

ISBN:978-93-5570-835-9



PROCEEDINGS OF INTERNATIONAL SEMINAR

15<sup>th</sup> December, 2023

**EDUCATING INDIVIDUALS WITH SPECIAL  
NEEDS TOWARDS INTEGRATED LIFE**  
*Realising the Goal of Educational Equity*



Editors

Rev Dr L.Vasanthi Medona  
Dr M.Maria Saroja  
Dr.R. Indra Mary Ezhilselvi  
Ms E.Michael Jeya Priya  
Ms C.Deepa



**ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)**

Accredited by NAAC at Grade A+ with CGPA 3.42 (Third Cycle)  
(Affiliated to Tamil Nadu Teachers Education University, Chennai)

Palayamkottai - 627 002



S.No	Content	Page No
1	PROMOTING INCLUSION THROUGH SOCIAL-EMOTIONAL COMPETENCIES <i>*Rev Dr Vasanthi Medona L</i>	
2	INCLUSION CHALLENGES AND BRAIN BASED LEARNING STRATEGIES FOR CHILDREN WITH DISABILITIES <i>* Dr Maria Saroja. M</i>	
3	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>* Santhana Rajam. S, ** Govindan. M</i>	14
4	EDUCATING CHILDREN WITH INTELLECTUAL DEVELOPMENTAL DISABILITY IN INCLUSION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY <i>* Bhakyalakshmi. G, **Dr.Ambeth</i>	18
5	THE FOUNDATION OF QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Halimabi. M C</i>	20
6	STEM APPROACH: AN ASSISTIVE TECHNOLOGY FOR LEARNING <i>* Viji. M, ** Dr Deepa. H</i>	24
7	EFFECTIVENESS OF INDIVIDUALIZED EDUCATION PROGRAMME IN GRADE -6, ACADEMIC ACHIEVEMENT OF STUDENT WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP <i>* Rajamani. S, ** Dr Nirupalini. D</i>	30
8	FOSTERING INCLUSIVE EDUCATION: EXAMINING THE LEGAL RIGHTS OF STUDENTS WITH DISABILITIES <i>* Daniel Sathya Singh. G, **Dr Maria Saroja. M</i>	40
9	THE FOUNDATION OF A QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Pushpa Devi .P, **Rufina Thana Sudha. R</i>	45
10	LEVERAGING ASSISTIVE TECHNOLOGY <i>* Dr Jeya Selva Kumari.T</i>	48
11	FOSTERING INCLUSIVITY IN EDUCATION: PATHWAYS TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION <i>* Sofia Selvarani. C, ** Dr MariaSaroja. M</i>	53
12	<b>INTERPERSONAL INTELLIGENCE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS WITH REFERENCE TO PARANTAL STATUS</b> <i>* Rajamanickavasagan. S, **Dr Punitha Mary. A</i>	54
13	INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: A HUMAN RIGHTS-BASED APPROACH <i>* Arockia Reena. S, ** Dr Maria Prema. J</i>	63
14	STRATEGIES IN TEACHING BIOLOGY FOR STUDENTS WITH HEARING IMPAIRED: TOWARDS INCLUSIVE EDUCATION <i>* Hari Keerthana. R, ** Kalai Selvi. R</i>	70

**INTERPERSONAL INTELLIGENCE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS WITH REFERENCE TO PARANTAL STATUS**

\*Rajamanickavasagan. S  
Ph.D Scholar

\*\*Dr Punitha Mary. A  
Assistant Professor of Education  
St. Xavier's College of Education (Autonomous)  
Palayamkottai – 627002

**ABSTRACT**

*This present study examined the interpersonal intelligence of orphanage-reared and home-reared adolescent based on parental status. The aim of the study was to find out whether there is any significant difference between orphanage-reared and home-reared adolescents in their interpersonal intelligence and its dimensions with respect to (i) only father alive (ii) only mother alive (iii) both parent. A Survey was conducted among 264 orphanage-reared and 264 home-reared adolescents from Tuticorin, Tirunelveli, and Kanyakumari districts in Tamil Nadu using simple random sampling. Descriptive and inferential statistical techniques were used for analyzing data. It was found that the home-reared parental status adolescents are better than the orphanage-reared parental status adolescents in their interpersonal intelligence and its dimension.*

**Keywords:** *Interpersonal Intelligence, Orphanage-Reared Adolescents, Home-Reared Adolescents*

**Introduction**

The capacity for successful communication and understanding with people is known as interpersonal intelligence. It requires the capacity for successful verbal and nonverbal interaction, differentiation skills, empathy for other people's feelings and dispositions, and the capacity to consider many points of view. Interpersonal intelligence is the kind of intellect that governs our ability to communicate with people and maintain relationships. The capacity to easily ascertain the thoughts, feelings, motivations, and behaviors of another is known as interpersonal intelligence. It also refers to the capacity for effective interpersonal communication, conversation starter skills, speedy friendship development, and teamwork and collaborative environment proficiency. (Armstrong, 2009 & Gardner, H. 2011).

**Significance of the Study**

Modern adolescents need direction and inspiration from others through both spoken and nonverbal communication in order to do any task successfully. They are somewhat hesitant to accept such suggestions and direction. Teens' hesitancy can be attributed to their lack of interpersonal intelligence and their mutual capacity. The capacity to manage connections and relate to people well is known as interpersonal intelligence. The communication quality known as interpersonal intelligence, which encompasses a variety of traits like resourcefulness, responsibility, values, and vision, is a belief in the vast potential for improvements that can be made to oneself and one's surroundings (Canny, 2019). This trait is not even present in teenagers raised at home. Likewise, it is not unlikely that teenagers raised in orphanages possess this kind of interpersonal intelligence. Any task may be accomplished more successfully and efficiently with interpersonal intelligence. In order to improve interpersonal intelligence, a comparison study between adolescents reared in orphanages and adolescents reared at home was carried out.



**Objective of the Study**

To find out whether there is any significant difference between orphanage-reared adolescents in their interpersonal intelligence and its dimensions with reference to parents

**Hypotheses of the Study**

- (i) There is no significant difference between orphanage-reared and home-reared adolescents only father alive in their interpersonal intelligence and its dimensions.
- (ii) There is no significant difference between orphanage-reared and home-reared adolescents only mother alive in their interpersonal intelligence and its dimensions.
- (iii) There is no significant difference between orphanage-reared and home-reared adolescents whom both parent alive in their interpersonal intelligence and its dimensions.
- (iv) There is no significant difference between orphanage-reared and home-reared adolescents whom both parent not alive in their interpersonal intelligence and its dimensions.

**Methodology of the Study**

Survey method is used for the study. The sample of the study has been selected using sampling technique. Investigator selected 264 orphanage-reared and 264 home-reared adolescents from three districts. Interpersonal intelligence questionnaire was constructed and validated by investigator and the research supervisor (2020). The investigator has used descriptive and inferential techniques for data analysis.

**Analyses of the Study**

**Null Hypothesis**

There is no significant difference between orphanage-reared and home-reared adolescents father alive in their interpersonal intelligence and its dimensions

**Table 1. Difference between orphanage-reared and home-reared adolescents for whom father alive in their interpersonal intelligence and its dimensions**

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Revised 5%
Empathy	Orphanage	57	11.77	3.365	14.089	
	Home	48	25.40	5.946		
Interactivity	Orphanage	57	08.65	2.311	16.485	
	Home	48	17.48	3.046		
Amiability	Orphanage	57	11.60	3.217	17.897	
	Home	48	28.21	5.713		
Sensitivity	Orphanage	57	08.95	2.496	15.989	
	Home	48	17.77	3.061		
Perspicacity	Orphanage	57	12.30	3.041	15.701	
	Home	48	27.00	5.856		
Interpersonal intelligence	Orphanage	57	53.26	7.242	31.404	
	Home	48	115.85	12.104		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (11.77, 08.65, 11.60, 08.95, 12.30 & 53.26) and home-reared (25.40, 17.48, 28.21, 17.77, 27.00 115.85) adolescents for whom only father alive, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

**Null Hypothesis**

There is no significant difference between orphanage-reared and home-reared only mother alive adolescents in their interpersonal intelligence and its dimension.

**Table 2. Difference between orphanage-reared and home-reared only mother alive adolescents in their Interpersonal intelligence and its dimension**

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Remark at 5% level
Empathy	Orphanage	57	12.30	3.145	15.640	S
	Home	48	27.00	5.838		
Interactivity	Orphanage	57	08.79	2.289	17.557	S
	Home	48	17.73	2.834		
Amiability	Orphanage	57	12.04	3.454	17.132	S
	Home	48	27.40	5.342		
Sensitivity	Orphanage	57	08.72	2.631	17.337	S
	Home	48	17.79	2.705		
Perspicacity	Orphanage	57	12.44	3.088	14.723	S
	Home	48	25.77	5.597		
Interpersonal intelligence	Orphanage	57	54.28	7.324	32.005	S
	Home	48	115.69	11.469		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared only mother alive adolescents in their interpersonal intelligence and its dimension as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (12.30, 08.79, 12.04, 08.72, 12.44 & 54.28) and home-reared (27.00, 17.73, 27.40, 17.79, 25.77 & 115.69) only mother alive adolescents, the home-reared only mother alive adolescents are better than the orphanage-reared only mother alive adolescents in their interpersonal intelligence and its dimension.

**Null Hypothesis**

There is no significant difference between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions.



Table 3. Difference between orphanage-reared and home-reared adolescents for whom both parents are alive in their interpersonal intelligence and its dimensions

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Rejection level 5%
Empathy	Orphanage	30	11.17	3.018	20.912	
	Home	120	26.90	5.611		
Interactivity	Orphanage	30	08.27	2.434	18.738	
	Home	120	17.91	2.840		
Amiability	Orphanage	30	12.73	3.493	16.156	
	Home	120	26.16	5.835		
Sensitivity	Orphanage	30	08.33	2.368	18.331	
	Home	120	17.62	2.888		
Perspicacity	Orphanage	30	12.03	3.586	17.312	
	Home	120	26.65	5.839		
Interpersonal intelligence	Orphanage	30	52.53	6.781	39.505	
	Home	120	115.23	10.879		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference between orphanage-reared and home-reared adolescents for whom both parents are alive in their interpersonal intelligence dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (11.17, 08.27, 12.73, 08.33, 12.03) and home-reared (26.90, 17.91, 26.16, 17.62, 26.65 & 115.23) adolescents for whom both parents are alive, home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

**Null Hypothesis**

There is no significant difference between orphanage-reared and home-reared adolescents for whom both parents are not alive in their interpersonal intelligence and its dimensions.

Table 4. Difference between orphanage-reared and home-reared adolescents for whom both parents are not alive in their interpersonal intelligence and its dimensions

Dimension	Adolescents	N	Mean	SD	Calculated 't' value	Rejection level 5%
Empathy	Orphanage	120	12.22	3.049	15.907	
	Home	48	24.90	5.175		
Interactivity	Orphanage	120	08.85	2.400	19.639	
	Home	48	17.33	2.579		
Amiability	Orphanage	120	12.20	3.118	18.776	
	Home	48	28.02	5.495		
Sensitivity	Orphanage	120	08.75	2.331	18.806	
	Home	48	17.23	2.754		
Perspicacity	Orphanage	120	11.98	3.245	16.058	
	Home	48	26.35	5.855		
Interpersonal intelligence	Orphanage	120	53.99	6.080	37.741	
	Home	48	113.83	10.290		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions as the calculated 't' value is greater than the table value. Hence the null hypothesis is rejected.

While comparing the mean scores of orphanage-reared (12.22, 08.85, 12.20, 08.75, 11.98 & 53.99) and home-reared (24.90, 17.33, 28.02, 17.23, 26.35 & 113.83) both parent not alive adolescents, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

#### **Findings of the study**

1. Significant difference exists between orphanage-reared and home-reared adolescents for whom only father alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.
2. Significant difference exists between orphanage-reared and home-reared adolescents for whom only mother alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.
3. Significant difference exists between orphanage-reared and home-reared adolescents for whom both parent alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.
4. Significant difference exists between orphanage-reared and home-reared adolescents for whom both parent not alive in their interpersonal intelligence and its dimensions. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions.

#### **Interpretation of the study**

A significant difference exists between orphanage-reared and home-reared adolescents in their interpersonal intelligence and its dimensions with respect to parental status. While comparing the mean scores, the home-reared adolescents are better than the orphanage-reared adolescents in their interpersonal intelligence and its dimensions. This may be because, orphanage reared adolescents do not get a chance to get advice from their parents with regard to the importance of empathy, amiability, sensitivity, perspicacity, communication skills, emotional intelligence, team working skills, negotiation skills, conflict resolution skills, problem solving skills and decision making skills. Moreover, orphan students hesitate to communicate with others freely and hence their interpersonal intelligence is less than home-reared adolescents.

#### **Recommendations of the study**

Interpersonal skills are essential skill in one life. Interpersonal intelligence of orphan reared adolescents is less than the home reared adolescents. Here are some ways to develop their interpersonal intelligence.

- Encourage the orphan-reared adolescents to express themselves.



- Help them to brainstorm to convey their feelings without using words.
- Hobbies and interests are common to spark up conversations between peers. Hence, adolescents are encouraged to engage in any one of their hobbies.
- While communication and interpersonal skills heavily depend on interacting with others, it must be an integral part. Understanding others is essential, along with being understood. Hence, it must be organized in the schools and orphanages.
- Friendliness is the key to interpersonal intelligence and hence advice the orphans to have it with others in the orphanage.

#### References

Armstrong, T. (2009). *Multiple intelligences in the classroom, (3rd ed)*. Alexandria, VA: Association for Supervision and Curriculum Development.

Canny, A. (2019). *Interpersonal intelligence: Importance of relating well to people* (Positive Psychology).

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. NY: Basic books.

Kaufhold, A.J., & Kaufhold, S. (2013). *Basic statistics for educational research* (2nd ed.). U.S.

Mangal, S. (2002). *Statistics in psychology and Education*. PHI Learning Pvt.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.