

FEELING OF PSYCHOLOGICAL LONELINESS AND ITS RELATIONSHIP TO PSYCHOLOGICAL DEPRESSION AMONG UNIVERSITY STUDENTS

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Abstract

The current study aimed to find out the relationship between feeling of psychological loneliness and depression among students of the Faculty of Social Sciences, the sample of the basic study reached (149) male and female students studying in the first year at the University of Oran, the researcher used two scales: The researcher used two scales: One is to measure psychological loneliness: Russel and the other to measure depression for Beck2, Where she was subjected to a psychometric study in which the conditions of validity and consistency were met, after using statistical methods, the results discussed in light of the hypotheses of the study and the results of previous studies resulted in the following:

- There is a correlation between feeling of psychological loneliness and depression at the significance level (0.01) with a coefficient of (*0.31).
- There is no correlation between feeling of psychological loneliness and depression in males.
- There is a correlation between feeling of psychological loneliness and depression in females.
- The existence of statistically significant differences (T) between the sexes in the feeling of psychological loneliness variable, which was (2.29) at the significance level (0.02) and in favor of females, while there are no statistically significant differences between them in the depression variable.

Keywords: psychological loneliness, depression, university students, gender.

Introduction

It is certain that the experience of feeling of psychological loneliness and depression, a condition so widespread in members of the human race that it has in fact become a reality in our daily lives, she knows no boundaries for herself, it may be found in young and old, married and unmarried, rich and poor, educated and uneducated, healthy person and sick person, in any case, they exist at all stages of life, it is generally considered an essential input to understanding all psychological phenomena (Seligman, 1993) mentioned in (Khuwaiter, 2010, p. 04), field experience in the clinical field by dealing with adolescents in general indicates the prevalence of

the problem of feeling of psychological loneliness and depression in many of them, this requires the need to address this phenomenon immediately, and disclosure of their aspects, dimensions and components, and the study of the relationships, accompaniments and bad effects they can contain on some personal aspects and then the reflection of those consequences on the life of the whole individual in his present and future.

(Abdel Hamid and Omar, 1989) indicates that the feeling of feeling of psychological loneliness is one of the serious psychosocial phenomena that spread among children, adolescents and young people, Brage & Woodward (1993) confirms that the experience of feeling of psychological loneliness is a general and common experience during adolescence in general, some clinical reports and research indicate that there are about (66%) of middle and high school students suffering from problems mostly related to feeling of psychological loneliness disorder mentioned in (Al-Dulaim & Amer, 2004, p. 02).

Many researchers, such as Weiss (1973), emphasize the need to distinguish between feeling of psychological loneliness and depression, although there is a significant correlation between them, by addressing the symptoms and accompaniments of each individually.

Williams asserts that feeling of psychological loneliness is a serious and widespread problem at present, they are produced by a contradiction between one's real-life relationships, and the relationships he wishes to achieve, this constitutes a social problem or painful personal experience that generates psychological disorders such as anxiety, depression, withdrawal from the social world, and lack of positivity in social situations (Williams, 1992, p. 32).

Rokach believes that feeling of psychological loneliness is one of the important problems in the life of modern man, it is a painful feeling resulting from the intensity of the feeling of helplessness as a result of social and emotional isolation because he feels unwanted by others, which leads to a sense of unhappiness, pessimism, oppression, depression and possibly suicide. (Rokach, Bauer, & Orzeck, 2004, p. 44)

Depression is one of the forms of emotional fluctuations that occur in adolescence, which can be traced back to the change and reorganization of the individual's self-concept at this age stage, Ellis and Devin suggests, Based on Beck's (1967) epistemological theory of explaining depression (A negative concept about the self and about the present and future of the individual) that the depression experienced by adolescents may not be just an act of the physiological changes that occur to the individual during this stage, but it may be a reaction to changes and a reconstitution of self-concept in the teenage years (Ellis & Davis, 1982, p. 707), human attempts to identify and define oneself begin urgently in adolescence and continue as well throughout his life depending on what happens around him and the changes that follow, and the period of success in defining this concept for people varies between appearing in the early stages of life and lasting longer for others.

Social relations are often found as one of the most important sources of social support and the group from the impact of pressures, it constitutes for the individual a protective shield from deviations and isolation, which makes him live reassuringly, calmly breathed, it also helps him to be an effective person in society, because today we live in an era characterized by changes in various fields, it has also become certain that the experience of feeling of psychological loneliness and depression and the resulting psychological and social damage, a widespread condition, so it has in fact become a reality that exists in our daily lives that does not know any limits for itself, it is prevalent among individuals at all stages of life from childhood to old age, and youth is the most lonely and depressed stage of life.

1. Study problem

The feeling of feeling of psychological loneliness is a psychological phenomenon suffered by adolescents and young people in general, although to varying degrees, it has been described by some researchers as a global phenomenon (Gave, 1976).

Some young people in university education may suffer from a lack of social relations and some skills necessary for appropriate self-realization as a result of the negative effects of socialization that have been formed in their personalities, this leads them to isolation, psychological loneliness, depression, anxiety or emotional disturbances, and loses their psychological balance, Myuskovic (1986) argues that feeling of psychological loneliness in education outweighs feeling of psychological loneliness in other age stages, as a result of the emergence of new personal needs of the individual, such as his need for friendliness and familiarity in his personal relationships and his need to feel a sense of belonging by forming intimate friendly relationships with others, like family, friends, and adults, and the failure of the individual to build such social relationships contributes greatly to his feeling of loneliness.

The researcher believes that there are other groups of environmental factors intertwined within university life that may contribute to the feeling of psychological loneliness, such as: The type of study, and the fulfillment of ambitions in order to excel and succeed for a better job after graduation, may not be shared by others, which increases their psychological loneliness.

The problem of feeling of psychological loneliness and depression is a general phenomenon experienced by many of our students because the vast majority of our students are characterized by extreme shyness and high social sensitivity, inability to initiate and a negative feeling about oneself and excessive daydreaming, therefore, the researcher found that it is important to address such a problem, especially because of the feeling of feeling of psychological loneliness associated with some of the accompaniments of depression, and the researcher's sense of this problem has crystallized through her continuous living with students through teaching, this helped to notice what indicates the spread of the phenomenon of feeling of psychological loneliness and depression among students, this was evident to her through their talk of the problems and difficulties they face, their sense of instability and the fear of failure and

withdrawal, in addition to looking pessimistically at the future through expressions of distress and frustration dyed with a tone of anxiety, which carries the character of despair, frustration, a sense of inability to achieve some goals, and a desire to revolt and rebel against their prevailing situation.

Based on the above, a general problem of the current research can be identified that can be formulated as follows:

Is there a correlation between feeling of psychological loneliness and depression among university students?

The following sub-problems emerged from the main question:

- Is there a significant correlation between feeling of psychological loneliness and depression?
- Is there a statistically significant correlation between feeling of psychological loneliness and depression in males?
- Is there a statistically significant correlation between feeling of psychological loneliness and depression in females?
- Are there statistically significant differences between the sexes in the variable of feeling of psychological loneliness and depression?

Among the objectives of the study:

- Trying to uncover the type of relationship that exists between feeling of psychological loneliness and depression in university students.
- Highlighting the differences in the feeling of psychological loneliness variable according to the gender variable.
- Highlight the differences in the depression variable according to the gender variable.

Procedural definitions of concepts:

A. Feeling of loneliness

Conventionally

It is an unloved experience that calls for sadness and distress, resulting from the individual's awareness of the lack of social relations, in addition, it is a personal or subjective experience that includes the desire to stay away from others, and enjoy sitting isolated from them, with the difficulty of courting them, and the difficulty of sticking to them, along with a sense of inferiority and lack of self-confidence, therefore, the lonely individual is psychologically defined as a person who lacks friends, and that he is not loved by people, unable to enter into strong social relations with others, preferably alone as much as possible, with a sense of shame and tension in the presence of others, and does not interact with them positively and acceptably, he is a person who does not trust himself, does not even appreciate it, and often feels lonely even in the presence of others (Choucair, 2000, p. 123).

Procedurally

The psychological loneliness is defined procedurally in the current research as the degree obtained by the university student on the psychological loneliness scale of: Russel (1996) consists of two dimensions:

- Psycho-emotional loneliness dimension: It is the sum of the scores obtained in this dimension.
- Psychosocial loneliness dimension: It is the sum of the scores obtained in this dimension.

B. Depression

Conventionally

A temporary or permanent emotional state, in which the individual feels contraction, sadness and distress, feelings of worry, anguish and doom are common, as well as feelings of despair, helplessness and despair, this condition is accompanied by specific symptoms related to mood, cognitive and behavioral aspects, including lack of interests, decreased enjoyment of lifestyles, loss and disturbances in sleep and appetite, in addition to rapid fatigue, poor concentration, a sense of incompetence, and a tendency to commit suicide (Hindiya, 2003, pp. 11-12).

Procedurally

The total score obtained by the university student on the "Peck2" depression scale.

Limitations of the study

The limits of the study are divided into the following:

Time limits: The study was represented in the time period between the years (2021-2022).

Spatial boundaries: The study was represented at the University of Oran.

Qualitative limits: The study was represented on undergraduate students (first year of social sciences (LMD)).

Objective limits: The study was to highlight the relationship between psychological loneliness and depression:

2. Theoretical framework and previous studies

The researcher began the theoretical framework by presenting the concept of psychological loneliness, and then moving on to review the concept of depression.

2.1. The concept of psychological loneliness

The psychological study of the subject of psychological loneliness is one of the fertile and important fields in the field of psychology, the researchers tended to study the psychological loneliness as a product of unsatisfactory emotional and social relationships as well as not characterized by the property of gratification, in addition, some researchers described

psychological loneliness as a condition that gradually settles in the psyche of the individual as a result of exposure to conditions with a certain characteristic. (Al-Nial, 1993, p. 104)

Psychological loneliness is a phenomenon of human life that man tells in some way, and causes him pain, distress and sorrow, it is an inescapable fact, not limited to a particular age group, suffered by children, adolescents, adults and the elderly (Gouda, 2005, p. 10).

Rokach also saw psychological loneliness as an inevitable human condition from which there is no escape; its pain is suffered without exception by the rich and the poor, the wise and the ignorant, the believer in God and the atheist, the physically sound and the sick in this universe (Rokach, Bauer, & Orzeck, 2004, p. 26).

Zahran states that psychological loneliness is a complex phenomenon caused by negative emotional consequences; it also results from the pain of separation, and the absence of forms of affection (Zahran, 1984, p. 10).

Asher and Julie believe that psychological loneliness is an internal emotional state that is strongly affected by an individual's social life forms; he added that the external circumstances surrounding the individual do not in themselves play an important role in the individual's sense of psychological loneliness (Asher & Julie, 2003, p. 26).

Schmitt and Kurdek argue that there are personality variables associated with psychological loneliness, such as: Low self-esteem: shyness, feelings of alienation, boredom, unhappiness, psychological depression, therefore, people who feel psychologically lonely are characterized by indifference and attribute it to the social environment that robbed them of their positivity and effectiveness (Schmitt & Kurdek, 1985, p. 35).

The concept of psychological loneliness is one of the relatively recent concepts, as Weiss' book on psychological loneliness in 1973 had the greatest impact on the interest in the concept of psychological loneliness; most researchers were then influenced by Weiss's writings on psychological loneliness (Seepersad, 1997, p. 02).

Although both the terms Lonely and Alone are derived from the same, English word « All one » but they are not synonymous, it is possible to be alone without being lonely, it is also possible to be lonely and not alone (Rokach, Bauer, & Orzeck, 2004, p. 29), it is clear here that Aloneness, which means distance from others, family and friends, is different from the psychological loneliness that an individual may suffer from, even if it is between his family and friends, thus, psychological loneliness is a subjective experience that an individual may suffer from despite his presence with other people when his life is devoid of social relations saturated with intimacy and affection, in this regard, Killeen (1998) believes that the distinction between psychological loneliness and self-isolation depends on the presence of the element of choice in the individual, an individual who suffers from psychological loneliness does not want to be alone, while an individual who chooses to distance himself from people.

After all this, the researchers touch on the development of their own definition, which is represented in the feeling of psychological loneliness: It is a state that the individual goes through as a result of painful negative experiences in which he lacks the elements of affection, love and intimacy between him and others, and it consists of the following elements:

- A traumatic negative experience that generates distress, pain and sorrow.
- It is caused by the pain of separation from others and by forms of affection between them.
- Lack or lack of affection and familiarity between him and others.
- An experience experienced by an individual in childhood as a result of parental transactions.

2.1.1. Causes of psychological loneliness

Weiss pointed to two groups of causes of psychological loneliness:

- Painful social situations.
- Individual differences between the sexes at different stages of life.

Ropnachtin also pointed out that the psychological loneliness that adolescents are exposed to has to do with the childhood they went through, a child who has experienced separation from the parents due to divorce or loss of one of them, or if he is ostracized, neglected and cruel by the parents, or exposed to conflict-fraught relationships and disagreements will have a level of psychological loneliness, conversely, if a child lived in a family atmosphere imbued with security and affection, he would not have such a feeling (Al-Nial, 1993, p. 26).

Papalia and Olds also argue that everyone has a transient sense of psychological loneliness, and that there are factors that contribute to this feeling, such as the individual staying at home alone without people who are important to him, or being in the middle of a group that ignores his presence, or losing a loved one to a loved one (Papalia & Olds, 1998, p. 86).

As pointed out "Shennawi" and Khader (1998) that the development and technological progress is a source of psychological loneliness, social interaction in modern technological society weakened social ties between members of society and reduced the role of the family in shaping the elements of the normal personality of individuals (Abdul Majeed, 1989, p. 102).

2.1.2. Forms of psychological loneliness

There were many forms and images of psychological loneliness, and scientists differed among themselves regarding its images and forms, the following table illustrates this:

According to scientists	Forms of psychological loneliness	Example
According to Wess	1. Psychological loneliness arising from emotional isolation. 2. Psychological loneliness caused by social isolation	- They are the product of the absence of contact and emotional attachment. - It is due to the lack of social connections.
According to Russell	1. Emotional loneliness 2. Social Loneliness	- Resulting from not having a friendly emotional relationship with another person, it can be remedied by establishing a friendly relationship or making up for a lost relationship. - They result from an insufficient

		network of social relationships of the individual, and can be treated through social relationships and friendships of others.
According to Young	<ol style="list-style-type: none"> 1. Transient Psychological Loneliness 2. Transformational Psychological Loneliness 3. Chronic psychological loneliness 	<ul style="list-style-type: none"> – It includes periods of loneliness, although the individual's social life is harmonious and consistent. – The individual has enjoyed good social relations in the recent past, but feels lonely recently due to circumstances such as divorce or the death of a loved one. – Lasts for long periods the individual does not feel about his social relationships.

As a result, psychological loneliness has different forms and images that appear and vary depending on the perceptions of researchers, and the way they deal with the subject, in addition to the methods used in diagnosis and the different samples and individual differences between them.

2.2. The concept of depression

Referring to the heritage of psychiatry, we find that there is agreement on describing depression as a disorder of thought, mood, withdrawal from social relations, and a state of helplessness and hopelessness with a noticeable delay in the daily activity of the depressed compared to what it was in the past, sometimes it is accompanied by functional disorders of some body systems: immune, circulatory, digestive and nervous systems.

Mohammed Al-Hajjar (1989) points out that depression focuses on three main components:

The first component: It is associated with an abnormal disordered mood that is disturbed as a result of an individual being subjected to a succession of frustrations and failures.

The second component: It is seen as a syndrome that contains a mood disorder in addition to all the accompanying physico-functional depressive symptoms.

The third component: Depression is seen as a disease, including the syndrome mentioned earlier, in addition to a disability that affects the patient, which prevents him from performing his duties and daily chores in completely or in part. (Hajjar, 1987, p. 84)

According to these three components of depression, the researcher provides a set of definitions, where Seligman (1975) defined depression as a manifestation of feeling about achieving goals when the dependency of despair is attributed to personal ills, in this context, hope is understood as a function of realizing the likelihood of success in relation to achieving the goal" (Askar, 1988, p. 60).

Aaron Beck (1976) views depression as an exaggerated non-adaptive response that occurs as the result of a set of negative perceptions or perceptions of the self, the external situation, the future, or the three elements combined (Beck, 1976, p. 84).

Petrovsky (1985) states that depression is a state of despair, despair, lack of hope and fear accompanied by negative trends, and changes in the environment of motivation or in the driving forces driving the human being, in cognitive impressions and in general in negative behavior, the individual in the case of depression hides some emotions, including sadness or Melankholia, anxiety or confinement and despair" mentioned in (Saad, 1994, p. 256).

This means that depression contains anxiety in the sense that anxiety is a stage before the depressive response, thus there is no depression without anxiety and vice versa.

While Darcourt (1988) distinguishes between *anxiété* and *Dépression*, the latter describes it as a state of lack of interest in the depressed person in others and dissatisfaction with his actions, actions and relationships with people, it also appears at the level of perceptions in the form of a lack of self-esteem, guilt and pessimism, at the level of behaviors, it appears in the form of psychomotor retardation and aggressive actions directed towards the self" (Bensmail, 1988, p. 77).

"Abdul Khaleq" also describes depression "as a transient or permanent emotional state characterized by feelings of contraction and narrow sadness and the prevalence of feelings of concern, anguish, doom, despair, sadness, despair and helplessness, this condition is accompanied by symptoms that affect the emotional, cognitive, behavioral and physical aspects, represented by lack of motivation, inability to enjoy, weight loss, poor concentration, lack of competence and suicidal thoughts (Jamil, 2001, p. 16).

As for "Nabulsi", depression is defined as an imbalance in the psychological balance, which primarily affects a person's mood and idealism, exposing him to moral pain and misery" (Al-Nabulsi, 2003, p. 72).

We conclude from the above dealt with from the definitions of depression that they describe it as a state of mood and thought disorder that is overwhelmed with pessimism and negativity towards the self, reality and the future and is accompanied by:

First: delayed motor responses, where the depressed person perceives them as difficult for him, to the point of describing them as forced to do them without a sense of their effectiveness for his condition, translating his sense of helplessness, surrender and despair.

Second: I embodied anxiety, it appears through the decrease in the activity of some body systems, and their disorder of functions compared to what it was in the past, i.e. the state it is in now.

Types of depression

Oberleder argues that the types of depression are so many that they are similar to the number of humans and all have in common that they keep a person away from the world.

Lewis believes that depression is one disease, full of different symptoms that vary in quantity rather than quality; there is no such thing as external neurotic depression independent of

internal psychotic mental depression, the only difference is the complexity and severity of clinical symptoms (Musa, 1993, p. 436).

There are those who classify it into only two types:

Psychotic depression: It results from a purely mental cause and has no emotional or unconscious cause, but is due to a disorder of the central nervous system.

Neurotic depression: It is due to individual subconscious factors in which the patient feels sad and sad without knowing the source of his real feeling (Afifi, 1983, pp. 14-20), and hit a person in reaction to external circumstances (Hefny, 1992, p. 206).

Some believe that the difference between the first and second type is a difference in degree that reaches in endogenous psychotic depression to the extent of misinterpretation of reality, delusion and delirium. (Zahran H. A., 1978, p. 429), in neurotic depression, it is accompanied by neurotic symptoms such as anxiety, and suicides increase in psychotic depression (Jacob & Bulbul, 1988, p. 43).

There are those who divide it into three types, such as Al-Khouli, who adds to the binary classification a third type:

Reactive depression: It is a reaction to external circumstances such as the death of a loved one, the loss of wealth, or the threat of scandal, and is a logical natural psychological consequence of the circumstances causing it (Afifi, 1983, p. 14) and is short-term.

With the large number of these classifications, the researcher adopts the opinion that depression is a single disease that ranges in severity and varies according to the diversity of factors and causes leading to it, it needs psychopharmacological treatment if it reaches the level of neurosis and above to help the patient regain his balance first and then search for the causes and factors leading to it to mitigate their impact to avoid the patient's relapse again.

3. Previous studies

3.1. Previous studies on the concept of psychological loneliness

In a study of: (Khook, 2002), which aimed to reveal the relationship between shyness and psychological loneliness and parental treatment methods, and the detection of differences in shyness and psychological loneliness as a result of the difference in chronological age, where the researcher used the descriptive approach, on a sample of (484) middle school students in the city of Makkah Al-Mukarramah and after using the appropriate scales for the study (shyness scale for Darbini), and the scale of psychological loneliness (El-Desouky, 1998), the scale of parental treatment methods (Al-Nefaie, 1997) and carrying out statistical treatments The study reached the following results:

- The existence of a statistically significant positive correlation between shyness and psychological loneliness among the sample members.
- The existence of a correlation between both the punitive style of the father and mother and the style of love for the father with a sense of psychological loneliness.

- The existence of a correlation between the style of guidance and counseling for the father and mother and psychological loneliness.
- There were no statistically significant differences in the psychological loneliness scale according to age.

In addition, a study (Megan and Nickbon 2007, Nicponand Megan), which was aimed at identifying the relationship of psychological loneliness: social support, life arrangements, scientific perseverance, and the study was conducted on a sample of (410) university students and the results of the study showed the following:

- Social support reflected negatively on isolation, and in a positive way on scientific perseverance decisions.
- A little psychological loneliness and more social support showed positive actions in students.

A study (Muawiya Abu Ghazal, Abdul Karim Jaradat, 2009) entitled "Adult attachment patterns and their relationship to self-esteem and loneliness", the study sample consisted of (526) male and female students selected from all faculties of Yarmouk University, after using the appropriate scales for the study (Yarmouk Scale of Adult Attachment Patterns prepared by the researchers, the Rosenberg Self-Esteem Scale, Haddad Sawalmeh's Psychological Loneliness Scale (1998) and statistical treatments yielded the following:

- Both attachment styles – anxiety and security – have been significantly associated with self-esteem and psychological loneliness.
- There is no significant relationship between the trapping attachment style and self-esteem.
- There is no significant relationship between the clinging style and loneliness.

Similarly, regression analysis has shown that both attachment and anxiety styles, has contributed significantly to the prediction of self-esteem and loneliness, in addition, it turns out that the secure attachment style is the most common attachment style.

In another study of: (Al-Qiq, 2011), the study aimed to identify the degree of psychological loneliness among students and to show the relationship of this feeling of the sexes, and the academic level on a sample of (157) students of the Faculty of Fine Arts at Al-Aqsa University in Azza, to achieve this, the researcher used a measure of psychological loneliness (prepared by him, 2008), after carrying out the appropriate statistical treatments, the results indicated that:

- The degree of psychological loneliness among college students was average.
- There were no statistically significant differences in the degree of psychological loneliness according to the gender variable.
- There are statistically significant differences in the degree of psychological loneliness according to the variable of the academic level and in favor of the fourth level.

3.2. Studies on the concept of depression

In a study by (Al-Ansari, 2003) entitled Differences between male and female students of Kuwait University in anxiety and depression, this study aimed to identify the differences between male and female students of Kuwait University in the prevalence rates of anxiety and depression, as well as identifying the most prevalent symptoms among Kuwait University students of both sexes, and the total study sample consisted of (1103) male and female students studying at Kuwait University, By (361) male and (742) female students. Their ages ranged between (18-25) years, The tools used in this study were the Kuwait University Touch Anxiety Scale and BDI-II, the results of this study showed: Reported substantial differences between male and female students, where female students got (8.11%) while students obtained (10.5%) in anxiety, Female students scored 9.10% over students who scored 9.9% in depression.

The results also revealed that there are significant differences between male and female students in symptoms of anxiety and depression, where the female students obtained a higher average than the students in (18) displays in the total score of the Kuwait University Anxiety Scale, while female students received a higher average than students in (9) symptoms of the total score of the second "Beck" list of depression, and therefore it can be said that female students are more anxious and depressed than students.

While the study (Alami, 2003) entitled Stress, Psychological Stress, Depression and Coping Skills among Students in Palestinian Universities and Students in Jordanian Universities, with the aim of studying the mental health of students in both Palestinian and Jordanian universities, the total study sample consisted of (650 students), they are distributed as follows: (315) male and female students, including (156) male and female students, (195) female students in Palestinian universities, (345) male and female students, including (116) male and (229) female students in Jordanian universities, the researcher used several scales, including the stress scale, depression scale, psychological stress, and coping skills, and the study showed the following results:

- The average score of Palestinian students is higher than the average score of Jordanian students on the scale of describing feelings (depression), and the stress scale, meaning that Palestinian students are subjected to severe psychological pressure in favor of female students.
- There were no statistically significant differences attributed to the affiliation variable and sex on the scale of stress, depression and psychological stress in the total study sample. It also showed that Palestinian students have coping skills in abundance and severity for the benefit of male students.
- There were no statistically significant differences among Jordanian university students in coping skills attributable to gender change.

A study (Maamaria, 2000) that aimed to reveal the prevalence of psychological depression among university students between the sexes, the study sample consisted of (527) male and female students, including (217) males (310) females distributed over several institutes from the University of Batna in Algeria, and of different academic levels, the researcher used the

Beck Depression Scale as the first modified image, the results indicated that the prevalence of depression among university students (male sample, female sample) according to the test used ranges between (10%-20%), meaning that the ratio of females to males in depression is (1:2), she also noted that female students are more depressed than male students and that there is a difference between male and female averages in depression and in favor of female students, There is a difference in the order of the thirteen symptoms of depression according to sex and in favor of female students.

As indicated by a study (Abdel Ghaffar , 2007) entitled "Irrational Thoughts Predicting Depressive Disorder among a Sample of University Students", this study aimed to identify the irrational thoughts predicting depressive disorder among a sample of Beni Suef University students in Egypt, the researcher used two scales: the Irrational Thoughts Scale and the Beck Depression Scale, the study sample consisted of (660) male and female students and their age range ranged between (17-22 years) representing a number of theoretical and practical faculties, the results showed a predictive relationship between irrational thoughts and indicators of depression, as well as the existence of significant differences between males and females in the prevalence of depression, and the quantity and type of irrational thoughts, as shown a significant effect of academic specialization in the occurrence of depression in favor of students of practical colleges.

3.3. Comment on previous studies

- With regard to studies that dealt with psychological loneliness, it aimed to study the relationship of psychological loneliness with shyness as a study (Khokh, 2002), another study dealt with the degree of psychological loneliness as a study (Al-Qiq, 2011) and another study for: (Muawiya Abu Ghazal, Abdul Karim Jaradat, 2009) dealt with "adult attachment patterns and their relationship to self-esteem and loneliness", studies have varied in examining the impact of demographic variables on psychological loneliness such as gender, level of education, chronological age, ...
- As for the sample, this study was concerned with students of different levels; there are other studies that have focused on children, the elderly, women, the sick and the disabled that we have not included in the research.
- Previous studies also varied in their use of research procedures in terms of methodology, tools used and statistical treatment according to the objective of the study and its hypotheses, its findings also varied.
- For studies on depression, It also varied with regard to linking the depression variable with other variables, such as the study (Alami, 2003), which aimed to study the mental health of students in both Palestinian and Jordanian universities through the study of the stress variable, stress, depression and coping skills, and a study (Maamaria, 2000), which aimed to detect the prevalence of psychological depression among university students between the sexes. It has varied in examining a set of variables.

- They also differed in their use of research procedures and statistical treatments, and therefore their findings varied.

4. Methodology and method of conducting the study

Study Methodology: The descriptive and inferential approach has been followed to analyze the data of the study statistically, considering that the appropriate approach to the nature of this study.

The method of selecting the basic sample and its characteristics: The community that we have taken as a human field for our studies is represented by the students of the University of Oran (first year of social sciences), the members of the basic study sample were identified as (149) university students, in an intentional manner.

5. Study Tools

To achieve the symptoms of the study, two scales were used:

5.1. Psychological Loneliness Scale

This scale was originally developed by Russel (1996) as a psychometric tool that is easy to apply in experimental research to measure psychological loneliness, this scale is the third revised version of the California-Los Angeles Loneliness Scale, El-Desouky (1998) translated the scale and applied it to a sample of 1220 individuals of both sexes of different age levels, and codify the scale through the calculation of coincidence coefficients and stability as well as the calculation of its standards, where the scale in its final form consists of (20) twenty items were formulated in the form of questions.

Correction of the scale: The grades (1, 2, 3, 4) are allocated to answer the following items: (18, 17, 14, 13, 12, 11, 8, 7, 4, 3, 2), as for the items bearing the numbers: (1, 5, 6, 9, 10, 15, 16, 19, 20), the trend in correcting them will be contrary to previous estimates, algebraic summation is used to calculate the total score obtained by the examinee on the scale, thus, the overall score on the scale ranges from (20-80 degrees), a high score indicates an intense feeling of psychological loneliness and vice versa.

5.2. Beck Depression Scale

It is a way to estimate depression and determine its type and severity, the Beck scale represents an early and successful attempt to measure the degree of personality depression and the quality of this depression, the owner of this scale is the well-known American scientist and psychiatrist (Arom Beck), professor at the University of Pennsylvania, USA, who is a contributor to the development of the cognitive behavioral therapy movement for depression and other mental illnesses.

In 1972 the abbreviated version of a list consisting of only 13 sets of phrases appeared, several studies by Aaron Beck et al. on the abbreviated version have shown that they are related to the full version, with an association coefficient of 0.96, where the study was conducted on a mixed sample of patients and normal patients, numbering 98 individuals, another study

conducted by Aaron Beck et al. on a sample of 431 individuals showed that the correlation coefficient between the original list and the shortlist was 0.97, the brief version of the scale was translated into Arabic in Egypt by Gharib Abdel Fattah in 1985. (Maamaria, 2000, p. 95)

Table (02): Illustrates the method of interpreting the results of the scale

0 – 9	No depression
10 – 15	Weak depression
16 – 23	Moderate depression
24 and up	Severe depression

Many researchers have confirmed the validity and stability of the scale on the Algerian environment.

6. Statistical methods in data processing

To confirm the validity of the hypotheses, we used averages and standard deviation, as well as the correlation coefficient (Pearson) to study the correlation in addition to the test (T Test) to study the differences between nationality in the variables of psychological loneliness and depression for students of the first year of social sciences, using the Statistics for Social Sciences package (SPSS, v20).

7. Presentation and discussion of hypotheses

7.1. Presentation and discussion of the first hypothesis

Which states that: There is no correlation between psychological loneliness and depression among first-year students of science from university education.

To test this hypothesis, we used Pearson's correlation coefficient, where the results are shown as shown in the following table:

Table (03) shows the correlation coefficient between psychological loneliness and depression

Variable	Sample	Correlation coefficient	Significance level
Psychological Loneliness	n =149	0.31 *	Significant at 0.01
Depression			

We note through the table that there is a correlation between psychological loneliness and depression among students in the first year of social sciences with a factor of (0.31) at the level of significance (0.01).

The results of the statistical analysis indicated a correlation between psychological loneliness and depression in the sample members, in both males and females in particular, in both males and females in particular, this finding seems logical and consistent with the result of a study (Lausing et al.) (1999), whose results revealed a statistically significant correlation between psychological loneliness and depression in children.

This finding is also consistent with the results of the study of Watson and Tellegen (1985), Watson & Tellegen, The results of which proved that people with psychological loneliness score high on the depression scale, they also use negative terms to describe themselves and their social functioning, they also use negative terms to describe themselves and their social functioning, they describe themselves as poorly adapted, this negative self-evaluation leads them to adopt a negative role in their interaction with others, which in turn leads them to poor social performance (Vitkus & Horowitz, p1272), Jones, Hobbs & Hockenbury (1982) found in the results of their study, people with psychological loneliness are negative and do not interact positively with others, they also have less love to socialize, and they have more hostility and a sense of depression and anxiety than normal people (Vitkus & Horowitz, 1987, p. 1266), psychological loneliness is one of the most painful psychological pressures for humans, due to her traumatic psychological experience and a sense of helplessness due to the lack of intimate social relationships, in addition to the noticeable lack of psychological support that the individual receives from the surrounding social environment, which makes psychological loneliness the cause of the emergence and continuation of many mental disorders in humans such as fear, anxiety and depression (Dania Al-Shaboun, 2013, pp. 48-49).

We can also interpret this result in light of what distinguishes patients with psychological depression and individuals with feelings of psychological loneliness from a negative view of themselves, this is confirmed by a study carried out by Louces (1980) on a sample of university students from America, its results resulted in a high correlation coefficient between the psychological loneliness and the negative self-concept of the study sample.

The overlap between psychological loneliness and depression may be due to the causes behind the same loneliness that can be due to depression, loneliness is a state in which an individual feels something is lacking, as for depression, the emotional state is anger and anxiety as a result of the previous state, which is psychological loneliness, a person who feels lonely may reach people but cannot communicate with them due to feelings of ostracism and worthlessness, thus, psychological loneliness is a symptom of depression.

7.2. Presentation and discussion of the second hypothesis

Which states that: There is no correlation between psychological loneliness and depression among students in the first year of university education.

To test this hypothesis, we used Pearson's correlation coefficient, where the results indicated as shown in the following table:

Table (04) the correlation coefficient between psychological loneliness and depression in males

Variable	Sample	Correlation coefficient	Significance level
Psychological Loneliness	n =26	0.18 *	No significance
Depression			

We note through the table that there is no correlation significantly between psychological loneliness and depression in males in the first year of social sciences with a factor of (0.18), which is a value that is not significant significantly.

This result differed with the results of the study of "Dania Al-Shaboun" (2013), which found a statistically significant association between psychological loneliness and depression among male students in the fourth grade of basic education, the researcher attributes the different results to the nature of the sample, the different study tools and the environment in which this study was conducted.

The researcher also attributes the absence of a statistically significant correlation between psychological loneliness and depression among male students, especially adolescents; however, a teenager does not necessarily have to be depressed just because he likes loneliness and isolation from others, both psychological loneliness and depression in male students have characteristics that our current study did not confirm any relationship between them.

We find that male students, especially adolescents, seek not to take out their social and psychological life to the outside world, they do not like to show what they feel and see that masculinity is ignoring their feelings, although males are exposed to psychological pressures and setbacks that may result from the family or society and living with what customs and traditions impose on them that make them vulnerable to a range of mental disorders, to that they are more tolerant of her and more shockproof.

Their loneliness can be linked to excessive shyness or extreme sadness, daydreaming, and inability to build effective social relationships with others; there are teenage students, who find it difficult to mix with others for various reasons, their way of thinking may also play the paramount role in their inability to build relationships with others, there are smart students who are ridiculed just because they are smart and occupy the first places in the school thinking that the study is for females, all these things may make them tend to love loneliness because they find security with themselves only, and depression has nothing to do with their psychological loneliness, as with depression, the student adolescent feels depressed when he is unable to achieve his desires and goals, in his attempts to reconcile the satisfaction of his basic needs with the traditions that prevail in the family, he finds it difficult to reconcile the tradition that should be followed, and many times he has to give up these desires and this may cause him to feel depressed, you may find some adolescent students who are involved in groups that have been able to achieve what they could not, It generates pain and contempt for the self and then enters into depression.

Accordingly, the researcher attributed the results of the current study as well to the prevailing education of the family and the parental relationship, which is responsible in one way or another for the emergence of mental disorders in children, regardless of the trauma and stress they live abroad.

7.3. Presentation and discussion of the third hypothesis

Which states that: There is no correlation between psychological loneliness and depression among first-year female students in university education.

To test this hypothesis, we used Pearson's correlation coefficient, where the results are shown as shown in the following table:

Table (05) the correlation coefficient between psychological loneliness and depression in females

Variable	Sample	Correlation coefficient	Significance level
Psychological Loneliness	n =123	0.31 *	Significant at 0.01
Depression			

We can see from the table that there is a significant correlation with a value of (0.31) at the significance level (0.01).

The results of the statistical analysis indicated a correlation between psychological loneliness and depression, especially in females, and this result is consistent with the study (Lou Sing et al. 1999), the results revealed a statistically significant correlation between psychological loneliness and depression in children, this result is also consistent with the result of the study of Watson & Tellegen (1985), whose results proved that people with psychological loneliness score high on the depression scale, they also use negative terms to describe themselves and their social functioning, they describe themselves as poorly adapted, this negative self-evaluation leads them to adopt a negative role in their interaction with others, which in turn leads them to a small social performance (Vitkus & Horowity (1987, 1272), Jones, Hobbs & Hockenbury (1982) found in the results of their study, people with psychological loneliness are negative, do not interact positively with others, they are also less likely to socialize with others, in addition, they have more hostility, depression and anxiety than normal people) (Vitkus & Horowitz, 1987 p1266, psychological loneliness is one of the most painful pressures for humans, due to her traumatic psychological experience and a sense of helplessness due to the lack of intimate social relationships, in addition to the noticeable lack of psychological support that the individual receives from the surrounding social environment, which makes psychological loneliness the cause of the emergence and continuation of many mental disorders in humans such as fear, anxiety and depression.

7.4. Presentation and discussion of the fourth hypothesis

Which states: There are no differences between psychological loneliness and depression among first-year university students according to gender.

To test this hypothesis we used means and standard deviation, as well as the T test to study gender differences, the results are as shown in the following table:

Table (06) the value of the T test to study gender differences

Variable	Males		Females		T value	Significance level
	n = 26		n = 123			
	M	S	M	S		
Psychological Loneliness	45.92	3.86	48.41	5.23	2.29	Significant at 0.02
Depression	16.73	9.15	19.87	9.08	1.59	No significance

We note through the table that there are gender differences in the psychological loneliness variable with a value of (T) of (2.29) at the level of significance (0.02) and in favor of females, while there are no differences between them in the depression variant.

For the first part of the hypothesis, their results are consistent with the findings of the studies of (Simon Metwally, 1995), (Mohamed Nabil, 1994), (Jamal Shafiq, 1997), (Rasha Fayed, 2003), Bolai & Boris (1980) is mentioned in (Huda Ibrahim Abdel Rahim Wahba, 2010, pp. 152-153), which indicated in its entirety that females are more likely to experience psychological loneliness, this is due to the fact that puberty, which results in shyness from these grave changes, as well as the restrictions imposed on her at that stage, which limit her relationship with her friends and companions, combine together to increase the rates of psychological loneliness among females compared to males, in addition, females are more explicit and explicit than males in describing themselves as lonely while males tend to hide their true feelings of loneliness, females tend to limit themselves to bilateral relationships with best friends.

This may also be due to several personal factors that characterize females rather than males; this may be due to cultural and civilizational factors that affect females in their response.

Through teaching and contact with the students who were researched, also through the application of the two scales, I have found that females are more keen on the survival, continuity and cohesion of relationships, hence we can assume that females are more affected by interpersonal problems and relationship disorder and therefore more psychologically lonely, the disruption or disintegration of a relationship directly means damage to its personal being.

For the second part of the hypothesis, the result of this hypothesis is consistent with the study of both (Al-Yahfufi, 2003), (El-Alami, 2003), (Zeitawi, 1999), Ressel & Ockene, Barret, 1997, Rocha & Ortega, 1995, Wesse, 1198, the results showed that there were no statistically significant differences in the degree of depression attributable to the gender variable.

Kohlberg's assertion that gender differences cannot be attributed to the gender variable is also concurred, It even disappears when the parenting system is equal between males and females (p195, 1994 (Sprint), hence we can say that the sex of the child, whether male or female, does not affect his feeling of depression if there are reasons for it.

While the results of this hypothesis differed with the study (Abdel Ghaffar , 2007), and the study (Al-Khalidi, 2004), A study (Al-Ansari, 2003), a study (Al-Obaidin, 2003), and a study (Al-Nabhan, Al-Zghoul, and Al-Hindawi, 2000), And a study (Al-Nimr, 2003), a study

(Maamaria, 2000) and a study (Wiseman & Guttfreund, Lurie, 1995) where the results indicated that there are statistically significant differences in the degree of depression attributed to the gender variable and in favor of females.

It also differs with most of the results of previous studies such as (Shaaban, 1994), (Lau sing et al, 1999), study (Douglas W. et al, 2003), and Study (Patricia Vuyk et al, 2007), this may be due to the similar pressures to which males and females are subjected, or it may be due to the nature of the similar social reality experienced by both males and females, it may be due to a kind of support that both males and females receive, the reinforcement is the same and does not differ according to gender (Ismail and Al-Nafi'i, 2001, p. 145).

The researcher may attribute that males and females are very close in the average degree of depression due to the participation of both sexes in many characteristics, whether related to the life pressures on them, including psychological and personal security problems, or related to the family, social or geographical environment or university pressures, they are all somewhat similar, or those related to cultural, intellectual and value influences with all their pressures and frustrations, this results in the disparity of sex at this stage.

Except that both sexes are subject to often-similar styles and socialization, thus, the outlook is similar in challenging all current circumstances at the present time to get the opportunity to succeed and achieve self-realization.

8. References

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