

Emotional Intelligence and Resilience: A Comparative Analysis of Orphans and Non-Orphans

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Abstract: Emotional intelligence (EI) and resilience affect stress management, adversity adaptation, and mental health. Unaccompanied children and adolescents have distinct emotional, social, and environmental obstacles that may form their traits differently. This research compares orphans and non-orphans' emotional intelligence and resilience, including emotional awareness, control, empathy, adaptation, and coping capability. The research examines whether orphanhood substantially influences EI and resilience using established psychological instruments and statistical methods. The data should show how parental support, social environment, and life events affect emotional and psychological development in the two groups. These disparities affect how educators, psychologists, social workers, and policymakers construct tailored interventions, counseling programs, and support systems. Strong emotional intelligence and resilience, particularly in orphans, may increase emotional functioning, academic and social adjustment, and long-term psychological well-being.

Keywords: Emotional intelligence, Resilience, Orphans, Non-orphans, psychological well-being.

INTRODUCTION

Physical, mental, and emotional changes occur at a fast pace throughout adolescence, making it a crucial developmental phase. A person's capacity for emotional intelligence (EI), which is described as their awareness of, insight into, and control over their own and others' emotions, is crucial to their success in this stage of adaptation. Teens who score higher on the EI scale are less likely to experience psychological discomfort, have stronger interpersonal interactions, and better coping mechanisms. Neglect, inconsistent caretakers, and a lack of social support are common experiences for children living in orphanages. Their emotional development may be stunted as a result of these issues, increasing their risk of developing anxiety, poor self-esteem, and emotional dysregulation. On the other hand, children who aren't orphans, who are usually reared in families, get more continuous emotional support and direction. Finding out whether these disparities in parenting lead to quantifiable variations in emotional intelligence is the driving force behind this research.

Children without parents, EQ, self-perception, and relationships: a theoretical

When a kid loses a parent or parents owing to things like death, abandonment, or parental incapacity to care for them, the child is considered an orphan. The term "orphans" refers to children who have been separated from their parents or who do not have any biological parents. Institutional and foster care are places where these kids are now residing. Because they do not have the love and support of their parents, children who are orphaned may struggle in many ways with their mental health, social adjustment, and overall development. The vulnerable population includes orphans. When they grow up without parents or other significant adults in their lives, they may encounter a lot of difficulties. Their emotional intelligence, sense of self, and connections with others may all take a hit as a result of these difficulties. As a concept that has garnered a lot of interest in psychology and is seen as crucial to human growth and happiness, emotional intelligence (EI) is "the capacity to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (Mayer et al., 2004). Several aspects of emotional intelligence center on how well people manage their emotions and interact with others. The ability to recognize and comprehend one's own and other people's emotions, to control and manage one's own emotions, and to make good use of emotional data when making decisions and solving problems have all been investigated in studies (e.g., Goleman, 2006; Mayer & Salovey, 2004).

What we think and believe about ourselves—our self-concept—is fundamental to who we are. An individual's self-concept, self-identity, or self-perception is a basic psychological construct that includes their views, attitudes, and perceptions of their competences in many areas (Harter, 2012). A person's sense of self-awareness encompasses their knowledge of their own strengths, weaknesses, values, and place in the world. An individual's self-concept is an essential component in the development and maintenance of their psychological health since it influences their ideas, emotions, actions, and relationships with others.

A person's social network, emotional health, and support system are all aspects of interpersonal interactions. These parts center on the relationships that a person has with other people, such as those with their family, love partners, friends, and classmates. The study of interpersonal interactions is crucial to the discipline of psychology because of the profound influence they have on people's emotional and psychological development. According to Ryan (2011), interpersonal connections include repeated encounters between many individuals. Friendship,

acquaintanceship, and romantic relationships are all examples of interpersonal relationships, which are defined as connections between two or more individuals characterized by mutual understanding (Duck, 2007). One of our most fundamental evolutionary needs is to form and sustain social bonds (Cacioppo & Patrick, 2008).

Researchers looked at how teenagers' self-concepts relate to their emotional intelligence (Koneri, 2010). Using a random sample approach, 800 students from urban and rural schools in Bangalore who were enrolled in the X standard were interviewed for this research. Adolescents' emotional intelligence and self-concept are significantly related, according to the results.

Emotional Intelligence, Self-Concept, Interpersonal Relationships, and the Role of Demographic Variables

Brackett et al. (2004) and Lopes et al. (2005) are two of many research that found a favorable correlation between emotional intelligence and interpersonal interactions. The ability to communicate effectively, recognize one's own emotions, and comprehend those of others are all components of emotional intelligence. These qualities contribute to problem-solving, social skills, and empathy. Having these skills allows you to connect with others and maintain positive connections. According to studies on EQ and interpersonal emotional regulation, highly intelligent individuals have greater control over their emotions in social settings, which in turn improves the quality of their relationships (Roy, 2023) According to research conducted by Murk in 2006, one's self-concept is crucial to their interpersonal connections. Positive self-concepts are associated with greater levels of self-esteem and improved interpersonal health, according to the research. The quality of one's social interactions, including friendships, has a positive impact on one's emotional and social development as well as one's general health and happiness (Berndt, 2002). A person's attractiveness to others may be enhanced if they have a favorable self-concept, since this is associated with greater levels of self-assurance and proactive social actions (Swann et al., 2007).

According to research by Murray et al. (2000), people who rate themselves highly are more likely to engage in romantic relationships and report higher levels of relationship satisfaction once they do. Orphans' emotional intelligence, self-concept, and interpersonal interactions are influenced by demographic characteristics such gender, age, and orphan status. One research that looks at the topic compares men's and women's emotional intelligence (Ahmed &

Bangash, 2009). This research used the snowball sampling approach to recruit 160 participants, 80 of whom were male and 80 of whom were female. The degree of emotional intelligence was determined using the Emotional Quotient Inventory (EQI). Based on the data, it seems that men generally possess higher levels of emotional intelligence than women do.

Girls tend to have lower self-concept levels than males, according to research by Gupta (2014), who also discovered that gender effects the self-concept. According to research on preadolescent girls' and boys' self-concepts, males have a higher self-concept than girls do in almost every category (Hergovich et al., 2004).

Women, according to Dunn (2002), are more empathetic, socially responsible, and good at building connections with others than men. In terms of interpersonal interactions, the quantity and quality of one's social support network may make a difference. A larger and more robust social support system may be beneficial to women's interpersonal interactions (Cohen, 2004). The ability to connect with others on a deep level and the presence of social support systems are prerequisites for successful interpersonal interactions. Similarly, Herrera (2020) discovered that emotional intelligence and self-concept differed significantly across the sexes, particularly in the areas of interpersonal interactions and stress management. Boys tend to have a more emotional self-concept than girls do, while girls tend to have a stronger intellectual self-concept. The interpersonal scale of emotional intelligence, which measures empathy, responsibility, and interpersonal interactions, is where females excel, he found. At the same time, males demonstrated more adaptation in areas such as stress tolerance, impulse control, reality testing, flexibility, and problem-solving.

Emotional intelligence, self-concept, and interpersonal connections during adolescence may be impacted by one's age, according to research. During adolescence, a person goes through a lot of changes physically, mentally, and emotionally. These changes might affect their EQ, sense of self, and ability to form relationships with others. For instance, according to one research (Megías-Robles, 2024), emotional intelligence often grows during adolescence. Results indicated that older adolescents have more emotional intelligence than younger ones when measured with the Trait Meta-Mood Scale (TMMS).

When it comes to one's sense of self, studies have shown that it develops a more distinct and structured framework during adolescence (Harter, 1999). Adolescents' self-concepts become increasingly intricate and influential in molding their interactions with others as they gain

confidence in themselves and their talents. Furthermore, as teenagers go through the developmental stage, they acquire a stronger sense of self and are able to create deeper connections with others, according to research by Falci (2011). This provides further evidence that maturation of one's sense of self and its influence on one's social interactions are influenced by one's chronological age. Orphan status may have an effect on a person's EQ, sense of self, and connections with others. According to Abolghasemi A., & Ejei, J. (2014), paternal orphans have emotional difficulties that impact their emotional intelligence because of the father's crucial involvement in emotional development. However, emotional difficulties manifest differently among maternal orphans. Arslan (2014) found that when a kid lost their mother, they had significant levels of emotional pain and poor emotional intelligence. When a child loses both parents at once, it may have a profound effect on their emotional intelligence. Cyndrella (2024) found that youngsters living in orphanages had low levels of emotional intelligence and resilience.

Emotional intelligence influences the association between psychological maladjustment and attachment style among orphans, according to research performed by Khan (2023). Because they have lost a father role, paternal orphans also struggle to develop healthy self-concepts. The importance of parental participation in shaping teenagers' self-concepts was highlighted in research conducted by Alvarez (2015). There is a strong correlation between emotional intelligence and the surviving state of an orphan's parents (e.g., having just one parent alive, being an only child, etc.), according to research by Cyndrella et al., 2024. Orphans' poor self-concepts in physical, social-cognitive, emotional, and moral domains were investigated by Fera et al., 2021. Neglecting either a father or maternal figure may have a negative impact on a person's ability to form healthy connections with others. Children have a harder time developing positive connections after the death of a father figure. Resilience mediates the connection between adolescent attachment to the father and antisocial conduct, according to research by Mansoor (2019). Relationship formation is challenging for maternal orphans as well. Shekhawat (2023) found that the three most important factors influencing an orphan's well-being are the length of time they spent in an orphanage, their level of self-esteem, and their ability to control their emotions.

When children grow up without a parent or guardian, it may have a significant effect on their social skills, sense of self, and emotional intelligence. Many orphans have spoken about how content they are with their lives and how protected they feel in their new homes. They get

along well with the people that step in to care for them. For abandoned children, an orphanage is a lifeline that provides both formal and non-formal education, as well as care. Even though they provide these services, they have not yet solved the problem of people's lack of identification (Yayang, 2023). Adolescents' emotional intelligence, self-concept, and interpersonal connections may be influenced by factors such as gender, age, and orphan status. All things considered, the research points to the importance of self-concept and emotional intelligence in relational dynamics. Orphaned children's well-being may be enhanced by cultivating emotional intelligence abilities. Furthermore, research indicates that gender and other demographic factors impact EQ, self-concept, and interpersonal connections.

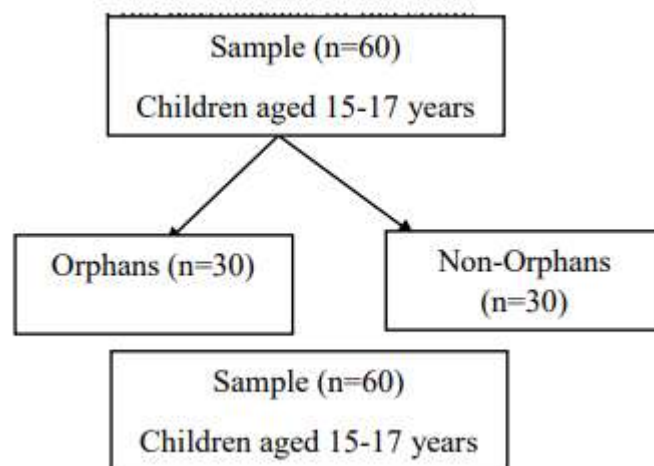
OBJECTIVES OF THE STUDY

1. In order to evaluate the emotional quotient of children who have never experienced parental abandonment.
2. In order to evaluate the resiliency of neglected children.

RESEARCH METHODOLOGY

What followed was a comparison of the resilience levels of orphans and non-orphans. The study's objectives informed the selection of a sample of sixty-five youngsters, with ages ranging from fifteen to seventeen. Children who were orphaned and those who were not were subdivided from this sample.

An example: Sixty people were a member of the research sample for this study. They split the subjects in half, with 30 people in each group. The first set included children who were removed from an orphanage in the Delhi/National Capital Region, while the second set included students who were not orphaned but were taken from a local school in the same region. Everyone who took part was between the ages of fifteen and seventeen. Adolescence was chosen as the age group because it is believed that parental assistance is most crucial during this time. Since previous research failed to find any statistically significant differences between the sexes on this dimension, a mixed-gender sample was used for this study. Both the school and the orphanage provided their electronic approval, and the participants themselves gave their verbal consent. Their involvement is entirely optional, and they are free to stop at any moment, they were told. The participants were also assured that their identities would remain anonymous and that their data would be kept confidential.



Unlikely the current investigation made use of a purposeful sampling strategy. Choosing examples that are thought to be representative of the target group is a standard tactic in this method.

Implemented resources: In the current investigation, the resilience scale for youths was used. Embury devised this exam in 2006. The 64-item self-report measure is organized around three dimensions: emotional reactivity (REA), sense of relatedness (REL), and sense of mastery (MAS).

How much agency an individual feels they have over their life's circumstances is measured by the Sense of Mastery scale. In addition, this scale contains three dimensions:

- **Optimism:** Evaluates the individual's optimistic outlook on life and the world at large.
- **Self-Efficacy:** Pays special attention to how a person views his or her own skills and talents.
- **Adaptability:** Assesses the individual's capacity to generate different approaches to resolving an issue.

Based on the idea that people are inherently sociable and seek for opportunities to connect with others around them, the Sense of Relatedness scale comes next. The four dimensions of this scale are:

- **Sense of Trust:** Erik Erikson established fundamental trust as the extent to which an individual may depend on other people, and this is founded on his beliefs. A person's ability to trust others grows when they see them as trustworthy and approving.

- **Support:** How a person feels about the individuals they can lean on in times of need is measured by this aspect.
- **Comfort:** How much stress or anxiety a person feels being in the company of other people is measured by this scale.
- **Tolerance:** Ranks the comfort level of expressing one's own unique perspective inside a committed partnership.

Emotional Reactivity, the third scale, measures how susceptible a person is to stress in the moments leading up to hardship. The three dimensions of this scale are:

- **Sensitivity:** Finds out how quickly someone loses their cool under pressure.
- **Reactivity:** Finds out how long it takes for a person to go back to normal after dealing with a difficult scenario.
- **Impairment:** The ability to remain calm and collected in the face of adversity is the central focus.

The responder is able to choose any one of the five options provided for each item on the scale. The manual's instructions were followed to score the questionnaire. A person's emotional responsiveness, resilience, and feeling of belongingness are all positively correlated with their exam scores. According to the cronbach alpha correlation, the test's reliability coefficients for the following dimensions: Emotional Reactivity ($r=0.94$), Mastery of Relatedness ($r=0.95$), Adaptability ($r=0.82$), Support ($r=0.91$), Tolerance ($r=0.87$), Comfort ($r=0.88$), and Trust ($r=0.90$). The corresponding Alpha values for the emotional reactivity subscale were .86 for sensitivity, 0.87 for recovery, and 0.92 for impairment. Additionally, the test-retest approach was used to calculate the instrument's reliability, which was determined to be 0.88 for Emotional Reactivity, 0.86 for Sense of Relatedness, and 0.86 for Sense of Mastery. Results showed that RMSEA values below .05 suggested a good model fit with moderate population errors of approximation, while values up to 0.08 indicated a satisfactory model fit. This finding was true regardless of gender or age.

Procedure

Sixty teenagers were chosen from a Delhi/National Capital Region school and an orphanage (30 from the orphanage and 30 from the family). The appropriate people at the orphanage and the school administration gave their prior approval. In addition to collecting written permission, we verbally informed participants that their answers would be kept secret. As a first step in gathering information, participants were asked to fill out a generic information form that asked for their basic demographic facts. The questionnaire was thereafter distributed to each participant. All test instructions were given out and participants' questions were answered before each questionnaire was administered. The data was entered into the computer and analyzed using SPSS when the questionnaire was completed.

Table 1. displays the Mean, S.D., and t for several resilience aspects in children who are orphaned and those who are not.

	Orphan		Non orphan		t-ratio
	Mean	SD	Mean	SD	
Resilience	39.97	5.80	48.53	9.81	4.12**
Sense of mastery	44.70	9.75	55.53	10.66	4.11**
Optimism	15.53	2.93	18.97	5.33	3.09**
Self-Efficacy	22.37	6.19	27.30	5.52	3.26**
Adaptability	6.80	2.80	9.27	2.36	3.69**
Sense of relatedness	55.07	8.81	67.07	11.69	4.49**
Trust	15.87	3.26	18.50	4.30	2.68**
Support	15.20	3.61	18.73	3.54	3.82**
Comfort	8.50	2.49	10.77	3.28	3.02**
Tolerance	15.50	3.79	19.07	3.53	3.77**

Emotional Reactivity	33.63	11.86	29.27	11.65	1.44
Sensitivity	11.00	4.27	9.60	4.10	1.30
Recovery	3.67	3.20	4.90	3.46	1.43
Impairment	18.97	6.79	14.83	6.79	2.36**

Orphan children's mean score and standard deviation on the resilience or resource index dimension is 39.97 and 5.80, respectively, according to the table. In a similar vein, the non-orphans achieved scores of 48.53 and 9.81 respectively. The t-value of 4.12 is statistically significant at the 0.01% level. This study's null hypothesis—that orphans and non-orphans vary significantly on the resilience dimension—was upheld. The next level that orphan children have achieved is Sense of Mastery, where they have a mean score of 44.70 and a standard deviation of 9.75. As a comparison, the non-orphans achieved scores of 55.53 and 10.66. At the 0.01 threshold of significance, the t-value was determined to be 4.11. Orphan children's mean optimism score is 15.53 and their standard deviation is 2.93 on this dimension. In contrast, the non-orphaned children's mean was 18.97 and their standard deviation was 5.33.

A t-value of 3.09 indicates statistical significance at the 0.01 level. The Orphans had a mean score of 22.37 and a standard deviation of 6.19 on the self-efficacy dimension. On the other hand, the non-orphaned kids got 27.30 and 5.52 respectively. A significant t-value of 3.26 was determined at the 0.01 level. In terms of adaptability, the Orphans similarly managed a mean score of 6.80 and a standard deviation of 2.80. Similarly, the non-orphans achieved scores of 9.27 and 2.36. At the 0.01% significance level, the t-value was determined to be 3.69. The Orphans' mean score on the Sense of Relatedness dimension is 55.07, with a standard deviation of 8.81. In contrast, the non-orphans' mean score was 67.07 and their standard deviation was 11.69. A t-value of 4.49 was considered statistically significant at the 0.01 level. On the same note, the Orphans' Trust dimension has a mean score of 15.87 and a standard deviation of 3.26. The non-orphans received a score of 18.50 and a score of 4.30. At the 0.01% level of significance, the t-value of 2.68 was determined to be statistically significant. The orphanage kids scored an average of 15.20 and a standard deviation of 3.61 on the support dimension.

Conversely, youngsters living with their family had scores of 18.73 and 3.54 in the same category. At the 0.01 threshold of significance, the t-value was determined to be 3.82. Next,

on the Comfort dimension, Orphans achieved a mean of 8.50 and a standard deviation of 2.49. For the same, the non-orphans got 10.77 and 3.28. Additional estimates put the t-value at 3.02, which is statistically significant at the 0.01 level. On the Tolerance dimension, the Orphans had a mean score of 15.50 and a standard deviation of 3.79. On the other hand, the non-orphaned kids got 19.07 and 3.53 respectively. At the 0.01 threshold of significance, the t-value was determined to be 3.77. Orphan children's mean score on the Emotional Reactivity dimension was 33.69, with a standard deviation of 11.86.

The results for their non-orphaned peers were 29.27 with a standard deviation of 11.65. Statistical significance was not achieved with the t-value of 1.44. Orphaned children's mean value and standard deviation on the Sensitivity dimension were 11.00 and 4.27, respectively. Additionally, non-orphans had a mean of 9.60 and a standard deviation of 4.10. There was no statistical significance when the t-value was computed at 1.30. Also on the Recovery dimension, the orphans averaged 3.67 and had a standard deviation of 3.20. The average and standard deviation for the non-orphaned children were 4.90 and 3.46, respectively. There was no statistical significance with the subsequent estimate of the t at 1.43. Orphans' mean Impairment score was 18.97 with a standard deviation of 6.79. As a comparison, the non-orphans achieved scores of 14.83 and 6.79. There was a statistically significant ($p < 0.01$) t-value of 2.36.

RESULT AND DISCUSSION

Differentiating between orphaned and non-orphaned children's resilience was the driving force for this research. A person is resilient if they can continue to perform well while facing adversity or stress (Werner, 1995). People who can bounce back from adversity tend to have a healthy and optimistic view of who they are. According to Wolniak and Wolin (1993), these people identify as survivors and believe they can influence their surroundings. They are self-assured (Werner, 1993) and resourceful, making the most of what life has to offer. They look on setbacks as "learning experiences" and have an optimistic outlook on life in general (Werner & Smith, 2001). According to table 1.1, the average score on the resilience or resource index dimension is lower for the orphans (39.97) than it is for the non-orphans (48.53). A t-value of 4.12 at the 0.01 level of significance corresponds to this score. The lack of parental support is a key protective feature that helps to foster resilience in children, which is why orphans tend to have lesser resilience. However, there are other factors at play as well.

The teenagers living in orphanages sometimes experience feelings of isolation due to the lack of parental support and supervision. When they're going through tough times emotionally and socially, they don't have someone they can lean on. This causes young kids a lot of stress, and it makes it hard for them to handle life's challenges. They think their problems will never go away and that there is nothing they can do to improve their lot in life. Because of this, individuals are less equipped to handle life's challenges and more likely to resort to unhealthy coping mechanisms, such substance abuse (Aral et al., 2005). Furthermore, children and teenagers are better able to handle life's challenges when they have a stable bond to their parents.

According to Betancourt et al. (2011), the presence of characteristics such as harmonious cohabitation, corporation, mutual respect, and excellent communication within a family increases the likelihood that children will be resilient. Because of this, it was believed that children who lived with their family were more resilient than orphans. Children in orphanages also lack other protective variables, such as a healthy self-image, strong self-efficacy, the ability to solve problems, a secure neighborhood, and access to good health and education facilities. Because of all these things, their resilience levels are poor. The three main aspects of resilience—a sense of mastery, a sense of relatedness, and emotional reactivity—were subsequently used to compare orphaned and non-orphaned children. In each of these three areas, there were notable disparities between the two sets of data. An individual's feeling of agency, or the degree to which they believe they can influence the outcomes of their own lives, is what the feeling of Mastery dimension is all about. A strong feeling of mastery, which allows children to engage with and appreciate the environment's cause-and-effect relationships, is a fundamental feature of resilience, according to most experts. According to Table 1.1's figures, the non-orphans had a mean score of 55.53 whereas the orphans had a lower score of 44.70.

As a result, at the 0.01 level of significance, there was a statistically significant difference in t (4.11). To have a better grasp of this dimension's outcome, we also compared the orphaned and non-orphaned youngsters on its three sub-dimensions. Optimism, the first of the three subdimensions, is characterized by an optimistic outlook on life and the universe. As far as this metric is concerned, the non-orphans scored 18.97 whereas the orphans scored 15.53. Clearly, therefore, compared to youngsters who live with their family, orphans have lower levels of optimism. Because of this, there was a statistically significant difference between the orphan population and the non-orphan population on this dimension ($t=3.09$, $p=0.01$). This is

because orphans are more likely to experience depression as a result of their loved ones' deaths. These kids have a hard time focusing on the positive and often struggle with emotions like anger, guilt, and depression. Individuals may also engage in "Self-stigma" when they hold themselves responsible for personal tragedies such as parental sickness or death (Smart, 2003).

Because of this, kids tend to see other things and people in a bad light, which contributes to their already developed negative mind patterns. However, it's been shown that kids who live at home with their parents are more likely to be optimistic and think positively. Because young kids look up to their parents and other social adults, they pick up an optimistic outlook just by watching them. Another explanation for why non-orphaned children tend to be more optimistic is that they are more likely to establish trust in adults in their lives, which is a result of having family around and forming strong ties with their parents.

CONCLUSION

The importance of emotional intelligence and resilience in determining an individual's psychological health and ability to adapt is emphasized in this research. One possible explanation for the observed disparities in emotional intelligence and resilience between orphans and non-orphans is the fact that these two groups grow up in quite different social and family contexts. Having a solid family structure helps non-orphans grow emotionally and build resilience, whereas orphans, who commonly endure early-life traumas and emotional deprivation, may struggle with emotional regulation and adaptive coping. Regardless of these obstacles, the results show that resilience may be built even in bad situations, highlighting the significance of social support, peer networks, and organized psychological treatments. Both groups show that emotional intelligence is a key component of resilience, which means that people's ability to handle stress and hardship depends on their level of emotional awareness, empathy, and control. Particularly for teenage and child orphans, the research stresses the importance of programs that focus on developing emotional and resilience skills. Their general psychological adjustment and social integration may be greatly enhanced by interventions including counseling, life-skills training, emotional literacy education, and supportive mentorship. Mental health, academic achievement, and good life outcomes may be greatly enhanced via the cultivation of emotional intelligence and resilience, regardless of whether a person is an orphan.

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