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LONELINESS AND RESILIENCY OF STUDENTS WITH SEPARATED PARENTS AT BALIUAG UNIVERSITY

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Abstract

Guided by the Resiliency Theory and Attachment Theory as the theoretical frameworks, this empirically-driven research examined if there is a relationship between loneliness and resiliency and if loneliness is a predictor of resiliency. The participants of the study were composed of 151 senior high school students (69 male and 82 female) of Baliuag University, enrolled in academic year 2018-2019. They were selected and identified thru their cumulative records, particularly based on their answer on family status / parental marriage status which is *separated*. The measures used were Pen Portrait which surfaced the demographic information of the respondents, Adolescent Psychological Resilience Scale (APRS), and Loneliness Scale (LS). The reported internal consistencies of the measures are 0.87 for APRS and 0.94 for LS which signify that all of the instruments have good reliability. The results revealed that (a) there is a positive relationship between loneliness and resiliency; (b) loneliness predicts resiliency; (c) gender differences are not significant in terms of loneliness and resiliency; and (d) differences of the age of the students when their parents got separated are not significant in terms of loneliness and resiliency.

Keywords: loneliness, resiliency, separated parents, adolescence, family dynamics

Adolescence is one of the life stages in which identity formation is addressed (Sigelman & Rider, 2012). This can be interpreted that the family members have a limited role in the lives of young people. However, those ongoing positive connections with the family provide an individual to have protective factors against a range of health risk behaviors, which might lead one to act with maladaptive coping strategies (Magpantay et al., 2014 & Ablow et al., 2009). Although the nature of the relationships is changing, because of the identity formation among the adolescence, the stability of family connections and a secure emotional base is crucial for the positive development of young people (Howe et al., 1999).

Conversely, in the family system, every pain, stress, or joy experienced by one member certainly affects other family members (Carandang & Sison, 2004). Living under the same house might contribute to the reasons why one is dependent on his family. Even if an adolescent has established his identity and has this dependence towards his family, any adversity would definitely affect his whole being. Adversity like parent's separation could give a severe impact to the people concerned especially in the lives of the children (Eshica, 2010). They become the victims of their parents' inability to maintain stable family atmosphere (Amato, 2007).

The most common reactions children and adolescents develop after parental separations are loneliness and sadness (Palmarsdettir, 2015 & Civitci et al., 2009); anxiety, anger, and distress (Kelly & Emery, 2003); and feeling of abandonment that leads them to feel the desire of conciliation and reconciliation (Bitsika et al., 2010), experiencing depressive disorder symptoms (Cole, 2007), difficulty with authority figures, and some symptoms of conduct disorders (Bing et al., 2009).

Parent's separation may also cause poor school performance and significant behavioral problems in children (Kreidl et al., 2017; Babalis et al., 2014; Eshica, 2010; Ruschena et al., 2005); and has negative impact on the cognitive and social abilities of the child, as well as the problem solving behavior, attachment security issues, and behavior towards the mother (Stewart et al., 2000). Likewise, those who are less resilient may turn to unhealthy actions or negative beliefs about themselves to cope with the difficulties encountered in their lives (Schoon, 2006).

In summary, individuals who belong to separated parents are less socially, emotionally, and academically well-adjusted than individuals with non-separated parents (Shifter, 2007; Hetherington & Stanley-Hagan, 1999).

Not all adolescents with separated parents are at risk, however. There have been numerous researches that discussed about resiliency among adolescents after the separation of parents (Widyastuti, 2017; Magpantay et al., 2014; Altundag & Bulut, 2014; Greeff & Van der Merwe, 2004).

Some adolescents with separated parents are found to be achievers and to be positive despite the stress and conflict due to the parental separation. Linley & Joseph (2005) mentioned that adolescents in extreme non-conductive environment may have a positive development, despite an unpleasant experience. The success or failure of an individual in dealing with parental separation conflicts depends on the child's endurance of parental separation. Some of them use their situation to adopt different behavioral strategies to maintain their positive outlook in life (Rowe et al., 2016; Magpantay et al., 2014; Opshaug, 2013; Garcia & Archers, 2012; Suikkanen, 2011; Taruvinga, 2011), and even to uphold their academic performance after the separation (Abucejo, 2012).

Moreover, social supports given by the significant others like friends, teachers, and other relatives, to the adolescents who belong to the separated family, maintain an average to high level of self-confidence and resiliency (Jackson, 2015 & Sammons, 2000). Support given by the school is also an indicator to maintain resilience and positive qualities (Gilligan, 2002).

On the other hand, the age of the child in time of the parental separation is also a factor to be considered (Uphold-Carrier & Utz, 2012). In the study of Robbers et al. (2012), they found out that 12-year olds who experience parental separation tend to internalize and externalize their problems than of children with parents who are not separated. Another study conducted by En-Ling (2014), suggests that children before the age of 12 have negative beliefs about marriage and more likely to engage in early romantic relationships. Moreover, in older children and late-teenaged individuals, lots of problems are associated with parental separation such as substance abuse (Arkes, 2013), problems in social competence (Storksen et al., 2006), and even unhealthy coping mechanisms such as self-destruction and utilizing self-harm methods (Jackson, 2015).

Contrariwise, there are also studies which suggest that adolescents, 13 to 18 years old, although in their young age experienced parental separation, could adopt the ability to bounce back, because of some internal attributes like locus of control, appraisal, and coping skills (Cauce et al., 2003) as well as adopting with a kind of positive outcomes including social competence and improving their academic achievement (Lin et al., 2004).

When it comes to gender differences, male and female tend to show different kinds of reactions to parental separation (Shrifter, 2007). In earlier research, Zill et al. (1993), found out that male react more intensely and have a tendency to act out negative behaviors. The female adolescents are more likely to respond to the separation with loneliness and over-controlled behavior. In connection with this study, Videon (2002) and Hetherington and Stanley-Hagan (1999) found out that although males have these acting out behaviors, there are considerable progression of behavioral problems for females over the life span from loneliness to more adverse behavior. On the contrary, Shrifter (2007) discovered that some females appear to be resilient individuals, enhanced by confronting responsibilities and challenges associated with separation, which has not been found for males following the separation.

However, some studies showed that gender differences in association with parental separation are not well established and there is no clear relationship at all (Lacey et al., 2014; Amato, 2001; Rodgers et al., 1997). They suggested that using an appropriate statistical method, culturally-based perspectives, personality, and familial condition seemed to be the keys to really know if there are differences when it comes to gender in connection with parental separation.

Therefore, it is the vulnerability of some senior high school students in the University and the resiliency of others which led the researchers to explore what factors may influence individual differences in adjustment. All the more, the objective of this research is to aid and help SHS students, who have separated parents, by promoting and executing a particular program or service that they need, as part of the Center for Career, Counseling, and Student Welfare's (CCCSW) Career and Mental Health Information. "Separated parents" instead of divorce has been used in this present research as a term to describe the inability of the parents to continue with their marriage, because divorce is not yet legalized in the Philippines (Abalos, 2017 & Emery, 2013). With these facts in mind, the researchers proposed to venture a study on how loneliness of students, who belong to separated parents, affect their resilient attitude. Likewise, the present study wants to find out if loneliness has a relationship with resilience because according to Altundag & Bulut (2014), although resilience and life satisfaction are already established to have a positive relationship, their study found out that there was a strong negative relationship between resilience and loneliness levels, and loneliness was a significant predictor of resilience than life satisfaction. On the other hand, according to Civitci et al. (2009), loneliness has higher negative effects on life satisfaction, and adolescents with separated parents are more at risk to loneliness than are adolescents with non-separated parents.

Finally, it is expected that the result of this present study will benefit the students with separated parents through enhancing their resilient behavior and positive outlook in life towards their current familial situation. The result could be a source of information to develop a particular program for the CCCSW regarding students with separated parents.

Theoretical Framework

Resilience Theory. The pioneers of resiliency theory are Norman Garmezy, Emmy Werner, Anne Masten, and Sir Michael Rutter (Wang et al., 2015). This theory discusses about why some adolescents develop into well-adjusted and relatively healthy adults in the face of difficulty in life. Resilience theory has two perspectives. One is the trait-oriented perspective, which defines resilience as a personal trait that helps some at-risk youth overcome adversity and subsequently achieve optimal or even exceptional adjustment. The second one is the process-oriented perspective which regards resilience as an interaction of individuals and their environment for overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, or avoiding the negative trajectories associated with risks.

Attachment Theory. This theory was the foundation for an influential psychological theory of loneliness developed by the sociologist Robert S. Weiss (Sonderby & Wagoner, 2013). It emphasizes the value of a strong emotional bond between the child and the significant others like parents. It stands as a forerunner to contemporary theories of loneliness. Likewise, Weiss identified six social needs that, if unmet, contribute to feelings of loneliness. Those needs are attachment, social integration, nurturance, reassurance of worth, sense of reliable alliance, and guidance in stressful situation.

Operational Framework

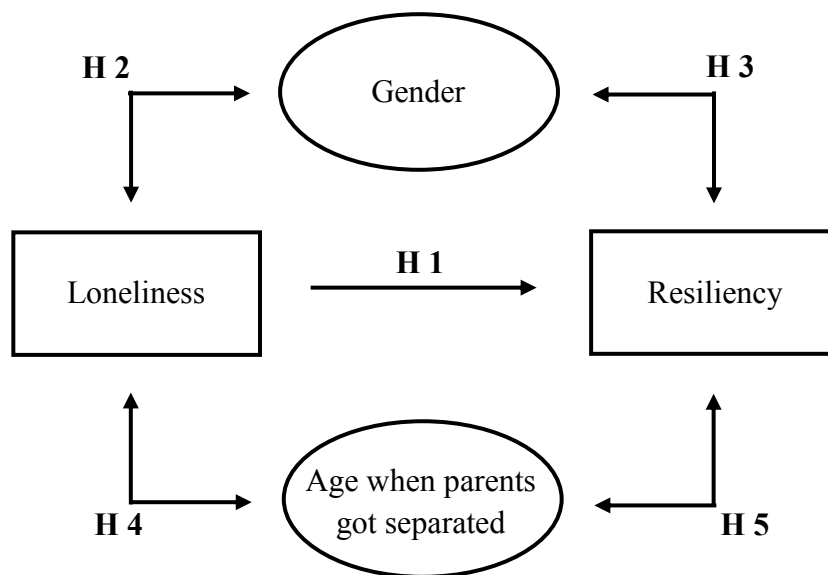


Figure 1. Schematic diagram of the relationship between resilience and loneliness.

The framework serves as a guide in the conduct of this present study in setting the flow and direction in accomplishing the research objectives. Figure 1 shows the variables involved in the study—loneliness and resiliency. The model above illustrates that (a) loneliness is a predictor of resiliency; (b) that loneliness has an effect on gender; (c) that resiliency has an effect on gender; (d) loneliness has an effect on the age of students when their parents get separated; and (e) resiliency has an effect on the age of students when their parents get separated.

Hypothesis 1 (H1) states that loneliness is a significant predictor of resiliency. For hypotheses 2 and 4, there are no gender differences in students' loneliness level (H2), and there are no age differences in students' loneliness level when their parents got separated (H4). For hypotheses 3 and 5, there are no gender differences in students' resiliency attitude (H3) and there are no age differences in students' resiliency attitude when their parents got separated (H5).

Research Questions

This study aims to address the following questions:

1. How may the participants be described in terms of the following :
 - a. demographic profile
 - b. resiliency level
 - c. loneliness attitude
2. Does the loneliness attitude of students with separated parents affect the level of their resiliency?
3. Do the levels of loneliness and resiliency significantly differ across gender?
4. Do the levels of loneliness and resiliency significantly differ from the age when their parents got separated?

Method

Research Design

The study used the descriptive-correlational design in which the study investigated with the use of correlational statistics to describe and measure the degree of relationship of two or more variables or set of data (Creswell, 2013). This study focused on the predicting effect of loneliness on resiliency attitude of students with separated parents.

Sampling

Through the purposive-stratified sampling, 151 senior high school students (69 males and 82 females) of Baliuag University, school year 2018-2019, were selected as subjects in this present research. Their ages ranged from 17 to 20 and they were identified through the cumulative record as students with "separated" parents.

Instrumentation

Adolescent Psychological Resilience Scale (APRS). The instrument was developed by Bulut, Doğan, and Altundağ (2013) consisting of 29 likert scale items and six sub-dimensions. These sub-dimensions are family support, peer support, determination of struggle, adaptation and empathy. The main objective of this instrument is to determine the resiliency attitude of the adolescents. In this scale, the higher the score, the better is the resiliency attitude. The reported internal consistency of APRS is 0.87 to 0.89 across samples. Sample items are “my family really cares about me,” “my ideas are taken into account in family decisions,” and “I am invulnerable to life’s challenges/difficulties.”

Loneliness Scale (LS). First the instrument was developed by Russell, Peplau and Ferguson (1978) and later revised by Russell, Peplau, and Cutrona (1980). LS is a 20-item likert scale, that measures the loneliness level of an individual. It indicates that the higher the score, the more feeling of loneliness will be experienced. The reported internal consistency of the LS is 0.94 to 0.96. Sample items are “I feel in tune with the people around me,” “I lack companionship,” and “there is no one I can turn to.”

Data Gathering and Analysis

Participants in this study were chosen and identified with the use of their Cumulative Records. Appropriate letters were disseminated in the conduct of this study: letter of consent with the participants, letter of consent for the parents of those target participants who are below 18 years old, and letter to the principal of the Senior High School department to carry out the study.

The data gathered were analyzed using the Statistical Package for the Social Sciences Statistics version 24 (IBM SPSS v.24). Mean and Standard Deviation were used to describe the loneliness and resiliency levels of the participants. To see the relationship between the two variables, Pearson Product Moment Correlation was employed. To measure the predicting effect of loneliness towards the resiliency attitude of the students, Simple Linear Regression analysis was utilized. Likewise, independent sample *t*-test and one-way ANOVA were also utilized to look for the mean difference of gender and the age of the students when their parents got separated and to know if loneliness has a different effect on resilience in the age of the students when their parents got separated.

Ethical Considerations

In the conduct of this study, the researchers strictly observed the established standards and ethical compliance to protect the rights and privacy of the students throughout the study. The principal of the Senior High School department was properly informed and oriented about the nature and conduct of the study, as well as the approval and consent of the involved students. For minor participants, a consent form was disseminated to their parents before the conduct of the present research. Finally, disclosed responses of the students during consultation are only limited to those within the agreed boundaries of both the researchers and the students, and are solely used for research purposes.

Results and Discussion

Table 1. Demographic characteristics of students with separated parents

Profile	No. of Respondents	%	Profile	No of Respondents	%
Gender			Age		
Male	69	46%	17 years old	93	62%
Female	82	54%	18 years old	49	32%
			19 years old	5	4%
			20 years old	4	2%
Strand					
ABM	49	32%			
HUMSS	20	13%			
GAS	20	13%	Religion		
STEM	62	42%	Catholic	115	76%
			Born Again	26	17%
Age when parents got separated			INC	8	5%
0-2 years old	38	25%	Protestant	2	2%
3-8 years old	56	37%			
9-11 years old	25	17%			
12-18 years old	32	21%			
					<i>N=151</i>

Demographic Profile of Students With Separated Parents

The demographic characteristics of the participants are presented in Table 1. The participants are composed of 69 males (46%) and 82 females (54%). In combined numbers, almost all of the participants are 17 and 18 years old (142=94%), and majority of them belong to Science Technology Engineering and Mathematics (STEM) strand (62=42%). When it comes to their religion, most of them are Catholics (115=76%).

Moreover, when asked about their age when their parents got separated, 56 or 37% of them answered when they were 3 to 8 years old, which is the highest age. Second is in the age bracket of 0 to 2 years old with 38 participants or 25%; third is in the age bracket of 12 to 18 years old, with 32 participants or 21%; and last is in the age bracket of 9 to 11 years old with 25 participants or 17%.

Table 2. Descriptive statistics of loneliness of students with separated parents

Variable	Mean	SD	Description
Loneliness	2.73	.27	Often

Note. 4 to 3.26 = Always 3.25 to 2.51 = Often 2.50 to 1.76 = Sometimes 1.75 to 1 = Rarely

Loneliness Level of Students With Separated Parents

The described statistics of loneliness level of students with separated parents are presented in Table 2. Based on the result, their loneliness attitude got the mean score of 2.73, standard deviation of .27, and verbal description of “often.” The result indicated that the students often feel lonely in their current situation. This is similar to the study of Palmarsdettir, (2015) and Civitci et al., (2009), where loneliness is one of the common reactions that children and adolescents feel after parental separation.

Eventually, this painful event and unpleasant experience lead them to feel abandoned (Bitski et al., 2010), distressed, and anxious (Kelly & Emery, 2003). This result somehow gave the Center for Career, Counseling, and Student Welfare an impression that the students who belong to separated parents are lonely and could be the basis for the development of a program. A regular routine counseling and follow up are necessary to ensure that the students are properly monitored and handled.

Table 3. Descriptive statistics of resiliency attitude of students with separated parents

Variable	Mean	SD	Description
Resiliency	2.81	.26	Moderate

Note. 4 to 3.26 = High 3.25 to 2.51 = Moderate 2.50 to 1.76 = Low 1.75 to 1 = Very Low

Resiliency Attitude of Students With Separated Parents

Table 3 shows the descriptive statistics of resiliency attitude of students with separated parents. Based on the result, their resiliency level got a mean score of 2.81, standard deviation of .26, and a verbal description of “moderate.” The result is comparable in the studies of Rowe et al. (2016); Magpantay et al. (2014); and Taruvinga (2011) which stated that even though they have

unpleasant experiences and struggle due to parents' separation, they tend to adopt different behavioral strategies to sustain their positive outlook in life. During the interview, some of the participants verbalized that they continually do some strategies such as engaging themselves into sports and joining different student organizations such as the SHS peer group, which aims to help them to discover their self-worth, share their insights, and give their best advices to adolescents experiencing the same situation, even just expressing their emotions and feelings. This peer group is one of the initiatives of the CCCSW to check the emotional atmosphere of each section. For each section, it has one peer group representative who monitors the class and eventually becomes the mediator of their section and the CCCSW. Due to these behavioral strategies, they become resilient and are able to adopt positively (Widyastuti, 2017; Altundag & Bulut, 2014) which at the end, help them to avoid doing maladaptive and destructive behaviors. Moreover, the result is also a good indicator that the CCCSW should continue to empower the SHS peer group and to give some relevant mental health information especially to this particular group of students.

Table 4. Correlation of loneliness and resiliency attitude of students with separated parents

Variable	<i>r</i>	Sig.
Resilience and Loneliness Attitude	.279	.008*

*Correlation is significant at 0.05 level (2-tailed).

Relationship Between Loneliness and Resiliency Attitude of Students With Separated Parents

The Pearson's product moment correlation was employed to see if there is a relationship between loneliness and resiliency. In contrast with the study of Altundag and Bulut (2014), Table 4 shows that there is a definite but small positive relationship between loneliness and resiliency ($r=.279$, $p<.05$). Therefore, the result revealed that in this group of students with separated parents, they are resilient in their own way although they are lonely in their familial situation. During the interview, majority of them believed that even though they could not control their situation, they can control themselves. In addition to that, some of them also shared that they were consistently honor students in their class since elementary until senior high school. This explains the study of Cauce et al. (2003) which shows that resiliency, somehow, comes from the fact that there are some internal attributes such as locus of control, ability to appraise the self, and coping skills that enhance the behavior of the students with separated parents. It is a trait-oriented perspective which defines resilience as a personal trait that aids some at-risk youth to overcome difficulty and later attain the optimal level of adjustment (Wang et al., 2015).

These attributes and personal traits become compensatory factors of their situation (Fergus & Zimmerman, 2005), where adolescents can counteract the adverse outcomes associated with risk exposure like parents' separation.

Table 5. Regression analysis between loneliness and resiliency of students with separated parents

Model	<i>B</i>	<i>R</i>	<i>R</i> ²	<i>t</i>	<i>F</i>	Sig.
Loneliness Attitude	.271	.279	.192	3.218	5.920	.020*

Dependent Variable: Resilience Attitude

- Significant at 0.05 level

Predicting Effect of Loneliness on Resiliency Attitude of Students With Separated Parents

A simple linear regression was calculated to test if loneliness significantly predicted resiliency of students with separated parents and it is presented in Table 5. The results of the regression indicated that the model explained 19.2% ($R^2=.192$) of the variance and that the model was significant, $F(1, 149)=5.920$, $p<.020$. It may be concluded that for this model, loneliness significantly predicts resiliency of the students with separated parents ($\text{sig}=020$). Almost all of the participants mentioned in the interview that because of the consistent care and support of some relatives, friends, and even grandparents, they were inclined to face the situation even if sometimes it was hard for them to accept. In the study of Jackson (2015) and Sammons (2000), social support given by the significant others like relatives, family, and friends, helps the children to promote post-divorce adjustment that can lead one to adopt a more confident self. All the more, the social supports given by the school was also a big help to uphold resilience and positive qualities (Gilligan, 2002).

These supports could be financial support, service support, or guidance and counseling. In the same manner, open communication amongst family members and friends are factors which can promote resilience among individuals with separated parents (Greeff & Van der Merwe, 2004). In the words of Wang et al. (2015), these social supports are called process-oriented perspectives in which resilience is an interface of individuals and the people around them, as part of their environment, for incapacitating the negative effects of risk exposure associated with parental separation.

Table 6. Independent sample *t*-test of loneliness attitude and resiliency level across gender

Gender	<i>N</i>	Mean	<i>SD</i>	<i>f</i>	<i>t</i>	Sig.
Loneliness						
Male	69	2.72	.298	2.613	.158	.108
Female	82	2.88	.253			
Resiliency						
Male	69	2.80	.240	1.608	-.701	.207
Female	82	2.93	.285			

p*<.05*Loneliness and Gender***

The effect of loneliness attitude and resiliency across gender is presented in Table 6. An independent sample *t*-test was conducted. Results revealed that there is no significant difference in terms of loneliness and gender [$t(150) = .158$, $p > .05$], and resiliency and gender [$t(150) = -.701$, $p > .05$]. This is supported by the study of Lacey et al. (2014); Amato (2001); and Rodgers et al. (1997) that gender differences in relation to parental separation are not well established and there is no clear relationship particularly in this group.

However, when it comes to mean comparison of loneliness attitude, the results indicated that the female group has higher loneliness level ($M=2.88$, $SD=.253$), compared to the male group ($M=2.72$, $SD=.298$). On the other hand, when it comes to resiliency level, the female is resilient ($M=2.93$, $SD=.285$) compared to the male counterpart ($M=2.80$, $SD=.240$). This analysis was done to see if there were differences across gender, because it could be a good data in developing a gender sensitive program for the students not only in the SHS Department but for the university-wide program as well.

Table 7. Difference in loneliness attitude across the age of students when their parents got separated

Age	<i>N</i>	Mean	<i>SD</i>		Sum of Squares	<i>df</i>	Mean square	<i>F</i>	Sig.
0-2 years old	38	2.75	.286	Between Groups	.424	3	.141	1.922	.129
3-8 years old	56	2.75	.242	Within Groups	10.817	147	.074		
9-11 years old	25	2.79	.303	Total	11.242	150			
12-18 years old	32	2.63	.274						
Total	151	2.73	.273						

Loneliness and Age of Students When Their Parents Got Separated

Difference in loneliness attitude across the age of students when their parents got separated is shown in Table 7. The age bracket from 9 to 11 years old got the highest mean ($M=2.79$, $SD=.303$), although the result was not significant ($\text{sig}=.129$) in this group. However, it is worth mentioning that the age bracket that got the highest mean suggests that children, estimated to fall under that age bracket, tend to internalize or externalize their problems (Robbers et al., 2012). This means that they can act out their problems and are likely to be aggressive; sometimes they would process it within themselves such as sadness, anxiety, and even depression.

It is the intention of this study to check whether the age of the participants could be significant because the program intended for them could be designed developmentally. As early as in the elementary level, the CCCSW may assign and execute different activities related to their situation. This will ensure that the proper management and the effective interventions for the students who have separated parents are well-organized and applicable.

Table 8. Difference in resiliency level across the age of students when their parents got separated

Age	<i>N</i>	Mean	<i>SD</i>		Sum of Squares	<i>df</i>	Mean square	<i>F</i>	Sig.
0-2 years old	38	2.78	.283	Between Groups	.060	3	.020	.289	.833
3-8 years old	56	2.82	.267	Within Groups	10.186	147	.069		
9-11 years old	25	2.80	.243	Total	11.246	150			
12-18 years old	32	2.97	.246						
Total	151	2.84	.273						

Resiliency Attitude and Gender

The difference in resiliency attitude across the ages of students when their parents got separated is indicated in Table 8. Although the result revealed that there was no significant difference ($\text{sig}=.833$), it is worthy to note that the age bracket from 12 to 18 years old got the highest mean ($M=2.98$, $SD=.246$). Probably, teenage children, or adolescents are likely to have a better understanding of the new life transition after the separation of their parents than the younger children (Sigelman & Rider, 2012).

Moreover, besides developing a gender sensitive program for the students, the SHS students have already been equipped with coping skills and self-appraisal due to personal trait and internal attributes, which makes them resilient than younger children. They have a process-oriented perspective where social supports like relatives, friends, and grandparents are present to overcome the negative effects of parental separation.

Conclusions

The present study provides an overview of the relationship between loneliness attitude and resiliency level of students with separated parents. The participants of this study were selected senior high school students of the University, from Academic Year 2018-2019, which is composed of 69 males and 54 females.

Generally, the results reveal that majority of the participants are lonely in their current situation. The familial atmosphere that they have somehow affects their emotions because loneliness is one of the reactions that the children could adopt after the separation of their parents. It is therefore recommended that the CCCSW should have a follow-up counseling session to see and assess the needs of the students with separated parents, which is a basis of information to develop a particular program for them.

However, although majority of them are lonely, they are still resilient in their own unique way. Having a broken family is an unpleasant experience for some, but in this group of participants, they are able to adopt different behavioral strategies to sustain their positive outlook in life, with the help of their relatives and friends. With this, it is recommended that the Senior High School Department should be proactive in enhancing the self-worth and positive well-being of its students by giving them avenues to express themselves like sports, support group, and different active organizations, such as peer group, that can provide them with psychosocial support and even to enhance their talents and potentials. This could be done under the CCCSW's Career and Mental Health Information Service. This service facilitates student development and adjustment brought about by some life adjustments by providing mental health campaigns. Programs, webinars, infographic postings, and others which may be relevant to the students' needs, such as career issues, may be conducted.

The study further showed that loneliness has a relationship with resiliency attitude and loneliness is a predictor of resiliency; that is, students with separated parents are lonely, yet they are resilient enough to face the adversary of their situation. It is noted that because of different social supports provided by their relatives and friends, this predicting effect is possible. It is therefore proposed that the CCCSW, together with the Senior High School Department, introduce a department-wide program that will enhance this

loneliness-resiliency relationship, not only for the students with separated parents, but to all SHS students. Programs such as Parents' Orientation Seminar, Human and Spiritual Enhancement Program (HASEP), and even Psychological First Aid for Teachers should be adopted, although the CCCSW had been initiating these activities for the past few years. With the support of the SHS department, it could be an annual program that will serve not only as an intervention, but also a preventive measure.

Recommendations

For future researchers, it is recommended that they measure different psychological constructs that will help students with separated parents to understand their situation. Constructs like life skills, self-esteem, life satisfaction, self-efficacy, and psycho-social support may be included.

This study was done before the upsurge of COVID-19 pandemic. It is therefore recommended that research be conducted on how these students could adopt and exhibit their resiliency and loneliness attitudes towards their familial situation amidst this new and present normal scenario.

Likewise, it is also suggested that their anxiety level be measured, as well as their coping strategies, because of the pandemic and how these students manage their personal and academic concerns since the University has shifted to an online delivery of learning this school year.

The research could also be done in the college department to see if there are differences when it comes to the results and implications. It could also be a comparative study between the two groups of students.

Lastly, the qualitative analysis of the results may be examined. Future researchers could venture into the qualitative part of the study in order to give some phenomenological results using the constructs of loneliness and resiliency.

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