

LONELINESS, COPING AND SOCIO-EMOTIONAL ADJUSTMENT AMONG ORPHANS

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Abstract

Aim. *The current study was conducted to investigate the relationship between loneliness, coping and socio-emotional adjustment among orphans. **Method.** Data was taken from (n= 80) orphan children. Loneliness Scale (Russell, 1978), Coping Scale (Hamby, Grych & Banyard, 2013) and Socio-Emotional Adjustment Scale (Creswell, 2013) were used as an assessment measure in the present study. Data was collected through purposive sampling technique. **Result.** Results showed loneliness has significant ($p < .05$) negative relationship with socio-emotional adjustment, however, coping has significant ($p < .05$) positive relationship with socio-emotional adjustment. Regression findings showed loneliness and coping were significant predictors of socio-emotional adjustment. **Conclusion.** Findings concluded that high coping would lead to better socio-emotional adjustment of orphan children.*

Keywords: *Loneliness, Coping, Socio-Emotional Adjustment, Orphan.*

1. Introduction

An orphan is a child whose parents have died, are unknown, or have permanently abandoned them. (Robert scott,1940) Orphaned children have not examined the psychological impact. Adopting parents and schools have not provided the emotional support these children often need. Most adopting parents lack information on the problem and are therefore unable to offer emotional support; and school teachers do not know how to identify psychological and social problems and consequently fail to offer individual and group attention. The concept of the locus of control is used to show the relationship between the environment and individuals' assessment of their ability to deal with it and to adjust behavior (James Sengendo,1997).

The purpose of present study is to examine the association between loneliness, coping and socio-emotional adjustment among orphan children. The study provided insight to professionals of orphan schools to understand how much loneliness and coping can show a significant affect on the socio-emotional adjustment among orphans. The current study creates awareness in both clinical and social settings that how mental health professionals and policy makers improve socio emotional adjustment of orphan children through proper coping skills.

1.1 Loneliness

Loneliness has been defined as a “distressing feeling that accompanies the perception that one’s social needs are not being met by the quantity ore specially the quality of one’s social relationships” (Hawkley & Cacioppo 2010). Loneliness is a universal human experience (Rotenberg 1999) which speaks to our deep human need to connect with one another and the fundamental role fulfilling social and emotional relationships have for good human health and well-being (Baumeister& Leary, 1995). Loneliness is an important worldwide public health concern affecting people of all cultures and ages, with prevalence rates predicted increase to “epidemic” levels in the future (Emerson & Jayawardhana, 2015).

1.2 Coping

Coping is efforts to prevent or diminish threat, harm, and loss, or to reduce the distress that is often associated with those experiences (Lazarus & Folkman, 1984). The concept of coping presumes the existence of a condition of adversity or stress. A person who must deal with adversity is engaged in

coping. Thus, coping is inextricably linked to stress. It is often said that stress exists whenever people confront situations that tax or exceed their ability to manage them (Lazarus, 1966).

1.3 Socio-emotional adjustment

One of the aspects that play a pertinent role in promoting adolescent's healthy development is socio-emotional development. It reflects an individual's well-being in emotions, personality, relationships with other people and within the social contexts (Bronstein, et al, 1993). In studying developmental psychology, the emotion domain should not be viewed as interdependent from the social domain. Putting these two domains together, socialization is achieved through communication which loaded with emotions; meanwhile, adolescents adjust their relationships with others to fulfill the emotion needs. Being a socio emotional competent individual was found to engage fewer in defiant activities, antisocial and misconduct behavior (Jewell & Stark, 2003).

2. Method

2.1 Research Design

Correlational research design was used in present study.

2.2 Sample and Sampling Strategy

Purposive sampling strategy was utilized to recruit sample of (n=80) orphan children.

2.3 Procedure

Firstly, researcher got official ethical clearance letter from Mind Healing Psychological Services (SMC-PVT) Ltd. After that consent was taken from the authors of scales. Researcher prepare the booklet comprising on the informed consent hold demographic sheet and scales, provided to the members and collect data then pilot study and main study was conducted.

2.4 Assessment Measures

2.4.1 UCLA Loneliness Scale

UCLA loneliness scale was originally developed by Russell (1978). A 20-item scale designed to measure one's subjective feeling of loneliness as well as feelings of social isolation. Participants rate each item as either O (I often feel this way), S (I sometime feel this way), R (I rarely feel this way) N (I never feel this way). 4 Point Likert scale Make all O's =3, all S's =2, all R's =1, and all N's =0. Keep scoring continuous was used in this scale. The Cronbach alpha reliability of this scale is ($\alpha = .73$).

2.4.2 Rosenberg Self-Esteem Scale

Adherence to Refills & Medication scale was developed by (Kirplani, 2009) to assess medication adherence. In present study original version of the scale was used. It is 5 likert-type scale with 12-items. The alpha reliability of this scale was reported to be .81. The alpha reliability of the scale in the present study is ($\alpha = .68$).

2.4.3 Beck Depression Inventory (BDI-II)

Beck depression inventory is self-report measure which was originally developed by Beck (1978), then revised in 1996 and also translated in different languages as well. It is 4-point likert type scale from 0 to 3 ranges with 21 items. The alpha reliability of this scale was reported .84.

3. Results

Table 1

Pearson Product Moment Correlation Analysis between Study Variables among Orphans (n=80)

Variables	1	2	3
1. Loneliness	-	.10	-.22*
2. Coping	-	-	.87**
3. Socioemotional Adjustment	-	-	-

** $P < 0.01$, * $P < 0.05$

Results showed that loneliness has significant ($p < .05$) negative relationship with socioemotional adjustment among orphans. However, coping has significant ($p < .05$) positive relationship with socioemotional adjustment among orphans.

Table 2*Hierarchal Regression Analysis Used to Predicting Socioemotional Adjustment (n=80)*

Predictors	Socioemotional Adjustment	
	Orphans	
	ΔR^2	<i>B</i>
Step 1	.27***	
Loneliness		.24***
Step 2	.33***	
Coping		.37***
Total R ²	34%	

Note: * $p < .05$, ** $p < .01$, *** $p < .001$.

a. Dependent Variable: Socioemotional Adjustment

b. Predictors in the Models: Loneliness, Coping.

Results revealed loneliness was significant ($p < .05$) predictor $F(1, 78) = 4.24$ $p < .005$, $R^2 = .22$ and accounted for 22% of variance in socioemotional adjustment. Moreover, findings showed coping was significant ($p < .05$) predictor $F(2, 77) = 137.6$ $p < .005$, $R^2 = .84$ and accounted for 84% of variance in socioemotional adjustment.

4. Discussion

Finding of the current research revealed significant negative relationship between loneliness and socio-emotional adjustment. Prior researches proved the results. A research was directed to examine the loneliness is a growing public health problem. Lonely individuals show a characteristic negative bias in the cognitive processing of socio-emotional adjustment. The effects of a novel computerized feedback-based interpretation training on socio-emotional information processing (Yuseok, 2020).

In addition, Outcome of the current research revealed significant positive association between coping and socio-emotional adjustment. A research was conducted to develop social emotional model for coping with learning among adolescent secondary school students. Specifically, the study attempted to answer the extent social emotional model is effective in improving students coping with learning. Results showed coping has significant positive relationship with social emotional model (Sospeter, 2021).

Moreover, finding of the current study revealed loneliness and coping were significant predictors of socioemotional adjustment. A study was conducted to examine the fixed and changeable risk issues of loneliness and socio-emotional adjustment. Result showed loneliness was significantly predicted socio-emotional adjustment. Findings also indicated that social support, social connectedness, and loneliness are predictors of adjustment difficulties. Social connectedness and social support have indirect effects in relation between loneliness and adjustment difficulties (Erdinc, 2008). Another study was conducted to examine the role of coping strategies on socioemotional and behavioral adjustment among school-age children. Results revealed coping was significant predictor of socioemotional and behavioral adjustment among school-age children (Michal, 2007).

4.1 Limitations and Recommendations

The sample size of current study was 80. And the sample of current research was short for better understanding. A huge sample size would permit researchers to have more data to evaluate which would provide a better understanding of the topic. It will also improve the validity and reliability of study. When a research is directed with a small sample size there is more margin of error which decreases the validity.

4.2 Conclusions

It is evident from the present study and prior studies that orphan children who have high level of coping led towards them to higher socioemotional adjustment. It is important to understand how these orphans are able to adapt to various changes in their lives, and how environmental, physiological, and psychological factors may affect orphan's loneliness and socioemotional

adjustment. My hope is that the present research will offer valuable information for future generations of researchers and health care providers.

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