**Impact of Educational Qualification on Social Support, Social Isolation and Social and Emotional Loneliness: A Case Study of Senior Citizens**

**Abstract**

The present study aims to investigate the impact of educational qualification on social support, social isolation, and loneliness (social and emotional) among Senior Citizens. De Jong Gierveld Loneliness Scale (1985),Social Support Scale developed by Malik (2002), and Friendship Scale developed by Hawthorne (2006) were used to measure the pertinent constructs of present study. Purposive convenient sampling technique was used to draw the sample of older adults (N = 500) aged 60 to 90 years (M = 67.59, SD = 7.54) from both urban and rural areas of various districts of Khyber Pakhtunkhwa province of Pakistan. Alpha coefficients, for all the variables were computed, which ranged between .60 for social loneliness to .96 for social support total scale. Study found significant differences among the variables. Findings revealed that educational qualification of the sample had a positive impact on their social support and they were less socially isolated as compared to uneducated senior citizens.

***Keywords:*** old age, social support, social loneliness, social isolation, education.

**Introduction**

The time of a person’s life that can probably be viewed as the most important is the old age. Old age is often associated with various physical problems, in addition to having implications for a person’s mental and emotional state, as well as their social status. As people grow older, they gradually lose their physical strength, but they also incur other problems, which can differ with a person’s environment and culture. Despite the seeming differences in these problems, however, they often have a basic similarity; although the degree of the problem can vary, the problems themselves resemble each other.

Old age in Pakistan marks the start of numerous changes, such as separation from their families, and disinterest from society at large. Increasing numbers of people are now senior citizens, and they have just as much right in our country to love, care, and respect; they are also entitled to consideration from the government in terms of things like good healthcare and living accommodation.

When they lack family support, senior citizens can feel isolated and lonely; this is a phenomenon that has increased with all the advances in technology.

The traditional family is still thriving in Pakistan, whereby the head of the household is the primary wage earner and enjoys the status of being the hub of the family. During the last twenty years, there have been several social and economic developments, such as technological change and inflation, which have impacted on family life. Because of important psycho-social factors, the purpose and roles of older people have been affected. Many researchers in Pakistan have explored this issue and investigated factors such as poor health, shortage of money, unemployment, end of working capacity, the death of their spouse, distance or even estrangement from their children, or lost contact with friends.

Conditions such as loneliness and isolation can occur in the life cycle of any person, but the issue can be more acute for an older person. Old people aren’t inevitably lonely, and their age isn’t necessarily the prime cause of it, but aging has long been associated with isolation.

To enable a deeper understanding of old age and isolation/loneliness, continuing research should investigate the various psychological states and social issues that are associated with senior citizens. The present study is therefore an empirical piece of research that aims to investigate the association pattern of educational achievement with the issues of isolation, loneliness and (lack of) support from the community among senior citizens.

**Literature Review**

According to American Psychological Association (2009) common terminology used for old age is ‘old people’. In Britain and also in some parts of America a term ‘senior citizens’ is used for people in their old age. According to social sciences a word ‘older adults’ is used for old age people. The Oxford English Dictionary defines old age as "the later part of life; the period of life after youth and middle age, usually with reference to deterioration” (2013). In this context the present study will use the term ‘senior citizens’ for old age people of the Province.

A study carried out by Forman et.al (1992) classifies old age into three sub groups: first one starts from 60 years to 69 years called as young old; second one from 70 years to 79 years called as the middle old; and third sub group starts from 80 years and ahead and is named as very old. One more study came up with slight different ages in the sub groups. According to this second study first sub group of young old starts from 65years through 74 years, middle sub group starts from 75 years to 84 years and last sub group of very old starts from 85 years and ahead. Third study of sub grouping classifies young old from 65 years to 74years, middle old from 74years to 84years and very old from 85 years and ahead. Demarcating all these sub groups from 65years and ahead depicts prominent life changes from this age (Victor, Cicirelli & Springer 2002).

According to Erikson (1963) individuality and characteristics of humans are made and modified in eight stages starting from birth of a person and goes along with ageing process till end of life. Erikson finds out old age as phase of life where there is integrity vs despair. People in old age think back on their past life, people with no achievements have compunction on their past life and this feeling of regret brings disappointment to the person. Such an individual is prone to distress and may feel frustrated. People who are satisfied with their achievements feel good that imparts them feeling of integrity (Carver & Scheir 2000; Erikson 1963a, 1968b).

**Social isolation and loneliness**

Isolation and loneliness happens at any phase of lifetime of a person but it becomes a complex problem for older adults. Isolation and old age is not necessarily responsible for each other but still both have close relationships. The term social isolation and loneliness has been frequently use reciprocally or a solitary concept by different studies. According to Weiss (1973); Cacioppo, Fowler and Christakis (2009) and Golden et al. (2009) many studies discuss that social isolation and loneliness have different meanings, loneliness is classified as a personal sentiment whereas social isolation is related to real/tangible condition indicates the existence or nonexistence of societal networks. Similarly, the study of Dykstra, (2009) found that loneliness is an undesirable personal feeling whereas social isolation is the objective state of not having ties with other individuals.

**Social support**

Social support is an essential element to manage problems of isolation and loneliness that old age individuals are facing. Provision of social support is important for senior citizens as it aids in reducing the impacts of social isolation and loneliness. Longitudinal investigations by Bassuk, et al. (1999) displayed that those old age individuals who don’t have connections of societal group have greater chances of being socially isolated than those senior citizens who have proper societal group connections. Numerous older adults have minimum interaction with peer group and relatives. 17% of old age individuals have interaction with relatives, companions and neighbours not exactly once per week, and 11% have interactions not exactly once a month.Age UK (2012), study suggested a different issue that is there any chance of societal and leisure events for senior citizens outside their homes? 12 percent of old age adults state that they feel caught in their personal homes and 9 percent senior citizens feel detach from their community. Having relationships in societal group is a sign of social support. Blizard, et al., (1997) and Beland, et al., (2000) observed that those senior citizens who have social support are supposed to have physical and useful characteristics.

**Causes of Social Isolation and Loneliness among Old Age People**

The causes of loneliness and social isolation can be numerous, for example, living alone, marital status/widowhood/ divorce, absence of children, low education, poverty, illness, retirement; and so forth. However, the present paper mainly focused on impact of education.

**Education**

Education is basically an organised process of acquiring knowledge and information. It plays very important role in everyone’s life e.g. it gives a person knowledge, wisdom and good character. Moreover, education makes man capable of earning income to improve his standard of life and develops his insight to enjoy the life. In short the main objective of education is to produce normal healthy individuals who have positive and constructive role in society. Senior citizens are generally known for their wisdom and knowledge which they gained from their pleasant and unpleasant experiences, and the new generation can learn from their experiences. Research shows that older adults with higher education and those who have more contribution in older adults learning programmes are mostly very promising in fulfilling their responsibilities (Tippelt et al. 2009). All the older adults have their life experiences but all of them are not educated. Research shows that senior citizens with less financial resources and low educational level especially those who are jobless are prone to feel loneliness when contrasted with those with advanced education and high financial resources and those who are employed (Hawkley, et al., 2008; Creecy, Berg & Wright 1985; Pinquart and Sorensen 2001; Lauder, Sharkey & Mummery 2004). Therefore, the present paper focuses mainly on the impact of educational qualification on social support, social isolation and loneliness among senior citizens.

**Objectives**

The main objective of the study isto examine the relationship between social support, social isolation and loneliness of senior citizens. The study also aims to analyse the impact of educational qualification on social support and social isolation and loneliness among senior citizens.

**Hypotheses**

Inorder to achieve the above mentioned objectives, following hypotheses have been formulated:

1. Social support will negatively predict social isolation and loneliness among senior citizens.
2. People living with high education will exhibit high social support and less social isolation and loneliness as compare to low educational level among senior citizens.

**Sample**

The target population was selected from both urban and rural areas of Peshawar. Purposive convenient sampling was used to collect the data. The sample of the current study consisted of older people (*N =* 500) which was further divided into male (*n =* 250) and female groups (*n =* 250). The base line for age according to Erickson “Psycho Social theory” is around 60 years. The sample was also categorized on the bases of socio economic status.

**Instruments**

Following instruments were used to measure study variables.

**Social Support Scale (SSS).**The SSS is developed by Malik (2002) which contains 51 items anchored on 4-point Likert type rating i.e., always = 3, often = 2, sometimes = 1, never = 0. It is consisted of five subscales: Informational Support (6 items), Tangible Aid (5 items), Emotional Support (16 items), Esteem Support (11 items), Social Network Support (13 items). The SSS has highly significant internal consistency i.e., an alpha coefficient of .94. Pearson r-value for test-retest reliability is highly significant which is .85.

**6-Item (short) De Jong Gierveld Loneliness Scale (1985)**. Loneliness scale was utilized as a uni-dimensional loneliness scale.Reliability Tests (Cronbach’s coefficients) of the 6-Item Loneliness Scale (a = .71) and the 3-Item Emotional scale (a = .68) and 3-item Social Loneliness Subscale was found .69.

**Friendship Scale (2006).** The Friendship Scale is a short, 6-item scale assessing social isolation developed by Hawthorne (2006). Concurrent validity with correlates of social isolation found to be satisfactory. Cronbach alpha on sample of 829 older adults was demonstrated excellent (a = .83). Total is sum of all 6 items, possible range for total is 0-24. Response format is anchored on 5 point Likert type rating and each item is scored 0-4, i.e. almost always = 4 to never = 0, whereas item number 2, 5, and 6 are reverse scored.

**Procedure**

The present study was carried out into two steps. In first step original scales for social isolation and loneliness was translated in to Urdu. Translation was carried out through standard translation procedure.

The second step was carried out to meet the objectives of the study. For this purpose, sample of the study i.e. senior citizens were selected both from urban and rural areas of different districts of Khyber Pakhtunkhwah through purposive convenient sampling technique. First, the participants were brief about the objectives of the study, informed consent were taken and confidentiality of the participants was ensured. After giving required instructions (written as well as oral) the scales of the study were given to the participants.

**Results**

***Demographic Characteristics***

The calculated frequencies and percentages of the demographic characteristics of the sample of the study with respect to gender, age, educational level, socio economic status, marital status, number of family members, and residential status shows that the age range of the participants were 28% males and 40% females were within 60\_70 years whereas within the range 71\_80 years 17% were males and 8% were females, and among the range 81\_90 years 5% were males and 2% were females. The educational level of males were, 16% were illiterate and 33% were literate (table 1). Among females 18% were illiterate and 34% were literate. 5% of males and 6 % of females were of high socio economic status whereas, 22% males and 17% females were of middle class and 22% males and 27% females were of low socio economic status. Out of 500 participants, 250 were male and 250 were female, 47% males were married, whereas 34% females were married. Response rate regarding number of family members was 53.6% (n=268), 15.3% belonged to small family who had 1-5 number of family members 63.4 % were males and 15% were females,66.7 % males and 33.3 % females had 6-10 number of family members,59.4% males and 40.6 % females were from large family who had 11-15 number of family members,53.5 % of males and 46.5 % of females had 15-20 number of family members,53.8% males and 46.2 % females belonged to extended family who had 21 and above number of family members.35% males and 38% females belonged to Urban area whereas 15% males and 12% females belonged to Rural area.

**Table 1**

**Frequencies and percentages of Study Variables**

*Demographic Characteristics of the Sample of Main Study (n = 500)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables |  | Male *f* (%) | Female *f* (%) | Total *f* (%) |
| **Gender** |  | 250 (50) | 250 (50) | 500 (100) |
| **Age** |  |  |  |  |
| 60-69 Years |  | 142 (28) | 199 (40) | 341 (68) |
| 70-79 Years |  | 83 (17) | 42 (8) | 102 (25) |
| 80-89 Years |  | 25 (5) | 9 (2) | 49 (7) |
| 90 and above |  |  |  | 8 |
| **Educational Level** |
| Illiterate |  | 81 (16) | 90 (18) | 171 (34) |
| Primary |  | 14 (3) | 14 (3) | 28 (6) |
| Middle |  | 23 (5) | 30 (6) | 53 (11) |
| Matriculate |  | 38 (8) | 72 (14) | 110 (22) |
| Intermediate |  | 19 (4) | 24 (5) | 43 (9) |
| Graduate |  | 38 (8) | 10 (2) | 48 (10) |
| Postgraduate |  | 28 (5) | 19 (4) | 47 (9) |
| **Socio Economic Status** |  |  |  |  |
| High Socio Economic Status |  | 27 (5) | 29 (6) | 56 (11) |
| Middle Class |  | 111 (22) | 86 (17) | 197 (40) |
| Low Socio Economic Status |  | 112 (22) | 135 (27) | 247 (49) |
|  |  |  |  |  |

**Pearson Correlations for All Study Variables**

**Table 2**

***Correlation Matrix for All Variables (N = 500)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 |  | .24\*\* | .38\*\* | .01 | -.01 | -.05 | -.18\*\* | -.07 | -.12\* | -.11\* |
| 2 |  | -- | .80\*\* | .79\*\* | -.46\*\* | -.47\*\* | -.60\*\* | -.54\*\* | -.60\*\* | -.61\*\* |
| 3 |  | -- | -- | .23\*\* | -.33\*\* | -.35\*\* | -.46\*\* | -.36\*\* | -.44\*\* | -.43\*\* |
| 4 |  | -- | -- | -- | -.39\*\* | -.42\*\* | -.60\*\* | -.54\*\* | -.60\*\* | -.61\*\* |
| 5 |  | -- | -- | -- | -- | .67\*\* | .73\*\* | .72\*\* | .74\*\* | .82\*\* |
| 6 |  | -- | -- | -- | -- | -- | .78\*\* | .80\*\* | .82\*\* | .85\*\* |
| 7 |  | -- | -- | -- | -- | -- | -- | .86\*\* | .87\*\* | .95\*\* |  |
| 8 |  | -- | -- | -- | -- | -- | -- | -- | .88\*\* | .94\*\* |
| 9 |  | -- | -- | -- | -- | -- | -- | -- | -- | .95\*\* |
| 10 |  | -- | -- | -- | -- | -- | -- | -- | -- | -- |

*Note.* 1 = social isolation; 2 = overall loneliness; 3 = emotional loneliness; 4 = social loneliness; 5 = informational support; 6 = tangible aid; 7 = emotional support; 8 = esteem support; 9 = social network support; 10 = total social support .

*\*p* < .01. *\*\*p* < .001.

Pearson correlations between the three scales and their Sub Scales of this study were calculated and presented in table 10.the findings of the study indicated social isolation could have a possible but very weak inverse relationship with total support (r = -.11,p< .01 , n = 500).Similarly the study suggested a probable but a very weak negative relationship with all the subscales of the total social support .study indicated very weak negative relationship between social isolation and social network support (r= - .12 , p < .01 , n = 500).results found very weak negative relationship between social isolation and esteem support ( r = - .07 , n = 500 ). Findings of the study showed very weak significant relationship between social isolation and emotional support (r = - .18, p < .001, n = 500).results found very weak negative relationship between social isolation and tangible aid, (r = - .05, n = 500).study also indicated very weak negative relationship between social isolation and informational support (r = -.01, n = 500).

Furthermore the findings of the study suggest a significant moderate inverse relationship between overall loneliness and total social support ( r = - .61 , p < .001 , n = 500).the findings suggest a significant moderate relationship between overall loneliness and esteem support ( r = -.54 , p < .001 , n = 500) .the study also prove a significant moderate but positive relationship between overall loneliness and emotional support ( r = -.60 , p < .001 , n = 500).contrarily the results indicated a significant weak relationship between overall loneliness and tangible aid ( r = - .47 , p = .001 , n = 500).likewise a significant weak relationship existed between overall loneliness and informational support (r = -.46 ,p = .001, n = 500).

Findings of the study further established a significant weak negative relationship between emotional loneliness and total social support (r = -.43, p < .001, n =500).result indicate significant weal negative relationship between emotional loneliness and social network support (r = -.44 , p < .001 , n = 500).result suggest a possible but a very weak inverse relationship between emotional loneliness and esteem support ( r = - .36 , p < .001 , n = 500).findings also explain significant weak relationship between emotional +loneliness and emotional support (r = - .46 , p < .001 , n =500).the data also confirmed significant weak negative relationship between emotional loneliness and tangible aid ( r = -.35, p < .001 , n = 500 ).results found possible significant weak but negative relationship between emotional loneliness and informational support ( r = -.33 , p < .001 , n =500).

Findings of the study further explored a significant moderate inverse relationship between social loneliness and total social support ( r = - .61 , p < .001 , n =500).results explained a moderate significant negative relationship between social loneliness and social network support ( r = - 60 , p < .001, n =500).data proved a moderate significant negative relationship between social loneliness and esteem support ( r = - .54 , p < .001, n = 500).results indicated a significant moderate inverse relationship between social loneliness and emotional support (r = - . 60 , p < .001 , n = 500).findings of the study further explained a significant weak inverse relationship between social loneliness and tangible aid ( r = -.42 , p <.001 ,n = 500).results found a significant weak negative relationship between social loneliness and informational support ( r = -.39 , p< .001, n = 500).

**Table 3**

**Impact of Educational Qualification on Study Variables**

***Mean, Standard Deviation and F-Values for Source of Qualification on (N = 500)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Illiterate  (*n* = 56)** | | **Primary  (*n* = 197)** | | **Middle  (*n* = 147)** | | **Matric**  **(*n* = 56)** | | **Intermediate**  **(*n* = 56)** | | **Graduate**  **(*n* = 56)** | | **Post Graduate**  **(*n* = 56)** | |  |  |  | **Post Hoc** |
| *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *M* | *SD* | *F* | *Sig.* | *η2* |
| IS | 8.73 | 2.72 | 8.32 | 2.80 | 8.04 | 2.55 | 8.56 | 2.600 | 8.63 | 2.14 | 8.35 | 2.44 | 8.96 | 3.53 | .693 | .655 | .008 | - |
| TA | 9.36 | 2.51 | 8.71 | 2.39 | 8.77 | 2.48 | 9.10 | 2.682 | 8.51 | 2.60 | 8.42 | 2.20 | 9.66 | 3.51 | 1.766 | .104 | .021 | 1>51>6,5<7,6<7 |
| EmoS | 24.79 | 6.22 | 24.71 | 5.00 | 25.00 | 7.35 | 23.12 | 7.185 | 22.21 | 7.68 | 22.65 | 6.61 | 25.83 | 9.00 | 2.185 | .043 | .026 | 1>4,1>5,3>5,4<7,5<7,6<7 |
| EstS | 19.77 | 4.96 | 20.50 | 5.74 | 20.51 | 6.03 | 19.97 | 5.546 | 19.86 | 5.18 | 18.10 | 4.90 | 21.47 | 7.58 | 1.636 | .135 | .020 | 3>6,4>6,6>7 |
| SNW | 25.02 | 5.74 | 24.32 | 6.76 | 25.09 | 7.66 | 24.64 | 6.905 | 23.93 | 6.02 | 22.71 | 6.08 | 26.47 | 8.38 | 1.496 | .177 | .018 | 1>6,5<7 |
| TSS | 93.30 | 21.24 | 92.71 | 21.16 | 93.57 | 25.61 | 90.73 | 24.566 | 88.98 | 22.99 | 85.40 | 21.52 | 98.45 | 32.50 | 1.475 | .185 | .018 | 1>6,6<7 |
| SL | 5.32 | 1.77 | 4.82 | 1.93 | 5.34 | 2.07 | 5.35 | 1.769 | 5.37 | 1.84 | 5.02 | 1.63 | 5.45 | 2.15 | .576 | .749 | .007 | - |
| LT | 11.35 | 2.53 | 10.82 | 2.51 | 11.77 | 3.23 | 12.35 | 3.161 | 11.81 | 3.42 | 11.65 | 2.61 | 11.38 | 3.46 | 1.837 | .090 | .022 | 1<4,2<4,4>7 |
| EL | 6.03 | 1.75 | 6.00 | 1.78 | 6.43 | 1.95 | 7.00 | 1.847 | 6.44 | 2.21 | 6.63 | 1.83 | 5.94 | 2.07 | 3.782 | .001 | .044 | 1<4,1<6,2<4,4>7 |
| SI | 13.15 | 4.01 | 10.04 | 3.50 | 13.21 | 3.27 | 15.39 | 4.230 | 15.63 | 4.48 | 14.00 | 4.88 | 13.09 | 4.90 | 8.894 | .000 | .098 | 1>2,1<4,1<5,2<1,2<3,2<4,2<5,2<6,2<7,3<4,3<5,4>6,4>7,5>7. |

*Note.* IS = informational social support; TA = tangible aid social support; EmoS = emotional support; EstS = esteem social support; SNW = social network support; TSS = tangible social support; SL = social loneliness; EL = emotional loneliness; LI = loneliness total; SI = social isolation.

Table 3 illustrated the mean, standard deviation and *F* values for all the study variables The above findings indicated the significant mean differences on informational social support {*F* (6, 493) .693, *p*< .001}, tangible aid social support {*F* (6, 493) = 1.766, *p*< .001}, emotional social support{*F* (6, 493) = 2.185, *p*< .001}, esteem social support {*F* (6, 493) = 1.636, *p*< .01}, social network support {*F* (6, 493 = 1.496, *p*< .001}, total social support {*F* (6, 493) = 1.475, *p*< .001}, emotional loneliness { *F* (6, 493) = 1.837, *p*< .001}, loneliness { *F* (6, 493) = 3.782, *p*< .001}, on social loneliness { *F* (6, 493) = .576, *p*< .001}, and on social isolation { *F* (6, 493) = 8.894, *p*< .001}. Results depicts that individuals with higher qualification scored higher on social support and its constructs as compare to other groups, whereas individuals with lower qualification scored higher on loneliness, emotional loneliness, and social isolation.

**Discussion**

The present study was designed to explore the influence of social support and education on social isolation and loneliness among older adults in the Khyber Pakhthoon khuwa province of Pakistan. It also examined the relationship between social support, social isolation and loneliness among senior citizens.

**Hypothesis Number 1:** Social support will negatively predict social isolation and loneliness among older adults.

In the present study the correlational analysis of variables i.e, social support, social isolation and loneliness shows that social isolation is negatively and significantly related with social support and its constructs namely emotional support and social network support. Whereas social isolation is found to be negatively but non-significantly correlated with informational support, tangible aid and esteem support. Drawing from the longitudinal investigations by Bassuk, et al., (1999) it was found that those old age individuals who don’t have connections of societal group had greater chances of being socially isolated than those senior citizens who had proper societal group connections. Therefore, Having relationships in societal group is a sign of social support. Blizard, et al., (1997), and Beland, et al., (2000), observed that those senior citizens who have social support are supposed to have physical and useful characteristics.

Significant moderate negative correlation was also observed between overall loneliness and over all social support and its sub scales viz. informational support, tangible aid, emotional support ,esteem support and social network support. The results are in line with the previous study of Victor et al., (2003) that older adults with isolation have greater chances of loneliness. The study of Gierveld, Fokkema and Tilburg (2011), further confirmed the findings of the present study that loneliness doesn’t mean living alone, but studies revealed that those individuals feel more loneliness who live their life alone. The present study was planned to find out the impact of educational qualification on social support, social isolation, and loneliness (social and emotional) among Senior Citizens.

**Hypothesis Number 2:** People living with high education will exhibit high social support and less social isolation and loneliness as compare to low educational level among senior citizens.

The findings of the study indicates that individuals with higher qualification scored higher on social support and its constructs as compare to other groups, whereas individuals with lower qualification scored higher on loneliness, emotional loneliness, and social isolation. The results are in line with previous research that high education contributes in improving relationships because education makes a person capable to understand the complexities involved in human relationships and also develops good judgmental (Hawkley, et al., 2008; Hogg and Heller 1990; Lauder, Sharkey & Mummery 2004). Studies of Losada et al., (2012) and Steptoe et al., (2013) further added that other key variables connected with social isolation and loneliness are living unaccompanied, an absence of monetary assets, lack of education, poor physical fitness, restricting long-standing sicknesses and not seeing family and companions as frequently as fancied.

**Conclusion**

Isolation and loneliness can occur at any stage of life of an individual but it turns into a complex issue in older adult’s life. Isolation is not an unavoidable issue associated to old age furthermore an old age is not the only problem liable for isolation in senior citizens lives, but however aging have significant relationship with isolation. But if the senior citizens are educated They study findings suggest that educated senior citizens and those who possessed a good career can easily form social contacts. Thus dynamic coping with loneliness becomes easy for those senior citizens who have integrated personality as they are in better position to face challenging situations in their life.

**Limitations of Study and Suggestions for Future Research**

Collection of data through multiple resources, for future researches, is suggested to enhance the validity and generalization of findings. Moreover some valuable demographic variables were not exclusively controlled i.e., age, family system and cultural context. The recent research focused only on educational level, it can also be considered as a limitation of the study. Additional research needs to be carried out to study the further demographic information related to sample concerned. Longitudinal research is recommended to study this issue.

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