

## Socialisation Problems of Orphanage Children in the Republic of Kazakhstan

Ainur Sadyrova,<sup>†</sup> Zhomart Simtikov,<sup>‡</sup> and Nurlan Apakhayev<sup>\*,§</sup>

### Abstract

The study aims to address the socialisation process of children from orphanages in Kazakhstan to identify effective approaches to their adaptation and integration into society. The study examined various theoretical concepts of socialisation, including aspects of children's adaptation to a new environment, personality development through social interaction, and the institutional environment's impact on social skills development. The dynamics of children's movement in Kazakhstan's social protection system in 2013-2022 were also addressed. The study's results included identifying key aspects of the socialisation of children from orphanages, namely adaptation to new social conditions, establishing trusting relationships, overcoming stigma and quality education. The study determined that to ensure the effective and equitable development of all the identified aspects, it is necessary to apply several approaches that, in interaction, can ensure the harmonious development of the child's personality in all spheres of life. For this purpose, psychological, pedagogical and sociological approaches were chosen; their essence and desired effects on the orphans' socialisation process were revealed. The statistical information presented in the study on the movement of children from organisations for orphans and children without parental care in 2013-2022 showed a significant decrease in the number of children entering the protection system but also revealed a disproportionate decrease in the number of children leaving the system due to enrolment in higher education or other educational institutions. To address the problems of socialisation of children in orphanages, recommendations that include modern methods of working with orphans were developed. The results indicate the importance of using innovative programmes for the socialisation of children in orphanages and the need to consider the psychological consequences of depriving children of parental care.

**Keywords:** Social Protection; Orphans; Individualised Education; Mental Well-Being; Adaptation; Republic of Kazakhstan

<sup>†</sup> Deputy Dean, School of Humanities, Caspian University, Almaty, Republic of Kazakhstan

<sup>‡</sup> Professor, Department of Political Science and Socio-Philosophical Disciplines, Abai Kazakh National Pedagogical University, Almaty, Republic of Kazakhstan

<sup>§</sup> Professor, Department of Law, Q University, Almaty, Republic of Kazakhstan

\* Corresponding Author Email: nural.apakha@gmail.com

## Introduction

The socialisation of children in orphanages in the Republic of Kazakhstan is a complex and urgent problem that requires detailed study and attention. In modern society, where social adaptation plays a key role in personal development, children without families and forced to live in children's institutions face several serious challenges. One of the main problems is the lack of stability and support: children without families often experience a lack of positive relationships with adults, which can lead to emotional and psychological disturbances. In addition, the limited opportunities for social interaction leave children in orphanages isolated from society, which creates obstacles to the development of social skills and complicates the process of their social adaptation in the future (Maksymenko, 2024). The lack of social identity formation is a serious challenge for children in orphanages, as the absence of family ties and positive social experiences makes it difficult to form their own social identity and sense of belonging. Studying this problem is necessary to develop effective strategies and approaches to support and socialise children in orphanages. Without proper attention to this problem, there is a risk of depriving these children of the opportunity to fully integrate into society and successfully adapt to life in it (Atalykova, 2024).

Understanding the socialisation problem of children from orphanages is based on several key theoretical concepts. In this study, socialisation is considered as a process that includes the assimilation of socio-cultural norms, values and roles of society by an individual. This process begins in the early stages of life and continues throughout life, interacting with various social institutions, including the family and educational institutions. Another important aspect is the notion of social adaptation, which is the ability of an individual to function and interact in the social environment (Kenesbayev et al., 2017). The lack of socialisation experience or insufficient development of social skills among children in orphanages can hinder their

adaptation and integration into society. One of the key problems existing in the area under study is the legislation governing the protection of the rights of orphans and children left without parental care in Kazakhstan. The study by Alami et al. (2018) provided an overview of the historical development of legislation, which allowed us to conclude the trends in the development of legal regulation and progress in ensuring the protection of children's rights in the country. However, the impact of legislation on the real living conditions of orphans in Kazakhstan remains unclear.

The problem of the effectiveness of public psychosocial support and intervention strategies for orphans and children living in orphanages was discussed by several scholars such as Hidayah et al. (2023), Jaffer et al. (2023), Thakur et al. (2023), Apostol (2024). Hidayah et al. (2023) demonstrated methods and solutions for organising community psychosocial support to improve the quality of life and well-being of children, and Apostol (2024) revealed various challenges and problems faced by orphaned adolescents in everyday life, which resulted in the development of individualised intervention and support plans aimed at improving the quality of life and social adaptation. In a similar way, Jaffer et al. (2023)'s study revealed the main factors affecting the psychological well-being of orphans, including the loss of parents, changes in the environment and lack of support, which can lead to psychological distress and suggested ways to address this problem. Thakur et al. (2023) presented the results of an analysis of the characteristics of victims and perpetrators among orphans and children in care, which has provided a deeper understanding of the risks and vulnerabilities of orphans in the context of crime and victimisation. While the research has offered practical recommendations for professionals and educators, the scholars suggested further research to examine the effectiveness of the proposed programmes and activities.

The difficulties faced by children transitioning from orphanages to society are an important

aspect of the socialisation of children from orphanages (Spytska, 2024). The study by Gomera and Mutambara (2020) revealed the complex nature of the reintegration process, providing recommendations for improving support services for the successful transition of children from orphanages to society, while Kessler and Trapenciere (2024) presented the results of observations and interviews with care leavers, which helped to reveal their life stories, identify the problems and challenges they faced, and their prospects for the future. The identified specific needs and challenges faced by care leavers require further study. The problem of gender education in orphanages, including the formation of gender identity in children under the care of social protection institutions, also remains significant. A study conducted by Shnaider et al. (2022) in Kazakhstan examined this issue and identified the strengths and weaknesses of gender mainstreaming practices. Given the impact of gender education on children's long-term identity formation, there is a need to explore further effective methods of helping this vulnerable group.

The studies reviewed demonstrated the interest of the scientific community in various psychological, social and even legal aspects of raising orphans. However, they did not cover the issues of methodological and pedagogical approaches to supporting children under social protection. This study aimed to identify and address the factors that influence the well-being and social adaptation of children from orphanages. The study's objectives included analysing existing approaches to working with children from orphanages, analysing statistical indicators, identifying key problems and difficulties, and proposing recommendations for their improvement to improve the well-being and social adaptation of children in this category. This study is novel as it integrates psychological, sociological, and pedagogical approaches to analyse orphan socialisation in Kazakhstan. Using statistical trends and international comparisons, it highlights gaps in existing support mechanisms, particularly in education and independent living preparation.

The literature review in the next section examines existing research on the socialisation of children in orphanages, focusing on psychological, sociological, and pedagogical perspectives. Following this, it outlines the research design and methodology, detailing the mixed-methods approach employed to collect quantitative and qualitative data. The results of the study are presented in the following section, highlighting the key findings regarding the psychological and social consequences of orphanage care, the development of social competencies, and the challenges children face in these institutions. Then, it critically discusses these results, interpreting them in the context of existing literature and offering recommendations for improving the socialisation system for children in orphanages. Finally, the conclusion summarises the key findings and proposes areas for future research.

### **Literature Review**

The socialisation of children in orphanages is a subject of growing academic interest, particularly in social psychology, sociology, and pedagogy. Recent research has underscored the multidimensional nature of this issue, revealing the profound impact of institutional care on children's psychological and social development. Despite global attention, the specific characteristics of Kazakhstan's orphan care system remain underexplored, highlighting a critical research gap that this study seeks to address.

One significant aspect examined in the literature is the effect of the absence of a family environment on children's socialisation. Scholars such as Ntuli et al. (2020), Sultana and Khanam (2020), and Kholifah et al. (2019) have established that children in orphanages frequently experience social and emotional difficulties stemming from a lack of stable parental support. These studies highlight deficiencies in resilience, self-esteem, and social adaptability. In a similar context, Duggal and Wadhawan (2021) argue that orphaned children exhibit lower levels of emotional stability compared to their peers raised in family settings. Fatima et al. (2024) similarly emphasise the

negative consequences of institutionalisation on self-control and the development of life purpose. These findings provide a broader context for understanding the challenges faced by Kazakhstani orphans. Yet, they fail to consider the unique socio-cultural factors influencing their adaptation within local orphan care structures.

Another critical perspective focuses on social institutions' role in shaping orphaned children's social competencies (Sheryazdanova et al., 2024). Lone and Lone (2021) and Suryaningsi and Muhammad (2020) explore the impact of organisational culture within orphanages, identifying trust-building between educators and children as a key factor in fostering psychological well-being. While these studies emphasise the significance of institutional support, they do not sufficiently address the policy frameworks and socio-economic realities of the orphan care system in general and Kazakhstan's orphan care system in particular. In contrast, Kibachio and Mutie (2018) provide a broader critique, arguing that systemic vulnerabilities and inadequate state interventions exacerbate the struggles of orphans. This underscores the need for a more comprehensive approach in Kazakhstan, integrating psychological and pedagogical strategies tailored to local conditions.

Concerns about the long-term consequences of orphanage socialisation have been raised by Shafiq et al. (2020), who cautions against the risks of antisocial behaviour, depression, and diminished self-worth among institutionalised children. Sumardani et al. (2021) advocate for innovative methods of social adaptation, emphasising the necessity of personalised educational and psychological interventions. These insights align with the challenges faced by Kazakhstani orphanage graduates, many of whom struggle with employment, independent living, and social integration due to insufficient preparatory programmes. The limited attention given to these post-institutional challenges in the existing literature marks another gap this study aims to bridge. Specific interventions and socialisation strategies have also been discussed

in recent studies. Maglica et al. (2020) highlight the role of sports in fostering socialisation skills, while Ramdhan et al. (2024) focus on health education as a crucial component of successful adaptation. These studies provide valuable recommendations, yet they remain largely theoretical and do not account for implementation challenges in resource-limited settings such as Kazakhstan. Similarly, Penner et al. (2020) examine mental health interventions for orphans but do not address the structural deficiencies in state-run orphanages, particularly relevant in Kazakhstan, where support systems often lack sustainability.

A recurring theme in the literature is the vulnerability of orphaned children to psychological and physical harm (Bocheliuk et al., 2021; 2023). Ullah et al. (2022), Bwire (2019), and Nazir et al. (2022) document the increased risks of emotional and physical abuse in institutional settings, as well as restricted access to education and healthcare. These findings highlight the need for enhanced child protection policies, an area where Kazakhstan's orphan care system requires urgent reform. Existing governmental programmes, as discussed by Ahmad and Rahid (2019), have attempted to address some of these challenges. Yet, their effectiveness remains questionable given persistent gaps in educational access and post-orphanage support structures. Education emerges as a pivotal factor in improving the socialisation outcomes of orphaned children. Nesayan and Pursalemian (2021) and Bobomurod et al. (2023) emphasise the role of quality education in facilitating self-sufficiency among orphanage graduates. Yet, the disparity in educational outcomes between orphans and non-orphans persists. Tefera and Refu (2019) provide empirical evidence on the limitations of existing education programmes, reinforcing the need for a more tailored, individualised approach. Kazakhstan's orphanage education system lags behind in providing adequate resources, further disadvantaging children upon leaving institutional care.

Comparative analyses also provide valuable insights into alternative care models. This study

draws on examples from other countries, such as Türkiye's foster care system, to propose improvements to Kazakhstan's orphan care policies. The findings underscore the necessity of shifting from an institutional model towards more family-based care alternatives, a transformation that requires both legal and structural reforms. In summary, existing literature provides valuable insights into the socialisation of orphaned children, yet significant gaps remain in understanding the unique challenges faced by orphans in Kazakhstan. This study contributes to bridging these gaps by critically analysing the effectiveness of current policies, identifying systemic shortcomings, and proposing a comprehensive model of social adaptation that aligns with international best practices while addressing local realities.

### **Materials and Methods**

This study employs a mixed-methods approach to examine the socialisation of children in orphanages in Kazakhstan, combining statistical analysis with qualitative insights to provide a comprehensive understanding of the issue. The research integrates quantitative data from official statistics with qualitative findings from interviews conducted with caregivers, children, and policymakers. This approach allows for a deeper exploration of the factors influencing orphaned children's adaptation to society and the effectiveness of existing socialisation programmes.

### **Research Design and Data Collection**

The study utilises both secondary data analysis and primary qualitative methods. Quantitative data was obtained from the Bureau of National Statistics of Kazakhstan (2023) and reports from social protection agencies covering the period from 2013 to 2022. The datasets include information on the movement of children within the social protection system, reasons for placement in orphanages, and outcomes such as adoption, foster care, and transition to independent living. Additionally, statistical data on the number of children under state care in Turkey, particularly in the Denizli province, were collected from the Turkish Statistical Institute (2022). A comparative analysis was conducted to

contextualise the findings within an international framework and identify best practices that may inform policy improvements in Kazakhstan. To complement the statistical data, semi-structured interviews were conducted with 15 caregivers, 10 policymakers, and 12 orphanage graduates who had recently transitioned to independent living. These interviews provided qualitative insights into the challenges faced by orphaned children, the effectiveness of current support structures, and gaps in socialisation efforts. The interview participants were selected based on purposive sampling to ensure diverse perspectives from institutional staff, government officials, and those with lived experience in the system.

### **Data Analysis**

The statistical data was analysed using descriptive and inferential statistical techniques. Trends in the number of orphaned children, placement reasons, and socialisation outcomes were examined to assess the effectiveness of existing policies. Comparative analysis between Kazakhstan and Türkiye helped identify variations in state intervention approaches and their respective impacts on socialisation. Qualitative data from interviews were analysed thematically to identify recurring patterns and emerging themes related to social adaptation, psychological well-being, and institutional challenges. NVivo software was used to code and organise qualitative data to ensure systematic analysis. This qualitative component allowed for a deeper understanding of the personal experiences of orphanage children and graduates, as well as the perspectives of caregivers and policymakers regarding policy implementation and its shortcomings.

### **Justification of Data Selection**

The selection of statistical datasets was guided by examining longitudinal trends in orphan care policies and their outcomes. The timeframe from 2013 to 2022 was chosen to assess the impact of recent policy changes on the movement and well-being of orphaned children in Kazakhstan. The inclusion of comparative data from Türkiye was justified by similarities in socio-economic conditions and governance structures, allowing

for valuable cross-country policy learning. The qualitative component was included to address the limitations of statistical data in capturing the lived experiences of orphaned children. While statistical analysis provides broad trends, interviews offered nuanced insights into how institutional policies translate into daily realities for children and caregivers. This mixed-methods approach ensures a holistic understanding of the socialisation process and identifies areas for policy improvement.

### ***Ethical Considerations***

Ethical approval for the study was obtained from the relevant institutional review board. Informed consent was secured from all interview participants, ensuring voluntary participation and confidentiality. Pseudonyms were used to protect the identities of children and caregivers. The study adhered to ethical guidelines for research involving vulnerable populations, prioritising the well-being and privacy of participants. By employing a mixed-methods design, this study bridges the gap between statistical trends and real-life experiences, offering a more comprehensive perspective on the socialisation of orphaned children in Kazakhstan. Integrating quantitative and qualitative data enables a nuanced evaluation of existing policies. It informs the development of targeted interventions to enhance the well-being and societal integration of orphanage children.

### **Results**

Socialisation plays a vital role for children in orphanages, as they are often deprived of a family environment, which is usually a key source of socialisation for children. An important aspect of socialisation in the context of children's homes is adaptation to new social conditions by adapting to life in a team, interacting with caregivers and other children, and learning the rules and rituals that are typical of life in an institution. Children in orphanages often face challenges such as establishing trusting relationships, resolving conflicts, and overcoming emotional and psychological difficulties associated with lacking family support.

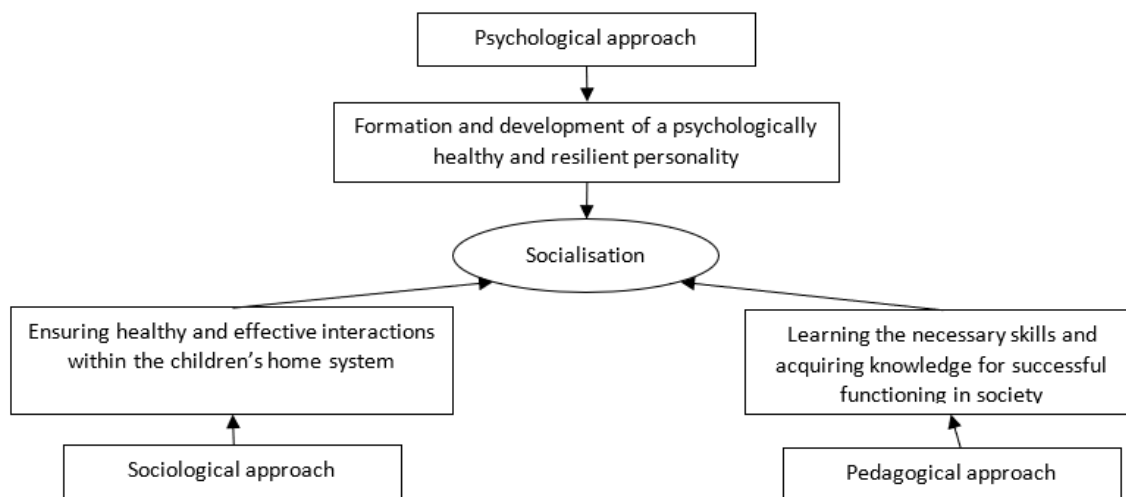
Children living in institutions often face negative stereotypes and may experience feelings of alienation and inferiority on the way to forming self-identity and self-esteem, so it is important to create conditions for developing their potential by supporting positive self-esteem and self-confidence (Pürhani et al., 2022). Another important aspect is ensuring access to education and training. Education plays a key role in integrating children from orphanages into society and increasing their chances for a prosperous future. Therefore, it is necessary to create conditions for quality education, as well as provide additional opportunities for professional guidance and support in choosing a life path. Various approaches to understanding and studying the socialisation problem of children living in institutions cover different fields of science (Figure 1).

A psychological approach to the socialisation of children living in children's institutions opens up the possibility of immersing oneself in the child's inner world and identifying the peculiarities of his or her emotional and social development. Each child has unique psychological needs that need to be considered when developing social adaptation programmes, that is, the effectiveness of psychological support and correctional programmes depends on an individual approach to each child (Efremov, 2024). Thus, it is essential to use methods adapted to the specifics of each child to ensure a more successful process of their socialisation and adaptation to society. One such methodology is the system proposed by Toprak and Çolak (2024), in which individual educational programmes are developed based on the involvement of children's families or responsible adults. This approach was used to develop an effective individual educational programme for a child that corresponds to his or her current level of knowledge, including topics of interest to the child and considering individual character traits.

A sociological approach to the socialisation of children living in children's institutions was used to consider the impact of social structures and interactions on children's adaptation to new conditions. Particular attention is devoted to the

role of institutions and social norms in forming social competencies in children from orphanages, as social structures and norms significantly impact the process of children's adaptation to the social environment. This

approach identified the peculiarities of interaction within institutions and their impact on developing social skills and social identity among orphanage children.



**Figure 1: The Roles of Psychological, Sociological and Pedagogical Approaches in the Socialisation of Children from Orphanages**

Source: Compiled by the Authors

The pedagogical approach to socialising children living in institutions focuses on educational aspects. It aims to study methods and approaches that contribute to successfully adapting children to the educational environment. This approach analyses effective teaching and learning strategies that promote the development of social skills and self-determination in children in childcare facilities. Particular attention is devoted to developing individualised methods that address each child's needs in education and upbringing. This approach creates a favourable educational environment that promotes the development of social competence and the successful adaptation of children to society. Thus, integrating different scientific approaches allows for a deeper understanding and effective solution to the socialisation problems of children living in children's institutions.

#### **Psychological and Social Consequences of Depriving Children of Family Support**

The absence of a family significantly impacts the development of children's social skills. The

family plays a key role in developing a child's social skills, providing the primary environment for learning social norms, values and behavioural models. When this environment is absent, children are deprived of the opportunity to learn and practice the social skills they need to interact with the world around them successfully. Social skills, such as communicating, resolving conflicts, setting boundaries and developing empathy, are usually acquired through interaction with parents, relatives and other family members. The absence of this influence can cause insufficient development of these skills in children, which creates obstacles to successful adaptation in society. Moreover, the family is also an important source of support and comfort for children. Emotional support in the family environment helps children develop a sense of security and self-confidence, which contributes to forming their social competence. Without this support, children can experience feelings of insecurity, anxiety and frustration, which can hinder the development of their social skills and abilities.

Deprivation of family support for children is a complex issue that has a profound impact on life and generates many psychological and social difficulties, affecting various aspects of a child's development and well-being (Kobobel, 2022). The psychological consequences of family deprivation include emotional problems that can accompany a child throughout life: lack of care and support can cause children to feel lonely, helpless and inferior, which can lead to the development of depression, anxiety disorders and other psychological problems. The social consequences of family deprivation are also significant. Children who grow up without a stable family environment may have difficulty establishing social connections and relationships with others (Kotsur and Tovkun, 2023). They may feel alienated from society and face social isolation, limiting their ability to adapt and integrate into society successfully. It is also necessary to consider that depriving children of family support can affect their educational and professional prospects. They may face difficulties in their studies and finding a job, and living independently, which creates additional challenges and obstacles on the way to self-realisation and achieving their goals. Thus, the deprivation of family support has far-reaching consequences for children, affecting their psychological well-being, social adaptation and social success. This highlights the importance of providing protection and support for children in vulnerable situations and developing support systems and resources to help overcome these difficulties.

Graduates of orphanages face several serious problems and difficulties in socialisation. One of the main problems is the lack of family support. For many of them, the lack of parental support and care becomes a significant barrier to entering adulthood, which can lead to feelings of loneliness and isolation, as well as feelings of inferiority and loss. Insufficient social skills also hinder the socialisation of children's home graduates. In the institutional setting, they often do not receive sufficient attention to develop communication skills, resolve conflicts, and establish relationships with others. This can lead to difficulty in establishing stable social

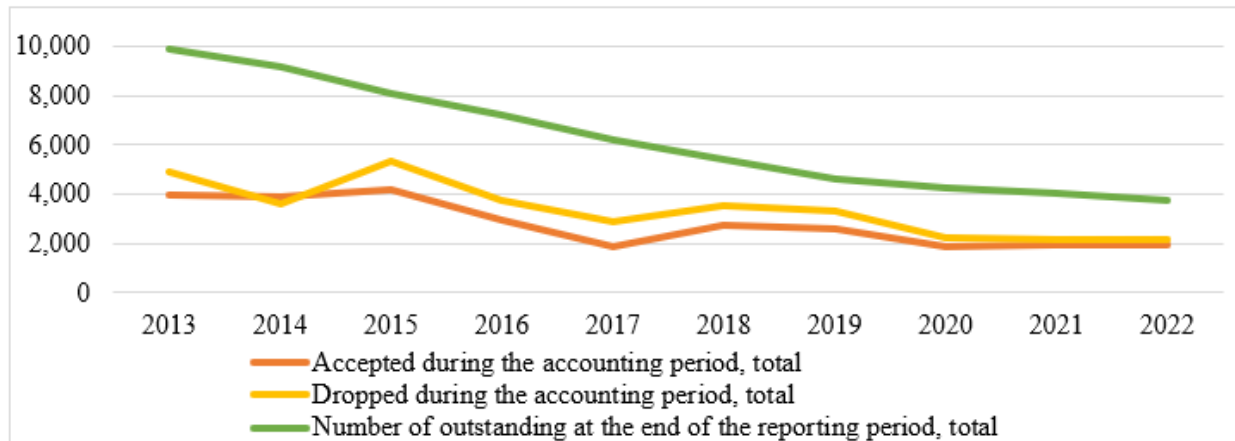
relationships and adapting to new environments. In addition, emotional and psychological difficulties also play a significant role: many graduates of orphanages may face emotional trauma and psychological problems such as anxiety, depression or post-traumatic stress disorder. These problems can complicate the process of socialisation and adaptation to new living conditions. One of the major problems is insufficient preparation for independent living. Graduates of orphanages may have difficulty finding housing, managing finances and other aspects of self-sufficiency. They may feel insecure in new situations and unable to cope with everyday life tasks. Social stigmatisation can have a significant impact on the adaptation process of children's home graduates, as they may face prejudice from society and experience difficulties in interacting with others because of their past.

Furthermore, the successful socialisation of orphanage graduates requires support and assistance and the creation of special programmes and conditions that facilitate their integration into society and full life. Data on the number of children in Kazakhstan's social protection system are shown in Figure 2. The data presented in Figure 3 demonstrate a steady decline in the number of children in the social protection system from 2013 to 2022 from all sources of income.

Newly identified orphans and children without parental care account for a significant proportion of the total number of children received, but their number is declining over time; at the same time, the number of children admitted after the termination of guardianship and patronage is increasing which may indicate a change in legislation or improved mechanisms for monitoring the observance of children's rights. The dynamics of transfers from educational organisations for orphans and children without parental care and from the child's home should also be addressed: the number of transfers in these categories has steadily declined in recent years (Figure 4). This may be due to improved conditions in these

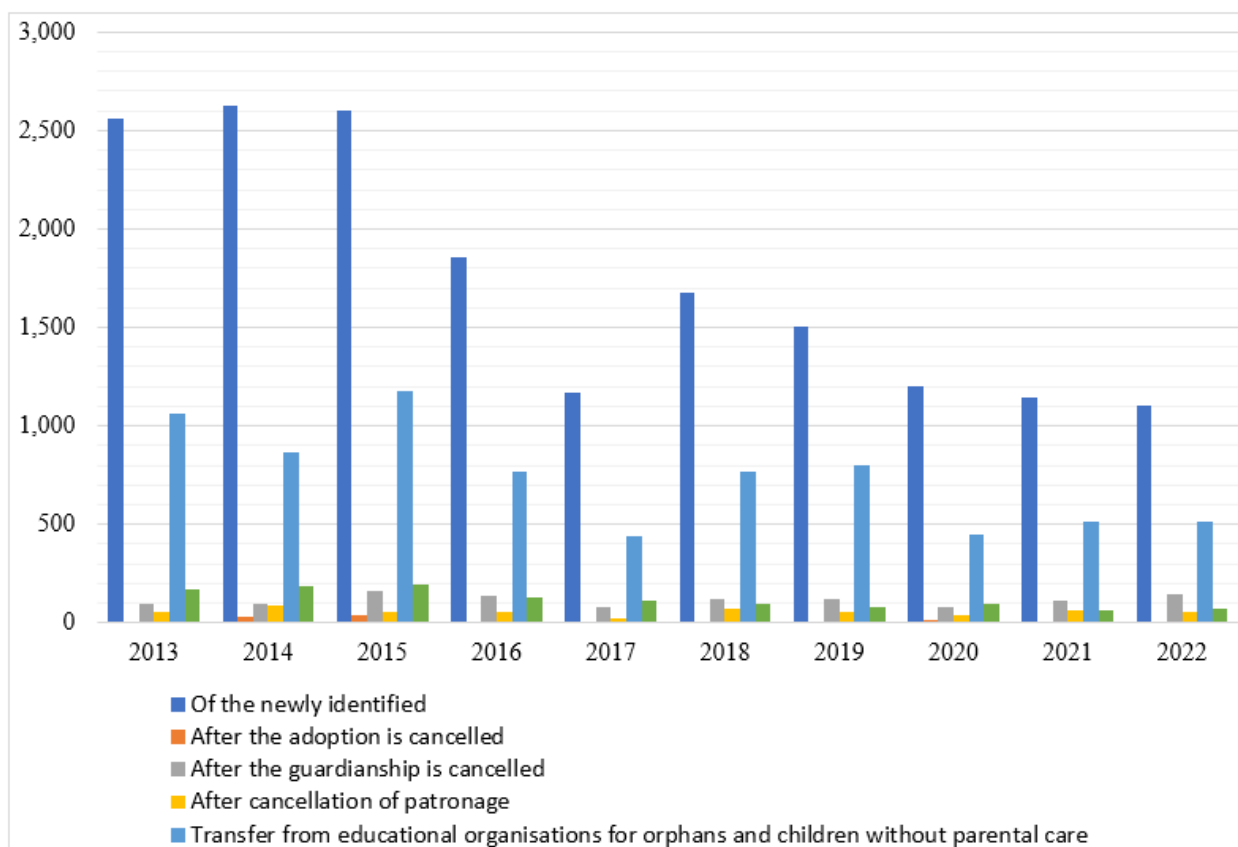


institutions or an increase in the number of children returned to their families.



**Figure 2: Movement of Children from Organisations for Orphans and Children without Parental Care, 2013-2022**

Source: Compiled by the Authors Based on Bureau of National Statistics (2023)



**Figure 3: Dynamics and Reasons for the Admission of Children to the Social Protection System, 2013-2022**

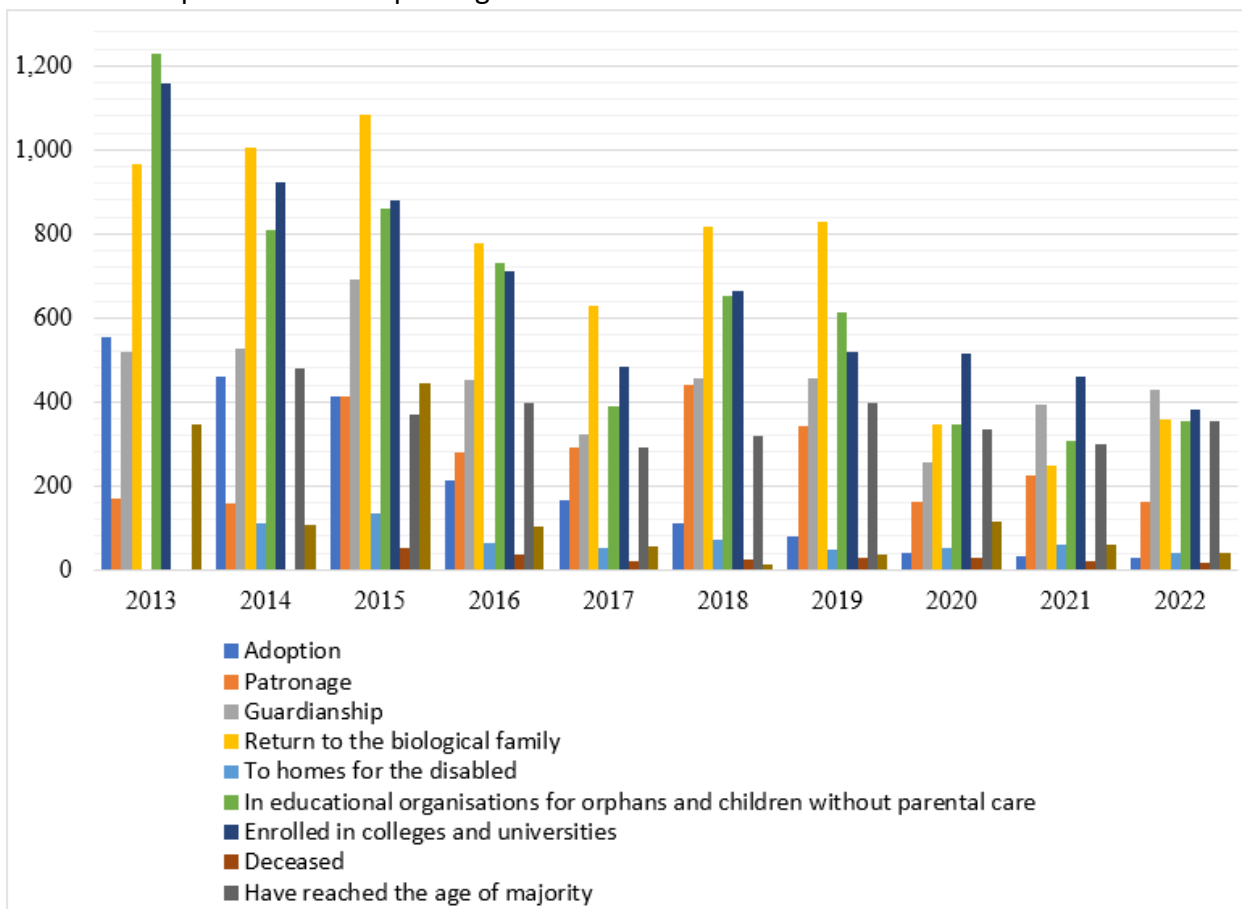
Source: Compiled by the Authors Based on Bureau of National Statistics (2023)

The information presented in Figure 4 shows that the number of children admitted to homes for the disabled fluctuates but generally

maintains a downward trend. It is also worth noting that there has been a significant decrease in the number of children enrolled in educational

organisations for orphans and children left without parental care, as well as in colleges and universities. Since this indicator can be viewed from the perspective of socialisation of children without parental care, enrolment in educational institutions is an important stage in their lives, as it provides an opportunity to receive education and integrate into society. Admission to colleges and universities reflects the readiness and ability of children to live independently and pursue a career in the future. It demonstrates children's successful adaptation from orphanages to the

educational environment and their ability to self-realise (Lailieva et al., 2024). In this context, when the number of children in the social protection system decreased by about half over the period under review, the reduction in the number of enrolments in educational institutions by more than 3 times may indicate a decrease in the effectiveness of social programmes and support aimed at preparing children for independent living and integration into society.



**Figure 4: Dynamics and reasons for children dropping out of the social protection system for 2013-2022**

**Source: Compiled by the Authors Based on Bureau of National Statistics (2023)**

A comparative analysis between Kazakhstan and Türkiye provides valuable insights into the effectiveness of different orphan care models. According to government reports, in 2021, the number of children under the care of state social services in Türkiye was 13,302. By 2022, the number of foster families had reached 6,978, accommodating 8,459 children in foster care. The adoption rate in Türkiye was relatively low, with only 495 children adopted in 2021 (Turkish

Statistical Institute, 2022). These figures suggest that Türkiye prioritises foster care as an alternative to institutionalisation, aiming to integrate children into family environments rather than relying on orphanages. A more focused comparison with the Turkish province of Denizli, which has a population of 1,059,000, further illustrates regional differences. Since 2018, 75 children have been adopted in Denizli, while 225 children have been placed in foster

families (Turkish Statistical Institute, 2024). Within the province, 184 foster families provide care for these children, while 29 children reside in specialised children's homes, and an additional 210 children remain under institutional care. Additionally, 113 children receive support in family-type orphanages, designed to replicate a home-like environment within the Coordination Centre (Strategy Development Directorate, 2024). In total, 577 children are under the care of state social services in Denizli, reflecting a strong emphasis on foster care and family-based placement over traditional institutional settings.

In contrast, the city of Shymkent in Kazakhstan, with a comparable population of 1,229,000, reported 900 orphans in 2020. This number is significantly higher than in Denizli, both in absolute terms and as a percentage of the population. Specifically, the proportion of orphans in Shymkent was recorded at 0.07%, compared to 0.05% in Denizli (Abdikakimov et al., 2021; Bureau of National Statistics, 2024). The discrepancy in orphan numbers and care structures suggests that Kazakhstan continues to rely more heavily on institutional care. In contrast, Türkiye has successfully implemented foster care as a primary mechanism for orphan support. The higher proportion of orphans in Shymkent raises concerns regarding the effectiveness of Kazakhstan's current system in preventing family separations and reintegrating children into family-based environments. The Turkish model demonstrates how well-structured foster care programmes can reduce reliance on institutional care while providing children with stable, supportive family settings. The lower orphan rate in Denizli may be attributed to more comprehensive child welfare policies, better preventative measures to reduce family separation, and more robust support systems for alternative care placements.

### **The Impact of Orphanages on the Development of Social Competencies of Children**

Children's homes play an important but complex role in the development of social competencies in children. In these institutions, children are often exposed to environments where they have

to interact with other children and adults; these interactions can have both positive and negative effects on the development of social skills. On the one hand, orphanages can provide children with a structured and supportive environment where they can learn social skills. Programmes and techniques offered in children's homes can help develop communication skills, cooperation and conflict management. Interacting with caregivers and other children can also help children develop empathy, adapt to different social situations and gain self-confidence.

On the other hand, orphanages can create an environment where social skills are not developed to the extent they should be or in a negative way. The lack of individual attention and support, as well as the constant changes in the composition of children and staff, can create stress and instability, making it difficult to form trusting relationships and develop emotional bonds between children and adults. Moreover, children's homes often have limited resources and access to specialised services that could help develop social skills in children with special needs (Sotiri, 2024). It is worth noting that children's homes have the potential to develop social competencies in children, but this process can be complex and requires attention to the individual needs of each child, the creation of a supportive and structured environment, and access to the necessary resources and services. Organisational culture in children's homes plays a key role in shaping the environment in which children live, learn and develop (Usyk and Dudar, 2024). It combines a system of values, norms, traditions and customs that define the behaviour, relationships and interactions between students and staff. One of the most important aspects of organisational culture is the degree of individualisation and care for each child; in children's homes with a developed organisational culture, staff strive to create a comfortable and supportive environment for children, including their individual needs and characteristics. This is done through regular conversations with children, the development of individual education and training plans, and specialised support programmes.

Supporting and providing a safe environment for children is not only about ensuring physical safety but also about creating a psychologically supportive atmosphere in which children can feel protected and respected. Violence prevention and response programmes, as well as care for children's health and emotional well-being, are important components of an effective organisational culture (Komilova et al., 2020; 2024; Zile et al., 2023). The organisational culture also affects the relationship between children and staff. In children's homes with a developed nurturing culture, staff strive to create trusting relationships with children based on respect, support and understanding, which is aimed at creating a positive emotional climate and increasing the level of trust and understanding between children and adults. Moreover, organisational culture can differ from one children's home to another, depending on the values, approaches and management policies. Therefore, it is necessary to assess and analyse the organisational culture in each particular institution to identify strengths and areas for improvement, as well as to develop effective strategies for supporting and developing children's well-being and education.

### **The Main Methods and Approaches Used in Working with Children in Orphanages**

Various methods and approaches are used to work with children in orphanages to ensure their full development, socialisation and preparation for future independent living. One of the main methods is individual work with each child, which includes individual conversations, consultations and psychological support aimed at identifying the needs and problems of each child and developing personalised assistance and support plans. The use of playful and creative techniques such as games, art activities, music, theatre and other forms of creativity helps children express their emotions, develop creative thinking, improve communication skills and establish trusting relationships with teachers (Ernar et al., 2021). In addition, the following pedagogical methods and programmes are widely used in working with children in orphanages: general education, specialised

programmes for the development of social skills, self-regulation, emotional stability and other aspects of personal development. Education and upbringing programmes are developed considering the age characteristics, individual needs and specifics of each child. Practical activities and participation in various projects and events are important methods of working with children (Komilova et al., 2023). This can include participation in sports competitions, social events, excursions, volunteering, and other activities that help broaden one's horizons and help one acquire new skills and social integration.

Successful work with children in orphanages requires a comprehensive approach and cooperation between different specialists: teachers, psychologists, social workers, healthcare professionals and other professionals. Joint efforts and coordination of actions help create a favourable environment for the development and upbringing of children living in children's institutions. Innovative programmes in the context of the socialisation of children from orphanages are modern and effective methods and approaches developed to improve social adaptation and integration of children into society (Alishli et al., 2024). They differ from traditional approaches in their emphasis on modern methods and technologies, as well as their flexibility in adapting to the needs and characteristics of each child. The introduction of innovative programmes aimed at improving the socialisation and integration of children from orphanages can lead to positive results in terms of impact on children's lives and their future. The successful implementation of such programmes helps children to form strong social ties and relationships, and regular participation in group activities, team-building exercises and joint projects will help children learn to cooperate and develop communication skills and teamwork.

Innovative programmes can help broaden children's horizons and develop their creativity. The inclusion of various creative and cultural events, excursions, workshops and projects in the educational process will allow children to

learn about different aspects of the world and develop their talents and interests. In addition, the successful socialisation and integration of children from orphanages into society can help improve their self-esteem and confidence. Support and recognition from others, participation in social events, and achievement of success in education and other areas of life will help children feel the importance and significance of their contribution to society. An important desired outcome of the implementation of innovative programmes is to prepare children for independent living after leaving the orphanage: training in self-management skills, financial literacy, job search, and adaptation to independent living will help children successfully get back on their feet and integrate into society without any noticeable difficulties. As a result, the introduction of innovative programmes can help to change stereotypes and public attitudes towards children living in orphanages. Expanding public perception and understanding of the specifics of orphans' lives and actively including them in various spheres of public life will help create a favourable atmosphere of mutual understanding and support.

### **The Main Problems and Challenges Faced by Children from Orphanages in the Process of Socialisation**

Children in orphanages face several serious problems and challenges in the process of socialisation, which can have a significant impact on their emotional and psychological well-being. One of the key problems is the lack of a stable family environment, which can lead to feelings of loneliness, lack of attention and love, as well as a lack of a sense of belonging and self-confidence. Another important problem is the limited access to resources and opportunities for personal and social development: children's homes often lack resources to provide quality psychological support, educational programmes and cultural and leisure activities, which hinders the development of social skills and self-determination of children. Another challenge is the negative impact of the orphanage system on personality development. Prolonged exposure

to such an environment can lead to feelings of stigma, low self-esteem and loss of confidence in abilities. This, in turn, can make it difficult to adapt to society and limit opportunities for personal growth and development.

In addition, social and cultural aspects also influence the socialisation process. Some children from orphanages may face discrimination or misunderstanding from society because of their background, which can create additional barriers to integration and adaptation.

### **Recommendations for Improving the System of Socialisation in Children's Homes**

Practical, actionable strategies must be adopted to enhance the socialisation and long-term development of children in orphanages, considering the real-world constraints faced by institutions, caregivers, and policymakers. The recommendations below provide a structured implementation plan, outlining potential barriers and strategies for overcoming them.

Implementing a child-centred approach requires psychological well-being prioritisation, emotional security, structured daily routines, and safe spaces for socialisation. Orphanages should introduce mentorship programmes through partnerships with universities and community organisations, providing one-on-one support. Infrastructure improvements to create home-like environments can be achieved through phased renovations, supported by government funding and public-private partnerships. Structured activities, including art therapy, music, and sports, should be integrated to foster self-expression and reduce stress. However, financial constraints may hinder implementation, which can be addressed by seeking corporate sponsorships and leveraging community volunteer networks.

Each child requires tailored educational support to facilitate their development. Establishing Individualised Education Plans (IEPs) with input from teachers, caregivers, and psychologists can address learning challenges. Schools should collaborate with orphanages to ensure inclusive education and provide remedial classes where

needed. Digital learning resources should be introduced through partnerships with educational technology firms (Altynbekova et al., 2024). A major challenge is the shortage of specialised educators; therefore, training current staff in inclusive education and offering incentives for special education teachers to work in orphanages should be prioritised. Additionally, pilot initiatives should be launched to assess the effectiveness of personalised educational strategies before large-scale implementation.

Ensuring access to psychological counselling and trauma-informed care is critical. Orphanages should establish on-site psychological services with trained professionals and implement group therapy sessions. Partnerships with mental health NGOs can help provide additional resources and caregiver training. However, limited funding and workforce shortages pose challenges. These can be mitigated through telehealth services, allowing remote psychological support, and incentivising mental health professionals with government-funded subsidies.

Preparing children for adulthood requires structured life-skills training covering financial literacy, decision-making, and interpersonal communication. Transition programmes should incorporate employment readiness workshops and housing support. Internship opportunities and community service participation should be encouraged to develop confidence and expand social networks. The primary barrier to implementing such programmes is a lack of structured transition policies. Government-mandated transition frameworks, piloted in select regions before national rollout, can help bridge this gap.

Children should be equipped with practical skills for future employment. Vocational training centres within orphanages should offer courses in technology, crafts, and trades. Business collaborations can facilitate apprenticeship opportunities and mentorship programmes (Elmira and Perizat, 2023). Scholarships for higher education and career counselling services should be expanded. Vocational training

requires substantial investment, but corporate social responsibility initiatives can provide an alternative funding source (Tiurina et al., 2023). Establishing pilot vocational programmes in high-demand job sectors can also provide proof of concept for broader institutional adoption.

External collaborations can enhance available resources for orphaned children. Multi-stakeholder advisory boards, including representatives from government agencies, NGOs, and the private sector, should be formed to guide policy decisions (Chang et al., 2023). Joint initiatives, such as mental health awareness programmes and skill-building workshops, should be organised to expand socialisation opportunities. Coordination among different agencies can be difficult, but developing a centralised digital platform for communication and resource-sharing can improve efficiency (Perizat and Elmira, 2023).

Ensuring long-term integration into society requires structured follow-up systems. Social workers should maintain regular contact with graduates for at least five years post-exit, offering housing assistance and employment placement services. Peer-support networks and reintegration programmes should be established. The lack of funding and monitoring capacity poses a challenge, which can be addressed through phased implementation, government-supported pilot initiatives, and NGO collaboration. By implementing these structured recommendations, orphanages can significantly improve the socialisation and long-term well-being of children. Future policies should prioritise sustainable funding, capacity-building for staff, and increased cooperation with external stakeholders. The adoption of best practices from successful foster care systems, such as those in Türkiye, can further enhance the effectiveness of these initiatives, ensuring children receive the support they need to integrate successfully into society.

## Discussion

The study determined that the socialisation of children in orphanages in Kazakhstan plays a key role in their adaptation to society. A critical analysis of existing policies and programmes

reveals both strengths and significant gaps in supporting orphaned children. While psychological support and structured educational programmes are implemented in some institutions, inconsistencies in their effectiveness and accessibility hinder their overall impact. The absence of a unified national framework for orphan care further exacerbates these challenges, resulting in disparities in the quality of care and resources available across different orphanages. Institutions in urban areas tend to have better access to funding, professional staff, and socialisation opportunities. In contrast, orphanages in rural regions often struggle with a lack of trained personnel, financial constraints, and fewer integration initiatives, significantly affecting the quality of socialisation and psychological support available to children.

The importance of a supportive social environment in orphanages has been widely acknowledged (Jaffer et al., 2023). However, while Kazakhstan has adopted various psychosocial support measures, their implementation remains fragmented. Many orphanages lack specialised psychological staff, limiting the effectiveness of interventions designed to foster resilience and social adaptation. Comparatively, Jaffer et al. (2023) highlight Malaysia's structured approach, which integrates tailored psychosocial support into orphan care, indicating a model that could enhance Kazakhstan's current framework. Additionally, the role of education as a fundamental pillar of successful socialisation has been underscored by Scent and Ibikunle (2023), who identified systemic weaknesses in adolescent care in Nigeria. Kazakhstan's orphan care system similarly struggles with a lack of long-term education planning, leaving many children unprepared for independent adulthood. While state policies attempt to provide educational opportunities for orphans, the limited availability of personalised career guidance and professional mentoring leaves many children uncertain about their future prospects, leading to high rates of unemployment and economic dependency post-institutionalisation (Sptyska, 2023).

Despite the presence of educational and socialisation programmes in Kazakhstani orphanages, there is limited emphasis on practical skill development and entrepreneurship training. The study by Hermawan et al. (2023) illustrates the effectiveness of social entrepreneurship programmes in Yogyakarta, where orphaned children engage in structured vocational training. This model could be highly beneficial in Kazakhstan, where existing programmes do not sufficiently equip orphans with self-sufficiency skills. However, the successful implementation of such initiatives requires stable funding and long-term governmental support, which remains a significant challenge in the country. While some non-governmental organisations (NGOs) attempt to bridge this gap by offering vocational training, their reach is often restricted to specific regions, leaving many orphanage residents without access to such crucial developmental opportunities (Omarova et al., 2017). This underscores the need for national policies that integrate vocational education into the broader orphan care system, ensuring equal opportunities for all children regardless of their institutional placement.

Another critical issue is the provision of psychosocial support. While Konyana and Matheolane (2023) stress the necessity of structured psychosocial interventions for orphaned children, the Kazakhstani system remains largely dependent on sporadic, donor-funded programmes. A lack of consistency in psychological interventions results in varying degrees of support across orphanages, limiting the effectiveness of well-intended policies. This contrasts with models in other countries where psychosocial services are integrated into the broader education and care system. In Kazakhstan, children in state care often experience difficulties forming stable relationships due to the frequent turnover of staff and the institutional setting, which may lead to emotional detachment and an increased risk of social withdrawal. Developing a stable, nurturing environment through long-term mentoring programmes and therapeutic interventions could significantly improve

orphans' emotional well-being and social skills, preparing them for successful integration into society (Turkebayeva et al., 2022).

Moreover, research by Kumari et al. (2023) has demonstrated that institutionalised adolescents face increased risks of developing harmful habits, such as smoking, as a coping mechanism. While Kazakhstan has introduced preventive health programmes for orphans, these remain limited in scope and outreach. Greater integration of health education and psychological interventions is necessary to mitigate these risks effectively (Dautbayeva-Mukhtarova et al., 2013). Similarly, Cherewick et al. (2023) argue that individualised approaches to orphan care significantly improve psychological well-being. Kazakhstan's current policies tend to adopt a generalised rather than an individualised approach, reducing their effectiveness in addressing specific psychological needs. Implementing individualised support plans that consider each child's unique history, strengths, and needs could help improve adaptation outcomes and long-term well-being.

One of the most pressing issues in Kazakhstani orphan care is the lack of effective transition programmes for children ageing out of the system. Azeez and Khan (2023) demonstrated that orphans who receive structured transition support experience lower levels of anxiety and depression. However, in Kazakhstan, post-orphanage support remains insufficient, leaving many children vulnerable to unemployment, homelessness, and social exclusion (Smanova et al., 2024). A more structured follow-up system is needed to ensure that orphanage graduates receive continued assistance, similar to those in other countries. Many orphans struggle with housing and financial security upon leaving institutional care, as state-provided benefits and transitional housing programmes are often inadequate to meet the needs of young adults seeking independence (Andjić et al., 2019). Establishing structured mentoring networks and long-term career support services would enhance the likelihood of successful integration and stability post-orphanage life.

While Kazakhstan has made efforts to improve the socialisation of orphaned children, systemic challenges persist. The study highlights the need for greater consistency in psychological support, enhanced vocational training, and structured transition programmes. Integrating international best practices, such as entrepreneurship education and long-term psychological care, could significantly enhance the current system. Future policy revisions should focus on establishing a more individualised, sustainable, and comprehensive framework for orphan care in Kazakhstan. Moreover, ensuring that orphanage graduates receive long-term social and professional support could mitigate the risks of marginalisation and provide them with the necessary tools to thrive as independent members of society. To achieve this, policymakers must prioritise long-term investments in education, mentorship, and mental health services, ensuring that all children in state care receive equitable opportunities for development and success.

## Conclusions

The study identified and described the main aspects and factors affecting the socialisation of children living in orphanages. Psychological, social and pedagogical approaches were considered in the context of their influence on the adaptation and integration of children into society, and the importance of using different approaches in developing strategies for the socialisation of children from orphanages was substantiated. The proposed comprehensive approach to solving the problem of socialisation of children in orphanages included a combination of psychological support, educational programmes and the creation of a favourable social environment for children's development.

Statistical data analysis describes the dynamics of children's admission to orphanages and their subsequent discharge from these institutions in Kazakhstan. During the period under review, there was a gradual decrease in the number of children in orphanages, indicating an improvement in the situation in this area. However, the data shows a significant decrease



in the proportion of children leaving orphanages due to enrolment in educational institutions for orphans and children without parental care, as well as in colleges and universities, during the period from 2013 to 2022. This raises questions about the underlying reasons for this decline, which remain unexplained and present certain limitations to this study. This data demonstrates the variety of problems children from orphanages face and the need for comprehensive support for their adaptation and integration into society. A comparison of statistics from Denizli province, Türkiye, and Shymkent city, Kazakhstan, showed that in the former case, the number of orphans under the care of state social services is 577, and in the latter – 900, which is 156% more than in Denizli province. This indicates a higher level of social problems and support needs for children in Shymkent and Kazakhstan as a whole.

The study demonstrated that the socialisation and adaptation of children living in orphanages is a multifactorial process that depends on various circumstances and conditions. These factors can be used to develop more effective support and assistance programmes for children in care to improve their quality of life and successful integration into society. One of the study's key findings was that the lack of a stable family environment and support creates serious obstacles to the socialisation and development of children's social skills. Limited access to educational, cultural and entertainment resources was also identified as a negative factor affecting the process of children's adaptation to society. To overcome the identified obstacles, recommendations were developed to improve the socialisation and integration of children from orphanages, including developing alternative forms of childcare, updating education and training methods, and aftercare. The study aimed to comprehensively review and evaluate all factors that can affect the socialisation of children in an orphanage, which was done.

Future research should focus on longitudinal studies to assess the long-term socialisation outcomes of orphanage graduates and experimental evaluations of proposed support

programmes to determine their effectiveness in fostering psychological well-being and successful social integration.

## References

- Abdikakimov, M.T., Stolyarova, E.O., Askarov, B.K., Ramazan, K.A., & Baidyusenov, A.O. (2021). *Report on the situation of children in the Republic of Kazakhstan for 2020*. [https://www.gov.kz/uploads/2021/9/13/c1401094df790fe7b6cb0a50124295c3\\_original.17256491.pdf](https://www.gov.kz/uploads/2021/9/13/c1401094df790fe7b6cb0a50124295c3_original.17256491.pdf)
- Ahmad, S., & Rahid, S. (2019). Conflict and orphans: An exploration of challenges faced in educational sector by orphans in Kashmir. *Journal of Applied Research in Open and Distance Education*, 27(1), 96–102. [https://www.researchgate.net/profile/Iflah-Sultan/publication/340666443\\_Quality\\_Enhancement\\_in\\_Higher\\_Education-Role\\_of\\_Teacher/links/5e98528d4585150839e0bfaa/Quality-Enhancement-in-Higher-Education-Role-of-Teacher.pdf#page=104](https://www.researchgate.net/profile/Iflah-Sultan/publication/340666443_Quality_Enhancement_in_Higher_Education-Role_of_Teacher/links/5e98528d4585150839e0bfaa/Quality-Enhancement-in-Higher-Education-Role-of-Teacher.pdf#page=104)
- Alami, A.M., Omirzhanov, Ye., & Zharmukhametova, A. (2018). Historical aspects of legal regulation of protection of the rights of children-orphans and children left without parental care in Kazakhstan. *Bulletin of Al-Farabi Kazakh National University. Series International Relations and International Law*, 81(1), 91–100. <https://bulletin-ir-law.kaznu.kz/index.php/1-mo/article/view/768>
- Alishli, A., Alili, A., Teymurova, V., & Huseynov, R. (2024). Labour market regulation of individual countries under an applied interpretation of Keynes and Friedman's theories. *Polish Journal of Management Studies*, 29(1), 24–42. <https://doi.org/10.17512/pjms.2024.29.1.02>
- Altynbekova, Z., Bostanov, B., Kenesbayev, S., Ongarbayeva, M., & Sadirmekova, Z. (2024). Methodology of teaching future computer science teachers to create and use open educational resources. *Scientific Herald of Uzhhorod University. Series Physics*, 55, 2337–2347. <https://doi.org/10.54919/physics/55.2024.233cu7>

- Andjić, B., Cvijetićanin, S., Hayhoe, S., Grujičić, R., & Stešević, D. (2019). Dichotomous keys in the botanical learning of non-visual (Blind) people. *Journal of Baltic Science Education*, 18(5), 668–680.  
<https://doi.org/10.33225/jbse/19.18.668>
- Apostol, J.I. (2024). *Lived experiences of adolescent orphans: A basis for intervention plan*. <https://ssrn.com/abstract=4781186>
- Atalykova, G. (2024). Problem aspects of adoption in civil proceedings of Republic of Kazakhstan. *Social and Legal Studies*, 7(3), 75–83. <https://doi.org/10.32518/sals3.2024.75>
- Azeez, K.A., & Khan, B. (2023). Prevalence of anxiety and depression among orphans and non-orphans in Nigeria: A comparative study. *Journal of Integrated Sciences*, 3(1), 98–129. <https://jis.iou.edu.gm/article/view/271>
- Bobomurod, R., Najmiddin, Y., & Laylokhon, T. (2023). Support for orphans in other countries. *American Journal of Social and Humanitarian Research*, 4(3), 62–66.  
<https://globalresearchnetwork.us/index.php/ajshr/article/view/2045/1863>
- Bocheliuk, V., Shevtsov, A., Pozdniakova, O., Panov, M., & Zhadlenko, I. (2023). Effectiveness of Psycho-Correctional Methods and Technologies in Work with Children who have Autism: Systematic Review. *Journal of Intellectual Disability - Diagnosis and Treatment*, 11(1), 10–20.  
<https://doi.org/10.6000/2292-2598.2023.11.01.2>
- Bocheliuk, V.Y., Spytka, L.V., Mamicheva, O.V., Panov, M.S., & Kordonets, V.V. (2021). Psychological Features of Post-COVID Syndrome Course. *International Journal of Health Sciences*, 5(3), 276–285.  
<https://doi.org/10.53730/ijhs.v5n3.1503>
- Bureau of National Statistics. (2023). *Children in organizations for orphans and children without parental care*. <https://bala.stat.gov.kz/en/dvizhenie-vospitannikov-organizatsij-dlya-detej-sirot-i-detej-ostavshih-sya-bez-popecheniya-roditelej/>
- Bureau of National Statistics. (2024). *Summary of the socio-economic development of the region*. <https://stat.gov.kz/en/region/shymkent/>
- Bwire, T.R. (2019). *An investigation on the welfare limits of orphans. A case study of Nangosia location, Busia County*. Nairobi: University of Nairobi.  
<http://erepository.uonbi.ac.ke/handle/11295/109297>
- Chang, W., Yin, S., Yu, M., Teymurova, V., & Balabeyova, N. (2023). Impact of innovation on Corporate Social Responsibility: Evidence from China. *Economic Analysis and Policy*, 78, 1185–1194.  
<https://doi.org/10.1016/j.eap.2023.04.018>
- Cherewick, M., Bertomen, S., Njau, P.F., Leiferman, J.A., & Dahl, R.E. (2023). Dimensions of the KidCope and their associations with mental health outcomes in Tanzanian adolescent orphans. *Health Psychology and Behavioral Medicine*, 12(1), 2288883.  
<https://doi.org/10.1080/21642850.2023.2288883>
- Dautbayeva-Mukhtarova, E., Askarova, A.O., & Suleymenova, S.Z. (2013). Civil law regulation of the right to life and right to health in the field of chemical safety of the Republic of Kazakhstan. *Middle East Journal of Scientific Research*, 14(4), 502–507.  
<https://doi.org/10.5829/idosi.mejsr.2013.14.4.2121>
- Denizli Province information booklet. (2024). <https://www.aile.gov.tr/media/154227/denizli.pdf>
- Duggal, R., & Wadhawan, P. (2021). Comparison between orphans and non-orphans on the dimension of resilience. *International Journal of Innovative Science, Engineering & Technology*, 8(1), 175–196.  
[https://ijiset.com/vol8/v8s1/IJISSET\\_V8\\_I01\\_17.pdf](https://ijiset.com/vol8/v8s1/IJISSET_V8_I01_17.pdf)
- Efremov, A. (2024). Psychosomatics: Communication of the Central Nervous System through Connection to Tissues, Organs, and Cells. *Clinical Psychopharmacology and*

*Neuroscience*, 22(4), 565–577.

<https://doi.org/10.9758/cpn.24.1197>

Elmira, O., & Perizat, B. (2023). Social Network Analysis of Smart Cities Stakeholders' Involvement in Policies Development. In: *SIST 2023 - 2023 IEEE International Conference on Smart Information Systems and Technologies, Proceedings* (pp. 84–88). Astana, Institute of Electrical and Electronics Engineers.

<https://doi.org/10.1109/SIST58284.2023.10223498>

Ernar, O., Eleupanovna, Z.A., Nurlanbekovna, U.A., Bakirovna, A.A., & Mukhtaruly, K.S. (2021). Developing primary school students' skills on general developmental exercises and teachers' professional development on learning technologies in physical education. *World Journal on Educational Technology: Current Issues*, 13(1), 42–53.

<https://doi.org/10.18844/wjet.v13i1.5408>

Fatima, A., Iqbal, A., Hayat, U., Javed, S., Khan, K., & Zahra, K. (2024). Comparison of meaning in life and self-control between orphans and non-orphans. *Bulletin of Business and Economics*, 12(3), 811–814.

<https://doi.org/10.61506/01.00131>

Gomera, S., & Mutambara, J. (2020). When home is not home: Challenges faced by children from orphanage after being reintegrated back into society. *IFE Psychologia: An International Journal*, 28(2).

<https://hdl.handle.net/10520/ejc-ifepsyc-v28-n2-a2>

Hermawan, Y., Hasdiansyah, A., Suharta, R.B., Septiantoko, R., & Utami, R.B. (2023). Social entrepreneurship education for orphans through chicken farming: A case study from Yogyakarta. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(4), 1263–1269.

<https://doi.org/10.33394/jk.v9i4.8476>

Hidayah, R., Fatma, E.P.L., & Lestari, R. (2023). Community-based psychosocial support for orphan and vulnerable children living in an orphanage. *Journal of Innovation and Applied*

*Technology*, 9(1), 39–42.

<http://doi.org/10.21776/ub.jiat.2023.009.01.7>

Jaffer, U., Nassir, C.M.N.C.M., Ahmed, M.A., Osman, R.A.H., Ilias, M.H.K., Yusoff, M.A.A.M., Khuzairi, I.F., Jaafar, A.A., Manan, N.A.I.A., & Zakaria, S.A.N. (2023). Resilience and well-being among orphans in Malaysia: A multidimensional perspective. *International Journal of Education, Psychology and Counselling*, 8(52), 854–864.

[http://irep.iium.edu.my/109992/1/109992\\_Resilience%20and%20well-being.pdf](http://irep.iium.edu.my/109992/1/109992_Resilience%20and%20well-being.pdf)

Kenesbayev, S.M., Oralbekova, A.K., Sartayeva, N.T., & Zhailauova, M.K. (2017). Programme and summary of research work on ICT competence development for future elementary school teachers in the conditions of inclusive education. *Espacios*, 38(25), 10.

<https://www.revistaespacios.com/a17v38n25/a17v38n25p10.pdf>

Kessler, Z., & Trapenciere, I. (2024). Narratives of social orphans in Latvia: Using a life history methodology to listen to the voices of care leavers. *SHS Web of Conferences*, 184, 03001.

<https://doi.org/10.1051/shsconf/202418403001>

Kholifah, S.N., Wibrata, D.A., Suprajitno, & Rahariyani, L.D. (2019). Psychological needs of adolescents in the orphans. *Indian Journal of Forensic Medicine & Toxicology*, 13(4), 1566–1570.

<https://doi.org/10.5958/0973-9130.2019.00526.7>

Kibachio, D.N., & Mutie, D.P.M. (2018). Challenges affecting orphans and vulnerable children (OVCS) in Embu County. *International Journal of Sociology*, 2(1), 18–36.

<https://www.iprjb.org/journals/index.php/IJS/article/view/680>

Kobobel, A. (2022). Quest technology as an innovative form of organizing leisure activities for children with special educational needs. *Ukrainian Professional Education*, 6(1), 157–168.

<https://doi.org/10.33989/2519-8254.2022.11.275579>

Komilova, N., Karshibaeva, L., Egamberdiyeva, U., & Egamkulov, K. (2024). Territorial Analysis of the Nosoecological Situation and the Health

of the Population of the Syrdarya Region. *Universal Journal of Public Health*, 12(2), 207–217.

<https://doi.org/10.13189/ujph.2024.120204>

Komilova, N., Kuldashaeva, M., Egamberdieva, M., Safarova, N., & Altibaeva, M. (2023). Mechanisms for Improving the Teaching of Economic and Social Geography. *Economic Affairs (New Delhi)*, 68, 789–795. <https://doi.org/10.46852/0424-2513.2s.2023.22>

Komilova, N.K., Oblakulov, H.A., Egamberdiyeva, U.T., Mirzayeva, S.K., & Shadieva, N.S. (2020). Some theoretical issues of social geographical research. *Asia Life Sciences, Supp22*(2), 157–170.

Konyana, B.D., and Matheolane, R. (2023). Against the tide: Provision of psycho-social support to orphans in a rural primary school in Lesotho. *South African Journal of Education*, 43(Suppl. 1), S1–S11. <https://doi.org/10.15700/saje.v43ns1a2382>

Kotsur, N., & Tovkun, L. (2023). Assessing the impact of stress factors of the educational process on psychosomatic health of schoolchildren in the conditions of the Russo-Ukrainian war. *Scientia et Societas*, 2(2), 8–21. <https://doi.org/10.69587/ss/2.2023.08>

Kumari, M., Bharti, P., & Shivakumar, S. (2023). Prevalence of smoking in institutionalised adolescent orphans of Patna, Bihar. *Journal of Advanced Sciences*, 2(1), 52–56. <https://doi.org/10.58935/joas.v2i1.29>

Lailieva, E.J., Uzakbaev, C.K., & Turdumatova, D.A. (2024). Export of medical education in the university ecosystem of the Kyrgyz Republic. *BIO Web of Conferences*, 120, 01027. <https://doi.org/10.1051/bioconf/202412001027>

Lone, M.A., & Lone, R.I. (2021). *Problems and prospects of orphans*. Mumbai: Orange Books Publication. <https://wissenbookstore.com/product/problems-and-prospects-of-orphans/>

Maglica, L., Karninčić, H., Penjak, A., & Drašinac, G. (2020). Physical activity and quality of life in

adolescents and orphans. *Exercise and Quality of Life Journal*, 12(1), 29–35. <https://doi.org/10.31382/eqol.200604>

Maksymenko, O. (2024). International practices in the development of administrative legal relations in the field of child protection. *Law. Human. Environment*, 15(1), 37–52. <https://doi.org/10.31548/law/1.2024.37>

Nazir, T., Irshad, M., Hassan, M., Choh, S., & Sarosh, R. (2022). Temperament and character of adolescent institutionalized orphans. *Current Pediatric Research*, 26(1), 1193–1197. <https://www.currentpediatrics.com/articles/temperament-and-character-of-adolescent-institutionalized-orphans-19172.html>

Nesayan, A., & Porsalemiyan, S. (2021). Theory of mind in normal and orphaned children: Its relationship with age and intelligence. *Iranian Journal of Pediatric Nursing*, 7(2), 87–93. <https://www.virascience.com/paper/theory-of-mind-in-normal-and-orphaned-children-its-relationship-with-age-and-intelligence/>

Ntuli, B., Mokgatle, M., & Madiba, S. (2020). The psychosocial wellbeing of orphans: The case of early school leavers in socially depressed environment in Mpumalanga Province, South Africa. *PLoS ONE*, 15(2), e0229487. <https://doi.org/10.1371/journal.pone.0229487>

Omarova, A.B., Taitorina, B.A., Yermekov, A.T., Doszhanov, B., Buribayev, Y.A., & Khamzina, Z.A. (2017). Application of international rules ensuring social rights of families and children in Kazakhstan. *Journal of Advanced Research in Law and Economics*, 8(1), 153–163. [https://doi.org/10.14505/jarle.v8.1\(23\).17](https://doi.org/10.14505/jarle.v8.1(23).17)

Penner, F., Sharp, C., Marais, L., Shohet, C., Givon, D., & Boivin, M. (2020). Community-based caregiver and family interventions to support the mental health of orphans and vulnerable children: Review and future directions. *New Directions for Child and Adolescent Development*, 2020(171), 77–105. <https://doi.org/10.1002/cad.20352>

Perizat, B., & Elmira, O. (2023). Transformation In, Of, By a Citizen of Smart City. In: *SIST 2023 -*

- 2023 IEEE International Conference on Smart Information Systems and Technologies, *Proceedings* (pp. 397–400). Astana, Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/SIST58284.2023.10223466>
- Pürhani, S., Guliyeva, S., Teymurova, V., Guliyeva, N., & Gahramanova, S. (2022). Human capital as a driver of sustainable development in Azerbaijan. *Journal of Eastern European and Central Asian Research*, 9(6), 927–937. <https://doi.org/10.15549/jeecar.v9i6.1199>
- Ramdhan, D., Ramadhanti, S., Nabilatuzaman, N.N., Bunyamin, N.A.P., Wn, U.K., Iswanto, R., & Herlinda, H. (2024). Empowerment and provision of early health education to children in orphanages. *Societal Serve: Journal of Community Engagement and Services*, 1(1), 19–23. <https://mabadiiqtishada.org/index.php/SocietalServe/article/view/14>
- Scent, G.A.T., & Ibikunle, M.A. (2023). Care and social support for adolescent orphans in Yenagoa City, Bayelsa State, Nigeria. *Wilberforce Journal of the Social Sciences*, 8(2), 119–134. <https://doi.org/10.36108/wjss/3202.80.0260>
- Shafiq, F., Haider, S.I., & Ijaz, S. (2020). Anxiety, depression, stress, and decision-making among orphans and non-orphans in Pakistan. *Psychology Research and Behavior Management*, 13, 313–318. <https://doi.org/10.2147/PRBM.S245154>
- Sheryazdanova, G., Nurtazina, R., Byulegenova, B., Serikzhanova, A., & Dzhunusova, A. (2024). Socioeconomic and Political Causes of Youth Radicalization during the January 2022 Events in Kazakhstan. *Global Perspectives*, 5(1), 120495. <https://doi.org/10.1525/gp.2024.120495>
- Shnaider, J., Shnaider, Y., Shnaider, F., & Akhmuldinova, A. (2022). Gender education in an orphanage. *Pedagogy and Psychology*, 52(3), 61–73. <https://doi.org/10.51889/2022.56.81.007>
- Smanova, A.B., Otyunshiyeva, A.A., Saktaganova, I.S., Assanova, S., Lazim, A.M., & Beaver, K.M. (2024). Factors Associated with Achieving the Desired Level of Education in a Longitudinal and Nationally Representative Sample. *Youth and Society*. <https://journals.sagepub.com/doi/10.1177/0044118X241296114>
- Sotiri, A. (2024). Features of professional training of future specialists in education for children with special needs. *Professional Education: Methodology, Theory and Technologies*, 10(2), 22–32. <https://doi.org/10.69587/pemtt/2.2024.22>
- Spytska, L. (2023). Social-psychological peculiarities of youth with delinquent behavior. *Youth Voice Journal*, 2, 9–17. <https://www.rj4allpublications.com/product/social-psychological-peculiarities-of-youth-with-delinquent-behavior/>
- Spytska, L. (2024). Symptoms and main features of personality formation of a psychopath. *Archives of Psychiatry and Psychotherapy*, 26(1), 34–43. <https://doi.org/10.12740/APP/172226>
- Sultana, N., & Khanam, M. (2020). Association among self-esteem, aggression and psychological adjustment of orphans and family-reared children. *Dhaka University Journal of Biological Sciences*, 29(1), 97–105. <https://journal.library.du.ac.bd/index.php/dujbs/article/view/2370>
- Sumardani, Yuningsih, Y., & Maulana, I. (2021). Online learning guidelines for abandoned children at the muhamadiyah orphanage, Jalan Nilem, Bandung City. *Pasundan International of Community Services Journal*, 3(2), 115–124. <https://doi.org/10.23969/pics-j.v3i2.5046>
- Suryaningsi, Muhammad, A. (2020). The role of a female head assistant at “Al-Walidaturrahmah” orphanage in implementing a just and civilized humanity in Samarinda. *Salasika*, 3(2), 103–116. <https://doi.org/10.36625/sj.v3i2.71>
- Tefera, B.S., & Refu, A.T. (2019). Orphan children’s school performance, hindering challenges and the role of the school (in the case of some selected primary schools in Iluababor zone, Ethiopia). *International Journal*

of *Multicultural and Multireligious Understanding*, 6(3), 314–330.

<http://doi.org/10.18415/ijmmu.v6i3.582>

Thakur, S., Sehrawat, S.S., Kaur, G., Bhargav, V., & Singh, P. (2023). Descriptive study of victims and offender characteristics among orphan children in comparison with children under parenthood. *Journal of Indian Academy of Forensic Medicine*, 45(4), 404–407.

<https://www.indianjournals.com/ijor.aspx?target=ijor:jiafm&volume=45&issue=4&article=023>

Tiurina, A., Petrunenko, I., Guliyeva, S., Qazizade, E., & Aliyeva, T. (2023). Social responsibility and modern business during the global crisis: threat or opportunity for the GUAM member countries. *Journal of Eastern European and Central Asian Research*, 10(2), 201–212.

<https://doi.org/10.15549/jeecar.v10i2.1276>

Toprak, Ö.F., & Çolak, A. (2024). IEP team members' experiences on the process of preparing individualized education program in a secondary school. *Journal of Theoretical Educational Science*, 17(2), 351–375.

<https://doi.org/10.30831/akukeg.1325209>

Turkebayeva, K., Bekturganova, M., Sabden, O., Dauliyeva, G., & Kenzhegulova, G. (2022). Assessment of the relationship between inequality, income and economic growth in the regions of Kazakhstan. *Problems and Perspectives in Management*, 20(2), 511–521.

[https://doi.org/10.21511/ppm.20\(2\).2022.42](https://doi.org/10.21511/ppm.20(2).2022.42)

Turkish Statistical Institute. (2022). *Child with Statistics, 2021*.

<https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Cocuk-2021-45633>

Turkish Statistical Institute. (2024). *Population by gender*. <https://nip.tuik.gov.tr/>

Ullah, I., Alam, H., & Munir, A. (2022). Qualitative analysis of the problems and prospects of orphanages in Khyber Pakhtunkhwa, Pakistan. *Pakistan Journal of*

*Humanities and Social Sciences*, 10(4), 1561–1570.

<https://doi.org/10.52131/pjhss.2022.1004.0314>

Usyk, O., & Dudar, O. (2024). Features of organising inclusive education in general secondary education institutions. *Scientia et Societas*, 3(2), 37–48.

<https://doi.org/10.69587/ss/2.2024.37>

Zile, A., Palkova, K., & Vilks, A. (2023). Study of the Influence of External Conditions and Materials on the Preservation of Hidden Prints under Water. *Pakistan Journal of Criminology*, 15(2), 305–322.

[https://www.pjcriminology.com/wp-content/uploads/2023/08/21\\_Zile-et-al-.pdf](https://www.pjcriminology.com/wp-content/uploads/2023/08/21_Zile-et-al-.pdf)

### **Ethics Approval**

The study was conducted without human/animal participation. Ethical approval is not required.

### **Informed Consent**

The study was conducted without human participation. Informed consent is not required.

### **Author Contributions**

A.S.: conceptualisation, data curation, methodology; Z.S. and N.A.: writing-original draft preparation, visualisation, investigation, supervision, editing, writing-reviewing, and software. The authors read and approved the final manuscript.

### **Conflict of Interest**

The authors have no conflicts of interest to disclose.

### **Funding**

This research received no external funding.

### **Data Availability Statement**

The datasets used and/or analysed during the current study are available from the corresponding author upon request.