

## **Psychological well-being and emotional competence among children living in shelter home and street**

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### **ABSTRACT**

In a country like India with its multicultural, multi-ethnic and multi-religious population, the problems of socially marginalized and economically backward groups are immense. Within such groups the most vulnerable section is street children. The number of homeless children around the world has reached than 150 million and is widely documented that institutionalized children represent a vulnerable sector of the population as they carry a high risk for the development of psychological problems. The aim of the study is to explore the psychological well-being and emotional competence compare the factor associated with psychological well-being and emotional competence among children living in shelter home children and street children. The total sample will consist of 120 participants in the age range of >6-14< years which is divided in to 60 shelter home and 60 street children. The samples will draw by using random sampling method Psychological well-being scale (Sisodia, and Chaudhary, 1971) and Emotional competence scale (Dr. Harish Sharma and Dr. Rajeev Lochan Bhardwaj) were administered. Independent samples t-test and person correlation was used as statistical method. Non-significant difference was found between psychological well-being and emotional competence among children living in shelter home and street children. Emotional competence is higher in girls than boys. Psychological well-being is same between boys and girls. Poverty was the main reason of stay in shelter homes for these children followed by being orphan, militancy and other reason. Overall findings suggest to plan for a better and healthy environment to shelter home children and street children.

**Key Words :** Psychological well-being, Emotional competence, Shelter home children, Street children

### **INTRODUCTION**

The Alma Alta definition of health (WHO, 1978) defined health as “state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity”. Since then, wellbeing had evolved as on over arching concept which is generally held to describe as a dynamic process (Rees *et al.*, 2010) in which people interact with the world around them. In Policy terms wellbeing has used to focus attention on how governments can promote good mental and emotional health, thus extending the context beyond the treatment of mental illness or disorder (caolisls, Henderson and Hanlon, 2009:1556) Wellbeing is used as a positive, ecological concept that encompasses developmental stages across the life course, integrating physical, cognitive and social-emotional functions and also having a subjective dimension in the sense of satisfaction associated with fulfilling

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one's potential (Pollard and Davidson 2001). Psychological well-being refers to how people evaluate their lives. According to Diener (1997), these evaluations may be in the form of cognitions or in the form of affect. The cognitive part is an information based appraisal of one's life that is when a person gives conscious evaluative judgments about one's satisfaction with life as a whole. At a general level, psychological and emotional wellbeing and mental health refers to the achievement of expected developmental milestones and the establishment of effective coping skills, secure attachments, and positive social relationships. Psychological and emotional distress manifests in internalizing behaviors (such as anxiety and depression) and externalizing behaviors (such as aggressive, violent or disruptive behavior), and has an impact on the child's successful learning at school. Emotional competence is what results and enhances our personal, relational and professional performance, and what ultimately helps us attain an overall increase in our quality of life. According to Daniel Goleman, Emotional Competence is a learned ability grounded in Emotional Intelligence. Emotional Intelligence influences our potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. Such skills include the development of the following: Self/Social/Relational Awareness and Competence, and Self/Social/ Relational Management and Competence. According to UNICEF street children fall under two categories: On the street and of the street. "Children of the street" are homeless children who live and sleep on the streets in urban areas. They are on their own and do not have any parental supervision or care though some do live with other homeless adults. "Children on the street" earn a livelihood from street such as street urchins and beggars. They return home at night and have contact with their families. The distinction is an important one because children of the street lack emotional and psychological support of a family. Home is the best place for the satisfaction of the physical mental and emotional needs of the children. Desertion, divorce, long illness imprisonment, death, etc. of a parent, natural calamities, war, militancy etc. often leads to the problem of the Homelessness in children. Homelessness deprives individual of basic needs. Exposing term to risky, unpredictable environment. In short homelessness is more than the absence of physical shelter, it is a stress- filled, dehumanizing, dangerous circumstance in which individuals are at high risk of being witness to or victims of wide range of violent events (Fitzpatrick *et al.*, 1993).

## METHODOLOGY

The aim and objective of the study to analyze the Psychological Well-Being and Emotional competence among children living in shelter home and street .Ex-post facto research design was adopted for the present study. The present study was conducted in different areas of Lucknow city. Sampling procedure- The random sampling technique was used. Karl Pearson test was used to measure correlation between psychological well-being and Emotional competence among shelter home and street children to analyze the data to study the relationship between Psychological well-being and Emotional competence variables using SPSS statistics.

## RESULTS AND DISCUSSION

The results that there is positive correlation between psychological well- being and emotional competence .It means that when psychological well-being increase than also emotional competence increase. As the r value is negative and  $p > 0.05$  thus null hypothesis is accepted. The inter-correlation coefficients (r) between PWB and Emotional Competence of the children living in

shelter home and street children significant positive correlation were found between the two variables, PWB (.076) and Emotional Competence (.076),  $p < 0.05$  for the entire sample of children living in shelter home and street children. This indicated that with increase in PWB there is increase in the emotional competence in the entire sample (Table 1).

**Table 1 : Difference between psychology well-being and emotional competence among children living in shelter home and street**

Dependent variable	Mean	S.D.	r	Significant value	Conclusion
Psychological well-being	149.01	22.92	.076	.408	NS
Emotional competence	79.20	16.64			

$r = .076$ ,  $N = 120$ ,  $p > 0.05$       NS=Non-significant

The study examined psychological well-being (PWB) and Emotional Competence of children living in shelter home and street a positive significant relationship was found between two variables PWB and Emotional for entire sample. It indicates that with the increase in the levels of one variable, that is psychological-well-being, there is an increase in the Emotional Competence of the participants.

### Conclusion:

The study it can be concluded that children living in shelter home and streets have a slight difference in psychological wellbeing and emotional competence. Street children have higher psychological wellbeing rather than shelter home children. Children belongs to age group of 10-14 years have satisfactory psychological and emotional wellbeing, rather than less than years of children. The psychological wellbeing is highly affected of children who are living on bus stands as compare to children who are living on railway stations, and emotional and psychological competence have no difference between the genders. Emotional competence is same between the shelter home and street children. Psychological well-being is higher in the shelter home children in comparison to street children.

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