

**Assessment of Emotional Intelligence and Enhancement of
Happiness and Self-Esteem in Orphanage Adolescents' Through
REBT**

By

Shahana devi C.M.

(12PCP007)

Thesis Submitted to

**Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore – 641043**

**In Partial Fulfillment of the Requirement for the
Degree of Master of Science in Counseling Psychology**

March 2014

Certificate

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Certified as a Bonafide Research Work

N. S. Rohini
31.3.14

**Signature of the
Head of the Department**

N. S. Rohini
31.3.14

**Signature of the
Supervisor**

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Acknowledgement

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Abstract

Abstract

The study on assessment of emotional intelligence and enhancement of happiness and self-esteem in orphanage adolescents' through REBT was conducted in Anbu Illam, Douglas Children Memorial Home, Jeva Jothi, Mariyalaya, Saranalaya and Seva Nilayam orphanages in Coimbatore, Tamilnadu. Hundred and sixty orphanage adolescents (47 male and 113 female) were selected by purposive sampling method, in the age range of 13-18 years. All the subjects were assessed using Performa Schedule, Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (2006) constructed by Petrides & Furnham, Oxford Happiness Questionnaire (1989) constructed by Michael Argyle and Peter Hills, and Culture-free Self-esteem inventory (1992) constructed by James Battle. Data was analyzed by ANOVA, Regression and t-test. After the intervention the emotional intelligence, happiness and self-esteem were reassessed using the same tools to identify the effects of REBT on orphanage adolescents. It is concluded that the intervention of REBT is helpful in enhancing emotional intelligence, happiness and self-esteem.

Introduction

Chapter – I

Introduction

Adolescence is an important period of physical, social, psychological, and cognitive growth (Stagman, Schwarz and Powers, 2011). The physical and emotional changes in this period influence the behavior of adolescents (Yannakoulia, Karayiannis, Terzidou, Kokkevi and Sidossis, 2004). Support of the family is very important in adolescence. If adolescents have emotional tie and trust in their family they will have security in life. However, because of the reasons like being left by parents, loss of parents, family disintegration etc., children live in orphanages (Anonim, 2009; Jacobi, 2009). Early adolescence is a time when emotional highs and lows occur more frequently (Rosenblum and Lewis, 2003). Orphanage adolescents have many emotional problems. In orphanage there is no ideal environment for adolescence and that may lead to mental health problems such as depression, anxiety, hopelessness, suicidal ideation, loneliness, anger, confusion, helplessness and fear (Cluver and Gardner, 2008).

Emotional Intelligence

“Emotional intelligence is an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands” (Bar-on, 2000). Emotional intelligence is the ability to understand, use, and manage our emotions (Lyness, 2012).

According to Heck and Oudsten, (2008); Salovey (2001) individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. Individual who are able to understand and regulate their emotions should be able to generally maintain a better outlook on life and experience better psychological well-being.

High and Low Emotional Intelligence of Adolescence

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 (Bar-On, 2006). High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubricco, Reese et al., 1992, Svetlana, 2007). Students

low on emotional intelligence may find failure more difficult to deal with, which undermines their academic motivation (Drago, 2004).

Components of Emotional Intelligence

According to Dunn (2003), components of emotional intelligence include

- Self-awareness and self-honesty
- Knowledge about cause of emotions
- Empathy
- Motivation and good decision making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

By increasing the emotional quotient, the adolescent can become more productive and successful at what they do and they can also help others to become more productive and successful too. High emotional intelligence will definitely help an adolescent to reduce stress by decreasing conflict, improving relationships and understanding (Johnson, 2009).

Enhancement of Emotional Intelligence

Some of the strategies for enhancing emotional intelligence include, being aware of your emotions, understanding how others feel and why, choosing a mood (Lyness, 2012) managing negative and positive emotions, inner motivation, empathy, effective communication, body language, accepting feedback/criticism, physical exercise (Bhattacharya and Sengupta, 2007) reduce stress, make eye contact, pay attention to nonverbal cues, take hardships in stride, become more creative and stay focused in the present (Segal and Smith, 2014).

Definition of Happiness

Lyubomirsky (2007) defines happiness as “The experience of joy, contentment, or positive well-being, combined with a sense that one’s life is good, meaningful, and worthwhile”.

Diener (2000) conceive, Happiness in two complementary ways:

- In terms of a judgment that life is satisfying and
- In terms of the predominance of positive over negative emotions in one's life.

Argyle (2001) states that happiness consists of three basic components: "Positive affection, "Life satisfaction" and "Negative affection".

Furnham and Chanje (2000) have shown that six fundamental factors constitute the reasons for happiness. Mental power and personality qualities, personal advantages, advancement and freedom in life and work, social support, self esteem, security and positive thinking and satisfaction.

Some of the characteristics of happy people include management of money, spending their money on life experiences instead of material items, think about the past fondly and “catch” the emotions of others, live in a great community (Howell, 2013) smiles a lot, forgive easily, and help others generously and involve in fun activities (Eddysuaib, 2013).

Some of the elements of happiness include good physical and mental health, good personal and intimate relationships, perceiving beauty in nature, reasonable standards of living and satisfactory work, philosophic or religious point of view in life (Rubin, 2012).

According to Gruber (2012) happiness can hurt people. Happiness reduce creativity and safety, do not suit all situations, all happiness may not be good and pursuing happiness could actually bring unhappiness.

Some of the principles of happiness include, focus on fulfillment, spending more time on values, setting own levels of happiness, drive from unhappiness, don't fall for the “if-then” trap, raise frustration tolerance and point camera on purpose (JD, 2012).

Enhancement of Happiness

Some of the strategies for enhancing happiness include, be mindful of the present, celebrate small successes, play to our strengths, recognize performance, show gratitude (Gottschalk, 2013) focus on good things, act “as if”, grow happiness under your feet, find your

favorite happiness keep them at finger tips, find a better metaphor, change ones' point of view and change ones' feelings (JD, 2012).

Definition of Self-Esteem

Self-esteem is defined as “how much value people place on themselves” (Baumeister et al., 2003). Mazhar (2004) described that the meaning of self-esteem is a sense of self, the value one puts on self and the worth one attaches to self. According to Cherry (2010) the term self-esteem is used to describe a person's overall sense of self-worth or personal value.

According to Patel (2012) having a good self-esteem is essential, because:

- ❖ It helps to feel good about everything
- ❖ Giving the courage to try new things
- ❖ Helps to make independent decisions
- ❖ Honoring one-self helps make choices that nourish the mind and body
- ❖ Helps make healthy eating choices, exercising, or taking time off to do something

Characteristics of High and Low Self-Esteem

Some characteristics of high self-esteem include responsibility, goal commitment, genuineness, forgiving, internal values, positivity, self-improvement (Frank, 2011) belief in themselves, know what they want or need, effective communication skills, drive to succeed, comfortable with change, enjoy healthy relationships, goal-orientated (Coach, 2011) able to laugh at their self and taking care of themselves physically, emotionally, mentally and spiritually (Cavaness, 2013). Some characteristics of low self-esteem include feeling of unhappiness, anxiety, inferiority or superiority, impatience or irritation with self or others, externally oriented goals, negativity (Frank, 2011) lack social skills and self-confidence, highly sensitive to criticism, preoccupied with problems, exhibit physical symptoms such as fatigue, headaches and insomnia, prone to negative thinking and being pessimistic, poor body image, afraid to take up responsibilities and fail to recognize their potential (Laishram, 2013).

Causes of Low Self-Esteem

Low self-esteem is caused by certain factors depending on the background and status of the person, surrounding, age and association with outside world (Laishram, 2013).

- ❖ Child abuse and punishment
- ❖ Negligence
- ❖ Excessive criticism
- ❖ Comparison with others expectations
- ❖ Physical appearance
- ❖ Peer pressure and bullying
- ❖ Financial and social position
- ❖ Lack of achievement
- ❖ Unemployment
- ❖ Betrayal
- ❖ Ill-health and Trauma
- ❖ Negative experiences (Laishram, 2013)

Dealing with Low Self-Esteem

There are some ways in which low self-esteem can be dealt with effectively

- ❖ Avoid negative situations
- ❖ Use a journal to record the positive things
- ❖ Replace negative thing in positive
- ❖ Exercise
- ❖ Have self-confidence in oneself
- ❖ Adopt healthy lifestyle (Laishram, 2013)

Two Versions of Self-Esteem

Maslow (as cited in Boeree, 2006) explained self-esteem in his hierarchy of needs. He described two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity and even dominance. The higher form involves the need for self-respect,

including such feelings as confidence, competence, achievement, mastery, independence, and freedom.

Enhancement of Self-Esteem

Some of the strategies for enhancing self-esteem include eliminate negative self-talk, recognize strengths, recognize self-worth, accept mistake and rejection (Frank, 2011) stop comparing with other, stop putting oneself down, accept all compliments with “thank you”, associate with positive and supportive people, make a list of past successes, make a list of positive qualities, get involved in work and activities and be true to oneself (Fox, 2011).

REBT

REBT was originally called ‘Rational Therapy’, soon changed to ‘Rational-Emotive Therapy’ and again in the early 1990’s to ‘Rational Emotive Behaviour Therapy’. Albert Ellis’ Rational Emotive Behavior Therapy (REBT) was one of the first cognitive behavior therapies, and today it continues to be a major cognitive behavioral approach. REBT has a great deal in common with the therapies that are oriented towards cognition and behavior as it also stresses thinking, judging, deciding, analyzing, and doing (Ellis, 2008).

Assumption

Rational emotive behavior therapy is based on the assumption that human beings are born with a potential for both rational, or “straight,” thinking and irrational, or “crooked,” thinking. People have predispositions for self-preservation, happiness, thinking and verbalizing, loving, communion with others, and growth and self-actualization. They also have propensities for self-destruction, avoidance of thought, procrastination, endless repetition of mistakes, superstition, intolerance, perfectionism and self-blame, and avoidance of actualizing growth potentials. REBT attempts to help them accept themselves as creatures who will continue to make mistakes yet at the same time learn to live more at peace with themselves (Ellis, 2008).

REBT focuses on not only a particular presenting problem but also to many other problems in life or future problems they might encounter and also it focuses on working with *thinking* and *acting* rather than primarily with expressing feelings (Ellis, 2004).

Problems Treated by REBT

Anxiety, hostility, character disorders, psychotic disorders, and depression; to problems of sex, love, and marriage etc. are treated successfully by REBT (Ellis, 2000).

Need for the study

Today, millions of children around the world are growing up in orphanages, without the love and care of a family. They are isolated, starved, abused, and sold into international adoption or sex cartels. These types of children never get love, support and sense of identity that only a loving family can give. Many of the children who grow up in institutional care are more likely to suffer from poor health, physical under development, deterioration in brain growth, and experience developmental delays and emotional problems. In this context all orphanages should strive to enhance the psychological well-being of adolescents. REBT is a brief form of therapy it is economic in terms of time and promising. Researches using REBT have successfully facilitated in reducing the emotional problems of individuals.

Hence in this research, an attempt has been made to help the selected orphanage adolescents to enhance their happiness and self-esteem through REBT.

Review of Literature

Chapter – II

Review of Literature

The research related to the study on Assessment of Emotional Intelligence, Enhancement of Self-Esteem and Happiness among Orphanage Adolescents through REBT was reviewed and are presented under the following headings:

- Orphanage
- Emotional Intelligence and Adolescents
- Emotional Intelligence and Academic Achievement
- Happiness
- Self-Esteem and Adolescents
- Correlates of Emotional Intelligence
- Correlates of Self-Esteem
- Correlates of Emotional Intelligence and Self-Esteem
- Rational Emotive Behaviour Therapy

Orphanage

Juma, Askew, Alaii, Bartholomew and Borne (2014) conducted a study on Cultural practices and sexual risk behaviour among adolescent orphans and non-orphans: a qualitative study on perceptions from a community in western Kenya. Using a qualitative descriptive cross-sectional design 14 focus group discussions were conducted with 78 adolescents and 68 parents/guardians purposively selected. Data were analysed through line-by-line coding, grouped into families and retrieved as themes and sub-themes. Identified cultural practices that predisposed adolescents orphans and non-orphans to risky sexual behaviours included: adolescent sleeping arrangements, funeral ceremonies, replacing a deceased married daughter with her younger sister in marriage, widow inheritance among boys, early marriage among girls, and preference for boys/sons. Cultural risks perceived to equally affect both orphans and non-orphans were sleeping arrangements, funeral ceremonies, and sister replacement. Factors associated more with orphans than non-orphans were widow inheritance among boys and a preference for boy over girl children.

Juma, Alaii, Bartholomew, Askew and Born (2013) conducted a study on understanding orphan and non-orphan adolescents' sexual risks in the context of poverty: a qualitative study in Nyanza Province, Kenya. Participants included 147 adolescents and parents/caregivers in 14 focus groups and 13 key informants. Poverty emerged as a key predisposing factor to sexual risk behaviour among orphans and non-orphans. Poverty was associated with lack of food, poor housing, school dropout, and engaging in income generating activities, all of which increase their vulnerability to transactional sex, early marriage, sexual experimentation, and the eventual consequences of increased risk of unintended pregnancies and STI/HIV.

Amongin, Oonyu, Baguma and Kitara (2012) examined the relationship between self-esteem and attitudes to education among orphaned and non orphaned adolescent girls in secondary school, kampala, Uganda. Socio-economic indicators, Rosenberg General Self-Esteem Scale and the Attitude Scale were the selected tools. Two hundred and twenty five students were selected using simple random sampling from six secondary schools. The results indicated that orphaned girls had lower self-esteem and most had a negative attitude compared to non orphans. Non orphaned girls have a higher self-esteem and have a more positive attitude to education compared to orphan girls.

Dickens, Onyango and Mboya (2012) conducted a study to identify the school related effects of orphan hood on the girl child's access and retention in secondary school education in Rongo District, Kenya. Simple random sampling was used to select 468 orphaned girls, and purposive random sampling was used to include the 36 head teachers and 36 teacher counselors totaling to 540 respondents. Data was collected using closed and open ended questionnaires. The study indicated that orphan hood significantly affects the girl childs' access and retention in secondary school education. The study concluded that guidance and counseling intervention are effective in addressing the socio-culture and socio-economic effects and needs of orphaned girl children.

A cross sectional descriptive study by Rahman, et al (2012) revealed Prevalence of Behavioral and Emotional Disorders among children living in orphanage in Dhaka city. One stage structured assessment of psychopathology was carried out by using a valid Bangla version of DAWBA (The Development and Well-Being Assessment). On 342 cases, results indicated that there was an overall prevalence of 40.35%, in Behavioral and Emotional disorder. Higher

length of stay and low level of education of foster mother were significantly associated with psychiatric morbidity of the respondents.

Fawzy and Fouad (2010) conducted a study to determine the emotional and developmental disorders among orphanage children in Sharkia Governorate. The sample includes 294 children recruited from 4 orphanages. Children aged between 6-12 years of both sexes were included in the study. All participants were subjected to psychiatric assessment using Child Depression Inventory (CDI), anxiety using Revised Children's Manifest Anxiety Scale (RCMAS), self-esteem using Rosenberg's Self-Esteem Scale (SES) and Pediatric Assessment for Developmental Disorders Pediatric Symptom Checklist (PSC). Prevalence rate of depression is 21%, anxiety 45%, self-esteem 23% and developmental disorder 61%.

Emotional Intelligence and Adolescents

Busko and Cikes (2013) conducted an empirical study of emotional intelligence in early adolescents on a sample of 180 primary school students. Age and gender differences in emotional intelligence dimensions were examined by canonical discriminant analysis. There was a moderate convergence between the performance based emotional intelligence test and peer rated emotional intelligence measures. Regression analysis accounted for approximately 65% of criterion variance in emotional intelligence in pupils.

Katoch (2013) studied the emotional intelligence of adolescent students in relation to the type of school of 300 students of senior secondary school selected purposively from Shimla district of Himachal Pradesh. The results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

Shree (2013) examined on the relationship between gender and emotional intelligence. Emotional intelligence inventory developed and standardized by Mangal and Mangal (2009) was used to test 40 students. 't' test was applied to see the significant difference among adolescent boys and girls. The result revealed that girls are better on emotional intelligence than boys. But their 't' value is not statistically significant.

Sharma and Bandhana, (2012) conducted a study to ascertain the main and interactional effects of Emotional Intelligence and Home Environment and sex on the problem solving ability of adolescents. A random sample of 1007 adolescents (502 male and 505 females) was selected from government and private secondary schools of Jammu city. The data was analyzed using three-way analysis of variance technique (ANOVA). The results revealed that there is a significant difference in self-concept among adolescents belonging to high and low level of emotional intelligence.

Poulou (2010) studied the role of trait emotional intelligence and social and emotional skills in students'. Five hundred and fifty nine students from state secondary school in Greece, aged 12-14 years comprised the sample. The Trait Emotional Intelligence Questionnaire-Adolescent Short Form, The Matson Evaluation of Social Skills with Youngsters, and The Strengths and Difficulties Questionnaire were used. It was found that students with higher Trait Emotional Intelligence and stronger social and emotional skills were less likely to present emotional, conduct, hyperactivity and peer difficulties and more likely to present pro-social behaviour. Gender was a significant factor for emotional difficulties and grade for peer difficulties.

Nilmanat, Petchrachatachard, Limchaiarunrueng and Jittanoon (2008) pointed out significance of EQ in a sample of 135 orphans, whose either father or mother died from AIDS or both, in the age range of 6-11 years. The results indicate that 64.4% of orphans needed to enhance their EQ indicating the importance of considering psychological issues associated with caring for children and orphans affected by HIV/AIDS.

Shah and Thingujam (2008) focused their study on identifying coping in relation to emotional intelligence. The sample comprised of 197 students, between the age of 18 and 25 years. Participants completed self-reported measures of emotional intelligence and ways of coping. It was found that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Appraisal of emotions in others was positively correlated with plan-full problem solving and positive reappraisal. Emotional regulation of the self was positively correlated with plan-full problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with

escape avoidance. No gender differences were found in perceived emotional intelligence and ways of coping except for self-control, where males reported higher than females.

Adeyemo and Adeleye (2008) in a study investigated emotional intelligence, religiosity as predictors of psychological well-being among secondary school adolescents. The study used stratified random sampling in selecting 292 adolescents from 10 secondary school in ogbomoso, oyo state, Nigeria. The Wong and Law Emotional Intelligence Scale (WLEIS); was used and the results indicated that emotional intelligence has a bearing on psychological well-being of adolescents. The researcher suggested that teachers should endeavor to impart rudiments of emotional intelligence to students while school counselor and psychologist develop programmes to foster emotional intelligence and self-efficacy.

Emotional Intelligence and Academic Achievement

Roy, Sinha and Suman (2013) conducted a study on emotional intelligence and academic achievement motivation among adolescents. Academic Achievement Motivation Test of Dr. T.R. Sharma and Emotional Intelligence Inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal were administered for 105 students. The findings of the study revealed positive relationship between emotional intelligence and academic achievement motivation. The study also revealed that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

Parveen, Malik and Aziz (2012) studied the emotional intelligence and academic achievement of adolescent students on the basis of sex dichotomy. The sample of the study was 200 adolescent higher secondary students (Male=100, Female =100). The emotional intelligence was measured using Hayde's emotional intelligence scale and for academic achievement, examination results of previous two classes of the sample subjects were taken as their academic achievement. The analysis of the data showed that there was no significant difference between male and female adolescent students on composite score of their emotional intelligence. It has also been found that male and female adolescents do not differ significantly on academic achievement.

Ishak, Jdaitawi, Ibrahim and Mustafa (2011) examined the moderating effect of gender and age on the relationship between emotional intelligence with social and academic adjustment

among first year university students. Samples were 289 first year university students (148 males and 141 females). Two valid and reliable instruments were used to assess student's emotional intelligence, social adjustment and academic adjustment. The result shows no significant relationship between emotional intelligence and of both social adjustment and academic adjustment.

Jdaitawi et al. (2011) examined the effectiveness of emotional intelligence training program on social and academic adjustment among first year university students. The study was a quasi-experimental pre-post design involves two groups of first year university students from two universities in north Jordan (289). ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic adjustment were not significant. Overall, female and elder students showed better scores of all dependent variables than their younger counterparts, but the results were not significant for social and academic adjustment. It was recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment among adolescents and adult students.

Happiness

Amelie, Dave, Gaudreau and Patrick (2013) conducted a study to test a self-determination model in which self-determined motivation for listening to music can be lined with more SWB among late adolescents. A Canadian sample of 229 late adolescents comprised the sample. Results from structural equation modeling confirmed that higher levels of self-determined motivation for listening to music predicted more SWB. These findings suggest that young people may have a happier life when they listen to music as it is inherently pleasurable and personally meaningful.

Mostafaei, Aminpoor, Mohiadin and Mohammadkhani (2012) compared happiness in orphanage and non-orphanage children using descriptive study. Seventy four orphanage and non-orphanage children were selected using cluster sampling technique. The Memorial University of Newfoundland Scale of Happiness (MUNSH) was used. The results showed that there is a significant difference between orphanage and non-orphanage children in positive and negative emotions. Orphanage children show more negative emotions (NA and NE) and less positive

emotions (PA and PE) in comparison with non-orphanage children. There is no significant correlation between age, education and happiness.

Datu and Mateo (2012) examined subjective well-being among filipino adolescents in the content of horney's psychoanalytic social theory. Ten college students whose age ranges from 16 to 20 were selected from a private collegiate institution in Metro Manila. The study portrayed that selected filipino adolescents' concepts of happiness was perceived as the satisfaction of the neurotic needs for affection and approval, powerful partner, ambition and personal achievement, self-sufficiency and independence, and narrow limits to life. Attainment of happiness can be seen as a process of positively adjusting to the hazards of basic anxiety. Thus the adolescents' attainment of positive and joyous state of happiness is not restricted to the issues of the present but to that of the past.

Alfonso and Patricia (2012) explored the meaning and conception of happiness among selected filipino adolescents. Ten Filipino college students whose ages range between 16-20 years were selected through purposive sampling. The study employed quality descriptive design. The finding revealed that happiness is multi-faceted construct. The study concluded that by enhancing positive emotions like happiness will be a good step in increasing the academic, extra-curricular, co-curricular endeavours.

Nima, Archer and Garcia (2012) examined how adolescents' personality and intentional happiness increases strategies measured at one point in time related to SWB measured one year later. Results showed temperament and character dimension predict subjective well-being. Strategies of active leisure and instrumental goal pursuit also predicted SWB

Caprarai et al. (2006) examined the concurrent and longitudinal impact of self-efficacy belief on subjective well-being in adolescents' namely positive thinking and happiness. The emotional and self-efficacy was analyzed using structural model to test positive thinking and happiness. The finding validates the impact of affective and interpersonal social self-efficacy both concurrently and longitudinally.

Self-esteem and Adolescents

Ansari and Qureshi (2013) examined the relationship of parental acceptance and rejection in relation with self esteem in adolescents. Urdu Version of Parental Acceptance-Rejection Questionnaire and Self-Esteem were used on 150 individuals with equal representation of male and female in the age range 14-17 years. Findings of the present study showed positive correlation between parental acceptance-rejection and self-esteem. Parentally accepted adolescents had positive self-esteem and parental rejection was found to be associated with negative self-esteem.

Atindanbila, Winifred and Awuah-Peasah (2012) studied the effect of parenting on self-esteem among adolescents of Labadi Presbyterian Secondary School. A total number of 165 participants of both sexes with their ages ranging from 15 -20 years were selected randomly using a stratified sampling technique. The cross sectional survey design was used for the study. The Rosenberg Self-Esteem Scale was used to collect the data on the self esteem of the students. The results showed that the self-esteem of adolescents living with both parents was more than those living with single parents. Again male adolescents had more self esteem than the female ones. There was no relationship between age and self-esteem. The results clearly state that the availability of both parents is related to the self-esteem of their adolescents.

Hasnain and Adlakha (2012) conducted a study to find the differences in the levels of self-esteem, social maturity and well-being between adolescents with and without sibling. A sample of 100 students studying in 10 to 12 grades were selected from schools of Delhi using purposive sampling. Coopersmith, Social Maturity scale by Rao and PGI Well-being measure by Verma and Verma were administered on the participants. Non-significant differences were obtained between adolescents with and without sibling on self-esteem and well-being. The results of regression analysis showed significant contribution of self-esteem together with well-being in adolescents without siblings, but independently they did not contribute significantly to their well-being.

Karatas and Cakar (2011) explored self-esteem and hopelessness as the predictor of resiliency of adolescents. The participants in this study were 223 high school students (90

females and 133 males). Main instruments were Beck Hopelessness Scale, California Healthy Kids Survey Resilience-Youth Development Module High School Questionnaire and Coopersmith Self-Esteem Scale. The data was analyzed by regression analysis. The findings showed that self-esteem and hopelessness is a significant predictor of resilience in adolescents. There was a positive relationship between self-esteem and resilience, but there was a negative relationship between hopelessness and resilience.

Oktan and Şahin (2010) examined the relationship between level of content with body image and self-esteem among female adolescents. The sample group of the study were 300 secondary school female students between 16-18 years of age. Body Cathexis Scale and Coopersmith Self-Esteem Inventory were applied to the adolescents in the sample group. Results have shown that there are a high level, negative and significant relationship between the body image and self-esteem of female adolescents. Findings also illustrate that an increase in female adolescents' content with their body image leads to an increase in their self-esteem.

Farruggia, Chen, Greenberger, Dmitrieva and Macek (2004) conducted a research across culture to compare self-esteem and its association to parental warmth, acceptance and depressed mood. Participants were 11th grades in the united states (n = 422), the Czech Republic (n = 490), China (n = 502), and Korea (n = 497). It was observed that parental warmth was significantly related to both positive and negative self-image, each of which in turn was related significantly to depressive symptomatology across cultures.

Correlates of the study

Correlates of Emotional Intelligence

Joshi (2013) conducted a correlation study of emotional intelligence and anxieties of the higher and lower economic strata. Two hundred students studying in XI and XII classes constituted the sample of the study. The study reveals that adolescent students of higher economic strata are emotionally matured and they are least anxious in all the areas of anxiety. Students of lower economic strata have positive and significant correlation between emotional intelligence and two areas of anxiety- peer group relations and family support. Adolescent boys and girls of higher economic group have significant negative correlation in all the areas of anxiety and girls of lower economic strata are more anxious in all the areas of anxiety.

Ugoani and Ewuzie (2013) examining the reactions of love, happiness, joy, fear, and anxiety as related to psychological well-being epitomized emotional intelligence as contributing to mental and psychological well-being in individuals throughout life. Recent research indicate that decline in emotional intelligence among adolescents manifest in problems such as despair, drug abuse, bullying, dropping out of school etc. The statistical analysis using survey research design clearly indicates that emotional intelligence influences psychological well-being among adolescents.

Rajput (2013) conducted a comparative study of emotional intelligence and self-confidence on a sample of 140 disabled and abled students of secondary school in Haryana using random sampling method. The results revealed that able bodied students were more self-confidence and emotionally intelligent than disabled students.

Platsidou (2013) investigated how trait emotional intelligence (EI) dimensions intertwine to predict components of happiness. A sample of 280 high school and university students was tested with the Emotional Intelligence Scale and the Oxford Happiness Inventory. Regarding the inner structure of trait EI, findings suggested that certain dimensions (Appraisal and Utilization of emotions) predict others (Optimism/mood regulation, Social ability), thus confirming that there are lower- and higher-level dimensions in the trait EI continuum. Also, path analysis confirmed that specific EI dimensions predict happiness in a distinctive mode. First, each of the components of happiness was directly predicted by at least one EI dimension: Vigor and personal efficacy was predicted by Appraisal of emotions; Positive effect, enjoyment and fun and also Life satisfaction were predicted by both Optimism/mood regulation, and Social ability; Social interest was predicted by Social ability. Second, the happiness components were also indirectly predicted by the lower-level EI dimensions via the higher-level EI dimensions they affect.

Punia and Sangwan (2011) carried out a study in Hisar district of Haryana to find out the level of emotional intelligence in school children and its relation with their adjustment. A total of 120 children, 60 each from randomly selected schools of urban and rural area were identified in the age group of 16-18 years. Both the sexes were equally represented. Adjustment of the children was taken as dependent variable, whereas, emotional intelligence, personal and socio-economic variables were considered as independent variables. Majority of the respondents had normal to high emotional intelligence and average to excellent adjustment. Urban children

comparatively had slightly better emotional intelligence and adjustment against rural children. The emotional intelligence had significant positive relationship with adjustment of children. Caste, income and father's occupation were main contributing factors in deciding the emotional intelligence and adjustment of respondents.

Busari and Abass-Ademola (2007) examined the effects of emotional intelligence training in reducing signs and symptoms of sexual anxiety among fresh university students. Four hundred and fifty students were randomly selected from three universities in South-western Nigeria. Sexual Anxiety Inventory (SAI) (1986) was used. Results indicated significant mean difference by gender between participants. There was also significant difference between the experimental and control group following emotional intelligence intervention. Hence emotional intelligence training show promising outcome.

Abdullah, Elias, Mahyuddin and Uli (2004) conducted a study on secondary school students in the state of Selangor, Malaysia to examine the students' overall level of EQ and the relationship between students level of EQ and their level of negative affect (anxiety, anger and frustration) towards specific school tasks and academic achievements. Research finding indicated that there is linear negative relationship between students' level of EQ and their level of negative affects towards specific schools tasks, and positive linear relationship between EQ and academic achievement. Findings also indicate positive relationship between EQ and gender differences.

Correlates of Self-Esteem

Lee and Lee (2011) examined the inter-related development of self-esteem and delinquency across three years. Participants were 3449 Korean high school adolescents (age $M=15.8$, $SD=0.42$, 1725 boys, 1724 girls) from Korea Youth Panel Study (KYPS), in 2005–2007. Results showed that: 1) there was linear growth in self-esteem and delinquency. Moreover, there were significant individual differences in initial level of self-esteem and delinquency, and rate of change in self-esteem and delinquency; 2) the analyses of panel data did not support Kaplan's theory by showing that delinquency was negatively associated with growth in self-esteem among adolescents.

Veselska et al. (2010) conducted a cross sectional study to assess the interplay of personality, mental health and social support, and to identify the relation between SES and self-esteem. A sample of 3694 elementary school students participated in a study. Results indicate that personality dimensions and mental health subscales contribute to the association between family affluence and self-esteem.

Whitesell and Mitchell (2009) conducted a three year longitudinal study to explore the relationship of self-esteem and academic performance trajectories in a sample of 1611 American Indian high school students. The results indicated that trajectories were clearly related to academic achievements. The relationship between self-esteem and success were mediated by personal resources and problem behaviours.

Farooqi and Intezar (2009) investigated differences in self-esteem of orphan children and children living with both parents in their homes. The sample was composed of 150 children (75 children from orphanages and 75 living with both parents in their homes). Non - probability purposive sampling technique was used. Children living with both parents were drawn from different private schools and orphan children were drawn from orphanages of Lahore city of Pakistan. Jonathan Berent's Selfesteem Scale (1994) was individually administered to all the research participants. The children in orphanages reported lower degree of self-esteem than children living with their parents ($t = 2.66$, $df = 148$, $*p < .01$). The findings further suggest no significant gender difference in self-esteem of the orphan children and the children living with both parents ($t = -.54$, $df 148$, $p > .05$).

Ah-Kion (2006) in a study on body image and its relationship with self-esteem focused on gender differences in these two aspects of the self. Two hundred and forty three randomly selected adolescents responded to a structured self-report schedule. Varimax rotated principal component analysis constrained body image to three dimensions, with affective dimension being more significantly correlated with self-esteem than cognitive and behavioural dimensions. Results revealed significant gender differences in both body image and self-esteem, with adolescent girls having lower body image and self-esteem than their male counterparts.

Correlates of Emotional Intelligence and Self-Esteem

Nehra et al. (2012) examined on emotional intelligence and self-esteem in cannabis abusers. Two hundred individuals were selected to complete a MINI, General Health Questionnaire, Indian Adaptation of Emotional Intelligence Scale and Rosenberg Self-Esteem Scale. Significant differences were observed between the cannabis dependent groups and normal control group in that the former groups scored low in emotional intelligence and self-esteem.

Rey, Extremera and Pena (2011) conducted a study to find the relationship between perceived emotional intelligence, self-esteem and life satisfaction in a sample of 316 Spanish adolescents (179 females and 137 males), ranging in age from 14 to 18. Demographic information was collected, along with data through the use of three self-report measures: the Trait Meta-Mood Scale, the Rosenberg Self-Esteem Scale and the Satisfaction with Life Scale were used. Perceived emotional dimensions, particularly mood clarity and repair, showed positive associations with life satisfaction. Self-esteem also correlated significantly and positively with levels of adolescents' satisfaction with life. The results of structural equation modeling indicated that mood clarity and emotional repair had a significant direct and indirect link (via self-esteem) with life satisfaction in adolescents.

Haq (2011) conducted a study to assess the relationship between Emotional Intelligence and self esteem. Two hundred and forty students and employees (120 male and 120 female) were selected through convenient sampling. The Emotional Intelligence Scale (EIS by Schutte et al., 1998) and the Self-Esteem Rating Scale by W.R. Nugent (1993) were administered on the participants. Emotional intelligence scores were compared with self esteem scores. The Pearson's product moment correlation and t- test were used for statistical analysis. The results showed that emotional intelligence and self esteem were positively correlated and significant. Females were emotionally intelligent than males as $p < 0.05$ and males showed high self esteem than females.

Rational Emotive Behaviour Therapy

Anurekha and Menon (2013) conducted a study on emotional intelligence and rationality quotient in engineering sophomores. From Rathinam Engineering College, Coimbatore, Tamil Nadu, 196 engineering sophomores were screened for emotional intelligence (EQ) and

rationality (RQ) using Case Study Schedule, Emotional Quotient Test and Rationality Quotient Test. Out of them, 62 students (50 male and 12 female) with 'Moderate to Low' EQ and 'Low' RQ were randomly selected. They were in the age range of 17- 20 years. As psychological intervention, Rational Emotive Behaviour Therapy (REBT) was used. Initially, 81% of the students had 'Moderate to Low' EQ and 82% of the sample had 'Low' RQ. After REBT, none of them had 'Low' EQ and only a few had 'Low' RQ. The differences in mean EQ and RQ before and after REBT were statistically significant. The results also showed a negative correlation between EQ and RQ of the students.

Holt and Austad (2013) explore conceptual and methodological similarities between Rational Emotive Behavior Therapy (REBT) and Tibetan Buddhism (TB). The authors examine some of the values and concepts they share. They compare the two systems on a number of issues: philosophical underpinnings, concepts of what causes human psychopathology, techniques to bring about change, outcome expectancies and goals. The purpose of this exploration is to increase awareness of the need for Western psychotherapists to develop a comprehensive science of the mind to help humans overcome difficulties and to live more fulfilling lives.

Kumar (2009) examine the impact of Rational-Emotive Behaviour Therapy on adolescent students with conduct disorder. The Youth Self Report (YSR) was distributed to 1142 students and they were instructed to fill the forms. The sample included 200 students (100 girls and 100 boys), which 100 was taken as control group (50 girls and 50 boys), and other 100 was taken for experimental group (50 girls and 50 boys) from the schools and colleges in Mysore. The intervention program was given on experimental group for 7 sessions, in seven weeks. There were 10 groups, with 10 subjects in each group. The intervention program consisted of Cognitive, Emotive and Behavioural techniques of REBT. Data analysis involved the use of GLM repeated measure of ANOVA to measure the impact of REBT on Conduct Disorder Symptoms of subjects. Significant impacts were found on the reduction of conduct disorder symptoms experienced by subjects. The results revealed that the treatment decreased the symptoms of conduct disorder. The results showed that REBT has a positive impact on conduct disorder and other emotional and behavioural disorders co-morbid with conduct disorder experienced by adolescents.

Gonzalez et al. (2004) examined on rational emotive behavioral therapy (REBT) with children and adolescents. The overall mean weighted effect of REBT was positive and significant. The largest positive mean effect of REBT was on disruptive behaviors. Analyses also revealed the following noteworthy findings: 1) There was no statistical difference between studies identified low or high in internal validity. 2) REBT appeared equally effective for children and adolescents presenting with and without identified problems. 3) Non-mental health professionals produced REBT effects of greater magnitude than their mental health counterparts. 4) The longer the duration of REBT sessions, the greater the impact. 5) Children benefited more from REBT than adolescents.

Based on the research studies reviewed the present study is undertaken to understand emotional intelligence, happiness and self-esteem in orphanage adolescents.

Methodology

Chapter – III

Methodology

“Assessment of Emotional Intelligence and Enhancement of Happiness and Self-Esteem in Orphanage Adolescents’ through REBT” was carried out involving the following steps:

- Objectives
- Research Questions
- Hypothesis
- Area
- Sample
- Tools
- Procedure
- Analysis of data

Objectives

- To assess the level of emotional intelligence, happiness and self-esteem in orphanage adolescents
- To identify the negative emotions in the selected sample
- To ascertain the relationship between Emotional intelligence, happiness and self-esteem in the selected sample
- To study the effect of REBT in enhancing happiness and self-esteem

Research Questions

- What is the level of emotional intelligence, happiness and self-esteem in the sample?
- Do orphanage adolescents experience negative emotions?
- Is there any relationship between emotional intelligence, happiness and self-esteem?
- Does REBT help in enhancing happiness and self-esteem?

Hypotheses

- The emotional intelligence, happiness and self-esteem is high in orphanage adolescents
- There are no negative emotions in the selected sample
- There is no significant relationship between emotional intelligence, happiness and self esteem
- The Rational Emotive Behaviour Therapy is not effective in enhancing happiness and self-esteem

Area

The research was carried out in Anbu Illam, Douglas Children Memorial Home, Jeva Jothi, Mariyalaya, Saranalayam and Seva Nilayam orphanages, Coimbatore. The reasons for selecting this area are as follows:

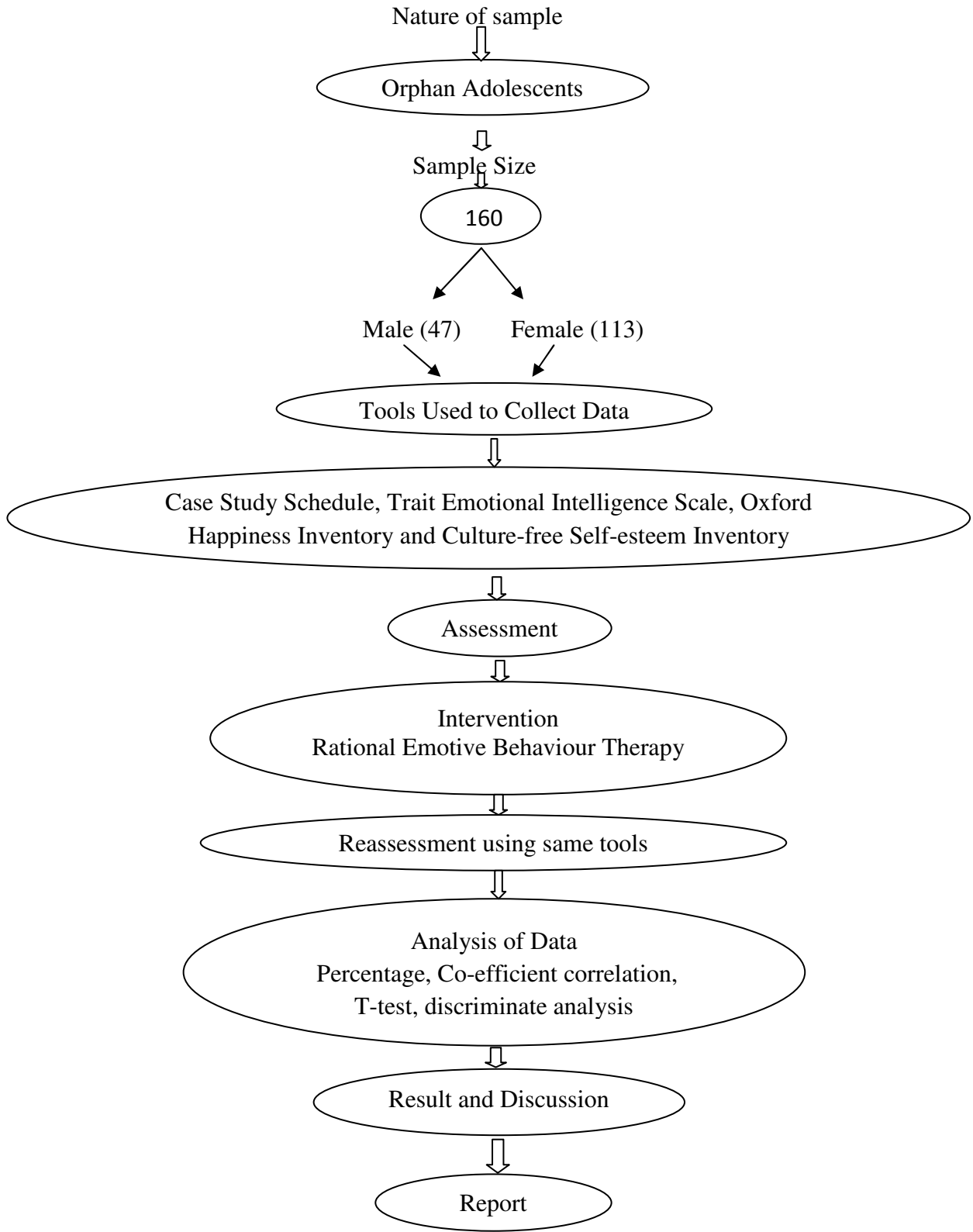
- Availability of sample in the selected area
- Approval and facilities provided by the authorities to carry out the research.
- Willingness and co-operation of the students to be part of the study
- The investigators empathic reactions toward orphanage adolescents

Sample

The sample consisted of 160 orphan adolescents, 40 from Anbu Illam, 11 from Douglas Children Memorial Home, 10 from Jeeva Jothi, 32 from Marialaya, 14 from Saranalayam and 53 from Seva Nilayam. They were in the age range of 13 to 18 years

The study involves human subjects. All procedure described in study were reviewed and approved by the institutional Human Ethics Committee of Avinashilingam University, Coimbatore. The approval number for the same is AUW/IHEC-13-14/XPD-23

Experimental Design



Inclusion Criteria

- Age range between 13-18 years
- Both female and male
- Orphans scoring low on either self-esteem and happiness or both
- Willingness to be assessed and to undergo intervention

Exclusion Criteria

- Age range below 13 and above 18
- Orphans scoring high on self-esteem and happiness
- The subjects who reported previous history of seeking Psychotic help, chronic illness and any other intensive hospitalization

Tools

- Performa evolved by the investigator to elicit personal information from the sample
- Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (2006) constructed by Petrides and Furnham, to assess the level of emotional intelligence among the orphanage adolescents
- Oxford Happiness Questionnaire (1989) constructed by Michael Argyle and Peter Hills, to assess the level of happiness among the sample
- Culture-free Self-esteem inventory (1992) constructed by James Battle, to identify the level of self-esteem among the sample
- For intervention, Albert Ellis' Rational Emotive Behavior Therapy was used
- Case study Re-assessment schedule

Case study schedule was constructed for the sample. The schedule was designed to collect the personal details of the subjects such as name, age, sex, education and negative emotions of the sample.

Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (2006) constructed by Petrides and Furnham, consists of 30 items. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7). The scoring key and norms are provided by the authors. High correlations between the Trait

Emotional Intelligence Scale TEIQue showed validity 0.64 and the reliability score and retest is (varying between 0.71 and 0.91).

Oxford Happiness Questionnaire (1989) constructed by Michael Argyle & Peter Hills, consists of 29 items. There are six possible responses to each statement ranging from “strongly disagree” (1) to “strongly agree” (6). The scoring key and norms are provided by the authors. Concurrent validity was established based on the correlation ($r = 0.73$) and the reliability by test re-test method is 0.73.

Culture-Free Self-esteem inventory (1992) constructed by James Battle, consists of 67 items, followed by two alternatives, “Yes” or “No”. The scoring key and norms are provided by the author. The validity of Culture-Free Self-esteem inventory is 0.72 and the reliability by test re-test method ranged from 0.98 to 0.99.

Rational Emotive Behavior Therapy (REBT) developed by Albert Ellis emphasizes thoughts, but views emotions, behavior and thoughts as intertwined but inseparable, was used as intervention. REBT techniques include:

- Cognitive Methods
 - Disputing Irrational Beliefs
 - Doing Cognitive Homework
 - Changing One’s Language
 - Psycho-educational methods
- Emotive Techniques
 - Rational Emotive Imagery
 - Using Humor
 - Role Playing
 - Shame-Attacking Exercises
 - Use of Force and Vigor
- Behavioral Techniques

Here some techniques of REBT are involved in this research.
Reassessment Schedule is similar like Case Study Schedule.

Procedure

Orphanage adolescents were selected from the Douglas Children Memorial Home, Seva Nilayam, Anbu Illam, Jeva Jothi, Saranalayam, Mariyalaya Orphanage, Coimbatore. Hundred and sixty samples completed the Performa for personal details, the Trait Emotional intelligence scale, Oxford Happiness Questionnaire and culture-free self-esteem inventory.

Treatment

Rational Emotive Behavior Therapy

Therapeutic Techniques

➤ Cognitive Methods

• Disputing Irrational Beliefs:

In this technique, the sample was taught how to understand their own thoughts, emotions and belief. And put on paper five strengths and weaknesses

• Doing Cognitive Homework:

Sample was given homework on cognitive assignments in changing their negative statements into positive statements by using, A-B-C model

• Changing One's Language:

The sample was instructed to monitor their speaking patterns by the way of writing and analyzing the quality of their language.

➤ Emotive Techniques

• Rational Emotive Imagery:

The sample was asked to imagine a worst situation where they experience a disturbed feeling. Then they were trained on how to increase their positive feeling in that particular situation.

• **Role Playing:**

Sample was encouraged to take one situation where they experienced a disturbing emotion and was trained to behave in a similar situation.

• **Shame-Attacking Exercises:**

Sample was made to take one worst situation which affects them most and is trained on how to reduce their negative emotions.

➤ **Behavioral Techniques**

Behavior therapy procedures, especially systematic desensitization and relaxation techniques were used on the sample.

Duration

Rational Emotive Behavior Therapy was given for six sessions on alternate days. The duration of each session was between 30-45 minutes. Individual counseling was an added exercise to the sample

Reassessment

All the subjects were re-assessed after 2 weeks using the Reassessment Schedule.

Research Design

A single test group without control group was used in this study. The emotional intelligence, self-esteem and happiness were measured both before and after Rational Emotive Behavior Therapy.

Time Period I	Treatment	Time Period II
Before treatment Happiness (A) Self-esteem (A)	Rational Emotive Behavior Therapy (REBT)	After treatment Happiness (B) Self-esteem (B)

$$\text{Treatment Effect} = B - A$$

Analysis of Data

The data was analyzed statistically using SPSS16, Percentages paired t-test Pearsons' coefficient of correlation, ANOVA and Regression.

Results and Discussion

Chapter – IV

Results and Discussion

Assessment of emotional intelligence and enhancement of happiness and self-esteem in orphanage adolescences' through REBT was conducted in Anbu Illam, Douglas Children Memorial Home, Jeva Jothi, Mariyalaya, Saranalaya and Seva Nilayam orphanages in Coimbatore, Tamilnadu. Hundred and sixty orphanage adolescence (47 male and 113 female) were selected by purposive sampling. All the subjects were assessed using Performa Schedule, Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF), Oxford Happiness Questionnaire and Culture-free Self-esteem inventory. The age of the sample ranged from 13-18 years.

REBT was given thrice a week for two weeks, after which, the subjects were reassessed using the Re-assessment Schedule, Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF), Oxford Happiness Questionnaire and Culture-free Self-esteem inventory.

The data of the study are analyzed, tabulated and discussed below:

Table – I
Level of Emotional Intelligence of the Sample

N=160

Emotional Intelligence	Male	Number	Percentage	Female	Number	Percentage
Global score	Above Average	27	57	Above Average	50	44
	Average	20	43	Average	61	54
	Below Average	0	0	Below Average	2	2
Adaptability	Above Average	30	64	Above Average	42	37
	Average	17	36	Average	71	63
	Below Average	0	0	Below Average	0	0
Self-motivation	Above Average	36	76	Above Average	89	79
	Average	11	24	Average	23	21
	Below Average	0	0	Below Average	1	1
Well-being	Above Average	0	0	Above Average	0	0
	Average	26	55	Average	59	52
	Below Average	21	45	Below Average	54	48
Self-control	Above Average	0	0	Above Average	0	0
	Average	27	57	Average	44	39
	Below Average	20	43	Below Average	68	61
Emotionality	Above Average	0	0	Above Average	0	0
	Average	44	94	Average	97	84
	Below Average	3	6	Below Average	20	16
Sociability	Above Average	0	0	Above Average	0	0
	Average	30	66	Average	66	58
	Below Average	16	34	Below Average	47	42

Percentages are rounded off

A person's ability to perceive, identify, and manage emotions will help to build stronger relationships, succeed at work, achieve one's career and personal goals, communicate effectively, empathize with others, overcome challenges and defuse conflict (Segal and Smith, 2014).

The trait emotional intelligence questionnaire focuses on key factors of emotional intelligence. They help to indicate an individual's key strength and developmental needs. It is an overall snap shot of an individual's general emotional functioning. It is an index of self-perceived ability to understand process and utilize emotion related information in their everyday life.

Table I indicates the level of emotional intelligence in the sample. At the outset the global or total score of the sample indicate that 57% of male 44% of female have a good emotional intelligence indicating that the orphans are not without emotional strengths while observing. The sample being orphan adolescents the emotion related personality of adaptability and self-motivation indicate that here again they are good with 76% of male and 79% of female are highly self-motivated which naturally facilitates adaptability, with 64% in male while only 37% of female show positive adjustment. The facets and factors of emotional intelligence that signify the characteristic of the individual as observed in the sample indicate that it is discouraging in that all the four facets show an average level with both boys and girls being only average indicating that there are not comfortably in their well-being , self-control, emotionality and sociability although emotionality indicate better levels. Hence the null hypothesis, "There is high level of emotional intelligence in the orphanage adolescents" is accepted.

Figure – I

Level of Emotional Intelligence in Male

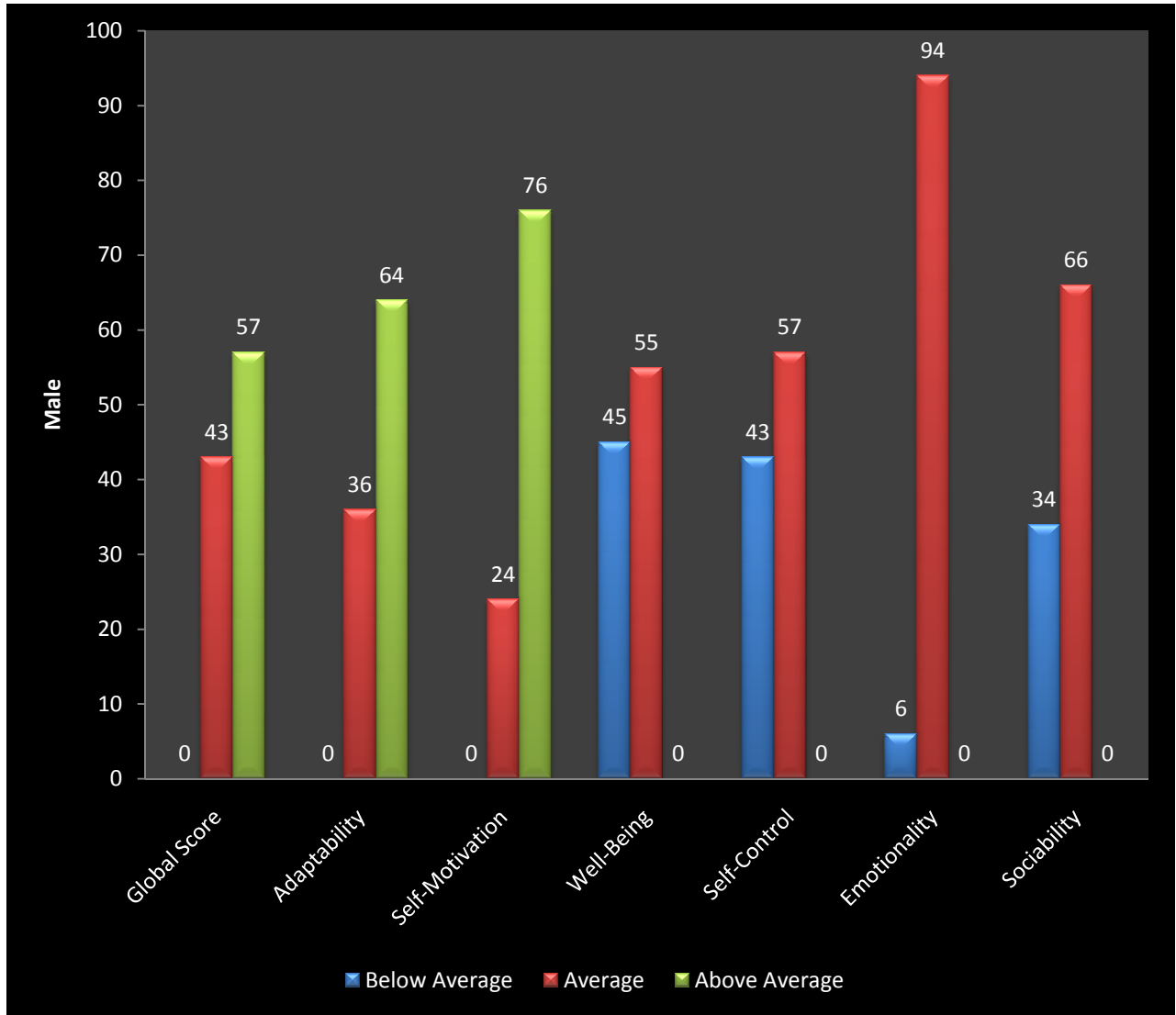


Figure – II
Level of Emotional Intelligence in Female

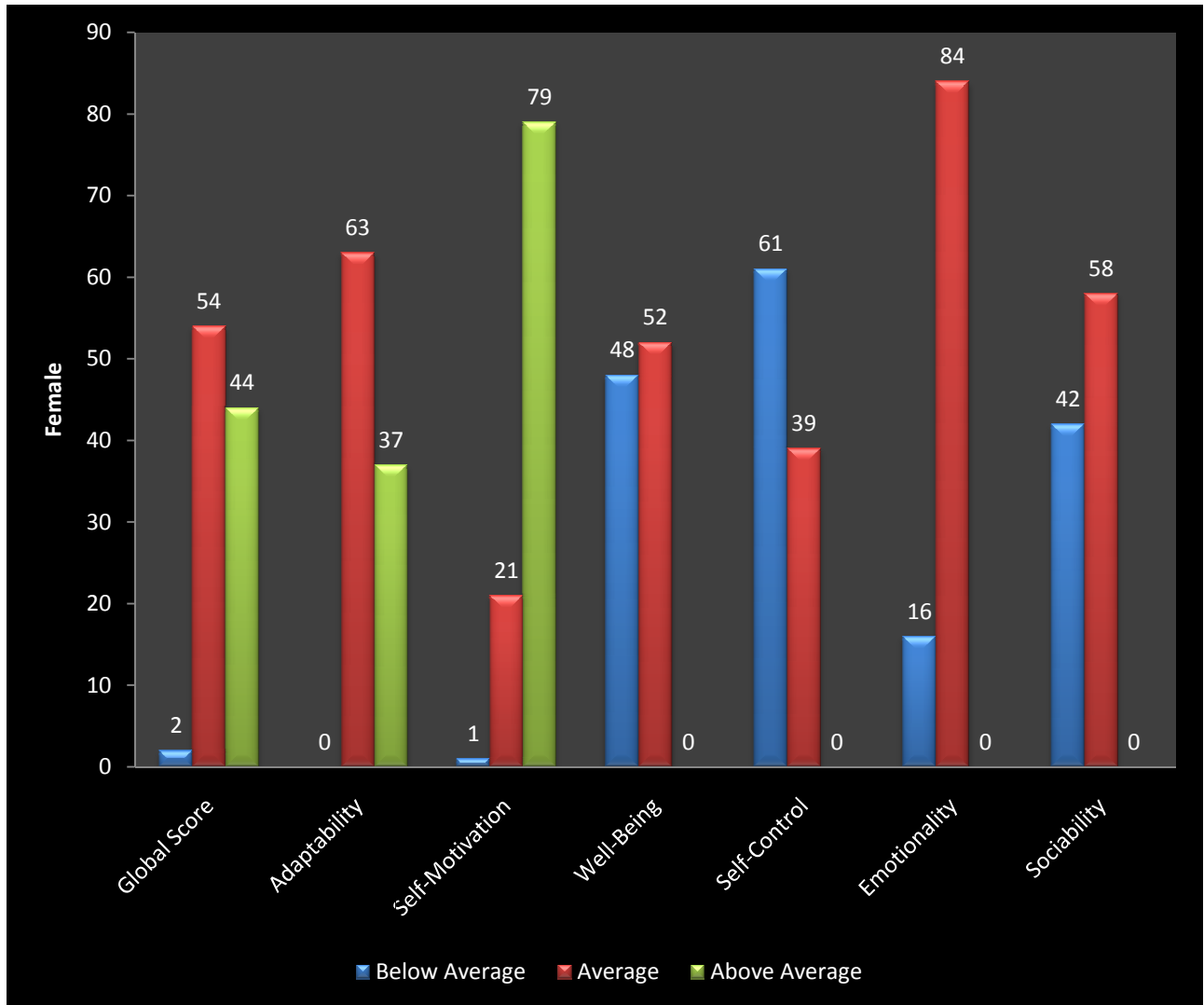


Table – II
Level of Happiness of the Sample

N = 160

Level of Happiness	Number	Percentage
Too Happy (6)	0	0
Very Happy (5-6)	27	17
Rather Happy (4-5)	81	50
Moderately Happy (4)	2	1
Un-Happy (3-4)	48	30
Somewhat Happy (2-3)	2	1
Not Happy (1-2)	2	1
Total	160	100

Percentages are rounded off

The belief that one is part of a Process or Plan that extends beyond one's own needs and aspirations that will have a positive impact on other peoples' lives, and will continue after one's death (Owen, 2001) is termed happiness.

Happiness depends upon how we tend to choose to feel from a variety of emotions such as anguish, contempt, love, or even joy as response to any situation. The conscious choice to feel "HAPPY" relies only on oneself (Upadhyaya, 2012). The secret of happiness perceives a situation or environment in a positive way rather than a negative ways.

Table II shows that initially, majority of the subjects were rather happy (50%) followed by reported unhappy (30%). The sample of the study had low level of happiness because they have lost their parents and they are craving for love, affection and so on. Therefore, the null hypothesis, "There is high level of happiness in the orphanage adolescents" is rejected.

Figure – III
Level of Happiness of the Sample

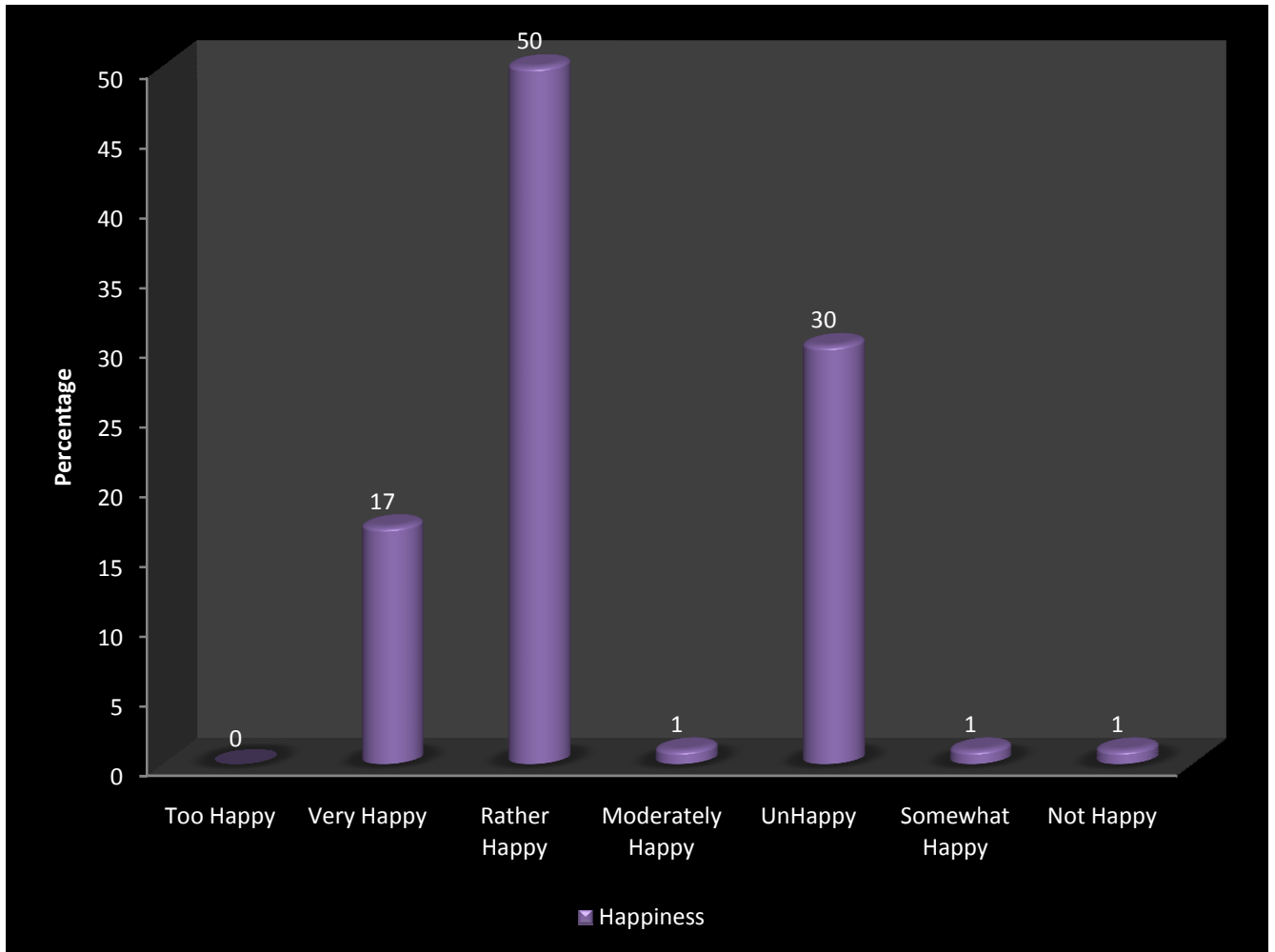


Table – III
Level of Self-Esteem of the Sample

N=160

Level of Self-esteem	Number	Percentage
Very High (17-20)	0	0
High (15-16)	2	1
Above Average (13-14)	5	3
Average (8-12)	88	55
Below Average (6-7)	35	22
Low (4-5)	25	16
Very Low (1-3)	5	3
Total	160	100

Percentages are rounded off

Self-esteem is the feeling of being happy with ones character and abilities. It is a wonderful feeling of inner balance, grounded on self- acceptance and a healthy, comforting self-respect towards self (Ameachi, 2007). According to Twenge (2009) people high in self-esteem claim to be more likeable and attractive, have better relationship and make better impression on others than people with low self-esteem.

Table III reveals that self-esteem which is close to ones heart of perceiving himself or herself as being worthy appears to be mediocre in the sample with 55% of them having average self-esteem. 16% of the sample seems to have low self-esteem which may be attributed to groupism among the orphanage adolescents. Hence the null hypothesis, “self-esteem is high in orphanage adolescents” is rejected.

Figure – IV

Level of Self-Esteem of the Sample

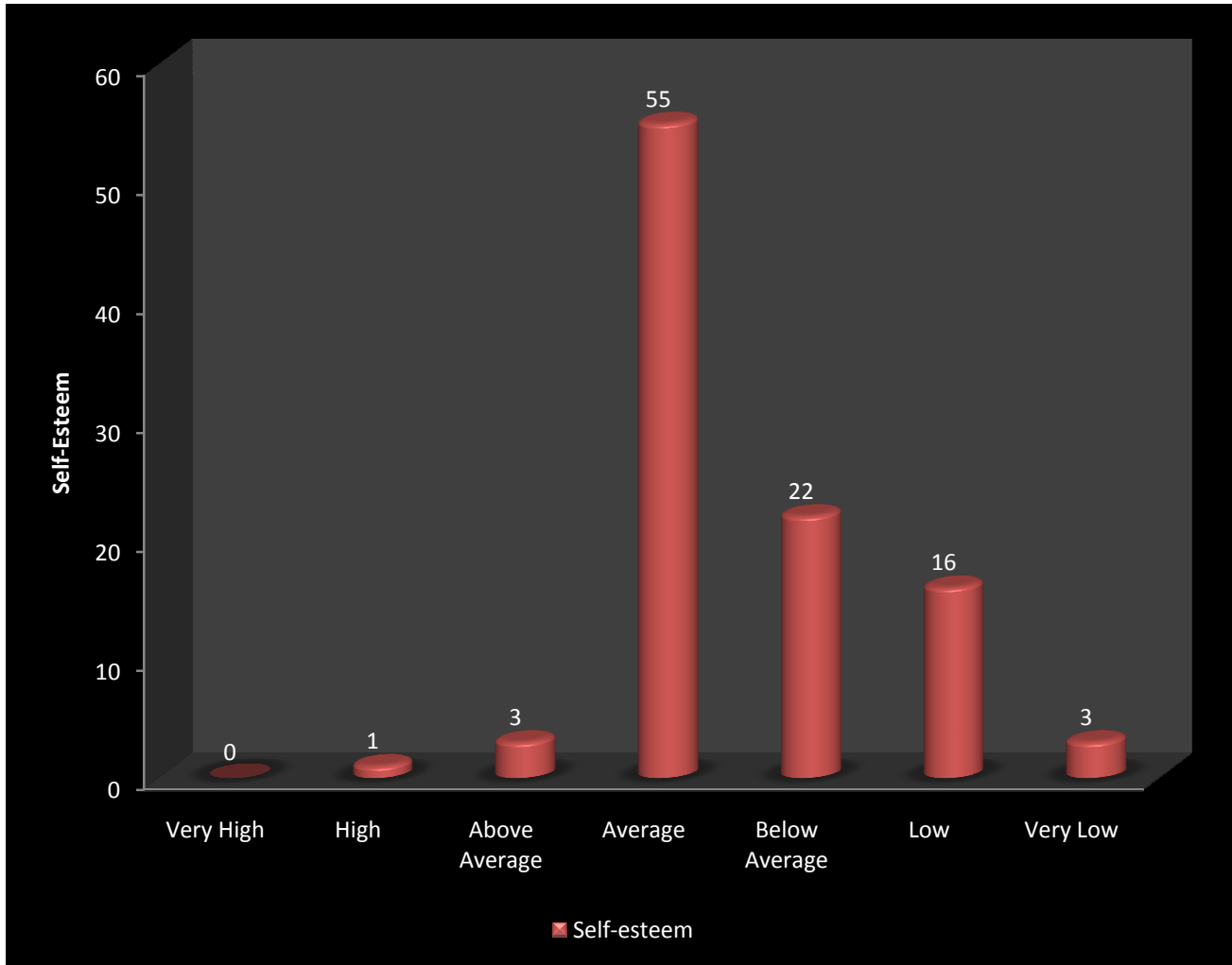


Table – IV
Negative Emotions of the Sample

N = 160

S. No.	Negative Emotions	Number	Percentage
1.	Worry	121	76
2.	Anger	128	80
3.	Fear	102	64
4.	Irritability	31	19
5.	Anxiety	90	56
6.	Hostility	22	14

Percentages are rounded off

Emotions play a vital role in the life of adolescents and understanding the emotional experiences of orphanage adolescents is more negative than positive.

Table IV predictably shows the various negative emotions experienced by the sample. It is observed that many of the samples had high levels of anger (80%), worry (76%), fear (64%) and average level of anxiety (56%) and low level of irritability (19%), and hostility (14%). The negative thoughts and beliefs like “My future is uncertain”, “I cannot face the problem”, etc. might have also led to negative emotions such as worry, anger, fear, irritability, anxiety and hostility. These negative emotions could affect their well-being. It is natural that the orphanage adolescents react in this way due to their psychological setbacks of not receiving the nurturance and love from a natural family. Hence the null hypothesis, “There are no negative emotions in the sample” is rejected.

Figure – V

Negative Emotions of the Sample

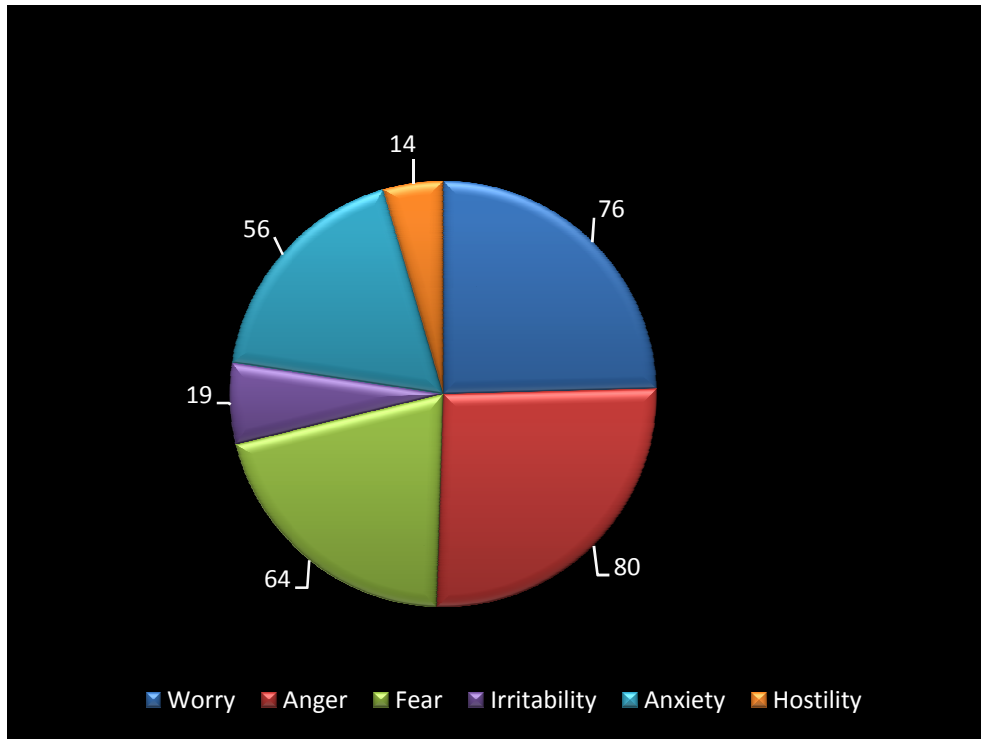


Table –V
Correlation between Emotional Intelligence, Happiness and
Self-Esteem of the Sample

N= 160

Variables	Mean (SD)	Emotional Intelligence	Happiness	Self-esteem
Emotional Intelligence	67.00 (14.54)	-	0.560**	0.476**
Happiness	4.27 (.72)	0.560**	-	0.476**
Self-Esteem	91.64 (12.14)	0.476**	0.476**	-

SD = Standard Deviation

** *Significant at 0.01 level*

Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. Correlation between emotional intelligence, happiness and self-esteem of the sample was calculated by Pearson’s Product Moment Correlation method.

Table V shows the coefficient of correlation as significant at 0.01 levels. Individuals with good emotional intelligence have high happiness, and having high happiness leads to high self-esteem and vice versa. Being unhappy would mean less control over their emotions, resulting in poor self-esteem. The relation between emotional intelligence, happiness and self-esteem of adolescents residing in orphanages show high correlation. The emotional intelligence is highly positively correlated with happiness (0.560) in that with the increases in emotional intelligence there is a clear indication of increase in happiness and in turn self-esteem is positively correlated with happiness (0.476) indicating that one’s self-esteem is based on their sense of self in turn translating to one of happiness. Hence, the null hypothesis, “There is no significant relationship between emotional intelligence, happiness and self esteem of the sample” is rejected.

Table – VI

**Significance of Difference between Mean Emotional Intelligence
Before and After Intervention (REBT)**

N=160

Condition	Mean (SD)	Mean Differences	‘t’
Before	66.97 (14.53)	11.14	11.04**
After	78.11 (7.19)		

SD= Standard Deviation

**Significant at 0.01 level

Emotional intelligence people have self-confidence, self-control, capacity to communicate and ability to co-operate (Johnson, 2009).

Table VI shows the mean difference in emotional intelligence among orphanage adolescents. Before intervention it was above average level (M = 66.97). After intervention there is a significant increase in the level of mean emotional intelligence (M = 78.11). The above t-value shows that it is highly significant at 0.01 level. REBT helped the orphanage adolescents to know about their emotional signals. The main idea of REBT is to help/ facilitate with build the emotional intelligence, so that the adolescents can come out their negative thinking and it also helped them to reason and pave the way to become logical and rational. So the technique role playing was found to be effective to the above samples.

Figure – VI
Significance of Difference between Mean Emotional Intelligence
Before and After Intervention (REBT)

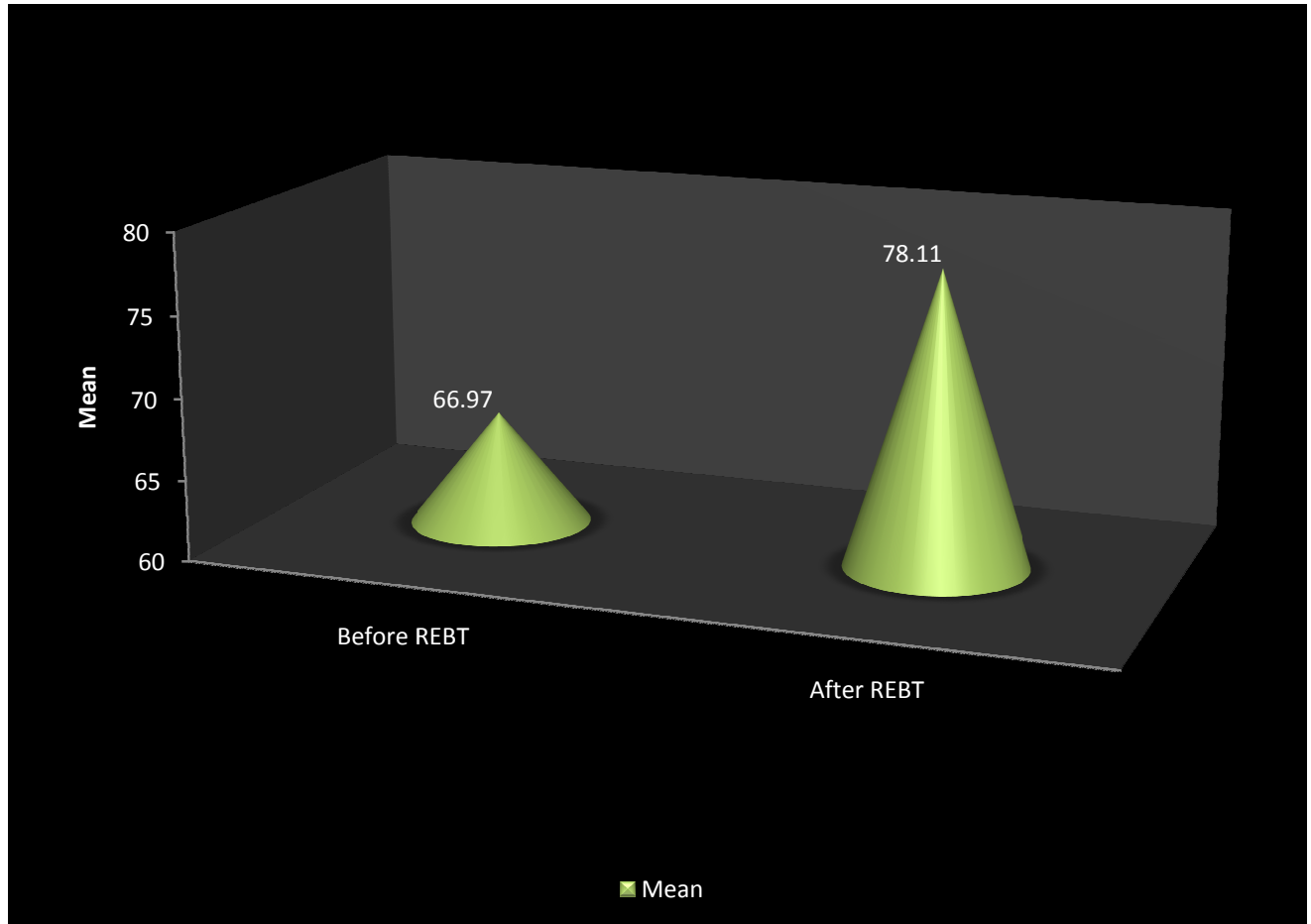


Table – VII
Significance of Difference between Mean Happiness
Before And After Intervention (REBT)

N=160

Condition	Mean (SD)	Mean Differences	't'
Before	4.27 (.71)	0.86	16.34**
After	5.13 (.34)		

SD = Standard Deviation ** *Significant at 0.01 level*

Happiness helps the people to become more compassionate, feeling healthier both physically and emotionally, creative, witty, energetic, fun (Durham, 2012) cheerful and optimistic, believe in oneself and their abilities, self realization and for achievement (Patel et al., 2013).

Table VII shows the mean differences in happiness among orphanage adolescents. Before intervention it was moderate level (M= 4.27). After intervention there is a significant increase in the level of mean happiness (M= 5.13). The t- value of 16.34 is statistically significant at 0.01 levels. This could suggest that orphanage adolescents were able to handle unhappiness better after they underwent REBT. Hence the null hypothesis, “REBT does not help in the enhancement of happiness in the orphanage adolescents” is rejected. REBT helped the sample to change their feeling and behaviour, it will increase their happiness level. So, the technique of relaxation techniques and rational emotive therapy is found to be very effective.

Figure – VII
Significance of Difference between Mean Happiness
Before And After Intervention (REBT)

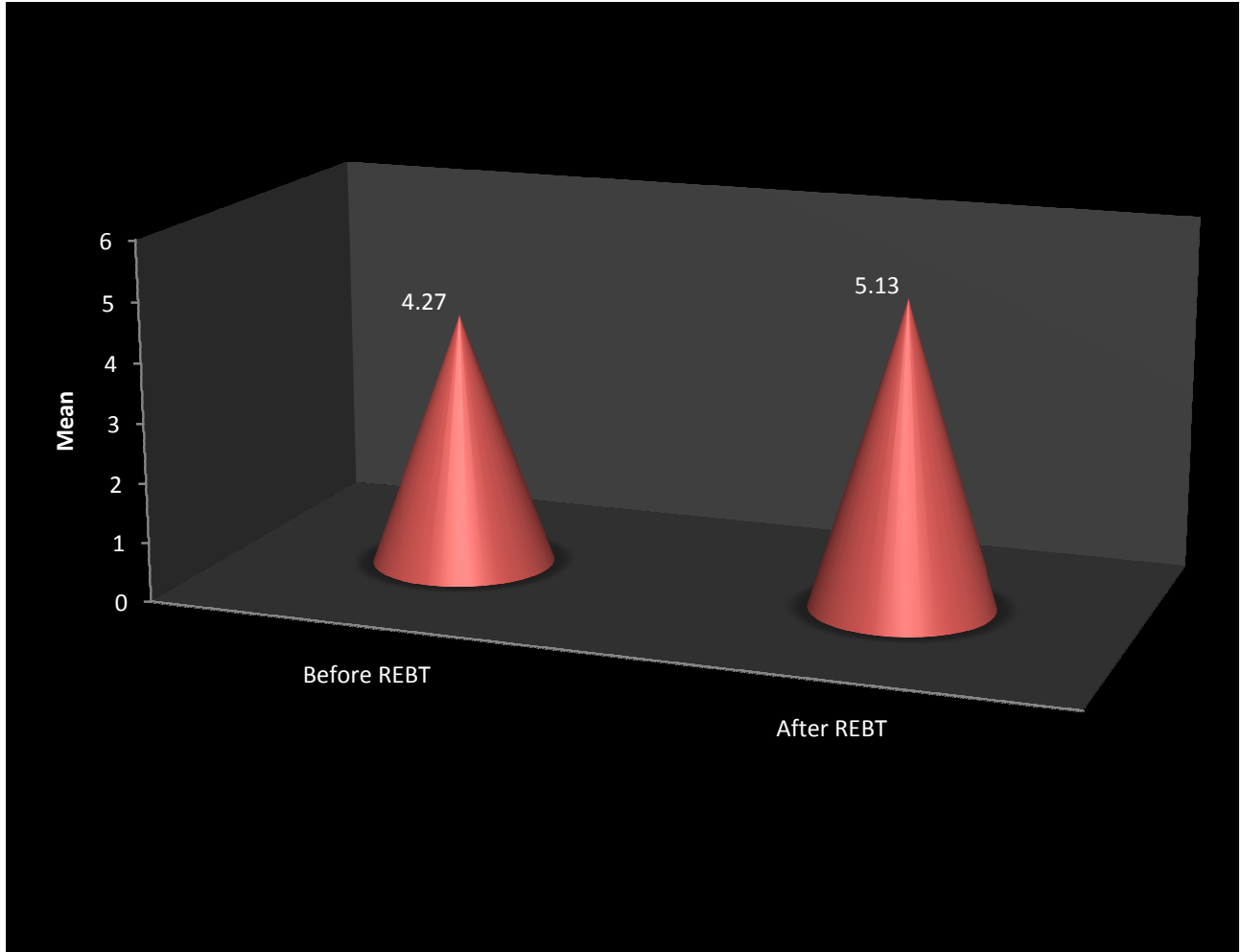


Table – VIII
Significant of Difference between Mean Self-Esteem
Before And After Intervention (REBT)

N=160

Condition	Mean (SD)	Mean difference	‘t’
Before treatment	91.64 (12.15)	11.82	13.65
After treatment	103.46 (6.36)		

SD = Standard Deviation

***Significant at 0.01 level*

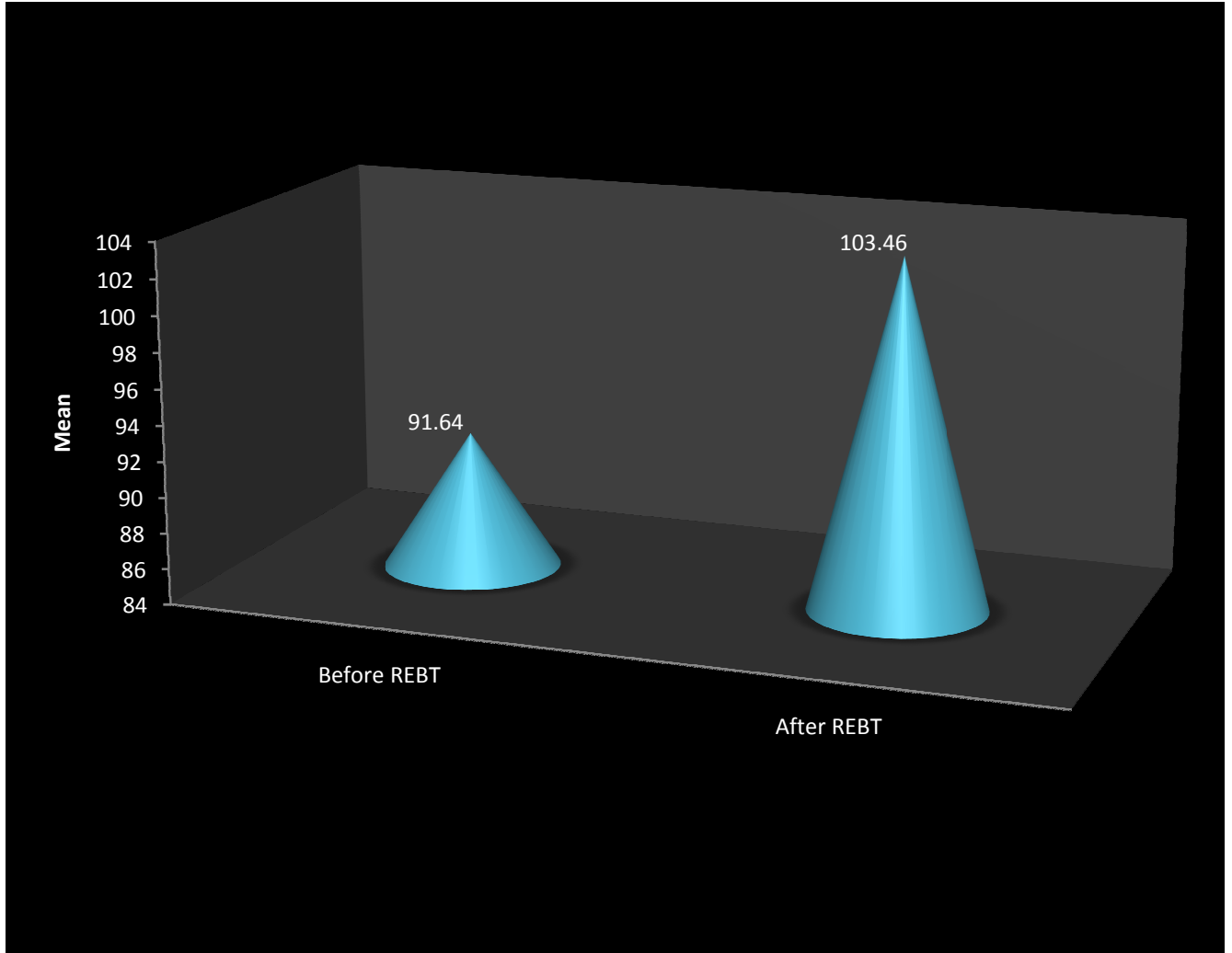
Self-esteem was operationalised as feeling of self-worth or the global evaluation of the self (Bosson and Swann, 2009; Rosenberg, 1965).

Table VIII shows the mean self-esteem level before and after intervention. The self-esteem of orphanage adolescents was average (M= 91.64) and it is enhanced to above average after the intervention (M= 103.46). The mean difference in self-esteem level before and after intervention is clearly revealed from that t value 13.65 being statistically significant at 0.01 level. Hence the null hypothesis, “REBT does not help in the enhancement of self-esteem in the orphanage adolescents” is rejected.

Orphanage adolescents are like puppets in the hands of society. They think that they are not acting upon their free will, but they are dragged by their circumstances. All of their life decisions are influenced by others directly or indirectly. REBT helps the orphanage adolescents to increase their self-esteem.

Nevertheless enhancement of self-esteem from average to above average shows that strategies of REBT like rational emotive therapy have created good results in the samples.

Figure – VIII
Significant of Difference between Mean Self-Esteem
Before And After Intervention (REBT)



Regression of Emotional Intelligence on Happiness.

An attempt was made to examine the interrelation between happiness and emotional intelligence by using regression analysis.

The estimated result is shown in table below:

Table –IX

N=160

Variables	Regression Coefficient	Standard Error	T Value	R²	F-ratio
Constant	2.40	0.22	10.70	0.31	72.00**
Emotional Intelligence	0.02	0.00	8.48		

Source: Estimate based on survey

***Significant at 0.01 percent level*

Dependent variable: Happiness

Furnham and Petrides (2003) which states that emotional intelligence is positive predictor of happiness. Regression analysis is statistical tool for the investigation of relationship between variables. Emotional intelligence was directly related to happiness. A unit increase in emotional intelligence brings out 0.028 unit change in happiness. The parameters estimate was found to be statistically significant at 0.01 level. The R² value of 0.313 reveals that nearly 31 percent of the variation in happiness is due to change in emotional intelligence. The F ratio indicates that the model yet was statistically significant at 0.01 percent level. From regression analysis it is clearly indicate the effects of emotional intelligence on happiness. The orphanage adolescents seems to have a good emotional intelligence which may be attributed to the factors that the orphanages today being maintained well by philanthropists. This in turn has resulted in their happiness although they out on family togetherness.

Regression of Happiness on Self-Esteem

An attempt was made to examine the interrelation between self-esteem and happiness by using regression analysis.

The estimated results are shown in the table:

Table – X

N = 160

Variables	Regression Co-efficient	Standard error	T Value	R²	F-value
Constant	57.52	5.08	11.30	0.22	46.21**
Happiness	7.97	1.17	6.79		

*** Significant at 0.01 percent level*

Dependent variable: Self-esteem

Twenge (2009) stated that self-esteem has a strong relation to happiness. Some researches argue that high self-esteem has been reported to be one of the strongest predictors of well-being (Sheldon et al., 2001). In deed self-esteem is so closely related to happiness that it could be considered as a component of happiness (Argyle, 2001).

Table X reveals that happiness was directly related to self-esteem. A unit increase in happiness causes self-esteem to increase by 7.978 units. The parameters estimate of self-esteem was found to be statistically significant at 0.01 percent level. The R² value of 0.226 implies that nearly 23 percent of the change in self-esteem is due to happiness. The F ratio was statistically significant at 0.01 percent level implying the model fit was good. Hence by improving happiness and self-esteem level of the respondent can be increased.

Table – XI
ANOVA for Happiness and Gender

N = 160

Variables	Source of Variance	Sum of Squares	df	Mean Square	F
Happiness	Between Groups	4.34	1	4.34	8.67**
	Within Groups	79.07	158	0.50	
	Total	83.41	159		

***Significant at 0.01 level*

The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent groups. It may seem odd that the technique is called "Analysis of Variance" rather than "Analysis of Means".

Many studies suggest that there is a relationship between happiness and gender. Veiralima (2011) finds that women are happier than men in general, she finds that there is a good difference between male and female happiness.

Table XI shows the ANOVA for happiness and gender. ANOVA revealed that there is a significant difference in happiness among male and female. This is clear as observed by the 'F' value of 8.67 which indicates a distinguishable difference in the male and female orphanage adolescents. Female are more happy compared to male. Because female are more self-conscious, satisfied with their environment and they have emotional balance, but in male, they are not emotionally stable and they have mood swings, hostility, aggressive behaviour, groupism etc. This causes them to reduce their happiness level compare to female.

Summary and Conclusion

Chapter – V

Summary and Conclusion

“Assessment of Emotional Intelligence and Enhancement of Happiness and Self-Esteem in Orphanage Adolescents’ through REBT” was conducted with the following objectives:

- To assess the level of emotional intelligence, happiness and self-esteem in orphanage adolescents
- To identify the negative emotions in the selected sample
- To ascertain the relationship between Emotional intelligence, happiness and self-esteem in the selected sample.
- To study effect of REBT in enhancing happiness and self-esteem

The research was carried out in Anbu Illam, Douglas Children Memorial Home, Jeva Jothi, Mariyalaya, Saranalayam and Seva Nilayam orphanages, Coimbatore, Tamilnadu. Hundred and sixty orphanage adolescence (47 male and 113 female) were selected by purposive sampling. All the subjects were assessed using Performa Schedule, Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF) (Petrides & Furnham, 2006), Oxford Happiness Questionnaire (Michael Argyle & Peter Hills, 1989) and Culture-free Self-esteem inventory (James Battle, 1992). The age of the sample ranged from 13-18 years. Performa schedule was used to collect the personal details of the subjects such as name, age, sex, education and negative emotions of the sample. Emotional intelligence test was used to assess the level of emotional intelligence, Oxford Happiness Questionnaire was used to assess the level of happiness and Culture-free Self-esteem inventory was used to assess the level of self-esteem.

All the subjects were given psychological intervention called REBT. Albert Ellis’ Rational Emotive Behavior Therapy (REBT) was one of the first cognitive behavior therapies, and today it continues to be a major cognitive behavioral approach. Rational emotive behavior therapy is based on the assumption that human beings are born with a potential for both rational, or “straight,” thinking and irrational, or “crooked,” thinking. REBT focuses on not only a particular presenting problem but also to many other problems in life or future problems they might encounter. It has three types’ namely cognitive, emotive and behavioural techniques.

Six sessions of REBT were given over a period of two weeks with each session last for 30-45 minutes. After two weeks, all the subjects were re-assessed using Re-assessment Schedule, Trait Emotional Intelligence Questionnaire - Short Form (TEIQue-SF), Oxford Happiness Questionnaire and Culture-free Self-esteem inventory. The experimental design used in this research was “Assessment before and after treatment without control group”.

Conclusion

- Initially, majority of the sample reported good emotional intelligence (male 57%) and (female 44%). Therefore, the hypothesis, “There is high level of emotional intelligence in orphanage adolescents” is accepted.
- Before REBT, 50% of the sample reported “Rather Happy” and 30% of the sample reported “Unhappy”. Hence the null hypothesis, “There is high level of happiness in the orphanage adolescents” is rejected.
- Before REBT, 22% of the sample reported “Below Average”, 16% of the sample reported “Low” and 3% of the sample reported “Very Low”. Hence the null hypothesis, “There is high level of happiness in the orphanage adolescents” is rejected.
- The difference in mean emotional intelligence of the sample before and after REBT is statistically significant at 0.01 level.
- The difference in mean happiness of the sample before and after REBT is statistically significant at 0.01 level. Hence the null hypothesis, REBT does not help in the enhancement of happiness in the selected orphanage adolescents” is rejected.
- The difference in mean self-esteem of the sample before and after REBT is statistically significant at 0.01 level. Hence the null hypothesis, REBT does not help in the enhancement of self-esteem in the selected orphanage adolescents” is rejected.
- The negative emotions experienced by the sample were anger (80%), worry (76%), fear (64%), anxiety (56%), irritability (19%), and hostility (14%). The negative emotions of the sample had reduced significantly after REBT. Hence the null hypothesis, “There are no negative emotions of the sample” is rejected.
- The coefficient of correlation between emotional intelligence, happiness and self-esteem is statistically significantly at 0.01 level. Hence, the null hypothesis, “There is

no significant relationship between emotional intelligence, happiness and self esteem of the sample” is rejected.

In short, this action research has thrown light upon the beneficial effects of REBT in the enhancement of happiness and self-esteem in the selected orphanage adolescents. Further, they were also helped to manage their negative emotions and develop positive attitude towards self, others and life.

Limitation

- The data collection was done only in a small region of Coimbatore and the result may vary in the other parts of country.
- Review of literature pertaining to the present study was limited.

Recommendations

- Psychologists who are trained in REBT can be appointed in all orphanages provide counselling to the needed orphanage adolescents.
- Workshops on Emotional Intelligence, Happiness and Self-Esteem involving REBT can be conducted in orphanages for the benefits of the orphanage adolescents.

Suggestion for Further Research

- Finding of the current research might lead researches to explore new dimensions of Emotional Intelligence, Happiness and Self-Esteem in future.
- The research might be expanded to the diversified and cross- cultural samples from different cities and provinces in India as well as internationally for comparison purposes.
- Researches can be conducted involving REBT and other variables like well-being, spiritual intelligence and social intelligence among adolescents.

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Annexures

Annexures

Performa schedule

Name :

Age :

Gender :

Education :

Use of leisure time :

Vegetarian/Non-Vegetarian :

Indicate the health habits you follow frequently: walking / exercise / yoga / meditation / diet / any other specify

Academic performance : Low / Average / High

Attitude to self : Positive/Negative

Attitude to others : Positive/Negative

Negative emotions experienced frequently: Worry / Anger / Fear / Irrability / Anxiety / hostility / any other specify

Any Medical and Mental Illness: Yes/No

If yes,

Under Medication : Yes/ No

Treatment undertaken: Allopathy / Homeopathy / Ayurveda / Siddha.

Trait Emotional Intelligence Questionnaire – Short Form

Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1.	Expressing my emotions with words is not a problem for me.
2.	I often find it difficult to see things from another person’s viewpoint.
3.	On the whole, I’m a highly motivated person.
4.	I usually find it difficult to regulate my emotions.
5.	I generally don’t find life enjoyable.
6.	I can deal effectively with people.
7.	I tend to change my mind frequently.
8.	Many times, I can’t figure out what emotion I’m feeling.
9.	I feel that I have a number of good qualities.
10.	I often find it difficult to stand up for my rights.
11.	I’m usually able to influence the way other people feel.
12.	On the whole, I have a gloomy perspective on most things.
13.	Those close to me often complain that I don’t treat them right.
14.	I often find it difficult to adjust my life according to the circumstances.
15.	On the whole, I’m able to deal with stress.
16.	I often find it difficult to show my affection to those close to me.
17.	I’m normally able to “get into someone’s shoes” and experience their emotions.
18.	I normally find it difficult to keep myself motivated.
19.	I’m usually able to find ways to control my emotions when I want to.
20.	On the whole, I’m pleased with my life.
21.	I would describe myself as a good negotiator.
22.	I tend to get involved in things I later wish I could get out of.
23.	I often pause and think about my feelings.
24.	I believe I’m full of personal strengths.
25.	I tend to “back down” even if I know I’m right.
26.	I don’t seem to have any power at all over other people’s feelings.
27.	I generally believe that things will work out fine in my life.
28.	I find it difficult to bond well even with those close to me.
29.	Generally, I’m able to adapt to new environments.
30.	Others admire me for being relaxed.

Oxford Happiness Questionnaire

Please read the statements carefully, don't take too long over individual questions; there are no "right" or "wrong" answers. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

1.	I don't feel particularly pleased with the way I am.
2.	I am intensely interested in other people.
3.	I feel that life is very rewarding.
4.	I have very warm feelings towards almost everyone.
5.	I rarely wake up feeling rested.
6.	I am not particularly optimistic about the future.
7.	I find most things amusing.
8.	I am always committed and involved.
9.	Life is good.
10.	I do not think that the world is a good place.
11.	I laugh a lot.
12.	I am well satisfied about everything in my life.
13.	I don't think I look attractive.
14.	There is a gap between what I would like to do and what I have done.
15.	I am very happy.
16.	I find beauty in some things.
17.	I always have a cheerful effect on others.
18.	I can fit in (find time for) everything I want to.
19.	I feel that I am not especially in control of my life.
20.	I feel able to take anything on.
21.	I feel fully mentally alert.
22.	I often experience joy and elation.
23.	I don't find it easy to make decisions.
24.	I don't have a particular sense of meaning and purpose in my life.
25.	I feel I have a great deal of energy.
26.	I usually have a good influence on events.
27.	I don't have fun with other people.
28.	I don't feel particularly healthy.
29.	I don't have particularly happy memories of the past.

Culture-free self-esteem inventory

Instructions: Read each statement and mark the circle or square to respond yes or no.

1. Do you have only a few friends?
2. Are you happy most of the time?
3. Are you comfortable telling your parents about your problems?
4. Can you do things as well as others?
5. Do you like everyone you know?
6. Do you spend most of your free time alone?
7. Do you trust your family?
8. Do most people like you?
9. Do you often feel like quitting school?
10. Have you ever taken anything that didn't belong to you?
11. Are you as intelligent as most people?
12. Do you argue often with your family?
13. Do you feel you are as important as most people?
14. Are you easily depressed?
15. Are you satisfied with your schoolwork?
16. Do you feel like you have enough freedom at home?
17. Would you change many things about yourself if you could?
18. Do you always tell the truth?
19. Do you have a good relationship with your mother?
20. Are you as nice looking as most people?
21. Do you usually quit when your schoolwork is too hard?
22. Are you usually tense or anxious?
23. Do you gossip at times?

24. Do you often feel that you are no good at all?
25. Are you as strong and healthy as most people are?
26. Do you enjoy learning?
27. Do you have a good relationship with your father?
28. Is it difficult for you to express your views and feelings?
29. Do you ever get angry?
30. Do you often feel ashamed of yourself?
31. Are you pretty good about doing homework on time?
32. Are other people generally more successful than you are?
33. Are you doing as well in school as you would like to do?
34. Do you feel uneasy most of the time without knowing why?
35. Do you feel that you are as happy as other are?
36. Are you ever shy?
37. Are you a failure?
38. Are you popular with other people your age?
39. Is it hard for you to meet new people?
40. Do you ever lie?
41. Are you often upset about something?
42. Do most people respect your views?
43. Are people your age smarter than you are?
44. Are you uncomfortable in groups of people?
45. Do you worry more than most people do?
46. Are you as happy as most people?
47. Do the people in your family have quick tempers?
48. Are you ever sad?

49. Is it hard for you to find the energy to do things?
50. Do you feel as though your friends have a lot of confidence in you?
51. Do you feel that you are not good enough?
52. Do your parents understand how you feel?
53. Are you doing the best schoolwork that you can?
54. Do people like your ideas?
55. Do your parents think you are a failure?
56. Is it hard for you to give yourself credit when you do a good job?
57. Do you have trouble talking to other people?
58. Are you a failure at school?
59. Do your parents love you?
60. Are you proud of your schoolwork?
61. Do you often get upset when you are at home?
62. Are you a hard worker at school?
63. Do you find it hard to make up your mind and stick to it?
64. Do you like yourself very much?
65. Do you have friends you can confide in?
66. In school, do you do as little work as you can get with?
67. Do you feel as though your family trusts you?