Abstract:

It is established that the number of orphans or vulnerable children increases day by day. Their communities become less capable of addressing their basic needs, including their needs for education (UNICEF, 2009). The intellectual and emotional parts of the child’s conditions for the creation of the developing environment are the key spheres in the overall brain development. In orphaned children poor mental health is a risk factor that led to many psychological issues. It is necessary to study the psychological status of the orphan children. Lane (2002) says emotional intelligence is related to academic performance. There is still need to investigate the relationship of emotional intelligence and academic behaviour of the orphan adolescent in country like India. The study is being undertaken among Institutionalized orphan children in Cochin to understand the role of emotional intelligence in academic performance and socialization of the orphaned children. The result states that respondents experience moderate levels of emotional intelligence which is reflected in their Scholastic Behaviour and socialization. The study becomes beneficial to social workers as they are working with orphaned children. They can by enhancing their emotional intelligence facilitate their effective adjustment and understand their emotions to improve their socialization behaviour and academic performance.

Key Words: Emotional Intelligence, Adolescent orphans, scholastic behaviour

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Children are the most precious resource for the future. In the current scenario children and youths are striving and facing many difficulties due to anxiety, depression, tension, frustration, emotional imbalance and even mental health in day to day life. First, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of orphans are not able to identify them.

However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In orphanages and schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention. It is found that the orphans are going through different challenges in the current scenario. It will affect their socialization and failures in scholastic behaviour. Emotional intelligence plays a significant role in achieving socialisation and scholastic behaviour. Emotional intelligence plays a significant role in maintaining the psychological health as well as social health of orphan adolescents.

There are two reasons for poor academic performance. First, academic performance involves great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore study describes that individuals with high emotional intelligence would perform better academically and contributes a great performance in socialisation (Lane, 2002).

Students who are low on emotional intelligence may find more difficulty to deal with, and cope up with their academic motivation and socialisation. A high emotional intelligence helps to maintain a state of harmony in oneself. Individuals with high emotional intelligence will be more self-confident in dealing with the challenges of life situations and learning difficulties in educational institution. Thus the ability to control the emotions has become an
important factor of life (Parker, 2004). Emotional intelligence is interrelated emotional and social competencies. It helps to determine how effectively one can understand and express themselves, trust and understand the attitude of others towards him and also he can acquaint in how others are related with them according to the situations. Emotional intelligence is also help the individual to cope with daily demand and pressures of life (Bar-On, 2006). Emotional intelligence is that part of the human spirit which motivates them to perform in daily activities which gives us energy to demonstrate behaviours such as creativity, intuition, persistence, self-controlling, social deftness, intentionality, compassion and integrity. The individuals who had lack of psychological support fail to achieve these factors. But these factors give much more importance in the day today life of each and every individual (Kapp, 2002). Children who live in the orphanages face many challenges in academic as well as psychological wellbeing. Many researchers proven that the orphans have low emotional intelligence compared with the non-institutionalised children.

**Different Dimension of Emotional Intelligence**

Gardner (1983) began to write about ‘multiple intelligence’ and proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by IQ and related tests. Salovey and Mayer (1990) coined the term emotional intelligence and described it as a form of social intelligence that involves “the ability to monitor one’s own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action”. Gardner (1983) in the fields of multiple intelligence in the discipline of educational, which paved the conceptual recognition of multi-dimensional domains of intelligence such as language, spiritual, etc. which differ dramatically from early concept of uni-dimensional intelligence.

Salovey (1997) further elaborated that emotional intelligence was “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth”. Emotional intelligence according to them involves areas such as identifying emotions. According to Daniel Goleman (1998) “emotional intelligence is a
master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them”. The term emotional intelligence encompasses the following five characteristics and abilities: that is self-awareness, self-regulation, motivation, social awareness and social skills. Emotional intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ” (Goleman, 1998).

In brief, the five domains relate to knowing one’s emotions; managing your emotions; motivating oneself; recognizing and understanding other people’s emotions; and managing relationships, i.e., managing the emotions of others. In other words, emotional intelligence is a combination of self-awareness of one’s own feeling and ability to manage that feeling. Emotional intelligence is very important for enhancing the emotional health and wellbeing of the individual. Repssi (2007) described social intelligence as the “ability to understand and manage men and women. Boys and girls to act wisely in human relation”. It is the ability that “shows itself abundantly in the nursery, on the playground, in factories, and in sales rooms. He found that social intelligence was a complex of an enormous number of specific social habits and attitudes. Emotional abilities, are essential to determine one’s ability to succeed in life. He found emotional intelligence to be an integrated part of an individual’s personality development.

From the studies researchers defines that emotional intelligence is a combination of self-management, motivation, empathy and social skills. In layman’s terms, our level of ability to Recognize and understand our emotions and reactions (self-awareness), Manage, control, and adapt our emotions, mood, reactions, and responses (self-management), Harness our emotions to motivate ourselves to take appropriate action, commit, follow-through, and work toward the achievement of our goals (motivation), Discern the feelings of others, understand their emotions, and utilize that understanding to relate to others more effectively (empathy), Build relationships, relate to others in social situations, lead, negotiate conflict, and work as part of a team (social
Academic Motivation of the Adolescent Children

Education is a fundamental basis of economic, social, cultural and political development of the country and nowadays. Its role in improving the living conditions of individuals and communities is clear for everyone. Academic motivation plays a vital role in the better performance in academic curriculum. Academic motivation is defined as enthusiasm for academic achievement which involves the degree to which students possess certain specific behavioural characteristics related to motivation. Emotional intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process and contribute good contributions in academics. The students who had poor motivational support face many difficulties in achieving their goal in life (Hwang, 2002).

Goc (2010) identified factors affecting student’s achievement motivation are parents, teachers, friends, the individuals attitude towards school, past positive and negative experiences, students perception about their future, the importance given to the students success, parents approach towards their children and school. So parents, teachers and social relationship plays an important role moulding a good behaviour in children.

Many students still fail to live up to their true potential despite of their intellectual quotient. Some students face dropout in the academic curriculum due to non-cognitive emotional intelligence factors. The importance of emotional intelligence on academic motivation and proper social functioning of an individual has been found to be very significant (Jenson, 1998). There is still a need to further investigate the relationship of emotional intelligence to academic achievement motivation most especially in country like India, where the most researchers are yet to show interest in the construct. Investigations that address the interrelatedness of emotional intelligence and elements of academic achievement at institutions of higher education will strengthen the relationships between these constructs (MacCann et al, 2011). In the recent times emotional intelligence plays a significant role in building personality and relationship with society. Emotional intelligence plays a great role in the developmental history of India. 

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The orphans children are who had lost their parents love, care, affection and moral support had low emotional intelligence. Due to the above mentioned reasons, without the absence of a parent, children face lots of problem psychologically and socially. Mayer & Salovey (1990) the intent of this study suggests the relationship between emotional intelligence and academic motivation among adolescents. In Indian perspective the relationship between emotional intelligence and academic motivation among adolescents is depends on two major reasons. First, the emotional intelligence is relatively new and secondly, intelligence and cognitive performance has overshadowed the role of non-cognitive emotional intelligence factors that may affect academic achievement.

**Academic Performance, Socialisation and Emotional Intelligence**

The average IQ score in the general population is around 100. The below average score is probably due to the fact that intelligence is significantly influenced by what the child experiences in early life. Research suggests that emotional health is fundamental to effective learning. The most critical element for a student’s success in school is an understanding of how to learn. Some key ingredients for this understanding are – confidence, self-control, capacity to communicate and ability to co-operate. These traits are all aspects of emotional intelligence. An intelligent adolescent who is self-aware and intrinsically motivated will definitely have very high academic performance. Adolescents with high emotional intelligence will also have good relationship with teachers and parents which also help them to perform well in their examinations. Schilling (1999) suggested that, Students with good EQ will not have conflicts with peer group and are not likely to use drugs or alcohol. Goleman (1996) explained that strong emotions are the basis for the impulse to action. The management of those impulses is the basis of emotional intelligence. An emotionally intelligent student would tend to seek mature and rational solutions to problems. Emotional intelligence is a driving factor that can contribute to students’ success. Conversely, a lack of emotional intelligence tends to lead to anger and defiance, loneliness and depression, impulsive aggression, and a worried and nervous outlook.
The orphans experienced bullying and stigma in their schools which allowed them have a weak and defensive relationship to their social environment. They are characterized as having attachment difficulties, in which formation and new relationship and as having peer groups had been very hard for them. They fail to achieve the scholastic behaviour and difficulty in adjust with social environment. Most of the children find it impossible to make the friends in to one on one and more personal connection with them (Oburu P, 2005).

The orphans became attention seeker since attention given was very insufficient; however, this made them enhance their skills and potentials to be noticed (Skovdal & Campbell, 2010). Most of the orphan children like to sit alone and not actively participate in any games provided by the institution. Their being externals in terms of locus of control, and believers in fate, made them have lower goals and setting their simple dreams. Majority of the orphans possessed a seemingly insatiable need for adult attention, affection and proximity. This has also been described as social promiscuity as they observed to exhibit indiscriminately friendly behaviours towards strangers. (Browne, 2005). Since orphans grew up under the care of the institution, they felt the need for, and dependency on it. They had a weak sense of their future, especially now that they were graduating from their secondary school, and realizing for the first time, the prospect of leaving from their comfort zone (Nayar, 2005). The orphans projected low self-esteem, which was understandable, given that their basic physiological needs were limited and security in environment was uncertain. Social competence at school as the achievement of personal goals that include healthy developmental outcomes, such as emotional well-being, in balance with the achievement of socially valued goals, such as displays of pro social forms of behaviour (Skovdal & Campbell, 2010).

Statement of the Problem

According to Erickson (1950) defined adolescent as a child aged 12-18 years old in which teenagers construct the roles they will occupy as adults. This stage is a very confusing and dangerous one in human development-physical, social, psychological, and cognitive growth- since it determines how a teenager sees himself/herself in relation to his/her family and society (Jenson,
Adolescent orphans represent as a vulnerable group and they are at great mental health risks. Stressors due to the loss of a loved one are highly context specific and often difficult to avoid. Parental deaths and illnesses are childhood traumatic situations that are associated with several negative physical and psychosocial health problems (Sharma, 2015). Orphanage was an institution dedicated to caring orphans (Gwalema, 2009). According to recent UNICEF Report (2002), it is estimated there are between 143 million to 210 million orphans. Every 2.2 seconds a child loses a parent somewhere in the world. 2,102,400 more children become orphan every year in Africa alone and in 2015 400 million orphaned children worldwide (Long, 2014). China has about 573,000 orphans below 18 years old. In Russia 650,000 children are orphans (Towanda, 2006). It is estimated that there are 25 million orphaned children in India in 2007. They considered as the most vulnerable and marginalized group in the society. Orphans are usually emotionally deprived, financially challenged and desperate. Mooney (2009) explains that on a range of outcomes including educational achievement, behaviour, mental health, self-concept, social competence and long term health, there are significant differences between children who experience parental separation compared with children from intact families. Emotional intelligence is the interrelation of emotional and social competencies. Emotional intelligence is found to be directly associated with academic performance. Studies revealed that many students with low emotional intelligence may find failure more difficult to deal with, their academic behaviour (Petrides, 2004). The emotional stress of orphans creates difficulty to concentrate and learn in the classroom due to trauma. Millions of children were experiencing poverty, enormous mental stress from witnessing illness and death of their beloved ones, profound sense of insecurity (Lone, 2006). It has established that orphanages lack their basic and important traditionally accepted and social and cultural skills to function their societies. And also have lower level of educational achievement, the basic living skills, have difficulties to build good relationship, lack of parental skills and some of them often have a misplaced sense of entitlement without a parallel sense of responsibility(Kiseleva, 2014). Orphans and vulnerable children in orphanage institutions found some challenges in the function of those institutions; they include poor quality accommodation, overcrowding,
poor quality food and irregular in feeding practice, imbalance between staff and child ratio, lack of knowledge and skills among staff and poor quality of health services (Malimi, 2009).

A large proportion of children suffering from emotional and behavioural disorders that had no parent and lived other than parents before coming to orphanage. The children, whose parents died at or before 4 years of age, suffered more from psychiatric disorder then those whose parents died after completion of four year (Gwalem, 2009). The adolescent is striving to integrate roles to deal with the emotional demands of loss with support from parents. Anxiety may be due to a future in which one’s parents are no longer there, fear of abandonment by those in whose care adolescents are placed or an overwhelming fear of suffering and rejection (Mallinson, 1999). Children living in conditions of maternal deprivation (in the child’s home), detects a number of violations of their intellectual and emotional development: psychomotor retardation poor adaptation in a peer group, low level of intellectual curiosity, social and cognitive activity and initiative, hyper excitability or, on the contrary, slow response (Mahyuddin, 2009; Van Wel, Linssen & Abma, 2000). The self-compassion among orphans lead to the development of a variety of psychological strengths such as self-esteem, pro-social behaviour and positive emotions (Michael et al., 2009). Loss of loved ones, particularly during childhood, brings with it depressive thoughts and feelings among which are sadness, anger and guilt (Repssi, 2007). In orphan children it is found that many of them are very afraid and face difficulties in striving to adjust with the society’s needs and attitudes. In a study conducted by Makame (2002) states that a single orphan whose father or mother died found that the orphans not only neglect the basic needs but also markedly increased internalizing problems. Early detection of emotional and behavioural problems is recognized worldwide and a number of researches have been conducted in developed countries. According to Vaida (2013) type of institutional care provided has a detrimental effect on cognition, behavioural, emotional and social development in young children. Orphanages did not provide the holistic care and support. Children whose minds are occupied by the negative emotions, children who cannot sleep and who are tired all the time, cannot be expected to concentrate on their studies and fully benefit from school. (Minde, 2008;
As per the above mentioned studies students with low emotional intelligence fail to cope up with the academic and socialisation. Researchers suggested that there is still need to investigate the relationship of emotional intelligence and academic behaviour of the orphan adolescent in country like India. Emotional intelligence is relevant to scholastic achievement and deviant behaviour at school, especially for disadvantaged and vulnerable adolescents. The extant literature supports the notion that structural features, social interactions with teachers and peers, and the provisions of responsiveness and warmth have the potential to provide tangible resources, opportunities, and experiences that support competence development at school. Thus the study on emotional intelligence and the significant role of emotional intelligence among adolescent orphans is relevant and significant.

**Objective of the Study**

The study aimed to identify the role of emotional intelligence among adolescent orphans in socialization and scholastic behaviour. In order to identify the feasibility of the subject under consideration a pilot study was conducted and this has helped the researcher to modify the design of the study appropriate to the objective of the research.

**Method and Material Used**

The research design used in this study is Descriptive Design. The data collected are often quantitative, and statistical techniques are usually used to summaries the information. The universe of the study is all single adolescent orphans and data were collected within the Mookannoor panchayat, Kerala which has four orphanages and they are non-profitable, charitable institution registered under the Travancore Kochi Literary, Scientific and Charitable Societies Registration Act of 1995. Out of 260 children inmates in these Sampling institutions accommodating both girls and boys the researchers collected data from 60 respondents who fulfilled inclusion and exclusion criteria using random sampling. Thus the researchers collected primary data from 30 boys and 30 girls, adolescent (12-18 years) and single orphans.
There were three sections for the tool used. In the first part researchers used a self-constructed tool to study socio-demographic profile of the respondents. It includes age, religion, sex, hobbies, educational qualification, sponsors/beneficiaries, duration etc of the respondent in the institution. In the second part a self-structured interview schedule is used a self-structured interview schedule in Likert scale to study role of emotional intelligence in socialization and scholastic behaviour. The important domains that are used in this study are teachers’ perspective, peer group perspective, school authority perspective, homework, value education and academic support, social media, social networking and religious involvement. In the third part the researcher used Emotional intelligence scale developed by Kalpana Srivastava in 2011. It is 5 point scale with 33 items. As per the scale a person who uses the tool to measure emotional intelligence can score maximum of 33X5=165 and a minimum 33. Lower the score lower will be the emotional intelligence and higher the score higher will be the emotional intelligence. The scale value is divided into three namely lower, moderate and higher. As per the scale a person who score 33-77 will have low emotional intelligence, 76-121 will have moderate emotional intelligence and those who score 122 and above will have higher emotional intelligence.

Discussion

The study conducted among 60 respondents’ majority of the respondents come under the category of 13 years of age. From the study it is clear that majority of the respondents are come under male and others are in female category. In this study age is an important factor because adolescent’s age is the stage of social, physical, emotional and cognitive growth. Proper care and protection should get in this period. It is also an important time period which helps an individual to take crucial decision in life. From the age analysis it is clear that most of the respondents are males such that most of them interested in sports. Hobbies other than movies, sports and gardening are liked only by 25% of the respondents. Emanuel orphanage is functioning under Christian Management and majority of the respondents is from Christian background. Only a few numbers of the respondents acquiring Muslim religion and 36.7% of the respondents is from Hindu belief. The study demonstrates that 95%
of the respondents are leading a happy life though 5% are unhappy with the institutionalized life.

Table No.1 Socio-demographic Profile of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Percent</th>
<th>Religion</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>41.0</td>
<td>Hindu</td>
<td>36.7</td>
</tr>
<tr>
<td>14-15</td>
<td>26.8</td>
<td>Christian</td>
<td>59.8</td>
</tr>
<tr>
<td>16-17</td>
<td>32.2</td>
<td>Muslim</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percent</th>
<th>Duration of Stay years</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>1-5</td>
<td>58</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>6-10</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The study shows that most of the respondents always interact with their staff (91.7%). But there are some of them who interact with their staff rarely. Only 47% are sometimes confident in facing public. The respondents who are rarely (12%) confident in facing public are more than that of the respondents who are never confident (8%) in facing public. As per data 33% of the respondents expressed their willingness or ever readiness to interact with public. The institution provides a good interpersonal relationship between staff and inmates. The respondents who never feel lonely is less (18%) than who rarely feel lonely (27%). The analysis shows most of the respondents (67%) never trust any relations outside. This confirms with the study of Obure P, conducted in 2005. Analysis shows that the respondents didn’t get much access to ways to know the current affairs, knowledge of the society and its happening. The respondents who always get to know about the current affairs are more than the respondents who rarely get current news and often get to know from peers.
Students with low emotional intelligence may find failure more difficult to deal with, their academic behaviour (Dargo 2004). Emotional intelligence is a cross sectional interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves. As per the above table (4) majority of the respondents have moderate emotional intelligence. The respondents who had low emotional intelligence are only 1.7 percent. No respondents had high emotional intelligence. A high emotional intelligence helps to maintain a state of harmony in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions (Jenson 1998).

<table>
<thead>
<tr>
<th>Levels of Emotional Intelligence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Emotional Intelligence</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>Moderate Emotional Intelligence</td>
<td>59</td>
<td>98.3%</td>
</tr>
<tr>
<td>High Emotional Intelligence</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Table No: 3 Emotional Intelligence and Gender of the Respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T value</th>
<th>DF</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender – Emotional intelligence</td>
<td>-94.95000</td>
<td>7.85553</td>
<td>-93.626</td>
<td>59</td>
<td>.000</td>
</tr>
</tbody>
</table>

Emotions always play a significant role in the whole stages of life especially, adolescents. It is the important stages where crucial decisions are made. Emotional intelligence is the interrelation of emotional and social competen-

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Understand the Role of Emotional Intelligence among Adolescent Orphans in Socialization and Scholastic Behaviour

cies. Emotional intelligence is found to be directly associated with academic performance. The above table shows a comparison between the respondents’ gender (male and female) with regard to their emotional intelligence. Considering the emotional intelligence of male and female the standard deviation is 7.86 with degree of freedom 59. The T-value of the analysis is 93.63 which is significant at 0.05 level since P value is .000.

Sroufe & Engels (2005) stated that secure attachment with parents, healthy peer relationships and a protective social environment help the person to navigate the problems with confidence; it develops various self-competencies of the individual such as social and emotional skills, cognitive and occupational abilities etc. This is being analysed and observed that majority of the respondents are experiencing moderate level of socialization and emotional intelligence which very much closely knit with each other. It is also observed that a minority (15%) is also having high level of emotional intelligence and socialization. It is therefore can be derived that the respondents are experiencing a moderate level of socialisation which is also associated with emotional intelligence and vice versa. It cannot be ignored that the experience of high level emotional intelligence and socialisation in the minority even though they are staying in orphanages being with single parented orphan. This dimension needs to be further enquired so that appropriate actions from the perspective of social work can be initiated.

Table No: 4. Socialization of the respondents with respect to their Gender

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T value</th>
<th>DF</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Socialization</td>
<td>-35.35</td>
<td>4.14902</td>
<td>-65.996</td>
<td>59</td>
<td>.000</td>
</tr>
</tbody>
</table>

Comparison between the respondents gender (male and female) with regard to their emotional intelligence shows that standard deviation is 4.15 with degree of freedom 59 for emotional intelligence of male and female. The
t-value of the analysis is 65.99 which is significant at 0.05 level since P value is .000. It is observed that most of the respondents always have fear, tension and trembling when facing the public. Majority of the respondents never meet any new friends when they go for outside engagements. The respondents who rarely meet new friends are less than who meet new friends rarely (2%). This is matching with the studies of Browne (2005).

It can be seen that all the respondents except one are experiencing a moderate level of emotional intelligence and scholastic behaviour. There is an association between socialisation and academic performance which has been already proved by Sharan P Sagar (2008) and Parker (2004) in their studies. It means academic performance is contributing to the emotional intelligence of the respondents and vice versa.

Table No.5: Scholastic Behaviour and Socialization of the Respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Paired Differences</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>T value</td>
<td>DF</td>
<td>P Value</td>
</tr>
<tr>
<td>Gender Socialization</td>
<td>-35.35</td>
<td>4.14902</td>
<td>-65.996</td>
<td>59</td>
<td>.000</td>
</tr>
</tbody>
</table>

As evident from the table (5), it can be derived that all the respondents except one are experiencing a moderate level of socialisation and scholastic

<table>
<thead>
<tr>
<th>Socialization level</th>
<th>Scholastic Behaviour Level</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor socialization</td>
<td>1</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Moderate socialization</td>
<td>Moderate socialization</td>
<td>44</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
<td>59</td>
<td>60</td>
</tr>
</tbody>
</table>

Norvy Paul and Twincy Paul
behaviour. It means that there is an association between socialisation and academic performance which is already proved by Falci (2006) in his studies. It may be concluded that the relationship is mutually contributive towards each other. This is been further analysed individually on item wise and found that there is difficulty in doing assignments, home work, and academic exercise. Only a few of the respondents never face difficulties in dealing with their assignments. The data reveals also that they received encouragement from the guardians when the respondents score good results in academics (78%). From the study it is found that the number of respondents who get remedial measures always is only 22%. There are only few respondents who never get remedial measures to improve their studies. A comparative enquiry between the respondents gender (male and female) with regard to their scholastic behaviour found that standard deviation is 3.269 with degree of freedom 59 for male and female. The T-value of the analysis is 66.54 which is significant at 0.05 level since P value is .000. It means academic performance is contributing to the socialisation of the respondents and vice versa.

**Suggestions for Orphanages and Care Centres**

- Improve Academic Performance: Excellent performance in academic is the key target and goal for each student. In order to obtain good results, apart from effective learning techniques, orphan students should be able to recognize themselves in particular of self-emotions, so that it does not become a stumbling block to success. Hence the need to identify oneself, emotional intelligence should be noted not only for academic interest but also for success in life.

- Provide Attention: The key to obtain success of learning is to give full attention and concentration during the process of teaching and learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students’ academic achievement should be enhanced with the use of emotional intelligence training.

- Include Emotional Intelligence into Curriculum: The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive
personal, and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.

- Provision for Mentoring and Counselling: Orphan Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Orphan Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

- Assessment of Emotional Competency for Improvement of Skills: Intelligence, which is available in plenty, should follow considerations of local needs, goals, interests, and mandates; staff skills work load, and receptiveness, pre-existing instructional efforts and activities. The level of emotional competence in orphan students can be assessed so as to plan programmes for them to improve in these skills.

- Innovative Programmes of Emotional Intelligence: Innovative programmes of emotional intelligence can be practiced within teacher education programmein order to provide with additional skills to meet the challenges of an increasingly diverse student population.

**Suggestions for Schools**

From the study investigators observed that there is a great need to make efforts for raising the level of emotional intelligence of adolescent orphans, as it is the pre-requisite for the all-round development of personality. So, in order to raise the level of emotional intelligence following steps may be initiated at the level of school, teachers and parents:

- Teachers, principals and guidance workers should properly plan curricular and co-curricular activities keeping in view the needs of the orphan stu-
• Teacher should possess warm and positive attitude towards growing orphan children and their academic, socio-emotional and personal problems and skills to guide and counsel them.

• Teacher should encourage the orphan students to participate in various co-curricular activities such as music, dance, painting, sports etc.

• In order to channelize the energy of adolescents in proper way guidance service programmes should be organized for the parents/guardian for enhancing their knowledge about the characteristics of adolescents.

• Guardians and teachers should guide the children at appropriate time for keeping them away from emotional disturbances.

• Project work should be encouraged where orphan students get an opportunity to work together and understand each other’s emotions. Those students having low emotional intelligence should be provided proper counseling by the trained counselor.

• The study has implications for future policy recommendations for orphan related institutions. Qualitative and quantitative analyses on the emotional intelligence ability development of orphans at all levels can be made.

Social Work Implications

The social worker has an important role in field of child care and protection especially in orphanage setting. The social workers’ support the child to find themselves in trouble and solve them, and support the family members in their problems and take initiatives to protect the children. The following can be major implication of the research:

• The Social Worker can train caretakers and develop a safety environment for children to develop emotional intelligence.

• Social worker can provide counseling to the children who face behaviour and social problems.

• The social worker can refer the orphan children with psychological problems to psychiatrists and counselors.
• The social worker can advocate for justice for the orphan children.
• The social worker can conduct case work in orphanages to improve emotional intelligence.
• The social worker can conduct further research about orphans children for more justification about their behaviours and issues related to emotional problems.
• The social worker can increase awareness among orphan children about legal provisions by the government.

Areas of Social Work Intervention

Improve mental health and well being: The most common complaints that lead orphan children to psychotherapy are anxiety and depression. The skills associated with emotional intelligence, therefore, should help children to deal effectively with unpleasant emotions and to promote pleasant emotions in order to promote both personal growth and well being.

Improve social functioning: Emotional intelligence is postulated to promote positive social functioning by helping individuals to detect others’ emotion states, adopt others’ perspectives, enhance communication, and regulate behaviour.

Improve Relation to Cognitive Abilities: According to the ability model of emotional intelligence, abilities influence how individuals utilize emotions to facilitate thinking or regulate emotions to focus on important information. Social workers can encourage cognitive behavior therapy to improve emotional intelligence.

Conclusion

Before the concept of Emotional Intelligence, there was Intelligence Quotient or “IQ”, it was said in the past that the person who is more intelligent or the person who has more IQ can adjust himself or herself in the environment easily. But in recent years, it also come into light that the students who are more intelligent also leads to some kind or stress related to their academic achievement and their parents expectations. So, we can say that the Intelli-
Intelligence Quotient (IQ) does not wholly account for an individual’s success or failure in the world. In fact, most social scientists who study Intelligence consider it easy to interact with the person with normal emotions but to deal with the person who is emotionally imbalanced is very difficult.

Emotional Intelligence is a phrase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are inseparable and they exercise tremendous influence in the everyday lives of individuals. Now, intelligence and success are not viewed the same way they were before. IQ alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in the person success and adjustment. Today there are lots of behavioural problems like; stress, adjustment, achievement etc. are main concerns among the teenage groups which we are observing regularly.

The education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the individual to solve the challenges of life and make successful adjustment in life. So this study is very much useful for the students who are unable to adjust in the environment and leads a stressful life, by enhancing their emotional intelligence they can come out of such problems. Similarly this study is very much useful for the teachers who deal with orphans to enhance the emotional intelligence of his orphan students for their effective adjustment and understand their emotions for taking them a right decision in their life. In this regard, Swami Vivekananda has given a very nice quotation i.e. “It is the heart which takes one to the highest place where intellect can never reach”.

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Educere-BCM Journal of Social Work
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