



ORIGINAL RESEARCH PAPER

Psychology

EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE AND PERSONALITY TRAITS AMONG ORPHAN AND NON-ORPHAN CHILDREN

KEY WORDS: Orphans, Non-orphans, Emotional Intelligence, Social Intelligence and Personality Traits

Sajad Hussain

Ph.D Scholar, Amity University Rajasthan

ABSTRACT

The best house is the house where an orphan gets love and kindness. Orphanages are the only places where children without parents get love, affection, and kindness. Due to lack of parental love, support and social ignorance they often experience psychological issues and social problems. The present study was aimed to discover the difference between emotional intelligence, social intelligence and personality traits on the basis of gender and parenthood. The study was conducted at various orphanages of Jaipur (Rajasthan). The data were collected from 100 adolescent respondents. The data was divided into two equal groups of boys and girls, which was further divided into two equal groups of orphans and non-orphans. Emotional Intelligence Scale (EIS), Social Intelligence Scale (SIS) and Dimensional Personality Inventory (DPI) were employed in the study. Difference between the scores was found through t-ratio. The findings of the study revealed a significant difference among orphan and non-orphan children on EI (emotional intelligence) but on the other side, they have a low level of social intelligence when compared to orphans. As far as the personality trait is concerned the dominant personality attributes possessed by the orphans are active but on the other hand, they are emotional instability than non-orphans children. A significant difference can also be seen from the findings of the study among boys and girls on EI (emotional intelligence), whereas there was no significant difference on SI (social intelligence) among boys and girls. The results of the study also showed that the girls are more active and the dominant personality trait among boys comes out to be assertive.

Introduction

According to UNICEF (the United Nation's Children's Fund) the definition of an orphan is anyone between the ages of 0 and 17 who has lost at least one parent. A study conducted by an 'international childrens charity for orphaned and abandoned children (2011) found that 4 per cent of India's child population of 20 million are orphans, a figure may increase by 2021. The study conducted by India's National Family Health Survey-3 (2005-2006), defined "orphan" defined as a child who has been abandoned or has lost both parents. The definition slightly differs from the terminology given by United Nations Children's Fund (UNICEF) and the Joint UN Programme on HIV/AIDS, which also treat children who have lost only one parent as orphans. The study revealed that the major cause of higher proportion of abandoned children in India is poverty. The findings of the study also revealed that the states such as Uttar Pradesh, Bihar and West Bengal had more orphans than India's richer states. Generally, the country's central and eastern regions were found to be worse affected than the north and the south. Furthermore, the states of Madhya Pradesh, Uttar Pradesh and Chhattisgarh are home to 6 million orphaned children under the age of 18. By 2021, these states will probably be home to 7.1 million orphans. The eastern states comprising of Bihar, Orissa, Jharkhand and West Bengal, now houses 5.2 million orphans, but will likely have 6 million by 2021. Each of these regions is home to more than double the number of orphans living in either the north or west regions.

Orphans has been divided into four types: single orphan, paternal orphan, maternal orphan and full orphan. Following are the two main type of challenge which an orphan faces which are as under:

- 1) Psychological Problems (emotional instability, loneliness, Quietness etc.)
- 2) Social Problem (Economic issues, educational problems, dependency on others etc.)

The concept of emotional intelligence brought a revolution in the field of psychology. The notion of emotional intelligence helps in understanding, express and regulate one's and others emotions as well. Therefore, emotional intelligence may be defined as the feeling side of intelligence. Goleman (1995) has introduced the concept of Emotional Intelligence in his book entitled "Emotional Intelligence: Why It Can Matter More Than IQ".

Goleman (1995) defined emotional Intelligence as - "The capacity for recognizing our own feeling and these for motivating ourselves for managing emotions well in ourselves and in our relationship".

Lopez, Salovey and Straus (2003) explored that there exists a link between emotional intelligence, personality traits and social relationships. The findings of the study showed that the respondents who scored high on emotional intelligence scale where able to regulate their emotions effectively which helped them in having a positive interpersonal relationship when provided with healthy parental association. Furthermore, the findings of the study also revealed that the persons who score high higher on the emotional intelligence scale possessed the personality traits like extraversion which help them in having a positive and healthy relationship with the individual and groups in social settings.

Ghiabi and Besharat (2011) had conducted a study to discover an association between personality traits and emotional intelligence. The findings of the study revealed that the respondents who are emotionally stable exhibited personality traits of extraversion and neuroticism. Therefore, it can be said that the respondents high on EI showed either positive or negative relation respectively.

Lopes, Brackett, Nezlek, Schütz, Sellin and Salovey (2004) with had examined a positive link between emotional intelligence and social intelligence. The findings of the study revealed that the respondents high on Emotional intelligence are able to build a positive and healthy relationship interaction with other individuals and also in group settings effectively.

Thorndike (1920) conceptualized - social intelligence as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations"

Allport (1961) defined personality "Personality is the dynamic organization within the individual of those psychophysical systems that determine characteristic behavior and thought"

Objectives of study

- To study the significance difference among boys and girls on Emotional Intelligence
- To study the significance difference among boys and girls on Social Intelligence
- To study the significance difference among boys and girls on Personality Traits
- To study the significance difference among orphan and non-orphan children on Emotional Intelligence
- To study the significance difference among orphan and non-orphan children on Social Intelligence
- To study the significance difference among orphan and non-orphan children on Personality Traits.

Hypothesis

- H.1-** There will be a significant difference among boys and girls on Emotional Intelligence.
- H.2-** There will be a significant difference among boys and girls on Social Intelligence.
- H.3-** There will be a significant difference among boys and girls on Personality Traits.
- H.4-** There will be a significant difference among orphan and non-orphan children on Emotional Intelligence.
- H.5-** There will be a significant difference among orphan and non-orphan children on Social Intelligence
- H.6-** There will be a significant difference among orphans and non-orphan children on Personality Traits.

METHODOLOGY

Sample

The Non-Probability (Purposive sampling) method was used in this study. Purposive sampling method studies the difference between emotional intelligence, social intelligence and personality traits by studying the sample chosen from gender and parenthood .The sample consists of total 100 adolescent respondents of Jaipur. The sample was divided into two groups on the basis of the gender (boys and girls) and parenthood (orphan and non-orphan children). Each of the two group consisted of an equal number of boys and girls respondents. Each of these four group consisted of 25 respondents.

Tools Employed

In the present study following tools were employed, Emotional Intelligence Scale (EIS) by Sheetla Prasad (2009) The split half reliability value (0.86) and test-retest reliability value (0.79) , Social Intelligence Scale (SIS) by S.Mathur (2007) The reliability correlation coefficient was found (0.87) and Dimensional Personality Inventory (DPI) by Mahesh Bhargava (2006),(rtt, .69,.78,.72,.82,.76,.84).

Statistical Analysis

Descriptive Statistics and t-ratio were applied to the data obtained to its relevancy

Table: t-table Showing difference on Emotional Intelligence, Social Intelligence and Personality traits among orphan and non-orphan children (N=50)

Variable	Group	Mean	SD	t	Sig.
Emotional Intelligence	Non-orphans	101.84	17.658	2.101**	0.38
	Orphans	95.86	9.66		
Social Intelligence	Non-orphans	59.12	9.04	2.287**	0.024
	Orphans	62.58	5.70		
Personality Traits (Activity/Passivity)	Non-orphans	13.38	3.556	3.278*	.001
	Orphans	15.30	2.12		
Emotional Instability/Emotional Stability)	Non-orphans	9.48	3.202	4.773*	0.00
	Orphans	12.38	2.863		

**0.05 level, *0.01 level

Table 1 indicates that the mean of EI is found higher among non-orphan children than orphan children. There is a significant difference between non-orphan children and orphans at 0.05 level, which indicates that non-orphan children can understand and regulate their impulsive feeling and distress emotion well. They display traits like honesty and integrity. They meet commitments and keep promises. They are also flexible in handling change and challenges and are also open to novel ideas, approaches and new information. The healthy and supportive parenting style helps the non-orphan children to regulate and manage their emotions efficiently.

As far as social Intelligence is concerned the mean score of non-orphan children is less than orphans and showed a significant

difference at 0.05 level, which clearly indicates that orphan children possess the attributes which help them to deal with the individual or group in a social settings effectively. They also possess good quality of adjustment with other persons, situations and environment. They are socially active, friendly and possess high self-esteem, seldom respond angrily.

Table 1 shows that the Mean scores of personality traits in which orphans scored higher than non-orphan children are Activity/Passivity, Emotional Instability/Emotional Stability. There is a significant difference between orphan and non-orphan children on Activity/Passivity trait at 0.01 level of significance. It indicates that orphan children are more energetic, enthusiastic, regular persistent and can concentrate for longer duration of time as compared to non-orphan children Emotional Instability/Emotional Stability of non-orphan children compared to orphan children also shows a significant difference at 0.01 level of significance, which indicates that they are emotionally less stable. They are highly anxious and get worried and upset easily.. They also low frustration tolerance for unsatisfactory conditions.

The other trait of the personality in which there was no significant difference between orphan and non-orphan children are: Enthusiastic/Non-Enthusiatic, Assertive/Submissive, Suspicious/Trusting, and Depressive/Non-Depressive.

Table 2. t-test showing difference on Emotional Intelligence, Social Intelligence and Personality Traits among Boys and Girls

Variable	Group	Mean (N)	SD	t	sign
Emotional Intelligence	Boys	93.06 (50)	9.501	4.346*	.000
	Girls	104.64 (50)	16.272		
Social Intelligence	Boys	61.34 (50)	7.261	.663	.529
	Girls	60.36(50)	8.203		
Personality Traits (Activity /Passivity)	Boys	12.82 (50)	3.318	5.682*	0.01
	Girls	15.86 (50)	1.818		
(Assertive/Submissive)	Boys	9.64 (50)	3.533	3.533**	0.41
	Girls	8.26(50)	3.102		

**0.05 level . *0.01 level

The result shows a significant difference at 0.01 level between the mean scores of girls and boys. This determines that the girls tend to manage and regulate their emotions very effectively and also possess the characteristics like self-control, trustworthiness, conscientiousness, adoptability and innovation when compared with boys.

The table 2 shows no significant difference between boys and girls on social intelligence, which indicates that both the genders are able to deal with the individual or groups in social settings equally.

The Mean score of the personality traits in which girls scored higher is Activity/Passivity and the in Assertive/Submissive domain the boys scored higher than girls.

It is clear from the result table that the mean score of Activity/Passivity is higher among girls as compared to boys and showed significant difference at 0.01 level.

The result table 2 also shows a significant difference between boys and girls level on assertiveness/submissiveness, at 0.05 level, which showed that boys exhibits the attributes like boldness, straight forward in dealing situations of life, leadership, quality, having dominant nature and independent nature.

The above table also clearly indicates that there is no significant difference found between boys and girls on Enthusiastic/Non-Enthusiastic, Suspicious/Trust, Emotional Instability/Emotional Stability.

Summary & Conclusions

On the basis of the present study it may be concluded that the non-orphan children are high on than orphan children which indicates

that non-orphan children can manage their disruptive emotions and impulses effectively than orphan children. But on the other hand, orphans scored higher than non-orphans on social intelligence scale which signifies that non-orphans have the ability to deal effectively with individual or group in a social situation efficiently than non-orphan children. The plausible reason of their high level of social intelligence among orphans might be because of the adjusting environment of the orphanages which help them in adjusting with individuals and group setting efficiently. It could be due to fact that they follow a systematic schedule in orphanages and while living with the other orphan mates, they learn to adjust with others accordingly.

In the final conclusion, it can also be said that when the level of EI was assessed between boys and girls, the girls tend to show better regulation and management of emotions when compared to boys. The high on EI among could be their self-awareness of emotions as well as others and hence are able to regulate their emotions and others effectively. Interestingly on the social intelligence scale both the genders scored equally, which indicated a better understanding to deal with the individual and groups in social setting. The findings of the study also show that the girls are more energetic and enthusiastic. Furthermore, the result of the present also shows that the boy's scores on assertive trait which tend them to make them independent and dominant than girls.

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