

Studying Loneliness Feeling Ratio in Hyperactive Children and Children with Autism

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Abstract--- Loneliness feeling in children indicates the failure and weakness of interpersonal relationships with peers, which leads to dissatisfaction with social relationships with other children. The main purpose of the present research is to investigate the difference between loneliness feeling ratio in hyperactive children and children with autism. The present research is applied in terms of purpose. Also, the present research is descriptive of causal-comparative researches type that compares the ratio of frustration, social acceptance and loneliness feeling in hyperactive children and children with autism in Bandar Abbas. The statistical population of the research includes all hyperactive children and children with autism in Bandar Abbas. With regard to access to the sample size, the number of sample size of the research is 30 people that were divided into two hyperactive and autism groups of 15 people. To test the hypotheses, by applying SPSS software, mean difference tests were used. The obtained results showed that the significance level of loneliness feeling variable is lower than 0.05, and this indicates a significant difference of these variables between hyperactive children and children with autism.

Keywords--- Loneliness Feeling, Hyperactive Children, Children with Autism.

I. INTRODUCTION

One of the psychological problems of children in the field of social development is the feeling of loneliness. In most of the definitions presented about loneliness feeling, it has been talked about the unpleasant feeling and negative emotions that most people avoid (Wright, 2005). A lonely child cannot have the effective presence of parents or other important people in his/her social world and thinks that in the event of a problem, there are no other supportive people to help him/her in a certain situation (Lyn Shartel, 2008; quoted from Sanatnegar et al. 2012). Loneliness is an unpleasant state that stems from the difference in interpersonal relationships that people want and the relationships they have with others in real conditions. This feeling is important because it is correlated with both the emotional states of people and social poverty, behavior and health in adults, adolescents, and children (Qualter, Brown, Rotenberg, Vanhalst, Harris et al., 2013).

Loneliness feeling is associated with many cognitive, emotional, exciting, and social variables. During the presentation of these images and problems such as disorders like autism and hyperactivity, one may face the loneliness and frustrated feeling because of the difference he/she has with other normal people, and his/her hope and frustration may be affected by this difference. Attention Deficit Hyperactivity Disorder is one of the most common childhood disorders that can have adverse effects on a person during childhood and adolescence and their family and social relationships.

Attention Deficit Hyperactivity Disorder is one of the most common childhood disorders that can have adverse effects on a person during childhood and adolescence. This disorder is a special type of behavior in children, in a way that they

focus on a specific subject only for a short time and suddenly show uncontrolled movements and behavior. In addition, one of the most common disorders in pediatric psychiatry is autism.

Children with autism have difficulty dealing with others. As these children get older, some of them may be more interested in relationship with others and less likely to be distressed. Some others have a lifestyle close to the safe and normal lifestyle. However, other children still have problems in language and social skills, and their adolescence and puberty periods make their illnesses more severe. Most children with autism are slow to learn science and skill, and some of them show signs of low intelligence. Other children with autism have no difficulty in learning, but have difficulty in social, and verbal communication, and normal life. A small number of children with autism potentially have high abilities and demonstrate exemplary skills of themselves in certain skills such as art, music, or mathematics (Behbahani et al., 2015).

It is said that children with hyperactivity have difficulty in understanding emotional signs and cannot understand emotions according to what is being expressed. He refers to hand and face movements as the symbols of emotion and says: We do not see anything as excitement in the outside world, excitement is not separate from the individual, but we see clues that lead us towards the excitement. If we do not understand the clues according to the situation, we cannot express the proper excitement or have the proper response to the excitement. The point that is proposed is that children with hyperactivity may not be reached maturity to understand the excitement symptoms and cannot understand the happiness, sadness or any other feeling from the surrounding people. Unlike autistic children who have no understanding of excitement, they understand excitements, but cannot adjust their behaviors in proportion to the excitement situation. Sometimes they may have an extreme and excessive reaction towards the excitements around themselves, and for this reason, they cannot appropriately react in proportion to environmental signs and stimuli (Badri, 2016). Due to the increasing prevalence of hyperactivity and autism disorders in children and the fact that the desired components have already been studied alone and no specific research has been done in this regard for these children under the relevant title, the present research seeks to answer this question that "Is there a significant difference between loneliness feeling ratio in hyperactive children and children with autism?"

II. RESEARCH THEORETICAL FOUNDATIONS

Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder is a situation that emerges in some preschool children or in the early years of school. It is difficult for these children to control behavior or to pay attention. It has been estimated that between 3 and 5 percent of children, or nearly two million children in the United States, have this disorder, meaning that there is one child with ADHD in each class of 25 to 30 people (Mohammadzadeh, 2007). A child with ADHD is of careless type, clinically slow, uninterested, dreamer, and has problem to complete school homeworks due to learning difficulties (in these children, low-dose medication works). Hyperactive type children have aggressive and antagonistic behaviors, and antisocial behavior, and poor adaptability. A group of experts believe that this group has more chance for recovering and reducing symptoms (Loney, 1978, quoted from Kakavand, 2006).

Most children with ADHD are also emotionally unstable, which means that their mood suddenly changes. The parents state how their child changes quickly from good to bad and again to good. Therefore, it seems that children with ADHD, in addition to having behavioral problems, are very sensitive and are easily upset.

In recent years, significant progresses have been obtained in recognizing the nature of this disorder. Molecular and behavioral studies show that genes have a role in this disorder. Although progresses have been made in understanding the

cognitive and biological nature of this disorder, no systematic and decisive theory and research regarding its social and interpersonal aspects has been presented yet.

Children's attention is observed in visual/auditory activities and affairs that require mental effort. These children do not have any difference from other children when they watch television, play video games, or participate in activities that they are interested in or can afford them, because these activities do not require much mental effort. The behavioral distinction between these children and their peers emerge in tasks that require more focus and attention, such as school homeworks. They also have difficulty remembering various topics due to distraction, because their minds are too busy with sensory information.

Currently, through educational and school aid resources related to the ADHD disorder students are helped by a new role and a new sense of self-confidence to succeed in their personal, social, and scientific goals during the academic year. These educational aid resources are in the form of a national guide journal and a free internet line that provides access to basic knowledge and specialized instructions for the adults and teachers of children with ADHD and learning disability.

Autism:

Autism has been defined as a disorder that its emergence begins basically before the age of 30 months. Autistic children lack the power of communication.

More than four decades have passed since Connor introduced autism. Much information has been obtained about these symptoms. Autism occurs in about 4.5 out of 10,000 live births. Among autistic children, boys take the lead from girls by 3 or 4 to 1. Autism has been characterized by severe isolation, effective shortages in language, social behavior and attention, and the appearance of strange or repetitive behaviors. Autism is usually diagnosed between the ages of 2 and 5 (Kendall Philip, translated by Najarian, 2005).

Many researches have been conducted about attention disorder in autistic children. In a learning situation, many autistic children show extreme attention or focus only on the component or the sign of the collection of signs existing in a stimulus (Lovaas, 1979). Even those autistic children who have superior or moderate and near-moderate intelligence actions also have difficulties in moving attention from one stimulus to another. They may show more attention to the outstanding aspects of a stimulus than other dimensions of it, and also by the involvement of irrelevant stimuli, can be easily distracted. The inability in over selectivity of stimuli is a term to describe this phenomenon that people with autism pay attention to one aspect of a stimulus, and neglect to pay attention to other aspects (Lovaas, 1971).

In the field of the etiology of autism phenomenon, numerous hypotheses and models have been proposed. In new theories, autism is classified as a disorder that has a neurological biology base that involves neuroanatomical and neurochemical changes in the brain (Rafeie, 2006). Researchers and theorists have focused their attention on three basic mechanisms:

1. Relationships between autistic children and the social environment of their life,
2. Neuro-cognitive weaknesses and abnormalities,
- 3- Basic biological-chemical currents.

Many of the early thoughts related to the causes of autism have focused on the obvious anomalies in the life and family experiences of autistic children. Environmental variables that may be used to explain autism have been investigated by many researchers. Connor doesn't really believe that "cold parents" are the only cause of autism. He does not believe in a single specific causal mechanism, stating that either autism is viewed as a social, biological phenomenon, in which a prone

body status and adverse social conditions affect each other, or that the suffering that autistic children feel due to their exaggerated perception of family tendencies toward social isolation.

Loneliness Feeling in Hyperactive Children and Children with Autism

The feeling of loneliness is the result of being deprived of the basic human need for intimacy. Loneliness feeling is a person's feeling of the lack of interpersonal intimacy. Loneliness feeling is an unpleasant experience that emerges in response to quantitative or qualitative deficiencies in social relationships.

The three main components in these definitions are recognizable: first, the social component of loneliness feeling which is probably the most obvious and the most important dimension of loneliness feeling, because this feeling clearly reflects the failure of satisfying social relationships. Trying to separate loneliness feeling and seeking isolation leads to the second component of loneliness feeling. Loneliness feeling is an active feeling that is not necessarily the same as external reality. In other words, while some people have limited social relationships, they do not experience the loneliness feeling. Therefore, the feeling of loneliness requires a person's perception or evaluation of his/her social relationships and comparing the current situation with his/her desired and ideal situation. However, instead of viewing loneliness feeling as merely a negative emotion, some researchers consider it to be associated with some negative emotions such as anxiety, depression, and being not likable, and so on (Rayte, 2005).

Psychoanalytic literature considers the roots of loneliness feeling in childhood needs. The period when a child's first needs for communication fails (Kelman, 1990; quoted by Berghono et al., 2004), and experiences tension and anxiety, high-risk behaviors such as smoking and drug use, school drop out, depression, and drug addiction.

Based on the findings, lonely people show less adaptability and progress of themselves, have less social and intellectual competence, are less selected as a friend by others, have less honest behaviors, and act passively. There is a link between loneliness feeling and psychological and social problems such as alcoholism, suicide, depression, anxiety, addiction, lack of self-confidence, negative citations, delinquency, and academic failure and decline. Conducted studies consider that young people are more at the risk of loneliness feeling due to a combination of personality traits, identity crisis, being at adulthood threshold, and various social conditions.

Joonse and Karpenter (1985) have considered the role of cultural factors and social structures different and think that social structures, under the influence of time and also culture, may create various kinds of loneliness.

One of the most common ways to measure and investigate social relationships among children has been the use of group assessment methods to measure the popularity ratio of people in specific classrooms or groups. Existing investigations have shown that people with loneliness feeling have characteristics among which low satisfaction and happiness, low self-esteem, self-alienation, feelings of embarrassment, nostalgia, feelings of emptiness, little attraction, avoidance of social communication, few friends, pessimism, inability to express oneself, and other escapism and introversion can be mentioned.

Contrary to the behavioral disorder of loneliness feeling is the social self-efficacy of people that its increase results in more productivity, a higher empowerment sense, and better quality and performance in life. In other words, the self-efficacy by making a person's active perspective suitable about his/her abilities impacts on self-changing behaviors and in this way creates a readiness to act in the individual. This psychological readiness, then leads the person towards social activities and relationships and reduces the feeling of loneliness by engaging in social activities.

III. RESEARCH METHOD

The research method is descriptive of causal-comparative type that compares the ratio of despair, social acceptance and loneliness feeling in hyperactive children and children with autism in Bandar Abbas.

The statistical population of the research has included all hyperactive children and children with autism in Bandar Abbas. Considering that access to eligible people for the present research is only 30 people; thus, the samples included 30 people who were divided into the two hyperactive and autistic groups of 15 people.

Data Collection Method

Standard questionnaires have been used to collect data related to the hypotheses test.

Data Collection Tools

Asher and Wheeler Child's Loneliness Feeling Questionnaire

This questionnaire is presented to measure loneliness feelings in late childhood and pre-adolescence and has 24 questions and a five-degree response scale (I completely disagree = 1, to I completely agree = 5). This scale has 8 questions, because the respondent expresses his/her attitudes about various topics with a sense of more comfort and relaxation, and the directional answers are avoided. They are included as irrelevant questions related to children's favorite topics and not considered in the calculation of scale scores. In addition, a number of questions of this scale are scored in reverse.

Scoring Procedure

This questionnaire has 24 questions and its purpose is to investigate the child's loneliness feeling ratio. The scoring procedure was based on the Likert's four-option spectrum.

To get the overall score of the questionnaire, calculate the sum of the scores of each of the questions with each other (except 8 irrelevant questions). The lower scores on each dimension indicate a greater loneliness feeling of the respondent in that dimension, and vice versa.

Validity and Reliability

In the research of Azadfarsani et al. (2013), the validity and reliability of this questionnaire have been tested. Confirmatory factor analysis (CFA) was performed to investigate the validity of this scale. The results showed that there was a negative and significant relationship between loneliness feeling and self-esteem. Also, the fitness index of Asher and Wheeler's child's loneliness feeling scale was in proper status. The Cronbach's alpha coefficient was also used for its reliability and the value of this coefficient for this questionnaire was obtained 0.75, which indicates the good reliability of this scale. The Cronbach's alpha table is as follows:

Table 1: Cronbach's Alpha Table

No.	Index	Reliability Coefficient
1	Loneliness Feeling	0.967

Method of Data Analysis and Statistical Methods

After collecting the data, they were analyzed by SPSS software version 20. To describe the statistical sample's views regarding the questions, frequency distribution and percentage, mean, and variance tables were used; then the research hypothesis was investigated based on the results obtained from the examination of the questions using inferential statistics and using the analysis of covariance test and independent t-test.

IV. RESULTS AND FINDINGS:

Gender

Table 2 has shown the frequency distribution of respondents in terms of gender. As it is observed in Table 2, the majority of the research samples (80 people) that is 80% are "female", and (20 people) that is 20% are "male".

Table 2: Frequency Distribution of Respondents in Terms of Gender Variable

Respondents' Gender	Frequency	Percentage
Boy	19	%63.3
Girl	11	%36.7
Total Sample Size	30	%100

Investigating Descriptive Statistics

Table 3: Descriptive Statistics Related to Hyperactive Children and Children with Autism

Variable	Mean	Standard Deviation	Variance	Total
Loneliness Feeling (Hyperactive Children)	50.0000	7.24076	52.429	300.00
Loneliness Feeling (Children with Autism)	20.5333	10.78932	116.410	758.00

Significance Level of Normality Tests

Table 4: Significance Level of Parenting Style Variable Normality Test

Variable	Significance Level
Loneliness Feeling	0.686

Hypothesis Test

There is a difference between loneliness feeling in hyperactive children and children with autism.

In this section, in order to investigate whether there is a significant difference between loneliness feeling in hyperactive children and children with autism, the independent groups comparison test (T-test) has been used.

Table 5: Results Obtained from the T-Test to Compare the Loneliness Feeling in Hyperactive Children and Children with Autism

Variable		F	Sig.	t	df	Sig. (2-Tailed)
Loneliness Feeling	Between Groups	3.761	0.063	-9.101	28	0.000
	Within Groups			-9.101	24.484	0.000

Table 5 shows the results. In the independent sample test table, we use the first row of the results if the Levene's test for the equality of two variances shows that the two variances are equal to each other. However, if the Levene's test shows that the variance of the two samples is not equal to each other, the second row of the results should be used. In this example, the Sig. value which represents the significance level of the Levene's test is 0.063, which indicates that the two samples have the same variance (whenever the Sig. number is less than 0.05 at the 5% level, and whenever this number is less than 0.01 at the level of 1%, the variance of the two samples is not equal to each other), hence we use the first row. In this research, the T-value shows: -9.101, and the Sig. value shows: 0.063, that since the Sig. value is higher than 0.05, it is

concluded that the two samples statistically have significant difference with each other and the H_0 hypothesis is rejected. As a result, there is a difference between loneliness feeling in hyperactive children and children with autism.

V. DISCUSSION AND CONCLUSION

In the present research the difference between loneliness feeling in hyperactive children and children with autism was investigated.

According to the results, it was specified that there is a difference between loneliness feeling in hyperactive children and children with autism.

The results, based on the independent t-test showed that according to the calculated T (-9.101) and the significance level, the value of which was (0.000) which is lower than 0.05, the hypothesis zero was therefore rejected and the research hypothesis is confirmed. In other words, there is a difference between loneliness feeling ratio in hyperactive children and children with autism. In this regard, as far as the researcher explored, he did not find any research evidences to confirm or reject this conclusion, but in explaining it, empirical evidences can be used. Loneliness feeling is a disgusting, distressing, and unpleasant experience that causes the child to experience feelings of inferiority and distressing emotional and mood states as well.

Children and adolescents with Attention Deficit Hyperactivity Disorder experience many difficulties in being accepted by peers and social interactions. And compared to their peers who do not have this disorder, they experience more loneliness.

Thus, regarding the feeling of loneliness in children with attention deficit/hyperactivity disorder, the main disorder in children with attention deficit/hyperactivity disorder is probably in social skills, and also in most of them the deficit in communication skills is related to cognitive styles weakness.

The obtained results are consistent with previous researches; Moayed Ghaedi and Ghorban Shiroodi (2016) in their research addressed the efficacy of group hope therapy on depression, loneliness feeling, and self-efficacy of female students. The present research was experimental and of pre-test, post-test type with a control group, and the statistical population included all female students of 10th and 11th grades of the schools in District 1 of Rasht in the academic year of 2014-2015. For sampling, 200 female students were selected as cluster and randomly and answered the Beck's Depression Inventory (1971), the Asher's Loneliness Feeling Scale (1983), and the Sherer and Adams Self-Efficacy Scale (1985) in the pre-test phase. After scoring and screening, 30 people with the lowest scores were selected and randomly assigned to two experimental (15) and control (15) groups. The control group did not receive any intervention, and for the experimental group, eight 90-minute sessions of group hope therapy training were performed. The results of one variable analysis of covariance after controlling pre-test values showed that depressed mood scores and loneliness feeling in the experimental group were significantly lower than that of the control group, but there was no difference between post-test scores of these two groups in terms of self-efficacy.

Azadfarsani et al. (2013) studied the psychometric properties of a child's loneliness feeling scale in guidance school students in Tehran. The research method was correlation, and the statistical population included guidance school students, 410 of whom were selected by cluster random sampling. The research results showed that there is a negative and significant relationship between loneliness feeling and self-esteem.

Rahimzadeh, Pouretmad, Asgari and Hojjat (2011) in their research studied the conceptual foundations of loneliness feeling. Their research was formed with the aim of identifying the conceptual components of loneliness feeling in Iranian students based on qualitative research and content analysis. The content information of loneliness feeling was collected in

three steps: First, the research history of loneliness feeling and its measurement tools were comprehensively reviewed. Then 10 counselors (four women and six men) and 10 students (six women and four men) were interviewed and their opinions regarding loneliness feeling were recorded. Finally, 135 students (94 women and 41 men) completed an open-answer questionnaire of loneliness feeling. The content analysis of the research history revealed seven components of loneliness feeling, namely, emotional, social, family, sensational, friends, larger groups (group linking) and existentialism. Through content analysis of the interview with counselors, five components (emotional/individual, communication/social, communication/family, existentialism, and religious/spiritual), and the interview with students, four components (emotional/individual, communication, emotional, and religious/spiritual) and the open-answer questionnaire, three components (emotional/individual, communication (communication with others, family, friends, larger groups) and religious/spiritual) were identified. The unique finding of this study was religious/spiritual loneliness, which should be considered in measuring the feeling of loneliness in Iranian samples.

Based on these findings, a tool for measuring the feeling of loneliness based on Iranian culture can be prepared and expanded.

In a research, Dickers et al. (2017) examined loneliness feeling and other social variables in young people with autism spectrum disorders.

Qualter, Rotenberg, Barrett, Henzi, Barlow et al. (2013) concluded in their research that people who have loneliness feeling have a different pattern of social reaction than people who do not have this feeling, and feel more threat in social confrontation.

Schinka, Van Dulmen, Bossarte and Swahn (2012) in their research concluded that loneliness in childhood predicts low emotional health in adolescence.

Considering that research findings show that loneliness feeling is higher among hyperactive children than children with autism group, hence it is suggested to compile strategies for the parents and teachers of these children to prevent these factors.

It is also suggested that in future researches, in addition to the questionnaire, other assessment methods such as observation and interview are used.

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