

Emotional Intelligence and Self-Esteem Among Adolescent Orphans and Non-Orphans

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ABSTRACT

The present study is conducted to find out the relationship between emotional intelligence and self-esteem among adolescent orphans and non-orphans of age 12 to 18 years. A total of 120 samples are collected from Kerala for this study. In the present study researchers used the instruments such as Rosenberg's self-esteem scale, Emotional intelligence scale by Hyde, Pethe and Dhar and personal data sheet to collect the data. The statistical technique used in the present study is Student's t-test and Pearson's coefficient of correlation. The results indicate that there is a significant difference in emotional intelligence and self-esteem among orphans and non-orphans. Study also found that there is a positive correlation between emotional intelligence and self-esteem among both adolescent orphans and non-orphans.

Keywords: *Emotional Intelligence, Orphans, Non-Orphans and Self-Esteem.*

Emotional intelligence as a person's ability to manage his feelings so that those feelings are expressed appropriately and effectively (Goleman, 1995). Goleman presents five categories of emotional intelligence; Self-awareness, Self-regulation, Motivation, Empathy and Social skills. Cooper and Sawaf (1997) defines emotional intelligence as the ability to sense, understanding and effectively apply the power and acumen of emotion as a source of human energy, information, connection and influence.

Self-esteem reflects an individual's overall internal emotional evaluation of their own worth. Self-esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride and shame (Hewitt and John, 2009). Smith and Mackie (2007) defined by saying the self-concept is "what we think about the self"; self-esteem is the positive or negative evaluation of the self, as in how we feel about it. Simon and Schuster (1997) explain self-esteem as the character to know how oneself as being capable to manage with the main challenges of life and of being precious of happiness.

An orphan is someone who has lost either or both parents due to death, or whose parents are unknown or have permanently abandoned them. An orphan does not have any surviving

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Received: April 24, 2022; Revision Received: August 14, 2022; Accepted: August 19, 2022

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parent to care them. In this study we labeled orphan as any child that has lost one or both parent. The main 2 type of challenge which an orphan face are; psychological problems (emotional instability, insecurity, loneliness, quietness) and social problems (economic issues, educational problems, dependency on others etc.). Non-orphan for present study to refers to those whose parents are alive.

Need and significance of the study

Adolescent orphans represent as a vulnerable group and they are at great mental health risk. Previous research shows that orphans more likely to be anxious, depressed and to display anger and showed significantly higher feeling of helplessness and suicidal ideation. Poor care giving, lack of stimulation and the absence of a consistent caregiver have been implicated in the negative outcomes among orphans.

Children who have their high self - esteem and emotional intelligence have an easier time in handling conflicts, resisting negative pressures, and making friend. If self - esteem and emotional intelligence among orphans are at lower level than it leads to a loss of their equilibrium state.

Research in this area is important because the absence of the parent is a risk factor for the development of psychosocial issues in children that in turn is having direct relation with achievement. Hence the results of the study can help find ways to provide assistance to such individuals, by introducing care, intervention strategies, therapeutic process etc.

REVIEW OF RELATED LITERATURE

Jessil (2017) conducted a study on self-esteem of the children staying orphanages at Coimbatore district. This study the finding has highlighted various problems faced by the institutionalized children and also level of self-esteem and academic performance and the orphan children have a moderate level of self-esteem.

Lone and Ganesan (2017) conducted study on self-esteem of family reared and institutionalized orphan children in Anantnag district of Jammu & Kashmir. The findings of the research suggest that the orphan children reported lower self-esteem than family reared children.

Saqlain and Mussawar. (2016) conducted a study to find relationship between emotional intelligence and self-esteem among Pakistani university students. The result showed that there is a positive correlation between self-esteem and emotional intelligence.

Kannan et.al (2016). Are conducted a study on assessment of self-esteem among 11-15-year-old orphan children in Kanchipuram district, Tamilnadu. Rosenberg self-esteem scale was used. The result of the study showed that orphan children have comparatively low self-esteem than school children who are under parental care.

Siyad and Muneer (2016) Conducted a comparative study on self-esteem of orphans with parental care children. The purpose of the study was to compare the self- esteem of orphans and parental care children. The result of the study showed that self- esteem is high among parental care children while comparing with orphan children.

Vajpeyi and Safari (2016) Conducted study on emotional intelligence of children with single parent and orphaned children. The purpose of the study was to assess and compare the

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emotional intelligence of children with single parent and orphaned children. The result of the study showed that emotional intelligence of children with single parent were more than the emotional intelligence of orphaned children.

Tajpreet and Maheshwari (2015) conducted a study to find out relationship of emotional intelligence with self-esteem adolescents. The three measures were used to collect data from the subject was sociodemographic datasheet, Emotional intelligence scale and Rosenberg self-esteem scale. The result of the study showed that emotional intelligence and self-esteem are positively correlated.

Farooqi and Intezar (2009) conducted a study on differences in self-esteem of orphan children and children with their parents, The findings suggest that there is a significant difference self-esteem of orphan children and the children with parents.

METHOD

Hypotheses

1. There will be no significant difference in self-esteem and emotional intelligence among orphans and non-orphans.
2. There will be no significant relationship between self-esteem and emotional intelligence among orphans.
3. There will be no significant relationship between self-esteem and emotional intelligence among non-orphans.

Sample & sampling technique

The sample composed of 120 individuals of adolescent age (12-18 years) living in the orphanage (60) and living with their parents (60). Purposive sampling method was used to collect the data.

Instruments

1. **Personal data sheet:** A self-structured socio-demographic data sheet was used especially designed for the study to collect information regarding age, religion and gender of the children. The consent letter included in the socio-demographic data sheet.
2. **Rosenberg's self-esteem scale:** It is developed by Rosenberg (1965). This ten item scale assesses global self-esteem of an individual. The responses reported in a four point likert scale strongly agree to strongly disagree with these scores being reversed for five item. Having score being 40, higher the score resembles higher self-esteem.
3. **Emotional intelligence scale:** Emotional intelligence scale is developed by Hyde, Pethe and Upinder Dhar (2002). This 34 item scale is self-administered and does not require the services of highly trained tester. It is eminently suitable for groups as well as individual testing. The responses to the 34 item are reported in a five point likert scale strongly agree to disagree. Having score being 170, higher score of the scale. The score above 85 is considering high, score 52-84 considering normal and 51 and below considering low emotional intelligence.

Procedure

The participants were contacted personally in their schools and orphanages. Purpose of study was made clear to the participants. The questionnaires are distributed to participants. The general instructions were given to the participant to complete the questionnaire. Help

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was provided to the participants in case they found any of the item difficult to comprehend. Filled questionnaires were collected from participants for statistical analysis of data.

RESULT AND DISCUSSION

Table 1 Independent sample t-test for difference in self-esteem and emotional intelligence among Orphans and Non-orphans

Variables	Orphans/Non-orphans	Mean	SD	t	p
Self-esteem	Orphans	20.35	2.21	-7.61	.000
	Non-orphans	24.87	4.02		
Emotional Intelligence	Orphans	81.67	7.18	-10.11	.000
	Non-Orphans	101.95	13.76		

Table 1 shows the differences in self-esteem a self - esteem and emotional intelligence among orphans and non - orphans. Results indicate that there is a significant difference in self - esteem ($t = 7.61$, $p < 0.05$) and emotional intelligence ($t = 10.11$, $p < 0.05$) among orphans and non - orphans. Mean value indicate that both self - esteem is more in non-orphans (Mean = 24.87) than orphans (Mean = 20.35) and emotional intelligence is more in non - orphans (Mean = 101.95) than orphans (Mean = 81.67).

The present findings are in accordance with the study by Farooqi and Intezaar (2009) that there is a significant difference in self-esteem and emotional intelligence among orphans and children living with their parents. Children living with their parents have more self-esteem than orphans (Farooqi & Intezaar, 2009). Similarly, the study by Izhak (2016) revealed that non-orphans are having higher emotional intelligence than orphans.

The finding that Orphans have lower levels of self Esteem and emotional intelligence compared to Non-orphans could be attributed to the lack of good parental care, support and encouragement from others.

Table 2 Coefficient of correlation obtained between self-esteem and emotional intelligence among Orphans

Variables	Self Esteem	Emotional intelligence
Self Esteem	-	.321*
Emotional intelligence	.321*	-

* $p < .05$; ** $p < .01$

Table 2 shows the coefficient of correlations obtained between self-esteem and emotional intelligence among orphans. Result indicates that there is a significant positive correlation in self-esteem and emotional intelligence among orphans ($r = .321$, $p < .05$). Hence, it is a relationship between emotional intelligence and self-esteem and both variables are move in tandem, which means one variable decreases as the other variable decreases or one one variable increases while the other increases. This means, as they grow in self-esteem they become more emotionally intelligent.

Results showed that there is a valid and positive relationship between the emotional intelligence and the self-esteem. The higher the emotional intelligence, the self-esteem will increase. if people have the exciting capability, they will have an effective role in facing with everyday events, to extend their insights and to provide a positive attitude about facts

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and excitements. Therefore, who have the higher exciting skills and intelligence, have higher social support and self-satisfaction too, as a result they have more self-esteem.

Table 3 Coefficient of correlation obtained between self-esteem and emotional intelligence among Non-orphans

Variables	Self Esteem	Emotional intelligence
Self Esteem	-	.937**
Emotional intelligence	.937**	-

* $p < .05$; ** $p < .01$

Table 3 shows the coefficient of correlations obtained between self-esteem and emotional intelligence among non-orphans. Result indicates that there is a significant positive correlation in self-esteem and emotional intelligence among non-orphans ($r = .937$, $p < .01$). Hence, it is a relationship between emotional intelligence and self-esteem and both variables are move in tandem, which means one variable decreases as the other variable decreases or one variable increase while the other increases. This means, as they grow in self-esteem they become more emotionally intelligent. The result that there is a positive correlation in self-esteem and emotional intelligence among adolescents (Saqlain & Mussawar, 2016) support current findings.

Emotional intelligence and self-esteem both plays key role in individuals social lives simply because they help individuals to survive. The high emotional intelligence and self-esteem leads to judge themselves favourably and feel optimistically about themselves. It helps to build stronger relationships, succeed in work place and school, and to achieve personal goals and career.

CONCLUSION

From the study we can conclude that there is a significant difference in emotional intelligence and self-esteem among orphans and non-orphans. Study also found that there is a positive correlation between emotional intelligence and self-esteem among both adolescent orphans and non-orphans.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Mehnaz, V.M., Raesa & Krishna, V.K (2022). Emotional Intelligence and Self-Esteem Among Adolescent Orphans and Non-Orphans. *International Journal of Indian Psychology*, 10(3), 342-347. DIP:18.01.033.20221003, DOI:10.25215/1003.033