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Foster Care Children Verses Home Reared Children In terms of Loneliness and Academic performance

Dr. Neelu Sharma^{a,*}  Dr. Sunil Kumar^{b,**} 

^a Embassy of India School Moscow (Russia).

^b Department of Psychology, H. P. University Shimla (India)

KEYWORDS

China assets; investment strategy; GDP

ABSTRACT

The present study aimed to explore the loneliness and academic performance among foster care children and home-reared children using a correlation design followed by a t-test to observe the difference between these children in terms of these variables, the result showed the significant and negative relationship between self-reported loneliness and peer-rated disliking with the academic performance of both foster care and home reared children, however, no significant difference resulted between foster care and home reared children in terms of self-reported loneliness, per rated liking, peer rated disliking and academic performance..

Introduction

The loneliness of young children can be comprised to the events that take place outside of the school context or going through a parental divorce, or going through the loss of a pet or important person. Additional significant factors that take place in the child's educational environment include being rejected by peers, a lack of social skills and awareness of how to make friends, or dealing with personal qualities (such as shyness, anxiety, and low self-esteem) that make making friends difficult.

Compared to non-victimised kindergarten pupils, those who have experienced peer victimisation (such as being picked on,

physically or verbally attacked, or teased) show higher feelings of loneliness, depression, and negative attitudes towards school.

Loneliness can also be defined by the type of social deprivation involved. Weiss' (1973) distinction between loneliness of social isolation and loneliness of emotional isolation is perhaps the most often used loneliness typology. Emotional loneliness, in his opinion, is caused by the absence of an intimate connection figure, such as that offered by a network of friends and associates at work or school. Weiss argues that emotional loneliness is a more serious disorder and that there are two sorts of loneliness, each with its own set of symptoms (Rubenstein and

Corresponding author

*E-mail: sharmaneelu234@gmail.com (Dr. Neelu Sharma).


**E-mail: skmaya05@gmail.com (Dr. Sunil Sharma).


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 <https://orcid.org/0009-0004-9458-447X>

 <https://orcid.org/0009-0006-6068-5410>



Shaver, 1982).

Being lonely is not the same as being alone. Being alone can be useful, joyful, and emotionally restorative if the individual has control over the circumstance. Being lonely, on the other hand, means being overwhelmed by a great sense of separateness. This might manifest as feelings of abandonment or rejection. Meaninglessness manifests itself as depression, uncertainty, worry, hopelessness, unworthiness, and meaninglessness. Low self-esteem commonly leads to social withdrawal, which can lead to loneliness. As a result of the death of personally close people (parents, loved ones, or children) and social isolation as a result of a death, such as friends, neighbours, colleagues, and so on. Throughout history, solitary confinement has been utilised as a kind of punishment. This is commonly seen as a form of tactual. Chronic illness has the potential to be lethal. It increases the risk of erosion, high blood pressure, and stress-related diseases such as heart disease, hypertension, obesity, and stroke. It is a common observation that children from broken households or foster care have higher adjustment challenges than those from intact homes. Kleiman, (1980), for example, discovered that more than 61% of delinquent girls in state training schools had experienced some form of parental loss or desperation. Parkhurst and Asher (1992) discovered patterns of behaviour and emotional responses linked with peer rejection in early adolescence, and the findings revealed that the majority of rejected students were aggressive or

submissive, with low levels of prosocial behaviour that was connected with peer rejection. In terms of affective experiences and submissive rejection, students who were rejected were shown to report higher levels of loneliness and worry about their relationships with others, which significantly impacted their academic performance.

Academic accomplishment is important in developing an individual's cover and planning future schooling. Academic achievement is defined as "the quantity and quality of learning in a subject or set of subjects as measured by examination" (Pandey 1973). Mc Clalland's need for achievement refers to a stable achieved this position to strive for success in order to measure success against a standard of excellence. Academic accomplishment is possibly the most significant achievement in the sphere of educational achievement. So, the aim of this study is to evaluate the relationship of self-reported loneliness, peer rated liking and disliking with their academic performance among students raised in foster care and at home.

Objectives:

- To explore the factor i.e., loneliness among foster-care and home-reared children in Shimla.
- To study the relationships of loneliness with academic performance.
- To observe the difference among home reared and foster care children in terms of loneliness, and academic performance.

Hypothesis:

- i. The self-rated loneliness and peer rated disliking would be negatively related with

the academic performance of foster care and home reared children.

- ii. The peer rated liking would be positively related with the academic performance of the foster care and home reared children
- iii. There would be a significant difference between foster care children and home reared children on their self-rated loneliness, peer rated disliking, peer rated liking and academic performance.

Research Method

Design

The present investigation has used correlation design to see the relationship of the loneliness of children with their academic performance followed by t-test analysis to see the difference between foster care and home reared children in term of their loneliness and academic performance.

Participants

In total hundred, school going children (50 fifty each from foster care and 50 from home reared children) of age 11 to 14 years were taken for the study.

Tool Used:

(i) Children Loneliness Scale

The questionnaire has 24 items in total and out of that, the sixteen primary items of the scale were focused on children feeling of loneliness feeling of social adequacy reuses in adequacy or subjective estimation of peer status etc. and the rest of the eight items seek attention of the children on their hobbies or preferred activities. These (8) items are given to assist children feel more open and relaxed about expressing their feelings about various items.

A) Peer Nomination Scale for Children

It is a positive nomination survey in which youngsters were asked to choose their three best classmates.

B) Peer Rating Scale for Children

A rating scale is a scale on which children score each classmate on a 1-5 scale based on how much they enjoyed sitting or playing with that classmate at school (Singleton and Asher, 1977).

Academic performance

The average score of the last three years performance in the final exam of the student has taken as the academic performance of the student.

Result and Discussion:

The present investigation was undertaken to explore the relationship of loneliness of the children with their academic performance among foster care and home reared children.

To explore loneliness, three measures of loneliness were used i.e., self-rating loneliness scale, peer rating (on liking and disliking) and peer nomination. The average score of the last three years performance of the participants in their final examinations has been taken as an academic performance of the participants.

In case of foster care children, the loneliness on self-rating ($r = -.779^{**}$, $P < .01$) and peer rating (disliking) scores are significantly and negatively ($r = -.703^{**}$, $P < .01$) correlated with the academic performance while with the Peer rating (liking) and peer nomination the correlations ($r = .752^{**}$, $P < .01$), ($r = .655^{**}$, $P < .01$) are positively significant with academic performance respectively (See Table 1.1).

Where as in case of home reared, the correlations

of self-rated loneliness ($r = -.780^{**}$, $P < .01$) and peer rated (disliking) are negatively significant with academic performance ($r = -.575^{**}$, $P < .01$) while with peer rated (liking) and peer nomination it is positively significant ($r = .724^{**}$, $P < .01$), ($r = .717^{**}$, $P < .01$) respectively (See Table 1.2).

The result off the present study do find support from the earlier work done in the field. According to research, a persistent pattern of loneliness poses a major threat to one's mental health and psycho-social functioning, which has an impact on students' academic achievement.. Guay et al. (1999) conducted a study of 397 schoolchildren, 191 of whom were male and 206 of whom were female, to observe their peer experiences and academic achievement. They discovered that the quality of the peer group's social relationships did either inhibit or foster the feeling of connectedness (loneliness), which in turn affected the children's perceptions of their academic competence and, ultimately, changed their academic achievement.

Moore and Schultz (1983) investigated adolescent loneliness. The study, which included 45 male and 54 female teenagers between the ages of 14 and 19, revealed a negative relationship between loneliness and depression, anxiety, and external locus of control. Adolescents who are lonely demonstrate low levels of social risk taking and high levels of social anxiety, which lowers their academic accomplishment. Self-consciousness and social anxiety were found to be adversely correlated with self-reported effectiveness. Mc Whirter (1990) observed that psycho -social maladjustment and loneliness using standardized scales showed that it is the loneliness of the children that is found

associated with depression, alcoholism, obesity and suicide that is in turn resulting in poor social interaction and academic performance. Boivin (1995) found that loneliness in children is also significantly associated with peer rejection, victimization, shyness and disruptive behaviour and consequently resulting in poor academic performance.

Quay (1992) examined data from fourth-grade kindergarten children and determined that loneliness was higher in older children than in younger children. It is worth noting that children in higher grades have reported higher levels of loneliness and social unhappiness. Page et al. (1992) investigated schoolchildren aged 13 to 19 years. And it was discovered that children in elementary school who scored high on loneliness lacked social skills needed to build social interaction among their classmates, and that children with high loneliness appeared to be less physically active and fit, as well as less interested in studies. Using a short-term longitudinal approach, Buhs and Ladd (2001) investigated peer relations mechanisms that might moderate the relationship between peer rejection and young children's emotional and academic adjustment during kindergarten. The association between rejection and adjustment outcomes was largely mediated, by negative peer behaviour and classroom engagement. Rejection kids were more likely to suffer from bullying from their peers, to participate less in class, to report feeling lonely, to exhibit a desire to skip school, and to score lower on achievement tests. Peer relationships, in fact, play an important role in children's and adolescents'

social and emotional development, as well as academic accomplishment (Ginsburg et al). (1998). While an individual is transitioning from early childhood to school years and then to adolescent and aiming for personal autonomy from parents, peer relationships become increasingly vital. Teenagers who have a higher level of social anxiety have fewer friendships and less intimacy camaraderie and support in their friendships. La Greca and Lopez (1998) investigated the role of social skills deficits and physiological hyperarousal in the development of social anxiety in people with ASD. According to the findings of multiple regression analysis, the combination of social skills and physiological arousal is a significant predictor of social anxiety in the examined group. Whereas social anxiety is more frequent and can be fleeting, the main symptom of social phobia is a persistent fear of one or more social performance circumstances that causes excessive worry or avoidance, resulting in poor academic achievement. According to Guay et al. (1999), peer relationships can either impede or promote a sense of community or loneliness, which in turn influences children's perceptions of their academic ability and, eventually, their academic achievement. Hence the result of the present clearly showed the significant and negative relationship of Self rated loneliness and peer rated disliking with the academic performance of foster care and home reared children and the positive and significant relationship of Peer rated liking with the academic performance of the students and thus confirmed the hypothesis i, i.e., "The self-rated loneliness and peer rated disliking would be negatively

related with the academic performance of foster care and home reared children" and also confirmed the hypothesis ii., i.e., "The peer rated liking would be positively related with the academic performance of the foster care and home reared children".

t-test

The result of t test shows that there is no significant difference found between foster care and home reared children (See Table 1.3) on their loneliness and academic performance i.e., t values on self-rating loneliness ($t = 2.285$), peer rating liking ($t = .879$), peer rating disliking ($t = 1.815$) peer nomination ($t = .349$) and academic performance ($t = .207$). Hence indicating no significant difference between foster care and home reared children on their loneliness and academic performance and reject the hypothesis iii. i.e., "there would be a significant difference between foster care children and home reared children on their self-rated loneliness, peer rated disliking, and peer rated liking and academic performance", thus requires further research on these children.

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TABLE 1.1
Correlation Table
(Foster Care Children)

Sr. No.	Variables	Self-rated Loneliness	Peer Rated Liking	Peer Rated Disliking	Peer Nomination	Academic Performance
i	Self-rated Loneliness	1.00	-.859**	.805**	-.736**	-.779**
ii	Peer Rated Liking		1.00	-.942**	.741**	.752**
iii	Peer Rated Disliking			1.00	-.672**	-.703**
iv	Peer Nomination				1.00	.655**
v	Academic Performance					1.00

*- .05 levels of significance
**- .01 levels of Significance

TABLE 1.2
Correlation Table
(Home Reared Children)

Sr. No.	Variables	Self-rated Loneliness	Peer Rated Liking	Peer Rated Disliking	Peer Nomination	Academic Performance
i	Self-rated Loneliness	1.00	-.791**	.688**	-.813**	-.780**
ii	Peer Rated Liking		1.00	-.930**	.703**	.717**
iii	Peer Rated Disliking			1.00	-.645**	-.575**
iv	Peer Nomination				1.00	.717**
v	Academic Performance					1.00

*- .05 levels of significance
**- .01 levels of Significance

Table 1.3
t-test Table
Loneliness and Academic Performance

Sr. No.	Variables	Foster Care Children		Home Reared Children		t- Values
		Mean	Sd	Mean	Sd	
I	Loneliness	66.34	8.25	67.80	7.88	2.285
Ii	Peer Rating (Liking)	3.56	2.55	4.14	3.80	.879
Iii	Peer Rating (Disliking)	10.78	2.33	9.76	3.22	1.815
Iv	Peer Nomination	3.74	2.24	3.58	2.34	.349
v	Academic Performance	57.06	6.16	57.33	6.84	.207
