

Relationship Between Self Esteem and Loneliness Among College Hostel Students

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ABSTRACT

The purpose of this study was to see if there was a relationship between self-esteem and loneliness among college hostel Living students. It was hypothesized that self-esteem and loneliness would have a positive relationship. The participants in this study were 200 college students ranging in age from 17 to 22 years old who lived in hostels. The sample was gathered from several Indian colleges and included nearly equal numbers of males (n = 100) and females (n = 100) students. The information was gathered using an online survey. Rosenberg's self-esteem scale (Rosenberg, 1965) was used to assess self-esteem, whereas the University of California and Los Angeles loneliness scale was used to assess loneliness. Self-esteem and loneliness have a positive link, according to Pearson correlation. Male and female students had no significant differences in self- esteem and loneliness, according to an independent sample t-test.

Keywords: *Self-Esteem, Loneliness, Hostellers, College Students*

Hostel students:

A hostel is a place where accommodation is provided to studying students during their college or school life. Generally, students who move away from their homes to study, stay in hostels, but recently it is seen that students from the same city as their college or school are also opting for hostel life. The main reason behind this decision can be to experience college life. This plays a very important role in developing one's individuality and preparing them for the future in many distinct ways.

The Hostel environment gives a partner degree opportunity to the best behavior among understudies. Amid living in hostels, understudies share their private problems and issues with one another and take in innovative considerations from their hostel mates. Hostel life rouses the understudies in about various perspectives and discernment about truth. Hostel life makes understudies have a ton of ambition; those understudies who live in the hostels are more autonomous and have more certainty than others. In hostel understudies take in daring and soul from the other understudy and may be a bolster understudy to confront proficient life all the more successfully.

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Human personality is formed by the experiences of life. At the point when a kid is brought into the world the family gives a defensive domain to the youngster, toward the starting the associations are constrained, last social collaborations increment, and the process of socialization begins. Which empowers the people to end up a viable individual from a general public, Human's way of life and personality are influenced by his/her environment. Accordingly, the social structure assumes a vital job in the advancement of personality and behavior. Analysts have been conducted to feature the significance of the home condition, and the job of relatives in the advancement of the youngsters. Contrasts in tyke improvement begin with the socioeconomic status of the family, organic endowment, and educational contrasts. These family contrasts roll out enduring improvements in the personality of the youngsters. As relatives assume an essential job in the improvement of youngsters. Thus, a helpful family condition inculcates trust in youngsters. Residential regions likewise influence the process of socialization. This thus restricts or expands educational open doors for youngsters.

Training is a piece of tyke creation, it began with the birth and lasted till the season of death. It is a process in which an individual adapts new skills and data. The fundamental goal of instruction is to urge the person to gain errands, learning, certainties, and attributes which beforehand not acquired. Human culture depended on realizing where guardians and different individuals from our general public can encourage the process of learning.

Impact of hostel life:

Living far from family for a specific timeframe abandons some enduring experiences in the life of the understudies. In this new way of life, understudies learn to live freely, and figure out how to compromise with alternate understudies and roommates (as referred to in Khozaei et al., 2010). Understudies living in hostels face numerous troubles and obstacles, for example, money related emergencies, alteration issues, individual weakness, distress, changes in eating and rest propensities, and numerous different issues. Research recommends that Empathy, charitable behavior, passionate stability will be more in hostel understudies. Hostel conditions give an open door for socialization among understudies.

While living in hostel understudies share their own ideology with different understudies, and take in numerous new thoughts from their hostel colleagues. Hostel life likewise impacts the understudies' perspectives and discernments about the religion. Hostel life likewise makes understudies increasingly eager, those understudies who have stayed in hostels are more independent and confident than different understudies. In hostels understudies learn boldness and soul from different understudies, and that may assist understudies with facing the practical life all the more confidently (Ahmad, 2006). It is a typical observation that hostel life uniquely affects an amazing example. Living in the hostel makes understudies socially and behaviorally extraordinary. Boarding or hostel life is a combination of various social foundations, in the hostel life understudies learn to live with various social foundation individuals (Shah, 2010). There is a well-known citation "Times change individuals transforms" it is best applicable for the hostel understudies. Hostel life is going to change the manner in which an understudy is, its effect on personality behavior, thinking, and dressing too. In hostel understudies are encompassed by different understudies of about indistinguishable age from they are, each one of those understudies have diverse qualities. In hostel life all understudies need to conform to alternate understudies staying in the hostel.

It is a common perception that hostel life has a unique impact on the pattern of students' life. Living in the hostel makes students socially and behaviorally different. Boarding or hostel

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life is a combination of different cultural backgrounds, in the hostel life students learn to live with different cultural backgrounds. In this new lifestyle, students learn to live independently, and learn how to compromise with the other students and roommates. While living in hostels, students share their personal ideology with other students, and learn many new ideas from their hostel fellows. Hostel life also makes students more ambitious, those students who have stayed in hostels are more self-reliant and confident than other students. In hostels students learn courage and spirit from other students, and that may help students to face the practical life more confidently.

The hostel is a place where students stay to pursue formal education away from their homes. But the concept of hostel is not only limited to place of residence, the hostel is a human practical laboratory. Therefore, a hostel is not simply a place for living, it is a center of education. Students learn as much as from their teachers as well as fellows during hostel stay.

Students living in hostels face many difficulties and hurdles such as financial crises, adjustment issues, personal helplessness, distress, changes in eating and sleep habits, and many other issues. It is a common perception that hostel life has a unique impact on the pattern of students' life. Living in the hostel makes students socially and behaviorally different. Boarding or hostel life is a combination of different cultural backgrounds, in the hostel life students learn to live with different cultural backgrounds.

There is a popular quotation "Times change people changes" it is best applicable for the hostel students. Hostel life is going to change the way a student is, its effect on the personality behavior, thinking, and dressing as well. In hostel students are surrounded by other students of about the same age as they are, all those students have different characteristics. In hostel life all students have to adjust to the other students staying in the hostel.

Self Esteem:

Self-esteem is an individual's subjective evaluation of their own worth. Self-esteem encompasses beliefs about oneself (for example, "I am unloved", "I am worthy") as well as emotional states, such as triumph, despair, pride, and shame.

Self-esteem is a term used in the social sciences, particularly psychology and sociology, to describe a person's overall emotional judgment of his own worth (Hewitt, 2009). Self-esteem is also defined as an overall sense of worth or acceptability (generalized feelings of self-acceptance),

goodness, and respect for oneself (Crocker & Major, 1989; Coopersmith, 1967; Wylie, 1979; Rosenberg, 1965). Self-esteem is an essential human requirement (Epstein, 1973).

Self-esteem grows over time, is largely stable, and is relatively resistant to change (Campbell, 1990). Self-esteem is sometimes regarded as a means for a person to maintain dominance in a relationship (Barkow, 1980). The degree to which participants felt accepted by specific persons in their life appeared to be related to trait self-esteem, but not to the degree to which participants believed those individuals saw them as dominant. The effects of acceptance and dominance on self-esteem appeared to be independent. According to the ethological perspective, self-esteem is an adaptation that has evolved to retain dominance in relationships (Barkow, 1980).

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In recent writings, self-esteem has been described as the level to which one judges himself in a constructive or detrimental, respectable or depraved manner. Self-esteem is defined as one's attitude toward and elevation of one's own self. Self-esteem is broken down into several dimensions such as cognitive abilities, physical abilities, and social abilities. The growth of self-esteem occurs as a result of our interactions with the social environment. One article will concentrate on this sort of self-esteem, namely development self-esteem (Triantoro, 2015).

Self-esteem can also be defined as how confidently individuals assess themselves (Baumeister, 2008).

Self-esteem is described as a link between one's own ideal self and one's own actual, serving off of positive behaviors (Leary, 1999). It awakens an individual's own sense of worth, in which an individual values, supports, appreciates, awards, or likes himself.

Self-esteem helps in motivating people to achieve their goals, high self-esteem leading to coping in situations and low self-esteem leading to avoidance (Leary, 1999).

Individuals with low self-esteem have more difficulty dealing with challenges and hurdles. They have poor handling strategies and abilities. This problem arises from two types of negative self-perception: first, persons with low self-esteem experience more fear when confronted with threats/problems than people with high self-esteem. Second, people with low self-esteem see themselves as people who lack adequate problem-solving skills. As a result, they are less likely to take preventive action and have a fatalistic belief that they will be powerless to stop a bad problem from arising in their lives.

There are 3 types of self esteem

- Inflated self-esteem
- Low self-esteem
- High self-esteem

Low self-esteem:

People who have low self-esteem, think of themselves as below average. They do not believe in themselves; they do not trust in their abilities and they do not place value on themselves. Low self-esteem can affect a lot of things in one's life. Some of the effects of low self-esteem are poor relationships, addiction, depression and anxiety.

- **Poor relationships:** Low self-esteem causes poor relationships because of self-doubt and the belief that one is not good enough for anything of value and going to unbelievable lengths to please the wrong people.
- **Addiction:** People who have low self-esteem mostly tend to use hard drugs and substances to ease the negative feeling they have about themselves. They see the use of hard drugs or alcohol as an escape and thereby exposing themselves to detrimental effects.
- **Depression and anxiety:** Low self-esteem also causes depression and anxiety which is the feeling of sadness and worry or fear. Low self-esteem brings a lack of confidence that leads to anxiety and intense sadness.

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High self-esteem:

People who have high self-esteem tend to love and accept themselves. They believe in themselves and their abilities. They have the confidence that whatever challenges might come, they will be able to surpass it. Some of the benefits of high self-esteem includes being able to be yourself without the fear of being judged, readiness to accept new challenges, not always searching for approval from other people, readiness to learn new things as you accept that you do not know everything and also take corrective criticism. People who have high self-esteem have enhanced initiatives and pleasant feelings and they are more pleasant to be around.

Inflated self-esteem:

People with inflated self-esteem tend to think of themselves as better than other people and are always ready to underestimate others. This is actually a very negative type of self-esteem because it prevents people who have it from forming meaningful and healthy relationships. They always want to be ahead and most times do not mind hurting people to achieve the success they desire, thinking that will bring them happiness.

People with inflated self-esteem do not have the ability to listen to others. Rather, they constantly blame others and undervalue them and also adopt a hostile attitude and behavior toward others. They are always ready to brag to hide their incompetence and they have a great fear of rejection and failure hence the reason they feel the need to camouflage. People like this can change but it has to start with them accepting it. They need to realize that they are humans who are prone to fail and make mistakes.

William James: Formula for Self-Esteem

William James is repeatedly referred to as the creator of the self-esteem movement (Hewitt, 2005; Kling et al., 1999; Leary et al., 1995; Seligman, 1996) and given his “elementary endowment of human nature,” (as cited in Leary et al., 1995, p.518) one might hypothesize that it has existed since the birth of mankind.

James’s (1890 as cited in Seligman, 1996, p.30) original formula of self-esteem appears to be well respected:

William James: Formula for Self-Esteem

Self-esteem = success/prentensions

The two elements, feeling good about ourselves (prentensions) and how well we actually do (success), are inextricably linked; we can feel better about ourselves by succeeding in the world but also by varying the levels of our hopes and expectations.

Theories of self-esteem:

Stanley Coopersmith’s Self-Esteem Theory:

Contemporary belief is that self-esteem is rooted in early childhood with a foundation of trust, unconditional love and security, impacted on as life progresses by a combination of positive and negative evaluations. Stanley Coopersmith’s (1967 as cited in Seligman, 1996, p.32) self- evaluation scale measured self-esteem in children and then assessed the parent’s child rearing practices for those children with high self-esteem and concluded that the origins of higher self- esteem lay in clear rules and limits enforced by the parents.

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Self-Determination Theory:

Self-Determination Theory (SDT) states that man is born with an intrinsic motivation to explore, absorb and master his surroundings and that true high self-esteem (Deci & Ryan, 1995 as cited in Ryan & Deci, 2004) is reported when the basic psychological nutrients, or needs, of life (relatedness, competency and autonomy) are in balance (Ryan & Deci, 2004; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000 as cited in Ryan & Deci, 2004).

When social conditions provide support and opportunity to fulfill these basic needs, personal growth, vitality and well-being are enhanced (Chirkou, Ryan, Kim, & Kaplan, 2003; La Guardia, Ryan, Couchman, & Deci, 2000 as cited in Ryan & Deci, 2004). Relatedness was an addition to the original theory to account for people's inherent ability to make meaning and connect with others through the internalization of cultural practices and values (Ryan & Deci, 2004).

Loneliness:

Loneliness is defined as a distressing feeling that accompanies the perception that one's social needs are not being met by the quantity or especially the quality of one's social relationships. It is associated with social isolation, poor social skills, introversion, and depression. Humans want to avoid loneliness because it is a distressing and painful experience. The majority of people will likely have a significant experience of loneliness at some point in their lives (Rokach & Brock, 1997). According to Oshagan and Allen (1992), the prevalence of loneliness in the general population is believed to be between 15 and 28 percent. Researchers found that loneliness is a more widespread and serious problem among university students, which is unfortunate.

Furthermore, many students have expressed feelings of loneliness (Wiseman, Gutfreund, & Lurie, 1995). According to Knox, Vail-Smith, and Zusman (2007), 25.9% of college male students and 16.7% of college female students experience extreme loneliness. In a more recent study, zdemir and Tuncay (2008) discovered that 60.2 percent of Turkish college students experienced loneliness in their study. The results also revealed a high level of loneliness (45.49). Because university life is a transitional stage from high school to college, from adolescence to adulthood, and from home to dormitory, it's not strange that college students experience feelings of loneliness. The new environment necessitates the abandonment of one's former social network in favor of making a concerted effort to seek out and form new close and social relationships with people, which may result in feelings of loneliness.

According to De Jong Gieruela, 1987, Loneliness is also defined as "A social situation experienced by the individual as one where there is an unpleasant or inadmissible lack of certain relationships. This includes situations, in which the number of existing relationships is smaller than the considered desirable number as well as situations where the intimacy one wishes for has not been realized".

There are various theories that can be used to explain loneliness, but one of the most appropriate and popular theories is the cognitive discrepancy theory. According to this idea, loneliness is defined as a gap between one's desired and actual levels of social relationships, whether in terms of quality or number. Because loneliness is an experience perceived by certain individuals, it is linked to subjective sensations (Peplau & Perlman, 1982). A human person enters the world alone, works through life alone, and eventually leaves the world alone. The human condition is all about dealing with it, enduring it, and learning how to

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straighten out his own existence with grace and contentment. Existentialist philosophers, on the other hand, argue that human beings are intimately involved in each other and the cosmos as they connect and create, and that loneliness is simply the experience of being cut off from this process.

The APA defines it as the emotional distress we feel when our inherent needs for intimacy and companionship are not met.

Causes:

Contributing factors to loneliness include situational variables, such as physical isolation, moving to a new location, and divorce. The death of someone significant in a person's life can also lead to feelings of loneliness.

Additionally, it can be a symptom of a psychological disorder such as depression. Depression often causes people to withdraw socially, which can lead to isolation. Research also suggests that loneliness can be a factor that contributes to symptoms of depression.

Symptoms:

- Feelings of sadness, emptiness, discomfort, or disconnectedness
- Feeling left out or isolated from others
- A longing for companionship
- Feeling like you're misunderstood or not heard
- Feeling isolated even when you're surrounded by others
- Feeling exhausted or burnt out by social interactions
- Feeling insecure
- Ruminating and reminiscing on the past

Theories of loneliness:

Cognitive discrepancy theory:

- The cognitive discrepancy model of loneliness postulates that people experience loneliness when they perceive a discrepancy between their actual and desired levels of interpersonal contact. In contrast, a social needs model proposes that loneliness arises from actual deficits in social contact.
- Cognitive discrepancy theory suggests that loneliness is a subjective, unpleasant, and distressing phenomenon stemming from a discrepancy between individuals' desired and achieved levels of social relations.

Attachment theory:

- Attachment theory, in developmental psychology, the theory that humans are born with a need to form a close emotional bond with a caregiver and that such a bond will develop during the first six months of a child's life if the caregiver is appropriately responsive.
- Developed by the British psychologist John Bowlby, the theory focused on the experience, expression, and regulation of emotions at both species (normative) and individual (person-specific) levels of analysis.
- Bowlby believed that the attachment system, as he and others called it, served two primary functions: to protect vulnerable individuals from potential threats or harm and to regulate negative emotions following threatening or harmful events.

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- The normative component of attachment theory identifies the stimuli and contexts that normally evoke and terminate different kinds of emotions, as well as the sequence of emotions usually experienced following certain relational events.

Correlation between self-esteem and loneliness:

- Loneliness and self-esteem both are social-psychological constructs.
- Loneliness may be defined as "a state that reflects an individual's own perception of deficiencies in his or her network of social associations".
- Self-esteem clears as feelings of self-worth and self-respect. Low self-esteem was associated with feelings of loneliness.
- Individuals with low self-esteem are likely to feel rejected and are disapproving of others, in addition they may lack self-confidence and social skill required for initiating and developing relationships; factors that are related to loneliness.
- Students with low self-esteem and feelings of loneliness may benefit from psychological intervention.
- Self-esteem is a positive or negative evaluation of self-concept.
- Rosenberg (1979) studied self-esteem among adolescents to distinguish between self-confidence and self-esteem in self-existence.
- Self-confidence is linked to the concept of Bandura's self-efficacy in the expectation to overcome challenges and have control over the situation.
- The failure to obtain positive self-acceptance will lead to depression and cause the individual to have a low level of self-esteem.
- Moreover, Rosenberg (1979) found delinquent groups were among individuals with low self-esteem.
- Loneliness is described as an unpleasant and distressing state in which individuals perceive deficiencies in their social world and it is a common emotional experience during adolescence.
- Adolescents with low self-esteem will have a high level of loneliness. Adolescent tendency to behave aggressively is when the individual feels lonely.
- Loneliness and Self-Esteem at Different Levels of the Self. If you have ever experienced a period of loneliness in your life, you may already know that these feelings are often accompanied by feelings of low self-esteem.
- Correlations between loneliness and self-esteem at the personal level of identity lead to questions about whether loneliness and self-esteem are similarly related at the relational and collective levels of identity as well.
- Even though the inverse relationship between self-esteem and loneliness has been well investigated, knowledge on the explanatory or potential mechanisms linking self-esteem to loneliness remains limited.
- The construal of self (personal, relational, and collective identity) is important to consider when looking at loneliness and self-esteem because both involve the way that a person perceives himself or herself.
- Although there is little research on the relationship between loneliness and self-esteem at different levels of the self, studies show that those who feel socially rejected have lower levels of self-esteem and feel inadequate (Leary,1995), suggesting that social interactions may be related to self-esteem.
- One study by McWhirter (1997) found that personal self-esteem significantly predicts not only social loneliness but also emotional loneliness, which may show that there is overlap between the levels of identity.

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- It was quite surprising to find out that studies focusing on the relationship between these two variables was quite scarce albeit the theoretical plausible link between them.

REVIEW OF LITERATURE

Hostelers:

Iftikhar, A., & Ajmal, A. (2015), conducted a qualitative study investigating the impact of hostel life. They conducted a face-to-face interview for the sample of 10 hostel students (ie) of 5 male and 5 female aged between 22 to 25 years. They used convenient purposive sampling techniques and found out that according to this study male students are more prone to affect negatively during hostel stay as most of them indulge in activities like drug addiction. This study has concluded that female students adjust more easily than male students in hostels. It is also found that hostel students are considered to be more realistic, punctual, disciplined, independent and well organized.

Shaukat, F., & Butt, A. M. (2015), conducted research on Psychological Well Being, Life Satisfaction and Environmental Satisfaction of government and private hostelites. The sample they used were 86 female college students from private and government hostels. They conducted quantitative research. The tools used were the Satisfaction with Life Scale by Diener (1984), the Affect Balance scale by Bradburn (1969) and the Hostel Environment Rating Scale by Shaukat & Muazzam, (2010). The result of this study indicated that the private hostel group was higher in psychological wellbeing and had higher scores of satisfactions with the hostel environment.

Padmaja, G., Rana, S., et al. (2015), conducted research on Do differences in place of living and gender affect the self-efficacy and quality of life of university students? The samples they used were 240 University students. They did a quantitative analysis and the tools used were the General Self-efficacy Scale and World Health Organization-Quality of Life BREF questionnaire. The students who lived in their home and women were found to have greater self- efficacy as well as better quality of life compared to the students who lived in hostels and men respectively. It was also observed that women who stayed in hostels were more vulnerable to psychological health issues. The results demonstrate a need for designing interventions that target enhancing self-efficacy in hostel boarders as well as men students such that their quality of life be improved.

Shetty, V. K., Hamza, M., et al. (2020), conducted research on Coping behaviors in economically disadvantaged hostel students in India. They conducted this research using quantitative methodology and the samples used were 80 economically disadvantaged adolescent students. Substance use was found to be higher among post graduate students and the emotional support was found to be better among undergraduate students when compared to other coping strategies. Economically disadvantaged students may find it difficult to use positive coping when they face a variety of different stressors during their higher education.

Khadka, S., Usman, M., et al. (2021), conducted a study on A qualitative exploration of the perspectives of international medical students residing in university hostels amid COVID-19 pandemic lockdown. They used 11 international medical students for this experiment. They used face to face interviews through the purposive sampling technique. They conducted the semi structured interview to collect the data. This study demonstrates the respondents' opinion on COVID-19 management by personal hygiene, social distancing, and complying with the lockdown measures. Furthermore, it demands that timely and evidence-based

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teaching learning techniques should be adopted for student engagement which ensures mental health and self-motivation as well.

Self-esteem:

Ghezlbash, S., Rahmani, F., et al. (2015), conducted a study on comparison of self-esteem among first to fourth year nursing students from universities of medical sciences in Tehran. They used Coopersmith self-esteem inventory scale to assess self-esteem in the sample. The sample used was 400 Students of medical universities. The results showed that the overall mean score of self-esteem ($P = 0.3$), and personal ($P = 0.3$), social ($P = 0.5$), parental self-esteem ($P = 0.5$) in the first- and fourth-year students did not differ statistically. The first- and fourth-year students presented the highest levels of social self-esteem. Fourth year students showed the highest academic and parental self-esteem compared to students in other academic years. In addition, the variables of grade point average ($P = 0.02$), residence ($P = 0.003$), family economic status ($P = 0.001$) and marital status ($P = 0.04$) had a statistically significant influence on students' self-esteem.

Mishra, M. (2017), conducted a comparative study of self-esteem and happiness of hosteller and non-hosteller boys and girl students. This study used a quantitative method and the sample they used was 120 students of UG and PG. The tools used in this study were the Rosenberg Self Esteem Questionnaire and the Oxford Happiness Questionnaire and they found that self-esteem had no significant impact on hosteller and non-hosteller. It was also non-significant for gender but hostellers were found better in many ways than non-hostellers. Hostellers were found to be more non-hosteller students, but girls students were more happy than boys in both samples. Thus, the effect of residence was not found significant in the study, only the effect of gender was found.

Qayyum, S., & Sarfraz, A. (2020), conducted a study on self-esteem, emotional suppression and substance abuse among hostel students. They used correlation research design and purposive sampling techniques. The sample was 200 male students from Lahore & they were aged between 19 to 30 years. The tools used were the Rosenberg Self Esteem Questionnaire (1965), Emotional Suppression questionnaire (1998), Substance abuse questionnaire (1982). So according to the Pearson product moment there was found to be a significant relationship between drug abuse and self-esteem among hostel students.

Steinsbekk, S., Wichstrøm, L., et al. (2021), conducted the study on the impact of social media use on appearance self-esteem from childhood to adolescence - A3- wave community study. 725 children were interviewed about their social media. The samples were 10, 12 and 14 years. They used a quantitative method and collected the data using a Self-description questionnaire and Self-Perception profile for adolescents. The results of the study show that increased other oriented social media use predicted decreased appearance self-esteem from ages 10 to 12 and 14, but only in girls. Self-oriented social media use did not impact appearance self-esteem, and no reverse influence from appearance self-esteem to social media use was revealed.

Loneliness:

Shukla, A., & Joshi, R. (2017), conducted a study on social support and emotional intelligence as related to loneliness among college going first year students. The methodology used in this study was a convenience sampling technique. The samples used were 400 students including 200 boys from IIT, BHU and 200 students from Faculty of science, BHU. Stress scale was used to collect the data and the results show that there was a

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significant difference between the mean scores of IIT and Faculty of science students. The overall stress is higher in Faculty of science students when compared to IIT students.

Plasterwala, S., & Deshpande, A. (2021), conducted a study on the relationship between internet addiction anxiety and loneliness among young adults in Mumbai. Quantitative method was used and the questionnaires used were the Internet addiction test, State Trait anxiety inventory and UCLA loneliness scale - version 3. 165 young adults aged between 18-25 years living in Mumbai were used as samples. In results it was found that there was a significant positive correlation between internet addiction and anxiety. A significant positive correlation also has been found between internet addiction and loneliness. A significant positive correlation was also found between anxiety and loneliness. Also, it is found that internet addiction was a predictor of anxiety. Addiction was found to be a predictor of loneliness.

Loneliness and Self-esteem:

Basaran, Z. (2016), conducted a study on the effect of recreational activities on the self-esteem and loneliness level of prisoners as an alternative education. 23 female prisoners who were randomly selected in Kandira prison and detention house. They used a quantitative method and the tools used were the Rosenberg self-esteem questionnaire and UCLA loneliness scale. A statistically negative connection was calculated in the correlation analysis that was performed between self-esteem level in preliminary and final tests (0.002) and loneliness level in preliminary and final tests (0.012). Recreational activities were specified to have positive effects on increasing the self-esteem level and decreasing loneliness level of the prisoners. [Paper presented at the International Conference on Lifelong Learning and Leadership for all.

Zhao, L., Zhang, X., et al. (2017), conducted research on Positive Coping Style as a mediator between older adults' self-esteem and loneliness. The samples used were 312 older adults who's aged from 60 to 88 year. Quantitative research was done and the tools used were Rosenberg Self- Esteem Scale, the Simplified Coping Style Questionnaire, and the UCLA Loneliness Scale. The results indicated that older adults' self-esteem, coping style, and loneliness were closely related to each other, and that a positive coping style partially mediated the relationship between the self-esteem and loneliness of the participants. These findings provide new insights into the effect of self-esteem on loneliness of older adults.

Ishaq, G., Malik, N. I., et al. (2018), conducted a study on the relationship of loneliness and psychological well-being among university hostel students: moderating the role of self-esteem. The tools used in this study were psychological well-being scale by Carl Ryff (1995), Rosenberg Self Esteem (1965), loneliness Scale of University of California and Los Angeles. They used 330 university hostel students aged between 18 to 30 years. SPSS was used and an independent sample t-test revealed that women students significantly have higher levels of loneliness whereas men students significantly showed higher levels of self-esteem & psychological well-being.

Teneva, N., & Lemay, E. P. (2020), conducted research on Projecting loneliness into the past and future: Implications for self-esteem and affect. This was actually a case study type and the tools they used were a 2-week daily diary. Both memories and forecasts of inclusion mediated the effects of trait loneliness on self-esteem and positive affect but not negative affect, suggesting that chronically lonely people may experience lower self-esteem and fewer positive emotions, in part, because of their tendencies to predict and remember social

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exclusion. Results suggest that daily loneliness biased people's memories of inclusion that occurred yesterday and predictions of inclusion that will occur tomorrow and in the general future. People remembered more exclusion in the past and expected more exclusion in the future on days they felt lonely, independently of whether they actually were or would be excluded. Relative to memories, predictions of future exclusion appeared to be more biased by current loneliness and less accurate.

Lopez, E., Villegas, M., Suliao, A., & Tus, J. (2021) conducted research on The Self-Esteem and Its Relationship to College Students' Perceived Loneliness Amidst the COVID-19 Pandemic. They have done quantitative analysis and the tools used were The Rosenberg Self-esteem Scale by Rosenberg (1965) and UCLA Loneliness Scale by Russell, Peplau, and Ferguson (1978). The samples were the 131 college students. It relatively affects the students' emotional stability, resulting in the significant relationship between self-esteem and the level of loneliness perceived by the college students in the Philippines, which specifically indicates the rejection of the null hypothesis. The humongous number of respondents ascertained that the modified learning during the pandemic due to COVID-19 showed a shift in their coping and cognitive ability. Thus, the researchers suggest that students must be monitored daily due to struggles in their studies and a variety of factors, particularly in their ability to respond and how they deal with problems. Furthermore, the prevention of students feeling low self-esteem should be addressed and prioritized.

Geukens, F., Maes, M., Spithoven, A., Pouwels, J. L., Danneel, S., Cillessen, A. H., & Goossens, L. (2022), conducted research on Changes in adolescent loneliness and concomitant changes in fear of negative evaluation and self-esteem. They used a Quantitative method and the tools used were the Rosenberg Self Esteem questionnaire and UCLA loneliness scale. The samples used were 174 female Dutch adolescents. Correlations among both initial levels and rates of change for these three variables were examined using a Parallel Process Model (PPM). Adolescents scoring high on loneliness scored high on fear of negative evaluation, but low on self-esteem. Changes in loneliness were accompanied by changes in the same direction for fear of negative evaluation and in the opposite direction for self-esteem. The findings indicate that fear of negative evaluation and low self-esteem could indeed play a role in the development and maintenance of loneliness. Future research will need to clarify how exactly these variables can hamper re-affiliation efforts and lead to sustained loneliness over time.

Pop, L. M., Iorga, M., et al. (2022), conducted a study on body esteem, self-esteem and loneliness among young social media users. The samples used were 427 medical students who are the users of social media sites. They used a quantitative method and the Rosenberg self-esteem questionnaire to calculate body esteem and UCLA loneliness scale to assess the level of loneliness in the sample. The use of Snapchat was found to be strongly positively correlated with self-esteem, and weight status was negatively correlated with the use of TikTok. More than three-quarters declared that they exercised to lose weight or to prevent weight gain. Participants were found to have a high level of body esteem. Almost half of the students proved to have a moderate to a high level of loneliness. Age and gender were found to be important: the younger the user, the higher the scores for loneliness and feeling depressed, and the greater the number of hours on SNSs.

METHODOLOGY

Aim: To understand the relationship between loneliness and self-esteem in college hostel students.

Objective:

- To find the relationship between loneliness and self-esteem in college hostel students.
- To find the significant difference between male and female students in relation to loneliness.
- To find the significant difference between male and female students in relation to self-esteem.

Hypothesis:

- There is no correlation between loneliness and self-esteem.
- There is a significant difference between male and female students in relation to loneliness.
- There is a significant difference between male and female students in relation to self-esteem.

Tools used:

1. Rosenberg Self-esteem Questionnaire
2. University of California and Los Angeles Loneliness Scale

Tool description:

1. Rosenberg Self-esteem Questionnaire

This scale is intended to assess one's self-worth. There are no subscales on the scale, which consists of ten items. It uses a four-point Likert scale, with "strongly agree," "agree," "disagree," and "strongly disagree" as the options. For positively worded items, a score of 4 indicates "highly agree," 3 indicates "agree," 2 indicates "disagree," and 1 indicates "Strongly disagree." Only five scale questions (numbers 3, 5, 8, 9, and 10) are rated in reverse order (strongly agree = 1, agree = 2, disagree = 3, and severely disagree = 4). The scale's score spans from 10 to 40, with higher scores indicating higher self-esteem and lower numbers indicating lower self-esteem (Rosenberg, 1965).

2. University of California and Los Angeles Loneliness Scale (UCLA)

This scale, which has 20 items, is used to assess loneliness. It is worth four points. On a Likert scale, O denotes "I frequently feel this way," S denotes "I occasionally feel this way," R denotes "I rarely feel this way," and N denotes "I never feel this way." 1 = O ("I regularly feel this way") for the favorably phrased items 2 = S ("I have these feelings on occasion") 4 = N ("I never feel this way"), 3 = R ("I rarely feel this way"). Some scale items (e.g., 1, 5, 6, 9, 10, 15, 16, 19, 20) are reverse-scored as 1 = N ("I never feel this way"). 2 = R ("This is an unusual occurrence for me") 3 = S ("I have these feelings on occasion") "I often feel this way," says 4=O. The scale has a score range of 20 to 80. Test- retest reliability during a one-year period ($r = .73$) and a coefficient ranging from .89 to .94.

3. Demographic Details

The first items of the survey tool were assessing demographic information. Age was measured as a continuous variable. Gender was a categorical variable assess as male and female.

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Sampling method:

Convenience sampling method was used with the population of college inside hostel students. Our sample size was 200 i.e., 100 males and 100 females between the age of 17-22 years.

Inclusion criteria:

- Students who are doing their undergraduate and who's age is below 22 can participate in this study
- People who are staying at college inside the hostel can participate in our study.

Exclusion criteria:

- Students who are doing their PG (post-graduation) can't participate in this study even if their age is 22 & Below.
- Students who are staying in an outside hostel can't participate in this study.
- This study is not applicable for school students who stay at hostels.
- People with disabilities are not able to participate in our study.
- People who are doing their double UG can't participate in our study.

Procedure:

We began by taking an online survey to collect information. The consent form was filled out first, followed by demographic information. The loneliness scale and the self-esteem scale were the two surveys that were used. When the data was acquired, they were told that their privacy and confidentiality would be protected. Following the data collection, we used Pearson correlation to do statistical analysis.

Statistical Analysis:

The IBM SPSS Statistics application was used to examine the collected data. Self-esteem and loneliness descriptive data, including means and standard deviations, were computed prior to the study. The Pearson's correlation between self-esteem and loneliness was then used to determine the link between the two variables, followed by an independent sample t test to determine the gender differences.

Ethical considerations:

We have got ethical consents from all our participants and they are not forced to continue the study if they are not feeling comfortable. They can leave the study at any point of time and we gave assurance that the data collected from them will be highly confidential.

RESULTS

Table 1 Sociodemographic characteristics of the sample

Characteristics	Category	Participants (N=200)
Age, years (SD)		19.4 (1.136)
Gender, n (%)	Female	100 (10.0)
	Male	100 (10.0)

Table 1 shows the sociodemographic characteristics of the sample. Age and gender are the two characteristics. The average age is 19.4 years old, with a standard deviation of 1.136 years. Female participants accounted for 100 (10.0%) of the total, while male participants accounted for 100 (10.0%). We planned to gather 200 samples, with an equal number of males and females.

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Table 2 Descriptive Statistics

Scales	N	M	SD
Self-esteem	200	22.95	3.749
Loneliness	200	28.58	13.117

Table 2 shows the descriptive statistics, including the means and standard deviations of the sample. The mean for self-esteem is 22.95, indicating that participants have an average degree of self-esteem, and the mean for loneliness is 28.58, indicating that individuals are having an average level of loneliness. Individual disparities do exist, however. Self-esteem has a standard deviation of 3.749, while loneliness has a standard deviation of 13.117.

Table 3 Pearson Correlation

Variable	Self-esteem	Loneliness
Self-esteem	1	0.344**
Loneliness	0.344**	1

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the Pearson correlation data of the sample. Self-esteem and loneliness are the two variables that are covered in this study. The results demonstrate a significant association at the 1. level, indicating that loneliness and self-esteem are positively correlated ($p=0.334$). This said that our HO1 was rejected since loneliness and self-esteem have a significant relationship.

Table 4 Independent Sample T-test

Variables	Mean		Standard Deviation		T-value
	M	F	M	F	
Self-esteem	23.450	22.470	3.3603	3.8519	-1.851
Loneliness	27.890	29.260	13.1394	13.1254	.738

Table 4 shows the results of the investigation's independent sample T test. The mean, standard deviation, and T-value were calculated using gender. Self-esteem and loneliness were significantly not different in males and females (23.45 and 27.89; 22.47 and 29.26, respectively). In terms of self-esteem, males had a standard deviation of 3.3603 and females had a standard deviation of 3.8519. In terms of loneliness, males had a standard deviation of 13.1394 while females had a standard deviation of 13.1254. There is no significant gender difference between males and females, according to these results. As a result, H02 and H03 are rejected.

DISCUSSION

The current study was pioneering work on the relationship between loneliness and self-esteem among the most important population i.e., college hostel students. Self-esteem and loneliness are both social-psychological constructs. Loneliness among students is a big problem.

It is found that Lower self-esteem and lower self-efficacy were associated with high levels of loneliness. However, in most of the research, Self-esteem emerged as the most significant predictor of loneliness accounting for 22.9% of the variance, self-efficacy and gender each accounted for an additional 6.5% of the variance in loneliness. Loneliness has been associated with various negative emotions and behaviors. Therefore, it is of great value to

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explore the predictors of loneliness and find effective ways to reduce lonely feelings among college students.

Low self-confidence and social skills required for starting and developing associations or relation, issues that are associated with loneliness. Low social skills influence individuals to feel lonely because of unsuccessful social relations that do not make positive reinforcement from the society.

Although this research is preliminary, it does provide practical implications. One example may be college students. First year students go through many changes that may include loneliness. If loneliness is experienced differently at each level, students may need different approaches to alleviate loneliness. For example, a student may feel connected to his or her roommate, but feel a lack of belongingness. An R.A. may be able to help a student more successfully if he or she is aware of different aspects of loneliness. To fully understand the relationships between loneliness and self-esteem at different levels of the self and their practical implications, more research is needed. Although isolation has been found to be a different experience, it is not clear how it differs from connectedness and belongingness.

The results underscore the complexity of the experiences of loneliness and self-esteem. Overall, the study has contributed to our knowledge and theory of loneliness, self-esteem, and self-identity. The results show that loneliness and self-esteem are related not only at the personal level, but at each level of the self. They also suggest that both loneliness and self-esteem are multi-dimensional and that it may be useful to measure them this way, when looking at these human experiences. Developing multi-dimensional constructs may help us better understand these experiences and the relationships between the two. This study has furthered the evidence supporting three dimensions of loneliness and provided more evidence supporting three related, yet separable identities of the self, each with different experiences of self-esteem. Our findings elucidate that the both variables i.e., self-esteem and loneliness have positive correlation, which supported our null hypothesis. The main objective of this study is to understand the relationship between the two variables self-esteem and loneliness.

The study was also aimed to find gender differences in self-esteem and loneliness and to what extent is loneliness of the hostel students affecting their self-esteem. The results showed that there is no significant difference in self-esteem and loneliness among males and females and thus H02 and H03 are rejected.

These findings were supported by the previous studies that found no significant differences between males and females. There might be individual differences in both self-esteem and loneliness.

CONCLUSION

Despite its shortcomings, the current study adds to our understanding of loneliness and self-esteem. The current study's findings demonstrate a positive association between loneliness and self-esteem levels, implying that self-esteem is a global construct and that people who are content with themselves as a whole need. There are no substantial gender disparities between men and women, according to the findings.

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Implications

However, the current research gave some useful information. The importance of self-esteem and loneliness issues in this growing environment was highlighted in this study. Overall, the findings of this study imply that there are more areas in which self-esteem and loneliness can be investigated.

- Other characteristics, such as loneliness and self-esteem, could be added in future studies. Other personality traits of the subjects could also be considered.
- As people staying in the college hostel were included in this study, studies on youth residing in private hostels might be incorporated.
- Future research might be conducted on the entire Indian population, where cultural differences could have a significant effect.
- To further this research, a qualitative analysis might be conducted in which people are interviewed about their personal experiences at hostels in order to learn more about what other elements influence loneliness.

Limitations

Nonetheless, the current study revealed significant limitations that should be taken into account in future research. To begin, consider the following:

- Since the information was gathered online, there is a possibility that individuals will respond to the surveys in accordance with their anticipated outcome.
- It's possible that the data was tilted toward only individuals who felt comfortable discussing personal issues like self-esteem and loneliness over the internet.
- As the data was collected from a small group of people, particularly young people in Tamil Nadu, the conclusions cannot be applied to the entire Indian population.
- Other variables such as contextual factors such as peer groups and cultural differences can also play a role in affecting loneliness, as our research hypothesized a positive association between the variables.

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Conflict of Interest

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