CHAPTER 1

INTRODUCTION

The longing for interpersonal intimacy stays with every human being from infancy throughout life; and there is no human being who is not threatened by its loss...
(Fromm-Reichmann, 1959, p. 3).

Human beings are social species and they thrive on social interaction with their surroundings. If they feel that they are connected to their surroundings it leads to better living, and if not, the results can be harmful. Loneliness is a feeling that every individual understands and has gone through some time in life. Loneliness is associated with a sense of distress, how individuals perceive themselves when they are lonely, how they evaluate their social and interpersonal relationship.

Loneliness can be considered as the feeling arising out of the absence or the perceived absence of satisfying social relationships. Loneliness involves symptoms of psychological distress that are related to the absence or the perceived absence of social relations. Thus loneliness corresponds to a psychological response to the actual or perceived absence of necessary social relationships (Young, 1982).

Before moving forward with empirical chapters of the thesis, firstly the construct of loneliness is elaborated with its perspectives, models and types. Then perceived loneliness and its theoretical framework is introduced in which difference between actual and needed or desired social relationships and perceived social isolation is studied. Next, psychological constructs, namely, self-esteem, achievement motivation and factors of locus of control with their operational definitions, components and theories have been discussed along with their relationship with loneliness. Then, the influence of factors such as gender and family type on self-esteem, achievement motivation and factors of locus of control has been discussed.

The present work studies the impact of perceived loneliness on various psychological components of an individual. The focus of this empirical study is to primarily...
understand the importance and relationship of these components: self-esteem, achievement motivation, and factors of locus of control with perceived loneliness.

1.1 Loneliness

Being unloved and being lonely are considered to be a pain. It is believed that as the societies become more effluent and advanced, the quantity and intensity of loneliness tends to increase proportionally. When an individual is not able to find meaning in one’s life he tends to move towards the dark web of loneliness.

Moreover, loneliness is a universal phenomenon and every individual has experienced it at some point in time. There are people who are caught in the web of loneliness and live in it continuously for long periods. Loneliness can lead to emotional depletion, poor interpersonal relations, and can have negative psychological effects. Loneliness is a crucial personality factor that has been extensively studied in the psychological literature.

Previous research suggests that loneliness is associated with shyness, neuroticism, and symptoms of depression. Loneliness has been shown to be correlated with low self-esteem, pessimism, low levels of conscientiousness, inability to agree and lack of good social skills (Marangoni & Ickes, 1989).

It is a natural phenomenon that can be a major factor that leads to social isolation. Loneliness leads to social pain that can motivate an individual to seek social connections. Further, it is a subjective perception of an individual that is caused by a lack of close interpersonal relationships. An individual feels lonely if despite of desiring close interpersonal relationships there is a lack of such relationships.

There are two important viewpoints in loneliness that the scholars agree upon:

1. Loneliness is a result of lack of satisfying social relationships of an individual.

2. Loneliness is a perception that does not necessarily involve objective social isolation. An individual may feel lonely even when he or she has sufficient social relations.
Loneliness is a feeling that is experienced by all age groups but it is particularly relevant during adolescence. Adolescence is a very crucial period in an individual’s life. Individuals go through many physical, emotional and social changes during the period of adolescence. Individuals desire to have a sense of belongingness to someone. During adolescence, this desire is very strong and adolescents try to have different social relationships. As it is said that adolescence is a period where loneliness is a very common phenomenon where social relationships of adolescents are not how they expect them to be, and they feel lonely and unaccepted by the peers.

Previous studies suggest that loneliness during adolescence is associated with psychological issues such as low levels of self-esteem and increased levels of depressive symptoms (Ernst & Cacioppo, 1999; Heinrich & Gullone, 2006).

There are many motivations to study loneliness. Firstly, loneliness is unpleasant and can be life threatening. Loneliness has been associated with cases of suicides, physiological illnesses, and alcoholism. Understanding causes and factors leading to loneliness can help to devise solutions to reduce the incidents of loneliness related problems. Secondly, loneliness is often related to lack of social interactions which is harmful for the development of individual as well as society. Thirdly, studying loneliness may provide new insights related to the factors that lead to intimacy and friendship.

Loneliness is an extreme psychological anxiety that results from a misalignment between expected and perceived social relationships. According to Perlman & Peplau (1981), loneliness is a discomforting psychological feeling that an individual goes through when his/her social relationships lack is some important quantitative or qualitative aspect.

Lack of friendly relations with others during childhood and adolescence, or physical absence of people around an individual are some factors that can lead to loneliness.

Gierveld (1987, 1988, and 1989) defines loneliness as a set of circumstances experienced by an individual where there is a discomforting or unacceptable lack of social relationships. This incorporates circumstances in which the quantity of existing connections is less than is viewed as normal, and additionally circumstances where the
intimacy one wants is not realized. Loneliness involves the way individuals perceive and gauge their social relations and absence of connection with others.

The above definitions of loneliness suggest that loneliness is a complex experience with many aspects or dimensions associated with it. Three such aspects of loneliness are described below:

a) The first dimension is related to the feelings related to lack or absence of intimate relations, and feelings of desertion. This hardship is one of the central ideas in loneliness.

b) The second dimension is related to the perception of time in dealing with the situation of loneliness. It is related to the interpretation of the situation of loneliness as being hopeless or something which is temporary and curable. It is related to whether people blame others or themselves for the current situation.

c) The third dimension includes emotional aspects of the problem such as sadness, distress, and feelings of confusion and bad conscience.

Another definition by James J. Ponzetti (1990) defines loneliness as the difference in an individual’s existing social relationships and what he or she views as ideal that amounts to a psychologically uncomfortable situation.

Loneliness is considered to be a common psychological problem caused by a lack of socialization competence (Arnett, 2007).

Loneliness is considered to be an unwanted and distressing experience that is a part of one’s personality and social experience (Rokach, 2012).

The above definitions describe that loneliness is an unpleasant experience and is a very subjective feeling for every individual. Further, loneliness is related to the gap in the level of social interaction that an individual expects and the level of social interaction that the individual actually has.

Next, a description of various perspectives on loneliness followed by important models developed to understand loneliness has been elaborated. The present empirical research focuses on all the perspectives of loneliness but lays its basic foundation on the
cognitive perspective which studies the discrepancy between desired and actual relationship.

1.1.1 Perspectives on loneliness.

Now-a-days loneliness can be considered to be stemmed from modern conditions, urbanization and technology. But the desire to belong and the fear of not being accepted operated in the previous decades.

The examination of loneliness in Humanities dates back to 1938 in an article by Gregory and Ziloong in which he linked loneliness to early childhood experiences. The best known work was done by Freida, Forman – Reichmann and Harry Sullivan, the former talked about how loneliness is linked with mental disorder and discussed how it is a very frightening experience and people don’t tend to talk about it and do anything to avoid it. The latter saw loneliness as very unpleasant experience which arises due to unsatisfied need for intimacy.

The early 1970s can be called the beginning of the contemporary era for loneliness research with pioneer work of Robert Weiss and his influential book on loneliness where he focused on the emotional and social aspects of loneliness (reference).

Various scholars and social scientists have discussed about the occurrence, antecedents, and consequences of loneliness across the life span. There are different perspectives that are taken into account while studying loneliness:

1. Social Need Perspective (Need for intimacy).

The state of loneliness arises when one’s important social needs are not being met. This perspective inherits human’s need for intimacy and belongingness. Both Weiss and Sullivan represent this viewpoint.

Sullivan (1953) argued that there exists a one-to-one relation between actual lack of social relations and the perceived lack of social relations, that it can be stimulated by lack of relationships.

Weiss (1974) theorized that an individual has six basic social needs which are: attachment, social integration, nurturance, feeling of worthiness, sincere association
and advice. He proposed that if any of these needs are not fulfilled or a particular relationship is lost then an individual will experience loneliness.

Bowlby’s (1973) work on attachment behavior is important in social needs as it identifies that early uncertain attachments can lead to loneliness in future.

2. Cognitive Perspective.

It is concerned with people’s perceptions and evaluation of their social relations. This perspective emphasizes the match between an individual’s anticipations and perceptions of relationships and the actual relationships that exist. It specifies the consequences of altered social perception and attributions.

The cognitive model suggests that there are two possible reasons for this discrepancy:

a) The quality of relationships of people who are actually lonely may be lower compared to the relationships of individuals who are not lonely.

b) The expected intimacy in relationships can be impractical for lonely individuals.

The cognitive perspective suggests that loneliness is not the same as being alone, nor does having good social relations ensure that the feeling of loneliness cannot arise (Peplau & Perlman 1982). In fact, it is the mismatch between the expected and perceived closeness in relationships that leads to feeling of loneliness.

So, evaluation of one’s social relations is influenced by comparisons with one’s own past experiences and with the experience of other people.


Lack of social reinforcement is one of the most common dearth experienced by lonely individuals. As per this perspective, social relations are a particular class of reinforcement. Young (1982) points out that confiding in a friend is rewarding. The quantity and nature of contacts a person finds satisfying is a product of his or her reinforcement.

4. The Evolutionary Perspectives of Loneliness.

This perspective is based on the hypothesis that the desire to belong has evolutionary origins (Baumeister & Leary, 1995). It is well known that creating and sustaining social
relations is a fundamental part of being human as it played a key role in the survival of our ancestors.

Our ancestors were mainly involved in hunting, gathering and sharing things to eat, etc. As the evolution process is moving forward in human beings, they have learnt to control their physical pain and forced a pain system. Also, human beings over the years have nurtured a social pain system that suggests them when their affinity to others is in danger by inducing an agonizing feeling (MacDonald and Leary, 2005).

It contemplates that social agony caused by loneliness and happiness due to good social relations encourages individuals to build and maintain healthy social relations (Cacioppo & Hawkley, 2003; Cacioppo & Hawkley et al., 2006).

So, the evolutionary perspective suggests that different individuals tend to inherit different levels of inclination towards experiencing loneliness.

In the above section various perspectives of loneliness were studied, next an introduction to a model of understanding loneliness is given.

**1.1.2 Model for understanding loneliness.**

For understanding loneliness, it is helpful to have its general framework. As experience of loneliness is not identical for different individuals, only a few generic elements to understand loneliness can be determined.

To understand the conceptualization of loneliness, a discrepancy model is studied. This model helps to understand the hypothesis that loneliness is a result of a significant difference between an individual’s actual social relationships and expected social relationships.

Loneliness theorists differ in how they conceptualize the nature of this discrepancy. Some theorists talk about basic social needs and believe that loneliness occurs when these enduring needs are not meet. Other theorists take a more cognitive road and emphasize the match between a person’s desires or expectations for relationships.

A discrepancy model includes predisposing factors and precipitating factors which lead to the onset of loneliness, and also distinguishes between these two factors. Diverse
predisposing factors increase the risk of loneliness. This can include individual difference in personality and behavior, and even the characteristics of an individual which may interfere with creating or maintaining satisfying social relationships and thus lead to loneliness.

Cultural values can also affect an individual and lay a stage for loneliness. Individualistic cultures encourage personal independence and pursuit of individual goals, whereas collectivist cultures encourage values like royalty to family, adherence to group norms. It seems likely that cultural difference in values such as individualistic and collectivist affects the experience of loneliness.

Similarly, when an individual lives within a society, the social norms can also affect their thinking and feeling of loneliness. An individual, with society as the outer circle of his life, is surrounded by an immediate social environment. This social environment or situation also affects loneliness.

Precipitating factors are those stimuli that trigger an event or a change in an individual’s life. Loneliness is often initiated by precipitating factors or events which usually demonstrate a change in an individual’s existing or expected social relationships.

The model also shows how a person perceives and thinks about his/her life situation, which cognitive processes he/she uses such as social comparison and attributions, and how it affects the experience of loneliness.

This model is not a specific theory of loneliness but rather a general framework that highlights important elements of loneliness experiences.
Figure 1: A Model of Experience of Loneliness

In the above section how loneliness is understood as a model was studied. In the next section types of loneliness are explained in detail.

1.1.3 Types of loneliness.

Many psychologists have researched for global factors of loneliness and tried to identify different types of loneliness.

1. Zimmerman (1785, 1786) identified positive and negative types of loneliness:

a) **Positive loneliness** is related to circumstances in an individual’s life where he/she willingly withdraws himself/herself from the daily chores of life in an attempt to orient towards higher goals in life such as meditation and reflecting on the self.

b) **Negative loneliness** is related to situations faced by an individual that are accompanied by unpleasant relationships or a deficient sense of belonging to other individuals whom he/she considers important.

2. Young (1982) used the duration of loneliness to classify it into short term and long term loneliness, which are, state and trait loneliness, respectively.

Apart from being different chronically, the state and trait loneliness differ in many important ways:

1. Trait loneliness is cross situational.
2. State loneliness is more situation-specific.

3. The typology stated by Weiss (1973), identifies two types of emotional distress, i.e., a) emotional and b) social loneliness.

a) **Emotional loneliness** - arises from the absence of emotional attachments provided by intimate relationships. It refers to a distress that is a result of absence of intimate relations in form of family and friends.

b) **Social loneliness** – arises from the absence of sufficient and acceptable relations, and lack of feeling of belongingness to friends and colleagues.
Research studies conducted in the area of social loneliness were observed in peer relations context (Asher and Paquette, 2003). Individuals who were socially lonely seek participation in activities within the networks of their peer and wish acceptance from them. This kind of loneliness is anticipated by the loneliness of personal worth, a lack of reassurance and was correlated to self-identify perception among their peers.

When an individual engages in social activities, an enhancement in the feeling of belongingness is seen, which can be dependent on shared concerns on interests, work, can lessen social loneliness feeling and may strengthen a reassuring self-worth.

4. **Existential loneliness:** This is described as a self-insight of individual isolation, an inevitable and a principal condition of existence, connected with the feeling of loss of freedom and personal meaninglessness (Mayens, Khor and Svardberg, 2002). Every born human in this world attempt to do perfect communication with others which is sometimes not possible, due to which the feeling of loneliness arises. This type of loneliness is a new concept in existential philosophy and psychology.

Existential loneliness arises from having no distinctive role marked out for you, inability to depend on the structures, or instinctual apparatus to let you know what you ought to do and the time to do it.

It is an unavoidable part of the experience of every human, comprising self-confrontation periods and creating a room for self-development.

5. **Representational loneliness:** It happens when the mindfulness of others sets in, conflict with the mindfulness that others can never comprehend you. Since an individual’s awareness cannot be experienced by anybody (Bering, 2008; Humphrey, 2007), it surfaces from the desire to be comprehended by substantial others. The disappointed mindfulness of the anguish that no matter the level of closeness, people will never comprehend thereby resulting in personal segregation.

Having introduced and described the various perspectives and types of loneliness, next some correlates of loneliness are elaborated.
1.1.4 Correlates of loneliness.

Following are the correlates of loneliness: i) psychological issues like depression, self-esteem, and anxiety, ii) intra-personal factors such as personality and shyness, iii) interpersonal factors such as social acceptance and victimization.

1. Psychological factors.

Adolescence is a period where an individual’s feeling lonely is a common phenomenon and is related to a broad range of issues which instead affect the psychological health of the individual. Three types of psychological issues are described further: depression, self-esteem, and anxiety.

a) Depression. Depression and loneliness go hand in hand and many researchers and clinicians have emphasized the relationship between the two, e.g. Vanhalst, 2012; Cacioppo et al., 2006; Lasgard, Goossens and Elklit, 2011. Due to such long association between the variables loneliness is sometimes considered as a symptom of depression. But previous researches suggest that both loneliness and depression are distinct from each other.

Horney (1945) studies suggest that being lonely is one of the basic fears among people. Being lonely can cause serious diseases, and may lead to depression. A person who feels lonely gets trapped into the vicious circle, feels unhappy and isolated (Ministre de Travaux Publics Ct. Services Gouvernementaux Canada, 2006).

b) Self-esteem. Self-esteem has been regarded as one of the important facets of mental health of an individual (Taylor & Brown, 1988). Bandura (1997) defined self-esteem as the level of positivity that an individual assign to his/her self-evaluation. Many types of research have shown that self-esteem and loneliness are related. It is also seen that they both are negatively related (e.g. Lasgard & Elklit, 2009; Mahon, Yarcheski, Cannella & Hanks, 2006). During the adolescence stage, the way the social relationship is viewed is very important compare to one’s personal self-esteem (Peplau, Miceli and Morasch 1982). When an individual develops low self-esteem it affects all aspects of an individual’s life and specifically his connection with others. The individual tends to avoid social gatherings and isolate himself and hence feel lonely.
c) Anxiety. Loneliness and anxiety are related to each other. Adolescence is considered to be part of the longest periods in an individual life (Steinberg, 1999 p.321). If the feeling of loneliness is left unsolved it can become an obstacle in forming good social relations and can lead to developing a social and anxiety, avoidance (Lau & Kong, 1999; Vernberg, et al. 1994). The study done by Schullz and Moore (1986) shows that the association between severity and frequency of loneliness and anxiety among male students is more than female students. Cacioppo et al. (2006) also stated that anxiety and loneliness are associated with each other. A study conducted by Ditommaso and Spinner (1997) discovers that anxiety was a bit less connected with emotional loneliness while it is more connected with social loneliness.

After discussing the psychological factors, intrapersonal and interpersonal factors as correlates of loneliness are described next section of the chapter.

2. Intrapersonal factors.

Intrapersonal factors such as personality and shyness are correlated with loneliness. Peplau and Perlman (1982) suggest that experience of loneliness may be affected by an individual’s personality traits. They outline three explanations for loneliness:

a) Certain personality traits may lead to reduced social attractiveness.

b) Personality influences how an individual interacts with others.

c) Changes in social relation affect an individual’s reactions to situations in life.

The above three points give us an understanding that factors such as personality affect the formation and maintenance of satisfying relationships which in turn affects loneliness. For example, lonely people have been found to be introverts and shy, less assertive, and more self-conscious (Jones et al. 1986). Also lonely individuals are typically characterized by a neurotic personality profile (Asendorpf & Van Aken, 2003; Cacioppo, Hawkley et al., 2006).

Loneliness is seen to be linked to shyness which is seen as loneliness predictor and considered as a vital area of individual personality (e.g. Boivin, Poulin and Vitaro, 1994; Fitts, Sebby, & Zlokovich, 2009).
Bus (1980) describes shyness to be a repression of the anticipated social behavior that is often accompanied by feelings of stress and awkwardness.

Shyness has been considered to be an attitude that is accompanied by a state of inhibition (Durmus, 2007).

A study done by (Jackson et al., 2002) reported that loneliness and shyness are directly related. Similarly, an individual who is shy tends to be less talkative, lacks relation with his mates (Kingeny, Erdley, Marshall, Whitaker & Reuter, 2010).

3. Interpersonal factors.

Several research studies have found association between interpersonal factors and loneliness. The basis of this factor can very well be found in the social needs perspective. However, many researches that have been done on interpersonal factor and loneliness are focused on peer content. The effects of lack of interpersonal relations lead to cynicism and a pessimistic attitude about life and social experiences (Jones, 1982).

As the association between interpersonal factors and loneliness is derived from the social needs perspective, firstly, an adolescent’s social acceptance is described. Then, how victimization and friendship are related to loneliness is discussed.

a) Social Acceptance. Social acceptance describes how much a group as a whole likes or dislikes an individual. For example, in classes and at school, some students get chosen for activities like studying, playing games, collaborative and speaking and other activities while some others are never their favorite (Salimi, 2009). Social acceptance and the experience of loneliness have been considered to be negatively correlated. Previous literature has shown that rejected children experience more loneliness as compared to children who have more acceptances from the group.

b) Victimization. It is related to peers’ experience and rejection which leads an individual towards loneliness (Hawker & Boulton 2000; Kochenderfer-Ladd & Wardop, 2001). Victimization is described as being a victim of intentional dangerous behavior which is done severally by one or more persons with a stronger power position (Olweus, 1991). The feeling of getting victimized is unwanted and a very stressful
experience that connects directly to various forms of dysfunctions comprising loneliness (Hawker & Boulton, 2000). Victimization has an indirect impact on loneliness with a mediating variable which is social isolation. Victimization can take different forms which include physical, mental, verbal harm. The more an individual is exposed to peer victimization, the more likely is he to experience the web of loneliness (Prinstein, Boegens and Vernberg, 2001).

c) Friendship. During adolescence one of the important things that they rely on is their peer group and its experience and friendship. What matters the most is the quality of friendship bond. For example, less often relations with family, friends and little social networks promote loneliness (Dykstra, Van Tilburg & de long Gierveld, 2005; Pinquart & Sorensen, 2003). It has been seen that different features of friendship generally provide a buffer against loneliness in during childhood and adolescence. When adolescents have recuperative friendships and quality of friendship is high, the adolescents tend to feel less lonely and more accepted (Vanhalst, Luyckx, Giletta, Goossens and Scholte, 2011).

So, it can be concluded that literature review suggests that loneliness and peer relations are related to each other but mainly the research focuses on the level of social acceptance and quality and quantity of friendship that the adolescents experience. In the next part of the chapter what factors affect the loneliness has been studied.

1.1.5 Factors affecting loneliness.

The experience of loneliness appears to stem from several different factors – genetic factors, certain aspects of an attachment style, and early social learning experience.

a) Genetic factor.

Instinctively, genes, biology and environment comprising of the social environment have a vital impact on loneliness and might be connected in many complicated ways. Clifford and McGuri (2000) performed a behavioral genetic exploration of loneliness among aged fourteen and nine children. The results showed that loneliness depends wholly on inherited factors. For example, fraternal twins are less similar on loneliness than the identical twins which are more similar. Loneliness was also found to be influenced by the environment factors as it has been seen that unconnected siblings that grow up in adoptive homes tend to be more alike in loneliness as any random pair of
children. A twin study has found evidence that genetic factors account for close to half of the measurable disparities in loneliness among adults (Boomsma, Willemsen, Dolan, Hawkley & Cacioppo, 2005). These provide a vital prove for the importance of genetic factors in describing individual disparities in loneliness at several ages.

b) Attachment style.

Another source of loneliness is attachment style (Duggan & Brennan 1994). Insecure attachments in childhood and adolescents can be associated with loneliness and anxiety (Vertue, 2003). The study carried out on the Dutch students (Buunk and Prins, 1998) recommends that some types of attachment style might lead to loneliness, particularly when people see themselves as only giving out and not receiving at the same measure. This perceived a lack of reciprocity also leads to feelings of loneliness and not being fully appreciated.

c) Inability to develop social skills.

Another factor that results in loneliness is inability to develop social skills. Social skills are learned from interactions with social surroundings. Children who attend peer schools and engage in extra-curricular group activities are perceived positively in elementary school compared to those who lack this interaction (Erwin & Letchford, 2003).

Without such kind of skills, a child may exhibit behaviour like self-defeat, avoiding others, using verbal aggression. As a result of these actions, he may be rejected by the peer and thus the seed of loneliness may be planted (Johnson, Poteal & Iron-Smith, 1991, Ray, Cohen, Secrist & Duncan, 1997).

Factors affecting loneliness were also described by (Cacioppo & Patrick, 2008)

1. The first factor is the level of vulnerability to social disconnection in which the researchers have postulated that each individual has a genetic inheritance for certain level of need for social inclusion.

2. The factor number two is the capability to self-control of the emotions connected with isolated feeling. This includes not only outwards regulation but also deep down regulation, and ability to successfully cope with challenges. Each person will feel distressed when their need for companionship is not fulfilled. If this need is not
accomplished it may lead to loneliness. As loneliness increases and persists, a disruption of ability oceans that leaves the individual more vulnerable to stress and less efficient in carrying out important bodily functions.

3. When loneliness persists for a long term, it influences and disturbs mental representation, expectations and reasoning about others. As and when loneliness takes a hold on an individual, his social cognitions including the ways self and other are seen are tremendously influenced by feeling of unhappiness, threat and the implied ability to self-regulate. The energy of longing drives an individual from one place to another and hopping from one desire to another in search of fulfillment to satisfy and finally silence the inner voice that never seems satisfied with anything.

In the above section the factors affecting loneliness was studied. In the next part of the empirical chapter the misconception regarding loneliness and aloneness are highlighted to further clarify the meaning of the term loneliness used in this work.

1.1.6 Loneliness and aloneness.

Loneliness and being alone should not coincide with each other because they are not same. Loneliness refers to the subjective discomfort an individual feel when his social relations lack some important feature. This deficit may be quantitative or qualitative. An individual may feel his relationships are superficial or less satisfying than he would like.

Young (1982) opined that to feeling loneliness can be caused by unloved feeling by those around you, feeling being omitted from a group of people and unable to share your private worries, or different and isolated from those in your environs. On the other side aloneness is the objective state of being apart from other people. Aloneness can be pleasant or unpleasant. Aloneness can be when people go on solitary quests to seek spiritual inspiration. For example, writers and musicians frequently do their best work alone away from all the distractions of social interaction. When people need to contemplate they often want to be alone. In daily life, one might want to be alone to study or read a book. Aloneness can be a positive experience that provides a sense of accomplishment and independence.
As highlighted above, loneliness can be actual or perceived. Next, concept of perceived loneliness is discussed by explaining models for perceived loneliness, and the difference between actual and needed relationship in context of perceived loneliness is highlighted.

1.2 Perceived Loneliness

Human beings depend on others across lifespan to serve and prosper, and do not generally do well either when they are living a solitary life, or whether they simply perceive that they live in isolation. The feeling of loneliness develops when an individual feels an absence of a close relationship and a sense that he is not being accepted in his social surroundings.

When an individual faces discrepancy between the ideal and real level of social relationship he is often found to be lonely. But, what he thinks and perceives can be totally different. Understanding a lonely person is very difficult because it is not clear as to what he thinks. It is very important to understand the perceptions and the thoughts of a lonely person.

Adolescents may have many friends, be in a large family gathering or in a fun party, and yet feel lonely.

**Perceived loneliness** is defined as how an individual feels and perceives his social surroundings and what influences he or she draws out from it. It can be said that loneliness is a matter of perception, and how an individual thinks depends on the way they see themselves in a group. It is said that loneliness is a perception, regardless of reality, that one’s social needs are not being met or that one is socially isolated (Hawkley & Cacioppo, 2010).

Adolescents today are well connected through media such as social media, written communication, etc. Then also in reality most surprisingly “why” adolescents continue to be lonely regardless of the fact that they stay connected to large number of groups and friends. It is the difference between your achieved and desired level of social contacts and its implications on individuals. As feeling of loneliness is subjective so can be its perceptions. Hence, individuals can have different kind of painful experiences related to perceived loneliness.

Perceived loneliness can occur when an individual has set high standards, and when he compares those standards with other social experience. It can also occur when an individual even though being a part of a group still feels lonely, left out and missing something. Under these cognitive situations a conflict arises and an individual is not
able to cope with the surroundings, and due to this faulty thinking he tends to feel trapped in the web of loneliness and its perceptions.

1.2.1 Model for perceived loneliness.

Hymel, Tarulli, Hayden Thomson and Terrell-Deutsch (1999) interviewed 32 children about definition and causes of loneliness as well as their personal experience with it. Based on the analysis, they provided a three-dimension model of children’s loneliness perception and this entails:

a) Cognitive dimension:
Loneliness due to specific perceived deficiency in interpersonal relationships such as lack of inclusion, emotional support, companionship and reliable association.

b) Emotional dimension:
Loneliness as a painful emotion, linked with boredom and sadness.

c) Dimension for Interpersonal contents:
Physical separation causes loneliness (e.g. Dislocation, loss, temporary absence,) and psychological isolation (e.g. being ignored, rejection, conflict, broken reliabilities, marginalization).

1.2.2 Difference between actual and needed or desired social relationships.

A person’s life is full of different experiences and situations. A person’s life is most affected by his/her social relationships. Actual social relations are those which an individual actually has, which may or may not be functional. These relationships are also affected by the quality of the relationship. They might be unsatisfied with their current social relationships and thus form a perception that they are lonely. Incongruence in the perceptions or thinking the pattern of an individual occur if there is a mismatch between a person’s actual social relations and the kind of relationships he/she needs or desires. The word solitude means being alone, whereas the word ‘loneliness’ carries the notion of the pain of feeling alone (Tillich, 1959). Social relations may be desired or needed if an individual feels that self-evaluation of relations is important for him or her.
1.2.3. Perceived social isolation.

While talking about perceived social isolation, first a definition of social isolation is explained. Social isolation is related to the objective nature of a situation that consists of an absence of social relationships. It refers to an almost complete lack of social contact.

Social segregation or isolation is both a causative agent and a sign of psychological or emotional challenges that can arise early in once life. For instance, a child that is sensitive to actions who find herself or himself intimidated or mocked. This period the ego is still maturing not fully developed. Sigmund Freud suggested that the idea of a person’s mental and physical self. When passing through the development process, a person may become more engrossed with personal thoughts and feelings that are very difficult to share with people around. This feeling can result into the guilt, shame, or hostility experiences during childhood.

When an individual is socially isolated his perceptions change and affect him adversely so, perceived social segregation or isolation can be described as a subjective impression of social isolation. It is a term that has more meaning than just alertness on the part of a person that he or she is not socially integrated into the system. Social segregation or isolation may not be automatically being linked to the awareness that one is alone or conscious cognitions. It can also be said that social isolation been perceived is just a matter of understanding. Perceived social segregation or isolation interferes with the physical, psychological and emotional performance.

The social world of an individual changes a lot during the adolescent period and it is considered as a known fact. Developmental changes during the adolescence period lead to an increased risk of falling prey to perceived social isolation. These changes elevate the changes in isolation. The experience during these years can be perceived differently and may in turn be perceived as loneliness. As social understandings of adolescents vary so do the anticipated result about the social world, perception, etc. Laursen and Hartl (2013) talked about five various developmental changes which usually occurred during adolescence growth phase, which has the tendency to increase the rate of loneliness, and the risk involved in the social experience transformation and changing the way it is being perceived.
a) The first development change is related to the company an adolescent keeps and how he/she spends time with friends and peers.

b) The second change concerns the growth of individuation and autonomy.

c) The third change concerns the process of identity explanation.

d) The fourth change involves advances in cognitive maturity and social perspective taking.

e) The last development change regards the physiological changes that accompany pubertal maturation.

Each of these changes creates the opportunities of social pain for an adolescent.

The present research tries to explain perceived loneliness by explaining the construct of loneliness. Also, the research focuses on the how perceptions of loneliness affects adolescents and what are the consequences of these perceptions on psychological and mental well-being.

Next, three psychological components, namely, self-esteem, achievement motivation and factors of locus of control are introduced whose dependence on perceived loneliness is being studied in this work.

1.3 Self Esteem

The term self-esteem has been something that most people experienced during their developmental process in a lifetime. Adolescence is a period in life which involves rapid changes that affect self-esteem, which lead to shifting expeditions, changing roles, and complex relationships (Block & Robins, 1993)

1.3.1 Self.

It has been seen that there is some agreement that self is involved in at least three main processes (Leary & Tangney, 2003; Sedikides & Skownonski, 2003):

a) Reflexive capacity: the ability to depict oneself in relation with one’s environment.

b) Representational capacity: the ability to mentally represent personal attributes.

c) Executive capacity: the ability to exert control over one’s thoughts, feeling and behaviors.
Any definition of self should account for a common thread among these processes.

The self means the totality of an individual’s ideas, feelings, conscious experiences and thoughts with respect to himself or herself. These ideas and experience help in explaining the existence of social and personal levels of an individual. Leary and Tangaly (2003) defined self in a narrower sense, “As the apparatus that allows organisms to think consciously about themselves”.

The development of self-starts from infancy with the development of the awareness that ‘I am hungry’. Then it moves to the other stage when the child or individual is able to make a distinction between personal and social self. As the child grows, the psychological and social needs arise according to a child’s environment and pave the way for the development of desirability in a social environment. Then the child moves to the stage where he develops social self in respect to others relationship and learns various aspects such as support, sharing and unity.

As the development continues, the child moves from infancy to childhood to adolescence. Adolescence is the period in which the sense of self changes profoundly.

**1.3.2 Self-esteem definitions.**

Self-esteem is a term that is often confused and is synonymously used with self-concept. Self-concept can be regarded as self-perception and the idea that describes about our abilities and qualities. Therefore, self-esteem is our ability to value ourselves. It is the opinion that individual has about oneself.

The term self-esteem can be defined as the problem about the way one feel or see oneself, which influences our behavior, affect our attitudes and pushes our motivation (Dedmond, Laqunda, 2009, 2011)

According to Baumeister (1999), self-esteem can be defined as “the person’s evaluation of self”.

Self-esteem denotes the evolution of a person’s attribute which generally maintains with respect to himself. Self-esteem shows an approving or disapproving approach, and shows the level individual thinking capabilities about himself or herself, significant in
society, successful in life, and lonely. It is a personal experience sent to others by oral reports and other obvious experience behavior.

Three areas that need more clarification on the definition of the term SELF ESTEEM

Firstly, the definition focus on the relatively stable evaluation of self-esteem generally rather than focusing on transitory and specific evaluations deal with individual self-appraisal level, but the two areas differ in reliability and generality of the appraisals and the prevailing circumstances surrounding their definition.

Secondly, consideration in relation to the definition is that the term self-esteem may differ across level of experience of people and according to age, sex and determinant attribute like a person may refer himself or herself as totally undeserving as a musician, moderately commendable as a tennis player and commendable student.

Thirdly, the definition is the notion of ‘self-evaluation’. The term refers to the process of judging a person’s performance, capabilities and attributes according to personal benchmarks.

Individuals who have a high self-esteem tend to be happier and maintain good psychological health (Taylor & Brown, 1988; Branden, 1994), while individuals who have low self-esteem are distressed psychologically and often found to be unhappy (Tennen & Affleck, 1993).

Having a High self-esteem mentality has several positive impacts on individuals possessing it: they tend to feel positive about themselves; they adjust in challenging situations, can handle negative feedback, believe in social relations, and believe that others in the society value and respect them.

People with low self-esteem tend to perceive the world and their social surroundings negatively and tend to have a pessimistic outlook. Individuals tend to have a dislike for themselves which lead to colored perceptions about every aspect of their life. Low levels of self-esteem have been linked to loneliness, shyness, depression, and alienation.
1.3.3 The constituents of self-esteem.

Nathaniel Branden (1969) recognized three main constituents of self-esteem. Firstly, self-esteem plays a key role in survival, and affects the overall development of an individual. Secondly, self-esteem is an automatic outcome of an individual’s belief and consciousness. Thirdly, it is closely related to an individual’s thoughts, feelings, actions, and behavior.

Self-esteem develops at an early age in an individual. It consists of two types of feelings: One of the feelings is related to a sense of belonging that is deeply embedded in social experience. The other is the sense of mastery that is personal in nature and does not depend on social experience.

a) **Belonging** comes with feeling that one is totally loved and been valued for one’s true self and not for any particular reason. The feeling that comes from belonging is connected to a feeling of life security. This feeling brings a sense of security and the confidence that regardless of the situation around them they are always respected and valued.

b) The second feature of self-esteem is a *sense that comes from mastery*. Mastery comprises of ones believe that one is affecting his world positively – not essentially on a very big scale but in the daily activities of life. Mastery comes from the feeling that is derived when an individual is occupied with an activity or when there a person is struggling with an obstacle and his/her will or desire to overcome it. (Gecas and Schwalle, 1993, Csikszentmihalyi, 1975.)

Other components of self-esteem include

1) **Worthiness**
2) **Competence**.

They are important while growing up, and the relationship between self-esteem and these components is studied.

**1.3.3.1 Worthiness.**

It can simply be termed as what one thinks and feels about himself. It can also be said as ‘self-respect’. Low self-esteem caused by a low sense of competence can be enhanced by aiming at worthiness.
Self-esteem can either be a negative or positive deeds towards the self. An individual can think that he/she is a person of worth and respects himself/herself and simply feels for whom he/she is, and he/she does not expect any person to stand in awe of him/her nor does he/she stand in awe of himself/herself. He/she does not necessarily consider himself/herself superior to others (Rosenberg, 1979).

1.3.3.1.2. Levels of Worthiness.

a) Approval seeking. Approval seeking can be defined as gaining approval from others and having a sense of acceptance from one’s social environment. This is basically dependent on the worth that comes with acceptance from others like partner’s idea of perfection, social or religious standards, meeting a parent and living up to an external standard.

b) Narcissistic. People with narcissistic personality disorder show a greatly overstated sense of their own reputation, they are those people who want others to identify their special charisma or capabilities automatically, and they are those who respond harshly when someone queries their contributions or accomplishments. This level of worthiness can be termed as an overstated or over inflated sense of worthiness irrespective of reactivity to criticism and competence level.

1.3.3.2. Competence.

William James (1890) defines self-esteem in reference to action, in specific, action that is competent or successful. It is an individual competence in some areas that matter. It determines whether failure (or success) in individuals has a direct correlation to one’s self-esteem. Low self-esteem relates to a perception of low self-worth that makes an individual focus on his/her competence.

1.3.3.2.2. Levels of competence.

a) Success seeking competence. It is based on achievement orientation. A collectivistic society pushes people toward worthiness dimension. Similarly, an individualistic society pushes people towards competence. It stems out when an individual focuses on his/her successes and failures, and the anxiety and worthiness attached to them. Mostly the problem arises when things do not go as planned, as suggested by a study done by Crocker and Park (2004) on highly successful college students who find it difficult in securing highly ranked program for graduate.
b) Anti-social competence. When one highly depends on his sense of competence, one’s sense of worth becomes tightly tied to one’s success. The exaggerated need for success or power leads to a sense of vulnerability to aggressively acting out. An example of such a behavior includes businessmen who uncaringly destroy the career of others to move on top, individuals who deliberately, consistently and consciously violate others’ rights to achieve their aim without considering the feeling of others.

In the most extreme cases, anti-social self-esteem based on competence can be useful in understanding people brutality as confirmed in the most ruthless acts.

1.3.4 Self-esteem sources.

According to Coopersmith (1967) who was one of the pioneers in the study of self-esteem discovered that self-esteem has four different sources:

a) **Virtue**: means obedience to moral standards
b) **Competence**: means completing the goal successfully
c) **Power**: The capability to control or influence others.
d) **Significance**: means being cherished by others as shown by their reception.

Also Epstein (1979) pointed out four similar sources that are more dynamic which are as following:

1. **Acceptance versus rejection.**

All human beings desire a sense of acceptance from others in their social environment. It varies with age, and affects our feelings and our relationship with our parents or caregivers, siblings, peers, spouse, etc. throughout our life. “Being valued” is the most significant feeling that is related to the sense of acceptance in a relationship. Acceptance can be regarded as a source of self-esteem because it has a connection to worthiness which denotes others value an individual through various expressions such as attention, respect or even love.

Similarly, the feeling of being rejected is a painful one. Rejection can have various modes such as being devalued, ignored, abandoned, used or mistreated, etc. Rejection can play a live role in the development and maintenance of self-esteem.
2. **Virtue versus guilt.**

Virtue, according to Coopersmith (1967) implies adherence to moral and ethical standards, i.e., certain standards of behavior that determine how much respect an individual has for himself. Failure to meet up to the standards set personally or the standards of a particular group can be regarded as guilt.

3. **Influence versus powerlessness.**

Both Coopersmith (1967) and Epstein (1979) described influence as a person’s ability to direct one’s environment or manage it. But influence is also described as a source of self-esteem because the ability to relate with the immediate environment and with others people around us directly shapes our self-esteem and the way people face challenges.

4. **Achievement versus failures.**

Both these terms are sources of an individual’s self-esteem. Achievement is a source of self-esteem because not just any success counts. For instance, successful people in a particular area generally have a problem with self-esteem. For some individuals, the meaning of achievement can be totally different. For example, brushing their teeth for intellectually challenged or physically challenged people, or being recognized as a part of a group can be significant achievements. Failure can harm a person’s self when they are not able to achieve their desired goal.

1.3.5 **Theories of self-esteem.**

Self-esteem has been described with many theories. We describe a few in order to summarize them. William James (1890) coined the term self-esteem and talked about a common rule that governs self-esteem: pretensions to success ratio. Using this perception one need to study possible inconsistencies between personal motives and goal and the current evaluation.

Cooley’s (1902) belief in the notion of looking glass self which has been a popular idea on which many theories are based. As per this idea, self-appraisal is viewed as part of the social structure of an individual.

Mead’s (1934) described the symbiotic interaction as a process by which people adopt ideas and attitudes conveyed by important people in their lives. One of its effects is that
individuals respond in a manner which is consistent with other significant people. It can affect self-esteem level. An individual is likely to have low levels of self-esteem when key people or peers reject, ignore or devalue the individual.

Both Coopersmith (1967) and Rosenberg (1965, 1979) talk in accord of the symbolic interactionism. In this perspective theory, it is very important, how an individual perceives himself and how the significant others such as friends and family view him.

The *sociometer theory* by Heatherton and Wyland (2003), Baumeista and Leary, (1995) starts with the hypothesis that human beings “have an essential desire to be attached to their roots in evolutionary history. Sociometer is connected with the level of social status, social friendship and other experiences that may possibly risk rejection. For most human species, growing, survival and reproduction is dependent on affiliation with other groups. Going by this theory, social exclusion likelihood can be monitored by self-esteem. To prevent the risk of exclusion, the humans adapt to such situations, and are biologically specialized to help regulate and evolve.

### 1.3.6. Loneliness and Self-Esteem.

Having low self-esteem and experiencing feeling of loneliness are problems the many researchers suggest that they are interrelated. Self-esteem is one’s sense of global worth or attitude about oneself (Rosenberg, 1965). Negative emotional response to a discrepancy between the desired and achieved quality of one’s social network is termed as loneliness (Peplau & Perlman, 1982). Many researches have suggested that these bout concepts are related to each other in negative manner (Lasgard & Elklit, 2009; Mahon, Yarcheski, Cannella & Hanks, 2006) and have also shown to influence one’s well-being (Baumeister, Campbell, Krueger, & Vohs, 2003). Thus, the present research explains the associations between how loneliness and self-esteem are connected.

In the following part an introduction to the concept of achievement motivation is provided along with its connection with perceived loneliness and influence on adolescent’s well-being.

### 1.4 Achievement Motivation

Many researchers and psychologists have always been questioning the motivational bases of human achievements and been interested in the issue for many years.
Motivating children or adolescents has become very important for teachers and parents. Studying motivation and its relation to students has become very crucial today. Researchers study motivation to understand why people think and behave as they do.

The conditions or factors that motivate an individual people keep on changing as he passes from one stage to the other. For doing some work, individuals need to be motivated. But, there are times when people feel de-motivated. To come out of this situation, they need to find things or activities that motivate them. Every individual has a driving force based on several factors that motivates them to achieve their goals.

So, motivation is the study of why people think and behave in a particular manner. Motivation has its origin from a Latin word “movere” meaning to move. Motivation can be well-defined as an inner drive that drives behavior and gives bearing to an individual life pattern. Guay et al. (2010) defined motivation as the reason for the underlying behavior.

Another way to talk about motivation is to think about typical achievement behavior, e.g., studying for examination. Motivation has various stages where an individual starts something, then performs sustained actions, the actions are directed towards a goal that is finally terminated on completion.

Achievement is a term that is used to define what you what in life. It may be in the area of academics, career, etc. Human life can be defined as a task that is continuous in nature. According to the Oxford dictionary, achievement is defined as a task that has been completed successfully with effort, skill or courage.

1.4.1 Achievement motivation definitions.

This can be defined as generally the ability to accomplish goals. Spence and Helmreich (1983) defined achievement to a behavior oriented towards a task that can be used to evaluate an individual’s performance. One of the factors that help to make a causal analysis of the behavior of an individual is the achievement motivation. It tries to study what drives certain people and not others.

Atkinson (1964) defined achievement through motivation as the comparison of an individual certain tasks and performances of others. Atkinson and Feather (1966)
identified tendencies of an individual to approach success and avoid failure as the two personality variables that constitute achievement motivation.

Other theorists like McClelland (1985) talked about achievement motivation as the extent to which people differ in their need to strive and to attain goals such as feeling satisfaction, praise of others and mastery over things. Achievement motivation has been described as the tendency of an individual to work hard to meet personal benchmarks and goals in a certain social environment (Ziegler et al. 2010).

Helmreich and Spence (1978) talked about the four elements of achievement motivation:

a) Competition – All human looks forward to being successful and enjoys comparison with others.

b) Personal unconcern – No individual worry about being rejected by others due to the success achieved.

c) Mastery of needs: Individual tends to go for tasks that are challenging, demanding to the intellect, and are thought oriented.

d) Work orientation – Every human tends to keep a positive approach towards growth, work satisfaction, work and follows self-actualization.

Based on the above definitions, One can say that achievement motivation is a psychological drive, which is also subjective in nature, internal, supporting an individual to go after work he perceives to be perfect and eventually achieve their goals.

1.4.2 Components of achievement motivation.

According to motivational perspective, the components of achievement motivation are separated into two distinct parts:

a) The first distinct part talks about the development of achievement motivation as a result of the synergy between achievement oriented and motive which brings about the motivation of potential situations.

b) The second distinct part talks about the translation action powered by motivation and it is regarded as the volitional stage in behavioral control (Heckausen, 1989).
During the process of achieving this phase, the actions that are goal-oriented are transformed into outcomes which are controlled by goal commitment level.

1.4.3 Theories of achievement motivation.

Achievement motivation as a topic has attracted many psychologists towards it. They have been interested in studying the reasons behind the motivation that leads students to achieve goals in areas like academics, business and also in other spheres of life. Various psychologists have approached achievement motivation from different perspectives. The theoretical framework of achievement motivation is given below.

a) Atkinson theory of achievement motivation.

The above theory was given by Atkinson (1957). The model/theory has been a tool to determine performances and it also gives an explanation as to why certain individuals have a better ability to achieve success than others. In this theory, achievement motivation is defined based on the individual difference in ability achieve success based on a resultant of the motive to achieve success or failure.

b) Theory of expectancy-value for achievement motivation.

Eccles et al. (1983) proposed an expectancy-value model of performance, achievement and choice. This model states that expectancies and values can directly affect achievement choices. It also influences one’s performance, how much effort has been put in, and one’s ability to be persistent on a particular task.

The theory postulates that achievement striving, such as choice of task and ability to be persistent in the task are determined by one’s motive, expectations and values. So, the expectancy of success and incentive values refers to the beliefs that certain behavior will lead to a particular consequence or success, and the desirability of that consequence to happen (Wigfield and Eccles, 2012).

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There are some constructs of the expectancy value model which are as follows:

i. **Expectancies for success**: It is defined as the belief of an individual as to how he or she will perform the tasks in near or long term future.

ii. **Ability Beliefs**: It is a perception of individual on their ability to carry out a task. Ability beliefs are different from expectancies for success as the former talks about the current ability and the later talks about the future ability.

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**Figure 3**: Components of achievement motivation

Achievement values: It is defined by different components such as:

a. Attainment value on doing the task well.

b. Acquiring enjoyment and intrinsic value while doing the task.

c. Usefulness or the sense of worthiness of the task, or how well does the task fit into an individual’s future plans.

d. Cost of the decision to indulge in one activity that limits one’s access to other activities, and ability required to accomplish the task.

Eccles et al. (1983) have done numerous studies on adolescents and children on their belief, ability, and subjective values and expectations for success.

Expectancy component involves answering this question “Can I do this task?”. It has been linked to meta-cognition, use of cognitive strategies and efforts to manage a task (Cain and Fincham 1986, Oka and Paris, 1986).

Value component: values the beliefs and goals in regards to the importance and interest in the task. The question: “Why am I doing this task?” is being asked.

The belief that children are able to do a task concerns their affective and emotional reactions to the task. It is related to how one feels about the task. Perception of competence has a direct relationship with test anxiety (Nicholls, 1976).

c) McClelland need for achievement theory (1958).

This theory and learning concepts have a direct linkage. This theory suggests that when someone needs something strongly, it motivates the person such that his behavior produces the strong satisfaction to meet the need. The main concept of McClelland’s theory is that coping with one’s environment brings about the fulfillment of needs.

McClelland Need for achievement theory describes an individual’s desire to have significant accomplishments, desire to master certain skills, ability to control situations, and have high standards of living. The term “Need for achievement” was first used by Murray (1938), and was later popularized by McClelland (1998). It is related to the ability to do things and being competent in doing things yourself. It also includes
independently mastering ideas and people, so that it increases the self-esteem of the individual by using his talent (Wallace, Goldstein and Nathan 1987, 289).

McClelland et al. (1958) in his theory mentioned three dominant needs, which are (i) for achievement, (n-Ach) (ii) for power, and (iii) for affiliation:

(i) **Need to achieve**: individuals have the need to achieve and prove something, the tendency to overtake others and seek recognition from others.

(ii) **Power**: People have the need to dominate and influence others.

(iii) **Affiliation**: People have the need to belong to others. They have a need to be part of something, want to develop friendship and relationships.

Need for achievement (n-Ach) is related to the difficulty level of a task that an individual’s attempt to undertake. Individuals with low need for achievement may choose tasks that involve low chances of failure and ask less prone to risks. Such individuals avoid taking tasks with high difficulty levels. On the other hand, individuals with high need for achievement generally tend to choose moderately difficult task that give them a sense of challenge and at the same time that are well within their reach.

McClelland did extensive research and based on the results formed a distinctive set of fact that reflect the strong desire for achievement.

(i) They tend to take ownership to provide solutions to problems that are liked by achievers.

(ii) They have a tendency to undertake goals that are moderately achievable and involve taking calculated risks.

(iii) Individuals who are achievers have a habit of wanting to know what people think about them in the form of feedback (McClelland and Johnson, 1984, 3).
1.4.4 Correlates of achievement motivation.

Achievement motivation is considered as a psychological trait. It consists of a combination of factors which initiate, direct and sustain behavior towards the successful attainment of certain goals.

1. Achievement motivation and personality.

Achievement is considered to be a construct of psychology (Edwards, 1957) and it is a personality that is relatively independent on a variable which motivates an individual to do his best, be successful and to achieve something of great importance.

Over many past years there has been increasing significance of academic performance to the role of personality variables. Sigel and Shaugnessy (1992) have established that academic success and performance for particular disciplines is a determinant on certain personality variable.

Recent studies have shown positive bivariate correlations between big five personality factors and academic criteria like conscientiousness etc. (Busato et al 2000; Oswald et al, 2004)

Furthermore, it is possible that personality variables relate to certain types of academic achievements, and not others. Hence to have a clear picture of the relationship of personality and achievement motivation, it is important to analyze these relationships further.

2. Achievement motivation and parental role.

Many researchers support the idea that parents contribute how children tackle the view of achievement (Jacobsen et, al. 1994, Frome and Eccles 1998; Grolnick 2003).

Student motivation and achievement are correlated significantly with parental role in a child’s need to achieve (Ivenson and Walberg, 1982).

A central premise is that parents enable children to approach achievement positively by aiding them in satisfying their psychological needs (Deci & Ryan, 2000).
Figure 4: Expectancy – Value Model of Achievement Motivation (Eccles et al. 1983)

All parents have certain expectations from their children. These expectations are not necessarily harmful but at times these expectations tend to become unrealistic. Such unrealistic expectations based on factors are beyond a child’s control and unattainable despite his or her best efforts.

Research has also revealed that parents who have high expectation on their children collaborate keenly with their children’s school authority, hence improving their children’s educational attainment and opportunities (Hoover-Dempsey and Sandler, 1997). On the other hand, unrealistic parental academic expectations can lead to poor school performance.

Therefore, parental role and their expectations have substantial impact on achievement related behavior of their children. The research done on parental influence on student’s motivation emphasizes that it is important to study parental role while studying achievement motivation.

1.4.5 Achievement motivation and loneliness.

Achievement motivation is a term that determines whether an individual is able to master a task successfully. It helps determine why and how an individual performed. When an individual feels that he is lonely or is devoid of social relations he desires, it affects many areas of his life, such as his ability to achieve.

Research suggests that chronically lonely youth experience academic difficulty both in terms of academic progress and also success in future (Benner, 2011).

Research studies have shown that there is a link between loneliness and academic adjustment (Asher & Paquette, 2003, Heinrich and Gullone 2006).

Earlier research also suggests that children who reported higher loneliness also have lower academic performance, expressed less school liking and have poor results on achievement tests (Guay et al, 1999; Kochenderfer and Ladd 1996).

Little is known concerning the connection between achievement and loneliness. Specifically, studies of this relationship are very rare in adolescents.
1.4.6 Significance of achievement motivation.

An individual’s life can be defined in terms of continual work at tasks. While encountering this task, a person might or might not be successful. Achievement motivation has been researched by various scholars and has been well researched in both education as well as psychology. Achievement motivation is a vital case for individuals and psychologists (Mansh & Hau, 2003).

The psychology of achievement motivation is aimed at better understanding of individual performance and to develop different assessment tools to increase achievement motivation in students. Understanding of achievement motivation is important for both parents as well as educationists. This is because children start to form values, self-concepts, and their capabilities right from a very tender age, and the development of academic motivation in the early stage has a significant impact on subsequent academic careers.

As mentioned above the present research emphasizes on the relationship between achievement motivation and loneliness. Also, the study highlights the importance of this concept for teachers as well as parents.

In the next part of the chapter, an introduction about the concept of locus of control is provided by elaborating the types, theories and factors affecting locus of control.

1.5 Locus of Control

This is said to be a vital aspect of a person's life and personality. Different life experiences determine how an individual attributes change over time.

The idea was enhanced in 1954 by Julian Rotter, who coined the term “Locus of control reinforcement”. Rotter (1966) is convinced that behavior is greatly guided by reinforcement. This reinforcement determines what causes an individual to take certain actions. It generally means an individual belief regarding what led to the bad or good outcome in his or her life. It can be in specific or general areas like academics or health. Locus of control divided into two words (i.e.) locus and control. The term “Locus” means a place or location in Latin. “Control” plays a vital part in an individual’s life.
Seligman (1975) defined an event to be within the control of an individual when his or her permissive responses have an effect on the repercussions of the event.

Locus of control connotes the perception of a person, what are the principal factors that lead to the events in his or her life. It is one’s belief that whether the one’s destiny can be controlled by one self or whether it is driven by external fate or factors.

It was stated by Rotter (1966) that Locus of control is a totalized anticipation of the expanse to which an individual discern that occurrence in one’s life is as a result of his or her behavior. Another definition given by Grimes, Milla and Woodruff (2004) states locus of control to be a psychological design that recognizes a person’s belief regarding the level of personal control that may be performed in his environment.

An individual can view the cause of what has happened in their life in two forms, i.e., the internal or external factors. The concept of I-E (Internal and External) was first proposed by Rotter (1966). It was mentioned in the social learning theory.

1.5.1 Types of locus of control.

Internal locus of control. The discernment of an individual that a specific reinforcement is contingent upon his permanent characteristic or behavior is termed internal locus of control (Rotter 1966). Person’s with this kind of locus of control have the belief that they are in charge of their destiny. For instance, students who perceive that they can manipulate and control things that occur in their lives are perceived to have an internal locus of control. Generally, individuals with an internal locus of control are more assertive, confident, and are more competitive, have the ability to take initiatives, and are not high on conformity.

Persons with larger internal locus of control possess better charge over their behavior and actions, and can impact other individuals. When it comes to seeking knowledge and information concerning their situations, they are very active.

Also, students having an internal locus of control perform better socially and academically within the school than the students having an external locus of control. A study done by Lebedina Manzoni (2004) found that unsuccessful students stated that
success was more dependent on circumstances which were from outside influences and were beyond their control as compared to successful students.

In another study done by Brockway and Njus (1999), students possessing an internal locus of control show an adjustment to college better regarding of societal adjustment and educational accomplishment. Roueche, Mink and Abbott (1978) examined internal locus of control value in persons, and reveal that they possess a greater self-concept, are more realistic, are well adjusted, and more achieving, in their ambitions.

**External locus of control.** An individual possesses an external locus of control whenever he or she attributes the cause of his or her behavior on external factors. In other words, an individual possesses an external locus of control whenever the reinforcements not to be entirely dependent upon his or her actions is perceived (Rotter, 1966). A person that possesses external locus of control tends to think that the outcomes in his or her life are due to factors beyond control like; fate, luck, or chance. Rotter (1966) also explains that people with an external locus of control also perceive the reinforcement as being impacted by powerful individuals or as a result of the complexity of the situation. For instance, a child that possesses an external locus of control will portray low grade and say that the test was too hard that the teacher was unfair portraying of their efforts. Such individuals are totally impacted by other people’s opinions and possibly pay attention to the opinion holder status.

Individuals having an external locus of control avoid distressing situations and can be very reactive and (Gomez, 1997; Gomez 1998). People who are externally oriented tend to make fewer efforts to realize their potential primarily caused by motivational, emotional and cognitive deficits thus created. In fact, it has been seen that those with an external locus of control are liable to suffer from ailments and depression since they believe they can’t handle their present situation.

Rotter (1966) stated that individuals who are externally oriented use it as a defense mechanism as it defends and preserves their self-regard whenever they fail or could not be successful in their task. Therefore, people who have an external locus of control accept that the situations arising to them are a result of external influences and the actions they take will not influence outcomes in future.
Therefore, the way individuals interpret the various events in their lives lead to a significant impact on their emotional well-being. Perhaps, individuals perceive that their actions make no impact on the outcomes of their future, they might not be able to make an effort to figure out solutions to their problems. These events can have far reaching effects and may lead to adaptive behaviors which can have severe repercussion leading psychologists to research about the locus of origin

1.5.2 History of locus of control.

Locus of control was the term coined by Rotter (1954) in his social learning theory. It became notable when Rotter published a revolutionary paper in 1966 which described a perceived locus of control as a totalized eagerness for internal in opposition to the external control of reinforcements.”

The study roots of the locus of control concept lie in William H. James describes two kinds of shifts of expectancy:

*Typical expectancy shifts:* It is the belief that success or failure may lead to similar outcomes.

*Atypical expectancy shifts:* It is the belief that success and failure may lead to different outcomes.

People who exhibit typical expectancy are possibly liable to ascribe outcomes in their life to their abilities and actions, whereas people who exhibit atypical expectancy are possibly liable to ascribe outcomes in their life to chance factors. This suggests that individuals can be characterized on the basis of internal versus external causes.

Rotter (1975) said that externality and internality are the two continuum ends, and are not parts of typology. For internally attributed people, outcomes are in their own control whereas; externally attributed people believe that outcome is controlled by outside circumstances.

Rotter (1966) believed that locus of control is a unidimensional model, but Weiner’s (1970) earlier work suggested that people who ascribe to stable cause and people who ascribe to the unstable cause should also be regarded. This suggested that ascription could depend on the stability of the capability (an internal stable cause), task difficulty (an external stable cause) chance or luck (external unstable cause) and effort (an internal
unstable cause). Weiner in his earlier work saw these causes. However, he encounters the challenged of whether individuals see chance as an external cause, whether the capability is seen to be stable and if the effort is perceived as changing. However, Hannah Levenson (1973) also gave Rotter’s unidimensional construct as a substitute model. Her model stated three unconventional dimensions – internality, powerful others and chance control. According to this construct, individuals may think that the powerful others and one’s efforts affect their outcomes, but chance factor does not.

Rotter believed that our attitude is wholly controlled by reinforcements (reward & punishment), and via these happening persons hold belief regarding what the cause of their actions is. Thus, belief is what controls individual’s behavior and attitudes.

1.5.3 Theories of locus of control.

When making the attempt of comprehending the foundation source of locus of control and the supposition on which it depended on, it is necessary to understand that control is a notion that takes a vital part in diverse psychological suppositions. There are three main hypothetical descriptions of locus of control, which are the learned helplessness theory, the social learning theory, and attribution theory. All these theories are vital for comprehending the locus of control concept. The reinforcement concept which entails punishments and rewards are vital in comprehending locus of control.

**Reinforcement.** It is defined as a process or operation in which a change in the environment follows the happening of a behavior and because of this, the occurrence of such behavior is strengthened or rises subsequently (Poling & Normand, 1999). Rotter (1966) in connection to the locus of control, describe reinforcement as the act that fortifies the anticipation that a specific behavior will be accompanied by reinforcing.

Both reward and punishment are the types of reinforcement. Rewards after a behavior increases the tendency of repeating that behavior whereas punishment decreases the tendency of repeating that behavior. For example, In the class Maria and Jake are found discussing and the teacher sent them to the office of the principal. They were given verbal reprimands by the principal. Jake, like most people would, considers this as a punishment. He comes back to the class and does not talk whereas Maria continues her behavior as she sees this as a reward which helps get her attention from others and not
as a punishment. This example shows how reinforcement can be used to explain the function of consequence.

1. **Social learning theory.** This theory entails several concepts that are interesting including locus of control. The theory is described in relation to social reinforcement, expectancies, and an individual’s goals. The main concept of the study is that behavior is greatly impacted by the interactions of the individual within the environment.

According to this theory, a man’s attitude is known by his objectives. A person’s response with those attitudes he already learnt will result in the substantial fulfillment in a specified state (Rotter, 1971). In this theory, Rotter discussed the notion of locus of control. Rotter (1954) combined the behavioral and cognitive psychology concepts assuming that reinforcement (punishment and reward) is a cause of the behavior.

So, the locus of control connotes how far a person can see in term of taking charge of and taking responsibility for the causes of happening (desirable and undesirable) which they undergo (Kelly 1969). A person may either be internal or external. The theory of social learning of locus of control is termed that because the theory laid emphasis on the fact that principal modes of behavior are known in social states and are indivisibly connected with requiring the intervention of others.

2. **Theory of learned helplessness.**

Learned helplessness is explained as the acquired response of being passive in response to negative or adverse conditions instead of avoiding them, escape, or acting to change (Firmin, Hwang, Copella and Clark, 2004). Learned helpless is termed formally as a disturbance in inspiration, affect and learning ensuing vulnerability to no contingent (uncontrollable) outcome.

Learned Helplessness theory is in the support that related mental illnesses and clinical depression arise from a discern absence of control on the situation outcome (Seligman, 1975).

There are three crucial elements of learned helplessness:

a) **Contingency:** It addresses how controllable a situation is.

b) **Cognition:** It refers to what people attribute to the causes in regards to their situation or surroundings of which they are a part.
Behavior: Behavior in this theory is termed as persons making the decision of either to quit or continue with the challenge set ahead of them. It is the apparent effects of being liable to uncontainable outcomes.

A learned helplessness example would be: An individual is prone to reported electric shocks (adverse/negative occurrence) and is held down to the extent of having no charge over the occurrence (cannot avoid or escape). He would finally learn that it is not in his capability and would merely sit feebly and suffer the penalty.

3. Attribution theory.

This theory was established by Frtiz Heider, and Horold Kelley, Edward E. Jones, and Weiner gave their contributions to the theory. The theory was first described Frtiz Heider in 1920’s. This theory is related to how people describe other people’s behavior or themselves. It talks about the way individuals infer situations and how this is related to their behavior and thinking (Corcoran and Ivery, 2004). This theory believes that people try to know the reason behind other people’s actions.

The principal perception in this attribution theory study is the locus of control which determines whether one infers events as being triggered by outside situations or by personal behavior. In terms of attribution theory, the explanations that people give for the description of the failure or success can be evaluated using the ensuing three sets of features:

a) The reason for failure or success may be external or internal, i.e., we might fail or succeed as a result of factors that begin from our environment or due to factors that we consider to have their source within us.

b) The reason for the failure and success can be unstable or stable. If stable is what we think causes it, then the result is probable to be similar if we execute in a similar way in diverse occasions. However, if we think the unstable to be the cause, then the result is probable to be different in other cases.

c) The reason for the failure or success might be either uncontrollable or controllable.

Attribution theory has basic implications for education. It elucidated the disparity in highly inspired students against low achievers (Thielker, 2004)
1.5.4 Factor affecting locus of control.

An individual’s Locus of control is affected by many factors; some factors have described below:

1. **Age**: It is presumed that when people grow older the move from being external to internal (Gatz and Karel, 2004). Internality might rise up to mid age, then fall.

2. **Gender**: Outcomes regarding locus of control and gender disparity are wide ranging. Many types of research have established that women have a higher external locus of control than the men. But there are other researches which fail to find disparity of locus of control in gender like research done by Shultz and Schultz (2005). Many researchers concluded that there is not sufficient evidence to show that there are gender differences.

3. **Family and cultural impact**: Family and parental involvement have an influence on adolescents. McClun and Merrell (1998) investigated relationships linking an adolescent’s perception of his parent’s responsiveness to what he demands.

Teenagers that think their parents are being authoritative possess a significantly more internal locus of control believe than those teenagers who understood their parents as dictatorial. Family style is associated with locus of control as it has been known that internals has grown up in families with internal beliefs. Schultz and Schultz (2005) pointed out those children who come from families that are supportive, consistent and are more probable to be internal.

Culturally, the locus of control is presumed to be different in different societies and cultures. For example, Japanese people are more externally oriented as compared to people in the United States.

1.5.5 Locus of control and personality orientations.

Locus of control is a personality construct. Rotter believed that externality and internality connote two ends of a continuum, and not a typology. Individuals with an external locus of control seem to be more strained and disposed to clinical depreciation. (Maltby, Day and Macaskill, 2007), but internals can be psychologically unhealthy and unstable. There should be a match between capability, opportunity and self-efficacy, so that such individual can effectively experience the sense of responsibility and control. Locus of control possesses a positive relationship with mental strain. Externals seem to
account for more negative mood when they face mental strain. The internals, on the other hand, perceives less stress and have an enhanced coping skill (Arsenault, Dolan, and Ameringen, 1991). According to a study done by Keinan and Tal (2004), people having type A personality exhibit behavior which is coping response to the threat of control and are more inclined to strengthen type B. There is an apparent relationship between locus of control and personality types.

1.5.6 Locus of control and loneliness.
Locus of control and loneliness are related to each other as an individual’s attributes depend on how they perceive the situations around them. Various studies suggest that these variables are related. Parija and Shukla (2014) stated that the interaction effect showed that individuals have high online flow experience and high depression when they have an external locus of control and when they have a high level of loneliness. A study done by Gordijn and Boven (2009) showed that there exists a positive and significant relation between external loneliness and locus of control.

How people attribute their success and failure depends on which circumstance they are in. This dependency leads to the feeling of differentiating between right and wrong.

A research by (Moore and Schultz, 1983) about loneliness in adolescents reveals that positively, loneliness is connected to an external locus of control.

Several researchers made investigation about the relation amid locus of control perception and various aspects of personality comprising of motivation to get the goal and perceived stress. It can be seen from theory, studies and research dealing with the individual’s locus of control that it impacts how an individual perceives and interacts with his/her surroundings.

From the above discussion it is clear that locus of control and loneliness are related to each other. The present research explains the importance of the above mentioned personality construct and how a malfunctioning locus of control can influence an adolescent’s attributions and perceptions.

Next, an introduction to gender and family type is given with description about how both the variables influence self-esteem, achievement motivation and factors of locus of control.
1.6 Gender Differences and Other Variables

A vast literature review states that gender difference has been found in personality variables. Gender according to APA, (2012) connotes the behaviors, feelings, and attitudes, and that a certain culture connects an individual biological sex. When behavior is compatible with the cultural anticipation, it is termed gender normative. Gender identity is described by APA, (2006) as having a sense of oneself as female and male.

Gender differences are explained as the differences that are observed in one’s mental function and behavior. It could be due to complex interplay of biological, developmental, cultural factors. Other factor which influence the development of sex differences such as hormones, psychological traits: emotions and motivation.

1.6.1 Loneliness and gender differences.

Gender differences in loneliness have found mixed reviews. Some studies suggested that there is difference between male and females with regard to loneliness (Wiseman, Guttfreund & Lurie, 1995; Weeks, 2013; Borys & Perlman, 1985; Koenig & Abrams, 1999). On the other hand, contradictory studies state that males and females did not differ in respect to their loneliness level (Neto, 2014; Cramer & Neyedley, 1998; Green, Richardson, Lago & Schatten-Jones, 2001; Hacihasanogler, Yildirin & Karakurt, 2012).

The research studies show that men may feel lonelier then their female counterparts, as they may lack in the social-emotional area, that may lead to less socialization (Bloom, Asher & White, 1978). So, it can be stated that men lack the capability to share their feeling of loneliness because of their inability to share their emotions and concerns to others.

1.6.2 Self-esteem and gender differences.

Sex differences in self-esteem were stated by studies such as Chubb et al., 1997; McMullin & Cairney, 2004; Moksnes, Moljond, Espnes & Byrne, 2010; Robins et al., 2002; which concluded that women had a higher sense of self-esteem as compared to men. Some contradictory studies (Donnellan et al., 2007; Galambos et al., 2006; Adams,
Kuhn & Rhodes, 2006). Like race and ethnicity, gender is an important construct that has been found as an important variable for studying in connection to self-esteem.

1.6.3 Achievement motivation and gender differences.

Achievement motivation is a concept which has gained importance in the psychological research. Achievement motivation in education is become increasingly crucial and how it affects the genders (boys and girls).

Some studies indicated that there exist gender differences with achievement motivation (Meece, Glienke, & Burg, 2006; Maheswari, Aruna, 2016; Liu & Zhu, 2009; Vermer, Boekarts, & Seegers, 2000). Whereas, some contrary research stated that there are no gender differences with respect to achievement motivation (Nagarathanamma & Rao, 2007; Kaushik & Rani, 2005; Khan, Haider & Ahmend, 2011; ligon, 2006).

The inconsistency of results in research studies on achievement motivation of adolescents could be because of the rooted socialization process of both males and females rather due to basic differences. Another reason that might be stated is that individuals differ in the strengths they process to achieve and different activities that pose an expression for the motive.

1.6.4 Gender differences and factors of locus of control.

Locus of control is a character factor. Locus of control as a model holds a vital role in a person’s perception concerning a situation. Some studies demonstrate sex difference between (Maccoby & Jacklin, 1974; Sherman, Higgs & Willam, 1997; Takaki & Yano, 2006; Callaghan & Papageogiou, 2012) males and females in respect to their levels of locus of control. On the other hand, literature survey also found out that some studies point out some inconsistent findings (Freedman, 1992; Kuther, 996).

These inconsistent findings can be reasoned as different personality traits that adolescent have and how differently they perceive their situations. It can be stated that both boys and girls have different set of upbringing and family structure. So, it may impact their locus of control construct.

From the above studies regarding gender differences in various personality variables shows that boys and girls both are affected by different variable in a different manner.
Gender as a construct has been important to study because studying how both genders are different put light to many issues at hand and from this knowledge dealing with them becomes easy for mental professionals.

1.7 Family Type and Others Variables

Family structure and environment has a profound effect on the personality of a child. The socialization process and interaction that child learns from family influences children’s personality growth from first day of his/her life (Bornstein, 2006; Pomerantz & Thompson, 2008). Family is an institution in which child learns basis of life and develops a sense of belonging. It helps develop confidence and individuality in an adolescent. Parents are the building block for developing certain values (Goldsmith, 2000). Family forms the basis for the most ending and central impact the lives of children no matter of their income, composition and education (Family Pediatrics Report 2003, introduction section para 1).

Family as construct direct, indirect effect individual’s life. The first social relation a child encounters is their immediate family. Children learn the importance of dependency and attachment. This ability helps a child to establish secure ties with people outside the family. When an individuals have strong psychological found that was built to cope and adjust well with life problems and its demands.

Society has influence on family and its environment. The culture and traditions that are followed in society affect the family structure and its formation. The processes of family are influenced by the societal rules. For instance, societal process influence family standards, ethics, educational processes, manner etc. that directly or indirectly affect the child with the family.

It is well established how important is one’s family for child’s healthy development. But, as family structure or processes affects child’s physical and social process, it also influences psychological factors such personality of the child.

Adolescents belonging to different family type (nuclear and joint) undergo different kind of upbringing the family structure they belong to manifest different type of personality in adolescents. Many research studies have also established a relation
between family type and adolescents general welling (Amato & Cheadle, 2008; Fischer, 2004; Emery, 2006).

Family relations and adolescent’s loneliness are related. Family discord disrupts adolescents well-being and hence lead to a feeling of insecurity and loneliness. Unhealthy environment prevailing in the family instills a feeling of loneliness in adolescents and thus causing adverse effect on their socialization. A study by (Van Buskrik & Duke, 1991) mentioned that loneliness is caused by friend, family and social relations of an adolescents.

Deficient family relationships may have an adverse effect on the social and emotional development, which may push an adolescent into a feeling of loneliness (Gursoy & Bicakci, 2006).

Family plays an important role in development of a adolescents self and identity it is also responsible for the development of healthy self-esteem. Parents propagate and impart values to their children and help them understand the outside world. A study conducted by (Sok & Shin, 2010) reported that there are significant between the two groups and self-esteem was different according to family type. Hoge, Smit, & Hanson, (1990) in their study described that combination of factors such as school, innate and family intelligence seems to be a vital factor that impact students’ self-regard. Bulanda & Majumdar, 2009; Bynum & Durm, 1996; have reported that self-esteem and family structure are related to each other.

Family discord and conflict can lead to decrease is one’s self-esteem. Dispute between parents severely affects well-being of child which affects may areas of child’s life including identity formation, behavior to others and self-esteem. Several researches have stated that parenting style and relationship with behavioural problem of children like loneliness (Khoynezbad, Rajaie & Moheb-e Raad, 2008) and self-esteem in two parent’s families and single parent families. A study conducted by (Long, 1986) reported that parental discord lowers self-esteem.

There are many concepts that are gained from the family environment. Family is an organization which helps in developing many important concepts in a child’s life. Parents inculcate the importance of education and achievement in life. Study conducted by (Murlidharan & Topa, 1970; & Anshu, 1986) revealed that motive pattern in children
is affected by family structure. Parents play a very important role in shaping student’s aspirations and achievement (Beyer, 1995; Eccles & Harold, 1993; & Paulson, 1996). Parental level of education, expectations, encouragement, and support are factors that predict achievement motivation in adolescents according to psychologists (Archarya & Joshi, 2011). Hence, it can be observed that family structure has an important bearing on development for need for achievement, but need for achievement may vary from culture to culture.

Family factors influence the decision making of the adolescent. It influences the capability of adolescents to differentiate between right and wrong in their life’s. The formation of locus of control has been associated with family style. For instance, individuals with internal belief have generally grown up in families cultivating internal belief system, as they emphasize on the factors such as effort, responsibility, and thinking (Meyerhoff, 2004). According to Keshavarz, Baharudin, Sitinor & Jopei, (2012) stated that initial roots of locus of control are formed by the family. Family components such as parents play an important role in establishing locus of control in children. Research conducted by Carton & Nowick, (1994) observed that warm and supportive family environment inculcate a sense of security and lead them to explore their environment and learn associations between their behavior and outcomes which in turn, leads to development of internal locus of control. According to Bronfenbrenner’s theory of ecological system (1976, 1994), most of level of meosystem (family, school, religion) influence it. It is also seen that family management strategies are prominent in establishing internal locus of control.

So, literature survey has shown that family is an important organization in a child’s life. It helps an individual to grow, succeed, and have healthy mental attitude towards life. It has been well observed how family structure influence personality variables and how those variables affect an adolescent healthy well-being. Therefore, healthy family relations and structure is essential for an adolescent all around development.

1.8 Summary of Introduction

Hence from the above information it has been gathered that being lonely is one of the worst feelings an individual can have. Feeling of loneliness has been studied by many researchers and it has been argued that every individual has experienced loneliness in
their lifetime. Factors leading to loneliness in adolescents is increasingly becoming an important area of research. Many social psychologists have stated that loneliness is a major personality construct and it has been found to be correlated with variables such as self-esteem, shyness and depressive symptoms. Loneliness has been described as an individual’s subjective perception of lacking desired close social relationships. It has been found that during adolescence loneliness increases and also puts one at risk of developing various psychological issues such as high anxiety, low self-worth, etc.

Feeling of loneliness can arise due to various events occurring in life such as lack of friendship during early years of childhood, and absence of meaningful relationship in an individual’s life. Thus, feeling of loneliness could involve how a person perceives and evaluates his/her lack of isolation and communication with the the social environment.

Loneliness has been studied in light of many perspectives. History of loneliness dates back to writings of many poets’ writings and philosophers’ sayings. It may stem from early childhood experience. Loneliness was later considered as a very unpleasant experience which could be due to lack of desired need for intimacy. Different perspectives such as social needs, cognitive, social reinforcement and evolutionary perspectives have described the loneliness in different ways: one’s social needs not being met or person’s perceptions of social relations, lack of social push as a main reason behind the deficiency felt when being lonely, how an individual has evolved into the desire or need to belong to someone.

Theories have talked about a basic framework to understand the feeling of being lonely as it occurs differently for different individuals. In short, they talk about the discrepancy or a mismatch between desired and actual relationships, and the effect of culture and society norms on an individual’s perceptions and its relation to developing a sense of loneliness in an individual.

Many psychologists have described various types of loneliness and have divided them into different categories such as negative and positive type, long and short term, emotional and social, feeling of personal isolation or meaninglessness and a desire to be understood by others. Loneliness could arise due to different factors such as genetic,
attachment styles an individual has grown with, inability to self-regulate emotions, and so on.

As talked above, loneliness is an unpleasant and subjective feeling of not being able to form desired company with surrounding social environment. An individual thrives when his/her need to belong is fully accomplished. From the above points it could be understood that faulty perception of loneliness could develop due to the mismatch between ideal and real social connect. Adolescents today are well connected through social media and have connections in many social groups but still feel lonely and alienated. So, perceived loneliness could be described as how an individual perceives the surroundings regardless of reality.

A difference in an individual’s actual and desired relationship may affect the perception of his/her loneliness. Perception of social isolation can affect and change an individual’s life adversely. A feeling of being isolated in group of friends or in a crowd may imply that something that an individual need to have a healthy social relation is missing. Changes in adolescents be it physical, social or biological brings with them a risk of altering or transforming the social experiences and these changes can be the reason of an adolescent’s social pain.

Loneliness has been related to many other personality variables such as self-esteem, locus of control and the desire to achieve in life. It is very well known that when an individual is lonely, it affects his/her life adversely and also affect other personality attributes.

Self has been described as the totality of an individual’s conscious experience. Self as a concept changes when an individual goes from one stage to the other. Self-esteem is defined as a person’s evaluation of one’s self. It has been found that loneliness and self-esteem are related. Self of an individual develops from childhood and continues till adolescence as the individual encounters many experiences and situations. During adolescence, one’s social recognition and its effects on self-esteem is important. When an individual feels lonely, he/she questions his/her self-worth of forming desired relations. Due to such experiences the individual develops a low self-esteem, tends to avoid social gatherings, perceives that he/she is not apt for social connect, and hence, develops a feeling of isolation and loneliness.
Relationship between loneliness and achievement motivation (need to achieve) has been studied in this work. Achievement motivation has been defined as the tendency to approach success and tendency to avoid failure. It has been found that when an individual feels lonely, isolated and devoid of quality relationship he/she desires, it affects their need to achieve. Research has concluded that lonely individuals experience academic difficulty and academic progress. Lonely individuals feel that they are depressed and lack clear meaning in life which leads to the feeling of inadequacy, which in turn reduces the desire to succeed or achieve. So, understanding the relation between the two variables is important for both parents and educationists for developing a healthy sense of academic motivation in the early years of childhood.

In recent times, the locus of control has been considered to be a vital part of an individual’s life. The locus of control denotes an entity’s insight of what are the major causes of the occurrence in life. Relationship between loneliness and locus of control stated that individuals who feel that they are lonely perceive that their inadequate relationship with their peers is due to lack of personal abilities. Studies mentioned above state that locus of control and loneliness are related, and how an individual attribute their successes and failures depend on the situations or experiences he or she has gone through.

Gender differences have been found in loneliness, self-esteem, achievement motivation and locus of control in many studies. This indicates that the effect of gender has been observed and it is an important variable to study. Studies also point out that males and females are differently affected by different variables in the study. Family dynamics and family structure affects various aspects of a child’s life. The relationship of family type with loneliness, self-esteem, achievement motivation and locus of control has been studied. The research studies have established that family is an important concept in child’s life. It also stated that family type influences personality variables and how it is important to have good and healthy family life.

The above stated previous research establishes that study of loneliness is very important especially during adolescence. It has been established that loneliness is an unpleasant feeling and can be life altering, and hence, needs to be studied in depth to find ways to minimize its effects. Research has stated that feeling of loneliness has been associated with psychological distress which can be harmful for an individual suffering from the
feeling. Understanding the concepts, factors, and causes of loneliness can help psychologists to device solutions to reduce the feeling of loneliness. Lastly, it can be said that the study of the concept of loneliness can provide good insights in formation of friendships and problems of intimacy.