CHAPTER 2
REVIEW OF LITERATURE

Research should be done in a continuous manner to find new insights in the different process of the world. It is vital to apprehend the previous literature that has been compiled in the past years when studying the review of the literature, so that the terms used by the previous researchers could be taken forward into bringing new theories and processes useful for the world.

In the research process it is a key step that is necessary for the researcher to perform, as it guides and enables a researcher to identify gaps in knowledge of the concerned area of research. It provides an integrated approach to the research problems. It serves various crucial functions in the research process. An effective research is based on the previous knowledge, as this step is very useful in removing duplicate work that has already been done.

Hence a survey of related literature is important for good research work. The following empirical study reviews literature related to variables in the present study such as loneliness, self-esteem, achievement motivation and locus of control. The review focuses on identifying various psychological factors that are related to these variables and also attempts to highlight and understand the relationship, if any, established between these variables as per the existing literature. The findings of the literature review are summarized at the end of the chapter.

2.1. Loneliness

A vast amount of literature review and theoretical statements have addressed loneliness as an important area of study in adolescence period.

A research conducted by Lasgard, Armour, Bramsen and Goossens (2016) investigated, what major life events predicted loneliness in adolescence period. The present study comprised of 978 students. The research utilized cross-sectional design to feel relationships between the six main events of life and peer and family related loneliness. The result of the study depicted that members of divorce and movers groups were connected with peer and family related loneliness whereas, loss and illness group
members were linked to both family and peer related loneliness. The study supports the theoretical approaches linked to loneliness and major life events.

According to Lee & Goldstein (2016), people are protected by social support against adversity all through the lifetime, and are particularly noticeable at the time of extreme social change, like the time of the transition from childhood to adulthood. Converging on the three relations-particular roots of social support (romantic partners, family and friends), the present study observed the stress-shielding act of social support done against loneliness and also to know if the connection that exists amid loneliness and social support would differ by its source with constant stress. Also, the part gender takes in this relation was put into consideration. The sample entailed 636 racially various college youth (with an age range of 18–25; and 80% are female). The outcomes propose that the stress-shielding social support role against loneliness differs by its source. It is only friend’s support that buffers the connection between loneliness and stress. Additionally, when stress is constant the link between loneliness and social support is contrasted by the roots, in that support from the loved ones or friends (and not from family) was adversely linked with loneliness. Concerning gender disparity, the adversative effect of friends or familial support which is lower level on loneliness was lesser in males when compared to females. This study enhances our knowledge of social support amid the college youths; the repercussion of the directions and findings for further study are conferred.

Luhmann and Hawkley (2016) examined the age difference in loneliness ranging from late adolescence to old age. The sample of the study consisted of 16,132 late adolescents to old age to explain the age difference between these eras. The results indicated that It age-normative approach that income, relationship status, work is associated with loneliness and differed at different age group. It also stated that social relationship quality including social engagement in terms of the age group; the number of friends was linked with loneliness. The study recommended that research focus should be on understanding the source of loneliness in middle age people.

The research conducted by Spithoven et al., (2016) investigated loneliness and depression in adolescence and its association with friendship experiences and well-being and discussed on the basis of the person-centered approach. The study also examined whether the group of depressive symptom and loneliness could be recognized.
via latent analysis in the samples of 2 i.e. 417 and 1140 receptively. The outcome of research revealed that the four groups were diversely correlated to the quantity and quality of self-esteem as well as to friendship.

In a study conducted by *Lykes and Kemmelmeir (2014)* examined cultural differences between individualistic and collectivistic societies and studies loneliness as a purpose of prevailing cultural ethics in Europe. The results indicated that loneliness levels were greater in collectivist societies in comparison to individualistic society. It also showed that the absence of interaction with families in collectivistic societies was more related with loneliness than individualistic societies. It also found that there were differences in predictors of loneliness in different societies.

In a study conducted by *Nkyi (2014)* investigated levels of loneliness among students in senior high school of Ghana. The sample for the study was 244 students. The results revealed that loneliness scores among senior high school students was found to be the lower range. Significant differences in gender were also found. The results also indicated that varying degrees of loneliness is felt in different cultures because of different approaches they use to solve it.

Research conducted by *Vanhalst, Luyckx and Goossens (2014)* investigated the contribution of an individual’s characteristics (shyness and self-regard) and peer experiences (friendship, social acceptance, quantity, quality and victimization) and its relationship with loneliness in adolescence. The total sample size taken was 884 adolescents. The findings depicted that in addition to shyness and self-regard, being victimized, being poorly acknowledged by peers, having poor quality friendship and lacking friends all contributed to loneliness experience; furthermore, the quality and quantity of friendship mediate the connection between inter-personal experiences and intra-personal properties in evaluating loneliness.

*Kumar (2013)* studied the impact of some variables like family background, sex, and locality on the perceived loneliness of college students. The results indicated that there was no significant effect of location on perceived loneliness, but sex and family background had a significant effect on it.

*Ladd and Ettekal (2013)* studied person-oriented and normative levels developmental trends across adolescence in loneliness, and studied the relation between depressive
symptoms and loneliness at this same era. The study concluded that most teenagers experience loneliness more at an early stage of adolescence rather than the later, though not all teenagers traverse similar loneliness trajectories. The adolescents ensued one of five distinct trajectories, categorized as: (a) stable high (chronic) lonely (b) moderate decliners, (c) steep decliners, (d) stable low lonely, and (e) stable non-lonely.

*Muthreja and Sharma (2013)* conducted a research that examined the effect of the structure of the family, gender and age on perceived loneliness among university students. The sample size for the study was 100 university students. The finding revealed that the age effect was not substantial as the experience of loneliness was more or less the same in different age groups. It also showed that the structure of family and gender effect on perceived loneliness was substantial. Also, there was a disparity in how males perceived loneliness which was higher when compared to females. Adolescents in nuclear families have more loneliness than the joint family adolescents.

A study conducted by *Munir (2013)* investigated the relationship between perceived loneliness and marital satisfaction among different aged couples. The study revealed that there is a significant effect of family system on perceived loneliness.

*Thomas and Bowker (2013)* studied desired friendships in young adolescents and observed if (a) teenagers yearn to associate with peers who are popular, well-liked, prosocial, and aggressive; (b) having desired friendships is linked with popularity, prosocial, likeability, and aggression behaviors (c) being chosen as a friend and with desired friendships are linked exclusively with loneliness. Outcomes depict that teenagers love to be friends with the peers that are aggressive, well-liked, and popular though not essentially prosocial. Also, girls having desired friendships were not really popular than those girls lacking desired friendships. After giving account for linked peer experiences, they also reported higher loneliness.

*Javeed (2012)* conducted a research to examine the effect of age and gender on loneliness of respondents. The sample size of the study was 160. The result indicated that female respondents have significantly high loneliness than the male respondents.

Research conducted by *Al-Kadouni, Sawalha and Momani (2012)* examined the level of psychological loneliness among Arab students and studied the effect of two variables, i.e., year of study and gender. The sample size was 149 students (133 males
and 16 females). The results indicated that there was significant difference in the level of psychological loneliness. The study shows that significant difference was found in level of loneliness due to year of study. No significant difference was found for the gender variable.

Selvaraj and Gnanadevan (2012) studied the levels of loneliness in adolescents studying in higher secondary. The analysis revealed that males and females did not differ on the level of loneliness. It also showed that higher secondary students belonging to nuclear and joint families differ significantly on the level of loneliness and nuclear family students had higher loneliness as compared to joint families.

Kalkan and Koc (2011) examined the perceived social support from friends to predict loneliness for students in primary school. A sample of 222 students in the primary school was collected for the study. Pearson product moment correlation coefficient showed that loneliness and perceived social support were related.

Nayyar and Singh (2011) attempted to investigate the relationship of loneliness with some important personality dimensions of a young adult. The sample for the study was 100 students and UCLA loneliness scale, Eysenck’s personality questionnaire, Rotter’s internal and external scale and IPAT anxiety scale questionnaire was used. The results stated that a necessary connection exists among loneliness and neuroticism, the locus of control, anxiety, and extraversion.

Houghton et al. (2010) examined the association between loneliness and positive mental well-being. The data was collected from 1143 adolescents and loneliness measures (like isolation, friendship-related loneliness, negative and positive approach to solitude). The result stated that there is a significant positive association between friendship-related loneliness and positive mental health and the negative relation was discovered for isolation. It also indicated that there is a significant different in term location, age & gender).

A study conducted by Cacioppo, Fowler, and Christakis (2009) investigated the divergence amid the spread of loneliness through the social network and an entity’s loneliness. The results revealed that spread of loneliness was found to be less common amid family than friends and was common for women more than for men.
Galanaki (2008) examined children’s perception of loneliness and also investigated age and gender differences among children using model given by Hymel, Tarulli, Hayden. The findings showed that children perceive loneliness as a painful experience. Significant age and gender differences were found in loneliness related emotions.

Mouratidis and Sideridis (2009) studied the relation of classroom belongingness, perceived loneliness and peer acceptance with social achievement goals. The study found that social achievement was related to perceptions of belongingness positively and related to perceived loneliness at school negatively. Prosocial skills were found to be negatively correlated to feelings of loneliness.

Mellor, Stokes, Firth, Hayashi and Cummins (2008) studied the two subjective states of loneliness and the need to belong which are both interrelated with one another and as well to wellness. This study was done on 436 volunteer participants and loneliness was discovered to be feebly connected to the necessity of belonging, it was also intensely connected with the difference between satisfaction with personal relationships and the necessity of belonging. Those individuals that live alone were said to report a lesser necessity of belonging and low gratification with individual relationships than the individual that lives with others.

Cacioppo and Hawkley et al. (2006) conducted a study for loneliness examination within a nomological net and its perspective on evolution. The results showed that lonely individuals have a fear of negative appraisal; negative mood and high anxiety. The study also explained that loneliness is associated with self-esteem and is statically significant. The findings also concluded that when individuals have high loneliness they have significantly less self-esteem.

Gursoy and Bicakei (2006) researched the levels of loneliness in adolescents and analyzed whether gender, socio-economic status, family and friend relationships affected the levels of loneliness in adolescence. A sample of 300 adolescents study was executed from high school. The results obtained suggested that socio-economic status, family, friends, and relationships bring a significant difference in the loneliness levels of adolescence, but gender does not.

Research conducted by Yang (2006) examines the connection amid loneliness and gender traits and the mediating role that self-esteem took in such relationships. The
sample included 76 females and 44 males. The results suggested that women had lesser global loneliness scores than men. As for males, self-esteem or gender roles could not describe the level of loneliness.

_Seginer and Lilach (2004)_ carried out a study for the evaluation of the impact of loneliness on future orientation in adolescence. The researcher examined four domains of future orientation, i.e., social domain, marriage, family and higher education, and career and work. These domains were defined in relation to distance (distant future vs. near) and themes (instrumental vs. relational). The result indicated that adolescents who were lonely scored lower than adolescents who were embedded in future orientation and this is applicable to near future and relational domains.

_Cheng and Furnham (2002)_ observed the extent to which school performance, self-confidence, and peer relations interrelated with self-rated loneliness and happiness in adolescents. The results stated that school grades, friendship, self-confidence, and personality traits, were all considerably oppositely interrelated with loneliness and happiness.

_Johnson, Lavoie, and Mahoney (2001)_ attempted to study family cohesion and interpersonal conflict as loneliness predictors and social prevention in late adolescents. The findings of the study showed that deteriorated family system is associated with adolescents’ feeling of loneliness.

_Pandeya (2001)_ studied the correlates of loneliness among adolescents. The sample size for the study was 50 males and 50 female adolescents with their ages ranging from 15 years to 18 years. This study depicts important connection of depression, the locus of control and also loneliness. The connection of depression to loneliness remained vital after partialling out the impact of locus of control. Additionally, the male adolescents were discovered to be a loner than the female adolescents.

The research conducted by _Chipuer and Pretty (2000)_ inspected the magnitudes of loneliness in adolescent (social, emotional, general) across grade, gender, urban and rural. Nine hundred and thirty-four youth in total concluded the Social and Emotional Loneliness Scale and the UCLA Loneliness Scale. Results depicted that the females have a lower level of loneliness than males.
Ernst and Cacioppo (1999) attempted to study psychological perspectives on loneliness by reviewing social, developmental, personality, clinical and counselling psychology literature on loneliness. The study suggested that lonely individuals are more likely to have negative affectivity, feel little control over success or failure, and are more socially withdrawn than others.

Galanaki and Kalantzi-Azizi (1999) investigated loneliness in children and social unhappiness and its connection with self-effectiveness for interaction among peer. The result revealed that girls had marginally substantial greater scores of loneliness than boys.

Upmanyu, Sehgal, Upmanyu (1994) conducted a factor analytic research of personality, loneliness correlation among the students of Indian Universities. Subjects were 200 male university students with age range of 20 to 25 years (M = 21.01 SD = 0.74). The findings indicated that the present sample of male university students had an experience of a reasonable level of loneliness. Loneliness was found to be structurally unrelated to anxiety, neuroticism, and social durability. The authors emphasized the need to explore the multivariate effects of personality factors for understanding loneliness.

Schultz and Moore (1989) conducted research that studied sex variances amongst students of the college in qualitative and quantitative parts of loneliness. It was reported than males reported greater loneliness than females. It also suggested loneliness as a more probably connection to affective self-valuation and negative personal valuation for males than females. Females react less to loneliness than males as they attribute loneliness to personal disappointment instead of uncontrollable causes, external.

A study conducted by Ammaniti, Ercolani and Tambelli (1988) examined and described female adolescent loneliness as distinctive from isolation and solitude. The study also aimed at defining the aspects of loneliness and the features that could affect the adolescents. The results showed three components (a) psycho-pathological self and area of coping with self, (b) emotional layout categorized by reduced self-confidence and a lowly self-acceptance, (c) interactive connections concentrating on peer relation. The study also discovers that loneliness rises with age.

Upmanyu, Upmanyu, Dhingra (1988) studied the social impact, social preference, loneliness, and depression. The results indicated that loneliness was correlated
significantly and negatively with social preference. Rejected children were found to be the loneliest in comparison to the other sub-groups. Abandoned children were discovered to be the loneliest when compared to the other sub-categories. Abandoned children were only slightly discriminable from acknowledged children. Neither rejected nor neglected children were distinguished from average and acknowledged children regarding depression. The authors remarked that there exists no adequate justification to term the group of rejected children as a clinical group.

A study conducted by Medora, Woodward and John (1986) examined the extent of the loneliness of late adolescent college students. Sample selected for the study was 34 males and 58 females. The study showed that females tend to be lonelier than males and also suggested a relationship between loneliness and ease of making friends, loneliness and happiness during the past year. The study showed a strong correlation between scores and self-perceptions of loneliness.

The purpose of William's (1983) study on adolescent loneliness was to carry out investigation on occurrence of loneliness in felonious adolescents with regard to kinds of felony misdemeanors committed, identified interpersonal requirements in inclusion areas, control and, race, age, affection sex, birth order or family rank or; family income level, family structure relative to religion, geographic locale and parental presence. Subjects in the study consisted of 98 adolescents between ages 10 through 18 who were being held in a detention facility as a result of delinquent or antisocial acts. The subjects were requested to finish the loneliness scale and Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) Questionnaire. There were no substantial variances regarding any of the variables of demographic when the impact of each was measured singly. Nevertheless, there was an important impact of income on loneliness when put into consideration along with all other variables of demographic.

2.2 Self-Esteem

Nurluoz (2016) investigated whether the self-esteem levels, loneliness, and social anxiety varied according to gender, year of study, age, the number of friends and residents of North Cyprus. The data was gathered by making use of self-assessment, self-esteem and UCLA loneliness scale, and in social situations inventory. The study concluded that loneliness was found to be high in older aged students, with students with few friends and students residing away from their families. The research also
indicated that self-esteem was high and anxiety levels were found to be low in students living with their families.

A study conducted by Kinga, Kimani, & Murithi (2014) stated that there exists no substantial dissimilarity amid self-esteem among adolescents belonging to single or two parent families.

Research conducted by Ma, Liang, Zeng, Jiang and Liu (2014) investigated the relation amid Loneliness and self-esteem and how social apprehension mediated the role between them. The total sample of the study was 385 college students. The study showed that loneliness and self-esteem are negatively associated negatively with each other.

The self-esteem of the pre-adolescent children was studied by Bhardwaj and Agrawal (2013) to know the gender differences amid females and males in that tender age. A sample of 100 students between age 9 and 12 years which were 50 females and 50 males were chosen. Every of them were students studying in the 5th to 7th standard in the North India school. The female and male student’s data was matched up with an unpaired t-test. No substantial changes were noted in parental, academic and social self-esteem, though the data of female participants in terms of the general self-esteem were discovered to be higher to that of the male participant during comparison (p<0.05).

Bozoglan, Demirer, and Sahin (2013) studied the connection between life satisfaction, loneliness, internet addiction and self-esteem. The research consisted of 384 participants with the age range of 18-24 years. The outcomes of the study found out that loneliness is the most vital variable connected with internet addiction scale. It also indicated that both self-esteem and loneliness described interpersonal problems and time management and when combined with life satisfaction it only able to explain the interpersonal and health issues.

Al Khatib (2012) attempted to explore the connection between self-esteem, gender self-efficacy, and loneliness amid the students in Arab. The sample size for the study was 495 college students. Results depicted that females had greater loneliness than the males. Low self-esteem was a substantial loneliness predictor as it is connected with high levels of loneliness.
Creemers, Scholte, Engles, Prinstein and Wiers (2012) researched explicit and implicit self-esteem as a predictor of loneliness, depression and suicidal ideation. The study included 95 young female adults. The result indicates that self-esteem was negatively connected with loneliness.

A study conducted by Saricam, Gencedogan, and Erozkan (2012) examined the connection between rejection sensitivities, loneliness, and self-esteem among students of the university. The study included 1149 students of the university as a sample. The results of the research revealed that there is a substantial connection between loneliness and self-esteem.

Kong and You (2011) studied self-esteem and loneliness as conciliators between life satisfaction and social support in late adolescents. The research was done on 389 Chinese college students. The final model based on structural equation modeling revealed self-esteem and loneliness as significant conciliator between life satisfaction and social support. Along with these findings, the study also suggests that there is a complicated connection between self-esteem, loneliness, life satisfaction and social support.

Çivitci and Çivitci (2009) studied self-esteem as a moderator and mediator of the correlation that exists between life satisfaction and loneliness in teenagers. The study was executed on 439 students within the age range of 15 years to 18 years in Turkey. Hierarchical regression analysis depicted that global self-esteem conciliated the connection between self-satisfaction and loneliness among the Turkish adolescents.

Research conducted by Basak and Ghosh (2008) studied self-esteem of urban and rural college students. The study included 590 students as sample size; of which 237 were female, and 353 were male students. The results reveal that both rural (M=28.14) and urban (M=28.76) males were found to have a greater self-esteem than the females. The study reported that males had evaluated their value in a more positive light than the females. The males were more positive oriented. Rural areas females (M=27.39) had slightly lesser self-esteem when compared with females from urban areas (M=27.61) this indicated that they assessed themselves not so positively.

Kocok (2008) examined self-esteem and anger as predictors of loneliness among adolescents. The sample size for the study was 478 students from high school. The
study’s results depicted that there is a negative connection between self-esteem and loneliness scores.

Research conducted by Kevin (2007) investigated the association between psychological gender, role conflict, self-esteem, loneliness and biological gender. The study used MANOVA as the statistical model. The finding revealed that there was no substantial relation between biological gender and psychological gender on the variable loneliness, self-esteem and, role conflict.

In a study done by Al-Zyoudi (2005) explored whether there were variances in self-esteem among teenagers having low vision as a result of their sex. The sample for the study entailed of 23 teenagers, with age ranging from 12-17 years belonging to a secondary school. It was revealed from the result that there were some variances in an adolescent self-behavior and self-esteem due to gender. The study also found that female students were found to be lesser on social self-esteem, moral self-behavior, self-behavior, and family, dimensions than their male counterparts, but female’s students had higher levels of physical self-esteem.

Hermann (2005) studied the impact of self-esteem, personality differences and social self-effectiveness on depression and loneliness. The study was executed on a sample of 696 college students. The study concluded that self-esteem conciliates the relation between depression and social self-efficacy. The study also found that self-esteem and loneliness are interrelated and also have an own unique relationship with social self-efficacy.

Wray & Stone (2005) preceding study has documented a propensity for other to make more risk-seeking choices for other people rather than for themselves in relationship circumstances. Two experiments were explored to know if this self-other variance is moderated by participants' anxiety levels and self-esteem. In the first Experiment, higher anxiety and lower self-esteem levels were related to more risk-opposed choices for individual decisions though not for the choices of others. Thus, higher anxiety/ lower self-esteem participants’ depicted greater self-other explored whether this self-other variance is moderated by participants' anxiety levels and self-esteem. In the first Experiment, lower self-esteem and higher anxiety levels were connected with more risk-opposed choices for individual decisions though not for other people decisions.
Thus, participants with higher anxiety/ lower self-esteem depicted higher self-other dissimilarities when compared to partakers with lower anxiety / higher self-esteem levels. Experiment 2 validated that this outcome was greatly mediated by the expectations of the partakers’ feelings and success regarding potential negative results. These outcomes are explained in the threats context to the self, with a principal part played by self-esteem and anxiety threats in individual choice making though not in choice making for other people.

McWhirter et al. (2002) researched the connection amid self-esteem and loneliness amongst high-risk teenagers. The research was done on a sample of 75 adolescents. Forward-selection multiple regression analysis with close loneliness acting as one of the independent variables and self-esteem as one of the dependent variables suggested that low self-esteem had a significant relation with high social loneliness.

Empirical study conducted by Joiner et al (1999) investigated the effects of negative life events on anxiety and self-esteem. The sample size used in the study were 177 undergraduate college students. The study found that people with low self-esteem may involve themselves in certain behaviours that may lead to reduce their actual social acceptance. The results also revealed that negative life events have predicted to reduce self-esteem, increase anxiety and brings changes in reassurance seeking.

The relations among learned resourcefulness and kinds of loneliness, gender and self-esteem amongst a sample of students of the college was examined by McWhirter (1997). The sample size was 625 college students. Results of multiple regression analyses depicted that gender and self-esteem considerably anticipated the experience of social loneliness intimate loneliness, and global loneliness.

Research conducted by Haines, Scalise and Ginter (1993) explored the connection between self-esteem and loneliness among adolescents of age range 16 to 18 years. Firstly, results indicated that loneliness negatively correlated with adolescents’ self-esteem. Secondly, the scores on two effective dimensions of loneliness (isolation and rejection) also negatively correlated to the self-esteem of adolescents.

Davis et al. (1992) studied the connection between the level of self-esteem, loneliness, and optimistic pessimism among students of the college. The analysis revealed that loneliness was negatively related to self-esteem.
Ouellet and Joshi (1986) reported greater degrees of self-esteem were connected to lower degrees of loneliness. Some other studies examining these connections have resulted in marginally weaker relationships between loneliness and self-esteem, with values of roughly $r$ equals -.50.

2.3. Achievement Motivation

Das and Pattanaik (2016) conducted a study to examine how self-esteem and locus of control affect student’s achievement academically. The study entailed 120 female and male students. The data was collected using self-esteem and locus of control scales, and 2X2 ANOVA was employed. The results revealed that both self-esteem and locus of control affected a student’s academic achievement.

Mai and Alhoot (2016) studied the relationship between factors which affect child’s achievement in science, factors such as self-esteem and loneliness. The study included a sample of 260 children studying at Arab schools. The data was collected with the help of three questionnaires including self-esteem, loneliness, and student engagement form. Student’s science achievement scores were gathered with the help of student’s GPA scores in the school. The finding of research stated that there exist a negative connection between loneliness and self-esteem. The study has provided a model which provides a reasonable explanation for the structural model of student’s self-esteem, loneliness and engagement and achievement in science.

Yan (2016) talked about the relationship between attribution style and college students’ boredom tendency and as so also the achievement motivation. Results indicated that there is no substantial variances of boredom tendency in college students based on sex in grade level. The whole score of boredom tendency has a substantial negative connection with that of inner-control dimension, achievement motivation, and success-wish dimension based on their scores respectively but has significant positive connection with failure-fear dimension, chance dimension and internality-powerful others dimension with their score value listed respectively. The research concluded that attribution style and achievement motivation are closely related to boredom tendency which also acts partially as interceding effect between them.

Rosentreich and Margalit (2015) studied how academic performance and perceived loneliness has a correlation with mindfulness practices. The data was collected by
administrating loneliness first, optimism and academic self-efficacy measures in the first study. In another study, academic performance status was determined based on the effect of mindfulness workshops on it. The sample of the study included 73 students (50 mindfulness practices and 23 control group). The finding of the study showed that loneliness is negatively correlated with grades. It also indicated that control group has lower grades compare to mindfulness group. The results showed an interaction between loneliness and mindfulness in such a way that academic grades are predicted by loneliness negatively for students who fail to put mindfulness into action. The findings recommended that the effects of loneliness on academic outcomes can be reduced by using mindfulness techniques by the student.

**Zarel, Heydari, and Adli (2013)** studied the relationship between loneliness and social acceptance and the academic acceptance of students. The study involved random sampling method and 342 students as sample. The result of study showed that academic progress of students has a substantial correlation with loneliness.

**Clark (2010)** did research that concluded that there is a substantial variance between females and males goal orientation, achievement and motivation.

**Nelson and DeBacker (2008)** investigated the relationship between achievement motivation perceived and peer connections among adolescents. The study was carried out on 253 middle and high school students. With the use of regression analyses, achievement motivation was explained by perceived peer relationship. Adolescents who feel being respected and valued, and hence with less perceived loneliness had higher achievement motivation. Having the good quality of friendship at school was also a significant factor affecting achievement motivation.

**Pavlas (2008)** investigated the role of achievement motivation in adolescents and issues attached to it. The study used LMI method on samples of school going boys and girls selected randomly. The study concentrated on looking for partial and total scores of achievement motivation and also dimensions’ description for each sample. The study revealed that self-confidence and individual’s self-concept has a reflection on the positive acceptance from other people which increases their level of ego. Adolescent needs positive acceptance from others, especially from their peer group which is very important to them. The thinking about the prospects and possibilities for the future begins to arise among adolescent and the realization of the fact that the dissatisfaction
with their current performance and their age potential failures can be recompensed in the future.

*Junttila, Vauras, and Laakkonen (2007)* conducted research to examine the connection between loneliness, self-evaluated loneliness, academic skills, child’s peer assessed social competence and parent’s self-efficacy. The results showed that there was a modest correlation between child’s loneliness and social competence.

*Kaur (2004)* compared student’s achievement motivation. The sample was made up 200 boys and girls from rural and urban areas of Ludhiana District who are in their eleventh class. The Results revealed that there was a substantial difference between achievement motivation of urban and rural students and achievement motivation of girls and boys.

*Bartlett (2002)* has found that lonely individuals are depressed, they lack a clear purpose (meaningful goals) and develop feelings of inadequacy (self-esteem), which, in turn, lead to low level of academic achievement.

The research conducted by *Accordino, Accordino and Slarey (2000)* examined the interrelation of perfectionism with achievement, achievement motivation and mental health including (depression and self-esteem). The study included 123 participants belonging to 10 to 12 students. The study performed multiple regression and found out that student’s personal standards predicted academic achievement & achievement motivation. The study also established that relationship between perfectionism and depression self-esteem revealed that as personal standards increased depression decreased and self-esteem increased. On the other hand, if there is a discrepancy amid real performance & personal standards then depression arises leading to the reduction of self-esteem.

Research conducted by *Guay, Boivin, and Hodges (1999)* studied a model of academic achievement and peer experience among school children in their elementary stage. The study proposes that the children’s perceptions of academic competence can be affected by the quality of children social relations in the peer group which can raise or hinder their feeling of connectedness (like loneliness). The sample that was collected for the study was 397 children (206 girls and 191 boys). Children’s social relations impacting
feelings of loneliness were found to affect academic achievement. The results provided support for the proposed model.

Ahmed (1998) carried out research on achievement motivation disparities among adolescent boys and girls of different ordinal positions. The sample entailed 120 students within 13-18 years living in Mumbai city. Shafi’s achievement motivation scale was used to collect the data generated. The results show that there was no substantial variance in achievement motivation of the boys and girls.

Research conducted by Burleson and Samter (1992) investigated if there are sex variances in the relationship between social participation and academic achievement. The current study also examined gender difference in the relationship between academic performance and loneliness. 208 students in college were collected as a sample for the research. The finding of the study reveals that cumulative grade points and loneliness were significantly associated.

2.4. Locus of Control

Agaj (2016) conducted a study that examines the impact of components of locus of control on internet addiction. The study sample involved 1156 teenagers with age ranging from 15-18 years belonging to Tirana city. The data was gathered by Levenson’s locus of control scale and internet addiction scale. The outcomes of the study depicted that a large number of students had a high risk of developing internet addiction. It also depicted that students having an external locus of control have a high probability of developing internet addiction than the students having an internal locus of control.

Furnham & Cheng (2016) This study examined a series of set of data of 3725 sixteen-year old’s probing childhood intelligence, personality traits, parental social status behavioral problems and self-esteem which impact teenage locus of control. The result depicted that behavioral problems, trait neuroticism, childhood intelligence, and self-esteem were all predictors of locus of control, while parental social status projected the result variable principally via self-esteem.

Culpin et al. (2015) studied the connection between depression and early exposure to socioeconomic adversity; though the linking mechanisms could not be explained properly. Locus of control (LoC), which is a person’s control-related philosophies, has
been associated with probable mechanism but there is no adequate proof to support this association. The study’s sample was made up of 8803 partakers from the Avon Longitudinal Study of Parents and Children (ALSPAC), a UK cohort. Little evidence exists to prove that there is a direct linkage between depression and initial socioeconomic adversity after the indirect effect has been accounted for through external locus of control. External LoC has a strong connection with socioeconomic adversity which also has a linkage with depression. The results suggest that the link between depression at the age of 18 and early adversity in adolescence is mediated by external LoC. The reduction in risk of depression ensuing early life hardship can be effective by perceptive interventions that seek to help in the modification of maladaptive control views in adolescence.

Liem (2015) conducted research that studied the role of social achievement and academic goals which include (effort and achievement) and (peer interaction & loneliness) and its effect on one’s social functioning. The study includes a sample of 356 Indonesian students within the age range of 16 years. The information generated was compiled by using a self-report survey comprising of all instruments. The study used regression analysis to study the effects on achievement goals. The results of the hierarchical model revealed that social achievement and academic goals had a positive effect on the goals outcome.

Morry and Harasymchuk (2015) when they were asked about their views on close others, attitudes, relationship views onto these individuals and individuals project their feelings. These discernments might not or might be correct. However, their perception must impact connection judgments. It was revealed that the female’s observations of their friend’s same-gender external locus of control projected greater reports of own and discernments of the friend’s use of negative problem-elucidating behaviors. Perceived friend’s external locus of control was also linked to lesser levels of own and perceptions of the friend’s gratification. This locus of control-gratification connections was facilitated by the problem-elucidating behaviors. The locus of control did not envisage any problem-solving behavior for men of the same-sex friendships, but professed friend’s locus of control (for both external & internal) projected own satisfaction.
Naik (2015) focuses on the difference in locus of control among different demographic variables such as the course of study (science and arts), gender (female and male), and locality (rural and urban) among students at college level. This has shown to be a promising area for research. The age of students in college is essential in critical context for studying personality and developing their personality. The research was carried out on 171 students of Gulbarga city who were randomly selected using lottery method. The questionnaire was made up Rotter’s locus of control scale and personal data sheet. Non-parametric statistics and Descriptive Statistics as Mann-Witney test (U) were utilized for the data analysis. The results show that there exists no substantial variance on the locus of control among urban & rural, females and males, science & arts college students.

Ye and Lin (2015) examined the effects of communications online on well-being, in particular, to loneliness, preference for online social interaction, subjective well-being, and locus of control. The data was collected from 84 male and 176 female Chinese students. The results showed that loneliness was related to locus of control positively. The findings also revealed that unhappiness, loneliness and externally oriented students indulged more in social interaction online and improved happiness, students' locus of control and loneliness which may help in the reduction of other variables and challenging Internet use.

Foroghipour and Samai (2012) studied the relationship of locus of control (internal-external) with loneliness feeling in athlete and non-athlete girls. The results revealed that there is a substantial difference between non-athlete and athlete students in loneliness feeling. There exists a positive and significant relationship between loneliness feeling with the external and internal locus of control. The substantial difference of internal locus of control between two groups shows that athlete students have more control of their life, and are more responsible for their success and failure. It suggests that non-athletes attribute the reasons for their life events to others. Non-athletics with an external locus of control tend to have less control over their life attitude and feel more loneliness.

Ye and Zou (2011) conducted research on the effect of locus of control, coping style and congruence and self-consistency on the loneliness of undergraduates that are impoverished. The results suggested that loneliness of undergraduates that are...
impoverished has an important correlation with chance locus of control, internality, and powerful others.

Ansari (2009) examined the Academic performance relationship with Locus of Control, Loneliness, and Neuroticism among university students. Studies examine the personality variables and to investigate interaction effects between the variables of study (locus of control loneliness and neuroticism). The study sample size was 400 subjects with a factorial design of 2X2X2 were used to accomplish the aim of the study. The study comprised of 8 group having 50 subjects each with age range from 18 to 28 years. The research employed three-way ANOVA as a statistical tool. The results of the research stated that loneliness had a huge effect on academic performance. The study also revealed that both neuroticism and locus of control did an influence academic performance. The research also demonstrated that there was no interaction effect between variables of the study.

Kaur (1990) studied adolescent loneliness with correlates attribution and coping. The major findings were of the study were Females experienced greater loneliness, anxiety, and depression than males. Males expressed more hopelessness. In males, external locus of control and hopelessness was directly related to loneliness Isolation and Emptiness were found to be major causes of loneliness.

Leung, Salili & Baber (1986) reported that there is an intercorrelation among locus of control, intelligence, Chinese adolescent’s self-esteem, common adolescent’s problems and family environment

Spokas and Heimberg (2009) A correlation that exists amid social anxiety and parenting style marked by low warmth and overprotection has been incessantly confirmed (e.g., Bruch et al. in Anxiety Research 2:57–65, 1989; Lieb et al. in Arch Gen Psychiatry 57:859–866, 2000). The present research backs the results in the broader literature of a considerable correlation between social anxiety, cold parenting and memoirs of overprotectiveness amongst college students. External locus of control partly enabled the correlation amid social anxiety and overprotective parenting. Though cross-sectional data was utilized for these studies, and another mediational model was also substantial, stressing the several ways by which these features correlate. Finally, memoirs of parental overprotection anticipated that there is normally a proliferation in social anxiety, signifying their impact on present functioning.
Zawawi & Hamaideh (2009) conducted a study to examine the estimates of the predominance of symptoms of depression, and their correlation with satisfaction with life and locus of control amongst Hashemite University (HU) undergraduate students Jordan. A randomized college students sample (N=492), accomplished the MHLC (Multidimensional Health Locus of Control Scale), the SLS (Satisfaction with Life Scale), and the CES-D (Center for Epidemiologic Studies Depression Scale). Research findings depicted a high ratio of symptoms of depression amid the HU students. About half of the college-aged persons had main depression, and the statistical analyses depicted no connection between depression and Powerful others (externality of locus of control), while Chance (Externality of locus of control) was discovered to be substantially positively correlated to depression, and in tune to preceding studies, a substantial negative connection was discovered amid depression and internality of locus of control. Also, the substantial negative connection was discovered amid depression and SLS (satisfaction with life). Though, SLS was discovered to be the initial best depressive symptoms predictor and Chance was said to be the second best depressive symptoms predictor. Results of this research hold effects for mediations of depressive symptoms like; increasing courses on psycho education to entail strategies for maintaining and enhancing a sense of self-actualization and personal control.

2.5. Loneliness and relation with other variables

Baran, Baran, and Maskan (2015) studied levels of hopelessness, loneliness, and self-esteem in students from high school and examined the relationship between these variables. UCLA's loneliness scale, Rosenberg's self-esteem scale, Beck’s Hopelessness Scale, and demographic data questionnaire were utilized as for the collection of data in the study. The research included a sample 403 students (234 females and 169 males). The analysis of the data was done utilizing t-test, descriptive, and ANOVA analysis. The outcomes derived depicted that there were substantial correlations and differences between self-esteem, scores of hopelessness, and loneliness of the students in the research with respect to their school's types, family income, and gender.

Huo and Kong (2014) examined the conciliator imparts of gender and loneliness on the connection between life-satisfaction and self-esteem in students of a Chinese university. The study was done on 615 college students based on measures of loneliness, life
satisfaction, and self-esteem. It was found that loneliness moderated the association between life satisfaction and self-esteem. Research conducted by Uba, Yaacob, Juhari and Talib (2012) examined how self-esteem mediates the connection between depression and loneliness amongst teenagers. The study sample study was 242 adolescents. The results depicted that self-esteem had a medium and negative correlation with loneliness.

A study conducted by Dhal, Bhatia, Sharma, Gupta (2007) explored the connection between attachment styles, loneliness, and self-esteem amid adolescents. The research also examined its association with age and gender. The sample size for the study was 110 (55 males and 55 females). The results showed that younger adolescents had higher self-esteem than late adolescents. Factors such as home-parents, general and low global self-esteem were found to be connected with high degrees of loneliness. The study showed that adolescents reported moderate loneliness and a great level of self-esteem.

Murray et al (2002) studied how an adolescent’s self-esteem is affected by rejection of their peers and how it influences an adolescent’s relationship enhancement process. The study revealed that adolescents with low self-esteem were found to have more problems as compared to high self-esteem. The research also revealed that young adults who were found to be low on self-esteem had more chances of perceiving their romantic partners behaviour as rejection, which could lead to loneliness.

Inderbitzen-Pisaruk, Clark, and Solano (1992) studied the connection between adolescents’ loneliness and features normally related to loneliness in adults, namely social skills, attribution style, social anxiety and self-esteem. Sample size of the study was 186 (107 males and 79 females). The study suggests three substantial loneliness predictors, i.e., attribution style, self-esteem and student social skill. The result showed a diverse pattern of predictors for females and males. For males, loneliness might be as a result of the perception of uncontrollability, low self-esteem in non-interpersonal situation and self-perception of lowly social skills. On the other hand, loneliness in females was due to self-perception of lowly social skills, stable attributions, and high school anxiety for relational situations.
2.6. Summary of Literature Review

Literature survey suggested that loneliness is an important factor that deeply affects an individual’s life. The survey of previous work also indicated that loneliness adversely affects various aspects of an adolescent’s life such as self-worth, achievement and locus of control. The studies related to loneliness indicated that many factors are responsible for causing such a feeling in adolescents. Researches also suggested that friends’ support and healthy peers reduce stress in life, and lack of good relations is associated with the feeling of loneliness. Literature review also indicates that loneliness is related to depression and self-esteem. Previous studies infer that high levels of loneliness were found in collectivistic cultures as compared to individualistic cultures.

Loneliness was also found related to gender and it differed across cultures because of different approaches. From the previous finding it was understood that major factors such as good social environment, desired peer relation, quality of relation and social acceptance influenced individual’s feeling of being lonely. Studies also concluded that gender and family type influence one’s perceived loneliness. Loneliness was also found to be related to neuroticism, shyness, anxiety and also negatively influenced marital satisfaction.

Research has shown discrepancy on the effect of gender on loneliness. Some studies state that males are prone to loneliness while other studies suggest females feel lonelier than their counterparts. Survey of various research also suggested that loneliness is negatively related to self-esteem and also their relationship has been be studied on deeper levels. Loneliness was also found to be related to achievement. Researches described that loneliness affects one’s academic achievement. Studies also suggested that loneliness is connected to one’s attribution style. Loneliness and external locus of control have found to be correlated. It was also inferred the locus of control was positively related to loneliness. From the literature review it can be concluded that loneliness is a concept that affects various personality factors. Family has been studied as an important aspect in an individual’s life. Influence of parents, their presence and the styles they use also influences the levels of loneliness in adolescents’ life.

From the literature survey we gathered that many studies have been done on the relationship between self-esteem and loneliness. But studies pertaining to prediction between loneliness and self-esteem are limited, especially in the Indian context. Few
Studies have been done on reciprocal relationship between perceived loneliness and self-esteem while no study was found in the Indian context assessing this relation. The literature review also suggests that studies have assessed the association between loneliness and academic achievement, school behaviour, and teacher association, but very few studies have studied the relationship between perceived loneliness and achievement motivation. Researches have established that relationship exists between locus of control and loneliness but no study has established a link between perceived loneliness and factors of locus of control such as powerful others, chance control and individual control. From the previous literature, we gathered that there have been inconsistent results for the relation between gender and self-esteem, achievement motivation, locus of control and loneliness.