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Effect of social support from family on an individual's loneliness when mediated by one's sense of belongingness

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ABSTRACT

This study was designed to identify the effect of social support from family on an individual's loneliness when mediated by one's sense of belongingness among young adults of the students of Telesforo and Natividad Alfonso High School for the SY 2022-2023. The study was utilizing the descriptive cross-sectional research design. A cross-sectional study describes a group of subjects at one particular point in time (Campbell, Machin, & Walters, 2007) without additional follow-ups from the participants. Moreover, this method allows the assessment of the relationship among the participants' social support from their family, feelings of loneliness, their sense of belongingness, as well as the participants' personal characteristics, in this study being their age. This study concluded that most of the respondents have a neutral response toward social support. Likewise, most of the respondents have a neutral response towards a sense of belonging, and most of the respondents disagree towards loneliness. Furthermore, it was found that significant relationship exists between the level of having a good family social support to students' loneliness, level of social support and sense of belongingness, and level of sense of belongingness and loneliness.

Keywords: social support; family; individual's loneliness; one's sense of belongingness

1. INTRODUCTION

Going to college is the period of changing from adolescents to young adults. Here, they will be able to develop new skills, experiences, expand social networks, and gain knowledge. For many students going to university can be a stressful life event as they negotiate changes in lifestyle, community, and relationships (Ibrahim et al., 2013). The transition from adolescence to young adulthood brings significant challenges such as being accorded with the opportunity to manage one's life and deal with roles of greater independence (Lenz, 2001). During this transition the young person is able to explore and experiment on who they are and who they want to be in the future. For many university students, it is the first time of living away from home for an extended period.

Social support has been shown to promote mental health and acts as a buffer against stressful life events (Dollete & Phillips, 2004). Social support is derived from a network of people drawn from family, friends, and community (Awang, Kutty, & Ahmad, 2014); Aronson et al. (2002) define social support as a person's perception of the presence of other important and private individuals who are sensitive, understanding, and help the individual in coping with stress. However, with the low association of family support together with levels of loneliness, not much is known about the significance of families on one's overall well-being during young adulthood (Lee & Goldstein, 2016).

Asher and Paquette (2003) describe loneliness as the cognitive awareness of inadequacy following reactions of sadness, longing or emotional deficiency in one's social and personal relationships. In another definition, Perlman and Peplau (1998) describe loneliness as the experienced subjective psychological distress in the case of considerable inadequacy in the quality and quantity of people's social networks. Loneliness is an unpleasant and stressful experience as well as a threat to an individual's mental health when encountered severely and long-term. According to Sonderby and Wagoner (2013), loneliness is associated with anxiety, depression, suicide, and weak self-regulation behaviors. In addition, loneliness is a phenomenon associated with feelings of sadness, boredom, depression, fear, longing, and meaninglessness.

The idea that human beings are pervasively and fundamentally motivated by a need to belong was asserted in a literature review a quarter century ago (Baumeister & Leary, 1995). Allen et al. (2021) sought to flesh out the need to belong by listing four different domains worth studying. They listed competencies, such as interpersonal skills, opportunities to belong, including constraints such as barriers that may prevent interpersonal bonds from forming motivations, and perceptions of belongingness, including cognitions and feedback systems. Palikara et al. (2021) had a sample of primary school students (ages 8-11 years) in the United Kingdom and found the strongest relationship among

their measures was between school belongingness and their index of covitality, defined as socio-emotional well-being and taken from a health survey with particular focus on gratitude, optimism, zest, and persistence. Both had links to loneliness, though the link from covitality to loneliness was mediated by belongingness.

Loneliness is posited to arise from a human need to belong (Baumeister & Leary, 1995). Belonging is defined more broadly in the literature, in that, it can relate to belonging to a place or an experience (Allen, 2020); and the belonging subtype that is likely to be relevant to loneliness is social belonging. Belonging and loneliness are related constructs in that both are subjective states and part of normal human experience (Mellor et al., 2008). A recent epidemiological cohort study reported that young adults experiencing high levels of loneliness were more likely to have experienced bullying, social isolation, and mental health problems as children (Matthews et al., 2018). Qualter et al. (2015) identified specific belonging needs and loneliness sources for individuals throughout the lifespan. Early adolescents aged 12 to 15 years were proposed to develop a sense of belonging through feeling accepted by their peers. In contrast, late adolescents to young adults (aged 15 to 21 years) developed a sense of belonging through experiencing validation from a friend, romantic relationships, peer acceptance, or marital status (Qualter et al., 2015). With this, the researchers decided to have adolescence of the year levels junior high school to senior high school as the subjects of their study as their social interaction has become limited due to their new environment. Furthermore, loneliness has several physical and psychological effects (Mushtaq et al., 2014), which is why this study is essential as it could determine whether adolescents are at risk of these effects.

A study by Elmer et al. (2020) on the changes in students' mental health dimensions based on answering surveys in September 2019 and April 2020 reported an increase in loneliness, apart from other symptoms. Additionally, an annual Beginning College Survey of Student Engagement conducted by Indiana University (2021) found that over half of the first-year students pursuing an undergraduate course, being part of the adolescent demographic, experienced a substantial increase in mental and emotional exhaustion, with 27 percent of that margin experiencing greater loneliness.

The researchers chose to build a foundation with the social identity theory since the mediator of the study was family support, it is possible that one's identity was one with their family. In turn, this can enhance their well-being through social support and loneliness or reduction as the social identity approach proposes that individuals are able to make the groups that they are part of an important source of their self-esteem and sense of belonging (McLeod, 2019). In this study, the researchers aimed to identify the effect of social support from family on an individual's loneliness when mediated by one's sense of belongingness among adolescence.

2. METHOD

Type of Research

The study was utilizing the descriptive cross-sectional research design. A cross-sectional study describes a group of subjects at one particular point in time (Campbell, Machin, & Walters, 2007) without additional follow-ups from the participants. Moreover, this method allows the assessment of the relationship among the participants' social support from their family, feelings of loneliness, their sense of belongingness, as well as the participants' personal characteristics, in this study being their age. And, the technique of methodically defining the characteristics of a certain population or phenomenon is known as descriptive research design. The study of phenomena like social, demographic, or environmental problems can be done through descriptive research. It can also be used to examine one's own feelings or experiences. Descriptive study aims to shed light on the characteristics and scope of a phenomena.

Respondents, Sampling, and Research Site

Telesforo and Natividad Alfonso High School was located at Sta. Maria, Sta. Ana Pampanga with a total population of 1050 students composed of 6-year level from junior high school to senior high school. Each grade level was composed of 5 sections and every section composed of 30 to 40 students. The research addresses the relationship between loneliness and social support, with sense of belongingness as their mediator. The study consists of students from Telesforo and Natividad Alfonso High School. The researchers used cluster sampling where fifty students per grade level were participate.

Instruments

Google forms were used to conduct a three-part survey among the study's young adult participants. The Perceptions of Social Support-Family Subscale (PSS-FA), the Sense of Belonging Instrument (SOBI), and the UCLA Loneliness Scale were among the three scales included in the survey, each focusing on a different important variable. Each tool uses a 5-point Likert scale, with responses ranging from 1 (not relevant) to 5 (very important) (very relevant). Midway through each scale, a check-up question is provided to verify the participants' attention, participation, and thoroughness when filling out the questionnaire, as well as to eliminate any potential order effects. Following that, the data will be analyzed for correlation and mediation using statistical software (JAMOVI), followed by a descriptive analysis of the findings. The findings of the study may provide valuable insight and understanding to a young adult's family members, particularly their parents, about the importance of a sense of belonging in an individual's growth and development, ensuring that their child feels secure and included.

Data Collection Procedure

Each student's email address and/or Facebook account were provided a letter of authorization and a link from the Google form, with the request that they transmit the link to their individual student-messengers' group chats. The Google form were generating a letter of invitation to participate, complete with instructions on how to use the instrument. A consent form will also be included in the initial section of the Google link, asking for their permission to join with the assurance of their personal identity's safety and confidentiality. Following their assent, students will move on to the second area of the Google form, which contains the respondents' profiles, and the third component, which contains items from the PSS-FA, SOBI, and UCLA. They will have two (2) weeks to finish all of the tasks. Following the collection of the relevant data, the researchers will download the excel form of the results and evaluate and tabulate them in accordance with the study's objectives.

Ethical Considerations

When performing a study, the researchers must adhere to the ethical standards. In responding to the PSS-FA, SOBI, and UCLA. In order to adhere to the ethical standards, the researchers designed an informed consent to guarantee that the respondents have a sufficient comprehension of the topic being studied. The respondents were told about the research's purpose, the use of their data, and any potential repercussions before providing their informed consent. Additionally, the rights of the respondents to access their personal information, request additional explanation, and leave the research at any time were made clear. Furthermore, the researchers used code names to mask the identities of the respondents, protecting their privacy.

Data Analysis

Following the conclusion of the questionnaires, the researchers began coding the information gathered. The data must first be cleaned; the researchers established a standard for the respondents' inputs, ensuring that the responses are valid in terms of their accuracy. Those who make mistakes on the survey were deleted and their answers were removed from the data analysis. Respondents who do not satisfy the age limits for the study (18-25 years old) and who do not respond correctly to the validation check items were evaluated and confirmed, those who make mistakes were regarded to have entered invalid data and were removed from the analysis. The researchers utilized the JAMOVI statistical software tool to examine the data and assess the correlations between the three variables. Correlation and mediation analysis were the statistical approaches to be employed. Mediation analysis is a statistical method for measuring the causal chain in which an antecedent variable causes a mediating variable, which then produces a dependent variable. A mediation analysis was performed to examine the mediating hypothesis provided for this study, specifically to check the buffering effect of sense of belongingness.

3. RESULTS AND DISCUSSION

In this part the gathered data along with its interpretation were presented in tabular from arranged chronologically considering the statement of the problem. These findings were the bases upon which the conclusions and recommendation were derived. The main objective of this study was to determine the effect of social support from family on an individual's loneliness when mediated by one's sense of belongingness among young adults.

Table 1 shows the Level of Perceptions of Social Support-Family of the Respondents. From the 20 items of PSS-FA the top three highest was item 15 - Members of my family get good ideas about how to do things or make things from me, item 1 - My family gives me the moral support I need, and item 2 - I get good ideas about how to do things or make things from my family. The three least level of perceptions of social support-family of the respondents were item 20 - I wish my family were much different, item 19-I don't have a relationship with a member of my family that is as close as other people's relationships with family members, and item 4 - When I confide in the members of my family who are closest to me, I get the idea that it makes them uncomfortable. Finally, the grand mean was 3.256 with a standard deviation of 0.5463.

Social support functions as a buffer against stressful life events and has been found to improve mental health (Dollete & Phillips, 2004). A network of people drawn from family, friends, and the community provides social support (Awang, Kutty, & Ahmad, 2014; Zimet, Dahlem, Zimet, & Farley, 1988). Students' quality of life is negatively impacted by a lack of social support, which is a factor in mental health issues, such as depressive symptoms, among university students (Bukhari & Afzal, 2017; Safree & Dzulkifli, 2010). (Dafaalla et al., 2016). Research shows a strong inverse association between social support and psychological diseases like stress and depression (Alimoradi, Asadi, Asadbeigy, & Asadniya, 2014; Bukhari & Afzal, 2017; Kugbey, 2015). These cross-sectional investigations consistently found that social support played a crucial effect.

Table 1. Level of Perceptions of Social Support-Family of the Respondents

Statements	Mean	SD	Interpretation
My family gives me the moral support I need.	3.8524	1.0902	Strongly Agree
I get good ideas about how to do things or make things from my family.	3.9524	1.0794	Strongly Agree
Most other people are closer to their family than I am.	3.0857	1.3773	Agree
When I confide in the members of my family who are closest to me, I get the idea that it makes them uncomfortable.	2.5667	1.3007	Disagree
My family enjoys hearing about what I think.	3.5333	1.1287	Strongly Agree
Members of my family share many of my interests.	3.4905	1.2344	Strongly Agree
Certain members of my family come to me when they have problems or need advice.	3.4095	1.2992	Strongly Agree
I rely on my family for emotional support.	3.0524	1.4149	Agree
There is a member of my family I could go to if I were just feeling down, without feeling funny about it later.	3.3762	1.5206	Strongly Agree
My family and I are very open about what we think about things.	3.1762	1.3421	Agree
My family is sensitive to my personal needs.	3.5048	1.1121	Strongly Agree
Members of my family come to me for emotional support.	3.1143	1.3400	Agree
Members of my family are good at helping me solve problems.	3.4571	1.2063	Strongly Agree
I have a deep sharing relationship with a number of members of my family.	3.3190	1.3335	Strongly Agree
Members of my family get good ideas about how to do things or make things from me.	3.5667	1.1144	Strongly Agree
When I confide in members of my family, it makes me uncomfortable.	2.9381	1.4709	Agree
Members of my family seek me out for companionship.	3.4619	1.1412	Strongly Agree
I think that my family feels that I'm good at helping them solve problems.	3.4381	1.2560	Strongly Agree
I don't have a relationship with a member of my family that is as close as other people's relationships with family members.	2.4762	1.3384	Disagree
I wish my family were much different.	2.3571	1.3941	Disagree
Grand Total	3.2564	0.5463	Strongly Agree

Legend: 1.00 - 1.75: Strongly Disagree, 1.76 - 2.50: Disagree, 2.51 - 3.25: Agree, 3.26 - 4.00: Strongly Agree

According to (K Krejcová, H Chýlová, et al.) 2019, an individual's capacity for learning is intimately and reciprocally related to how well-adjusted he or she feels about himself or herself, which is influenced by the particular family structure and feeling of overall social wellbeing. Parents have a clear-cut and thoroughly studied role in children's development, both philosophically and experimentally. But even if theory and research downplay siblings' contributions, they may have a major impact on academic self-efficacy. The impact of various sibling constellation details on a few aspects of academic self-efficacy is the subject of our study (perception of school success, efficiency, educational dispositions, and ambitions). Our results showed variations in all areas that were examined (gender, family structure, and age-distance), and they showed that respondents who were female and had a brother had slightly higher academic self-efficacy than those who did not have a brother. Furthermore, respondents with a greater age gap between them and their siblings as well as older siblings showed higher levels of academic self-efficacy. The study also highlights how social assistance from a family is seen differently depending on whether it is directed toward siblings. The recommendations are applicable to both educational theory and educational counseling practice with the goal of promoting equal chances in learning and career development.

Table 2. Level of Sense of Belonging of the Respondents

Statements	Mean	SD	Interpretation
I wonder if I really fit in.	2.9619	1.4305	Neither
It is important that I am valued by others.	4.0476	0.9623	Agree
I am not sure if I fit with friends.	2.5000	1.3564	Disagree
I have felt valued in the past.	4.2190	0.9682	Strongly Agree
I describe myself as a misfit.	2.3286	1.2457	Disagree
It is important that I fit in.	3.2143	1.2087	Neither
People accept me.	3.9762	0.9507	Agree
I consider myself a piece of a jigsaw puzzle.	3.2524	1.2250	Neither
I have significant qualities.	4.0667	0.9611	Agree
What I offer is valued.	3.9476	0.9694	Agree
I feel like an outsider	2.4571	1.2644	Disagree
I am working on fitting in.	2.8905	1.2537	Neither
I have a place in this world.	1.8333	1.1557	Disagree
I want to be a part of things.	4.0524	1.0545	Agree
I could disappear for days.	3.3810	1.4698	Neither
I associate myself with the mainstream of society.	2.8048	1.0095	Neither
It is important that my opinions are valued.	3.9381	0.9489	Agree
I observe life rather than participate.	3.1952	1.1345	Neither
A few people would come to my funeral.	2.6143	1.3229	Neither
I feel like a square peg. (Square peg - someone who does not fit in a particular place or situation)	2.5048	1.3242	Disagree
Others recognize my strengths.	4.1381	0.8329	Agree
I don't really fit.	2.2190	1.1490	Disagree

Background and experiences are different.	3.8429	1.0532	Agree
I don't see or call friends.	1.8238	1.0317	Disagree
I feel left out.	2.2048	1.2222	Disagree
Grand Total	3.0894	0.5082	Neither

Legend: 1.00 - 1.80: Strongly Disagree, 1.81 - 2.60: Disagree, 2.61 - 3.40: Neither, 3.41 - 4.20: Agree, 4.21 - 5.00: Strongly Agree

Table 2 shows the Level of Sense of Belonging of the Respondents. From the 25 items of SOBI the three highest mean was item 9 – I have significant qualities, item 21 – Others recognize my strengths, and item 4 – I have felt valued in the past. While three least mean were item 24 – I don't see or call friends, item 13 – I have a place in this world, and item 25 – I feel left out. The grand mean was 3.0894 with the standard deviation of 0.5082.

Making sense of experiences in a place helps people feel a feeling of belonging (Walton and Brady 2017). Students attempt to understand both the new social context and themselves, including who they can be in that society, in order to understand where they fit in at HE (Walton and Brady 2017). The indications are ambiguous or implicit, making it challenging to interpret the academic environment (as with many everyday situations). The personal background of each learner affects how they perceive and interprets these clues. The opportunities and threats that are perceived in circumstances at university are influenced by one's unique perspective. Students who are concerned that they don't fit in with the rest of the student body in higher education could interpret commonplace events, including conflicts among peer groups at work, as proof of their suspicions. As a result, these children might miss out on learning opportunities like discussing difficult course content with peers, and they might fail to develop the connections with peers and teachers required for success and belonging (Walton and Brady 2017; Walton and Cohen 2007). It seems crucial to urge first-year students to be conscious of their individual view of the academic situation in order to foster a sense of belonging and subsequently academic performance (which is fueled with, or filtered by, personal history). It also seems crucial to let students know that these self-doubts are normal during the transition into higher education in order to lessen their feelings of uncertainty and keep their brains (or perceptions) open for positive cues and experiences of belonging there (Walton and Brady 2017).

Table 3. Level of UCLA Loneliness of the Respondents

Statements	Mean	SD	Interpretation
I am unhappy doing so many things alone	2.3714	1.1961	Disagree
I have nobody to talk to	1.8429	1.0933	Disagree
I cannot tolerate being so alone	2.1571	1.2524	Disagree
I lack companionship	2.0857	1.1584	Disagree
I feel as if nobody really understands me	2.2619	1.2989	Disagree
I find myself waiting for people to call or write	2.5571	1.4139	Disagree
There is no one I can turn to	1.8190	1.1005	Disagree
I am no longer close to anyone	1.7667	1.1015	Strongly Disagree
My interests and ideas are not shared by those around me	1.9381	1.1115	Disagree
I feel left out	2.1190	1.2566	Disagree
I feel completely alone	1.8524	1.1248	Disagree
I am unable to reach out and communicate with those around me	2.0333	1.2504	Disagree
My social relationships are superficial	2.0048	1.2316	Disagree
I feel starved for company	2.1190	1.3125	Disagree
No one really knows me well	2.3143	1.4028	Disagree
I feel isolated from others	2.1857	1.2446	Disagree
I am unhappy being so withdrawn	2.4571	1.2337	Disagree
It is difficult for me to make friends	2.3095	1.3464	Disagree
I feel shut out and excluded by others	1.9429	1.2086	Disagree
People are around me but not with me	2.2571	1.3732	Disagree
Grand Total	2.1198	0.9087	Disagree

Legend: 1.00 - 1.80: Strongly Disagree, 1.81 - 2.60: Disagree, 2.61 - 3.40: Neither, 3.41 - 4.20: Agree, 4.21 - 5.00: Strongly Agree

Table 3 shows the Level of UCLA Loneliness of the Respondents. The three highest meant were item 1 - I am unhappy doing so many things alone, item 17 - I am unhappy being so withdrawn, and item 6 - I find myself waiting for people to call or write. While the three least items were item 8 - I am no longer close to anyone, item 7 - There is no one I can turn to, and item 2 - I have nobody to talk to. The grand mean was 2.1198 with the standard deviation of 0.9087.

According to definitions, loneliness is a distressing emotion that comes along with the belief that one's social needs are not being supplied by the number or, more specifically, the caliber of one's social contacts (Hawkley et al., 2008; Peplau & Perlman, 1982; Pinquart & Sorensen, 2001; Wheeler et al., 1983). It speaks of a perceived mismatch between social requirements and the environment's capacity to meet those needs (Mushtaq et al., 2014). Numerous health issues, such as dementia, depression, anxiety, self-harm, cardiac disorders, and substance misuse, have been linked to chronic loneliness, according to studies (Ducharme, 2020). Young people are increasingly experiencing loneliness, which has a negative impact on their physical and mental health. Additionally, lonely people experience lower levels of self-worth (Peplau et al., 1982),

tend to blame social missteps on themselves (Anderson et al., 1983), are more self-conscious in social settings (Cheek & Buss, 1981), and engage in behaviors that increase rather than decrease their likelihood of rejection (Horowitz, 1983). Loneliness worsens not only depression symptoms but also perceived tension, anxiety, and anger as well as lowering optimism and self-esteem (Cacioppo et al., 2006). Hawkley and Capitanio (2015) cite research connecting perceived social isolation with detrimental health effects, such as depression, poor sleep, reduced executive function, accelerated cognitive decline, poor cardiovascular function, and impaired immunity at every stage of life.

Table 4. Relationship of having a good family social support to students' loneliness

Variables	r-value	p-value	Decision
PSS-FA UCLA	-0.362	0.000	Significant

Legend: Questionnaire
Level of Significance at 5%

Table 4 shows the relationship of having a good family social support to students' loneliness. Using Pearson-r as an indicator the value obtained was -0.362 with a p-value of 0.000 which was interpreted as significant.

According to Bronfenbrenner's (1979) social ecological model, human development is conceptualized as a two-way interaction between individuals and various systems, including family, friends, neighbors, and teachers, as well as institutions, schools, the media, culture, and the individual's stage of development. The family system is given more consideration by family systems theory (Cox & Harter, 2001). It aids in the recognition of the interconnectedness of family members and the needs of all family members, not just those of the family member with a handicap, by researchers and practitioners (Dempsey & Keen, 2008). For example, reducing the psychological distress of parents of children with ASD has the potential to improve parenting skills, hence enhancing individual functioning, as well as gradually improve the emotional/behavioral issues of their kids (Lu, Chen, He, Pang, & Zou, 2021). It has been proposed that emphasizing parents could be the key to attaining the best results for those with ASD (Rutherford et al., 2019). Therefore, research that examines parents' experience providing care is required for successful intervention attempts (e.g., meaningful parental involvement in the treatment of ASD). According to Seligman and Csikszentmihalyi (2014), the positive psychology movement places more emphasis on encouraging good adaptations to outcomes than "fixing" negative outcomes.

Table 5. Relationships of social support and sense of belongingness

Variables	r-value	p-value	Decision
PSS-FA UCLA	0.221	0.001	Significant

Legend: Questionnaire
Level of Significance at 5%

Table 5 shows the relationship of social support and sense of belongingness. Using Pearson-r as an indicator, the value obtained was 0.221 with a p-value of 0.001 and interpreted as significant.

The Ecological Systems Theory (Bronfenbrenner, 1979) has been used to describe how peer victimization and school climate may have an effect on young people's development as well as family and community issues. According to Bronfenbrenner (1979), the interactions between micro- (adolescents' interactions with parents, peers, and school staff), meso- (for example, parents' school engagement), exo (for instance, parent workplace), and macro-systems (for instance, general cultural factors) have an impact on adolescents' well-being. Adolescents' bad peer experiences may be tempered or made worse by the rich social ecology that families and schools offer. This paradigm makes clear the factors that influence STBs in teenagers on an individual, familial, and educational level.

Research in a variety of fields has demonstrated that parental involvement in students' education, including outlining educational expectations and goals, contributes to the academic socialization process, which is strongly correlated with students' academic and mental health results (Holloway & Jonas, 2016; Park & Holloway, 2013; Wang et al., 2018). However, as teenagers make their way through high school, they may confront demanding situations at work (such as peer victimization) that could be harmful to their mental health (e.g., Barzilay et al., 2017; Gini et al., 2018). Parents may have an advantage in learning about incidents of victimization and their effects on children if they are actively involved in their children's education, whether by reinforcing expectations from schools and teachers, offering opportunities for active communication, or maintaining regular contact with teachers.

The extent to which parents can intervene more quickly and effectively can help to lessen the negative effects of victimization on children's mental health (Morin et al., 2015). In addition, parents, teachers and other members of the school staff spend a lot of time with pupils. By helping and connecting children to crucial school resources (such as school psychologists/counselors, supportive peers), they can avoid or lessen the negative effects of peer victimization on students' adjustment. The goal of creating a school environment where peer victimization is not permitted and instances are either nonexistent or considerably decreased may eventually be accomplished by adults working in schools with a positive school climate.

Table 6. Relationship of sense of belongingness and loneliness

Variables	r-value	p-value	Decision
PSS-FA UCLA	-0.738	0.000	Significant

Legend: Questionnaire
Level of Significance at 5%

Table 6 shows the relationship of sense of belongingness and loneliness. Using Pearson-r as an indicator, the value obtained was -0.738 with a p-value of 0.000 and interpreted as significant.

A perceived gap between the intended and actual quality of a person's social ties gives rise to the negative emotion of loneliness (Masi, Chen, Hawkley, & Cacioppo, Reference Masi, Chen, Hawkley and Cacioppo2011). Up to 80% of young individuals under the age of 18 report having levels of loneliness that significantly impair daily functioning, and between 15% and 30% of the general population also report this (Hawkley & Cacioppo, Reference Hawkley and Cacioppo2010). Despite the fact that social isolation and loneliness are not necessarily the same thing (Wang, Mann, Lloyd-Evans, Ma, and Johnson, 2018), early research conducted during the pandemic revealed that loneliness in children and adolescents has gotten worse during the pandemic, with about 9 out of 10 adolescents reporting feeling lonely or isolated during lockdown (Young Minds, 2020). Due to the significance of social connection for depressive outcomes, loneliness is linked to a variety of negative mental health outcomes and is regarded as a unique risk factor for depression compared to other forms of psychopathology (Cacioppo, Hughes, Waite, Hawkley, & Thisted, Reference Cacioppo, Hughes, Waite, Hawkley and Thisted2006; Loades et al., Reference Loades, Chatburn, Higson-Sweeney, Reynolds, Shafran, Brigden and Crawley2020). Examples include conceptualizations of depression that emphasize the significance of social isolation and dysfunctional interpersonal connections in the etiology and maintenance of depression as well as the significance of social support as a protective factor (Koenig, Isaacs, & Schwartz, 1994).

Table 7. Senses of belongingness affect the relationship between social support and loneliness among young adults

Variables	Indicators	Computed Value	p-value	Decision
Total Effect between PSS-FA and UCLA	Bivariate Regression	31.458	0.000	Significant
Direct Effect between PSS-FA and SOBI	Bivariate Regression	10.656	0.001	Significant
Direct Effect between PSS-FA and UCLA	Multiple Regression	239.055	0.000	Significant
Direct Effect between SOBI and UCLA	Multiple Regression	35.235	0.000	Significant
Total Effect	Sobel Test	0.0015 (Two-Tailed:0.9987)		Significant

Legend: Questionnaire
Level of Significance at 5%

Table 7 shows the sense of belongingness that affects the relationship between social support and loneliness among young adults. The total effect between PSS-FA and UCLA using bivariate regression as an indicator shows that the computed value was 31.458 with a p-value of 0.000 which was interpreted as significant. The same was true with the direct effect between PSS-FA and SOBI (cv =10.656, p = 0.001), direct effect between PSS-FA and UCLA where PSS-FA and SOBI were predictors and UCLA as dependent variable (cv = 239.055, p = 0.000), and direct effect between SOBI and UCLA where PSS-FA and SOBI were predictors and UCLA as dependent variable (cv = 35.235, p = 0.000), which show significant. Using the Sobel Test as an indicator, the total effect was 0.0015 which is lesser than the tabular value which was 0.9987, showing that sense of belongingness affects the relationship between social support and loneliness among young adults.

According to theory, the need to belong is a fundamental psychological requirement (Bowlby, 1969; Epstein, Maslow, 1971; 1992; Glasser, 1986) and is a crucial human motivator, given that all individuals are innately motivated to establish a sense of community and maintain it (Baumeister & Leary, 1995). school environments particularly offer remarkable multisystemic opportunities for young people to connect with one (Arslan, 2020; Arslan & Tanhan, 2019) In a school setting, there is a need because feeling like you belong, particularly at school, underlying idea for improved psychological flourishing of youth (Arslan, 2020; Arslan & 2019). Tanhan School loyalty is frequently described as students' individual perceptions of respect, accepted, supported, and included by others in Environment social in the school (Goodenow, 1993; Goodenow & Grady, 1993). According to Arslan and Duru (2017), students' subjective judgments of themselves as an important, significant, and useful part of the school are what define school belonging. According to several studies (Arslan, 2019; Arslan et al., 2020; Arslan & Tanhan, 2019; Davis et al., 2019), students who felt like they belonged at school were less likely to experience psychological adjustment problems like depression and anxiety as well as behavioral issues like suicidal thoughts and conduct issues.

4. CONCLUSION

This study concluded that most of the respondents have a neutral response toward social support. Likewise, most of the respondents have a neutral response towards a sense of belonging, and most of the respondents disagree towards loneliness. Furthermore, it was found that significant relationship exists between the level of having a good family social support to students' loneliness, level of social support and sense of belongingness, and level of sense of belongingness and loneliness.

RECOMMENDATIONS

Based on the summary of findings and conclusion, the following recommendations are hereby suggested: **1)**. The results indicated that the respondents were neutral towards social support. Therefore, this study would like to advise that in order to have a deeper understanding of this equitability, it is necessary to interview the respondents in order to identify various factors and causes that may be sufficient to support the necessity of this predicament, **2)**. The findings showed that the majority of respondents was neutral towards a sense of belonging. This study therefore advises that in order to gain a deeper understanding of this equitability, it is required to speak with the respondents in order to find various aspects and causes that may be sufficient to justify the requirement of this attempt, **3)**. It was shown that most of the respondents disagree that they are lonely. Hence, in order to have a better understanding towards disagreement and unearth different reasons and variables that may suffice the importance of this predicament, this research would like to suggest interviewing more respondents regarding this study, **4)**. It was found that a significant relationship exists between the level of having a good family social support to students' loneliness, level of social support and sense of belongingness, and level of sense of belongingness and loneliness Thus, this study may be used as a basis in knowing the effect of social support from family on an individual's loneliness when mediated by one's sense of belongingness among young adults. Also, this study may be used by future researchers as an empirical literature that may support future endeavors.

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AUTHOR'S CONTRIBUTIONS

The authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that he has no competing interests.

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