LONELINESS AND ITS CHARACTERISTICS IN ADOLESCENCE

ªVLADIMÍR LICHNER, ᵇSOŇA LOVAŠOVÁ, ᶜANDREA VAŠKOVÁ

Department of Social Work, Pavol Jozef Šafárik University in Košice Faculty of Arts, Moyzesova 9, 040 58 Košice
email: ªvladimir.lichner@upjs.sk, ᵇsona.lovasova@upjs.sk,
ᶜandreavaskova11@gmail.com

Abstract: The paper is focused on the solving of loneliness issue in middle and late adolescence. The aim of the authors, in the theoretical part, was to clarify the concept of loneliness in the context of adolescence. The aim of the empirical part was to introduce conducted research. The conclusion contained a description of research already conducted in this area and also suggestions for solving loneliness issue in adolescence.

Keywords: Loneliness, UCLA, middle adolescence, late adolescence, social networks.

1 Introduction

It is clear that everyone in this world wants to live his life happily, he wants to be part of something and does not want to feel emptiness or loneliness. Someone lives in this way, others do not. In today's world full of competition, advertising and digital life, people face many challenges. One of the biggest problems that threatens mankind is loneliness. Due to the fast lifestyle, people often do not realize the risks of this phenomenon and consequences associated with it. Loneliness is not related only to certain group of people, such as the older generation.

Regardless of any demographic or other characteristics, loneliness may affect all of us. More than an individual problem, it is increasingly becoming one of the major social problems. The period of adolescence brings with it many changes, and young persons' opinions and attitudes are changing, the world looks differently than when he/she was a child. The causes of loneliness in adolescence may be different. It could be the transition from high school to college, independence, leaving to dormitory, and so on. All of these changes can lead to feelings of loneliness. In connection with loneliness, a number of researches have already been conducted, some of which have been specifically aimed at identifying the causes of loneliness. Nationwide surveys indicate that up to 80% of adolescents showed severe loneliness (e.g. Brennan, 1982, Parlee, 1979, Rubenstein & Shaver, 1982).

2 Loneliness

The state of loneliness is associated with dramatic and significant changes in man's life, which is time-bound and related to the need to create new social networks. An example may be students who have left their homes and went to a dormitory or took a new job. (Muller De Morais 2015). In this context, (Muller De Morais 2015) Výrost and Slaměník (2001) add that such a condition is related to the necessity of forming new social networks.

According to Krchnák (2001, in: Šlosiar and Duško 2014), it is necessary to distinguish between the terms solitude/to be alone and loneliness. According to him, solitude/to be alone is the condition when a person is alone or when he/she remains alone. This is the real state of our personality in a certain situation. On the other hand, loneliness is a tune that can be expressed verbally. The author also questions whether the feelings of loneliness may also appear without a state of solitude/to be alone. He points out that solitude/to be alone does not have to cause negative feelings right away, just as feelings of loneliness can appear without a state of solitude/to be alone. These thoughts are followed by Nákonečný (1993, in: Žiaková 2008), according to which people can feel lonely even though they are surrounded by other people with whom they interact, which can be caused by the fact that these relationships lack the element of intimate sharing.

„Loneliness does not mean the same thing as solitude. Solitude is an objective state, easily visible from the outside. Loneliness is related to our perception of social interactions and their characteristics" (Výrost and Slaměník 2001, p. 76). Solitude turns to loneliness at the moment when one does not have anyone to share experiences with, no person from whom to receive praise, and he/she feels a strong need for such feedback. Loneliness also occurs when one is surrounded by other people, but these people do not understand him/her, or they are even pushing him/her away. These two terms also differ in many world languages, for example, in English, there is a term "to be alone" and the term "to be lonely". First of all, it should be emphasized that a lonely person is especially unhappy. (The Beastess 2016)

Loneliness is usually associated with these three characteristics (Muller De Morais 2015):

- loneliness is a subjective experience that depends on our own interpretation of the given events and cannot be revealed by the ordinary observation of another person, and on the basis of this observation it can deduced that this person feels lonely only for being alone at the first sight,
- loneliness, from global point of view, is a result of the perception of a certain deficiency,
- loneliness is a condition that is considered uncomfortable.

2 Loneliness in adolescence

Adolescence is generally considered to be a period characterized by rapid changes, protests, and moodiness. Variability of emotions in adolescents is due to the intensification of feelings, which means that adolescents tend to experience things more intensively then an adult. (Carr, Gregg 2012) To understand this developmental period, it is necessary to understand the physical, psychological, emotional and social changes that Ráczová (2008, in: Žiaková 2008) points out. These changes bring a certain amount of uncertainty during the adolescence period and create a need for orientation in the new situation. This need may represent a certain degree of burden for adolescent, which will cause defensive reactions. If the adolescent is able to handle this burden, he/she is able to develop, but if this burden is too large, there is a precondition for maladjustment. (Ruiselová and Prokopčáková 2013)

Nielsen Sobotková et al. (2014) state that insufficient space and a low opportunity for meaningful integration into society can lead to an undesirable, even risky process of creating one's own identity. If the feeling of personal identity remains unfulfilled, it can lead to internal confusion, which can then emotionally disorient the adolescent and lead him/her to feel inferior. These feelings can manifest by increased aggression, neuroses, or drug abuse. (Labáth 2001)

Ruthellen Josselson described the four stages of identity development in adolescence:

- stage of differentiation (12-13 years) - the adolescent begins to notice that his / her views are different from those of his/her parents or peers.
- stage of new experience (14-15 years) - the adolescent focuses on immediate satisfaction of his/her needs, does not respect authority, tries to achieve autonomy and tries to figure out what is best for him/her.
- stage of convergence with friends (16-17 years) - the adolescents behaviour starts to be more responsible, relationships with parents are improving, and he/she puts greater importance on friendly and erotic relationships.

- stage of consolidation of self-esteem (18 years to the end of adolescence) - opinions on one's own person, surroundings or the future are more stable, while forming a sense of autonomy and uniqueness. (Thorová 2015)

Young people today are often exposed to great pressure from the society, which results into feelings of insignificance or even isolation. (Ráczová 2008 in Žiaková 2008). Yalom (1980, in: Muller De Morais 2015) believes that most psychologists encounter three types of isolation in their practice.

- Interpersonal isolation – it is characterized by loneliness and it represents an isolation of a person from other people, while this isolation can be caused by various factors. These factors include lack of adequate social skills, very conflicting feelings in relations to intimacy but also the personal style of the person. In addition to the factors mentioned above, there are also cultural factors, such as the decline of social institutions whose role is to ensure intimacy and closeness.
- Intrapersonal isolation - it occurs in an attempt to suppress their own feelings and desires, while there is no confidence in their own judgment. A person who is in an intrapersonal isolation does not use his or her own potential and tends to accept foreign orders as his/her own wishes.
- Existential isolation – it is considered an insurmountable gulf between man and any other person as well as a separation of a man from the world. When experiencing this type of isolation, one tends to think that if he/she would get close with someone, there will always be a gap that will separate them in some way.

2.1 Loneliness and leisure time

Leisure time, selection of appropriate group of peers and positive acceptance in this group has a high impact on social adaptation of adolescents. The main aspect of a successful and healthy development of the adolescent is quality use of leisure time, including regular movement. (Kabíček 2014)

Kratochvílová (2010) points out the leisure time functions that come from its very meaning and are important for both an individual and for the society. Leisure time fulfills health-hygienic function, self-realization, formative-educational, socialization and, last but not least, preventive function.

The primary role of the family and environment of adolescent should be to promote healthy lifestyle and to help him/her in acceptance of right and meaningful values. It is also extremely important to emphasize the importance of communication in the family and the increased interest of parents in the spending of leisure time of an adolescent. They should be interested in where the adolescent spends his/her leisure time and with whom. (Dvorská, in: Kolibová 2013)

In the past century, many American psychologists, psychiatrists and social workers considered it disquieting that most children spend two to three hours a day of their leisure time watching television. Today, most of the children and adolescents spend their time playing computer games or browsing the Internet. It is often stressed that these figures can be compared with the time that adolescents spend at school. (Jedlička et al. 2015)

2.2 Types of loneliness

Loneliness can be viewed from different perspectives. One is the psychological point of view, which divides loneliness into three types. It distinguishes cognitive, behavioural and emotional loneliness. Cognitive loneliness lies in the absence of people with whom a person could share his/her experiences and they would understand each other in a professional or philosophical area. Behavioural loneliness occurs when one does not have someone with whom he/she could spend his/her leisure time and who would share the joy of spending it with him/her. The last, and the most serious type, is emotional loneliness. It is a lack of satisfaction in the emotional area and a lack of love.

Consequences of this loneliness are often the most serious. (Žiaková 2008)

Palenčár and Duško (2015) found out that loneliness is, in most cases, divided into psychological and existential loneliness. These two types are further specified.

Psychological loneliness - This is a state where a person is missing a particular object. This loneliness can be divided into interpersonal and intrapersonal. In the context of interpersonal loneliness, the authors distinguish emotional and social loneliness.

Emotional loneliness is caused by the absence of a specific person, while social loneliness is caused by the lack of social contacts with whom the person wants to share their activities and interests (Výrost a Slaměník 2001).

Intrapersonal loneliness occurs when a person alienate from himself/herself.

Existential loneliness - it is a situation where a person lacks nobody and nothing in particular, but nevertheless feels loneliness.

Adolescence is a period of time when society puts more and more social demands on the adolescent, requires him/her to behave responsibly and to become independent. These demands may cause stress in adolescent, which manifests itself by either rejecting adulthood itself or by anxiety. Peers are of great importance in adolescence. They have a great influence on the formation of personality of adolescent. (Thorová 2015)

2.3 Consequences of loneliness

People who feel lonely fall in a vicious circle of problems, which explains why these feelings are so stable. Lonely people are not able to form friendships, as they shape new interpersonal relationships with negative expectations and with poorly developed social skills. The result is the fact that interacting with other people themselves is not the source of pleasure and enjoyable experiences, but causes various inconveniences. The ultimate result is the problem of creating optimal social relationships and remaining lonely. (Výrost and Slaměník 2001)

Such consequences may be, for example, anxiety disorders, depression or behavioural disorders. In the worst case scenario, this feeling of unfulfilled social interactions may lead towards suicidal tendencies. In adolescence, it is necessary to be able to distinguish whether it is a pathological depression, as there is a great risk of suicidal behaviour. (Krejčířová 1997, in: Muller De Morais 2015)

In addition to mentioned consequences, loneliness can cause blood pressure disorders, cardiovascular diseases, including heart attack and stroke. It was found out that in some lonely people there was a higher incidence of certain types of cancer than in people who were not lonely. It is assumed that a lonely person has a greater tendency to get sick than a person who is not lonely, because his immunity is weakened by loneliness. (The Beastess 2016)

3 Research project

The primary objective of this research was to empirically prove the severity of experiencing loneliness in adolescents and to find the factors that reinforce this state. A secondary objective was to demonstrate the risk rate of such behaviour.

The research is divided into 3 parts. In the first part we present the frequency data of loneliness, in the second part we deal with the relations between loneliness and the time spent on social networks, in the third part we are addressing gender differences in loneliness.

3.1 Methodology

To conduct the research, we decided to use the questionnaire methodology. The questionnaire consisted of three parts.

The first part of the questionnaire focused on the examination of the degree of loneliness. To determine the degree of loneliness, we chose a standardized UCLA (Russel 1996) questionnaire, which consisted of 20 statements measuring subjective feeling of loneliness and social isolation. From one half, statements are drawn up to reflect satisfaction with social relationships, and from the second half they mirror dissatisfaction with social relations. Respondents filled out the questionnaire on the scale from 1 - Never to 4 - Always. The original UCLA questionnaire measured the Cronbach's alpha coefficient in the range from 0.89 to 0.94. The Cronbach's alpha coefficient, measured by us, reached 0.87.

The second part of the questionnaire included demographic and other data that we needed for our research. We focused on determining the age of respondents, their gender, and we also asked about the type of family they came from. The questionnaire also contained questions that were focused on detection of problematic and risky use of the Internet. Respondents were asked how much time they spend daily on social networks and we also identified how they usually spend their leisure time.

Research was evaluated in the SPSS Statistics 25 statistical software. We determined the findings through Spearman's correlation coefficient, which examined the relationship between these phenomena, and also by using the Mann-Whitney U test, through which we identified the differences between given variables. We also used the frequency analysis method to find average responses of respondents to individual questions from the UCLA questionnaire.

3.2 Research sample characteristics

The research sample consisted of 100 respondents. The gender ratio was balanced, since 47 adolescent girls and 53 adolescent boys participated in the research. Respondents were chosen using a deliberate, nonrandom selection.

Research sample was further divided by age. We focused on a group of adolescents aged 15-19 years, that is, a group of adolescents belonging to the middle to late adolescence. The frequency of occurrence of individual age is shown in Table 1. The average age of our research sample was 17.04.

Tab. 1 Frequency of occurrence of individual age of respondents

Age	**f**
15	12
16	18
17	33
18	28
19	9

4 Research results

The highest score that respondents could achieve in the UCLA questionnaire was 80 and the lowest score they could achieve was 20. Based on the used statistical method, we found out that the average value of responses in the questionnaire focused on the subjective feeling of loneliness was 2.50. The most frequent answer, on a scale from 1 never to 4 always, was 3, that means sometimes.

4.1 Frequency data from loneliness

By evaluating individual items in the UCLA questionnaire, aimed at examining experiencing loneliness, we found that answers of respondents on a scale of 1 Never to 4 Always on average ranged between 2 Rarely and 3 Sometimes. Therefore, we can assert that the majority of adolescents tended to

experience loneliness with positive responses to individual items, even though we did not notice any significant differences between answers in the individual items.

Frequency analysis of experiencing loneliness based on the age of respondents

Depending on different authors, the division of adolescence differs. In each division, however, we can find very similar views on this developmental stage. Authors usually divide adolescence into several stages. Every stage is somehow specific, as well as the experiencing of each adolescent is individual. The research sample, we have identified in our research, belongs to middle and late adolescence. We were interested whether there are differences in experiencing loneliness based on the age of adolescents. We compared the response averages of adolescents at the age of fifteen, sixteen, seventeen, eighteen and nineteen, focusing in particular on the comparison of the lower limit (15 years) and the upper limit (19 years), of medium to late adolescence. For these purposes, we selected three questions from a standardized questionnaire UCLA. Frequency analysis results are shown in Table 2.

Tab. 2 Frequency analysis age

	15		16		17		18		19	
	X	SD	X	SD	X	SD	X	SD	X	SD
U13	2,75	1,138	2,28	1,074	2,24	0,867	2,50	1,000	4,56	6,598
U16	3,00	1,206	2,11	1,022	2,63	1,025	2,57	1,103	2,66	1,118
U20	2,91	0,996	2,16	1,150	2,42	0,936	2,67	0,904	2,55	1,013

U13: How often do you feel that no one knows you well?
There is a significant difference between the 15 years olds (X = 2,75) and 19 years olds (X = 4,56) answers. Here one could argue about why 19 years olds have a stronger feeling that no one knows them well. This may be caused, for example, by the fact that nineteen years olds are in the process of transition from high school to university, so changing the environment, meeting new people, a new system, all these are factors that can make these feelings stronger.

U16: How often do you feel that there is no one who really understands you?
The average of the fifteen years olds (X = 3.00) is worth noting, as it differs by average from all others. Fifteen years old adolescents tended to answer this question in a way that they often feel that there is no one who really understands them. When considering this difference, it is necessary to take into account the fact that fifteen years old adolescents are at the stage of accepting their own physical structure and role related to the adolescent's gender. Often they feel that no one understands them, because they too open up to only few with the changes they experience. Their own block prevents them from actually realizing that there are people who really understand them and who have gone through something very similar.

U20: How often do you feel there are no people to whom you can turn to?
As in the previous question, the average of answers in the fifteen years old adolescents was higher than in all others. Item number 20 from the UCLA questionnaire is very closely related to item number 16. Even here, we can think about whether the distance of adolescents and their inner experience of the impact of change are not the cause of the feeling that there are no people to whom they can turn to. Of course, this can also be closely related to the school when the transition from elementary school to high school is a time when adolescent relationships with its peer change. By changing school, the adolescent loses intense contact with his closest friends, with whom he/she spent a lot of time before. This is the reason why the adolescent feels that there are no people he/she can turn to. His/her closest friends, classmates

are no longer at his/her side when he/she needs help or advice. Frustration that results from this absence can be the cause of this feeling.

Although the age limit from 15 to 19 years is considered to be early to middle adolescence, and at this stage there are many common elements typical for all adolescents between 15 to 19 years of age, we must not forget that each person is a valuable individuality and each individual should be paid adequate attention. To each individual age and its specifics, it is necessary to pay appropriate attention.

Frequency analysis of experiencing loneliness in relation to the type of family

The term single-parent family is often perceived in the negative sense and there are several reasons. Single-parent family is a family where one of the parents is missing and the absence of a female or male pattern can negatively affect the adolescent and his/her social development. Another reason for the negative perception of this term may be the financial situation of one of the parents, as the family is missing financial income of the other parent. Let us not, however, abstain from this claim as the only option, because it may not be exactly defined as a rule. In our research, using frequency analysis, we identified the differences between respondents' answers to experiencing loneliness in relation to the type of the family. We compared the responses averages of adolescents from complete and single-parent families. To compare averages, we selected 3 questions from a standardized UCLA questionnaire. In Table 3, we demonstrate responses averages of our research sample.

Tab. 3 Frequency analysis single-parent family

	Complete family		Single-parent family	
	X	SD	X	SD
U2	2,50	0,970	2,19	0,780
U5	2,70	0,993	2,28	1,023
U11	2,40	1,010	2,28	0,813

The results of frequency analysis make us once again reconsider the statement about the negative understanding of single-parent family. It turned out that only in three items, we were able to confirm the experiencing of loneliness in adolescents from single-parent families based on responses averages.

U2: How often do you feel a lack of company?
As we can see, adolescents coming from a complete family (X = 2.50) feel a lack of company to a greater extent than adolescents coming from a single-parent family (2, 19). The answer to this difference could be the idea that members of a complete family may feel that the adolescent is misses nothing and that they pay enough attention to him/her and to his/her needs as well. However, the opposite is true. Parents often think that they spend enough time with the adolescent, and thus it may come to playing down his/her needs, requests for help and so on. On the contrary, the average of adolescents coming from single-parent families can be justified by the absence of one parent, forcing one that remained to put twice as much energy into parenting. One parent's attempt to fill in the missing parent's place eliminates the feeling of lack of company in adolescent.

U5: How often do you feel excluded from the group of friends?
The difference in the average of this question is more significant than in the previous question. It is possible that adolescents coming from single-parent families (x = 2.28) attempted to compensate the absence of a parent by creating meaningful and valuable relationships with their friends? If so, then it is logical that they will feel as part of a group of friends more often than adolescents coming from complete families (x = 2.70), whose relationships may acquire the nature of shallowness or meaninglessness.

U11: How often do you feel pushed away?
Both averages do not differ in this respect that much, but there is a difference nonetheless. This difference can certainly be

justified in exactly the same way as in the first question, also by the fact that the adolescent coming from a single-parent family feels pushed away just because of enough attention from one parent.

Frequency analysis of experiencing loneliness in relation to spending the leisure time

We were interested in how adolescents, in our research sample, mostly spend their leisure time. The result showed that up to 60 adolescents from our research sample spend their leisure time at home and 50 adolescents spend their leisure time mostly outdoors among friends. This prompted us to further investigate and to compare the answers of respondents to the UCLA questionnaire, and as well as in the two previous cases, we tried to find out whether there are any differences. Frequency analysis results are shown in Table 4.

Tab. 4 Frequency analysis leisure time

	LT outdoors		LT at home	
	X	SD	X	SD
U6	2,28	0,968	2,72	1,136
U7	2,32	0,915	2,60	1,056
U9	2,39	0,987	2,72	1,015
U10	2,52	1,048	2,80	0,992
U13	2,21	0,885	3,02	3,011

U6: How often do you feel that you do not have a lot in common with the people around you?
U7: How often do you feel that you are no longer close to anyone?
U9: How often do you not feel sociable and friendly?
U10: How often do you feel that you are not close to people?
U13: How often do you feel that no one knows you well?

The results of this frequency analysis will be summarized in an individual unit. The results clearly indicate that respondents who spend their leisure time mostly at home (U6- X=2,72; U7-X=2,60; U9-X=2,72; U10-X=2,80; U13-X=3,02), reported experiencing loneliness to a greater extent than respondents who spend their leisure time outdoors (U6- X=2,28; U7- X=2,32; U9-X=2,39; U10-X=2,52; U13-X=2,21). U6 could be considered as the cause but also as a consequence. The fact that respondents spend their leisure time mostly at home is caused by the feeling that they do not have much to in common with people around them. That is why it can be considered as a reason why they spend their time mostly at home. As a consequence, we could perceive this if we said that just because the adolescent spends his/her leisure time at home, he/she has little in common with the people around him. This statement, however, is subject to further examination. Similarly, we might consider the remaining questions.

4.2 Relationship between loneliness and time spent on social networks in adolescents

In relation to the way of spending leisure time in adolescents, we were interested whether there is a correlation between loneliness and the time that adolescents spend on social networks.

Tab. 5 Loneliness and time spend on social networks

	n	**r**	**p(α)**
Loneliness			
Time spend on social networks	100	0,325***	<0,001

***p<0,001

We can say that between these two variables, we see a correlation based on Spearman's correlation coefficient, which shows the result of 0.325, which means a moderate correlation. This result is shown in Table 5. The value p (α) 0.001 in this case points to a statistically significant relationship between given variables. Average daily time spent on social networks in hours in our research sample was almost shocking. Adolescent

girls and boys in our research sample stated that they spend an average of 4.58 hours per day on social networks. Some respondents even stated that they even spend 7 or 8 hours per day on social networks.

4.3 Gender differences in loneliness

Our aim was to find out, among other things, whether there are gender differences in experiencing loneliness in adolescents. Using the Mann-Whietney U test (Z = -0,010) we found out that there are no statistically significant differences between experiencing loneliness and gender in our research sample (p (α) = 0.992). The result of Mann-Whitney U test is shown in Table 6.

Tab. 6 Gender differences

	Gender	n	X	Z	p (α)
Experiencing loneliness in adolescents	Woman	47	50,53	-0,010	0,992
	Man	53	50,47		

We state that in our research sample, gender differences in experiencing loneliness have not been proven. Average indicates that there is a small difference, however, this difference is not statistically significant. The result tells us that adolescent girls and boys do not differ significantly in their intensity of experiencing loneliness.

5 Discussion and conclusion

To determine the extent of loneliness, we used the standardized UCLA questionnaire, much like the authors Weinan, Zeng et al., who in 2016 in their study examined the relationship between loneliness, explicit self-esteem and risky use of the Internet. Their research sample consisted of 624 Chinese adolescents. To examine the relationships between these variables, Pearson's correlation coefficient was used. Their results suggest that loneliness fully mediated the connection between explicit self-esteem and pathological use of the Internet among adolescents, which means that lower self-esteem correlated with greater loneliness, which was then associated with greater pathological use of the Internet. Therefore, according to authors of that research, increasing adolescent confidence and reducing their feeling of loneliness may act as a preventive measure for helping adolescents to alleviate the extent of pathological or risky use of the Internet. Here we can argue whether these findings in Chinese adolescents could be applied to our research sample, and thus whether their gradual increase in their self-esteem would lead to a decrease in the feelings of loneliness and hence to less intense risky/impulsive use of the Internet. We could also apply this application to the problematic spending of leisure time among adolescents in general.

Some scientists indicate the relationship between loneliness and the different aspects of using the Internet (Loytsker & Aiello 1997; Moody 2001; Morahan-Martin a Schumacher 2000). Specifically, Kraut et al. (1998), and their well-known study included 93 families during their first 1-2 years spent on the Internet. The results suggest that a higher level of Internet use is associated with an increase in loneliness. Although this study was criticized for its small sample size, failure in random selection of participants and the absence of a control group, Morahan-Martin and Schumacher (2000) also reported the connection between the different aspects of Internet use and loneliness. In their study of 277 university Internet users, pathological users were significantly lonelier. (Dittmann 2003)

Finally, we present possibilities of solving the loneliness from the view of various authors, to which we lean too.

Výrost and Slaměník (2001) claim that many empirical studies show a lack of social skills, as a possible factor causing loneliness. On the one hand there is a group of people who, without any problems, establish contacts and new acquaintances. These people hardly understand those who have a problem with it. Some people lack basic social skills, which are best developed through practical conversation with other people. Author adds that lonely people have to too few opportunities to do so. Here, it is important to reflect on whether this little opportunity to develop their social skills in practice is not one of the causes of loneliness in adolescence, and one of the causes of excessive use of social networks. From a certain point of view, it can be concluded that if adolescents, who feel lonely, learn social skills, they would minimize their feelings of loneliness.

Muller De Morais (2015) provides a perspective on the issue from a parental perspective. He points out that in the process of adolescence, some parents often tend to look at their children as young adults and thus cease to perceive their need for love, safety, protection or interest. It is essential that they do not forget about these needs and that they constantly express that they care about children and that they can turn to them at any time. The basic aspect is therefore a relationship that has to be constantly strengthened.

Quality and strong relationships as one of the aspects of overcoming and solving loneliness are extremely important not only within the family but also in the friendships area. Forming of meaningful and full-valued friendships is one of the most effective ways to overcome loneliness in adolescence. One of the options to overcome loneliness is also a strategy for coping with social anxiety. (Výrost a Slaměník 2001)

Literature:

1. Brennan, T.: *Loneliness at adolescence*. In L. A. Peplau and D. Perlman (Eds.), Loneliness: A sourcebook of current theory, research and therapy. New York: John Wiley & Sons, 1982. 269-290 p.
2. Carr-gregg, M.: *Psychické problémy v dospívání*. Praha: Portál, 2012. 279 p. ISBN 978-80-262-0062-8.
3. Dittmann, K.L.: *A study of the relationship between loneliness and internet use among University students*. Doctoral Dissertation. United States: Andrews University, 2012. 108 p.
4. Jedlička, R., et al.: *Poruchy socializace u dětí a dospívajících: prevence životních selhání a krizová intervence*. Praha: Grada, 2015. 544 p. ISBN 978-80-247-5447-5.
5. Kabíček, P. et al.: *Rizikové chování v dospívání a jeho vztah ke zdraví*. Praha: Triton, 2014. 343 p. ISBN 978-80-7387-793-4.
6. Kolibová, D.: *Virtuálny svet a jeho dopad na psychiku mladého človeka*. In: Výchova a vzdelávania ako nástroj (de)formovania hodnotového systému spoločnosti III. Ružomberok: Verbum, 2013, pp. 25 – 41. ISBN 978-80-561-0108-7.
7. Kratochvílová, E.: *Pedagogika voľného času*. Trnava: Typi Universitatis Tyrnaviensis, 2010. 356 p. ISBN 978-80-8082-330-6.
8. Kraut, R., Patterson, M., Lundmark, V.: *Internet Paradox: A Social Technology That Reduces Social In-volvement and Psychological Well-Being?* American Psychologist, 1998, 53, 1017-1031.
9. Labáth, V.: *Riziková mládež: možnosti potenciálnych zmien*. Praha: Slon, 2001. 157 p. ISBN 80-85850-66-4.
10. Loytsker, J., Aiello, J. R.: *Internet addiction and its personality correlates*. Annual meeting of the Eastern Psychological Association, Washington, DC, 1997.
11. Moody, E., J.: *Internet Use and Its Relationship to Loneliness*. Cyber Psychology& Behavior, 2001, 4(3), pp 393-401.
12. Morahan-Martin J., Schumacher, P.: *Incidence and Correlates of Pathological Internet Use among College Students*. Computers in Human Behavior, 2000, 16, pp 13-29.
13. Muller De Morais, M.: *Osamelosť a zmysel života v adolescencii*. Nitra: Univerzita Konštantína Filozofa v Nitre, 2015. 127 p. ISBN 978-80558-078.
14. Nielsen Sobotková, V., et al.: *Rizikové a antisociální chování v adolescenci*. Praha: Grada Publishing, 2014. 157 p. ISBN 978-80-247-4042-3.
15. Palenčár, M., Duško, M.: *Problém ľudskej samoty*. Banská Bystrica: Univerzita Mateja Bela, 2015. 186 p. ISBN 978-80-557-1031-0.
16. Parlee, M.B.: *The friendship bond*. Psychology Today, 1979, 113, pp 43-54.
17. Rubenstein, C., Shaver, P. R.: *In search of intimacy*. New York: Delacorte, 1982.

18. Ruiselová, Z., Prokopčáková, A.: *Problémy adolescencie*. Bratislava: Ústav experimentálnej psychológie SAV, 2013. 76 p. ISBN 978-80-88910-42-8.

19. Russell, D.W.: *UCLA Loneliness Scale (Version 3): Reliability, Validity, and Factor Structure*. Journal of Personality Assesment. 1996, 66(1), pp 20 – 40.

20. Šlosiar, J., Duško, M.: *Filozofické reflexie problému osamelosti*. Košice: UMB-Belanium, 2014. 89 p. ISBN 978-80-557-0703-7.

21. The Beastess: *Osamělost aneb Kolik máte přátel na Facebooku*. Praha: Grada Publishing, 2016. 144 p. ISBN 978-80-247-5478-9.

22. Thorová, K.: *Vývojová psychologie: proměny lidské psychiky od početí po smrt*. Praha: Portál, 2015. 424 p. ISBN 978-80-262-0714-6.

23. Výrost, J., Slaměník, I.: *Aplikovaná sociální psychologie II*. Praha: Grada Publishing, 2001. 260 p. ISBN 80-247-0042-5.

24. Weinan, Z. et al.: *Explicit self-esteem, loneliness, and pathological internet use among Chinese adolescents*. Social behavior and personality. 2016, 44(6), pp 965 – 972.

25. Žiaková, E. et al.: *Osamelosť ako sociálny a psychologický jav*. Prešov: Filozofická fakulta Prešovskej univerzity v Prešove, 2008. 173 p. ISBN 978–80–8068 –731 –1.

Primary Paper Section: A

Secondary Paper Section: AN, AM