

## Impact of Emotional Intelligence and Self-concept on Interpersonal Relationship among Adolescent Orphans

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**Abstract:** The present study aimed to find out the impact of emotional intelligence and self-concept on interpersonal relationships among orphans in adolescence. Participants (N = 150) were selected in the study which comprised of males (n=78) and females (n=72). Their age range was from 13 years to 19 years. A cross-sectional survey research design was implied in the study, and data was collected through a purposive sampling technique. Brief Emotional Intelligence-10 (Davies et.al., 2010), Self-concept Questionnaires-18 (Dolejš, M., et.al 2023), and Functional ideo-graphic assessment template-32 (Darrow et al., 2014) were used. Results showed that Emotional Intelligence and Self-concept are positively correlated with Interpersonal relationships. Moreover, Emotional Intelligence and self-concept predicted 8% of Interpersonal relationships. Results illustrated that men scored higher on emotional intelligence and self-concept while females were better on interpersonal relationships. Moreover, age difference was also examined among all study variables. The results also demonstrated significant differences in orphan status among maternal, paternal, and double orphans on Emotional intelligence. The findings of this study revealed that the three variables Emotional Intelligence, Self-concept, and Interpersonal relationships are positively correlated. Gender, age, and Orphan's status significantly impact emotional intelligence, self-concept, and interpersonal relationships.

**Key Words:** Emotional Intelligence, Self-concept, Interpersonal Relationships, Orphan, Adolescence

### Introduction

Orphans are children who have lost one or both of their parents due to different circumstances, such as death, abandonment, or the failure of parents to provide care. The word "orphans" means children with no biological parents, as well as those who have been isolated from their parents. These children are living in foster care and institutional care settings. Orphans may face many unique challenges related to their emotional well-being, social integration, and development, as they lack the love and support which is provided by parental figures. Orphans are included in the vulnerable population. They may face many challenges due to the loss or absence of parents and lack of family figures. These challenges may impact their emotional intelligence, self-concept, and interpersonal relationships.

Emotional intelligence (EI) is a psychological construct that has generated significant attention in the field of psychology and has been recognized as an essential factor in human development and well-being (Mayer et al., 2004), who defined it as "the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions". Emotional intelligence includes several components that focus on individuals' emotional functioning and interpersonal skills. Studies such as Goleman, 2006; Mayer & Salovey 2004, explored that these components include the ability to perceive and understand emotions in oneself and others, the skill to

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regulate and manage one's emotions effectively, and the capacity to utilize emotional information in decision-making and problem-solving.

Self-concept is an individual's belief about himself or herself and the perception that we have of ourselves. Self-concept, also known as self-identity or self-perception, is a fundamental construct in psychology that encompasses an individual's beliefs, attitudes, and perceptions about his or her competencies across various domains (Harter, 2012). It focuses on an individual's understanding of who they are, including their abilities, characteristics, values, and roles within various social contexts. Self-concept plays an important role in shaping thoughts, feelings, behaviors of individuals, and interactions with others, making it a crucial factor in constructing and maintaining their psychological well-being.

Interpersonal relationships play an important role in human life which includes social connections, support systems, and emotional well-being. These components focus on the interactions, connections, and individual bonds with others, including friends, family members, romantic partners, and peers. Interpersonal relationships have a great impact on individuals' 4 psychological and emotional development, making them an essential area of study in the field of psychology. Interpersonal relationships are recurrent interactions between two or more people (Regan, 2011). Interpersonal relationships refer to the mutual understanding connection between two or more people that may be expressed as friendship, acquaintanceship, or romantic involvement (Duck, 2007). Having and maintaining social connections is the basic evolutionary need of humans (Cacioppo & Patrick, 2008).

A study was conducted on the Emotional Intelligence of adolescents in relation to self-concept (Koneri, 2010). This study was conducted on 800 students studying in X standard of Bangalore Urban and rural schools using a random sampling technique. The result indicated that there is a significant relationship between self-concept and emotional intelligence of adolescents.

Several studies have discovered that emotional intelligence is positively related to interpersonal relationships (Brackett et al., 2004; Lopes et al., 2005). Having good emotional intelligence skills like knowing yourself, understanding other people's feelings, and being able to communicate well can help you solve problems, get along with others, and have empathy for people who are upset. These abilities are important for creating and keeping good relationships with other people. Research on Interpersonal emotional regulation and Emotional intelligence analyzed that people with high emotional intelligence are able to control their emotions in social situations which leads to better outcomes for relationship satisfaction (Roy, 2023)

Murk in 2006 found that self-concept plays an important role in interpersonal relationships. Research suggests that individuals having a positive self-concept tend to have higher self-esteem and are more likely to engage in healthier and better relationships with others. Social relationships such as friendship quality also contribute to the development of emotions, and social skills while improving overall well-being (Berndt, 2002).

Individuals with positive self-concepts tend to have higher levels of self-assurance and are proactively involved in social behaviors, which can increase their attractiveness to others (Swann et al., 2007). Individuals who have high self-esteem are more likely to enter relationships and have more satisfying romantic relationships compared to those with low self-esteem (Murray et al., 2000).

Demographic variables also impact emotional intelligence, self-concept, and interpersonal relationships among orphans such as Gender, Age, and Orphan status. For Example, a study on Emotional Intelligence and Gender differences investigates emotional intelligence among males and females (Ahmed & Bangash, 2009). This study was conducted on 160 subjects which were categorized into two groups (80=males, 80=females) through snowball sampling technique. Emotional Quotient Inventory (EQI) was used to find the level of emotional intelligence. The results showed the Gender difference in emotional intelligence which reveals that Males have high emotional intelligence as compared to females.

In 2014, Gupta found that gender influences the self-concept and also concluded that boys have higher self-concept levels than girls. A study on gender differences in the self-concept of preadolescent children revealed that boys exhibit a higher self-concept than girls in almost all areas (Hergovich et al., 2004).



Dunn (2002) claimed that females show better compassion, social responsibility, and interpersonal relationships than males. Interpersonal relationships can be impacted by social support networks' size and quality. According to Cohen (2004), women's interpersonal relationships may benefit from having more extensive or resilient social support networks. Effective interpersonal interactions require both the capacity to build meaningful connections and a sense of social support. Along the same line, Herrera (2020) also found that there was a significant gender difference in self-concept and emotional intelligence especially in interpersonal relationships & stress management. Girls score higher for academic self-concept while boys score higher for emotional self-concept. He also uncovered that girls are better at the interpersonal scale of emotional intelligence which shows empathy, responsibility, and interpersonal relationships. Meanwhile, boys were better in stress tolerance and impulse control, reality testing, flexibility, & problem-solving which contributed to adaptability.

Research suggests that age can have an influence on emotional intelligence, self-concept, and interpersonal relationships during adolescence. As adolescents go through the developmental stage, they experience significant physical, cognitive, and socio-emotional changes, which can impact their emotional intelligence, self-concept, and interpersonal relationship skills. For example, in a study, it was found that emotional intelligence tends to increase with age during adolescence (Megías-Robles, 2024). The study assessed emotional intelligence using the Trait Meta-Mood Scale (TMMS) and found that older adolescents showed higher levels of emotional intelligence compared to younger adolescents.

Regarding self-concept, research demonstrated that self-concept becomes more differentiated and organized with age during adolescence (Harter, 1999). As adolescents develop a better understanding of themselves and their abilities, their self-concept becomes more complex and plays a role in shaping their interpersonal relationships.

Furthermore, in a study conducted by Falci (2011), it was found that as adolescents progress through the developmental stage, they gain a better understanding of their self-concept and can form more meaningful interpersonal relationships with others. This suggests that age is a significant factor in the development of self-concept and its impact on interpersonal relationships.

Orphan status also impacts emotional intelligence, self-concept, and interpersonal relationships. Research by Abolghasemi A., & Ejei, J. (2014) suggested that paternal orphans due to the absence of a father figure orphans face emotional challenges that affect their emotional intelligence because the father plays a vital role in emotional development. On the other hand, maternal orphans experience emotional challenges differently. A study by Arslan (2014) suggested that children had lower emotional intelligence and high levels of emotional distress due to the loss of their mother. Double orphans' loss of their both parents can affect their emotional intelligence. Research conducted by Cyndrella, 2024 states that emotional intelligence and resilience were poor among orphanage children.

Research conducted by Khan, (2023) illustrated that emotional intelligence mediates the relationship of psychological maladjustment and attachment style among orphans. Paternal orphans also face challenges in forming positive self-concepts due to the loss of a father figure. A study by Alvarez, (2015) found that parental involvement is crucial for developing self-concept among adolescents. A study conducted by Cyndrella et al., 2024 explored that the parents' living status (such as one alive, only mother, only father) of orphans is significantly associated with emotional intelligence. Fera et al., 2021 explored that orphans have low self-concepts in physical, social cognitive, emotional, and moral aspects.

The absence of a paternal figure, maternal figure, and both figures affect interpersonal relationships. Due to the loss of father children face difficulty in forming healthy relationships. Mansoer, 2019 found that resilience acts as a mediator between the relationship of attachment with the father and delinquent behavior. Maternal orphans also face difficulty in forming healthy relationships. A study by Shekhawat, 2023 suggested that the period of stay at an orphanage, self-esteem, and emotion regulation are the strongest predictors of well-being among orphans.

The role of a substitute caregiver can also impact emotional intelligence, self-concept, and interpersonal relationships among orphans. Orphan reported that they feel satisfied with their current living situations and feel safe in their substitute home. They show a positive relationship with their substitute caregivers. Orphanage play a crucial role in providing care, and formal and non-formal

education to foster development among children who are abandoned. Despite providing such facilities they are still lacking in resolving identity issues (Yayang, 2023).

Gender, Age, and orphan status can have an impact on emotional intelligence, self-concept, and interpersonal relationships in adolescents. Overall, the literature suggests that emotional intelligence and self-concept play a significant role in interpersonal relationships. Developing emotional intelligence skills may be an effective way to improve the overall well-being of orphaned children. Literature also suggests that demographic variables such as gender influence emotional intelligence, self-concept, and Interpersonal relationships.

### **Rationale of the Study**

This research study aims to identify the role of demographic variables on EI, Self-concept, and Interpersonal relationships which give insight to understand challenges faced by orphans measured through demographic variables. These demographic variables have already been studied in orphans by Ahmed & Bangash (2009), and Meshkat & Nejati, (2017) in context with different variables. Instead of a growing body of literature on emotional intelligence, there is limited research that focuses on the role of emotional intelligence, self-concept, and interpersonal relationships among orphaned adolescents. This research gap suggests further exploration of these variables within the specific context of orphaned adolescents, considering their unique challenges and circumstances. For example, a study by Parker et.al. (2004) discussed the importance of emotional & social competence in transitioning from college to university. In parallel with this Shah, (2023) examined self-concept, and social support are related to motivational learning among orphan adolescents. By considering this gap, the findings of this study can contribute to the existing knowledge base and inform the development of targeted programs to enhance emotional intelligence, foster positive self-concept, and promote healthy interpersonal relationships among orphaned adolescents. By examining these variables within the context of orphaned adolescents, we hope to give valuable insights that can help practitioners, policymakers, and caregivers in their efforts to enhance the psycho-social well-being of this vulnerable population. By examining the emotional intelligence of orphans, we hope to give insight into how emotional intelligence can act as a protective factor for the development of healthy interpersonal relationships. Understanding the self-concept and interpersonal relationships of orphaned adolescents will help to understand how their experience of being an orphan may shape their self-perception, and self-image and also social connections and help orphan adolescents to form positive and meaningful connections with peers, caregivers, and other individuals in their lives. It is crucial for understanding their psychological well-being, social integration, and overall development. These orphans' adolescents may face unique challenges and vulnerabilities. This research focuses on the unique experiences and challenges faced by orphaned adolescents and investigates how emotional intelligence and self-concept contribute to their interpersonal relationships.

### **Methods**

#### **Objectives of the study**

1. To determine the impact of emotional intelligence and self-concept on interpersonal relationships among orphan adolescents.
2. To examine the demographic differences (age, gender, orphan status, & place of living) in study variables such as emotional intelligence, self-concept, & interpersonal relationships.

#### **Hypothesis**

- H1: There will be a significant positive relationship between emotional, intelligence, self-concept, and interpersonal relationships among orphan adolescents.
- H2: Emotional Intelligence and Self-Concept will have a significant impact on the interpersonal relationships of Orphan adolescents.
- H3: Demographic variables such as age, gender, orphan status, and place of living will have a significant impact on Emotional Intelligence, Self-Concept, and Interpersonal relationships.



## Participants

The sample consisted of 150 ( $m=78$ ,  $f=72$ ) orphan adolescents with an age range of 14–19, from different cities of Pakistan. A cross-sectional survey method design was used to collect the data with the help of standardized self-report measures.

## Instruments

The instrument used to find the relationship between emotional intelligence, self-concept, and interpersonal relationships was; the Brief Emotional Intelligence Scale (BEIS) which is the measure of emotional intelligence (Davies et.al., 2010). BEIS-10 comprised of five factors including utilization of emotions, own emotions, regulation of own emotions, and regulation of others' emotions. The second scale was Self-Concept Questionnaire (SCQ-18) for self-concept (Dolejš, M., et.al 2023) which provides information on social adaptability, physical appearance, and popularity in groups, etc that have a significant influence on an individual's self-concept. Lastly, the measuring instrument is the Functional ideo-graphic assessment template Questionnaire (FIAT-Q-SF) that measures interpersonal relationships (Darrow et al., 2014).

## Procedure

In addition to these scales, a self-report demographic sheet was also administered. As data was collected through self-report measures so informed consent was obtained from each participant and confidentiality was assured. Pearson correlation, independent sample t-test linear regression, and ANOVA were done for analysis.

## Results

Pearson correlation, independent sample t-test, and linear regression were applied through a statistical package for social sciences (SPSS, 21). Table 1 shows the data distribution for demographic variables.

**Table 1**

*Frequency and Percentage of Demographic Variables (N=150)*

Demographic variable	F	%
<b>Gender</b>		
Male	78	52.0%
Female	72	48.0%
<b>Age of Participants</b>		
14-16	77	51.3%
17-19	73	48.7%
<b>Orphan Status</b>		
Maternal Orphans	33	22.0%
Paternal Orphans	61	40.7%
Double Orphans	56	37.3%
<b>Living in Orphanage</b>		
Yes	88	58.7%
No	62	41.3%
<b>Duration of stay in Orphanage</b>		
Nil	60	40.0%
More than 2 years	90	60.0%
Less than 2 years	0	0%

Note. F = Frequency, % = Percentage.

**Table 2**

*Psychometric Properties of the Scales of the Study (N=150)*

Scales	$\alpha$	M	SD	Range		Skew	Kur
				Potential	Actual		
BEIS-10	.82	33.55	6.68	10-60	15-50	-.03	.43
SCQ-18	.79	48.38	7.55	18-72	30-65	.08	-.36
FIATQ-SF	.92	120.32	25.89	32-192	59-180	.03	.48



Note. k = No of items,  $\alpha$  = Alpha Reliability, M= Mean, SD= Standard Deviation, Skew = Skewness, Kurt = Kurtosis. BEIS= brief emotional Intelligence scale. SCQ= self-concept questionnaire, FIATQ= Functional Ideographic Assessment Template Questionnaire

The table illustrates the number of items, reliability coefficients, and sample normality. The Alpha reliability values were; .82 for the Brief emotional intelligence scale, .79 for the Self-concept questionnaire, and for the Functional ideographic assessment template questionnaire it was .92. The values for skewness and kurtosis were between the standardized values (-1 to +1), which shows that the data is normally distributed.

**Table 3**

Pearson Correlation between all Study Variables (N=150)

Variables	1	2	3
Emotional Intelligence			
Self-concept	.642**		
Interpersonal relationships	.250**	.269**	

Note. \* $p < .05$ . \*\* $p < .01$ .

Table 3 illustrates the correlational analysis between study variables. The results showed that Emotional Intelligence has a significant positive relation with Self-concept ( $r=.642^{**}$ ,  $p<.01$ ) and Interpersonal relationships ( $r=.250^{**}$ ,  $p<.01$ ). Self-concept has a significant positive correlation with Interpersonal relationships ( $r=.269^{**}$ ,  $p<.01$ ).

**Table 4**

Regression Analysis of Emotional Intelligence and Self-Concept on Interpersonal Relationships (N = 150)

Predictor	B	B	SE	R <sup>2</sup>	F
Intercept	72.68		13.46		
Emotional Intelligence (EI)	.511	.132	.398		
Self-Concept (SCQ)	.631	.184	.353	.083**	6.611

Note. Note: b= Unstandardized Coefficient, B= Standardized Coefficient, SE= Standard Error, R<sup>2</sup>=Correlation square,  $p<.01^{**}$

Table 4 shows that Emotional Intelligence and Self-concept significantly predict Interpersonal relationships  $R^2=.083$ ,  $F(6.611)$ ,  $p=.002$

**Table 5**

Gender differences on emotional intelligence, self-concept, and interpersonal relationships. (N=150)

Variables	Gender				t-value	Sig.	95% CI	
	Male		Female				LL	UL
	M	SD	M	SD				
Emotional Intelligence (EI)	36.36	5.95	30.5	6.11	5.947	.000	3.912	7.806
Self-Concept (SC)	50.78	7.27	45.8	7.02	4.283	.000	2.695	7.313
Interpersonal Relationships (IR)	114.4	20.6	126.7	29.4	-2.982	.003	-20.43	-4.144

Note: M=mean; SD=Standard Deviation; CI= Confidence Interval; LL=Lower Limit; UL=Upper Limit

Table 5 shows the difference between males and females having emotional intelligence, self-concept, and interpersonal relationships among orphans. There is a significant difference between the emotional intelligence of males and females  $t(1448) = 5.947$ ,  $p=.000$ . Finding shows that males have high emotional intelligence ( $M=36.36$ ,  $SD=5.95$ ) compared to females ( $M=30.5$ ,  $SD=6.11$ ). There is also a significant difference between the Self-concept of males and females  $t(148) = 4.283$ ,  $p=.000$ . Males show high Self-concept ( $M=50.78$ ,  $SD=7.27$ ) compared to females ( $M=45.8$ ,  $SD=7.02$ ). Findings also reveal the significant



slight differences between interpersonal relationships of male and female  $t(148) = -2.982, p=.003$ . Female shows high interpersonal relationships ( $M=126.7, SD=29.4$ ) compared to males ( $M=114.4, SD=20.6$ ).

**Table 6**

*T-test for age differences (N=150)*

Variables	Age Range				t-value	Sig.	95% CI	
	14-16		17-19				LL	UL
	M	SD	M	SD				
Emotional Intelligence (EI)	32.49	6.66	34.66	6.58	-2.001	.047	-4.301	-.0267
Self-Concept (SC)	46.51	6.78	50.36	7.86	-3.216	.002	-6.215	-1.484
Interpersonal Relationship (IR)	116.7	17.3	130.33	24.8	-3.912	.000	-.20.511	-6.744

Note: **M**=mean; **SD**=Standard Deviation; **CI**= Confidence Interval; **LL**=Lower Limit; **UL**=Upper Limit

Results indicate the difference between the age range (14-16 & 17-19) having emotional intelligence, self-concept, and interpersonal relationships. There are significant slight differences between emotional intelligence of age range 14-16 and 17-19  $t(148) = -2.001, p=.047$ . Findings show that the 17-19 age range has high emotional intelligence ( $M=34.66, SD=6.58$ ) compared to the 14-16 age range. There is also a significant difference between the Self-concept of 14-16 and 17-19 age range  $t(148) = -3.216, p=.002$ . The age range 17-19 shows a high self-concept ( $M=50.36, SD=7.86$ ) compared to the 14-16 age range ( $M=46.51, SD=6.78$ ). Findings also reveal the significant differences between interpersonal relationships of 14-16 and 17-19 age range  $t(148)=3.912, p=.000$ . Age range 17-19 shows high interpersonal relationships ( $M=130.33, SD=24.8$ ) compared to 14-16 age range ( $M=116.7, SD=17.3$ ).

**Table 7**

*ANOVA test for differences in orphan status across study variables (N=150).*

Measure	Maternal Orphans (n=33)		Paternal Orphans (n=61)		Double Orphans (n=56)		F	Sig.
	M	SD	M	SD	M	SD		
EI	34.61	6.199	31.62	5.348	35.02	7.785	4.495	.013
SC	50.03	7.226	47.88	6.931	47.95	8.351	1.011	.367
IR	124.06	21.08	114.51	28.81	124.45	24.19	2.655	.876

Note: M= mean, SD= standard deviation

Table 7 shows that there is a significant difference in orphan status across the variable of emotional intelligence. Whereas there is no significant difference reported across other variables

**Discussions**

The aim of this study is to examine the Impact of Emotional Intelligence and Self-concept on Interpersonal relationships among orphan adolescents. Orphans from different areas of Pakistan including institutionalized orphans and non-institutionalized orphans were taken with the age range between 14-19 years. The role of demographic factors including Gender, Age, and Orphan status were also examined.

Results illustrated that emotional intelligence was significantly positively correlated with self-concept and interpersonal relationships. There was also a positive correlation between self-concept and interpersonal relationships (see. Table 3). This showed that better self-concept and interpersonal relationships when emotional intelligence was high and also better interpersonal relationships when self-concept was positive. The result was consistent with previous literature as studies had proved that Emotional Intelligence was significantly correlated with Self-concept. A study conducted on Emotional Intelligence of adolescents in relation to self-concept (Koneri, 2010) revealed that Emotional Intelligence and Self-concept are positively correlated. Literature has shown that Emotional Intelligence is positively related to Interpersonal relationships (Bracket et.al, 2004; Doe, 2021). Previous literature also proved that Self-concept and Interpersonal relationships are positively correlated. Literature suggests that self-concept plays an important role in interpersonal relationships, as individuals having a positive self-

concept tend to have higher self-esteem and are more likely to engage in healthier and better relationships with others (Mruk, [2006](#); Garba, [2022](#)).

Results indicated that the combination of EI and SCQ significantly predicts Interpersonal Relationships (see Table 4). Previous literature suggested emotional intelligence involves the ability to understand and manage one's own emotions and also the emotions of others so that individuals who are emotionally intelligent tend to have more positive interpersonal relationships with others and the higher the emotional intelligence, the better the interpersonal communication (Suprayogi & Andestia, [2023](#)) and positive self-concept is an essential contributor to an individual sense of identity, self-esteem, and self-assurance so research suggests that positive self-concept led to higher self-esteem and lead to better relationships (Mruk, [2006](#)).

Results also indicated that there was a significant difference between males and females regarding emotional intelligence, self-concept, and interpersonal relationships (see Table 5). Results showed that males have high scores on emotional intelligence which was consistent with the previous literature. A study revealed gender differences in emotional intelligence which showed that males have high emotional intelligence as compared to females (Ahmed & Bangash, [2009](#)). Results showed that males also have high scores on self-concept as compared to females which was consistent with the literature. Previous studies revealed that boys exhibit a higher self-concept than girls in almost all areas (Gupta, [2014](#); Hergovech et.al, 2004). Results also showed that females have higher scores on Interpersonal relationships than males which is consistent with the literature. Research suggests that females have good interpersonal relationships due to social support networks which impact their interpersonal relationships (Cohen, [2004](#)).

Results showed that the age range from 17-19 has higher emotional intelligence, self-concept, and interpersonal relationships than the age range from 14-16. These results are consistent with the previous literature. Research suggests that age can have an influence on emotional intelligence, self-concept, and interpersonal relationships during adolescence. As adolescents go through the developmental stage, they experience significant physical, cognitive, and socio-emotional changes, which can impact their emotional intelligence, self-concept, and interpersonal relationship skills. Studies found that emotional intelligence tends to increase with age during adolescence (González-Yubero, et.al., [2020](#)). Adolescents are in the developmental age, and as progress through the developmental stage, they gain a better understanding of their self-concept and are able to form more meaningful interpersonal relationships with others (Gecas, [1986](#)).

Results suggested that there was a statistically significant difference between the orphan status of emotional intelligence (see Table 7). Maternal scored higher on emotional intelligence than paternal and double orphans (see Table 8). Maternal orphans showed high emotional intelligence as fathers contribute to children's emotional development by providing support guidance and modeling emotional regulation (Lamb, [2009](#)).

There was no statistical difference between the orphan status of self-concept and interpersonal relationships (see Table 7). The role of substitute could be a factor in the absence of significant differences among maternal, paternal, and double orphans. Substitute caregivers such as extended family members, guardians, or institutional staff may provide support and nurturing. This factor can contribute to the development of self-concept and interpersonal relationships. A study suggested that the presence of a stable caregiving figure regardless of specific parental loss could contribute to the development of secure self-concept and comparable interpersonal relationships among orphans (Doyle, et. al., [2000](#)).

## **Conclusion**

The findings of this study revealed that Emotional Intelligence and self-concept impact Interpersonal relationships among orphan adolescents. Demographic variables (Gender, Age, and Orphan status) significantly impact these variables in which Gender and age show significant differences in emotional intelligence, self-concept, and interpersonal relationships and Orphan status showed significant differences in emotional intelligence and absence of significant differences in self-concept and interpersonal relationships.





### Limitations

The sample size was limited to 150 adolescents of selected institutionalized and non-institutionalized orphans in different cities of Pakistan which limits the generalization of research findings. Establishing causality or examining changes over time is made difficult by the use of cross-sectional designs. If possible, consider using a longitudinal design in future research to observe changes over time and determine the causes of different variables. It is difficult to collect data from adolescence as it is the developmental age, the orphans of this age may be sensitive and face many challenges. It's possible that the division of orphans into maternal, paternal, and double orphans oversimplifies the diverse actualities of losing a parent. Distinct psychosocial consequences may arise from variations in the conditions of orphanhood, including the timing and reason of parental death.

### Recommendations

The findings of this study will be used to develop intervention plans for those orphans who have low levels of emotional intelligence, and poor self-concept which will help them in the betterment of interpersonal relationships. This study would have further implementation for peer and mentorship programs within orphanages and community settings to enhance emotional intelligence, positive self-concept, and interpersonal relationships among orphans. Age and gender had a significant impact on emotional intelligence, self-concept, and Interpersonal relationships so Age and Gender can play a moderating role for the study variable. This research will be beneficial for social workers and NGOs in making policies that will help orphan adolescent to enhance their emotional intelligence to adjust psychologically to the environment and also help in strengthening their relationship bonds with others. Further, as this research revealed age differences among the study constructs it is suggested to study these variables in a longitudinal study design to check developmental differences.

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