

EMPIRICAL STUDY OF FACTORS OF LONELINESS EXPERIENCE IN
ADOLESCENCE

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Abstract

The purpose of the article is to present the results of the study of loneliness factors, in particular the factors of educational socialization, which influence the experience of loneliness in adolescence.

The study involved 272 people aged 14–16 years (149 boys and 123 girls) and used «Differential questionnaire of loneliness» (E. Osin, D. Leontiev), «Test of vitality» (S. Muddy), the method of «Emotional self-awareness» (O. Vlasova, M. Berezyuk), Dembo-Rubinstein method, author's questionnaire.

58,1% of the studied adolescents are characterized by a low overall level of loneliness. In 38% of respondents this figure is average, and in 4% of adolescents – high. The inability to stay alone was indicated by 20,2% of respondents, 72,1% of adolescents have an average level of dependence on communication. The average level of ability to find a resource in solitude was found in 57% of adolescents, high inherent in 9,6% of subjects. 33,5% of subjects showed low development of positive loneliness. The study identified the following age characteristics of loneliness: at 14 years of age expressed a negative attitude towards loneliness, which becomes less pronounced at 15 years and continues to decline at 16 years; in 15–16 years the degree of acceptance of loneliness and solitude increases, the ability to constructive use of solitude develops.

It is statistically established that there are relationships between indicators of adolescent loneliness and components of their educational socialization: educational (dissatisfaction with education, learning conditions and content of educational activities), interaction (dissatisfaction with relationships with friends and classmates, including the end of friendships), environmental (dissatisfaction with vacations, leisure) and psychological and educational (dissatisfaction with their own lifestyle in the absence of psychological assistance). It was also found that the experience of loneliness in adolescents is due to the influence of such individual differences as low levels of resilience, self-esteem, low levels of empathy, the ability to express emotions, taking responsibility for their own emotional experiences.

Keywords: experience of loneliness, educational socialization, adolescence, factors of loneliness, vitality, emotional abilities, self-esteem.

Introduction

The current state of development of society is characterized by rapid changes and events that are difficult to predict. Today continues the fight against Russian aggression in Ukraine. In addition, people continue to suffer from respiratory disease caused by the Covid-19 virus and have to adapt to quarantine restrictions. The difficult socio-political situation and psychological tension in society indicate the need for socio-psychological

protection of the population. Participants in the educational process, in particular adolescents, also need such protection.

Adolescence is characterized by strong emotional experiences, abrupt changes in mood and sensitivity to events, assessments of other people. It should be noted that adolescents tend to experience loneliness, which is primarily due to the age characteristics of this period. Loneliness is a complex phenomenon that can be considered in terms of negative and positive impact on human life. It can cause negative emotions such as sadness, boredom, feelings of helplessness and uselessness. Such emotions and feelings are an integral part of life, but very often they interfere with personal development and cause human suffering. On the other hand, awareness and acceptance of one's own loneliness encourages a person to self-knowledge, self-improvement, search for significant others with whom one can establish friendly relations.

In the psychological literature, a number of works are devoted to the problem of adolescent loneliness, in particular its causes, consequences and features. However, the problem of adolescent loneliness in the context of the educational process and the factors of educational socialization that may cause the experience of loneliness remains insufficiently developed. Due to the fact that adolescents spend much of their lives in school, the peculiarities of the educational process can significantly affect the dynamics of loneliness. Thus, the study load, the nature of relationships with classmates and teaching staff, the opportunity to participate in extracurricular activities and participate in school events determine the psychological state of students. Curriculum saturation, conflicts with classmates and teachers, as well as a small amount of time devoted to extracurricular activities and communication negatively affect the psychological state of adolescents, in particular, can cause loneliness and complicate the process of overcoming this state. Therefore, the aim of the article is to publish the results of the study of socio-demographic, individual-psychological characteristics and factors of educational socialization that affect the experience of loneliness in adolescence.

Theoretical background

The problem of adolescent loneliness is devoted to the work of foreign and domestic scientists. In a number of scientific works loneliness is considered as a specific neoplasm that first appears in adolescence as a result of the development of cognitive and emotional spheres of personality (I. Kon, I. Dubrovina, S. Kryvtsova, etc.). Peculiarities of experiencing loneliness were also studied in the context of the formation of «self-concept» of adolescents. In particular, I. Slobodchikov noted that loneliness is more acutely and for a long time experienced by those adolescents who are prone to self-examination (Slobodchikov, 2005).

K. Dahlberg draws attention to the connection between a sense of belonging and loneliness. A person feels his belonging only to those people who are important in her life. And the absence of significant others suggests loneliness (K. Dahlberg, 2007).

S. Sullivan points to the possibility of loneliness due to a change of residence. The researcher also drew attention to the fact that loneliness, which was experienced in

childhood, becomes essential for later life. Fear of loneliness can arise throughout life because of a person's belief that being alone means being lonely and rejected. At the same time, successfully overcoming the state of loneliness in adolescence increases the likelihood of a person coming out of this state, if it occurs, after many years (Sullivan, 2001).

Loneliness can also be caused by an identity crisis. E. Erikson drew attention to the specificity of personal conflict due to the adolescent's experience of uselessness, mental disorder and futility of life (Erikson, 2001).

According to I. Kon, the state of adolescent loneliness is normal, but it is necessary to take into account its psychological burden and at the same time important for personality development (Kon, 1989). Researchers J. Cacioppo and L. Hockley have developed a model of loneliness, according to which social isolation is perceived by a person as a situation of danger. This perception, in turn, makes person willing to consider the social environment as threatening. An unconscious sense of social threat creates prejudice against people who are not alone. Single people see the world as more hostile and generally have a negative view of existing social ties. Negative social expectations tend to determine the behavior of other people, which thus confirms the expectations of the lonely. Thus, the mechanism of self-fulfilling prophecy is launched: lonely people actively distance themselves from potential social partners, even if they believe that the emergence of social distance does not depend on these people. Thus, there is a vicious circle of loneliness, which involves feelings of hostility, anxiety, pessimism, causes stress and low self-esteem, as well as activates neurobiological and behavioral mechanisms that negatively affect his health (Cacioppo&Hawkley, 2010).

Not only individual psychological characteristics and situations of everyday life, but also the conditions and processes of his educational socialization can contribute to the emergence of the experience of loneliness in adolescents and determine its dynamics.

The processes of educational socialization of adolescents contain direct and spontaneous influences that operate at different levels (macro- (education system), meso- (type of educational institution, features of administration) and microlevel as the influence of the immediate socio-pelagic environment of teachers and students). In our study, educational socialization is understood as a process of active socio-cultural development of adolescents in specially organized pedagogical conditions of educational institutions, the result of which is the development of his basic life competencies (Vlasova 2014; Bilodid 2015).

Thus, in order to consider in detail the problem of adolescent loneliness, it is necessary to take into account the peculiarities of the educational environment in which adolescents are and the processes that unfold in them. In particular, factors such as a inflated educational requirements for students, unfavorable socio-psychological climate of the class group and the institution as a whole, lack of conditions for extracurricular activities and informal communication of students, lack of school culture, traditions and values can affect the experience of loneliness. At the same time, it is likely that such factors as favorable conditions for learning and communication in the school, a friendly atmosphere in the team, a personal approach to each student, the presence of unique

school values and traditions, and others. can help adolescents to understand, accept and overcome the negative manifestations of loneliness.

Investigating the problem of loneliness in adolescence, scientists consider its features, causes and consequences. At the same time, the applied aspect of prevention of the negative impact of loneliness on the adolescent's personality remains insufficiently developed. In this regard, there is a need to develop and test a comprehensive and integrated into the educational process program.

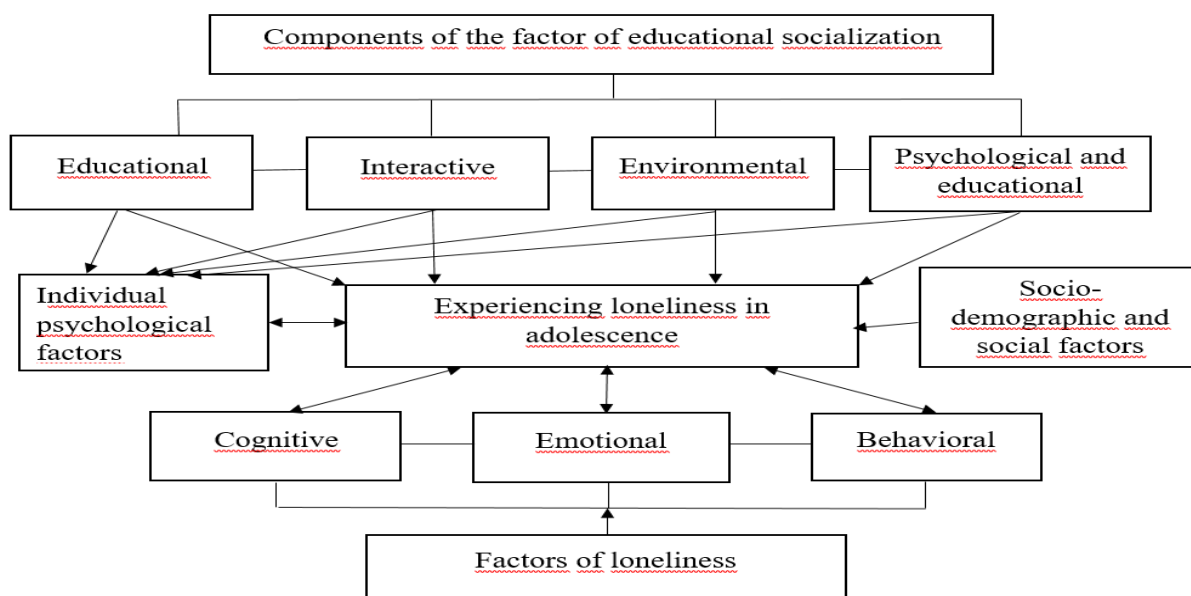


Fig. 1. Conceptual model of adolescent loneliness

In our opinion, the individual psychological characteristics that affect the experience of loneliness in adolescence include: low level of vitality and emotional abilities (inability to control their own emotions, differentiate emotional states and take responsibility for their emotions, low levels of empathy); low self-esteem; dissatisfaction with various aspects of their own lives. Socio-demographic characteristics are age, sex and change of residence. Socio-communicative factor of loneliness - the end of friendly relations.

The meaning of modern education is to develop students' ability to consciously change in new living conditions, while adequately changing their activities, analyze situations, have the means to communicate, obtain information and use it effectively, be able to assess and find solutions to problems. Thus, the main prerequisite for the success of modern life is to constantly learn again and again (Vlasova, 2015). At the same time, the peculiarities of the processes of educational socialization not only affect the mental states and experiences of adolescents, but also are important for their personal growth.

Methodology

Sample. Students of secondary schools of Kyiv took part in the current research. The total number of respondents – 272. Of them: 54 students of secondary school № 158; 30 students of a specialized school of the first degree № 214; 45 students of Lyceum "Universum"; 32 students of the gymnasium № 48, 34 students of the boarding

lyceum "Cadet Corps", 47 students of the specialized boarding school № 14 and 30 students of the Ukrainian Humanities Lyceum of the Taras Shevchenko National University of Kyiv. In total 149 boys and 123 girls participated in the study.

Research methods. To study the psychological features of the experience of loneliness by adolescents, the method «Differential Questionnaire of the experience of loneliness», developed by E. Osin and D. Leontiev, was used. The full version of the questionnaire contains 40 statements, which are grouped into three scales and divided into eight sub-scales. The scale «General experience of loneliness» demonstrates the level of actual feeling of loneliness and lack of communication with people. The scale «Dependence on communication» reflects the rejection of loneliness and indicates the inability of the respondent to be alone. The scale «Positive loneliness» explores the level of a person's ability to constructively use the time he spends alone with himself, namely for self-development and self-knowledge (E. Osin, D. Leontiev, 2016). Using the method of «Test of viability» (S. Muddy, adaptation D. Leontiev, O. Rasskazova) the level of development of viability and its components was investigated: inclusion, control and acceptance of risk (Leontiev, Rasskazova, 2006). The method «Emotional self-awareness» is used in the work (O. Vlasova, M. Berezyuk), contains 5 scales: «differentiation of emotions», «expression of emotions», «empathy», «emotion management», «acceptance of responsibility» and the general indicator of emotional self-awareness of the subject as the sum of such scales (Vlasova, Berezyuk, 2004).

Also, adolescents were asked to perform the tasks of the Dembo-Rubinstein method to diagnose various aspects of self-esteem and to answer the questions of the developed author's questionnaire, aimed at identifying various aspects of their educational socialization.

Results

Generalization of empirical results by the method of «Differential questionnaire of loneliness» (E. Osin, D. Leontiev) involves the definition of three possible levels of severity of loneliness in adolescents. As shown in Table 1, as a result of the study, 58,1% of the studied adolescents showed a low overall level of loneliness. A significant part of the respondents have average indicators on the scale of «dependence on communication» (72,1%), 20,2% have high indicators. Positive loneliness at the average level is observed in 57% of adolescents, and at the high level only in 9,6%. It can also be seen that a significant proportion of adolescents showed low values on the following subscales: «isolation» (55,1%), «self-esteem» (58,8%) and «alienation» (55,1%). Scale «dysphoria of loneliness», which shows negative feelings associated with the experience of loneliness, is expressed at an average level in 71% of subjects, a high level is observed in 15,8%.

The indicator on the scale «loneliness as a problem» reflects a negative assessment of loneliness. In 71,7% of adolescents it is expressed at a medium level and in 16,9% of respondents – at a high level. The scale «need for the company» indicates the perception of adolescents about their own need for communication, high rates on this scale were found in 25% of adolescents.

Table 1.

Level characteristics of the studied adolescents by the method of "Differential questionnaire of loneliness"

The level of loneliness Name of scales / subscales	The level of loneliness					
	low		medium		high	
	N	%	N	%	N	%
General experience of loneliness	158	58,1	103	37,9	11	4
Insulation	150	55,1	103	37,9	19	7
Feeling	160	58,8	97	35,7	15	5,5
Alienation	150	55,1	105	38,6	17	6,3
Dependence on communication	21	7,7	196	72,1	55	20,2
Dysphoria of loneliness	36	13,2	193	71	43	15,8
Loneliness as a problem	31	11,4	195	17,7	46	16,9
The need for a company	34	12,5	170	62,5	68	25
Positive loneliness	91	33,5	155	57	26	9,6
The joy of solitude	76	27,9	171	62,9	25	9,2
Loneliness resource	69	25,4	178	65,4	25	9,2

According to the «joy of solitude» subscale, the average values were found in 62,9% of adolescents. The average level of solitude was demonstrated by 65,4% of respondents, and 9,2% of respondents showed high levels the «joy of solitude».

The study also found differences between the loneliness rates of boys and girls ($p < 0.05$). Girls have higher rates of «self-esteem» (9,3 vs. 8,4), «positive loneliness» (30,6 vs. 28), «joy of solitude» (12,1 vs. 10,5) and «resource of solitude» (18,6 vs. 17,6). There are also differences in the rates of loneliness dysphoria (girls – 9,7; boys – 10,7). Thus, girls are more likely to understand and use the opportunities that arise from solitude. Guys are more likely to experience negative feelings that arise due to loneliness.

Interesting were the age-old features of loneliness experienced by adolescents. In particular, the indicators of the scale «loneliness as a problem» are higher for fourteen-year-olds (13,87) and the lowest for sixteen-year-olds (10,57). The indicators of the scale «joy of solitude» are lower at 14 years (9,90), and increase at 15 years (11,84) and 16 years (11,64). Indicators of positive loneliness (sig = 0,00) lower in fourteen-year-olds (27,09), higher in fifteen-year-olds (30,16) and sixteen-year-olds (29,39). Thus, respondents aged 15–16 are more likely to experience positive emotions when they are alone and use solitude more constructively.

Adolescents whose friendships have ended in the last three years of their lives (65%) have higher rates of overall loneliness (28,3). Lower overall loneliness (sig = 0,00) are characteristic of adolescents whose friendships have not ended (24,2).

A correlation analysis was performed to investigate the relationship between manifestations and factors of loneliness. Pearson's correlation coefficient established inverse correlations between the indicators of the scale "general experience of loneliness" and adolescents' satisfaction with various aspects of their educational

socialization and the wider space of life organization. Details are summarized in Table 2.

Table 2

Correlation of indicators of the general experience of loneliness by teenagers and their satisfaction with conditions of educational socialization and other aspects of life (data of the author's questionnaire)

General experience of loneliness Adolescents' satisfaction with aspects of life	General experience of loneliness	
	r*	p
Education	-0,176	0,004
Relationships with classmates	-0,463	0,000
Relationships with teachers	-0,155	0,010
The content of educational activities	-0,172	0,004
Learning conditions	-0,168	0,006
Relationships with friends	-0,568	0,000
Leisure	-0,263	0,000
Vacation	-0,381	0,000
Lifestyle in general	-0,340	0,000

* Hereinafter, the relationship between variables was investigated using the Pearson correlation coefficient

The highest correlation rates were recorded between the variables: the general experience of loneliness in adolescents and their satisfaction with relationships with friends (-0.568) and relationships with classmates (-0.463). The inverse values of the coefficients show that satisfaction with one's own friendships and communication with classmates is especially important for adolescents, and adolescents who do not have friends at school feel lonely and unhappy.

The peculiarities of the adolescent's sense of loneliness are made by the peculiarities of his educational socialization. Such experiences increase not only due to communication problems with classmates, but also in proportion to the decline in satisfaction with education (-0,176), in particular, the content of educational activities (-0,172), learning conditions (-0,168) and relationships with teachers (-0,155). There inverse correlation between the total experience of loneliness and satisfaction of students, including the satisfaction of holding holidays (-0,381), leisure (-0,263) and own way of life in general (-0,340).

One-factor analysis of variance showed significant differences ($p < 0,05$) in the severity of loneliness experienced by adolescents studying in different secondary schools. According to the scale «General experience of loneliness», which reflects the degree of actual loneliness and lack of close communication with other people, lower rates were found in students of specialized schools (23,9) and secondary schools (24,8), higher – in school students – boarding school (29,8), lyceum (29) and gymnasium (28,1), which took part in the study. According to the scale «Dependence on communication», which indicates the rejection of loneliness and inability to be alone, lower rates are observed among adolescents studying in the humanities lyceum (32,3),

lyceum (32,4) and specialized school (32,5), higher – in a boarding school (38,4), boarding lyceum (36,8). According to the scale «Positive loneliness», which measures the level of development of the ability to find a resource in solitude, lower rates were found in students of specialized schools (25,3), boarding schools (26,2), higher – in adolescents studying in secondary school (31,6) and lyceums (31,2).

The study also found differences in the severity of loneliness of adolescents who are in school for half a day (N = 191) and those adolescents who study in boarding schools (N = 81), where they not only study but also live five days a week. Student's t-test revealed differences between groups for individual variables (Table 3).

Table 3

Significant differences in the indicators of loneliness of adolescents studying in educational institutions of different types

Subscale name	Teenagers who study half day	Adolescents studying in boarding schools	Significance
Dysphoria of loneliness	9,57	11,90	0,000
Loneliness as a problem	12,20	14,12	0,000
The joy of solitude	11,75	10,00	0,000
Loneliness resource	18,35	17,27	0,023
Dependence on communication	33,44	37,73	0,000
Positive loneliness	29,90	27,41	0,002
Control	14,15	11,80	0,000

Higher rates of such variables as «dysphoria of loneliness», «loneliness as a problem» and «dependence on communication» are observed among those adolescents who study in boarding schools. This indicates that adolescents enrolled in boarding schools are more negative about both loneliness and solitude. It is typical for these teenagers to look for any communication to avoid situations of solitude that cause them unpleasant and even painful experiences.

At the same time, lower rates of loneliness were found in subjects who are in training for half a day. Their differences were found for such variables as «joy of solitude», «resource of solitude», «positive loneliness» and «control». The data show that these adolescents are not only more calm and positive about solitude, but also more confident in their own abilities and feel that they themselves are influencing their own lives.

Correlation analysis showed a negative relationship between the variable «general experience of loneliness» and the amount of time that adolescents spend communicating with classmates at school (-0,278). There was also a negative relationship between the frequency of adolescents' participation in school activities and the level of general loneliness (-0,217).

The presented results suggest the importance of the interaction of the institute of educational and family socialization in overcoming the problem of loneliness of adolescents, the need for psychological help in solving it for both adolescents and their

teachers and parents. Obviously, for this it is important to understand the individual psychological resources and limitations that are inherent in lonely adolescents, which will be the subject of further analysis in this article.

As individual psychological predictors of loneliness of adolescents, we will consistently consider the characteristics of their vitality, emotional intelligence and self-esteem. Table 4 presents the results of correlation analysis of indicators obtained using the «Differential questionnaire of loneliness» and the method of «Sustainability Test».

Table 4

Correlation matrix of indicators of loneliness and viability of adolescents

Viability		The general indicator of viability	Involvement	Control	Acceptance of risk
Loneliness	r	- 0,517	- 0,486	- 0,469	- 0,266
	p	0,00	0,00	0,00	0,00
Dependence on communication	r	-	-	- 0,215	-
	p	-	-	0,00	-
Positive loneliness	r	- 0,218	- 0,225	-	- 0,172
	p	0,00	0,00	-	0,01

As can be seen from table 4, there is a significant inverse correlation of the general experience of loneliness adolescents with a common indicator of their viability ($p < 0,05$). The same inverse relationship is observed between the variables of the scales «general experience of loneliness»: on the one hand, and subscales «inclusion», «control», «risk acceptance», on the other. These results show that adolescents experience loneliness accompanied by their awareness of themselves «out of life», ie alienation from other people and events that occur around.

There are inverse correlations between the scale «positive loneliness» and scales such as «viability», «inclusion» and «risk-taking». Thus, as the level of positive loneliness increases, the level of inclusion of the adolescent decreases. This is manifested in the desire of the adolescent to distance himself from the world around him. The decrease in the level of risk acceptance with the increase in the level of positive loneliness of such persons is explained by the fact that, being alone, the subjects prefer a comfortable, calm atmosphere.

The resulting correlation between the increase in adolescents' dependence on communication with a decrease in their indicators on the subscale «control» means that adolescents who seek to avoid loneliness and seek any opportunity to communicate, in most cases do not have confidence in their own impact on life and tend to perceive themselves helpless. Conversely, subjects with a high level of control have a calm attitude to the possible experience of loneliness, situations of solitude, they are also more tolerant in their own attitude to single people.

Thus, in situations of solitude, the level of resilience of adolescents decreases, due to the lesser extent of their involvement in environmental events, as well as the desire for safe and comfortable working conditions.

Table 5 presents the results of correlation analysis of adolescent loneliness and features of their emotional self-awareness, obtained using the method «Differential Questionnaire of the experience of loneliness» and the method of "Emotional Self-Awareness".

Table 5

Correlations of indicators of loneliness and components of emotional intelligence of adolescents according to the method of «Emotional self-awareness» (Vlasova-Berezyuk)

Emotional self-awareness Loneliness		Empathy	Expression of emotions	Management of emotions	Taking responsibility for their emotions
General experience of loneliness	r	- 0,135	- 0,177	-	- 0,198
	p	0,03	0,00	-	0,00
Dependence on communication	r	0,160	-	- 0,234	-
	p	0,00	-	0,00	-
Positive loneliness	r	-	-	0,168	-
	p	-	-	0,00	-

The inverse correlation found in the study of the general experience of loneliness with empathy indicates the following trend. Adolescents who experience loneliness are less likely to empathize with others and find it harder to understand other people's feelings. There is a weak positive relationship between the variables «communication dependence» and «empathy», indicating that adolescents with higher levels of empathy are more negative about loneliness and more active in seeking communication so as not to be alone.

The presented results also show that single adolescents find it more difficult to express their own emotions, they are more emotionally restrained and hide their own emotions and feelings from other people. Instead, the variable «emotion management» is positively correlated with the scale «positive loneliness». This indicates that the studied adolescents with a developed ability to find a resource in solitude better manage their own emotional states.

The variable «taking responsibility for one's emotional state» is characterized by inverse correlations with the following scales: «general experience of loneliness», «isolation», «alienation» and «self-feeling». Thus, adolescents who experience loneliness tend to believe that their happiness and success depends on random circumstances, rather than on their own decisions and actions.

The correlations found between the scales of the loneliness experience questionnaire and the method «Emotional Self-Awareness» presented in Table 5 are not strong, however, they do indicate some existing trends in the dependence of adolescent loneliness on the development of his emotional sphere. The identified links indicate the need to develop certain emotional abilities to prevent the negative manifestations of loneliness. In addition, attention should be paid to the direct correlation scale «emotion management» and «positive loneliness», which shows that the development of the

ability to manage emotions goes hand in hand with the formation of personal reflection of the adolescent and contributes to the positive aspects of his loneliness.

As can be seen, the indicator of the general experience of adolescent loneliness is inversely correlated with all scales of self-esteem. The strongest negative relationships are observed with the scales «self-esteem of happiness» and «self-esteem of authority among peers». This indicates that adolescents who experience loneliness, consider themselves less happy, they lack authority in relationships with peers, they are more negative about their own appearance, character and self-confidence mental abilities.

Table. 6 shows the correlation coefficients between different self-assessment scales of study participants. The strongest connection is observed between adolescents' self-esteem and their self-esteem. This confirms the fact that for adolescents, the adoption of their own appearance is important and affects their self-confidence. Conversely, adolescents who consider themselves more confident tend to evaluate their appearance more positively.

Table 6

Relationships of the scale «General experience of loneliness» from the loneliness questionnaire with the scales of the method of self-assessment Dembo-Rubinstein

Scale names	1. General experience of loneliness	2. Self-esteem of the mind	3. Self-assessment of character	4. Self-esteem of authors among peers	5. Self-esteem of happiness	6. Self-assessment of appearance	7 Self-ness confident in themselves
1. General experience of loneliness	-	-0,254	-0,313	-0,406	-0,441	-0,378	-0,377
2. Self-esteem of the mind		-	-0,295	0,455	0,342	0,393	0,421
3. Self-assessment of character			-	0,516	0,419	0,498	0,486
4. Self-esteem of authors among peers				-	0,406	0,549	0,519
5. Self-esteem of happiness					-	0,551	0,603
6. Self-assessment of appearance						-	0,738
7. Self-ness confident in themselves							-

High correlations between adolescents' self-esteem and self-esteem with the «self-esteem of happiness» scale indicate the main sources of subjective well-being in adolescence. The experience of adolescent happiness is also strongly influenced by his assessments of the productivity of his own character, authority in the eyes of peers, self-esteem of their own mental abilities. And all these indicators are negatively correlated with the general experience of loneliness, which gives the key to creating a program to optimize the negative experiences of single students.

Discussion

The results of the study complement the findings of scientists on the factors of loneliness in adolescence. Thus, S. Korchagina pointed out that loneliness is associated with a low level of vitality (Korchagina, 2005). In our study, we confirmed the existing relationship, which was quite high (-0.517). In addition, the links between adolescents' loneliness and resilience components (inclusion, control, and risk-taking) were elucidated. The relationship between loneliness and low self-esteem has been studied (A. Gretsov, E. Peplo, M. Micheli, B. Morash) (Gretsov, 2005; Peplo, Myceli, Morash, 2009). Using the Dembo-Rubinstein method modified by A. Prikhozhan, we not only confirmed the connection between loneliness and low self-esteem, but also determined that the strongest links exist between the general experience of adolescent loneliness and low self-esteem of happiness, low self-esteem of authority among peers and low self-esteem. The results of the study are also correlated with the data obtained by L. Zhuravlyova. The researcher found a negative statistically significant relationship between the degree of loneliness and the level of empathy ($r = -0,169$; $p \leq 0,05$). Thus, it was found that the more often and more intensely a person experiences loneliness, the lower the level of empathy. Thus, the inability to feel and understand other people, the lack of focus on them – is one of the factors of adolescent loneliness (Zhuravlyova, 2007). We found that empathy has inverse correlations with isolation and alienation. Positive relationships are available with the following variables: «loneliness as a problem», «need for company», «general experience of loneliness», «dependence on communication». The inverse correlation of empathy with the general experience of loneliness indicates the following trend. Yes, adolescents who experience loneliness are less likely to empathize with others and find it harder to understand other people's feelings. At the same time, subjects with a higher level of empathy are more negative about loneliness and seek any communication so as not to be alone.

Thus, the results of the study complement the scientific work in this direction and confirm the relevance and feasibility of developing the issue of experiencing loneliness in adolescence.

Conclusion

The results of empirical data indicate that a significant proportion of adolescents experience loneliness at medium or high levels of severity. Adolescents have a negative perception of loneliness, which is manifested in avoiding situations of solitude, because they involve the emergence of unpleasant and painful experiences. Instead, in the youth of young people, the individual being alone opens up more and more opportunities to experience positive loneliness.

Peculiarities of boys and girls experiencing loneliness are revealed. Adolescent girls are more likely than boys to be able to spend time alone and perceive situations of solitude more calmly. The social factor of loneliness is the end of friendly relations.

It is established that the experience of loneliness in adolescence is associated with a low level of self-esteem and resilience, poor development of emotional abilities (expression of emotions, empathy, emotion management, taking responsibility for their emotions). Thus, the intensity of the experience of loneliness can be reduced by developing these individual psychological characteristics and increase the level of satisfaction with the lives of such adolescents.

In addition, it was found that the peculiarities of the educational process affect the general mental state of adolescents. Statistically significant relationships between indicators of loneliness, individual psychological characteristics of adolescents and components of their educational socialization: educational (dissatisfaction with education, learning conditions and content of educational activities), interaction (dissatisfaction with relationships with friends and classmates), environmental (dissatisfaction with leisure) from vacation) and psychological and educational (dissatisfaction with their own lifestyle in the absence of psychological assistance).

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