Life after Child Care Institution: Emotional Intelligence and Achievement Motivation among Reintegrated Children in Malawi, Africa

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ABSTRACT--The current study aimed to compare the emotional intelligence and achievement motivation and relationship among these constructs of children in child care institutions and family based reintegrated children. 120 children, age range 10- 17 years from Blantyre district and Lilongwe district in the southern and central region of Malawi, Africa were selected using convenience sampling. Achievement Motive test by Bhargava and Emotional Intelligence Scale by Hyde, Pethe and Dhar were administered. Collected data were treated with statistics of Mean, SD, t-test, Pearson correlation and two-way ANOVA. Findings revealed insignificant differences among emotional intelligence (t=1.86, df=118, p=0.06) and achievement motivation (t=0.98, df=118, p=0.33) of family based reintegrated children and children in child care institution. However, significant positive relationship (r=0.291, p value <0.05) between emotional intelligence and achievement motivation was observed for family based reintegrated children but insignificant relationship (r=0.070, p value = 0.595) for child care institution children. Furthermore, findings demonstrated an insignificant difference between emotional intelligence and achievement motivation with regard to gender among family based reintegrated children and child care institution children.

Keywords-- Emotional intelligence, achievement motivation, reintegrated children, child care institution, family

I. INTRODUCTION

Naturally, children are born to be raised in a family. Research has proven that the family provides a safe and secure environment for proper growth and development of children. However, a lot of children end up being raised in child care institutions (CCIs) due to one reason or the other, such as death of a parent(s), lack of care and protection, poverty, and disability. The actual number of children living in CCIs is not known, the reason being, lack of proper registration of most CCIs and poor documentation. Globally, it is estimated that there are 2.3 million children in child care institutions (Petrowski, Cappa & Gross, 2017). United Nation estimates the number of children in CCIs to be 8 million across the world (ACCI Relief, 2016). Unfortunately, wide research has found that residential care has detrimental effects on physical, social, emotional/ psychological, intellectual and spiritual well-being of children. Children who are raised in institutions experience behavioral problems, developmental

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delays, attachment disorders, lack of life skills, and difficulty forming and maintaining healthy relationships (Browne, 2017). Many countries worldwide including Malawi in Africa have taken a direction to deinstitutionalize children, prevent unnecessary institutionalization of children and reintegrate children with their families and communities.

II.   REINTEGRATED CHILDREN

Reintegrated children refer to those children that have been reunified with their families from Child Care institutions. Reintegration can be defined as a process of moving back the vulnerable children from an institutional care to family or community where security, sense of belonging, protection and care are given in all aspects of life (Wedge, Krumholz & Jones, 2013). Similarly, Family for Every Child defines reintegration as "The process of a child without parental care making a move to their biological parent/s and usually their community of origin or, where this is not possible, to another form of family-based care that is intended to be permanent." In other words, reintegration entails reuniting a separated child with his or her biological, extended family as well as fosters families and adoption. Reintegration has the long-term goal of securing a permanent placement in the family for the child, in which his or her fundamental physical and emotional needs are met through holistic family strengthening.

Family - UN guidelines also recognizes the family as a fundamental group of society which constitutes a natural environment for the growth, well-being and protection of the family. The family plays a vital role in nurturing the psychosocial well-being of children. Children that are well stimulated and nurtured in a good family environment are emotionally stable. They learn to recognize, understand and control their emotions and feelings as well as those of other. The family also plays a vital role in motivating a child to achieve because the child gets the physical and psychological needs.

III.   CHILD CARE INSTITUTION (CCI)

There is no universally accepted definition of a child care institution. CCI is a living arrangement without parents or surrogate parents for more than ten children in group, in which care is given by lot more modest number of paid caregivers (Browne, 2017). CCI also refers to as a group living arrangement, in which remunerated adults provide care on a full-time basis to children. CCIs offer residential facilities of different kinds such as children's homes, care homes, children reformatory centres, orphanages, reform schools, institutions for the physically and mentally disabled, etc. (Centrone, 2014).

IV.   EMOTIONAL INTELLIGENCE

Emotional intelligence emphasizes on recognizing, understanding and regulating one's own emotions and those of others. The term emotional intelligence was coined by Peter Salovey and John in 1990. Salovey and Mayer (1990) first described emotional intelligence as subset of social intelligence which comprise the ability to monitor one's own and others' feelings and emotions to differentiate among them and to use this information to direct one's

thinking and action. It was later redefined in terms of ability to perceive and express emotions, assimilate emotions in thought, understand and reason with emotion and regulate emotion in self and others (Salovey, Mayer & Caruso, 2000). Goleman (1995) explained emotional intelligence as the ability which includes self-control, zeal, and persistence and the ability to motivate oneself. Bar-On came up with another term, Emotional Quotient (EQ) to mean emotional intelligence. Bar-On (1997) defines emotional intelligence as "an understanding oneself and others, relating to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands". It incorporates the ability to comprehend and feel for other people, in order to maintain good relationships.

Emotional intelligence can be categorized into five elements which include self-awareness, self-regulation, empathy, motivation and social skills. People with high emotional intelligence have self-awareness capabilities, good social or interpersonal skills, self-regulation or self-control, motivation and empathic understanding. *Self-awareness* entails knowing and understanding one's emotions and recognizing how they affect thoughts and behavior. It simply means the ability to recognize and accept one's strengths and weaknesses. *Self-control* has to do with regulating one's own actions. This involves making efforts in correcting one's actions and ensuring that any impulses that might cause harm to himself/herself or others, are kept under control. *Good social and interpersonal skills* involve the ability to easily interact with people and creating good and long-lasting relationship. The ability to perceive and understand the emotional needs of others is an indication of good interpersonal skills. *Motivation* refers to the ability to harness emotions and channel them in a way that can be useful. An individual who is motivated to do a task will be in a better position to influence others. *Empathy* simply means putting yourself in other's shoes. Empathetic understanding starts with understanding one's own feelings and emotions in order to understand other people's feeling and emotions.

Ability model was developed by John Mayer, Peter Salovey and David Caruso describes how people are able to process emotional information and utilize it to interact with the social environment. Emotional Intelligence competency model developed by Reuven Bar-On stresses that cognitive abilities and personality factors has an impact on individual's well-being. The model has five components of EI namely; intrapersonal, interpersonal, adaptability, stress management and general mood. Daniel Goleman developed emotional intelligence performance model which states that EI is collection of skills and competencies that contribute to the performance of managers and leaders in the workplace. The model is characterized by four elements, that include; self-awareness, self-management, social awareness and relationship management.

Some researchers suggest that emotional intelligence is learned or strengthened and yet some researchers argue that emotional intelligence is an inborn characteristic. Bar-on (2002) suggests that EI grows overtime and it can be enhanced through training, programming and therapy. Emotional growth in young children consists of gradual improvement in the ability to recognize, label and properly respond to their feelings (Bahman & Maffini, 2008)

V.   ACHIEVEMENT MOTIVATION (AM)

The concept of Achievement Motivation was initially suggested by Murray in 1938 and later elaborated by McClelland and Atkinson. In his definition, David McClelland suggested that achievement motivation is a person's desire to meet practical goals, get feedback and experience a feeling of achievement. Heckhausen, (1967) defined

achievement motivation as the urge to fight to increase or keep as high as could be allowed, one's own capacities in all activities wherein a standard of greatness is thought to apply and where the execution of such activities can, in this manner either succeed or come up short. People with high achievement motivation are self-confident, function well in circumstances where they accept individual responsibilities and can control what comes on their way. They set challenging and practical objectives. Simply put motivation is an outstanding key to success.

Factors that influence the development of achievement motivation in individuals include cultural values, status, education processes, peer group interactions and child rearing practices. Family being the first and significant organization of socialization assumes an essential job in creating achievement motivation in children. Studies have demonstrated that a supportive nurturing family environment boosts child's development. Achievement motivation develops in cultures and families where there is an accentuation on the independent development of the people.

VI. REVIEW OF LITERATURE

Bansal (2019) investigated the effects of place of living (orphanage or non-orphanage) and gender on self-esteem, subjective well-being, emotional intelligence, resilience and hope. The sample consisted of 80 orphanage adolescents (40 males and 40 females) and 80 non-orphanage adolescents (40 males and 40 females) aged between 12 and 17 years old. The findings indicated that adolescents' place of living has an impact on emotional intelligence. Adolescents living with parents were more emotionally intelligent that those living in orphanages. The results suggested that place of living plays a vital role in the psychological and physical growth of children and adolescents. Naik and Shukla (2018) studied the impact of home environment on social and emotional intelligence of adolescents. Eight hundred (400 boys and 400 girls) of Class – XI participated in the study. Findings revealed that there is a significant impact of home environment on interactional effect of social and emotional intelligence of both boys' and girls' students of higher secondary schools. Sharma (2017) conducted a descriptive study with an aim to know social intelligence, emotional intelligence and achievement motivation of students of Arts and science streams studying in senior secondary schools of Chandigarh. Findings indicated that Arts students have more social intelligence than Science students, whereas Science students have greater achievement motivation than students from arts stream.

Mediating role of emotional intelligence was examined by Abbas, Naderi and Akbari (2017) in relationship between family communication patterns and achievement motivation of high school students in Shiraz city. Following the random multistage cluster sampling method 291 male participants were recruited. Results showed that emotional intelligence was a positive predictor of achievement motivation. The results also revealed that family conversation was a positive predictor of emotional intelligence and achievement motivation. Mansour and Martin (2009) conducted a study aimed at investigating the achievement motivation of 100 high school students in the context of parental and home factors. Findings demonstrated that demographic factors, like, age, gender and ethnicity, parental and home factors play important role in predicting motivation and engagement of participating students. Home resources and parenting style were the most important factors associated with achievement motivation and engagement.

Literature has documented quite a lot on the vital role of the family in well-being and development of children. Both international and national legal frameworks and policies are advocating for family -based care and institutional care as a last resort. Therefore, many countries worldwide including Malawi in Africa have taken a direction to deinstitutionalize children, prevent unnecessary institutionalization of children and reintegrate children with their families and communities. Recent literature shows that few studies have been conducted on reintegrated children on specific psychological constructs such as emotional intelligence and achievement motivation. One of the reasons for lack of studies could be the fact that reintegration is a novel strategy. In the backdrop of above literature review current research intended to fill this gap by adding more knowledge on psychological constructs by framing the following objectives.

Objectives

- To compare emotional intelligence scores of Child Care Institution based children and family based reintegrated children.

- To compare achievement motivation scores of Child Care Institution based children and family based reintegrated children.

- To examine relationship between emotional intelligence and achievement motivation of children residing at child care institutions.

- To examine the relationship between emotional intelligence and achievement motivation of reintegrated children in the families.

- To study the differences between the emotional intelligence scores with regard to gender of children in Child Care Institution and reintegrated children in family.

- To study the difference between the achievement motivation scores with regard to gender of children in Child Care Institution and reintegrated children in family.

Hypotheses

- There exists no significant difference between emotional intelligence scores of reintegrated children in families and children in child care institutions.

- Achievement motivation level is equal among children in child care institutions and reintegrated children in the families.

- There exists no relationship between emotional intelligence and achievement motivation of children residing at child care institutions.

- Emotional intelligence and achievement motivation are not related to each other among reintegrated children in the families.

- There are no significant differences between the emotional intelligence scores with regard to gender of children in Child Care Institution and reintegrated children in family.

- There are no significant differences between the achievement motivation scores with regard to gender of children in Child Care Institution and reintegrated children in family.

VII.   RESEARCH METHODOLOGY

Design

Present study employed a descriptive research design to achieve above framed objectives. Convenience non-probability sampling method was used to select boys and girls from the CCIs and families for the study. The sample comprised of boys and girls aged between 10 and 17 years from Child Care Institutions and from families in Blantyre and Lilongwe district in the south and central region of Malawi, respectively.

Sampling

Sampling refers to the way a sample is selected from a population. Due to inadequate resources, this study employed convenient sampling method to select the sample because it is fast, cost effective and convenient. Convenient sampling is a type of non-probability sampling method that does offers equal chance to the members of the population to be included in a sample. A sample of 120children aged between 10-17 years from child care institutions and families was selected. A sample of 60 children was collected for each category comprising of 30 boys and 30 girls for each of the two categories.

The primary data was collected through standardized psychological tools of Achievement Motive Test developed by Bhargava (1984) and Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe. Achievement Motive Test (ACMT) - 50 incomplete statements are to be completed by checking best alternative from three responses which reflect respondents' true feelings. English version ACMT was administered individually. Test had no time limit but participants were encouraged to complete in 30 minutes as suggested in the manual. In cases where participants were taking the test in a group such as child care institution children, the seating arrangement was made in such a way that participants could not consult each other. Each item indicating Achievement Motivation (N-Ach) was given score of 1 and the total score earned on all the items is the N-Ach score as per the scoring norms in test manual.

VIII.   EMOTIONAL INTELLIGENCE SCALE (EIS- HPD)

EIS-HPD is equipped with thirty four items categorized in ten different factors. Self-awareness, self-motivation, self-development, managing relations, emotional stability, empathy, integrity, value orientation, commitment and altruistic behavior are those factors on which EI is assessed. Participants responded on a five - point Likert scale, that is, Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2) and Strongly Disagree (1). There was no right or wrong answer. English version EIS- HPD was administered on an individual basis. The statements were separately scored according to the ten factors. Thereafter the total score for all factors was calculated. The standard score for this scale is 51 and below for low emotional intelligence, 52- 84 for normal emotional intelligence and 84 and above for high emotional intelligence. The ten factors also have standard scores for each factor for low, normal and high intelligence level.

IX. STATISTICAL TECHNIQUES

After data collection, raw data entered in SPSS for analysis and mean, standard deviation. 't'- test, Pearson product moment correlation, Two- way ANOVA to understand the patterns of results on emotional intelligence scores and achievement motivation scores of Child Care Institution children and family reintegrated children.
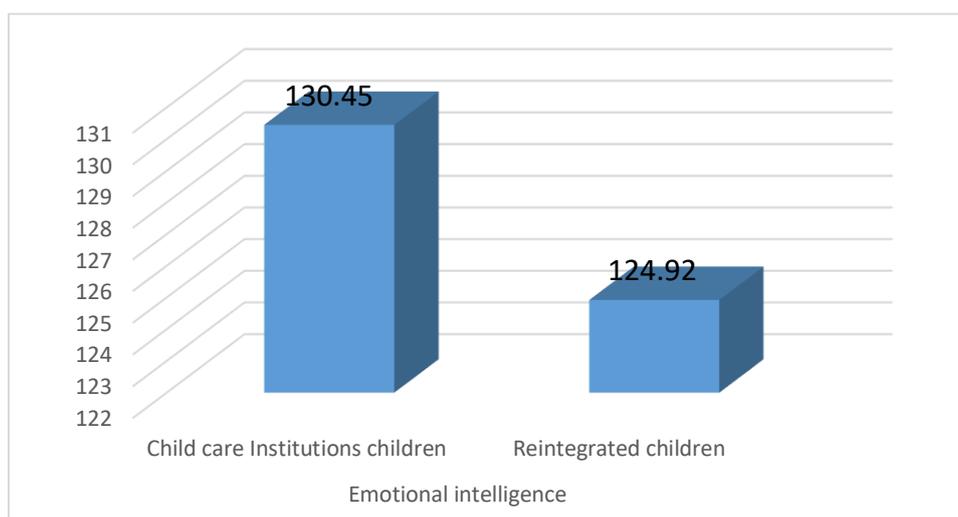
X. RESULTS AND DISCUSSION

Objective wise results are given in following manner:

Table 1: Emotional intelligence differences of child care institutions and reintegrated children in Malawi

Variable	Child Type	N	Mean	SD	t' value	df	p value
EISHPD	CCI	60	130.45	16.55	1.86	118	0.065
	Reintegrated	60	124.92	16.05			

An observation of Table 1 shows that Child care institution based children were having higher emotional intelligence (M=130.45, SD=16.55) in comparison to reintegrated family-based children (M=124.92, SD=16.05). The results show that differences could not reach to a significance level (t=1.86, df=118, p=0.06). On the basis of obtained results, the null hypothesis that there is no significant difference of emotional intelligence scores among reintegrated children in families and children in child care institutions is retained. The similar results were reported by Oriol, Sala-Roca and Filella (2014). The probable reason for higher emotional intelligence of CCI based children than family- based children could be the quality of care and interaction where the CCI environment is well organized as argued by Wedge (2015). However, Bansal (2019) and Abadi (2011) reported different findings that children with family were higher on emotional intelligence scores. The children's family, home, parents and siblings are regarded as the best source of socialization and development of emotional intelligence. Insignificant differences in emotional intelligence might be just because the children from the two settings have a similar initial background. Both have been raised in institutions where socialization and developing of emotional intelligence took place. The following results are demonstrated in the Figure given below:
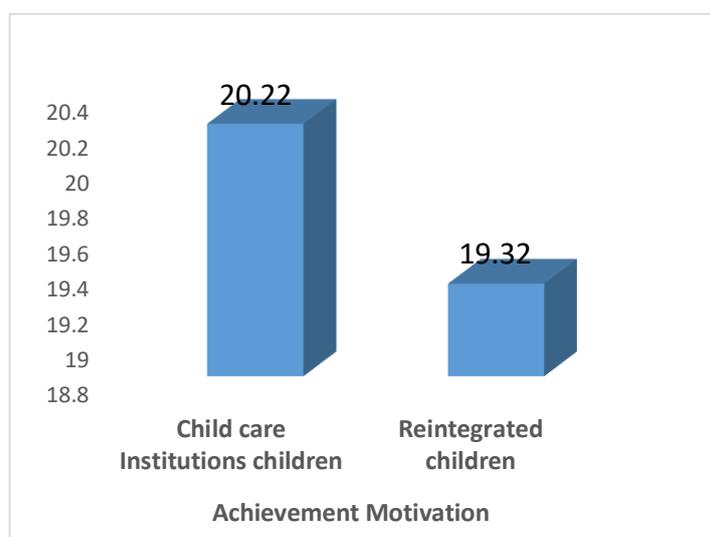

Figure 1: Mean emotional intelligence scores of child care institutions and reintegrated children in Malawi

Table 2: Achievement Motivation differences of child care institutions and reintegrated children in Malawi

Variable	Child Type	N	Mean	SD	t' value	df	p value
Achievement	CCI	60	20.22	4.76	0.98	118	0.33
Motivation	Reintegrated	60	19.32	5.28			

Table 2 above shows that Child care institution based children were having a slightly higher achievement motivation (M=20.22, SD=4.76) than to their counterparts, i.e., reintegrated family-based children (M=19.32, SD=5.28). Further, 't' statistic analysis revealed insignificant differences (t=0.98, df=118, p=0.33) between the two groups of children. Null hypothesis that Achievement motivation level is equal among children at child care institutions and reintegrated children in the families is accepted and whatever the marginal differences are visible those are by chance only. Results in similar aspects were demonstrated in study done by Charnyshova (2010) and Demissie (2015). This might be the case because some CCIs boost achievement motivation behavior of the children under their care in an effective manner. In addition, children at child care institutions strive to achieve as a coping mechanism since they are aware of the vulnerable situation at home. Most of these children are willing to change their situation for the better.

Nevertheless, Batra (2017) found that children with family have higher achievement motivation scores than child care institution based children. The results in this study are contradicting with many studies that have indicated that conducive family environment influences development of achievement motivation (Wagner & Phillips; Maqsud & Coleman as cited in Charnyshova 2010). One likely explanation for the results in this study could be lack of parental understanding and responsiveness towards children once the children are reintegrated in their families. Poor parenting styles might be another reason for lower achievement motivation of family-based children as compared to their counterparts as argued by Hokoda & Fincham as cited in Charnyshova (2010) that inefficient upbringing suppress mastery goal orientation. The results are also depicted in the following Figure 2:
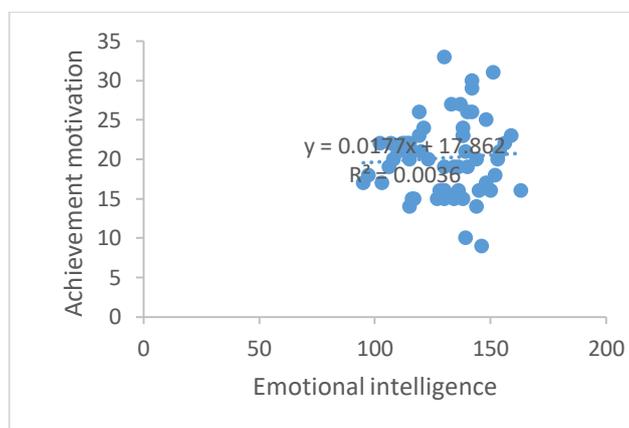

Figure 2: Mean achievement motivation scores of child care institutions and reintegrated children in Malawi

Table 3: Correlation between emotional intelligence scores and achievement motivation scores of children

residing at child care institutions in Malawi

Correlations among CCI children			
		Emotional Intelligence	**Achievement Motivation**
Emotional Intelligence	Pearson Correlation	1	0.070
	Sig. (2-tailed)		0.595
	N	60	60

Correlation coefficient between emotional intelligence and achievement motivation of children residing in child care institutions is reflected in Table 3. Correlation value is 0.070 and p value is 0.595. Results show positive correlation between achievement motivation and emotional intelligence of children residing at child care institution (r=0.070) but not significant, p=0.595. These results resemble those found by Kumar and Maheshwari, (2013); Sinha and Suman, (2013), though not specific for CCI children but secondary school children. Therefore, null hypothesis that there exists no relationship between emotional intelligence and achievement motivation of children residing at child care institutions is accepted. The relationship is also exhibited in the following Figure:
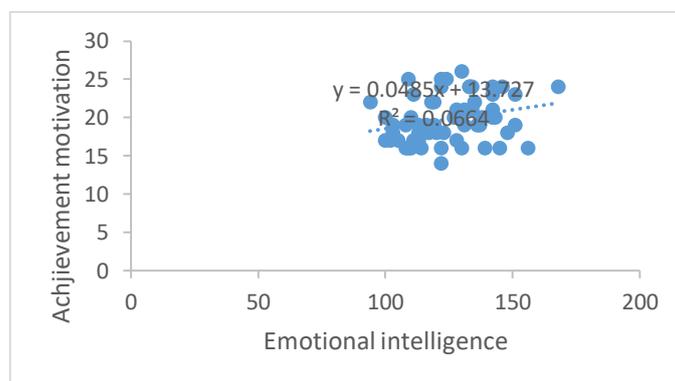

Figure 3: Correlation between emotional intelligence scores and achievement motivation scores of children

residing at child care institutions in Malawi

Table 4: Relationship between emotional intelligence and achievement motivation of reintegrated children

residing at families in Malawi

Correlations among reintegrated children			
		Emotional Intelligence	**Achievement Motivation**
Emotional Intelligence	Pearson Correlation	1	0.291*

			0.024
Sig. (2-tailed)			0.024
N		60	60
*Correlation is significant at the 0.05 level (2-tailed).			

Table 4 shows Pearson correlation coefficient of emotional intelligence and achievement motivation of reintegrated children in the families. A correlation matrix shows that the correlation coefficient of emotional intelligence and achievement motivation is 0.291 and p=0.024. These results show that there is a significant positive correlation between achievement motivation and emotional intelligence of reintegrated children in the families. Findings revealed emotional intelligence supporting achievement motivation. Ishak (2016); Naneed and Anjum (2013) and Kumar, 2016 supports the findings that there is a positive relationship between emotional intelligence and achievement motivation. Therefore, the null hypothesis that emotional intelligence and achievement motivation are not related to each other among reintegrated children in the families is hereby rejected. It can be concluded that reintegrated children having high emotional intelligence are also having high achievement motivation. The relationship is also displayed in the following Figure:
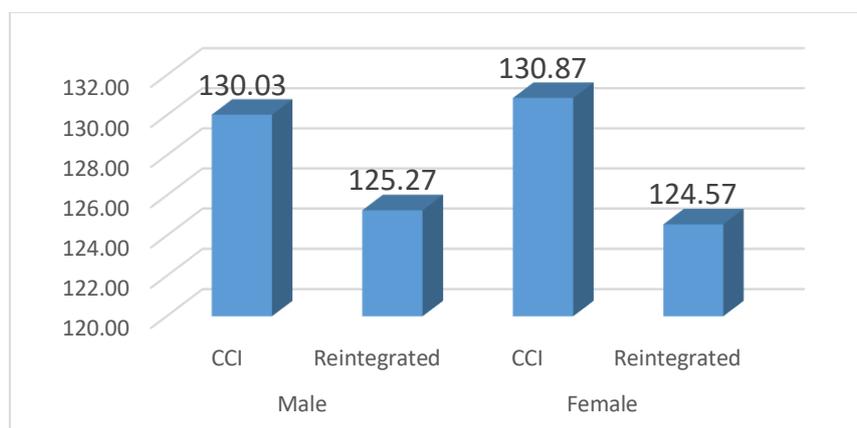

Figure 4: Correlation between emotional intelligence and achievement motivation of reintegrated children in the families in Malawi

Table 5: Mean emotional intelligence scores with regard to gender of children Child Care Institution based children and family based reintegrated children in Malawi

Gender	N	Child type	Mean	Std. Deviation
Male	30	Child Care Institution child	130.03	16.74
	30	Reintegrated child	125.27	17.07
Female	30	Child Care Institution child	130.87	16.64
	30	Reintegrated child	124.57	15.25

Table 5 illustrates the mean and standard deviation on the dependent variable of emotional intelligence of child care institution based children and reintegrated family-based children with regard to gender. Both male and female Child care institution based children were having higher emotional intelligence (M=130.03, SD=16.74 for males and M=130.87, SD=16.64 for females) than male and female reintegrated family-based children (M=125.27,

SD=17.07 for males and M=124.57, SD=15.25 for females). Males are having higher emotional intelligence than females on emotional intelligence level for each of the two groups of children. The following results are demonstrated in the Figure given below:

Figure 5: Mean emotional intelligence scores with regard to gender of children in Child Care Institution and family based reintegrated children in Malawi

Table 6: ANOVA Table for differences between emotional intelligence scores with regard to gender of Child Care Institution based children and family based reintegrated children in Malawi

Between-Subjects Effects					
Dependent Variable: Emotional Intelligence					
Source	Type III Sum of Squares	df	Mean Square	F	p value
Gender	0.13	1	0.13	0.00	.311
Child type	918.53	1	918.53	3.40	.328
Gender * Child type	17.63	1	17.63	0.07	.294
Error	31345.67	116	270.22		
a. R Squared = .029 (Adjusted R Squared = .004)					

Table 6 depicts summary of Analysis of Variance for emotional intelligence with regard to gender of child care institution based children and family reintegrated children. The F statistic (F=0.07, p=.294) indicated an insignificant difference between emotional intelligence with regard to gender of child care institution based children and family reintegrated children. On the basis of obtained results, the null hypothesis that there is no significant difference between the Emotional intelligence scores with regard to gender of Child Care Institution based children and family based reintegrated children is accepted. Thus boys and girls have no specific differences for their emotional intelligence responses. This might be that boys and girls are being equally exposed to same environment and same opportunities in both the living environment.

Table 7: Mean emotional intelligence scores on specific factors with regard to gender of Child Care Institution based children and family based reintegrated children in Malawi

Gender * Child type				
Dependent Variable	**Gender**	**Child type**	**Mean**	**SD**
A. Self-awareness	Male	CCI	15.63	2.59
		Reintegrated	15.27	2.41
	Female	CCI	16.23	2.42
		Reintegrated	15.13	2.27
B. Empathy	Male	CCI	18.57	3.70
		Reintegrated	17.27	4.03
	Female	CCI	19.53	2.73
		Reintegrated	17.43	3.26
C. Self-motivation	Male	CCI	23.00	4.21
		Reintegrated	22.73	4.03
	Female	CCI	22.93	4.00
		Reintegrated	22.07	3.67
D. Emotional stability	Male	CCI	14.93	2.29
		Reintegrated	14.57	2.40
	Female	CCI	15.20	2.55
		Reintegrated	14.53	2.42
E. Managing relations	Male	CCI	16.07	2.10
		Reintegrated	15.23	2.40
	Female	CCI	15.13	3.52
		Reintegrated	14.77	2.39
F. Integrity	Male	CCI	11.30	1.97
		Reintegrated	11.10	1.69
	Female	CCI	11.73	1.87
		Reintegrated	11.20	2.19
G. Self-development	Male	CCI	7.47	1.89
		Reintegrated	7.07	1.86
	Female	CCI	7.60	1.13
		Reintegrated	7.13	1.89
H. Value orientation	Male	CCI	7.77	1.74
		Reintegrated	6.97	1.83
	Female	CCI	7.30	1.76
		Reintegrated	6.97	1.61
I. Commitment	Male	CCI	7.50	1.74
		Reintegrated	7.77	1.50
	Female	CCI	7.57	1.94
		Reintegrated	7.83	1.49
J. Altruistic behavior	Male	CCI	7.80	1.97
		Reintegrated	7.30	1.60
	Female	CCI	7.63	1.85
		Reintegrated	7.50	1.38

Table 7 shows the mean and standard deviation on ten factors of emotional intelligence of child care institution based children and reintegrated family-based children with regard to gender. The results are discussed for each of the dimension as given below.

Self-awareness

It is evident from the table that female Child care institution based children were higher in self- awareness (M=16.23, SD=2.42) than male children (M=15.63, SD=2.59). As for family-based reintegrated children, males were higher in self-awareness (M=15.27, SD=2.41) than female children (M=15.13, SD=2.27). Despite the slight differences, both male and female children from CCIs and family are high in self-awareness as per high score range of 11 and above in the manual. Children who are high in self-awareness know their feelings and emotions.

Empathy

The table shows that female Child care institution based children were higher in empathy (M=19.53, SD=2.73) in comparison with male children (M=18.57, SD=3.70). Female family-based reintegrated children were higher in empathy (M=17.43, SD=3.26) compared to male children (M=17.27, SD=4.03). The results also show that females from both CCIs and families are slightly higher in empathy that their male counterpart. It is worth noting the mean scores for both male and female children from CCIs and family follows under high score range of 15 and above as indicated in the manual. Children who are high in empathy are able to see the world of other people in their perspective. In other words, they feel for others.

Self- motivation

The table evidently show that male Child care institution based children were higher in self-motivation (M=23.00, SD=4.21) in comparison to female children (M=22.93, SD=4.00). On other hand, male family-based reintegrated children were higher in self-motivation (M=22.73, SD=4.03) than female children (M=22.07, SD=3.67). According to the standard scores in the manual, (high score -18 and above), both male and female children from CCIs and family are high in self-motivation. Children who are high in self-awareness are essentially motivated to achieve their goals.

Emotional stability

It is evident from the table that female Child care institution based children were higher in emotional stability (M=15.20, SD=2.55) than male children (M=14.93, SD=2.29). As for family-based reintegrated children, males were higher in emotional stability (M=14.57, SD=2.40) than female children (M=14.53, SD=2.42). Despite the slight differences, both male and female children from CCIs and family are high in emotional stability as per high score range of 11 and above in the manual. Children who are high in emotional stability are capable of handling their emotions and those of others.

Managing relations

The table demonstrates that male Child care institution based children were higher in managing relations (M=16.07, SD=2.10) than female children (M=15.13, SD=3.52). Similarly, family-based reintegrated male children were higher in managing relations (M=15.23, SD=2.40) than female children (M=14.77, SD=2.39). It is clear from these results that both male and female children from CCIs and family are high in managing relations as per high score range of 12 and above in the manual. Children who are high in managing relations know how well to interact with others in a health manner.

Integrity

It is evident from the table that female Child care institution based children were higher in integrity (M=11.73, SD=1.87) than male children (M=11.30, SD=1.97). Likewise, female family-based reintegrated children were higher in integrity (M=11.20, SD=2.19) than male children (M=11.10, SD=1.69). Regardless of the slight difference, both male and female children from CCIs and family are high in integrity as per high score range of 8 and above in the manual. Children high in integrity, show honesty, respect, honor and have courage to stand for what is right.

Self-development

It is clear from the table that female Child care institution based children were higher in self- development (M=7.60, SD=1.13) than male children (M=7.47, SD=1.89). Likewise, female family-based reintegrated children were higher in self-awareness (M=7.13, SD=1.89) than male children (M=7.07, SD=1.86). Both male and female children from CCIs and family are high in self-development as per high score range of 8 and above in the manual. Children high in self-development are able to understand others and use knowledge about others to understand and improve themselves.

Value orientation

The table clearly shows that male Child care institution based children were higher in value orientation (M=7.77, SD=1.74) than female children (M=7.30, SD=1.76). Interestingly, both female and male family-based reintegrated children, had the same high score (M=6.97, SD=1.61 for females and SD=1.83 for males). Both male and female children from CCIs and family are high in value orientation as per high score range of 6 and above in the manual. Children who are high in value orientation are capable of maintaining the standards of honesty and integrity.

Commitment

It is evident from the table that female Child care institution based children were higher in commitment (M=7.57, SD=1.94) than male children (M=7.50, SD=1.74). Similarly, female family-based reintegrated children were higher in commitment (M=7.83, SD=1.49) than male children (M=7.77, SD=1.50). Despite the slight differences, both male and female children from CCIs and family are high in commitment as per high score range

of 6 and above in the manual. Children who are high in commitment are committed and organized in performing an assigned task.

Altruistic behavior

The table shows that male Child care institution based children were higher in altruistic behavior (M=7.80, SD=1.97) than female children (M=7.63, SD=1.85). As for family-based reintegrated children, females were higher in altruistic behavior (M=7.50, SD=1.38) than male children (M=7.30, SD=1.60). Despite the slight differences, both male and female children from CCIs and family are high in altruistic behavior as per high score range of 6 and above in the manual. Children who are high in altruistic behavior have the desire to help others without selfish motives.

Table 8: Summary Table of ANOVA for difference between emotional intelligence scores with regard to gender of Child Care Institution based children and family based reintegrated children in Malawi

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	A	1.633	1	1.633	0.278	0.599
	B	9.633	1	9.633	0.804	0.372
	C	4.033	1	4.033	0.254	0.615
	D	0.408	1	0.408	0.070	0.792
	E	14.700	1	14.700	2.079	0.152
	F	2.133	1	2.133	0.568	0.453
	G	0.300	1	0.300	0.101	0.751
	H	1.633	1	1.633	0.542	0.463
	I	0.133	1	0.133	0.047	0.828
	J	0.008	1	0.008	0.003	0.958
Child type	A	16.133	1	16.133	2.745	0.100
	B	86.700	1	86.700	7.235	0.008
	C	9.633	1	9.633	0.607	0.437
	D	8.008	1	8.008	1.371	0.244
	E	10.800	1	10.800	1.528	0.219
	F	4.033	1	4.033	1.074	0.302
	G	5.633	1	5.633	1.900	0.171
	H	9.633	1	9.633	3.196	0.076
	I	2.133	1	2.133	0.758	0.386
	J	3.008	1	3.008	1.022	0.314
	A	4.033	1	4.033	0.686	0.409

|						
Gender * Child type	B	4.800	1	4.800	0.401	0.528
	C	2.700	1	2.700	0.170	0.681
	D	0.675	1	0.675	0.116	0.735
	E	1.633	1	1.633	0.231	0.632
	F	0.833	1	0.833	0.222	0.638
	G	0.033	1	0.033	0.011	0.916
	H	1.633	1	1.633	0.542	0.463
	I	0.000	1	0.000	0.000	1.000
	J	1.008	1	1.008	0.342	0.560
Error	A	681.667	116	5.876		
	B	1390.067	116	11.983		
	C	1839.600	116	15.859		
	D	677.500	116	5.841		
	E	820.067	116	7.070		
	F	435.667	116	3.756		
	G	344.000	116	2.966		
	H	349.600	116	3.014		
	I	326.400	116	2.814		
	J	341.566	116	2.944		

Table 8 depicts Analysis of Variance (ANOVA) on the difference between 10 dimensions of emotional intelligence with regard to gender of child care institution based children and family reintegrated children. It is evident from the table that there are insignificant differences on the 10 factors of emotional intelligence of child care institution based children and family based reintegrated children with regard to gender as follows; Self-awareness, F statistic (F=0.686, p=.409), Empathy (F=0.401, p=.528), Self-motivation (F=0.170, p=.681), Emotional stability (F=0.116, p=.735), managing relations (F=0.231, p=.632), Integrity (F=0.222, p=.638), self-development (F=0.011, p=.916), value orientation (F=0.542, p=.463), commitment (F=0.000, p=1.000), altruistic behavior (F=0.342, p=.560). On the basis of obtained results, null hypothesis that there is no significant difference between Emotional intelligence scores with regard to gender of Child Care Institution based children and family based reintegrated children is accepted.

Table 9: Mean achievement motivation scores with regard to gender of children Child Care Institution based children and family based reintegrated children in Malawi

Gender	N	Child type	Mean	Std. Deviation
Male	30	Child Care Institution child	20.23	4.99
	30	Reintegrated child	18.37	4.75
Female	30	Child Care Institution child	20.20	4.60

30	Reintegrated child	20.27	5.68

Table 9 shows the mean and standard deviation on the dependent variable of achievement motivation of child care institution based children and reintegrated family-based children with regard to gender. Male in Child care institution (M=20.23, SD=4.99) have higher achievement motivation as male in reintegrated family (M=18.37, SD=4.75). Females in Child care institution (M=20.20, SD=4.60) are showing very close achievement motivation to female children in reintegrated family (M=20.27, SD=5.68). According the norms in the manual, the boys have an above average score while the girls have an average score and reintegrated family-based children. Both boys and girls in reintegrated families have an above average score. The following results are demonstrated in the Figure given below:
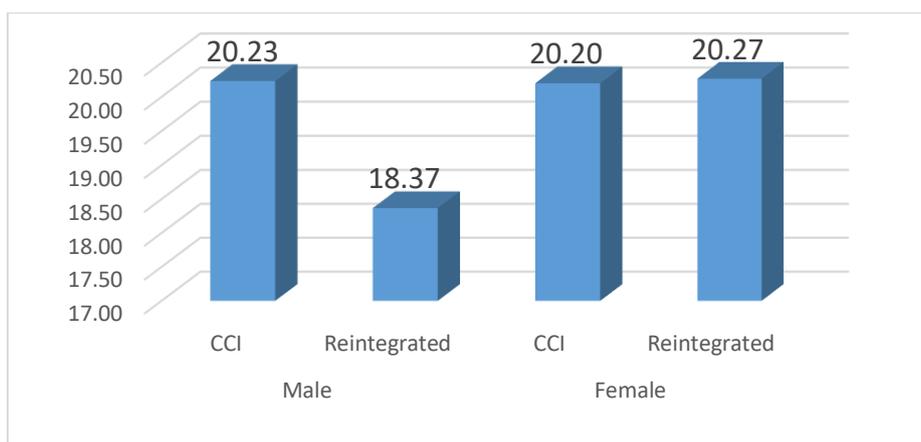
Figure 6: Mean achievement motivation scores with regard to gender of children Child Care Institution based children and family based reintegrated children in Malawi

Table 10: Summary Table of ANOVA for difference between achievement motivation scores with regard to gender of children Child Care Institution based children and family based reintegrated children in Malawi

Tests of Between-Subjects Effects					
Dependent Variable: Achievement Motivation					
Source	Type III Sum of Squares	df	Mean Square	F	P value
Gender	26.13	1	26.13	1.04	.311
Child type	24.30	1	24.30	0.96	.328
Sex * Child type	28.03	1	28.03	1.11	.294
Error	2927	116	25.23		
a. R Squared = .026 (Adjusted R Squared = .001)					

Table 10 depicts Analysis of Variance (ANOVA) on the difference between achievement motivation scores with regard to gender of child care institution based children and family reintegrated children. The F statistic (F=1.11, p= .294) revealed an insignificant difference between achievement motivation with regard to gender of

child care institution based children and family reintegrated children. As per the results, the null hypothesis that there is no significant difference between the achievement scores with regard to gender of Child Care Institution based children and family based reintegrated children is accepted.

XI. CONCLUSIONS

The current study tested five hypotheses in relation to the topic, "Emotional intelligence and achievement motivation among child care institution children and reintegrated children in Malawi, Africa". The study findings revealed the following:

The first null hypothesis that there is no significant difference between emotional intelligence scores of reintegrated children in families and children in child care institutions was retained. Children in child care institutions are having higher emotional intelligence in comparison to their counterpart i.e. reintegrated children in families but the difference is not substantial. The probable reasons for this may be that these children have a similar initial background of their experience and exposure. The period of stay in the families for reintegrated children may also short to notice a change on the level of emotional intelligence. The second null hypothesis that achievement motivation level is equal among children at child care institutions and reintegrated children in the families was accepted and whatever the marginal differences were visible those were by chance only. It can, therefore, be concluded that the level of achievement motivation among children at child care institutions and reintegrated children in the families is almost equal even though children at child care institutions have higher achievement motivation than reintegrated children in the families. An explanation for this similarity could be the fact that these children were raised in a similar environment from an early age.

Third, null hypothesis that there is no relationship between emotional intelligence and achievement motivation of children residing at child care institutions was accepted. This simply means that increase in the level of emotional intelligence does not lead to increase in achievement motivation of children residing at child care institutions.

Fourth, null hypothesis that emotional intelligence and achievement motivation are not related to each other among reintegrated children in the families was rejected. These results demonstrate that there is a positive relationship between emotional intelligence and achievement motivation of reintegrated children in the families. In other words, as the level of emotional intelligence increases so does the level of achievement motivation.

Fifth, the null hypothesis that there are no significant differences between the emotional intelligence scores with regard to gender of Child Care Institution based children and family based reintegrated children is accepted. The findings revealed that there are no significant differences between emotional intelligence scores of male and female children from Child Care Institution and reintegrated families. Similarly, it was found that the differences between emotional intelligent scores on the ten factors/dimensions were insignificant for male and female children from Child Care Institution and reintegrated families. It can therefore be concluded that gender and place of residence (CCIs or family) has no influence on emotional intelligence in this particular study.

Finally, null hypothesis that there are no significant differences between the achievement scores with regard to gender of Child Care Institution based children and family based reintegrated children was accepted. The findings indicated that male and female Child care institution based children have higher achievement motivation compared

to their counterparts i.e. family based reintegrated children but the difference was insignificant. On gender within each group, male children were having higher achievement motivation than females.

XII.   LIMITATIONS

Basically, this is due to constraints on research design or methodology that impact the findings of the study. The results of this study have to be viewed in light of the following limitations. The study was conducted in two districts only out of the four districts implementing reintegration in Malawi due to unavailability of targeted children based on age. One district had only reintegrated infants and the other district had not reintegrated any children during the time of study. The sample size was too small. This resulted in failure to reach the significant relationship from the data. The study used self-report instruments that measures respondent's own perceptions of their emotional intelligence and achievement motivation. The instruments were in English resulting in some respondents failing to understand the statements. Inadequate amount of research studies on emotional intelligence and achievement motivation among reintegrated children since reintegration of children with their families from institutions is a novel program worldwide.

XIII.   SUGGESTIONS AND RECOMMENDATIONS

The study may be conducted in all districts implementing reintegration in Malawi in order to get a representative sample that can generalized on the population. Study may be carried out on a large sample in order to identify significant relationship between the variables under study. A large sample will also allow background for generalization of findings on concerned population. There is need to used self- report instrument concurrently with actual performance so as to get precise results. The English version of instruments should be translated into vernacular language for easy understanding. There is need for researchers to conduct more studies on various psychological variables to understand how children are affected in the CCIs and families. The findings will inform government and policy makers to design programs/policies that will positively impact on the emotional intelligence and achievement motivation of children. Future studies may also attempt to understand the relationship between emotional intelligence and achievement motivation among reintegrated children and children in families that have never stayed in institutions in order to have insight in the relationships if at all there are any.

XIV.   ACKNOWLEDGEMENT

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