

## EMOTIONAL INTELLIGENCE OF ORPHANS & THE CHILDREN OF WORKING MOTHERS – A COMPARATIVE STUDY

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### Abstract

*The present investigation aims to study and compare the level of Emotional Intelligence among children suffering from maternal deprivation either partially or completely. Sample size for the study consisted of 100 students which included 50 maternally deprived orphans and 50 Children of working mothers in the age group (14-16) years selected purposively from various government and private (high and higher secondary) schools of district Srinagar. "Anukool Hyde and sanjyot pethes" Emotional Intelligence Scale was employed as tool for data collection and t-test was used for data analysis. The results revealed that Children of both the categories possess similar level of Emotional Intelligence. Although there is slight difference in means of Emotional Intelligence of Orphans and the Children of working mothers which fail to arrive at any significant level.*

**Keywords:** Maternally deprived orphans, Children of working mothers, Emotional Intelligence.

### Introduction

A child is the God's greatest blessing. But along with this angel, comes the responsibility of nurturing and growing the child. This is not an easy job and requires a great amount of patience and perseverance. Children have highly impressionable minds. Raising happy, positive children is a shared responsibility of both the parents, but as we all know, a child ends up being with the mother more often

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and most part of the day owing to needs that only a mother can fulfil. Since a mother spends the maximum time with her baby, therefore she becomes the first teacher of her child and the child believes her and follows her completely. Thus Among parents it is the mother who plays a crucial role in personality development of child. She creates a proper environment for her child that has space for movement, play and creativity. As stated by Eisenberg et al., (2005) mother's parenting attitudes and interactions with children have more powerful impact on their children's emotional and social development in the early years. It is also possible that the effects of positive parenting (especially mother) are strong in this period when children are more vulnerable and parents are highly salient emotional models compared with other models in their nearby. A women's life undergoes a major change once her child is born. With the emergence of new economic trend apart from the responsibility of rearing and grooming of her child, she is also actively involved in joining work force, and this working of mother outside her home tells brutally upon the personality development of child. It has been seen that the children of working mothers tend to have a less healthy life style than those, whose mothers stay at home. They snack on more junk food, spent more time in front of TV and do less exercise. Those whose mothers work part time follows healthier regime, while the children of mothers who don't work have the most nutritious diets and enjoy more exercise (Hope 2009). Khan and Hassan (2012) revealed in her study that children of non-working mothers have more Emotional intelligence than children of working mothers. This study indicates that the mothers' separation from the children and her presence in the life of children influences the Emotional intelligence of children to a larger extent. Diehl, B (2010) found that developmental problems arouse specifically for children whose mother worked longer hours. Hangal & Vijaylaxmi (2007) in their study have revealed that adolescent children of home makers have significantly higher self-concept than children of employed mothers. Also it has been found that most children without parental support risk powerful cumulative and often negative effects because of their parental deprivation, thus becoming vulnerable and predisposed to physical and psychological risks. According to most extensive studies on social deprivation, it was found that depriving children of family environment causes lasting damage to their intelligence, emotional wellbeing and even their physical stature. Lack of care and attention left children with stunted growth, substantially lower IQs and more behavioural and psychological problems. Naqsbandi, Sehagal & Hassan (2012) in their study revealed that there are many psychological/adjustment problems with the children living in the orphanages and almost all of them miss their siblings which point out how significant sibling relation is for the development of the child both physically and psychologically. Farooqi & Intezar (2009) found that orphan children living in orphanages reported lower self-esteem as compared to the children living with their parents probably due to loss of parents. Swami (1989) found that children living with their families were better adjusted and have better self concept than orphans living in orphanages.

Duruoalp & Koglu (2013) in their study revealed that adolescents living in orphanages experience higher level of loneliness as compared to the adolescents living with their families. Abdi (2011) found that ordinary children i.e. the children living with their families own higher Emotional intelligence over orphanage children. Jeelani (2009) found that orphans and non-orphans differ significantly on mental health. Non-orphans were found to be emotionally stable, better in overall adjustment, self determined in thinking, have high sense of safety, confidence, freedom from fear and have better general mental ability in thinking than orphan children. These studies give a notion how important is the presence of family for the healthy personality development of children. Thus it is clear from the above cited studies that both orphans and children of working mothers suffer considerably because of absence of a healthy family environment, especially the mother which is the core of the present research. It is evident that both the category of children viz Orphans and Children of working mothers suffers from maternal deprivation completely or partially respectively. The investigator feels that this deprivation casts more influence on the personality characteristics of children of working mothers than those of the orphans, it is so because the children of working mothers' despite of presence of mothers in their lives do not get sufficient time from them to suffice their needs and this in turn impede the healthy development of their personality, while as the orphans have already accepted the fact of absence of mothers in their lives. The review of literature has made it clear that many studies have been conducted individually on Orphans and the children of working mothers on various parameters of personality but no comparative study between these two groups has been conducted yet. Thus the present investigator made an attempt to study and to compare the Orphans and Children of working mothers on Emotional Intelligence.

To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked term "Emotional intelligence". Emotional Intelligence enables one to learn, to acknowledge and to understand feeling in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.

Several factors affect the development of Emotional Intelligence in children. Child's character, neurophysiology and cognitive enhancement are the important factors (Eisenberg & Morris (as cited in, H. Reese, & R. Kail, 2002); Goldsmith & Davidson, 2004). Besides these factors there are many other factors that affect Emotional Intelligence like social relationships i.e. Family and circle of friends, age etc. Family environment is especially the most important one among this (Cole, Martin, & Denis, 2004; Parke, 1994; Walden & Smith, 1997). According to Humphery, Curan, Morris, Farrell & Woods (2007) family environment affects children's Emotional Intelligence in three aspects. Firstly, children learn emotions by observing the people around them. Secondly their experiences and behaviours related to parent's emotions

ensure children to become appropriate to society's expectations. Thirdly factors reflecting the emotional status of family such as the quality of emotional attachment between the child and the parents, attitude of parents, emotional and social openness, and marital relationship have impacts on Emotional Intelligence. Alegre (2011) reported four main dimensions of parenting are identified that are relevant to the study of Emotional Intelligence: parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher Emotional Intelligence, while parental negative demandingness is related to children's lower Emotional Intelligence. Thompson (1998) indicates that children, who have positive relationship with parents, have a better understanding of emotions when compared with others. Children learn emotions from their parents' speeches and enhance their Emotional Intelligence through the bond with which they are attached with their parents (Raikes & Thompson). Mayer, Caruso & Salovey (1999) found that Emotional Intelligence positively correlates with parental warmth, empathy and parenting life styles. Martinez (1999) studied the effect of parental behaviour on Emotional intelligence and observed that modeling, encouragement, facilitation and reward have positive effects on Emotional Intelligence. Child rearing practices influence Emotional Intelligence of an individual to a great extent (Bajaj, 2005).

Parent's interaction with child and their form of attachment affect the Emotional Intelligence of child. It has appeared that negative impacts in home environment; especially mother's angry and furious communication style lowers preschool children's understanding of emotions. Nixon and Watson (2001) observed that children with positive home environment animate spousal relations positively in puppet plays while children who are subject to negative impacts animate it negatively. According to the study by Chen, Chang, He & Liu (2005) parents with supportive attitude arrange home environment in such a way that enhances emotional sufficiency of children. These parents organize home environment based on the thoughts and suggestions of children. Emotional Intelligence also varies with age. The older children displayed greater emotional competence than their younger counterparts. It has been found that Emotional Intelligence increases with age or grade. It has been also reported that emotional maturity was positively related with physiological maturity. Goleman (1995) found that the signs of Emotional Intelligence appear among very young children. Goleman (1996) have also stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. Srivastava and Bharamanaikar (2004) concluded from their study, that Emotional Intelligence increases with age. Van, Alonso & Viswesvaran (2005) have revealed in their study that Emotional intelligence scores tended to increase with age.

### **Objectives of the Study**

The following objectives have been framed for the present investigation:

1. To identify Orphans.
2. To identify the Children of working mothers.
3. To study and compare Orphans and the Children of working mothers on composite scores of Emotional Intelligence.
4. To study and compare Orphans and the Children of working mothers on various dimensions of Emotional Intelligence.

### **Hypothesis**

1. There will be a significant difference between Orphans and the Children of working mothers on various dimensions of Emotional Intelligence.
2. There will be a significant difference between Orphans and the Children of working mothers on composite scores of Emotional Intelligence.

### **Operational Definition of Variables**

1. **Children:** The *Children* for the present investigation shall refer to Adolescent offspring of working mothers.
2. **Working mothers:** The working mothers for the present investigation shall refer to the females working outside their homes either in government or private sectors.
3. **Orphans:** The orphans for the present study shall refer to Adolescents that have lost their mothers in the early stage of their development.
4. **Emotional intelligence:** Emotional intelligence is operationally defined as the scores which the subjects obtain on "Anukool Hyde and sanjyot pethes'" Emotional Intelligence Scale (2001).

### **Sample**

The present study was conducted on a sample of 100 students which included 50 maternally deprived orphans and 50 Children of working mothers in the age group of (14-16) years studying in government and private schools (Secondary and Higher secondary) of district Srinagar. Each school was taken as a unit of sample. The sample was drawn purposively.

### **Tool**

Emotional Intelligence scale by Anukool Hyde and Sanjyot pethes'.

### **Statistical Techniques:**

The data collected were subjected to the following statistical treatment of (1) Mean (2) S.D and (3) t-Test

### **Analysis**

In order to achieve the objectives formulated for present study the data collected has been tabulated as under:

**Comparison of Orphans and the Children of Working Mothers on dimension wise scores and Composite Score of Emotional Intelligence ( N = 50 Each)**

Dimensions	Groups	Mean	S.D	t-value	Level of significance
Self-Awareness	Orphans	17.46	2.32	0.23	Not Significant
	Children of working mothers	17.34	2.7		
Empathy	Orphans	19.12	2.82	0.43	Not Significant
	Children of working mothers	18.86	3.14		
Self-Motivation	Orphans	24.12	3.86	0.19	Not Significant
	Children of working mothers	24.26	3.43		
Emotional Stability	Orphans	16.14	2.89	0.58	Not Significant
	Children of working mothers	16.5	3.26		
Managing-Relations	Orphans	16.28	2.56	1.42	Not Significant
	Children of working mothers	16.96	2.29		
Integrity	Orphans	12.42	2.18	0.59	Not Significant
	Children of working mothers	12.66	2.12		
Self-Development	Orphans	8.66	1.53	1.15	Not Significant
	Children of working mothers	8.28	1.73		
Value orientation	Orphans	8.2	1.78	0.28	Not Significant
	Children of working mothers	8.1	1.68		
Commitment	Orphans	7.44	2.01	0.82	Not Significant
	Children of working mothers	7.76	1.9		
Altruistic Behaviour	Orphans	7.44	2.01	0.82	Not Significant
	Children of working mothers	7.76	1.9		
E.I* - Composite scores	Orphans	139.56	14.98	0.46	Not Significant
	Children of working mothers	138.12	16.28		

### **Interpretation and Discussion**

The details in the above table represent the significance of mean difference between Orphans and the Children of working mothers on various dimensions of Emotional Intelligence followed by their composite score.

On carrying out the scrutiny of the said table and taking all the dimensions into consideration, we found that there is no significant difference between Orphans and the Children of working mothers on any of the dimension of the Emotional Intelligence scale.

The extensive scrutiny of the results reveals that Orphans and the Children of working mothers have almost similar degree of Self-awareness, Empathy, Self-Motivation, Emotional Stability, Managing relations, Integrity, Self-development, Value Orientation, Commitment and Altruistic behaviour. Both the groups have similar capability in building rapport and maintaining personal friendship with work associates. However, the mean score on **self-awareness** obtained by Orphans is slightly higher than scores obtained by the Children of working mothers with a mere difference of 0.12 but this mean difference fails to arrive at any significant level. The results can be justified on the basis that Children of working mothers' despite of presence of mothers in their lives don't get enough time from them, (probably because of mothers busy schedule) in order to develop healthy balance of emotions to the fullest extent, while as Orphans have already accepted the absence of mothers in their lives which tells upon the scores obtained by Children of working mothers on self-awareness.

The results reveal that both Orphans and the Children of working mothers are almost similar in paying attention to the worries and concerns of others, in listening to someone without an urge to say sometime, in focussing under pressure and in handling the multiple demands. However, the mean score obtained on **Empathy** by Orphans is slightly higher than the scores obtained by the Children of working mothers with a mere difference of 0.26 but this mean difference fails to arrive at any significant level. The results can be justified on the basis that mother plays an important role in the socialization of a child. Working mothers do not have enough time to spend with their children, in order to develop this aspect of their personality fully.

Both the groups possess similar ability in making Intelligent decisions, using a healthy balance of emotions and reason, in assessing the situation and then react and in believing that happiness is a positive attitude. However, the mean score on Self-motivation obtained by the Children of working mothers is slightly higher than the scores obtained by the Orphans with a mere difference of 0.26 but this mean difference fails to arrive at any significant level. Thus it is evident that the score obtained on Self-motivation by the children of working mother as compared to Orphans is not that much high as was otherwise expected. Results can be justified on the basis that it is the

mother which plays a pivotal role in enhancing internal motivation of her child. But in case of the Children of working mothers probably because of mothers' over engagements this internal motivation fails to nurture fully.

Children of both the groups have almost similar capability in showing persistence in pursuing goals despite obstacles and setbacks, similar ability to stay composed in both good and bad situations, in separation of emotions with issues at hand and show similar reaction to novel ideas and new information. However, the calculated mean score of the Children of working mothers on Emotional stability is slightly higher than the Orphans with a mere difference of 0.36, but this difference fails to arrive at any significant level. Thus it is quite evident that the score obtained by the Children of working mothers on Emotional stability as compared to Orphans is not that much high as was otherwise expected. The results can be justified on the basis that children of working mothers because of lack of constant interaction with mother, probably because of her work; do not get enough opportunity from them to emulate fully the balanced way of managing their emotions.

Orphans and the Children of working mothers possess similar ability in encouraging others even when things are not favourable and in seeing the brighter side of any situation. However, mean score obtained by the Children of working mothers is slightly higher than the mean score obtained by Orphans on the dimension of **managing relations** of Emotional Intelligence with a mere difference of 0.68 but this difference fails to arrive at any significant results. Thus it is evident that the score obtained by the children of working mothers as compared to orphans on managing relations is not that much as was otherwise expected. The result can be justified on the basis that it is the mother that provides a child with a critical sense of being valued and with a vital network of historical linkages and social support. She encourages the child to investigate the world, manipulate objects and explore physical relationships. Because of her busy schedule, all these attributes of her child's personality fails to nurture completely which reflects upon the scores obtained by Children of working mothers on Managing relations.

Children of both the categories possess a similar capability in standing up for their beliefs, in pursuing goals beyond their requirements and in having an awareness of their weaknesses. However, the mean score obtained on Integrity by the Children of working mothers is slightly higher than the mean score obtained by the Orphans with a mere difference of 0.24 but, this mean difference fails to arrive at any significant level. Thus it is evident that the score obtained on integrity by the children of working mothers as compared to orphans is not that much high as was otherwise expected. The results can be justified on the basis that mother's lap is the first school of a child from where it imbibes values. It is the mother that keeps a vigilant eye upon its child so that he/she might not get indulged in truancy, anti social acts but because of her over engagements she is not in a position to develop these attributes completely in her child.



Orphans and the Children of working mothers possess a similar ability in identifying and separating their emotions and in developing themselves even when there is no demand of time. However, the calculated mean score of the orphans is slightly higher than the mean score of the Children of working mothers on Self-development dimension of Emotional Intelligence with a mere difference of 0.38 but this mean difference fails to arrive at any significant level. The results can be justified on the basis that Mother plays an important role in balanced development of a child's personality and because of mother being working outside these children get less time from them which in turn impede the complete development of their self.

Children of both the categories have a similar ability in maintaining the standards of honesty and integrity and in confronting unethical actions of others. However, the calculated mean score of Orphans is slightly greater than mean score of the Children of working mothers on Value orientation dimension of Emotional Intelligence with a mere difference of 0.1 but this mean difference fails to arrive at any significant level. The results seem to be justified on the ground that attributes like honesty or trustworthiness are attained by the child during the early stage of development in the lap of mother and mother's over engagement (i.e. House hold chores and job) do not allow her to offer much time to the child for nurturing of these attributes.

Children of both the categories possess similar capability in being organized and careful in their work and in meeting commitments and keeping promises. However, the calculated mean score of the Children of working mother is slightly higher than the mean score of Orphans on Commitment dimension of Emotional Intelligence with a mere difference of 0.48 but, this mean difference fails to arrive at any significant level. Thus it is evident that the score obtained on commitment by the children of working mothers as compared to orphans is not that much high as was otherwise expected. The results can be justified as the mother promote emotional tendencies of a child that guide or facilitate reaching goals. Mother is responsible for enhancing the striving capacity of a child to improve or meet the standards of excellence, may be because of overburdened schedule of mother she is not able to pay much heed to develop these aspects of its child's personality completely.

Orphans and the Children of working mothers possess similar ability in encouraging people to take initiative and to handle conflicts around them. However, the calculated mean score of the Children of working mothers is slightly greater than the mean score of Orphans on the dimension of **Altruistic behaviour** of Emotional Intelligence with a slight difference of 0.02 but, this mean difference fails to arrive at any significant level. Thus it is evident that the score obtained on Altruistic behaviour by the children of working mothers as compared to orphans is not that much high which was otherwise expected. The results can be justified on the basis that mother is responsible for developing empathy among its child. They equip their children to deal

with challenges and stress inducing situations. May be because of her busy schedule she is not able to polish these attributes of her child completely.

The results are in line with the findings of: Arora, Badaya, Bhatnagar (2009), Khanna (2011) that the children of non-working mothers score higher on composite score of Emotional Intelligence than the Children of working mothers. Khan and Asma (2012), Annu & Kiran (2014) that Children of working mothers score lower on **self awareness, Empathy, Self development, Value orientation** than the children of non-working mothers. Abadi (2011) that Ordinary children score higher on the dimension of **Self motivation, Managing relations, Integrity, Altruistic behaviour, Commitment** of Emotional Intelligence than Orphans. Jeelani (2009), Bhat (2014) Non- Orphans were found to be emotionally stable than Orphans, Hamid (2012), Orphans have lower **Emotional Stability**.

In the light of findings in the above table the hypothesis number 1, which reads as, *“There will be significant difference between orphans and the children of working mothers on various dimensions of Emotional Intelligence”* stands rejected

The results in the above table also revealed that there is no significant difference between Orphans and the Children of working mothers on composite scores of Emotional Intelligence also as the obtained t-value comes out to be ( $t=0.46$ ). However, the mean score obtained by the Orphans is slightly higher than the Children of Working mothers on Emotional Intelligence with a mere difference of 1.44 but this mean difference fails to arrive at any significant level. The results obtained are contradicting our hypothesis which reads as *“There will be significant difference between orphans and the children of working mothers on Composite scores of Emotional Intelligence”*. We were with the notion that mothers’ presence would have made their children emotionally more strong as compared to the orphans, but scores are reflecting the other story. May be it is because the over engagements of the mother are not allowing her to spent sufficient time with their children resulting in the improper development of emotional aspect of the children of working mothers.

In the light of the findings in the above table the hypothesis number 2 which reads as, *“There will be significant difference between orphans and the children of working mothers on Composite scores of Emotional Intelligence”* stands rejected.

### **Conclusion**

In order to accomplish the objectives formulated for the present study, the data was collected by means of suitable tools and on analysing and discussing the results certain conclusions were drawn out:

1. It can be concluded that Emotional intelligence of orphans is at par with the Emotional intelligence of the Children of working mothers i.e. Children of both the categories possess similar level of Emotional Intelligence. However, the expected result was that Emotional Intelligence of Children of working mothers would be higher than that of Orphans, this gives a

clear cut indication that Children of working mothers suffer because of mothers over engagement.

2. It has also been found that the Children of both the categories were reluctant in expressing their emotions and sharing of ideas.

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