

WCES-2011

## Psychology of loneliness of high school students

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### Abstract

This study purposes to determine relation between the level of loneliness of the students who have been attended at four state high schools and the various variables such as school, sex, accommodation types and academic achievement. The sample of study is assigned through random sampling. For this, the sample of this study was composed with a hundred thirty-one female and one hundred thirty-six male students from four high schools in Erzurum. The sixty-five students from A high school, the seventy-two students from B high school, sixty students from C high school, sixty-eight students from D high school are randomly determined. Besides, the students who are written the composition with emotion of loneliness are sixty students at total. Thus, three hundred and twenty-five students compose the sample that accepted to attend. In this study, UCLA loneliness scale (University of California Los Angeles Loneliness Scale) and a short information form prepared by the researchers are used as data collection tool. The information relating school, sex, accommodation types and the average of period is wanted from the students at the form of information. The data obtained from loneliness scale (UCLA) is analyzed by using SPSS considering above variables. The compositions written by students are qualitatively evaluated by the researchers. According to finding of this study, a significant relation is found between the loneliness and sex at 0.05 significant levels. The levels of loneliness of girls are too many from the man ( $X_F=22.27$  and  $X_M=20.88$ ). Between accommodation types with the emotion of loneliness of the high school is found not to be significant relation. Furthermore, between the academic achievements with the emotion of loneliness of the high school is determined not to be an expressive relation.

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*Keywords:* Loneliness psychology, high school students, academic performance, school, sex.

### 1. Introduction

The academic success or unsuccessfulness of student carries important rather for the own family and society in living of student. In this meaning, the enterprise making education is said to be an enterprise doing for the advancing of society in long credit. At how it is assert not to be provided the benefit expecting from education opposite the enterprise making education. The academic unsuccessfulness, leaving from school, problems as not been prosper prevent to attend at the right time the advance of society the potential of human force number and quality expecting (Özgüven, 1974; Can, 1992). The commemorating problems can affect as economic, social, psychological both students and their families in negative direction. The academic success is observed an important concept more by student and family in our society coming position a serious problem the potentiality of finding job and subsistence problem. In this meaning, the success or unsuccessfulness of student asserts to be interested both student and family (Baltaş, 1993). The academic success is asserted to be relating with factor too numbers. The academic success is accepted to be relating with sense in positive direction. The academic success of students put forward some studies

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which is done as mystique (Eski, 1980), true nature, personality and domestic qualities, the features of student to be graduated or to be still studied (Özgülven, 1974), study habits as well as sense by more factor. The academic success or unsuccessfulness is also found the emotional features of student. Self-respect with academic success (Güngör, 1980) is observed to be meaningful relations between loneliness (İshiyama, 1984) and self-consciousness. Again, between loneliness and depression (Week, Micheal, Peplau, 1980) is determined to be a meaning relation. Yaparel (Yaparel, 1984) determines to be aim positions to except reasons university students who feel alone themselves. In another study is found to be more passive and shy more impressionable is refused lowly self-respect university students who feel alone themselves (Groswick, Jones, 1981). When the level of loneliness is raised, the boy students' academic successes are seen to become less (Ponzetti, Gate, 1981). Bilgen (1989) found to impress the levels of their harmonies the levels of loneliness of students. Demir (1990) found to be more lonely more beings than less being number of close friend, the sightless of backing from environment than not sightless, beings unsuccessfulness from academic direction than beings success man students than girls.

## 2. Methods

Subjects are selected by randomly in four state high schools including sixty-five students from A high school, seventy-two students from B high school, sixty students from C high school, sixty-eight students from D high school. There are one hundred thirty-one girls, one hundred thirty-six men.

In this study, UCLA loneliness scale (University of California Los Angeles Loneliness Scale) developed by Russell, Peplau, and Cutrona (1980) and a short information form prepared by the researchers are used as data collection tools. In information form is asked information from students relating school, class, sex, and accommodation type and period average.

UCLA loneliness scale and student information form are applied at group position and class environment for students who consist of the sample. The students have congested scale and information form at average ten-fifteen minute.

## 3. Results and Discussions

In this study, the data of group which are applied UCLA loneliness scale are analyzed to use several bottom program of SPSS program. This findings which are composed the department of exploration are ordered as cows severally.

The descriptive analysis results are showed in Table 1 relating points obtaining from the psychology of loneliness test to be consisted of from different classes at four different schools.

Table 1- The descriptive analysis results of the loneliness psychology test

School	Class	N	Mean	Std. Deviation	Min.	Max.
A High school	9	24	19.33	5.52	10.00	33.00
	10	23	21.00	4.61	13.00	33.00
	11	18	22.83	5.83	10.00	32.00
B High school	9	25	21.72	3.87	12.00	31.00
	10	22	21.82	4.97	14.00	30.00
	11	25	21.16	4.45	15.00	31.00
C High school	9	33	22.88	5.98	14.00	37.00
	10	13	17.31	3.30	12.00	22.00
	11	14	23.00	6.63	10.00	34.00
D High school	9	38	22.34	5.15	11.00	34.00
	11	30	21.73	6.20	11.00	35.00
Total		265	21.56	5.35	10.00	37.00

When Table 1 is examined, the highest UCLA loneliness scale point average belongs to eleventh class students from C high school ( $X=23.00$ ;  $Sd=6.63$ ). The lowest point average is also seen to belong tenth class students from similar high school ( $X=17.31$ ;  $Sd=3.30$ ).

Variance analysis is done to be understood whether meaningful or not as statistical this diversity between groups. The conclusions which are obtained from variance analysis is seen to be a meaningful relating between ninth class and eleventh class from A high school, ninth class and eleventh class from C high school and ninth class from D high school, tenth class and eleventh class from A high school, eleventh class from A school with tenth class from C high school, ninth, tenth, eleventh class from B high school, ninth and eleventh class from C high school, ninth and eleventh class from D high school ( $p<0.05$ ).

Table 2-The conclusions of t-test for is obtained from the test of psychology of loneliness

Sex	N	Mean	Std. Deviation	t	df	p
Male	136	20.88	5.05	-2.121	257.17	0.035
Female	129	22.27	5.57			

When Table 2 is examined, to be explicated according to sex is determined to be a meaningful diversity as statistical ( $p<0.05$ ).

Table 3-The conclusions of t-test according to accommodation type point averages to be obtained from the loneliness of students

Accommodation type	N	Mean	Std. Deviation	t	df	p
Home	233	21.70	5.42	1.159	263	0.168
Student dormitory	32	20.53	4.77			

When Table 3 is examined, to be explicated according to accommodation type is determined not to be a meaningful diversity as statistical ( $p>0.05$ )

Table 4- ANOVA conclusions according to period averages of point averages to be obtained from the test of loneliness of students

Average of & Loneliness score	R	R <sup>2</sup>	F	p
	0.078(a)	0.006	1.613	0.205(a)

When Table 4 is examined, according to ANOVA conclusions are seen not to be a relating between the academic success with the level of loneliness ( $R=0.006$ ;  $p=0.205$ ).

#### 4. Conclusions

According to finding of this study, a significant relation is found between the loneliness and sex at 0.05 significant levels. The levels of loneliness of girls are too many from the man ( $X_F=22.27$  and  $X_M=20.88$ ). Similar studies support this result (Cheeser, Woodward, Bauermeister ve Parkhurst, 1981) but some studies with the emotion of loneliness of the high school are determined not to be a relation (Williams, 1983; Wheeler, Reis, Nezelek, 1983; Brage, Meredith and Woodward, 1993; Eren, 1994; Mahon, Yarcheski and Yarcheski, 1998; Demir and Tarhan, 2001, Çeçen, 2008).

Between accommodation types with the emotion of loneliness of the high school is found not to be significant relation. Furthermore, between the academic achievements with the emotion of loneliness of the high school is determined not to be an expressive relation. In other studies between these is determined to be a relation (Brennan, 1982; Özodaşık, 1989; Demir, 1990; Tarhan, 1996; Yıldırım, 2000).

Adolescents with low academic achievement feel alone but adolescents with high academic achievement don't feel themselves alone. The low level of academic achievement triggers loneliness. Learning experiences of adolescents who feel alone are negatively affected because of poor social skills and decreased their academic achievement (Pancar, 2009).

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