

The self-esteem of orphaned adolescent girls and its relation to their lifestyles

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Abstract

This study aimed to identify lifestyles and their relationship with the self-esteem of female adolescents who lost their mothers. The sample of the study consisted of 58 female adolescents who lost their mothers during the academic year 2019/2020. To achieve the objectives, the study developed two scales; the lifestyles scale and the self-esteem scale. These scales were applied to the participants as a questionnaire. Validity and reliability for both scales were obtained. The results showed that the most common lifestyle among female adolescents who lost their mothers was the socially useful style, and the level of self-esteem among female adolescents who lost their mothers was moderate. The results also showed that there were no statistically significant differences in lifestyle and self-esteem due to the two variables of age at loss and birth order. The results also showed that there was a statistically significant positive correlation between the total score of the self-esteem scale and both dominating style and the socially useful style.

Keywords: Adolescent, lifestyle, orphaned, self-esteem;

1. Introduction

Lifestyle is seen as a reflection of the individual's image and value and the way he sees himself and others see him, and this appears through many models such as the individual's interaction with family, companions, and society in general, and therefore the individual's choice of the appropriate lifestyle enables him to maintain his mental health and increases his ability to compatibility with various aspects of his life. The concept of lifestyle is one of the main concepts in individual psychology, whether in understanding the personality of the individual or in individual psychotherapy, which was founded by Adler, which emphasized that lifestyles can shape an individual's feelings, attitudes, behaviors, personality traits and cognitive processes, and can also it prevent or increases its contribution to building society, and also affects its response pattern (Corey, 2009; Zhang et al., 2023). Adler acknowledged that each individual has a unique way of life, different from other individuals and that each individual has goals that he seeks to achieve, and these goals may be similar, but reaching them varies from one individual to another, and therefore the behavior of the individual always stems from his way of life (Al-Esawy, 2006).

Mosak (2000) views the lifestyle as a set of convictions that develop and form in the individual early in his life to help him organize, understand, predict, and control his experiences. This was confirmed by Jonynien and Kern (2012), who pointed out that lifestyles are only cognitive components that were formed and formed in the individual in the early years of his life within the system of family and social upbringing and the network of social relations. Adler (2009) identified four lifestyles, and that the individual adopts one of these styles as his style and develops it during his life as a way to achieve his goals in life (Monzani et al., 2022). These methods are the dominant style that is characterized by seeking to lead others, satisfying basic desires, hostility, and evil towards society and others and their control over them to achieve personal interests, the exploitative style that is characterized by idleness and intrusion on others and their exploitation to achieve personal gains, the avoidant style that is characterized by staying away from problems to avoid failure as he fears failure more than the desire for success, and the socially useful method that is characterized by maturity and the ability to solve problems related to life, caring for others, and social activities.

According to Corey (2009), Adler indicated that the individual develops his lifestyle through his early life experiences in his family, specifically during the first 6 years of his life, to overcome his feelings of inadequacy that develop during his childhood which he felt weak and easily exposed to many emotional and social disorders. Mosak (2005) believes that Adler focused on the child's awareness of his family, and his struggle to obtain his place in it, because the family environment plays a prominent and important role in the development of his personality, and the formation of his lifestyle. This confirms the importance of the role of the family, and its impact on the social upbringing of sons in general and girls in particular, and in the formation of her personality, and the importance of the role of each member of her family in her psychological and social development, where the proper growth of her personality is formed in the light of love and appropriate care from parents, but the loss of a girl adolescence to one or both of her parents, especially the mother, will affect her life (Klopp & Abdel-Khaleq, 2016).

Dinter (2000) also sees the necessity of taking the lifestyle into account when considering any psychological and social problem of the individual. Through lifestyle, a lot of information can be obtained about the personality of the individual in its various dimensions, such as the individual's view of himself and his appreciation of it. Self-esteem is seen as a positive or negative attitude toward an individual's self, is based on the evaluation of his characteristics, and includes feelings of satisfaction or dissatisfaction with himself (Manos et al., 2005; Raemen et al., 2023; Zheng et al., 2022). It also reflects an individual's sense of worth or self-esteem, is an evaluative component of self-concept, and is used to attribute to an overall sense of self-esteem (Angelhoff et al., 2021; Han et al., 2022; Pattan et al., 2006).

Accordingly, Wadman et al. (2008) advanced that self-esteem refers to the individual's evaluation of the components of the self and its physical, emotional, social, cognitive, and moral characteristics, and the consequences of this evaluation of feelings of satisfaction or dissatisfaction with oneself in various areas of his life. And that the individual's self-esteem, love for her, and sense of his personality and value in front of others differ from one individual to another, and the individual may see himself positively or negatively through the experiences and situations he goes through while trying to adapt to the social environment surrounding him. Therefore, depriving an individual of parental care for any reason, such as death or divorce, would affect the individual's self-perception and appreciation for it, as he is highly influenced by the judgments of others, unable to form meaningful relationships with others, and unable to regulate his knowledge and behavior in a way integrated to overcome the obstacles it faces (Kathleen & Vanya, 2012; Pierce et al., 2023). Abdel Muti (2004) also sees that the loss of one or both parents, specifically the mother, and deprivation from her have many negative effects, because the mother's responsibility in building the family is considered one of the most dangerous responsibilities, as she is the one who performs the greatest share in raising and upbringing children and influencing them, especially in the early years of their lives. Thus, the children's first experiences with their mothers determine their lifestyles and their relationships with the rest of the family and society in general, and the method that the mother follows with her children greatly affects the formation of their personality, their view of themselves, and their appreciation of them. Al-Rashidi and Al-Khelaifi (2008) mention that the loss and deprivation of the mother lead to a disturbance in the formation of the emotional self due to the absence of the image of the beloved mother.

Adler (2009) defines lifestyle as 'The unique state of the individual that consists of the total sum of his motives, interests, and values as they appear in his behavior as a whole and his method of reaching his goals, which are concentrated in their entirety in four sub-styles which are the dominant style and the style The exploitative style, the avoidant style, and the socially useful style'. It is defined procedurally as the degree that adolescence obtained through its response on the lifestyle scale that was developed in this study.

Self-esteem is defined by Wanjiru and Gathogo (2014, p. 98) as 'An emotional process through which an individual can evaluate the image in which he perceives himself, and this process includes beliefs, values, feelings, thoughts, and positive or negative attitudes toward the self'. It is defined procedurally as the degree that adolescence obtained through its response on the self-esteem scale that was developed in this study.

Orphaned adolescent girls are the ones who have lost their mother's sympathy, tenderness, and care due to death (Istiti, 2007). They procedurally identify all adolescent girls who lost their mothers to death in government schools in the Jisr Al-Zarqa area in Palestine during the second semester of the academic year (2019/2020).

1.1. Purpose of study

This study aims to identify the lifestyles and their relationship to the self-esteem of adolescent girls who have lost their mothers. This study attempted to answer the following questions:

1. What are the most common lifestyles of adolescent girls who lost their mothers in the Jisr Al Zarqa area?
2. What is the level of self-esteem of adolescent girls who lost their mothers in the Jisr Al-Zarqa area?
3. Do the lifestyles of adolescent girls who lost their mothers in Jisr Al-Zarqa differ according to the variables of age at the time of loss, and birth order?
4. Does the level of self-esteem of adolescent girls who lost their mothers in Jisr Al-Zarqa differ according to the variables of age at the time of loss, and birth order?

5. Is there a statistically significant correlation at the level ($\alpha = 0.05$) between the lifestyles and self-esteem of adolescent girls who lost their mothers in the Jisr Al-Zarqa area?

1.2. Significance of study

The importance of the theoretical study appears in the information and theoretical literature that the current study will add to the library about the lifestyles and self-esteem of adolescent girls who have lost their mothers. It is also hoped that the study will be a theoretical reference, represented by the theoretical framework and previous studies on the subject of lifestyles and self-esteem of adolescent girls who have lost their mothers. Which researchers, students, and specialists may benefit from.

The importance of this study stems from the practical point of view of the fact that it is concerned with an important segment within the Palestinian society, that is, adolescent girls in government schools who lost their mothers according to educational guidance records, through the tools it provides and their honesty and consistency. It is hoped that the study will achieve the following:

- Giving officials, teachers, specialists, psychologists, and social counselors to those responsible for caring for adolescent girls who lost their mothers in public schools, psychological and descriptive indicators about the psychological aspects related to their lifestyles and self-esteem.

- This study also presents two scales: the Lifestyles Scale and the Self-Esteem Scale, which have acceptable indications of validity and reliability that other researchers may use in their future studies related to the title of this study.

2. Materials and methods

The descriptive correlative approach was used to reach the answer to the study questions.

2.1. Participants

The study sample members consisted of all female adolescents who lost their mothers to death according to the statistics of the counselors' and school administration records in the four public schools, which are: Al-Salam Preparatory, Al-Manara Preparatory, Al-Manara Secondary, and Technology High School in Jisr Al-Zarqa. The tools of the current study were applied during the second semester (06/21/2020 AD–06/28/2020), and their number was 58 teenage girls who lost their mother in death, and Table 1 shows the study sample members.

Table 1

The Distribution of the Study Sample

Variable	Variable level	The number	Percentage
Age when the mother is lost	Less than 6 years	11	19
	6 – less than 13 years	16	27.60
	13 years and above	31	53.40
	Total	58	100
Edilateral arrangement	Minor	10	17.20
	Central	19	32.80
	Major	29	50
	Total	58	100

2.2. Data collection tools

2.2.1. Lifestyles scale

The Lifestyles Scale was developed by referring to previous studies such as Adler (2009), Al-Fatlawi and Jabbar (2012) study, Saleh and Sheyal (2014) study, and Ali and Aziz (2017) study. Paragraphs were selected from those scales and reformulated, then the scale was prepared in its initial form, which consisted of 32 items divided into 4 methods, namely: (the dominant represented by paragraphs [1–8], the avoidant represented by paragraphs [9–16], the exploiter and represented by him paragraphs [17–24], which are socially useful and represented by paragraphs [25–32]), are answered according to the five-point Likert scale (always, often, sometimes, rarely, never), and the validity and stability indications of the scale were extracted.

The significance of the validity of the scale was verified by verifying the validity of the content by presenting it to a group of arbitrators. The construction validity was also verified, by applying it to an exploratory sample from a population similar to the study community of 20 adolescent girls who lost their mother by death in government schools from a community similar to the study community (0.931), and all of these indicators are statistically significant at the significance level ($\alpha = 0.05$), and thus the scale finally became composed of 28 items distributed over four methods, namely: (the dominant method represented by paragraphs [1–7]/the avoidant method, represented by the paragraphs [8–14]/the exploited method represented by paragraphs [15–21]/the socially useful method represented by paragraphs [22–28]). Table 2 shows the indicators of construction validity.

The Lifestyles Scale was developed by referring to previous studies such as Adler (2009), Al-Fatlawi and Jabbar (2012) study, Saleh and Sheyal (2014) study, and Ali and Aziz (2017) study. Paragraphs were selected from those scales and reformulated, then the scale was prepared in its initial form, which consisted of 32 items divided into 4 methods, namely: (the dominant represented by paragraphs [1–8], the avoidant represented by paragraphs [9–16], the exploiter and represented by him paragraphs [17–24], which are socially useful and represented by paragraphs [25–32]), are answered according to the five-point Likert scale (always, often, sometimes, rarely, never), and the validity and stability indications of the scale were extracted.

2.2.1.1. Validity of the lifestyle scale

The significance of the validity of the scale was verified by verifying the validity of the content by presenting it to a group of arbitrators. The construction validity was also verified, by applying it to an exploratory sample from a population similar to the study community of 20 adolescent girls who lost their mother by death in government schools from a community similar to the study community (0.931), and all of these indicators are statistically significant at the significance level ($\alpha = 0.05$), and thus the scale finally became composed of 28 items distributed over four methods, namely: (the dominant method represented by paragraphs [1–7]/the avoidant method, represented by the paragraphs [8–14]/the exploited method represented by paragraphs [15–21]/the socially useful method represented by paragraphs [22–28]). Table 2 shows the indicators of construction validity.

Table 2

Indicators of Construction Validity Represented by Correlation Coefficients and Statistical Significance

Social useful method		The exploitative style		Specific style		The dominant style	
Paragraph	Association with style	Paragraph	Association with style	Paragraph	Association with style	Paragraph	Association with style
22	0.709**	15	0.741**	8	0.898**	1	0.591**
23	0.898**	16	0.864**	9	0.714**	2	0.746**

24	0.931**	17	0.697*	10	0.751**	3	0.800**
25	0.645**	18	0.655**	11	0.570**	4	0.892**
26	0.829**	19	0.577**	12	0.701**	5	0.737**
27	0.846**	20	0.699**	13	0.833**	6	0.665**
28	0.618**	21	0.681**	14	0.712**	7	0.528*

** Statistically significant at the significance level ($\alpha = 0.01$).

* Statistically significant at the significance level ($\alpha = 0.05$).

2.2.1.2. The reliability of the lifestyle scale

The stability of the lifestyle scale was verified by using the Test-Re-Test method, by applying the scale twice with a time difference of 2 weeks on a survey sample consisting of 20 adolescent girls from a population similar to the study community, then working on calculating the correlation coefficients between the two applications, the repetition stability coefficients ranged between 0.823 and 0.887, and the internal consistency of the scale was verified by calculating Cronbach's alpha coefficient, where the reliability coefficients in this way ranged between 0.923 and 0.854.

2.2.2. The self-esteem scale

The self-esteem scale was developed by referring to previous studies such as the El-Desouki (2004) study, the study of Hussein and Abdel (2011), the study of Wanjiru and Gathogo (2014), the study of Qurayd (2015), the study of Erango and Goshu (2015), Amour (2018) study, Khanjar and Mahdi (2018) study. Paragraphs were selected from those scales and reformulated, then the scale was prepared in its initial form, which consisted of 30 items that measure the level of self-esteem for adolescent girls, the answer to which is according to the 5-year Likert scale (always, often, sometimes, rarely, never), and indications have extracted the validity and reliability of the scale.

2.2.2.1. The validity of the self-esteem scale

The content validity implications of the scale were verified by presenting it in its initial form to 10 arbitrators with experience and competence, and the proposed amendments agreed upon by 80% of the arbitrators were taken. Thus, the scale in its final form consists of 26 items that measure the level of self-esteem of adolescent girls. Indicators and indications of the construct validity of the scale were also verified by applying it to an exploratory sample consisting of 20 teenage girls who lost their mother in death at public schools from a community similar to the study community (0.528–0.898), and all these indicators are statistically significant at the significance level ($\alpha = 0.05$), and Table 3 shows this.

Table 3

Indicators of Construction Validity of the Self-Esteem Scale

Paragraph	Association	Paragraph	Association	Paragraph	Association	Paragraph	Association
1	0.728**	8	0.766**	15	0.859**	22	0.824**
2	0.553*	9	0.844**	16	0.695**	23	0.485*
3	0.863**	10	0.645**	17	0.681**	24	0.666**
4	0.700**	11	0.607**	18	0.791**	25	0.618**
5	0.528*	12	0.774**	19	0.636**	26	0.607**

6	0.570**	13	0.916**	20	0.821**
7	0.678**	14	0.550*	21	0.856**

** Statistically significant at the significance level ($\alpha = 0.01$).

* Statistically significant at the significance level ($\alpha = 0.05$).

2.2.2.2. Self-esteem scale reliability

The stability of the self-esteem scale was verified by using the Test-Re-Test method, by applying the scale twice with a time difference of 2 weeks on a survey sample consisting of 20 adolescent girls who lost their mother to death in public schools from a similar community to the study community, then The correlation coefficients between the two applications were calculated, and the repetition stability coefficient for the total degree of the self-esteem scale was 0.961, and the internal consistency of the scale was verified by calculating Cronbach's alpha coefficient, where the reliability coefficient was 0.947, and these coefficients are considered High. Table 4 shows the stability coefficients.

Table 4

Repetition and Internal Consistency Coefficients of Self-Esteem

Dimension	Cronbach's alpha	Test-re-test
Self-esteem	0.947	0.961

2.3. Study variables

Lifestyles: It has three levels (high, medium, and low).

Self-esteem: It has three levels (high, medium, and low).

Age at loss: It has three levels: (less than 6 years old, 6 – less than 13 years old, and 13 and over).

The birth order: It has three levels (major, middle, and minor).

2.4. Ethics

This study meets the ethical requirements of this journal. Oral consent was acquired from the participants before commencing the data collection. This research does not pose harm to any of the participants, the environment or animals. No identities were revealed in this study.

3. Results

3.1. First: the results related to the first question, which reads: 'What are the most common lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area'?

To answer this question, the arithmetic means and standard deviations of the most common lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area were calculated, and Table 5 illustrates this.

The results of Table 5 show that the most common lifestyle among adolescent girls who lost their mothers in Jisr Al-Zarqa was the socially beneficial method, where the arithmetic mean of this method was 4.35, and the high level corresponds to it, with a standard deviation 0.654, and it was the least common method The exploited lifestyle, where its mean was 2.51, and the mean level corresponds to it, with a standard deviation of 0.708.

Table 5

Arithmetic Averages and Standard Deviations of the Most Common Lifestyles Among Adolescent Girls

Rank	Paragraph number	Paragraphs	Mean	SD	Level
1	4	Social useful method	4.35	0.654	High
2	1	The dominant style	3.55	0.519	Intermediate
3	2	Specific style	2.84	0.853	Intermediate
4	3	The exploitative style	2.51	0.708	Intermediate

3.2. Second: The results related to the second question, the text of which is: ‘What is the level of self-esteem among adolescent girls who lost their mothers in the Jisr Al-Zarqa area’?

To answer this question, the arithmetic means and standard deviations of the level of self-esteem of adolescent girls who lost their mothers in the Jisr Al-Zarqa area were calculated, and Table 6 illustrates this.

Table 6

Arithmetic Means and Standard Deviations of the Items of the Self-Esteem Scale Among Adolescent Girls

Rank	Paragraph number	Paragraphs	Mean	SD	Level
1	12	I care about my appearance and cleanliness.	4.4	0.857	High
2	4	I trust my capabilities.	3.84	1.136	High
3	9	I have many good qualities.	3.84	1.309	High
4	6	Others are happy to be with them.	3.67	1.19	Intermediate
5	8	My family members feel my importance.	3.64	1.238	Intermediate
6	14	I feel that others spend an enjoyable time when they are with me.	3.64	1.347	Intermediate
7	3	The most successful in the work I do.	3.6	1.075	Intermediate
8	1	My character is strong.	3.59	1.185	Intermediate
9	7	I adapt to difficult situations easily.	3.59	1.027	Intermediate
10	16	I am loved by others.	3.53	1.301	Intermediate
11	21	I do what are right most of the time.	3.53	1.217	Intermediate
12	25	I accomplished my work in an organized way.	3.47	1.314	Intermediate
13	13	I control my emotions.	3.43	1.23	Intermediate
14	19	I am calm and stability	3.38	1.073	Intermediate
15	11	I feel my high position among my friends.	3.36	1.18	Intermediate
16	23	I enjoy popularity among my colleagues.	3.31	1.477	Intermediate

17	17	I have a high sense of humor and fun.	3.16	1.374	Intermediate
18	10	I am embarrassed when I talk to others.	3.14	0.868	Intermediate
19	2	I hesitate to make decisions.	3.1	0.81	Intermediate
20	22	Easily solve my problems.	3.09	1.288	Intermediate
21	15	Others enjoy their lives more than me.	2.91	1.302	Intermediate
22	20	I am burdened with pain and worries.	2.64	1.447	Intermediate
23	18	I feel shy.	2.62	1.04	Intermediate
24	24	I wish I was a different person so that I have many friends.	2.47	1.404	Intermediate
25	26	I am sad.	2.09	0.779	Low
26	5	I feel less than others.	1.71	0.749	Low
The total degree of self-esteem			3.26	0.676	Intermediate

It appears from Table 6 that the level of self-esteem of adolescent girls who lost their mothers in Jisr Al-Zarqa was average, where the arithmetic mean of the total score was 3.26 with a standard deviation of 0.676, and the arithmetic averages of the items ranged between 1.71 and 4.40 and came paragraph levels range between low, medium and high. Paragraph 12 and its text: 'I care about my appearance and cleanliness' came in the first rank with the highest arithmetic average of 4.40 with a standard deviation of 857 and a high rating level, followed by paragraph 4 which reads: 'I trust my abilities' with an average My arithmetic reached (3.84) with a standard deviation of 1.136 and a high rating level, while paragraph 26 and its text: 'I am sad' came in the penultimate rank with a mean of 2.09 with a standard deviation (0.779) and a low rating level, and paragraph 5 came and its text: 'I feel like I'm lower than others' in the last rank with a mean of 1.71 with a standard deviation of 0.749 and a low rating level.

3.3. Third: The results related to the third question, the text of which is: 'Do the lifestyles of adolescent girls who lost their mothers in Jisr Al-Zarqa differ according to the variables of age at the time of loss, and birth order'?

To answer this question, the apparent differences were calculated using arithmetic means and standard deviations of the level of lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area, according to the variables of age at a loss, birth order, and Table 7 illustrates this.

Table 7

Arithmetic Means and Standard Deviations of the Level of Lifestyles of Adolescent Girls According to the Variables of Age at Loss and Birth Order

Variable	Variable Level	Averages and Deviations	The dominant style	Specific style	The exploitative style	Social useful method
Age at loss	Less than 6 years	Mean	3.44	2.4	2.36	4.35
		Number of sample members	11	11	11	11
	6 - Less than 13 years	Standard deviation	0.463	0.782	0.532	0.704
		Mean	3.51	2.9	2.52	4.28

		Number of sample members	16	16	16	16
		Standard deviation	0.354	0.936	0.831	0.531
		Mean	3.61	2.96	2.56	4.39
	13 years and above	Number of sample members	31	31	31	31
		Standard deviation	0.608	0.808	0.709	0.709
		Mean	3.59	2.74	2.33	4.41
	Minor	Number of sample members	10	10	10	10
		Standard deviation	0.384	0.88	0.462	0.483
		Mean	3.46	3.04	2.6	4.16
Edilateral arrangement	Central	Number of sample members	19	19	19	19
		Standard deviation	0.482	0.744	0.567	0.742
		Mean	3.6	2.74	2.51	4.46
	Major	Number of sample members	29	29	29	29
		Standard deviation	0.587	0.914	0.853	0.635

The results of Table 7 show that there are apparent differences in the level of lifestyles for adolescent girls who lost their mothers in the Jisr Al-Zarqa area, according to the variables of age at loss, and birth order. The scale 'Lifestyles', and Table 8 illustrate this.

Table 8

Binary Variance Analysis of the Level of Lifestyles of Adolescent Girls According to the Two Variables of Age at Loss

The source of the contrast	Dimensions	Total squares	Freedom degrees	Medium	V -value	Statistical significance
Age at loss						
Wilks' Lambda	The dominant style	0.116	2	0.058	0.202	0.818
(V): 0.923 (α):0.866	Specific style	2.035	2	1.017	1.51	0.231
Hoteling's trace	The exploitative style	0.081	2	0.04	0.075	0.928
(V): 0.083 (α):0.870	Social useful method	0.25	2	0.125	0.284	0.754
Edilateral arrangement						
Wilks' Lambda	The dominant style	0.053	2	0.027	0.093	0.912
(V): 0.876 (α):0.600	Specific style	1.71	2	0.855	1.269	0.29
Hoteling's trace	The exploitative style	0.741	2	0.37	0.687	0.508

(V): 0.139 (α):0.602	Social useful method	0.928	2	0.464	1.054	0.356
The error	The dominant style	746.02	58			
	Specific style	508.408	58			
	The exploitative style	393.939	58			
	Social useful method	1,123	58			
The total	The dominant style	15.38	57			
	Specific style	41.447	57			
	The exploitative style	28.576	57			
	Social useful method	24.376	57			

It is clear from the Table 8 that there are no statistically significant differences ($\alpha = 0.05$) due to the effect of age at loss and birth order on the lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area, where the statistical significance was more than the significance level ($\alpha = 0.05$)

3.4. Fourth: The results related to the fourth question, the text of which is: 'Does the level of self-esteem of adolescent girls who lost their mothers in Jisr Al-Zarqa vary according to the variables of age at loss, and birth order'?

To answer this question, the apparent differences were calculated using arithmetic means and standard deviations of the level of self-esteem of adolescent girls who lost their mothers in the Jisr Al-Zarqa area according to the variables of age at a loss, birth order, and Table 9 illustrates this.

Table 9

The Total Score of the Level of Self-Esteem Among Adolescents, According to Age at Loss, and Birth Order

Variable	Variable Level	MEAN	number	SD
Age at loss	Less than 6 years	3.4	11	0.683
Age at loss	6 – Less than 13 years	3.09	16	0.618
Age at loss	13 years and above	3.3	31	0.707
Edilateral arrangement	Minor	3.05	10	0.549
Edilateral arrangement	Central	3.33	19	0.651
Edilateral arrangement	Major	3.29	29	0.737

The results of Table 9 show that there are apparent differences in the total degree of the level of self-esteem among adolescent girls who lost their mothers in the Jisr Al-Zarqa area, according to the variables of age at loss, and birth order. ANOVA on the total score, and Table 10 shows this.

Table 10 shows that there are no statistically significant differences ($\alpha = 0.05$) due to the effect of age at loss, and birth order among adolescent girls who lost their mothers in the Jisr Al-Zarqa area, where the statistical significance was according to the variable age at a loss (0.604), and birth order (0.688), which is more than the significance level ($\alpha = 0.05$), which indicates that there are no statistical differences in self-esteem due to the variables of age at loss and birth order.

Table 10

Two-Way ANOVA for the Differences in the Total Score of the Level of Adolescent Girls

The source of the contrast	Total squares	Freedom degrees	Medium	V-value	Statistical significance
Age at loss	0.496	2	0.248	0.51	0.604
Edilateral arrangement	0.366	2	0.183	0.377	0.688
The error	642.203	58			
The modified group	26.073	57			

3.5. Fifth: The results related to the fifth question, the text of which is: 'Is there a statistically significant correlation at the level ($\alpha = 0.05$) between lifestyles and self-esteem among adolescent girls who lost their mothers in Jisr Al-Zarqa'?

To answer this question, the correlation between lifestyles and self-esteem of adolescent girls who lost their mothers in the Jisr Al-Zarqa area was calculated, and Table 11 shows the values of the correlation coefficient.

Table 11

Pearson's Correlation Coefficient Between Lifestyles and Self-Esteem Among Adolescent Girls

the scale	Association	Lifestyle Scale			
		The dominant style	Specific style	The style	exploitative
	Correction coefficient	0.292*	-0.162	0.106	0.372**
Self esteem	- Statistical significance	0.026*	0.224	0.428	0.004*
	Number of sample members	58	58	58	58

The results of Table 11 revealed the following:

- There is a positive, statistically significant correlation at the significance level ($\alpha = 0.05$) between the total score of the self-esteem scale and the dominant style, where the correlation coefficient between them is $**0.292$, with a statistical significance (0.026).
- There is a positive, statistically significant correlation at the significance level ($\alpha = 0.05$) between the total score of the self-esteem scale and the socially useful style, where the correlation coefficient between them is $**0.372$, with statistical significance (0.004).
- There is no correlation between the total score of the self-esteem scale, the avoidant style, and the exploited style, where the correlation coefficient between the avoidant style was -0.162 , with statistical significance (0.224), and the correlation coefficient between the exploited style was 0.106, with statistical significance (0.428).

4. Discussion

This study aimed to reveal the lifestyles and their relationship to the self-esteem of adolescent girls who lost their mothers.

The results related to the first question showed that the most common lifestyle among adolescents who lost their mothers in Jisr Al-Zarqa was the socially beneficial method, where the arithmetic mean of this method was 4.35, and the high level corresponds to it, with a standard deviation 0.654. This result can be traced back to the social upbringing that the Palestinian society is characterized by and committed to towards its children, including adolescent girls who have lost their mothers, out of concern for cooperation and respect for and appreciation of others. Through guidance and counseling and imitating social manifestations that call for the individual to adhere to the customs and traditions of society, and to provide everything useful to society and to others.

What confirms this is that Adler (2009) indicated that the individual's manifestation of social affiliation and providing everything that is socially useful is a measure of the individual's psychological health, and is characterized by the ability to psychological and social compatibility. While the least common method was the exploited lifestyle, where its arithmetic mean was 2.51, and the mean level corresponded to it, with a standard deviation of 0.708.

The low prevalence of the exploitative style among adolescent girls who lost their mothers can be explained because this method in general highlights aspects of personal characteristics that are not acceptable or socially desirable, and may give a negative image and impression towards adolescent girls who have lost their mothers and seek to obtain a social status through which they feel that they are the focus of others. And that every action issued by them is the focus of evaluation by others. In light of the results of previous studies related to this subject, the researcher found that the current results are in agreement with the results of the Walsh (2011) study, which showed the prevalence of a socially beneficial lifestyle among medical students at the University of California. It differed from the results of the study of Ali and Aziz (2017), which showed the prevalence of the dominant lifestyle among students, followed by the cooperative style, then the dependent style, while the avoidant style ranked last.

The results related to the second question showed that the level of self-esteem of adolescent girls who lost their mothers in Jisr Al-Zarqa was average, where the arithmetic mean of the total score was 3.26 with a standard deviation of 0.676. This average level of self-esteem among adolescent girls who lost their mothers can be attributed to the fact that the deprivation of the mother would affect the individual's self-perception and appreciation for her. His knowledge and behavior in an integrated manner help to overcome the obstacles he faces (Kathleen & Vanya, 2012).

This is confirmed by Abdel Muti (2004), who stressed that the loss of one or both parents, specifically the mother, and deprivation from her have many negative effects because the mother's responsibility in building the family is considered one of the most dangerous responsibilities, as she is the one who plays the largest share in raising and raising children and influencing them. In them, especially in the early years of their lives, and thus, the children's first experiences with their mothers determine their lifestyles and their relationships with the rest of the family and society in general, and the style that the mother follows with her children greatly affects the formation of their personality, their view of themselves and their appreciation for them.

In light of the results of previous studies related to this subject, the researcher found that the current results are in agreement with the results of the Al-Rimawi study (2013), which showed the presence of an average level of self-esteem among orphaned adolescents. It differed from the results of some studies, such as the Wanjiru and Gathogo (2014) study, which showed that the level of self-esteem of orphaned adolescent girls was low, and the Jared study (2015), which showed a high level of self-esteem among orphaned adolescents, and the Rangu and Gosh study (2015), which showed a low level of self-esteem among orphans, and the study of Sethi and Asghar (2016), which showed that the level of self-esteem of orphaned adolescents is low, and the study of Kannan et al. (2017). Which showed that the level of self-esteem of orphaned adolescents was low, and the study of Priyanka et al. (2018) showed that the level of self-esteem of orphaned adolescents was low, and the

study of Yasin and Iqbal (2018) showed the presence of A high level of self-esteem among orphaned adolescents, and the study of Nsabimana et al. (2019), which showed that the level of self-esteem of orphaned adolescents was low.

The results related to question 3 showed that there were no statistically significant differences due to the effect of age at loss and birth order on the lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area. It is clear from this result that birth order did not affect the lifestyles of adolescent girls who lost their mothers in the Jisr Al-Zarqa area, and the reason for this result may be because the sample members are from one social environment, and their social and personal conditions are compatible, so the family and social upbringing style they receive Adolescent girls, members of the study sample are somewhat similar, and this, in turn, affects the lifestyle of adolescent girls in the study sample, which makes these methods similar and there are no statistical differences between them. What supports this interpretation is that Melhem (2001) indicated that individuals who practice similar methods of socialization lead to the similarity of their lifestyles. Whereas in the case of adopting the method of neglect with the children, their lifestyle becomes characterized by hatred, and dryness of emotion, and they are more inclined to be suspicious of others, but in the case of adopting the method of authoritarianism with children, their lifestyle becomes characterized by rejection, hostility, and the desire for revenge.

This result may also be attributed to the similarity of social and economic levels among adolescent girls in Jisr al-Zarqa because they live in the same area, their social conditions are somewhat similar, and their educational levels are similar, and this led to their agreement in lifestyles and the absence of statistical differences due to birth order. The effect of birth order compared with these conditions. What supports this interpretation is the view of Al-Ugaili (2008) that the lifestyle of an individual is affected by the economic level of his family, the cultural level of his family, and the cultural and social values, beliefs, and customs that follow an important role in shaping his lifestyle. The reason for this result may be attributed to the sound social care received by adolescent girls who lost their mothers, regardless of their age or birth order, by the community in the Jisr Al-Zarqa area, and by caregivers. In light of the results of previous studies related to this subject, the researcher did not find any Arab or foreign study that agreed or disagreed with the results of the study.

The results related to question 4 showed that there were no statistically significant differences in the level of self-esteem among adolescent girls who lost their mothers in Jisr Al-Zarqa due to the variables of age at loss and birth order. This result indicates that the age factor at a loss or birth order has no relationship to the level of self-esteem of adolescent girls who lost their mothers. or their birth order, and thus the loss of children to their mothers and deprivation of them would leave many negative effects, including feelings of anxiety, social withdrawal, psychological and social maladaptation, low level of self-confidence, and low self-esteem. This was pointed out by Nnsabimana et al. (2019), who emphasized that losing children or depriving them of parental affection, would make them vulnerable to psychological loss, poor psychological and social adjustment, and low self-esteem. In addition, the study sample members fall within the stage of adolescence, and at this stage, the adolescent girls try to prove themselves in the social milieu in which they live to distance themselves from the feeling of inferiority and that they are not different from others as a result of losing their mothers.

In light of the results of previous studies related to this topic, the researcher found that the current results agreed with the results of the Jared study (2015), which showed that the level of self-esteem of orphaned adolescents does not differ according to age at loss, and the study of Nsabimana et al. (2019), which showed that there were no statistically significant differences in the level of self-esteem due to the age variable.

The results related to question 5 showed that there is a statistically significant positive correlation at the significance level ($\alpha = 0.05$) between the total score of the self-esteem scale and

the socially useful style of adolescent girls who lost their mothers in the Jisr Al-Zarqa area. This result can be explained in light of the nature of the social life experienced by the children of the Palestinian society, and the methods of socialization that are used with their children in different family and social circumstances, including adolescent girls who have lost their mothers. To increase the level of self-esteem of adolescent girls who have lost their mothers and make them adopt lifestyles characterized by belonging and benefiting the social environment in which they live. What confirms this result is what Melhem (2001) pointed out, where he indicated that democratic and positive social and family upbringing methods, would increase the level of maturity of the individual and form positive attitudes towards himself and others and make him adopt positive lifestyles based on Caring for others and the social environment and participating in many activities that would benefit him, others and society in general. This is in addition to what Shreim (2009) indicated, where she emphasized that the family's provision of assistance and support to its members and sympathy with them would have a positive impact on improving the level of self-esteem of its members.

The results related to this question also showed a positive, statistically significant correlation at the significance level ($\alpha = 0.05$) between the total score of the self-esteem scale and the dominant style of adolescent girls who lost their mothers in the Jisr Al-Zarqa area. This result can be explained in the light of what was indicated by Adler (2009), where he emphasized that the human being has two internal forces, one of which is internal that stem from the individual's self and the other is external and related to the circumstances that affect the formation of behavior, and that the shortcoming or deficiency that the individual feels in any aspect His life he seeks to make up for by struggle and hard work.

Based on what Adler (2009) indicated, this result can be traced back to the feelings of inferiority experienced by adolescent girls who have lost their mothers, and their low level of self-esteem while adjusting to the demands of life; Which would push them to adopt or develop lifestyles that would increase their self-esteem and get rid of their feelings of inferiority. Perhaps among these methods is the dominant style, which has the most important characteristics of satisfying basic desires, achieving personal success, and controlling and leading others.

The results related to question 5 also showed that there was no statistically significant correlation at the significance level ($\alpha = 0.05$) between the total score of the self-esteem scale and each of the avoidant and exploitative methods among adolescent girls who lost their mothers in Jisr Al-Zarqa area. This result can be attributed to the fact that adolescent girls who adopt an exploitative lifestyle are characterized by lethargy, intrusion on others, and exploiting them to achieve personal gains, as well as adolescent girls who follow an avoidant lifestyle are characterized by staying away from problems to avoid failure as they show fear of failure more than the desire for success, and given the characteristics of adolescent girls. For those who adopt these methods, it is clear that these methods cannot compensate for feelings of deprivation, deficiency, and low level of self-esteem for them as a result of losing their mothers, so, logically, there is no relationship between these methods and their self-esteem.

5. Conclusion

This study had limitations including the following:

- Human limits: the study was limited to adolescent girls who had lost their mothers.
- Spatial boundaries: The study was implemented in public schools in Jisr Al-Zarqa in Palestine.
- Time limits: The current study was applied on (21/6/2020 AD—28/6/2020) during the second semester during the period of disruption of students due to Corona's conditions, and the application was electronic, via an electronic link sent to the students through WhatsApp and websites social media.
- Determinants of the study: The extent to which the results obtained are generalizable to

societies similar to the society of this study, the similarity of societies with their society, and the availability of indicators of validity and reliability for the two study scales are determined.

In light of the study results, the study recommends:

1. Preparing counseling programs that will improve the self-esteem of adolescent girls who have lost their mothers, and providing them with reinforcement, psychological support, and encouragement
2. Conducting a study examining the relationship between lifestyles and self-esteem in other environments in Palestinian society, and on different segments of adolescent girls, and comparing its results with the results of this study.

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