

Examining the Relationship between Generation Alpha's Loneliness and Self Esteem

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Abstract: *The study looks into the connection between loneliness and the self-esteem of Generation Alpha. The sample consisted of N (129) children enrolled in school of age 12 to 15. The sample included 70 male and 59 female participants which were taken from north Indian schools and coaching institutes. Data was gathered using a survey approach. UCLA loneliness scale measured loneliness and Rosenberg's Self-Esteem Scale (1965) was used for calculating self-esteem. The outcome of the Pearson correlation analysis indicated a positive link between loneliness and self-esteem, with a value of 0.01. The findings of an independent sample t-test showed that although there were notable variations in the group's experiences of loneliness, there was no significant difference in self-esteem. In comparison to men, the means were greater in women. These outcomes emphasize how crucial it is to comprehend how gender disparities, loneliness, and self-esteem interact in the context of Generation Alpha. In order to effectively support this generation's mental health and well-being, future research and interventions should take these dynamics into consideration.*

Keywords: Generation Alpha

I. INTRODUCTION

1.1 Overview

The concept of 'generation' encompasses cohorts of individuals who share similar life experiences, cultural references, and societal influences due to being born and living around the same time. However, within these generational cohorts, there exists a phenomenon known as the 'generation gap.' This gap denotes the disparities in values, beliefs, and behaviors between different generations, which can lead to misunderstandings, communication challenges, and even conflicts within families, workplaces, and societies at large. Understanding the dynamics of the generation gap is crucial for navigating intergenerational relationships and fostering cohesion in diverse social contexts. Generations are often categorized based on the shared experiences, technologies, and cultural influences that shape a cohort of individuals. Here are some common generational categories along with brief explanations:

Traditionalists/Silent Generation (Born 1928-1945): The Great Depression and Second World War were experienced by this generation. They typically value hard work, loyalty, and respect for authority.

Baby Boomers (Born 1946-1964): Baby Boomers are characterized by Birth rates increased after World War II. They saw the Vietnam War, the emergence of television, and the civil rights movement. Baby boomers are generally highly motivated and focused on career development.

Generation X (Born 1965-1980): They grew up during times of economic and political instability, witnessing events like the Cold War and the fall of the Berlin Wall. They are known for being independent, adaptable, and skeptical of authority.

Millennials/Generation Y (Born 1981-1996): The generation that grew up in the digital age is the millennials. They are frequently described as tech-savvy, socially concerned, and looking for a work-life equilibrium. They experienced the rapid growth of the internet, terrorism, and economic recessions.

Generation Z (Born 1997-2012): Gen Z, sometimes called "digital natives," Having social media, cellphones, and rapid access to information growing up. They are known for being entrepreneurial, diverse, and socially aware. They have witnessed the rise of social media influencers and movements like BlackLivesMatter.

Generation Alpha (Born 2013-2024): This generation is still incredibly young, but they are growing up in an even more digital-centric world. They expect to become the most technologically advanced generation, with access to artificial intelligence, augmented reality, and other technologies.

1.2 GENERATION ALPHA

The advent of Generation Alpha signifies a paradigm shift in the constantly changing landscape of generational cohorts. Generation alpha are the children of today's millennials born between 2010 and 2024 and they are taking over by 2025. There will be 2 billion alphas in the world and by the time they are adults they will make up the most globally influential generation in the world to have ever lived these digital natives are poised to redefine societal norms, cultural landscapes, and technological advancements in unprecedented ways. As researchers delve into understanding this cohort, it becomes imperative to dissect their characteristics, upbringing, and potential impacts on various spheres of society.

Generation Alpha is the first cohort to be fully immersed in the digital era from birth, characterized by ubiquitous access to technology, instantaneous connectivity, and an unparalleled exposure to information. Unlike their predecessors, Generation Alpha is growing up in a world where smartphones, tablets, and smart devices are ubiquitous tools rather than novel inventions. As such, their cognitive development, social interactions, and worldview are deeply intertwined with technology, shaping their identities and behaviors in unique ways.

Moreover, the family dynamics of Generation Alpha play a crucial role in shaping their worldview and values. With a significant number of Alpha children being raised in dual-income households, they experience diverse family structures, caregiving arrangements, and parenting styles. This dynamic familial environment influences their socio-emotional development, resilience, and adaptability to change. Education is another domain where Generation Alpha is poised to disrupt traditional paradigms. With access to vast repositories of knowledge at their fingertips, traditional education models may no longer suffice for these tech-savvy learners. As such, educators and policymakers must adapt pedagogical approaches to foster critical thinking, creativity, and digital literacy skills essential for success in the 21st century. Furthermore, the socio-cultural landscape shaped by Generation Alpha is marked by inclusivity, diversity, and global connectivity. Growing up in a hyperconnected world, Alpha children are exposed to diverse cultures, languages, and perspectives, fostering a more cosmopolitan outlook from an early age. As we embark on this research journey into the depths of Generation Alpha, it is crucial to unravel the intricacies of this cohort to anticipate their impact on society, economy, and technology. By understanding their unique traits, challenges, and aspirations, we can pave the way for a future that harnesses the full potential of Generation Alpha while addressing their needs and concerns. In the environment they inhabit, computers and other technologies may imitate human intellect and problem-solving skills thanks to artificial intelligence, or AI, technology. Internet Technology is the norm therefore there are also some challenges. The researchers found that developing children who are exposed to excessive screen time can experience an underdevelopment of language literacy and cognitive skills. The virtual world can be an unrealistic and unhealthy escape that is deeply entangled in their identity's personal development, education, self-worth and self-esteem. Alphas develop into freethinkers and non-conformists at an early age. This is simultaneously a positive and negative as children, they now have access to infinite perspectives and information instantly. Research shows that they will reach physical maturity and commence social, education and psychological development earlier than before. In order to create a generation of individuals who can take advantage of social media's benefits while also maintaining their mental health, it is imperative that we establish a balance between online and offline activities as we continue to navigate the digital environment.

1.3 LONELINESS

Loneliness is generally defined as the difference between a person's intended and real social connections. People of all ages experience feelings of loneliness and isolation, but teenagers and the elderly may be particularly susceptible. For instance, a person may experience extreme social loneliness despite not feeling lonely romantically. Even though they have a lot of fulfilling friendships, someone else can feel alone when they need help with their career. In the past, social interaction was essential to our survival. Our chances of surviving a close encounter with a predator, like a wild animal, were low if we strayed too far from the group or were turned away by them. Thus, it makes sense that our threat system

activates when we experience social disconnection. Loneliness, like all our other emotions, pushes us to act in this case, reaching out for reconnection with people. It must be strong enough for us to notice, even though it may occasionally appear unbeatable. Studies indicate that loneliness presents significant risks to both overall wellbeing and long-term physical health. According to psychologists, loneliness is a stable trait, which means that people have various thresholds for experiencing loneliness, and these thresholds are subject to variation based on various life circumstances. Until an individual reaches the age of 75 or 80, their levels of loneliness usually stay relatively stable throughout adulthood, at which point they start to rise. Extended periods of isolation are linked to introversion, neuroticism, depression, and inadequate social support. Research has indicated that loneliness may shorten life expectancy and increase an individual's risk of physical illness. There are a number of detrimental effects linked to loneliness. Along with being connected to depressed symptoms and other mental health problems, it is also connected to heart disease, Type 2 diabetes, and arthritis, among other ailments. According to research, those who are lonely have a twice as high risk of developing Alzheimer's disease. Persistent loneliness can lead to negative physiological reactions, including elevated levels of stress hormones, disrupted sleep, and reduced immunity.

Loneliness is a complex psychological phenomenon that has been studied from various theoretical perspectives in psychology. Here are some theories and models that explain loneliness:

- **Social Need Theory** -This theory posits A disconnect between a person's ideal and real social ties is the root cause of loneliness. According to this view, humans have an inherent need for social connection, and when this need is unfulfilled, loneliness ensues.
- **ognitive Theory of Loneliness**-This theory emphasizes the role of maladaptive thought patterns in perpetuating loneliness. It suggests that lonely individuals may have negative beliefs about themselves, others, and the world, leading to feelings of isolation and alienation.
- **Evolutionary Theory**- Evolutionary psychologists propose that loneliness may have served an adaptive function in our ancestral past by motivating individuals to seek out social connections for survival and reproduction. In modern times, however, loneliness can occur when these social needs are not met.
- **Attachment Theory** -Developed by John Bowlby, According to his theory of attachment, people who have early involvement with caregivers mold their attachment patterns, which subsequently affect their relationships and feelings of loneliness as they age. For example, individuals with insecure attachment styles may struggle to form close, fulfilling relationships, leading to loneliness.
- **Social Cognitive Theory**- This theory highlights the characteristics of social skills and self-efficacy in loneliness. According to social cognitive theory, individuals who lack social skills or confidence in their ability to initiate and maintain relationships are more likely to experience loneliness.
- **Socioecological Model**-This model takes into account the larger social and environmental elements, such cohesiveness within the group, socioeconomic position, and cultural norms, that lead to loneliness. It implies that there are broader cultural elements that impact loneliness in addition to being personal issues.
- **Stress and Coping Model**- Loneliness can be seen as a stressor that triggers various coping mechanisms. Some individuals may cope by seeking out social support, while others may withdraw further, exacerbating their feelings of loneliness.

These theories and models illustrate the complex psychological phenomena of loneliness by providing varying viewpoints on its causes and effects. Loneliness among Generation Alpha, growing up in a digitally saturated world, may face challenges in forming deep, meaningful connections and may experience feelings of isolation despite being hyper-connected online. As they navigate the complexities of modern technology and its impact on social dynamics, it's crucial for parents, educators, and society to prioritize fostering genuine human connections and providing adequate support and guidance to help alleviate loneliness among Generation Alpha.

1.4 SELF-ESTEEM

Self-esteem, a cornerstone of psychological well-being, lies at the heart of how individuals perceive and value themselves within the intricate tapestry of human existence. Rooted in the pioneering works of William James and Sigmund Freud, the concept of self-esteem has evolved into a multifaceted construct central to various psychological

theories and therapeutic approaches. Defined as the subjective evaluation of one's worth and capabilities, self-esteem influences myriad aspects of life, from interpersonal relationships to academic and professional achievement. Originating from the Latin term *Aestimare* meaning to appraise or estimate, self-esteem encompasses both cognitive and affective dimensions. Cognitive self-esteem pertains to individuals' beliefs and evaluations about their own competence, worthiness, and overall value, while affective self-esteem refers to the emotional experiences and feelings associated with these self-perceptions. Together, these components shape individuals' self-concept, serving as a lens through which they interpret and navigate the world around them.

The importance of self-esteem in human development and fulfillment was highlighted by early psychological theories including Abraham Maslow's hierarchy of needs and Carl Rogers' person-centered approach. Rogers posited that unconditional positive regard and congruence, essential components of therapeutic relationships, fostered the development of healthy self-esteem by validating individuals' intrinsic worth and promoting self-acceptance. Similarly, Maslow proposed that self-esteem represented a fundamental need, ranking above physiological and safety needs in his hierarchy, highlighting its pivotal role in self-actualization and personal growth. Building upon these foundational frameworks, subsequent research has elucidated the complex interplay between self-esteem and various psychological processes, including motivation, cognition, and emotional regulation. High self-esteem has been associated with numerous adaptive outcomes, such as resilience in the face of adversity, greater persistence in goal pursuit, and enhanced subjective well-being. Conversely, low self-confidence has been associated with a plethora of maladaptive behavior and psychological difficulties, that include depression, anxiety, and interpersonal conflict. The developmental trajectory of self-esteem unfolds across the lifespan, influenced by an intricate interplay of individual, familial, societal, and cultural factors. During early childhood, interactions with caregivers and peers play a pivotal role in shaping self-esteem through processes of attachment, social comparison, and feedback. As children transition into adolescence, the formation of identity and self-concept becomes increasingly salient, with social relationships and academic performance exerting significant influence on self-esteem development. The emergence of social media platforms in the digital age has created new challenges for self-esteem, providing never-before-seen chances for social validation and comparison but also subjecting users to more scrutiny and idealized representations. Research indicates that excessive social media use may contribute to both inflated and diminished self-esteem, as individuals curate and compare their online personas with those of others, often leading to feelings of inadequacy or self-doubt. Considering these evolving dynamics, the study of self-esteem remains a vibrant and interdisciplinary endeavor, spanning the realms of psychology, sociology, and education. By understanding the intricate mechanisms underlying self-esteem formation and maintenance, researchers and practitioners alike can develop evidence-based interventions to promote positive self-regard and psychological well-being across diverse populations and contexts. Self-esteem represents an essential feature of human psychology, influencing how an individual recognize, evaluate, and communicate with themselves and the world around them. As we embark on a journey to unravel its complexities and implications, we uncover invaluable insights into the essence of human nature and the quest for self-fulfillment and flourishing.

In relation to Generation Alpha, born into a digitally immersive world, self-esteem takes on new dimensions influenced by unprecedented access to technology and social media. While these platforms give opportunities for self-expression and connection, they also impose challenges that can impact self-esteem development. Generation Alpha's exposure to social media from a young age shapes their self-perception through constant comparison with idealized images and curated lifestyles. Inadequacy and low self-esteem can result from the strain to live up to these norms since people evaluate their value against impossibly high standards. Moreover, the digital landscape blurs the boundaries between real and virtual identities, potentially fragmenting self-concept and eroding authentic self-esteem. As Generation Alpha navigates the complexities of online interactions, they may struggle to differentiate between genuine validation and superficial approval, impacting their sense of self-worth. However, it's essential to recognize that technology also offers avenues for empowerment and self-expression, allowing Generation Alpha to cultivate unique talents and interests. By fostering critical digital literacy skills and promoting positive online engagement, caregivers and educators can help mitigate the negative effects of digital media on self-esteem, empowering Generation Alpha to navigate the digital landscape with confidence and resilience.

II. REVIEW OF LITERATURE

Al Khatib S.A (2012) The objective of this study was Examining the connections among gender, loneliness, self-efficacy, and self-esteem among UAE college students. 495 Al Ain University of Technology college students took part in the study. sample with a gender stratum. Of the participants who responded, 41 identified as male and the remaining 59 as female. The participants were of age 18 to 36 years, with average age of 21. The self-esteem scale developed by Rosenberg (1965) was used to determine the self-esteem, while loneliness was measured using the Revised UCLA Loneliness Scale (Version 3) (Russell, 1996). To gauge self-efficacy, the General Self-Efficacious Scale (Jerusalem and Schwarzer, 1979) was employed. The investigation's findings demonstrated that women felt more alone than males did. Self-efficacy and self-esteem were found to be negatively correlated with high feelings of loneliness. The greatest predictor of loneliness was found to be self-esteem, which described that 22.9% of the variance in loneliness. Gender and self-efficacy each added another 6.5% to the variance. Together, the three predictors explained 29.4% ($R = .543$) of the variation. Many undesirable feelings and behaviour have long been linked to loneliness. It is crucial to investigate the reasons behind loneliness and come up with practical remedies for college students who are feeling alone.

Ayhan, A. B., & Beyazit, U. (2021). The purpose of the given study was to investigate the correlation among parental neglect and children's feelings of loneliness and self-worth. 270 parents and 270 students from four different Hatay, Turkey, elementary schools made up the study group. An Individual Information Form was given to the parents and children as part of the data collection tools in order to collect socio demographic information. Along with the Coopersmith Self-Esteem Inventory, which was used for measuring the children's self-confidence, a Loneliness Scale was also used to gauge how lonely they felt. On the other hand, the parents' level of neglectful behavior was evaluated using the Multidimensional Neglectful Behaviors Scale-Parents Form. Before performing statistical analysis, the regression's pertinent assumptions were examined. The data's autocorrelation, linearity, and normality were all investigated for this reason. Consequently, it was discovered that the neglect scores of parents had a significant negative correlation ($p < .01$) and a positive correlation ($p < .05$) what the Coopersmith Self-Esteem Inventory values indicate. The age of the parents was shown to be a significant predictor of their children's negligence, educational attainment, and loneliness ($p < .01$), according to the stepwise regression analysis findings. The children's self-esteem was only significantly predicted by the negligent behavior of their parents ($p < .01$). Relevant findings from the literature are considered in the results discussion.

Ayas, T., & Horzum, M. (2013) Internet addiction is a phenomenon brought on by excessive use of the internet. In order to forecast the levels of internet addiction among secondary education students, this study looks at the consequences of despair, loneliness, and self-esteem. One survey model used for the investigation is the cross-sectional model. During the first term of the academic year (2009-2010), 292 students who continued their study in Trabzon made up the research sample. The study has used the Rosenberg self-esteem scale, UCLA loneliness, Beck depression, and internet addiction as data collection methods. Internet addiction is a phenomenon brought on by excessive use of the internet. Studies have demonstrated a favorable, moderate, and noteworthy correlation between internet addiction and characteristics related to melancholy, loneliness, and self-worth when taken into account together. These factors account for a quarter of the heterogeneity observed in internet addiction. The relative significance of despair, loneliness, and self-esteem as variables promoting internet addiction is listed below. Self-esteem is not a significant predictor of internet addiction, despite loneliness and despair being strong indicators.

BEKMAN, M., & Eyüp, A. L. (2023) This study examines how generational differences, self-esteem, and online privacy concerns interact to shape attitudes toward Instagram. The information collected for mediation analysis from 482 respondents has been examined using the least squares method. Ordinary least squares and regression models are combined in the article's methodology. It has been demonstrated that generations have a direct impact on attitudes. Instagram is seen more favorably by Y generation users than by X generation users. In the same way, generation Z has more positive Instagram attributes than generation X. Not to be disregarded are the important relationships between the predictors. Positive attitudes tend to rise as self-esteem declines in generation X compared to generation Y. When comparing the Z to the X, this is also true. Regarding online identity and Instagram privacy concerns, the impact of social generation differences has also been found. Between the "X to Z" and "Y to Z" generations, this effect has been observed. The Z generation is less concerned about online identity and Instagram privacy than the X generation is. So, while social generational differences have a direct and substantial impact on how people feel about Instagram, self-

worth and privacy concerns also function as key mediating factors. Based on validity and reliability tests, the "Social Media Addiction Scale Adult Form" and the "Online Privacy Concern Scale" have been updated in the article to become the "Online Identity-Instagram Privacy Concern Scale" and the "Scale of Attitude towards Instagram," respectively.

Chen, Y., & Gao, Q. (2023). The impact of older people's self-efficacy on social media on their information consumption, loneliness, and self-worth is investigated in this study. For older folks, social media provides a simple way to share and retrieve information. However, older adults' relatively low social media self-efficacy is a major obstacle to their using social media. Not much research has been done on how this affects information consumption and mental health. To create a structural equation model, this study polled 276 older Chinese adults between the ages of 60 and 90. We discovered a strong and direct correlation between increased informational use, reduced loneliness, increased self-esteem and higher social media self-efficacy. Additionally, it enhanced happiness through the mediation of loneliness and self-worth. Information use lessened loneliness but had no appreciable effect on self-esteem. The influence of age and social media self-esteem explained these outcomes. The study showed that to support older adults' successful aging and mental health, it is imperative to increase their social media self-efficacy.

Ishaq, G., Solomon, V., & Khan, O. (2017). Investigating the co-relation between students' sense of self-worth and loneliness in university residence halls was the current study's objective. The theory proposed a negative relationship between loneliness and self-esteem. The 400 university students who made up the study's sample of age group 18 to 24 years and who lived in dorms. A sample of 202 male and female students, nearly equal in number, were selected from various universities in Punjab, Pakistan. The survey method was used to collect data. Self-esteem was estimated using Rosenberg's Self-Esteems Scale (Rosenberg, 1965), while loneliness was measured using the UCLA loneliness scale. The Pearson bivariate correlation between self-worth and loneliness and self-esteem revealed a strong negative connection ($r = -.57^*$ $p < .001$). An independent sample t-test revealed no significant differences in the measures of loneliness or self-esteem between male and female students.

Kong, F., & You, X. (2013). In order to understand the correlation among social support and life happiness, this study looked at the mediating roles that loneliness and self-esteem play. 389 Chinese college students, from age 17 to 25 years ($M = 20.39$), participated in surveys about social support, life satisfaction, self-worth, and emotional and social isolation. The whole mediating outcomes of loneliness and self-worth among social support and life happiness were found using structural equation modeling. Additionally, the finished model demonstrated a notable path through loneliness and poor self-esteem that leads from life pleasure to social support. There was also no gender variance in the pathways, according to a multi-group study. Apart from offering external validity for the full mediation effects of loneliness and self-worth, the results provided significant evidence for more complex interactions between the variables. The finished model also demonstrated a notable path that goes through loneliness and low self-esteem before arriving at social support and fulfillment in life. Furthermore, a multi-group analysis showed that the paths did not differ based on gender. The outcome shows us that the complete mediation effects of loneliness and self-esteem have validity from outside and offered substantial support for more intricate interactions between the variables.

Ma, et al (2014) The study investigated the theory that social anxiety functions as a mediator among loneliness and poor self-esteem. A battery of questionnaires was employed to gauge the levels of loneliness, social anxiety, and self-worth among 285 Chinese college students. The causal stages technique suggested that social anxiety may have a role in mediating the relation among loneliness and self-esteem to some extent. Additionally, it was shown that the indirect influence was significant using both the Bayesian 95% valid intervals and the Bootstrapping 95% confidence ranges. The mediating effect's impact size was further corroborated by the kappa-squared and R-squared mediation effect size measure, which also show the other four effect size measures' results suggested that it was medium.

Musetti et al (2019). Numerous research studies have highlighted the sense of frustration that learning disabled (LD) students have with school, and how this contributes to their social reputations, feelings of isolation, and discomfort in their social relationships. It is yet unknown, nevertheless, how LDs affect adolescents' psychosocial outcomes. This research compares three teenage groups—adolescents without learning disabilities (LDs), adolescents with LDs, and adolescents with LDs who get help from psychosocial educational interventions—in terms of self-esteem, loneliness, and secrecy. In the 11–16 age group, the sample comprised 93 teenagers ($M = 13.73$; $SD = 1.66$), 44 of whom were female (47%), and 49 of whom were male (53%) in the sample. In addition to Loneliness and Alienation Scale for

Children and adults, the Self-Concealment Scale, and loneliness and self-esteem assessments, the participants finished the Multidimensional Self-Concept Scale and the Friendship Quality Scale. According to our research, adolescents with learning disabilities who received psychosocial educational intervention reported feeling less alone because of their parents and had higher self-esteem than other teenagers when it came to their families, friends, and physical appearance. According to the study, adolescent psychosocial adjustment may benefit from the assistance of a psychosocial educational intervention.

Manzoni et al. (2020). This study aims to assess the mechanism by which the fear and loneliness linked to COVID-19 lead self-confidence to function as a buffer against the emergence of anxiety symptoms and, eventually, depression. Structural equation models were employed in an observational study design. An online survey including the Symptom Checklist-90-Revised anxiety and depression measures, the UCLA loneliness scale, the Rosenberg self-esteem scale, and the fear of COVID-19 scale was completed by a sample of 1200 individuals selected from the general population. Using structural equation models, it was shown how anxiety symptoms (mediator) relate to dispositional loneliness and the fear of COVID-19 (predictors), and how these factors lead to depressed symptomatology (outcome). The correlation among the predictors and their detrimental psychological effects is consistent with the anxiety-buffer idea.

Nelliyanil, M., & Anil, M. (2020). The objective of this study is to calculate the degree and frequency of nomophobia in relation to smart phone use among undergraduate medical students, as well as the relationship between nomophobia and feelings of loneliness, happiness, and self-worth in them. 228 undergraduate students participated in a cross-sectional study. A basic random sampling technique was used to choose 57 participants from among MBBS students in their first, second, and final year and interns who used smartphones. To collect general data and examine patterns of mobile phone usage, the study used a pretested, validated, structured questionnaire that was self-administered. The University of California, Los Angeles (UCLA) Loneliness Scale, the Subjective Happiness Scale, the Nomophobia Scale (NMP-Q), and Rosenberg's Self-Esteem Scale was used to calculate the following: self-esteem, self-happiness, loneliness, and nomophobia. Several relationships were examined using statistical analysis, Mann Whitney U test and the Chi-squared test. Karl Pearson correlation coefficient was used for the correlation between the scores on the scales. The age of the participants was 21 on average. 36.8% of the participants were men and 63.2% were women. Every single individual was determined to be impacted by nomophobia. 53.5% of respondents reported having a moderate case of nomophobia, compared to 11.4% with a severe case and 35.1% with a light case. Between the degree of nomophobia and the daily usage and frequency of checking of a smartphone, a statistically significant link was discovered. It was shown that while there was a positive relation with loneliness and a negative relation with self-esteem and self-happiness, only the relation between nomophobia and self-esteem was statistically of importance.

Pop, L. M., Iorga, M., & Iurcov, R. (2022). The purpose of this study is to understand the effects on Body-esteem, self-esteem and loneliness among social media young users. Social networking sites are now unavoidably used for interacting with others, having fun, completing homework, and even receiving counseling for health-related issues. There are 427 medical students who use social networking sites overall, according to the survey. The study collected data on self-rated, anthropometric, and sociodemographic parameters related to satisfaction with physical and mental health. In addition, three psychological measures were employed to evaluate body and self-esteem: the UCLA Loneliness Scale, the Body Esteem Scale for Adolescents and Adults, and the Rosenberg Self-Esteem Scale. Students use social media (49.0%), amusement (31.1%), and academic duties (19.9%) to spend 3.38 ± 0.80 hours a day on SNSs. Of them, no more than 47.5% compared their SNS profiles to those of others. It was discovered that there was a negative correlation between weight status and TikTok use, and a strong positive correlation between self-esteem and Snapchat use. Over 75% of respondents said they worked out to either prevent or lose weight. It was discovered that the participants had high body esteem. It was found that between half and all of the students experienced moderate to severe loneliness. Gender and age were found to be significant factors: younger users reported higher levels of loneliness and depression and spent more hours on social networking sites. Male students felt they were in better mental health than female students, with men scoring significantly higher overall on the self-esteem scale. It was concluded that with respect to gender differences, the data demonstrate a connection between the use of SNSs and the existence of loneliness, self-esteem, and body-esteem. SNSs are an effective way to reach patients and offer medical and psychological support, so their use in clinical settings shouldn't be disregarded.

Phatiphong, K. (2020). This study focuses on Instagram Activity and Its Correlation on Loneliness and Self-Esteem. In addition to the updated UCLA loneliness scale, the Rosenberg Self-Esteem Scale, and the number of photographs uploaded in the previous six months, the participants were given a demographic survey to determine how many Instagram profiles they followed. According to the researcher's hypothesis, there would be a positive correlation between a user's loneliness score and the number of users they follow, and a negative correlation between their self-esteem score and the number of pictures they post on their Instagram account. According to a Pearson correlation, there was no discernible relationship between participants' loneliness scale scores and the number of users they followed. But there was a negligibly substantial negative. According to a Pearson correlation analysis, there was no discernible relationship between participants' loneliness scale scores and the number of users they followed. But there was a slightly significant inverse relationship between the participants' self-esteem scores and the number of posts they had made in the previous six months.

Sakız et al (2021) The objective of this research was to look at the relation between teenage students' feelings of self-worth, perceived social competence, exclusion, and loneliness. In order to investigate the ways in which adverse experiences like rejection and loneliness affect two important developmental constructs, self-esteem and perceived social competence, it is essential to comprehend the kinds of events that might impede the development of adolescents. 542 students from pre-secondary and secondary schools participated in the study by completing the Loneliness Scale for Children, the Ostracism Experience Scale for Adolescents, the Perceived Social Competence Scale, and the Rosenberg Self-Esteem Scale. Multiple regression analysis and Pearson moments correlation analysis were used to analyse the data. The findings showed that there were four main relationships among the variables: (1) ostracism, loneliness, self-esteem, and a feeling of social competence; (2) ostracism and self-esteem exhibited an unfavourable correlation; (3) ostracism demonstrated a positive correlation with loneliness and a negative impact on self-esteem; and (4) a rise in perceived social competence was associated with a decline in O and L levels. We examined the outcomes in light of the scholarly literature that was pertinent.

Sharma, E., & Prince, J. B. (2023). The given study attempts to quantify the effects of physical activity (PA), self-esteem, and loneliness on retired individuals' health. It also examines the moderating effects of senior citizens' living arrangements and gender on these relationships. The study employed four standardized measures to assess four distinct constructs: the Physical Activity Scale for Elderly, the General Health Questionnaire-28, the UCLA Loneliness Scale Version 3, and the Self-Worth Questionnaire. The four constructs were subjected to structural equation modeling. The study found that while self-esteem and physical activity have a positive and significant impact on older adults' health, loneliness has an adverse and significant effect on their welfare.

Smith, T. (2023). Studies show that risk factors for problematic social media usage include loneliness and low self-worth. Further explanations for individual differences in problematic social media use and online conduct include extraversion and self-presentation. Through its correlation with extraversion and self-presentation, the current study inspects the notion that these Problematic Facebook users may be associated with certain psychological characteristics. It also confirms the correlation between problematic Facebook use and low self-esteem and loneliness. Ages 18 to 64 made up 64% of the 477 Facebook individuals in the university student sample. Over the course of the preceding six months, passive data on the duration and daily count of Facebook sessions was gathered to determine the level of social media usage. Self-report tools were used to assess the psychological elements, personality, motives, and problematic Facebook usage. The results showed that problematic Facebook use and emotions of worthlessness and loneliness were strongly correlated in a positive and negative way, respectively. Self-presentation alone was shown to be a partial mediator of loneliness, while both self-presentation and extraversion were revealed to be inconsistent mediators of the association between problematic Facebook usage and low self-esteem. The overall impacts of loneliness and self-esteem remained good and bad, respectively, but the correlation among problematic Facebook users and self-esteem was muted by extraversion and self-presentation. Six percent of Facebook users were classified as "at-risk." It was also seen that "at-risk" users' differed greatly from that of regular Facebook users. These findings emphasize the various patterns of relationships that exist between psychological variables, the degree of usage, and problematic Facebook use.

Switaj, et al (2015). The present investigation has examined the potential mediating roles of self-confidence and assistance seeking in the correlation between discrimination experiences and feelings of loneliness. To determine whether indirect effects were statistically significant, bootstrap mediation analyses were employed. A total of 110

individuals diagnosed with psychotic disorders (International Classification of Diseases, 10th Revision (ICD-10): F20–F29) underwent self-report assessments to gauge their experiences with discrimination, loneliness, support seeking, and self-esteem. Path modeling was used to investigate the relationships between variables. It has been shown that discrimination experiences both directly and indirectly raise feelings of loneliness. It has been demonstrated that discrimination has a considerable indirect impact on loneliness through a decline in self-esteem. There is evidence to support a mediation model that holds that discriminatory experiences have a negative impact on one's self-esteem, that low self-esteem reduces the propensity to seek out social support, and that a decrease in support seeking exacerbates feelings of loneliness. The data, however, do not support the hypothesis that discrimination has an indirect effect on loneliness by decreasing one's willingness to seek out social support, as discrimination experiences and support seeking have been found to be unrelated. The research results enhance comprehension of the processes by which discriminatory experiences intensify the perception of social isolation. Interventions aiming at mitigating the deleterious impact of rejection experiences on the social relationships of individuals with psychotic disorders may target self-esteem and the inclination to seek social support.

Teneva, N., & Lemay Jr, E. P. (2020). Reduced self-esteem and emotional discomfort are linked to loneliness, which indicates a danger to people's need to belong in intimate relationships. The present two-week daily diary study investigated these psychological reactions to loneliness via the lens of memory and prospection, or future-oriented thinking. The findings imply that people's recollections of inclusion from yesterday and their projections of inclusion for tomorrow and the foreseeable future are skewed due to everyday loneliness. Regardless of whether they were or would be excluded, on days when they felt lonely, people remembered more exclusion from the past and anticipated more exclusion from others. Future exclusion predictions appeared to be less accurate and more impacted by current loneliness than by memories. Thus, the impacts of loneliness on daily good affect and self-esteem were mediated by biases including expectations of future exclusion, but not negative affect. This shows that loneliness is associated with worse psychological well-being (i.e., less positive affect and lower self-esteem) in part because people tend to project their experiences into the future. Biases involving recollections of prior inclusion did not lessen the impact of daily loneliness on these outcomes. Recollections and inclusion predictions both mediated the effects of trait loneliness on positive affect and self-esteem, but negative affect did not. This shows that those who suffer from chronic loneliness may be less cheerful and have poorer self-esteem in part because of their inclination to predict and maintain social isolation. Examined are the implications of these findings for understanding psychological responses to challenges to belonging.

Vanhalst et al (2013). Less self-confidence has been shown to be associated with both contemporaneous and future experiences of loneliness in adolescents. However, the reason why lonely teens are more prone to have low self-esteem remains a mystery. Seldom is there long-term studies available on the connection among self-esteem and loneliness. With this research, we want to fill up these gaps in the literature. Initially, the relationship between loneliness and self-esteem was examined in two different longitudinal investigations. Teenagers from the Netherlands (M age = 15.22 years at T1; 47% female; N = 428) participated in the first five-wave research, whereas teenagers from Belgium (M age = 14.95 years at T1; 63% female; N = 882) participated in the second three-wave study. Secondly, using a multi-method approach, the essential role of social acceptability in the latter sample was examined. This approach included the findings that illustrated the reciprocal relationship between loneliness and self-worth. Perceived, rather than actual, social acceptability had a role as a partial mediator in the principal path from self-esteem to loneliness. The importance of differentiating between perceived and real social approbation is examined, and recommendations for further research are made.

van Tonder, J. I., Jordaan, J., & Esterhuyse, K. (2023). The objective of this study is to determine the predictor variable (or variables) that, in conjunction with media and technology usage, self-esteem, interpersonal communication skills, and self-esteem, explain a substantial fraction of the variance in loneliness among undergraduate university students. In addition, the study tried to determine whether loneliness differed according on gender, ethnicity, and generational status. 1,191 undergraduate university students from South Africa, ranging in age from 18 to 30, were part of the sample. In this non-experimental investigation, correlational research methods were used. It was shown that the interaction of the independent (predictor) components could account for 51.9% of the variation in the sample's

loneliness assessments. The interpersonal communication abilities of the students were the most practically and statistically significant individual predictive factors for their experiences of loneliness.

Yang, M., Wang, H., & Yao, J. (2022). Investigating the relationships between emotional support and health among older Chinese immigrants, as well as the mechanisms mediating the relation among loneliness and self-esteem, was the aim of the study. To quantify the relevant roles of loneliness and self-esteem on intergenerational emotional support and, consequently, on the subjective well-being of elderly migrants, we used a multiple mediation model for this cross-sectional study. The research population consisted of 219 males (30.1%) and 509 women (69.9%) who were 728 senior migrants residing in Nanjing, Jiangsu, China. The R-UCLA Loneliness Scale, the Philadelphia Senior Center Confidence Scale, and the Rosenberg Self-Esteem Scale were used to gauge each person's degree of loneliness and self-worth. Subjective well-being and intergenerational emotional support were shown to be highly associated, according to the findings of multiple regression analysis. Additionally, mediation analysis revealed that three mediators—loneliness (mediating impact, 0.149), self-esteem (mediating effect, 0.136), and loneliness and self-esteem (mediating effect, 0.041)—were implicated in the indirect relationship between subjective well-being and intergenerational emotional support. In summary, our contention is that self-worth and loneliness may be managed to improve the subjective well-being of older migrants by serving as mediators in the link between intergenerational emotional support and subjective well-being.

III. METHODOLOGY

3.1 AIM

To explore the relationship between self-esteem and loneliness in generation alpha

3.2 OBJECTIVE

- To assess the levels of loneliness among Generation Alpha individuals.
- To evaluate the levels of self-esteem within Generation Alpha.
- Examine the correlation between loneliness and self-esteem among Generations
- Examine the potential gender differences in levels of loneliness and self-esteem across Generation alpha

3.3 HYPOTHESIS

- Investigating whether there is a discernible disparity in the degree of loneliness experienced by men and women in Generation Alpha
- To investigate whether there are any noteworthy distinctions between Generation Alpha males and girls

3.4 VARIABLES

- Independent variable: Loneliness
- Dependent variable: Self-esteem

3.5 RESEARCH DESIGN

The motive of this study is to scrutinize the connection between self-esteem and loneliness among Generation Alpha. It also looks at whether loneliness and self-esteem are significantly different for men and women in Generation Alpha.

The research method used is Quantitative method which involves the uses of 2 scales “Rosenberg Self Esteem Scale (Rosenberg, 1965)” and “The UCLA Loneliness Scale—Version 3”. Pearson Correlation method & t-test have been used to do statistical analysis. The data collection technique is questionnaires. The sample size selected is 129 of which 59 females & 70 males. The sampling technique used is convenience sampling (sample selection based on the accessibility) and snowball sampling (the participants were asked to refer the questionnaire to other people).

3.6 SAMPLE

- The sample consisted of 130 Indian early adolescents ranging in the age from 12 to 15.
- The participants include were 59 females and 70 males.

3.7 DESCRIPTION OF TOOLS EMPLOYED

The Rosenberg Self-Esteem Scale, created by Rosenberg, is most often used tool for gauging overall acceptability or self-worth (Rosenberg, 1965). With the help of 10 items, the user may evaluate both their good and negative traits, providing an overall sense of self-worth. A 4-point Likert scale is used for all responses, with 1 denoting agreement, 2 disagreement, 3 disagreement, and 4 disagree.

The UCLA Loneliness Scale, Third Edition was used to gauge the participants' degree of loneliness (Russell, 1996). Participants score each of the 20 items on the UCLA Loneliness Scale on a 4-point Likert scale ranging from 1 (Not at all true of me) to 4 (Very true of me).

3.8 PROCEDURE

The test was conducted on a sample of 129 individuals who were school going students of 5th to 8th standard. The study could only include participants who had given their consent. It was clearly mentioned that the participants could withdraw any time if they felt uncomfortable while doing the questionnaire and their personal information would be kept confidential. The instructions were given on how to fill the questionnaire.

3.9 STATISTICAL ANALYSES

The statistical analysis used for this evaluation was Pearson correlations and t-tests using SPSS, a short form of Statistical Software for the Social Sciences, used by many researchers to handle complex data. SPSS software package was developed for analysis of social science data.

IV. RESULTS

This study aims to understand the correlation between loneliness and self-esteem in the gen alpha. To examine the relationship between loneliness and self-esteem, we used the Pearson correlation coefficient and conducted a t-test to determine whether loneliness was associated with low or high self-esteem in this group of people.

Table 1: t – test Table

	Gender	N	Mean	SD	T-test	P-value
Self-esteem	Male	70	22.39	3.78		
	Female	59	23.31	4.11		
					1.384	0.169
Loneliness	Male	70	45.11	9.06		
	Female	59	58.38	8.85		
					2.036	

An Independent samples t – test was conducted to examine the difference between self-esteem and loneliness among males and females. The results show that with a t- value of 1.384 and P- value of .169 in the score the mean score for Male (M) is 22.34, standard deviation (SD) is 3.78 was lower than Females (M) is 23.31, (SD) is 4.11 in self-esteem. The findings show that there is no discernible difference in self-esteem between the two groups.

The results for loneliness show that there is a significance of variance with t-value of 2.036 and P- value of 0.044 in the score the mean score for Male (M) is 45.11, Standard deviation (SD) is 9.06 was lower than females (M) is 58.34, (SD) is 8.85, 95% of confidence interval of difference is -6.35 to -10. The findings show that the group's levels of loneliness differ significantly from one another.

Table 2: Correlation Table

		SET	LT
SET	Pearson Correlation	1	0.415
	sig. (2 tailed)		0.000
	N	130	130
LT	Pearson Correlation	0.415	1

	sig. (2 tailed)	0.000	
	N	130	130

Pearson's product correlation of self-esteem and loneliness were found to be significantly positive at 0.01 level indicating that both change simultaneously. A positive correlation indicates that higher values of self-esteem correspond to higher values of loneliness.

V. DISCUSSION

This study examined the correlation between loneliness and self-esteem in Generation Alpha using a sample of 129 students ages 12 to 15, providing important new information about children's health. The results of the study show that there is no significant difference in self-esteem. On the other hand, there were discernible variations in the degrees of loneliness, with women showing higher mean scores than men. This gender-based variation highlights how crucial it is to consider social and cultural context when trying to comprehend youngsters' emotional experiences. Additionally, the correlation coefficient between self-esteem and loneliness is 0.01, indicating a positive relationship between the two structures. This shows that as self-esteem increases, loneliness decreases and vice versa. This is consistent with previous research showing a positive relationship between the psychological dimensions in which loneliness leads to low self-esteem and low self-esteem leads to loneliness. This finding is also supported by (Al Khatib, 2012), who found that women are lonelier than men. Loneliness is associated with many negative attitudes and behaviors. Understanding these changes is important for developing interventions and support mechanisms to overcome loneliness and increase self-esteem, especially among different people. Loneliness and self-esteem in children may be influenced by gender. Adolescents' sense of self and relationships can be influenced by cultural and gender role stereotypes. Relationships between friends and family are also important for young people's psychological development. Positive peer relationships and nurturing family environments can enhance self-worth and lessen feelings of isolation.

VI. CONCLUSION

The given research on the connection between Generation Alpha's self-esteem and loneliness points to a complex dynamic at work. Though loneliness is more common in women than in men, there is only a slight correlation between the two variables, as evidenced by the positive correlation of 0.01 between loneliness and self-esteem. This suggests that although loneliness could have an impact on self-esteem, other factors probably have a greater overall impact on how Generation Alpha people view themselves. To fully comprehend and address the intricate interactions among gender disparities, self-esteem, and loneliness in this generation, further study and focused treatments are required. Encouraging the well-being of adolescents requires an understanding of the intricate interactions that exist between societal influences and psychological factors. Future studies should carry out more investigation into these connections and take into account the complex aspects of teenage development in modern society.

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