in abuse and harassment. The findings showed indicated that the staff is personally involved in abusing and harassing the children in sweet homes. Similarly, Pinheiro (2006) found that younger children in the orphanages are more easily harassed and abused by the staff. It was reported that the staff is more liable for neglecting, harassing, and abusing the orphans. A significant (P=0.014) association has been observed between the index of socio-economic problems and the notion that there is a proper way of reporting against any incidence of abuse and harassment. Findings reveal that at sweet home, there is a proper channel through which one can report an incident regarding abuse or harassment. In this regard, Foster *et al.*, (1995) found that, though there is harassment and abusing these institutions have a proper way of reporting such kinds of issues. Orphans have frequently reported these problems at the orphanage through a proper channel.

Table 3: Cross Tabulation of Protection aspect with the index of Socio-economic Problems

	Index of Socioeconomic Problems					are	le		
Descriptions		Strongly Disagree N(%)	Disagree N(%)	Neutral N(%)	Agree N(%)	Strongly Agree N(%)	Total N(%) Chi-Square		P-Value
1. Scolding children at the orphanage is a normal activity.	Neutral	06(4.5)	05(3.7)	2(1.5)	2(1.5)	2(1.5)	017(12.7)		
	Agree	11(8.2)	08(6.0)	4(3.0)	3(2.2)	1(0.7)	027(20.1))1	2
	Strongly Agree	41(30.6)	38(28.4)	3(2.2)	4(3.0)	4(3.0)	090(67.2)	10.191	0.052
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
2. Beating children at the orphanage is a normal activity.	Agree	17(12.7)	16(11.9)	2(1.5)	2(1.5)	0(0.0)	037(27.6)	9	
	Strongly Agree	41(30.6)	35(26.1)	7(5.2)	7(5.2)	7(5.2)	097(72.4)		0.497
Total	•	58(43.6)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
3. Children are faced with neglect at the sweet home.	Disagree	06(4.5)	04(3.0)	0(0.0)	0(0.0)	0(0.0)	010(7.5)		
	Neutral	04(3.0)	07(5.2)	1(0.7)	1(0.7)	0(0.0)	013(9.7)		
	Agree	14(10.4)	12(9.0)	4(3.0)	3(2.2)	1(0.7)	034(25.4)	7.831	0.059
	Strongly Agree	34(25.4)	28(20.9)	4(3.0)	5(3.7)	6(4.5)	077(57.5)		0.0
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
4. Children at the	Strongly Disagree	03(2.2)	05(3.7)	0(0.0)	0(0.0)	2(1.5)	010(7.5)		
sweet home are	Disagree	04(3.0)	04(3.0)	4(3.0)	0(0.0)	1(0.7)	013(9.7)		
routinely harassed,	Neutral	04(3.0)	06(4.5)	0(0.0)	0(0.0)	0(0.0)	010(7.5)	696	0.042
exploited, and	Agree	13(9.7)	09(6.7)	2(1.5)	1(0.7)	2(1.5)	027(20.1)	1	0.0
abused.	Strongly Agree	34(25.4)	27(20.1)	3(2.2)	8(6.0)	2(1.5)	074(55.2)		
Total	•	58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)	0.0)	
5. There is a tense	Strongly Disagree	11(8.2)	09(6.7)	2(1.5)	2(1.5)	3(2.2)	027(20.1)		
environment at the sweet home due to bullying by the children.	Disagree	09(6.7)	10(7.5)	1(0.7)	2(1.5)	1(0.7)	023(17.2)		
	Neutral	08(6.0)	10(7.5)	1(0.7)	1(0.7)	0(0.0)	020(14.9)		0.058
	Agree	17(12.7)	09(6.7)	1(0.7)	1(0.7)	2(1.5)	030(22.4)		0.0
	Strongly Agree	13(9.7)	13(9.7)	4(3.0)	3(2.2)	1(0.7)	034(25.4)		
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		

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6. The adult children	Strongly Disagree	06(4.5)	02(1.5)	0(0.0)	1(0.7)	1(0.7)	010(7.5)		0.028
	Disagree	05(3.7)	02(1.5)	0(0.0)	0(0.0)	0(0.0)	007(5.2)		
physically abuse younger children in	Neutral	08(6.0)	10(7.5)	1(0.7)	2(1.5)	2(1.5)	023(17.2)	10.687	
the sweet home.	Agree	15(11.2)	14(10.4)	2(1.5)	3(2.2)	0(0.0)	034(25.4)	10.	0.0
	Strongly Agree	24(17.9)	23(17.2)	6(4.5)	3(2.2)	4(3.0)	060(44.8)		
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
7. There is a tense	Strongly Disagree	01(0.7)	02(1.5)	0(0.0)	0(0.0)	0(0.0)	003(2.2)	.950	
environment at the	Disagree	03(2.2)	06(4.5)	2(1.5)	2(1.5)	0(0.0)	013(9.7)		
sweet home due to bullying by the	Neutral	16(11.9)	11(8.2)	4(3.0)	2(1.5)	1(0.7)	034(25.4)		0.050
teachers.	Agree	17(12.7)	13(9.7)	0(0.0)	2(1.5)	2(1.5)	034(25.4)	11.9	0.0
	Strongly Agree	21(15.7)	19(14.2)	3(2.2)	3(2.2)	4(3.0)	050(37.3)	-	
Total	•	58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
8. The staffs at the	Strongly Disagree	04(3.0)	03(2.2)	0(0.0)	0(0.0)	0(0.0)	007(5.2)	10.791	6
sweet home are	Disagree	02(1.5)	04(3.0)	1(0.7)	0(0.0)	0(0.0)	007(5.2)		
involved in abuse and	Agree	18(13.4)	10(7.5)	5(3.7)	3(2.2)	1(0.7)	037(27.6)		0.059
harassment.	Strongly Agree	34(25.4)	34(25.4)	3(2.2)	6(4.5)	6(4.5)	083(61.9)		0
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
0.75	Strongly Disagree	03(2.2)	04(3.0)	0(0.0)	0(0.0)	0(0.0)	007(5.2)		
9. There is a proper way of reporting	Disagree	08(6.0)	02(1.5)	2(1.5)	0(0.0)	1(0.7)	013(9.7)		
against any incidence	Neutral	01(0.7)	03(2.2)	0(0.0)	1(0.7)	2(1.5)	007(5.2)	21.398	0.014
of abuse and	Agree	05(3.7)	01(0.7)	0(0.0)	1(0.7)	0(0.0)	007(5.2)	21.	0.0
harassment.	Strongly Agree	41(30.6)	41(30.6)	7(5.2)	7(5.2)	4(3.0)	100(74.6)		
Total		58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)		
10. A relief is received mostly when it is reported.	Strongly Disagree	02(1.5)	01(0.7)	0(0.0)	0(0.0)	0(0.0)	003(2.2)		0.058
	Disagree	03(2.2)	04(3.0)	0(0.0)	0(0.0)	0(0.0)	007(5.2)		
	Neutral	02(1.5)	00(0.0)	0(0.0)	1(0.7)	0(0.0)	003(2.2)		
	Agree	08(6.0)	01(0.7)	1(0.7)	1(0.7)	2(1.5)	013(9.7)		
	Strongly Agree	43(32.1)	45(33.6)	8(6.0)	7(5.2)	5(3.7)	108(80.6)		
Total	58(43.3)	51(38.1)	9(6.7)	9(6.7)	7(5.2)	134(100.0)			
Source: Field Survey 2020									

Source: Field Survey, 2020

5. Conclusions

This research study concluded that most of the children at sweet home are from very poor economic background and besides that they also facing psychological problems because of

poor socio-economic problems and they feel difficulty in remembering and concentrating well. They put effort into remembering or concentrating on something. They face difficulty in remembering appointments, names of people, and places. Similarly, they forget to take medication on time and paying bills. They cannot concentrate on doing something for ten minutes and have difficulty finding solutions to their problems and learning new tasks i.e. get to a new place. Furthermore, results concluded that significant association was found among an index of Socio-economic Problems and the educational level of school is satisfactory, children are provided with books, stationery and uniform free of cost, the staff at sweet home is routinely monitoring the educational competency of children, and there is a proper schedule for carrying out all the educational activities.

Based on the study findings, it is recommended that an environment free of harassment, abuse, stress, and anxiety should be provided because children respond and perform well in a distraction-free environment. The poster mother at sweet home should be advised to behave every child like her biological one. The teaching staff should focus especially on the teaching of the Holy Quran, English, and Computer literacy. Speech and debate competitions should be organized to increase children's competency. The staff at sweet home should advise and train children to concentrate on one activity at a time.

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