

Research article

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Socio-Psychological Factors and Characteristics of the Subjective Experience of Loneliness in the Student's Age

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Abstract: Introduction. The article analyzes a multidimensional subjective construct in terms of types and content, the experience of loneliness among university students. The idea of the loneliness dual nature as both a negative state, a resource that actualizes the social connections of the subjects, and a need-based state aimed at self-knowledge is expanded. The composition of the loneliness components, represented by three orthogonal factors, is determined. It is noted that the specifics of the experience of loneliness and the factors determining it will affect the effectiveness of educational activities and adaptation, leading to the devaluation of tasks or self-development and self-improvement of the student. **Methods.** The following methods were used: "The UCLA Loneliness Scale" by D. Russell and M. Ferguson; "Multidimensional Inventory of Loneliness Experience (MILE)" by E. N. Osin, D. A. Leont'ev; "The anxiety self-assessment test" by C. D. Spielberger – Y. L. Khanin; "Zung Self-Rating Depression Scale, (SDS)"; questionnaire by G. R. Shagivaleeva, "Diagnosis of communicative and organizational aptitudes" (COA-I); the methodology "Coping Inventory for Stressful Situations" (CISS) (authors – S. Norman, D. F. Endler, D. A. James, M. I. Parker). The study design assumed the determination of integral loneliness factors (factor analysis), followed by a z-score calculation for each respondent and the influence of additional factors identification. Using the Mann–Whitney U test and the χ^2 test, the difference in loneliness experience was revealed depending on sex, nationality, and place of residence. **Results and Discussion.** Factor analysis allowed us to identify the component composition of loneliness, represented by three integral variables: depressive experience of loneliness, positive experience of loneliness, and experience of loneliness in interpersonal relationships. The content of each type of loneliness experience and its socio-psychological determinants are found. Among the personal factors of experiencing loneliness, trait anxiety, depression, and perfectionism, coping strategies are highlighted. Significant factors of socio-psychological nature were gender, place of primary residence, and nationality. The dual nature of the experience of loneliness is confirmed.

Keywords: subjective loneliness, loneliness experience, personality traits, coping strategies, perfectionism, gender, nationality, socio-psychological factors, experience characteristics, students

Highlights:

- Loneliness is perceived as a subjective construct, multidimensional in types and content, associated with the concepts of social isolation, alienation, social connectedness, and a sense of belonging, refracted through the specifics of its reflexive comprehension by a person.
- The experience of loneliness is ambivalent.
- Three types of loneliness experienced by students with the corresponding content of factors are identified: depressive loneliness experience, positive loneliness experience, and loneliness experience in interpersonal relationships.
- The determinants of the loneliness experience were personality traits (anxiety, depression, and perfectionism), leading coping strategies, gender, nationality, and the size of the primary residence settlement.

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Introduction

Structural processes that take place in various spheres of economy, politics, culture, education, and other spheres of modern society have led to a change in the current social situation. The new reality has determined the corresponding changes in the world views of today's man, associated with the transformations of personal identity, informatization, and globalization, leading to changes in the actual social reality, the specifics of human functioning. According to Andreeva (2011), the change in social reality has led to a «violation» of the processes of self-identification in the field of the social identity of the individual. There is an increase in anxiety, and depressive states, which, according to forecasts of Russian and foreign experts, will turn into the most common groups of diseases by the end of the XXI century (Boursier et al., 2020; Shmatova, 2021). In this light, the problem of subjective and objective loneliness of a person, which affects the specifics of perception of the surrounding world, his life, social behaviour, and adaptation to emerging reality, is becoming increasingly relevant (Puzanova, 2008; Rokach, 2018).

When analyzing the problem of the growth of subjective and objective feelings of loneliness, it is necessary to consider the variety of symptoms of this phenomenon, its factors, manifestations, and masking in complexes of other symptoms. The analysis of studies that consider the occurrence factors of the loneliness experience allows us to identify a complex of influences of a socio-psychological and personal nature. It is necessary to keep in mind that the experience of loneliness can be both a cause and a consequence of the deformations that occur at the individual and global levels. Therefore, deviant behaviour can be both a cause and a consequence of experiencing loneliness. They actively discuss the problems of loneliness in the context of suicidal behaviour, the prevalence of which in post-Soviet countries is of concern to specialists (Kolmakov, 2019). Other types of deviation are also associated with the pathological level of experiencing loneliness (Zadorozhnaya, 2005; Belobrykina & Limonchenko, 2017).

In the study of loneliness, we should pay special attention to young people who experience significant age-related transformations and perform several age-related tasks that force them to separate from their families to fulfil them. Such an increase in real loneliness in isolation from

the family leads to an increase in the risks of a negative experience of loneliness. Again, the very experience of loneliness in adolescence is extremely ambivalent: on the one hand, it is a heavy and painful experience, a need that allows you to solve age-related problems.

Problem current state

Many philosophers and psychologists have studied the definition of 'loneliness' and identified the causes of its occurrence throughout the history of mankind, but there is still no common understanding.

Currently, there are several main approaches to the study of loneliness problems. Antonova (2010), Verbitskaya (2002), Pokrovskii & Ivanchenko (2008), Skorova (n.d.) and others consider loneliness through the inner world of a person, manifested in his style of thinking, attitudes, self-esteem and related to life experience. Authors such as Bikson & Peplo (1989), Detochenko (2014), and Kon (1996) considered the feeling of loneliness through experiences of insecurity, anxiety, and alienation resulting from the impact of social factors, including as a result of the transformation of social processes. Loneliness is often conceptualized as a subjective human experience that arises in response to general dissatisfaction with human relationships. However, many authors note the resource component of loneliness (Osin & Leont'ev, 2013; Petrash, 2021). Thus, loneliness is considered by us as a subjective construct, multidimensional in types and content, associated with the concepts of social isolation, alienation, social connectedness, and a sense of belonging, refracted through the specifics of its reflexive comprehension by a person.

Investigating the factors of the occurrence and experience of loneliness, we pay attention to the need to consider the complexity of the impact of the physical, psychological, and social parameters. Psychology offers many theoretical and empirical models where the factors of loneliness are the individual psychological and socio-psychological characteristics of a person experiencing a state of loneliness: an unsatisfied need for attachment (Konrath et al., 2014; Achterbergh et al., 2020), the discrepancy between desired and actual relationships (Matthews et al., 2019), a combination of personal characteristics (Smits et al., 2011), self-esteem (Twenge & Campbell, 2001), low level of development of communicative and organizational inclinations (Puzanova, 2008), features of motivation and others. Among the individual psychological characteristics associated with loneliness, Rubinstein and Shaver (1989) identified despair, depression, unbearable boredom, and self-deprecation. Similar components were identified in a study by Puzanova (2008). The need to avoid the negative effects of problematic loneliness involves the use of some coping behaviour strategies (coping strategy), which, according to Shagivaleeva (2007), can be both a consequence and a cause of problematic or positive loneliness.

As social causes of loneliness, Puzanova (2008) noted factors associated with the lack of real interaction, live, filled communication with friends, relatives, and spouses. Also mentioned were the specific circumstances of life that can cause this experience (experienced tragedies, betrayals, mistakes, bad luck, etc.). Perhaps a conscious desire to be in solitude, that is, to experience the virtues of positive loneliness.

Modern foreign researchers on loneliness note the need to consider cultural differences and influences when developing research because cultural and social norms certainly affect the nature, time and experience of experiencing loneliness (Rokach, 2018; Fokkema et al., 2012; McHugh Power et al., 2017).

Fokkema et al. (2012), using logistic models, explained the cross-cultural differences in loneliness experiences between European countries: in demographic characteristics, well-being, and health,

as well as in social networks. Respondents in the countries of Southern and Central Europe, as a rule, were lonelier than their peers in the countries of Northern and Western Europe. In countries in Southern and Central Europe, loneliness was largely driven by the fact that respondents did not have spouses, as well as economic problems and poor health. Frequent contacts with parents and children, participation in public life, and support for family members were significant in preventing and alleviating loneliness in almost all countries. In another study (Schinka et al., 2012) aimed at studying loneliness in young people, the ethnicity factor did not show a significant influence, but it was revealed that loneliness is closely associated with suicidal ideas and suicidal behaviour.

Mund et al. (2020), analyzing the stability of loneliness throughout life, note that there is an ambiguous attitude to the issues of loneliness in different cultures. Depending on the place of the individual in the context of social development, the attitude toward loneliness can vary from considering it as a pathological phenomenon to elevation as a means of sacral transformation and the path of a mature personality (Lykes & Kemmelmeier, 2014).

Studies by Lasgaard et al. (2016) and Mund et al. (2020) suggest that loneliness is experienced most acutely in young, adolescence, and old age. The focus of this study is adolescence – a special stage in the individual development of personality. At the stage of adolescence, significant changes occur in the field of thinking, emotional perception of life, social contacts, and relationships, and a sense of one's uniqueness. There is a need to rethink interests and life values. All this affects the new perception of loneliness as an experience where anxiety about the real or imaginary absence of desirable social contacts is combined and, at the same time, there is a desire for solitude.

Thus, focusing on the negative characteristics of loneliness and the reasons that can lead to this experience, it is necessary to emphasize once again the ambiguity of the phenomenon and its positive potential, especially for young people. Most of the problems associated with loneliness are not rooted in itself, but in the attitude of the experiencing subject to it. In a negative aspect, loneliness can devalue the existing reality and the existing achievements and aggravate failures. At the same time, loneliness can give an additional incentive to inner activity, creative self-development, and self-improvement, which is necessary for successful adaptation to student life and conditions of university studies.

Thus, the purpose of this study was formulated, which is to identify socio-psychological factors and characteristics of experiencing loneliness by university students. Also, within the framework of the study, several assumptions were made about the influence of gender, nationality, and place of residence, where the student came to study the specifics of the experience of loneliness.

Methods

The study sample was made up of first-year students studying at universities in Novosibirsk (286 people). The composition of gender roles of the sample: male – 117 (40.9 %), female – 169 (59.1 %). The sample was differentiated by national composition, because one of the focuses of attention was nationality as a factor of experiencing loneliness. The national composition of the subjects: Russians – 124 (43.4 %), Kazakhs – 82 (28.7 %), Tatars – 26 (9.1 %), Turks – 22 (7.7 %), Uzbeks – 18 (6.3 %), Koreans – 14 (4.8 %). According to demographic characteristics, the main composition of city students is 224 (82.9 %), 62 participants come from rural areas (17.1 %). All the subjects who participated in the study were visitors from other cities and regions, so they lived in a hostel, rented apartments on their own or with friends, lived with relatives.

To conduct the study, a set of techniques was used: "The UCLA Loneliness Scale" by D. Russell and M. Ferguson (according to Raygorodsky, 2011); "Multidimensional Inventory of Loneliness Experience (MILE)" (Osin & Leontiev, 2013); "The anxiety self-assessment test" by C. D. Spielberger, Y. L. Khanin (according to Raygorodsky, 2011); "Zung Self-Rating Depression Scale, (SDS)" (according to Raigorodsky, 2011); questionnaire of G. R. Shagivaleeva (Shagivaleeva, 2013); "Diagnosis of communicative and organizational aptitudes" (COA-I); methodology "Coping Inventory for Stressful Situations" (CISS) (authors – S. Norman, D. F. Endler, D. A. James, M. I. Parker, according to Vodopyanova, 2009).

The design of the study assumed the determination of loneliness factors throughout the empirical sample (factor analysis), followed by the calculation of a z-score for each respondent, and at the next stage – the identification of the influence of additional factors that meaningfully fill the selected loneliness factors. The difference in the experience of loneliness depending on parameters such as sex, nationality, place of residence was tested using the Mann–Whitney U criterion for two independent samples and the χ^2 criteria for several independent samples.

Results and Discussion

A factor analysis using the principal components method with "varimax normalized" rotation was carried out on a general sample of respondents to isolate the factor components of loneliness (integral indicators). As a result, five components were identified that explain more than 63 % of the total variance (Table 1).

Table 1

Factor analysis of the severity of integral factors of experiencing loneliness in a general sample of respondents

Variables	Factors				
	The depressive experience of loneliness	The positive experience of loneliness	The experiencing loneliness in interpersonal relationships	Desired loneliness	Avoidance of loneliness
<i>Isolation</i>	0.735	0.327	–0.242	0.071	–0.11
<i>Self-sentiment</i>	0.753	0.319	–0.125	0.034	–0.1
<i>Alionation</i>	0.611	0.398	–0.175	–0.195	0.158
<i>Dysphoria</i>	0.575	–0.478	0.096	0.007	0.156
<i>General loneliness</i>	0.843	0.462	–0.218	–0.038	0.003

Variables	Factors				
	The depressive experience of loneliness	The positive experience of loneliness	The experiencing loneliness in interpersonal relationships	Desired loneliness	Avoidance of loneliness
Positive loneliness	-0.294	0.792	0.456	-0.07	0.095
The joy of solitude	-0.128	0.75	0.334	-0.203	0.188
Seclusion resource	-0.369	0.627	0.41	0.08	-0.073
Communication addiction	0.484	-0.422	0.673	0.055	0.05
Problematic loneliness	0.428	-0.036	0.751	0.039	-0.078
The need for a company	0.341	-0.413	0.628	0.048	0.068
Desire of loneliness	0.194	0.308	-0.141	0.758	-0.065
Considers themselves lonely	0.042	0.058	-0.001	0.614	0.476
Avoidance of loneliness	-0.104	-0.081	-0.137	-0.121	0.836

The characteristics of the variables of the selected factors determined their name. So, *the first factor*, called by us 'depressive experience of loneliness', included variables of the negative experience of loneliness with pronounced manifestations of dysphoria (0.575), alienation (0.611) and isolation (0.735). Negative and painful perceptions of loneliness (0.843), characteristic of the depressive type, avoiding interaction with others in the presence of such a need, provoke the creation of a stable image of a lonely person concerning themselves (0.753). The variables included in the first factor of loneliness are probably related to withdrawal and avoidance of contact. Such isolation reveals a desire to avoid disappointment, which causes depressive feelings.

The second factor, which we called 'positive experience of loneliness', includes variables associated with a positive perception of loneliness (0.792), the joy of solitude (0.75) and the resourcefulness of loneliness (0.627). This attitude to loneliness reflects a voluntary refusal to communicate with the fixation of the subject on the inner world, from which he receives pleasure and relief from the opportunity to focus on his own experiences.

The third factor of experiencing loneliness, called by us 'experiencing loneliness in interpersonal relationships', includes the scale of experiencing loneliness as a problem (0.751), which is due to difficulties in interpersonal relationships. This factor with high loads includes variables such as the dependence on communication (0.673) and the need for a company (0.628). It suggests that students with high loads on the third factor feel the need for relationships with people around them, but at the moment they are experiencing a violation in the system of established connections. The fourth factor, called 'desired loneliness', includes indicators on the scales of desire for loneliness (0.614) and self-esteem as a lonely person (0.758). The fifth factor includes the loneliness avoidance parameter (0.836).

Analysis of the results using the Kolmogorov–Smirnov test allows us to state that the normal distribution was obtained according to three selected integral indicators. Therefore, it leads to the need to exclude the factors 'desired loneliness' and 'avoidance of loneliness' from further calculation ($p < 0.05$).

Following the design of the study, new values (z-scores) were calculated for each respondent according to integral factors: factor 1 is the depressive experience of loneliness; factor 2 is the positive experience of loneliness; factor 3 is the experience of loneliness obtained in interpersonal relationships.

The analysis of the content of the integral loneliness indicators was carried out using variance analysis with the selection of effects at a significance level $p < 0.050$ (Table 2), or using the Student's t-test, depending on the type of data. The logical sequence to determine the calculations and apply the type of analysis was selected based on the recommendations for mathematical analysis by Perevozkina and Perevozkin (2014).

Table 2

The variance analysis for the factors of experiencing loneliness by students by additional factors of influence

	State anxiety scale				Trait anxiety scale				Zung self-rating depression scale			
	Leven		ANOVA		Leven		ANOVA		Leven		ANOVA	
	F	p	F	p	F	P	F	P	F	p	F	p
Factor 1	1.36	0.24	3.15	0.016	0.74	0.51	3.38	0.037	1.16	0.33	5.69	0.005
Factor 2	1.40	0.22	1.43	0.223	0.68	0.49	0.47	0.619	0.37	0.69	1.23	0.296
Factor 3	1.26	0.27	0.59	0.555	1.13	0.35	0.01	0.988	1.22	0.31	2.16	0.08
	Problem-focused coping (PFC)				Emotion-focused coping (EFC)				Avoidance coping (AC)			
	Leven		ANOVA		Leven		ANOVA		Leven		ANOVA	
	F	p	F	p	F	P	F	P	F	p	F	p
Factor 1	1.12	0.33	0.00	0.998	0.73	0.46	4.97	0.004	1.87	0.13	3.80	0.006
Factor 2	0.74	0.53	3.38	0.037	3.72	0.06	3.06	0.08	1.46	0.24	3.39	0.011
Factor 3	0.72	0.47	0.46	0.613	3.96	0.07	1.49	0.22	1.34	0.22	0.82	0.518

	Subscale "deflection"				Subscale "social deflection"				General coping			
	Leven		ANOVA		Leven		ANOVA		Leven		ANOVA	
	F	p	F	p	F	P	F	P	F	p	F	p
Factor 1	1.38	0.26	3.14	0.018	0.13	0.89	0.48	0.628	2.62	0.06	3.83	0.013
Factor 2	1.16	0.31	5.69	0.003	0.82	0.48	2.34	0.046	0.32	0.842	3.92	0.011
Factor 3	1.20	0.30	1.19	0.330	1.11	0.36	2.19	0.091	1.27	0.31	2.28	0.08

	Perfectionism scale				Socially prescribed perfectionism				Perfectionism integral scale			
	Leven		ANOVA		Leven		ANOVA		Leven		ANOVA	
	F	p	F	p	F	P	F	P	F	p	F	p
Factor 1	1.12	0.32	1.53	0.176	2.11	0.08	2.51	0.034	2.08	0.09	0.51	0.76
Factor 2	0.08	0.96	1.40	0.221	0.56	0.58	0.28	0.756	2.51	0.06	1.83	0.15
Factor 3	2.03	0.05	3.22	0.028	1.07	0.40	0.16	0.873	0.04	0.976	9.20	0.001

Significant effects at $p < 0.05000$ were noted.

The influence of the dichotomous variable "are there people in the environment with whom you feel at ease?" studied using the Student's t-test. There is a significant difference in the sample for factor 3 'the experience of loneliness obtained in interpersonal relationships' ($p = 0.027$).

The analysis of additional variables allows us to highlight the following content of the types of experiences of loneliness selected by students. *Factor 1 'the depressive experience of loneliness'* is substantively determined by the following parameters: 'state anxiety scale', 'trait anxiety scale', 'Zung self-rating depression scale', 'emotion-focused coping (EFC)', 'avoidance coping (AC)', subscale 'deflection', 'general coping', 'socially prescribed perfectionism'. This allows us to conclude that the depressive type of experiencing loneliness is characteristic of students with a high level of trait and state anxiety. Anxiety may possibly be actualized by social changes associated with the need to move to study at a university, isolation from family and friends. Furthermore, this experience is characterized by a high level of depression. The leading coping strategies for the depressive type of experiencing loneliness are emotion-focused coping, which includes strategies for avoiding a problem, escaping into fantasies, or some actions that allow one to experience (to live) an affect, distract oneself from negative emotions, or involve others in one's experiences. In this case, an individual does not take specific actions to solve their problem. The problem is worsening by the presence of a scale of socially prescribed perfectionism, which characterizes the subjects as believing that society imposes unrealistically high demands and expectations on them.

Factor 2 'the positive experience of loneliness' is content-wise determined by the following parameters: 'problem-focused coping (PFC)', 'avoidance coping (AC)', subscale 'deflection', subscale

'social deflection', 'general coping'. Therefore, the leading coping strategies with the positive experience of loneliness and the ability to find resources in it are the ability to focus efforts on solving emerging problems. However, subjects may also be characterized by strategies such as distraction from the problem, self-realization in social interactions, and various forms of social activity. For example, such students begin to study more passionately, join circles and student clubs, and live the scientific life of a university.

Factor 3 'the experiencing of loneliness in interpersonal relationships' is content-wise determined by the following parameters: 'perfectionism scale', 'perfectionism integral scale', and the dichotomous variable 'are there people in the environment with whom you feel at ease?'. The experience of loneliness obtained in interpersonal relationships is associated with extremely high demands on oneself and others, which prevent the formation of new connections at a university, causing interpersonal tension.

Therefore, we have identified three types of student experience of loneliness with the corresponding content of factors. The determinants of the loneliness experience were personality traits (anxiety, depressiveness, and perfectionism), leading coping strategies, the social situation of isolation from the family for learning purposes.

Furthermore, the task was to identify the loneliness characteristics that depend on the following parameters: sex, nationality, and the size of the primary residence settlement. To identify differences in experience according to these parameters, the Mann–Whitney U test for two independent samples and the χ^2 test for several independent samples were used.

The study of the difference in the experience of loneliness depending on the sex was carried out using the Mann–Whitney U test. Data are presented in Table 3.

Table 3

Differences in the experience of loneliness depending on the sex of the respondents

	Need for company	The joy of solitude	Seclusion resource	Communication addiction	Positive loneliness	State anxiety scale	How much time do you spend among people?	Are you trying to avoid loneliness?	Perfectionism integral scale
The Mann–Whitney U test	5336	6080	5336	5700	5658	6052	6412	5806	6014
Z	–3.535	–2.159	–3.523	–2.846	–2.927	–2.2	–3.408	–3.132	–2.267
Asymptotic significance (2-sided)	0	0.031	0	0.004	0.003	0.028	0.001	0.002	0.023

Analysis of the data obtained allows us to draw conclusions about the following differences in the experience of loneliness. Females are significantly more likely to feel the need for company and tend to spend more time among people. They show significantly higher data on the scale of trait anxiety and the perfectionism integral scale. However, the joy of solitude and the seclusion resource and the assessment of solitude as positive are also significantly more likely to be experienced by them. For males, the desire to avoid loneliness is significantly more often characteristic. The data obtained show the dual nature of loneliness. On the one hand, girls consider the possibility of loneliness as positive. On the other hand, when immersed in loneliness, despite anxiety and perfectionism, they feel the need for interpersonal interaction.

Comparison of groups in terms of the parameter 'national affiliation' was carried out using the χ^2 test. Significant differences are presented in Table 4. The study involved six ethnic groups (Russians – 124, Kazakhs – 82, Tatars – 26, Turks – 22, Uzbeks – 18, Koreans – 14). However, due to the small number of four of them, the main comparison took place among two large ethnic groups – Russians and Kazakhs.

Table 4

Differences in the experience of loneliness depending on nationality

	Self-sentiment	Alienation	Dysphoria	The joy of solitude	General experience of loneliness	State anxiety
Chi-square	16.393	19.804	11.256	12.905	18.08	13.369
Asymptotic significance	0.006	0.001	0.047	0.024	0.003	0.02

	Zung self-rating depression scale	How much time do you spend among people?	Are there people in the environment with whom you feel at ease?	Do you consider yourself lonely?	Do you try to avoid loneliness?	Organizational inclinations assessment scale	Other-oriented perfectionism
Chi-square	15.197	13.596	13.592	13.833	26.509	13.107	16.998
Asymptotic significance	0.01	0.018	0.018	0.017	0	0.022	0.005

The data obtained allow us to conclude that there are a number of significant differences according to the scales presented in the table, which are of a probabilistic nature. Generalizing the results obtained, one can note that the subjects of Uzbek nationality experienced the maximum difficulties in adapting to a university. They expressed feelings of loneliness, assessed as negative, which can be explained both by the difference in cultures and by the low level of Russian language proficiency. The subjects of this group tend to experience loneliness in interpersonal relationships, which is confirmed by tension in communication and the desire for isolation.

Probably, the positive experience of loneliness is the most often characteristic of Korean nationality subjects. On the one hand, they value loneliness as an opportunity to turn to the inner world. On the other hand, when experiencing loneliness in the adaptation period, they are included in various forms of social activity. Likewise, the positive perception of loneliness is typical for students of Tatar nationality. The pronounced feelings of isolation and alienation in this case are rather associated with separation from home, the loss of direct family support. It should be noted that students in this group need to communicate and demonstrate attitudes that aim to accept others and seek support. Students of Tatar nationality also tend to experience the joy of solitude. The subjects in this group are not prone to active contact with others. They experience tension in interaction. Students of Russian nationality are significantly less likely than students of other groups to experience the joy of solitude and are significantly more likely to feel the need for communication. The negative experience of loneliness in this case occurs when it is impossible to participate in a company. Kazakh students, despite the perception of loneliness as a resource, are characterized by a morbid dysphoric perception of it, leading to the actualization of depressive tendencies and alienation from others.

The study of the difference in the experience of loneliness depending on the place where a student came from was carried out using the Mann–Whitney U test. Data are presented in Table 5.

Table 5

The difference in the experience of loneliness depending on the place where the student came to study

	Loneliness as a problem	The joy of solitude	Positive loneliness	Consider oneself lonely	Other-oriented perfectionism
The Mann–Whitney U test	3010	3320	3310	3774	3464
Z	–3.06	–2.311	–2.327	–1.984	–1.956
Asymptotic significance (2-sided)	0.002	0.021	0.02	0.047	0.05

The analysis of the data obtained allows us to conclude that the subjects who came to study in cities do not consider loneliness a problem. They have higher requirements for others and, at the same time, evaluate themselves as lonely people. There is a duality of attitudes toward loneliness among subjects from rural settlements: on the one hand, they are more inclined to consider loneliness that occurs during training as a problem, on the other hand, they have significantly higher scores in the parameters 'the joy of solitude' and 'positive loneliness'. That being said, despite the negative assessment of emerging loneliness, they tend to find positive aspects in it.

Conclusion

In the study, we determined the composition of the loneliness components, represented by three orthogonal factors: the depressive experience of loneliness, the positive experience of loneliness, the experience of loneliness obtained in interpersonal relationships.

The study of the content of orthogonal factors allowed us to conclude that depression, coping strategies and perfectionism have a differentiated effect on the specifics of experiencing loneliness. That is, the depressive experience of loneliness is characterized by the presence of depressive or subdepressive states, emotion-focused coping strategies, and the feeling that society makes unrealistically high demands. The positive experience of loneliness is determined by both constructive coping strategies (problem-focused coping), inclusion in various forms of social activity, and non-constructive ones (avoidance coping). The experience of loneliness obtained in interpersonal relationships is determined by pronounced perfectionism in relation to oneself and others, tension in interpersonal relationships.

The study of the difference in the experience of loneliness depending on sex, nationality, and the size of the settlement where the students came from also allows us to identify a number of patterns. For males, avoidance of loneliness is significantly more common. Females are significantly more likely to consider loneliness as a positive state, in the presence of a dual nature of experience. On the one hand, the appeal to loneliness acts as a resource, on the other hand, it plays a mobilizing role in the activation of interpersonal contacts. That is, the assumption about the presence of sex specificity in experiencing loneliness is confirmed.

The study of the role of nationality of the subjects undoubtedly requires further study with the allocation of uniform samples for the study of large groups. However, in small groups, a number of patterns are observed that can be designated as probabilistic.

The difference in the experience of loneliness by the subjects who came to the university from cities and rural areas was revealed. That is, students who come to university from rural areas have duality in experiencing loneliness, on the one hand, assessing it negatively and, on the other hand, finding resources and joy in solitude.

The dual nature of loneliness as a complex and multidimensional phenomenon allows us to consider it both as a negative state, leading to a number of emotional consequences, and as a resource that actualizes the social ties of the subjects, and as a need state aimed at self-knowledge. The factors of a socio-psychological nature that determine the specifics of its experience by first-year students are identified.

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Conflict of Interest Information

The author has no conflicts of interest to declare.