Cross-Sectional Study To Assess Emotional Intelligence And Self-Esteem Among Orphan Children

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ARTICLE INFO	ABSTRACT
	Background: The ability to recognize, evaluate, and control one's own, other people's, and groups' emotions is referred to as emotional intelligence. **Aim:** The study aims to assess the level of emotional intelligence and self-esteem among orphan children and to compare emotional intelligence and self-esteem with gender differences among orphan children. **Methods:** The study sample comprises 106 orphan children from five selected orphanage homes. A purposive sampling technique was used to select the sample who fulfilled the criteria. Rosenberg's self-esteem scale was used to measure the self-esteem of children. Emotional Intelligence Scale (EIS – sans) was used in the study to assess the emotional intelligence of the children. **Results:** The data reveals that 35.8% of the participants were classified as having low self-esteem, while the majority, constituting 64.2% of the sample, fell within the normal range. About 31.1% of orphaned children had low emotional intelligence, 58.5% had average emotional intelligence, and 10.4% had high emotional intelligence. **Conclusion:** The study concluded that there was a positive correlation between emotional intelligence and self-esteem among orphan children. There was no significant difference between boys and girls.

INTRODUCTION

The two psychological traits that have a major impact on life outcomes are intelligence and emotional intelligence. Emotional intelligence and intellect are two complicated concepts. Intelligence was defined differently by psychologists. According to Wechsler D, intelligence is the total ability on a worldwide scale to reason, act with intention, and productively interact with the world.[1]

The ability to recognise, evaluate, and control one's own, other people's, and groups' emotions is referred to as emotional intelligence. An additional notion of emotional intelligence is the Bar-On emotional-social intelligence model. This paradigm proposes that a variety of well-established, interconnected emotional and personality qualities that interact with one another within an individual constitute emotional social intelligence.[2] A study by Raffaela Nori et al. revealed a strong correlation between schooling and intelligence, but not between intelligence and intrapersonal or interpersonal emotional abilities.[3]

In a study by Kannan et al. (2016), an assessment of self-esteem among 11 to 15-year-old orphan children in Kanchipuram district, Tamil Nadu, was conducted. The researchers utilized the Rosenberg Self-Esteem Scale for their investigation. The findings indicated that orphan children exhibited lower levels of self-esteem in comparison to school children who received parental care.[4]

Children residing in orphanages constitute a segment of underprivileged youth lacking a stable home environment or parental care. Orphanages, established by governmental bodies, serve as safe havens for these children, shielding them from various forms of exploitation. Research conducted among institutionalized children has revealed a higher incidence of behavioral issues compared to their peers. These issues encompass externalizing and internalizing problems, social difficulties, attention deficits, and cognitive challenges. The stigmatization of institutionalized children as aggressive exacerbates their vulnerability to neglect and diminishes the likelihood of addressing their mental health needs. Conversely, factors such as perceived social support, strong competency levels, nurturing caregiving, positive peer and familial relationships, and effective problem-solving skills emerge as protective elements for their mental well-being.[5]

Orphaned children face emotional challenges due to loss and instability, impacting their development and self-esteem. Assessing and promoting emotional intelligence and self-esteem is crucial for their well-being and adaptation to life's challenges. Recognizing and addressing these needs is fundamental in empowering them for a brighter future[6].

OBJECTIVE OF THE STUDY
1. To assess the level of emotional intelligence and self-esteem among orphan children.
2. To compare emotional intelligence and self-esteem with gender differences among orphan children.
3. To correlate the emotional intelligence and self-esteem among orphan children.

MATERIAL AND METHODS
The study adopted a quantitative approach with cross-sectional study designs. The study sample comprises 106 orphan children from five selected orphanage homes. A purposive sampling technique was used to select the sample who fulfilled the criteria. The ethical clearance was obtained from the Institution's ethical committee.

Inclusion criteria:
• Children who are between the age group of 15 -18 years.
• Children who are able to read Tamil and English language.

Exclusion criteria:
• Children who are not willing to participate in the study.
• Children who are all not well during the data collection.

Instruments
1. **Socio-demographic data:** It was used to collect demographic variables like age, gender, religion, educational qualification, and siblings.
2. **Rosenberg's self-esteem scale:** It consists of 10 items to measure the self-esteem of children. The answers were recorded on a four-point Likert scale.
3. **Emotional Intelligence Scale (EIS – sans):** It contains 31 items was used in the study to assess the emotional intelligence of the children.

Data collection procedure:
Informed consent was obtained from the selected orphans. The study was explained to the children. Demographic data was collected from the children. A self-esteem scale and an emotional intelligence scale were administered. General instruction was given to the children to fill out the questionnaires. The data was collected for statistical analysis.

RESULT
The study included a total of 106 orphan children. The distribution by age was as follows: 28.3% were 15-16 years old, 32.1% were 16-17 years old, and 39.6% were 17-18 years old. In terms of gender, 54.8% boys and 45.2% girls. Regarding religion, 45.3% identified as Hindu, 28.3% as Christian, and 26.4% as Muslim. Educational qualifications varied, with 23.6% at the primary school level, 37.7% at the middle school level, and 38.7% at the high school level. As for siblings, 54.7% had no siblings, 22.6% had 1-2 siblings, and another 22.6% had 3 or more siblings. These demographic distributions provide a representative sample, allowing for a comprehensive exploration of how various factors may influence the self-esteem and emotional intelligence of orphan children.

Table: 1 Distribution of level of Self-esteem among the orphan children N=106

Self-esteem level	Frequency	Percentage
Low	38	35.8%
Normal	68	64.2%
High	0	0%

Table 1 shows the distribution of self-esteem levels among orphan children. The data reveals that 35.8% of the participants were classified as having low self-esteem, while the majority, constituting 64.2% of the sample, fell within the normal range. Notably, no participants were categorized as having high self-esteem. This breakdown underscores the prevalence of self-esteem challenges within this population, with a substantial proportion experiencing lower levels of self-worth and confidence.
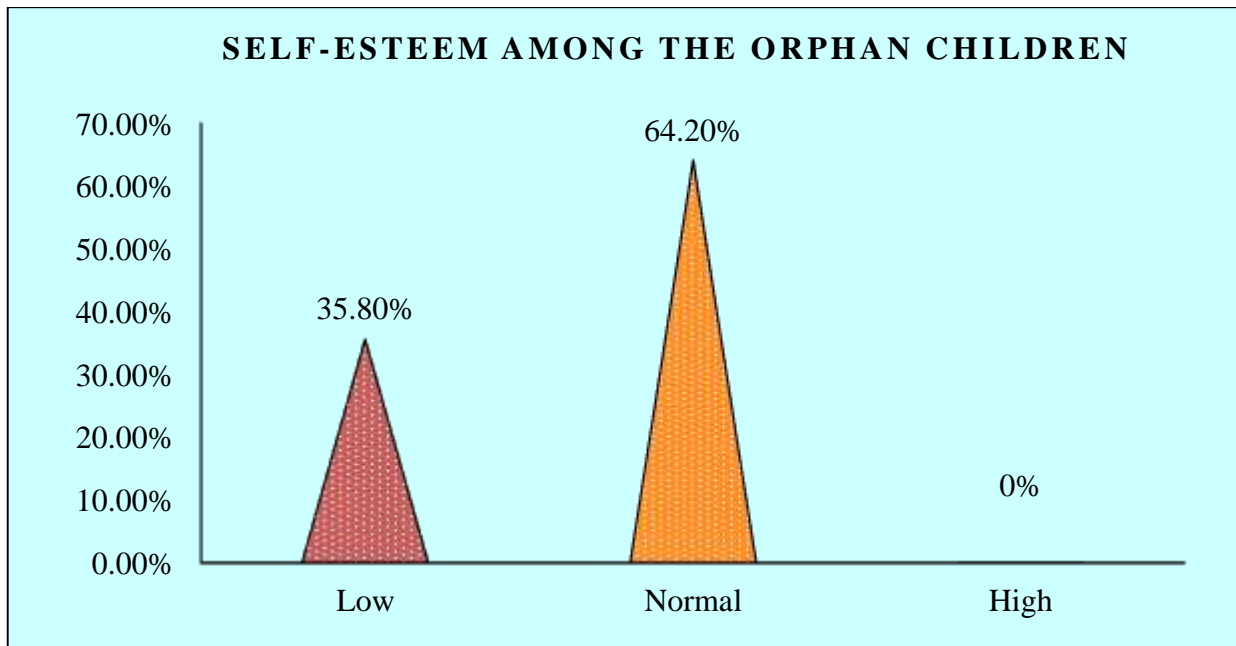
SELF-ESTEEM AMONG THE ORPHAN CHILDREN

Figure: 1 Diagram representing the level of Self-esteem among the orphan children

Table: 2 Distribution of level of Emotional Intelligence among the orphan children   N=106

Emotional Intelligence	Frequency	Percentage
Low Emotional Intelligence	33	31.1%
Average Emotional Intelligence	62	58.5%
High Emotional Intelligence	11	10.4%

Table 2 displays the distribution of emotional intelligence levels among orphaned children, which demonstrates varying degrees of emotional competence within the sample. About 31.1% of participants were classified as having low emotional intelligence, indicating challenges in recognizing and managing emotions effectively. The majority, comprising 58.5% of the sample, demonstrated average emotional intelligence, suggesting a moderate level of proficiency in understanding and expressing emotions. Notably, 10.4% of participants exhibited high emotional intelligence, reflecting adeptness in navigating and regulating emotions skillfully. Understanding these different levels of emotional intelligence is crucial for tailoring interventions aimed at enhancing emotional well-being and fostering adaptive coping strategies among orphaned children.
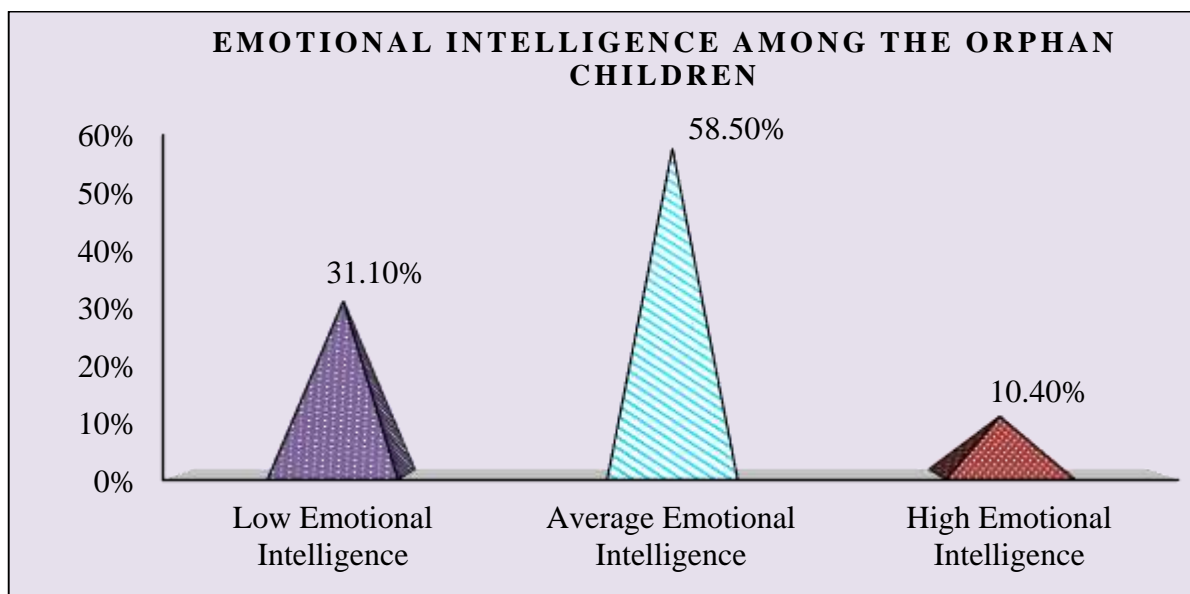
EMOTIONAL INTELLIGENCE AMONG THE ORPHAN CHILDREN

Figure: 2 Diagram representing the level of emotional intelligence among the orphan children

Table: 3 Comparison of the emotional intelligence and self-esteem among Boys and Girls

Category	Boys		Girls		Z value	P value
	Mean	SD	Mean	SD		
Self-esteem	21.26	2.31	20.19	2.29	0.186	0.674
Emotional Intelligence	82.67	7.14	81.98	7.26		

Table 3 shows the comparison between emotional intelligence and self-esteem among orphan children analyzed for gender categories. For self-esteem, boys had a slightly higher mean score (21.26, SD = 2.31) compared to girls (20.19, SD = 2.29). In terms of emotional intelligence, boys scored slightly higher with a mean of 82.67 (SD = 7.14) compared to girls with a mean of 81.98 (SD = 7.26). The Z value calculated for self-esteem was 0.186, indicating a negligible difference. The corresponding p-value, 0.674, suggests that this difference is not statistically significant. These results indicate that, on average, there were subtle variations in self-esteem and emotional intelligence scores between boys and girls, but these differences were not deemed significant according to the statistical analysis.

Table 4: Correlation of the emotional intelligence and self-esteem among orphan children

Category	Boys		Girls		'r' value
	Mean	SD	Mean	SD	
Self-esteem	21.26	2.31	20.19	2.29	0.412*
Emotional Intelligence	82.67	7.14	81.98	7.26	

*Significant p <0.05

Table 4 shows the correlation between emotional intelligence and self-esteem among orphan children, stratified by gender, revealing interesting insights into their psychological well-being. Boys showed slightly higher levels of self-esteem, with a mean score of 21.26 (SD = 2.31), compared to girls, who had a mean score of 20.19 (SD = 2.29). Similarly, in terms of emotional intelligence, boys scored slightly higher, averaging 82.67 (SD = 7.14), while girls scored slightly lower with a mean of 81.98 (SD = 7.26). The analysis also revealed a positive correlation between self-esteem and emotional intelligence among these children, as indicated by an r-value of 0.412*. This suggests that higher levels of self-esteem may be associated with enhanced emotional intelligence.

DISCUSSION

The study revealed widespread issues with self-esteem among orphaned children, with a significant number of them experiencing low self-esteem. The research also found varying levels of emotional intelligence, indicating a need for specific interventions to improve emotional well-being. Gender differences in self-esteem and emotional intelligence were minimal and not statistically significant, suggesting that these factors may not have a significant impact on psychological attributes in this particular population. However, a positive correlation between self-esteem and emotional intelligence suggests that these two factors are interconnected, highlighting the importance of addressing both to promote psychological resilience among orphaned children. These findings underscore the necessity of comprehensive approaches to support the emotional needs of orphaned children, develop adaptive coping strategies, and enhance overall well-being.
Furthermore, studies have investigated emotional intelligence and self-esteem among adolescent orphans. The results indicate that there is a significant difference in emotional intelligence and self-esteem between orphans and non-orphans. Interestingly, a positive correlation exists between emotional intelligence and self-esteem among both groups of adolescents [7].

CONCLUSION

The study concluded that there was a positive correlation between emotional intelligence and self-esteem among orphan children. There was no significant difference between boys and girls. Understanding emotional intelligence and self-esteem among orphan children is crucial for their holistic development and well-being. Research indicates that orphan children often face unique challenges, including loss, abandonment, and lack of stable familial support, which can impact their emotional and psychological growth. However, fostering emotional intelligence and self-esteem in these children can significantly mitigate these challenges and enhance their resilience. Research studies have explored the impact of resilience among orphans, and the findings reveal several important points. Orphaned children tend to exhibit higher levels of resilience. Additionally, older orphan children demonstrate greater resilience than younger ones, and girls generally have higher resilience levels than boys [8].

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