



## Comparing Orphans' Hope and Loneliness as Lifelong Learners in Tanjung Barat Orphanage South Jakarta

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**Abstract:** This research aims to compare the loneliness and hope among orphans in the Tanjung Barat orphanage, South Jakarta. The research method used a descriptive qualitative with a case study method. Data collection techniques were interviews, observations, and filling in a simple questionnaire. The sample used 36 children of Tanjung Barat orphanage consisting of elementary school, junior high school and senior high school students. This was done on site and compared to the literature that had been previously established. Comparing loneliness and hope among orphans aimed to identify and find ways of mapping loneliness and hope among orphans who had been explored and investigated empirically, to find out the comparison and contrast with the mapping of loneliness and hope expressed among them, and to find examples of self-assessment to evaluate and encourage the mapping of their loneliness and expectations among them and present them to caregivers, parents and professionals. By comparing their loneliness and hopes they can actively engage in social interaction between themselves, others, and improve their personal, welfare and life skills.

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### Introduction

There are 36 orphans- aged between 6-18 years, 13 boys and 23 girls who live in Tanjung Barat Orphanage of Badan Sosial Darma Kasih Gereja Kristen Pasundan, which is called the foundation of YBSDK GKP Tanjung Barat in South Jakarta. They all are students. 17 of whom attend elementary school, 10 in Junior High school, and 11 in Senior High school or vocational school. Most of them come from West Java, Kuningan, 4 children from Papua and others from around Jakarta. They live in orphanage for around 4 months until 5 years. As the number of broken families increases due to economic challenges and socio-cultural changes, so does the number of them sent to live there. Their healthy physical, mental, psychological and social development depend on the establishment of mutual love and care between a founder who is also the preacher of Gereja Kasih Pasundan Tanjung Barat church, seven caretakers, and the orphans themselves, in the orphanage. However, children may need protection as a result of poverty, family problems, parents' physical, psychological or mental deficiencies, the death of a spouse, neglect or abuse, teenage marriages or extramarital pregnancies (Durualp & Cicekoglu, 2013). Besides, they also didn't get an effective treatment. Therefore, prevention and early intervention is crucial and needed.



The loss of parents during childhood, also referred to as orphan hood in the present study, has generally been considered as stressful and is deemed a risk factor for poor mental health in children (Yendork & Somhlaba, 2014). According to Children Act from 1989, a child is defined as being a child in need if “they are unlikely to achieve or maintain, or have the opportunity of achieving, or maintaining, a reasonable standard of health or development without the provision for them of services by a Local Authority”. Different from ordinary children, who have a childhood full of hope, innovation and happiness, we can distinguish a special category of children, totally neglected in our urban space- the children in need. When children lose one or both of their parent(s) due to any cause, they experience multiple psychosocial problems, like grief, hopelessness, anxiety, stigmatization, physical and mental violence, labor abuse, lack of community support, lack of parental love, withdrawal from society as a whole, feelings of guilt, depression, aggression, as well as eating, sleeping and learning disturbances (Sebsibe, Fekadu, & Molalign, 2014).

This category of children can be divided into several subcategories according to children problems. The most important one, taking into consideration the gravity of the situation and the lowest degree of recovery, is the category of children in street situation (Povian, Gurza, & Dumitrescu, 2014). Every child is unique. Children have their own strengths and weaknesses. Their development progresses according to certain sequences, but the pace may vary. It is natural that some children may excel in certain areas but have deficiencies in other areas. However, if children display marked problems or difficulties in one (or more) developmental area(s), and their performance shows significant discrepancies compared with other children of the same age, it is advisable to refer the children for professional assessment (Educational Bureau The Government of Hongkong Administrative Region, 2007).

Orphans are also prone to emotional distress. Kirkpatrick et al. (Johnston, 2015) considered the emotional status of orphans and vulnerable children. In addition, the orphans’ behavior, expressions, social interactions among them have also shown that family relations among them make a difference in their’ relations; changing social contexts have a role in their social life; the orphans whose caretakers and friends do not spend enough time or share things with them; and have less communication between them, also social support is related to loneliness. Therefore, it is likely that orphans will experience social and emotional difficulties that could place them at a higher risk for anxiety, loneliness and depression. Moreover, Living in an orphanage may cause children to be excluded from their peer group and social environment, increase emotional and behavioral problems, harm individuals’ social relationships, ruin their self-confidence, and increase loneliness, hopelessness and other psychological symptoms (Durualp & Cicekoglu, 2013). Negative psychological experiences and feelings, like Loneliness may cause them to experience low self-esteem, high social anxiety, a negative reading of other people’s intentions and actions, negative views of the self and others, lack of confidence, and suffering social relations and skills. It is therefore crucial to provide them who do live in orphanages with training in developing social, communicative and problem solution skills, self-confidence and especially hope. Adults- the caretakers, professionals and family should offered problem solution training to orphanage children and noted positive effects.

Children living in orphanages are more likely to be deprived of touching, smiling, laughing, and exploring with their caretaker, institutions, and their friends. They have been linked to a high rate of disorganized attachment and difficulties in developing healthy interpersonal relationships. Therefore, it is likely that orphans will experience social and



emotional difficulties that could place them at a higher risk for anxiety and depression (Gallegos, Rodríguez, Gómez, Rabelo, & Gutiérrez, 2012). Thus, they need to support from peers should be increased. It was found that the orphans with significant social support resources and activities, family and peers support positively, constructive words, feel more hopeful. Peers relations gain importance starting with their friendship, strive to form peer groups with whom they can share their inner-world and problems, encourage each other and have fun. An orphan's psychological state is significantly correlated as well with their hope as positive inner self. Again, Hope is an ability that is competent and responds to something. Hope is a type of psychological and spiritual satisfaction. Moreover, having hope is an experience of a sense of purpose and meaning in life and a feeling filled with infinite possibility in orphanage' lifestyle. Hence, the orphans are needed to support a close relationship between their positive religious coping style and social support among peers and others. Besides, Strong social support can improve positive religious coping styles as positive activities among them. The orphans can more effectively address the social interaction, improve self-care ability, adhere to the treatment of having positive emotion, less loneliness and reduce the incidence of complications to improve their quality of life through self-regulation of having hope.

The loneliness is a painful emotional experience that affects children's current quality of life and represents a developmental risk for their future. It signals the existence of a failure in the valued area of interpersonal relationships. Loneliness does not mean that children do not have friends and social networks. However, it means that they feel excluded and socially alienated. Loneliness is a subjective experience that reflects a mismatch between children's needs and their social environments. The study of loneliness is in fact the study of children's interrelations, including their self-perceptions in terms of how the children view others and themselves, how others view them, and how they feel about these perceptions and conceptions (Margalit, 2012).

Loneliness refers to feelings and thoughts of isolation and being disconnected from others and is a cognitive appraisal of social relationships. Individuals who report loneliness may have a large social network, but they are not satisfied with the interactions they have with those around them. In the general population, greater loneliness was associated with poor psychological well-being, including increased depressive symptoms and increased hopelessness (Ekas, Pruitt, & McKay, 2016). Moreover, loneliness according to Weiss (Victor & Yang, 2012) who argued that loneliness was a relational deficit: the lack of relationships of the desired quantity and/or quality. Loneliness is also defined as a subjective feeling of dissatisfaction with social relationships (Montoliu, Hidalgo, & Salvador, 2019).

UCLA Loneliness Scale was used to evaluate loneliness. This scale was developed by Russell et al. in 1980 and its reliability and validity study was conducted in 1989 by Demir. The scale consists of 20 questions and is a likert-type scale. For each answer points of 1, 2, 3, and 4 can be obtained. The lowest score is 20 and the highest score is 80. A high score of the scale is considered as an indicator of an individual's more intense feeling of loneliness (Ça an & Ünsal, 2014).

Kniççi (Ören, 2012) reported that children who live in an orphanage experience feelings of fear, despair, and insecurity, and stressed that anxiety levels in these children were higher than anxiety levels of children who were living with their parents. Biyikh (Ören, 2012) found that children living in orphanages were behind their peers in terms of mental development, integration, socialization, responsibility, language development, and independent activities compared to children living with their parents. He also emphasized that



this backwardness in the general development of children growing up in orphanages results from their spending the first years of life loveless and that living conditions in the orphanages reinforce these negativities.

In his study, Kutlu (Ören, 2012) reported that the loneliness levels of adolescents living in an orphanage were statistically significant according to whether or not their parents were separated, age of admission to the orphanage, whether or not they had a sibling in the same orphanage, length of residence in the orphanage, whether parents visited and if so how often, whether there were staff to help with loneliness when needed, and other factors such as the adolescents' academic performance at school, expectations for the future, and perceptions of the attitude of orphanage staff.

The concept of hope originated from the background of religion and philosophy. In ancient times, hope was a pejorative word. People often thought hope was empty and worthless. In ancient Greece, hope was regarded as a neutral concept that did not involve any positive or negative emotion. However, in the Bible, hope had the meaning of trust, faith and promise. In the 20th century, the German philosopher Ernst Bloch first placed hope into the core concepts of philosophy and redefined the meaning of hope from the perspective of anthropology and ontology in his book *Das Prinzip Hoffnung*. Miller et al. (Lu & Cui, 2016) explored the meaning of hope based on the nature of hope and etymology and described hope as a series of expectations associated with a good status for some individuals. Hope is an ability that is competent and responds to something. Hope is a type of psychological and spiritual satisfaction. Hope is an experience of a sense of purpose and meaning in life and a feeling filled with infinite possibility in life. Snyder (Lu & Cui, 2016) later proposed the newest concept of hope. He thought hope is one's thinking and behavior disposition. Hope is derived from acquired learning. Hope is not only a cognitive characteristic but also a dynamic state. Hope is based on the target from which it cannot be separated. The hope theory model described above mainly includes three elements: target, path of faith and intention to faith.

Hope involves looking toward the future with a sense of positive expectation and intentionality. It provides a sense that one has a future and enables coping with events in the present while supporting the individual to use crises as opportunities for growth (Barut, Dietrich, Zanoni, & Ridner, 2016). Hope has received increasing attention as a variable that may promote psychological well-being. Hope has traditionally been considered strength of character that is part of the engaged life. In his theory of hope, Snyder (Ekas et al., 2016) argues that human behavior is goal-directed and that goals are fundamental to hopeful thinking. Hopeful thinking consists of an individual's perceived ability to generate ways of reaching goals (pathways) as well as their perceived ability to use these pathways to reach their goals (agency). Thus, agency is the motivational component of hope and reflects an individual's intention to act upon the pathways generated. Individuals who engage in elevated levels of both argentic and pathways thinking are typically referred to as high-hope people. Hope is generally measured and conceptualized as a dispositional characteristic and measured using trait measures; however, hope can also fluctuate in response to different situations. It is important to note that while optimism and hope are both in the realm of positive psychology and appear to be similar constructs, they are only modestly related. Optimism reflects an individual's general expectancies in life whereas hope refers to goal-directed thoughts and actions.

According to the research (Barut et al., 2016) hope was defined as having future orientation or positive expectation of something in the future. This aligned with participants' definitions of hope. Hope means to have something waiting. Not necessarily waiting, but to



have. When I think of 'hope' the word, I think of future. You have a grasp for the future. You feel like it's going to occur no matter what. It's not something that you can run low on. Hope means a lot because everybody needs to hope in something or believe in something. I want to be hopeful that I have a bright future myself, even if it's not going to be a big event or anything. Hope gives people a reason to do something. What hope means for me is a reason to live. Having a future orientation was valued, even though it was not experienced by all participants. Hope provided meaning and motivation to keep trying despite obstacles encountered.

Facing numerous pressures in and out of orphanage, orphans tend not to be at ease, which results in the emergence of many psychological problems. These problems result in the decline of the quality of life and survival hope of orphans, seriously affecting the orphan's physical and mental health. Therefore, it is important to improve the quality of life of orphans by increasing the level of hope, which is not only related to the individual and their surroundings but also the development of their future.

### Research Method

This present research basically aims to compare loneliness and hope among orphans at the orphanage of Tanjung Barat, South Jakarta. By this point of view, the researcher carry out a qualitative case study, with data collection techniques through interviews, observations, and filling in a simple questionnaire. The sample used was 36 children of Tanjung Barat orphanage consisting of 36 children of elementary school, junior high school and senior high school. These were conducted on-site and compared with the previously established related literature. By comparing of loneliness and hope among orphans is aimed to recognize and discover in what ways of mapping of loneliness and hope among them have been empirically explored and investigated. This research was also to find out the comparison and contrast by mapping of loneliness and hope have expressed among them, and to discover any examples of self-assessment to evaluate and encourage their mapping of loneliness and hope among them and present them to the caretakers, parents and professionals. By comparing their loneliness and hope can be actively involved in social interaction among them, others, and improve their self-improvement, well-being and life skills.

### Finding and Discussion

Participants were taken from the orphans of Tanjung Barat orphanage. They are the children from elementary school until senior high school. In addition, details of the study were shared to the caretakers of the orphanage, the researches' university. Orphans who expressed interest in the study were provided with further information about the study. After agreeing to participate, they received some papers to complete all of the questionnaires. They first read and signed the informed consent and then completed questionnaires pertaining to demographics as well as personal characteristics and education background. Here are the results:

**Table 1. Data Qutionare (Score of Waypower and Willpower)**

NO	NAME	GENDER	AGE	GRADE	LEVEL of EDUCATION	WAYPOWER SCORES	WILLPOWER SCORES
1	RIFAN EPER KAHIP DONA	L	11	II	SD	28	33
2	JEREMY GABRIEL	L	9	III	SD	19	28



3	MELINDA	P	12	IV	SD	25	32
4	CLAUDY	P	10	IV	SD	25	25
5	CHRISTO JULIO	L	10	IV	SD	21	20
6	ANDREAS	L	12	IV	SD	29	28
7	JEREMIO B	L	12	V	SD	20	27
8	JESSICA	P	11	V	SD	24	29
9	CLARISSA ABIGAIL	P	10	V	SD	22	24
10	ESTER KARTIKA SARI	P	11	VI	SD	25	29
11	RUT CAHYANI	P	13	VI	SD	14	29
12	FELIX THEOFILIUS	L	13	VI	SD	29	21
13	RAFAEL YOSEPROMBAYAN	L	12	VI	SD	16	25
14	KEYSA	P	11	VI	SD	25	24
15	ELIZABETH	P	12	VI	SD	22	29
16	IRENE NATALIA	P		VI	SD	26	28
17	ANGGI LORIA	P	12	VII	SMP	23	27
18	MARTHA ASTYA RINI	P	12	VII	SMP	18	31
19	MARJAYANTO	L	13	VII	SMP	24	23
20	FERNANDO VIKTOR B	L	15	VIII	SMP	28	25
21	SETYO RAHAYU	L	14	VIII	SMP	28	28
22	SARAH	P	14	VIII	SMP	26	28
23	NONI	P	14	VIII	SMP	24	29
24	SUNARYAH	P	14	IX	SMP	31	29
25	CHRISTINA DEBORA	P	14	IX	SMP	27	30
26	REVVVA	P	14	IX	SMP	29	30
27	EDO JATMIKO	L	16	X	SMK	18	28
28	YOSUA CHRISTIAWAN	L	16	X	SMK	28	23
29	DHEA REFANICA	P	15	X	SMK	24	27
30	KRISNA AKELAFIN	L	16	X	SMA	23	27
31	ELISA AGNES PUTUHENA	P	16	XI	SMK	19	29
32	SRIKANDI D.T	P	16	XI	SMK	22	21
33	SUNARSIH	P	17	XI	SMK	20	26
34	DETI	P	18	XI	SMK	14	28
35	CHINTYA MARCELLY	P	16	XI	SMA	26	21
36	EVARIANA MAGNOLIA YUNUS	P	17	XII	SMK	30	27

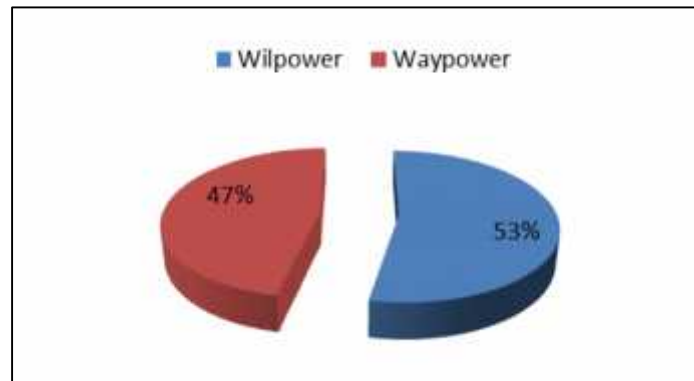
**Table 2 Willpower and Way power of the orphans in Tanjung Barat Orphanage**

Hope Criteria	Scores
Willpower	968
Way power	852

Nor both of willpower & way power
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744
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The chart below show the comparison between willpower and way power:



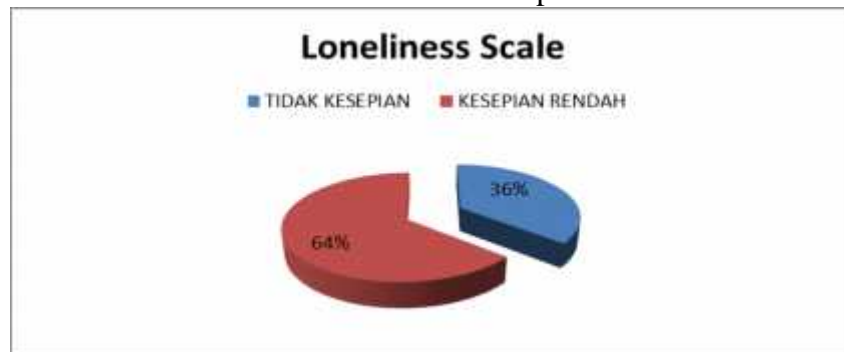
**Picture 1. The Comparison Between Willpower and Way Power**

There are eleven orphans who have way power more than willpower. Two orphans have both same result way power and willpower. And there are twenty three orphans have willpower more than their way power. Study shown that the teenagers orphans who had more life experiences, more educated and more life purposes chose to tolerate with their life. They had more way power than just willpower. However, they still needed supports from adults (parents, relatives, teachers, caretakers, friends and society). On the other hand, children who need their adults for their caring, love and supports chose willpower more than way power.

For the results of loneliness, we used different theory based indicators to evaluate orphans' subjective feelings of loneliness. The question used as a basis for the comparison of other sets of indicators was a dichotomously coded (no/yes) question regarding whether the respondent had experienced either frequent or constant feelings of loneliness during past year. The other two single questions used as loneliness indicators were the number of good friends i.e. "How often do you socialize with others?" and subjective satisfaction with his/her own existent personal relationships, i.e. "How satisfied are you with your personal relationships?" For the other question, the respondents were asked to answer the questions and answer 0 (dissatisfied) and 10 (satisfied). To measure social and emotional loneliness, we developed a Finnish version of the UCLA Loneliness Scale, version 3 [28]. In Russell's version of UCLA, the number of items has been reduced to ten, and the wording of the items and the response format has been simplified. The instruction was "Indicate how often each of the statements below is descriptive of you" and the responses were 0 = never; 1 = rarely; 2 = sometimes; and 3 = often.

In order to explore the consequences of loneliness, we asked the respondents to choose every appropriate variable on a list prepared based on previous studies on the consequences of loneliness. The question was "Has loneliness caused you any of the following issues during your life?" and the consequences listed were illnesses, depression, lack of initiative, fear of future, isolating home, social fears, fear of lack score of school, friendship, poverty, traffic jam, and fear of rejection from society.

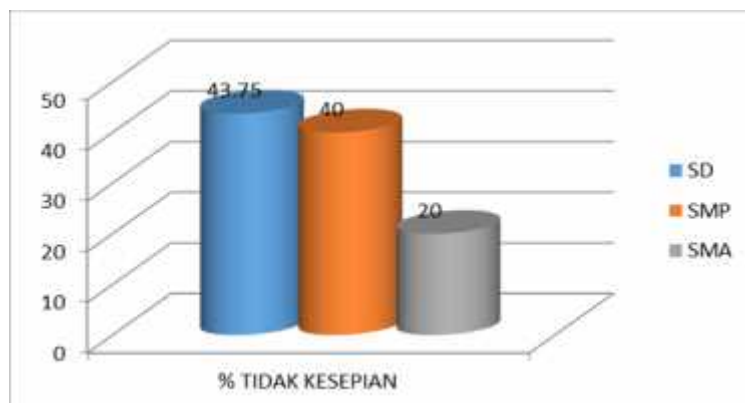
Here are some tables and charts shown the results of orphans' loneliness scales:



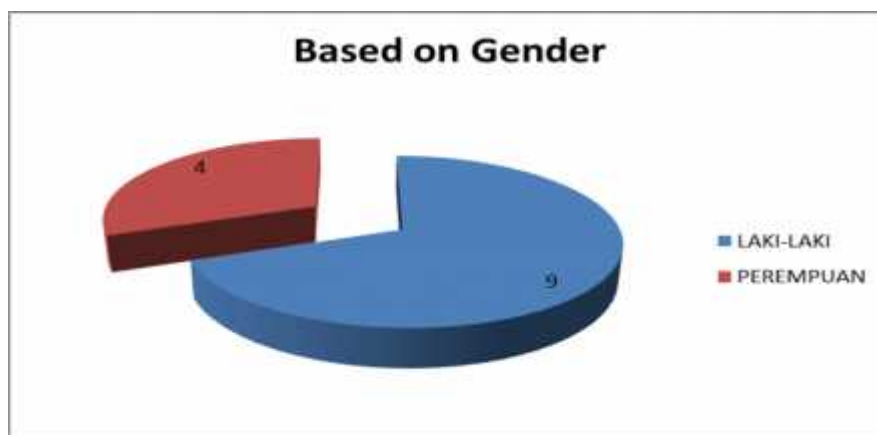
**Picture 2. The Results of Orphans' Loneliness Scales**

**Table 3. Loneliness Results Based on Level of Education**

Total	Level of Education	No Loneliness	Low Loneliness	% No Loneliness
16	Elementary	7	9	43.75
10	Junior High School	4	6	40
10	Senior High School	2	8	20



**Picture 3. Loneliness Results Based on Level of Education**



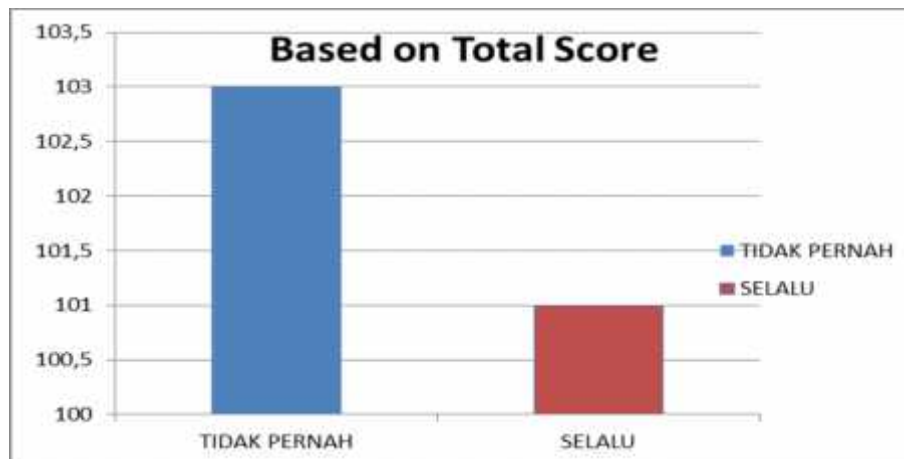
**Picture 4. Loneliness Results Based on Gender**



Based on gender, boys shown incredible result that they were not loneliness more than girls. On the contrary, the girls shown that they had low loneliness, but they still felt loneliness.

**Table 4. Based on Total Score**

Never	103	Point 6 and 13 more than others
Always	101	Point 9 is the most



**Picture 5. The Answer Based on Total Score**

Based on the table above, the orphans answered “NEVER” to the questions number 6 (“How often do you feel that you have a lot in common with the people around you?”), and 13 (“How often do you feel that no one really knows you well?”). It means that their relationship in the orphanage were satisfied, cared and loved. They never felt that they were abandoned. Moreover, most of them answered, “ALWAYS” in question number 9 (“How often do you feel outgoing and friendly?”). The answer expressed that they had strong personalities, although they lived in orphanage.

Descriptive statistics are presented in those tables above and charts correlations between study variables are shown in those tables and also charts. Although the willpower and way power subscales as well as depressive loneliness were significantly correlated, there was no evidence of multi collinear between the variables. Will power and way power were associated with decreased loneliness, increased friend and family support. Conversely, hope of willpower and way power was only associated with decreased loneliness. Only good relationship among the orphans themselves and the caretakers support was associated with decreased depressive symptoms, whereas both friend and family support were associated with decreased loneliness. Next, we examined whether any demographic variables (e.g., child age, level of education, their ethnicity, the gender, or personalities were related to the study variables to determine whether they needed to be included as covariates in subsequent model.

Based on our results, among the indicators of hope and loneliness, the least predictive value for self-reported negative consequences of loneliness was the single question concerning the number of good relationship or friendship and good personalities. These indicators had the least significant regression loadings into the sets of negative consequences of loneliness. Moreover, Consistent with the study hypotheses, hopeful thinking and tend of having willpower and way power was simultaneously associated with decreased loneliness and increased relationship support. These findings support previous cross-sectional studies that high-hope individuals report less loneliness and increased social support. Higher hope individuals also tend to report positive relationships.



In the current study hope, as compared to hope willpower and way power, was significantly associated with personal outcomes. In hope theory, way power refers to the ability to generate ways of reaching goals whereas willpower refers to an individual's perceptions of whether they can use those imagined way power. Willpower is believed to be the motivational component of hope theory and consists of thoughts such as "I can meet my purposes." On the other hand, having hope of willpower and way power made orphans face numerous stressors and barriers, reduce loneliness to manage their important life purposes for better wellbeing. Having more hope means more positive interventions in personal and interpersonal that correlated with decrease their loneliness.

### **Conclusion**

The findings of this study highlight the importance of having the hope to cope the feelings of social isolation and also loneliness that orphans commonly report. Given that increased hopeful thinking was associated with less loneliness, the construct of hope should be given more attention in interventions that are aimed at improving personal wellbeing.

Study has shown that designed to generate hopeful thinking, the way power and willpower where individuals practiced about a time when a negative event led to unexpected positive outcomes can increase levels of happiness. Increasing hope may be particularly important in aiding with improvement during the good relationship for orphans with less of loneliness levels.

### **Suggestion**

This research is to provide an understanding of the contents of the questionnaire to the orphanage children, but it can be overcome with language that is simpler and fits their daily lives. The other obstacles were to gather the data, like the orphans' schedule for interviewing. Besides, there were some departments, foundations, schools came there to have some researches, had charities, and some social programs, and so on. Besides their different schedules in school time among them, therefore, we had to arranged the schedule well depend on their timing and readiness.

Based on the obstacles above, researcher suggests that teachers, parents and professionals need to explore the current state of knowledge in this field and so children in orphanage from different age groups or grades in schools, were all included to provide more comprehensive and valuable insights into this unexplored area. Besides, the children there need more engagement with the adults to concern, protect and give love as the hope for them.

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