BUILDING A PSYCHOLOGICAL PROGRAM TO DEAL WITH LONELINESS IN YOUNG PEOPLE

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ABSTRACT

The research problem was summarized by the following question: Will the researcher be able to build a psychological counselling program that helps young people deal with the feeling of loneliness to lead a normal life? The importance of the research lies in the fact that it is the first, according to the researcher's knowledge, that includes a program based on the psychology of loneliness, which is a test of the feeling of loneliness. The objectives of the research were summarized by building a test to measure loneliness, and according to the test paragraphs, to build a psychological program that helps young people deal with loneliness, according to the principle of training through the test. The researcher presented several definitions of the main search terms collected from various studies. For example, according to one of the definitions of loneliness, loneliness is a complex mental excitement that is generally experienced in the form of an unpleasant feeling of tension due to a lack of contact or commonality with others. The second chapter included: the theoretical framework and previous studies. In the third chapter, the research procedures were presented and included a detailed presentation of the scale and the program that the researcher had built. Appendices 1 were presented for testing and 2 for the program after the sources were presented.

Keywords:
Loneliness, psychological program. Young people.

CHAPTER ONE

I. INTRODUCTION:

Psychologists, sociologists, and anthropologists all agree that they view humans as social beings who need the support and companionship of other individuals during different stages of the life cycle. Any understanding of human existence must clarify people's need for personal interactions, bonds, and friendship (Storr, 1988). It is important to distinguish deep and good relationships from a shallow and bad ones, satisfying through a continuum of measures. The measure of loneliness represents a person's sense of inner displeasure at some time in his life regardless of his/her age. Moreover, people differ in their experience of frustration.

The acute feeling of loneliness is fleeting for most people, while loneliness and social alienation are near-constant realities of their everyday lives for others. Poets and philosophers have debated the existential sense of isolation, while psychologists have tried to understand why certain people suffer from loneliness more than others, considering their acculturation. Many questions arise in the minds of all of us, such as Which situations or conditions make an individual live the experience of loneliness, and why does it seem that some people deal with loneliness more positively, and in all ages in which these feelings prevail. Although all people spend a great deal of their time alone, only some view solitude as painful or evoke feelings of loneliness and isolation (Spitzberg & Hurt, 1987).

Research problem:

where she worked as an administrator for the psychological counselling and educational counselling unit in the college in which she works as a university professor, and by listening to many consultations from university students, and other consultations from young men and women through electronic platforms such as Facebook and others, the researcher was surprised more than any A time ago with the seriousness of loneliness and its impact...
on young people's mental health, production and sense of life. Now, we expect the effects to be greater, especially with the circumstances of the spread of Covid-19 and social distancing, as loneliness has become an expected feature in this period. Therefore, it is more important than ever to treat this painful feeling. The question that summarizes the problem of the current research is: Will the researcher be able to build a psychological program in the form of instructional lessons that contribute to helping young people deal with feelings of loneliness to lead a normal life?

**Research Importance:**

Individuals working to bring people together will understand the human aspects of this research. Especially if they are aware that loneliness can undermine self-confidence and alienate us from social life. And their awareness of the need for the individual suffering from loneliness to support in the journey out of this feeling, by helping him see his strengths and helping him unleash his potential.

This is the first research - according to the researcher's knowledge - in Iraq at least. It includes a program based on the psychology of loneliness, represented by the feeling of loneliness, which the researcher developed in its paragraphs specifically for youth. She hopes that the way the program will crystallize can be used to spread psychological awareness among young people to counter feelings of loneliness so that they can live a full and happy personal and social life.

**Research Aims:**

1. Building a test to measure loneliness.
2. Building a psychological program that includes instructional lessons to help young people deal with feelings of loneliness, based on the test items, according to the principle of training through the test.

**Research boundaries:**

The current research is determined in building a test that measures "loneliness" among young people, and building a "psychological program" according to the items of the test, directed at the youth group (males and females).

**Defining terminology:**

Various phenomena cannot be properly described without a correct understanding of the definitions (Karki A. 2009). There are many definitions of loneliness, including:

**Loneliness**, a complex mental excitement that is often experienced in the form of an unpleasant feeling accompanied by tension due to a lack of connection or in common with others (Chana, Marshall, & Harley. 2016).

Another definition of loneliness, it is a complex feeling with psychological and social dimensions and an important indicator of human well-being or not (De Jong Gierveld J., 1998, pp. 73-80).

Perlman and Peplau believe that loneliness results from the contradiction that the individual feels between the level he expects of social relationships and the level he realistically and physically touches the bonds that are practised (Perlman D, Peplau LA. In DP, Editor 1982).

As a consequence, loneliness is said to be the result of a mismatch between the perceived intensity of social networks and the actual nature of these relationships (Tabue Teguo M, Simo-Tabue N, Stoykova R, Meillon C, Cogne M, Amiéva H, et al (2016).

The theoretical definition of loneliness developed by the researcher is that the individual is distant from others physically only, but he is mentally preoccupied with them and feels a mixture of fear of loneliness itself, anxiety about the future, poor self-confidence, and poor confidence in personal abilities, lack of personal goals, a decrease in the level of ambition, feeling With emotional and intellectual emptiness, lack of belief in the fairness of the world, with lack feeling of happiness.

The procedural definition of loneliness in the current research: It is the sum of the scores that young people will obtain if the loneliness test is applied to them.
A psychological program: is One of the areas of psychology that includes the application of principles to guide individuals participating in the training process (American Psychological Law Association, 2008, website).

The procedural definition of the psychological program adopted in the current research is short lessons that include psychological ideas and principles targeting young people (males and females) to help them deal with feelings of loneliness.

CHAPTER TWO
II. THEORETICAL FRAMEWORK

In the early stages of a person's life, loneliness was linked to feelings of hopelessness and depression. To avoid the related emotions and their implications for mental wellbeing, change, and growth, an emphasis on diagnostic and early intervention interventions for loneliness must be put. Current social research focuses on children and adolescents who are socially isolated or lonely (Asher, Parkhurst, Hymel, & Williams, 1990; Luftig, 1987).

Social problems and peer rejection have been identified in children with cognitive and emotional disabilities, placing these children within the limits of a demographic group described as being "at-risk" in the future due to social maladjustment. Students with learning disabilities, mental retardation, and behavioural problems are likely to experience a greater sense of depression than their peers as a result of their social isolation. Even though these young adults with disabilities are likely to be in a lot of pain, little research has been done on their loneliness experiences (Russell D, Peplau LA, Ferguson ML. Developing a measure of loneliness (1978)).

Loneliness in children with disabilities is, in reality, the precise and diverse analysis of children's social connections and relationships, in terms of how children see themselves, how others see them, and how they feel about others' views and concepts of them. This investigation of children's perceptions, concepts, and feelings yield useful information not only about individual children but also about the social climate in social institutions such as schools and families, allowing for the identification of social experiences that represent a mismatch between students and their surroundings (Peplau & Perlman, 1982).

Loneliness was first investigated in fields such as psychology and sociology. (McInnis GJ, White JH (2001). Loneliness was conceptualized, pathologically, and socially as depressive symptoms in those studies. They offered a variety of examples of loneliness among the elderly. For example, in a study by Karki (2009)), The definition of loneliness was studied among older women, and the results were divided into five groups, one of which was marital status (whether widowed or not) health status, emigration, individual isolation for life, and social isolation (Karki A. Loneliness among elderly women, 2009).

Researchers are currently working to further define the term "loneliness" since a better understanding of the problem will help improve health care and recovery services, reduce loneliness, and provide necessary interventions (McInnis G, 2001).

Another study: "The relationship of interpersonal competence and skills to reported loneliness across time." A loneliness scale was used over 14 weeks of 160 undergraduate students at UCLA. Their interpersonal skills were revealed through the aforementioned scale, and the results indicated that 34-42% of the variance in loneliness could be explained by building aptitude and skills (Brian SpitzbergH& Thomas Hurt (1987)).

CHAPTER THREE
III. RESEARCH PROCEDURES

This chapter includes a presentation of the methodological and procedural aspects of the research that include:

First: Building a test to measure loneliness (Appendix 1): The scale consisted of twenty-six paragraphs, in which the keys to understanding loneliness, and the psychological health, and social consequences that follow it.

Face Validity: Validity aims to find out whether the test appears to be well suited to measure the psychological variable for which it is designed or not. The test items become ready for implementation after being presented to a group of relevant experts (William, 2006, website \ p1). Therefore, the researcher presented the test items in her initial form to a group of experts in general psychology and psychological counseling at the universities of Baghdad, Al-Mustansiriya, and Anbar, and the agreement ratios between the experts ranged between 80% -100. %.
Stability of the test: the reliability of the test were extracted by the half-segmentation method and correct with the Spearman / Brown equation, and the correlation coefficient between odd and even degrees was (0.82), and after correcting it was (0.90), so the scale has acceptable stability according to (Winer, 1971, p.286).

Test Instructions: Before distributing the test copies to the test subjects, the instructions for the following should be read:

The test measures how you feel, and there are no "trick" questions to your rhythm. The answer does not require any thought from you, so what we just want you to decide after reading each paragraph, if the paragraph applies to you continuously, then write in front of it (yes) and if it does not apply to you at all, write in front of it (no) and if it applies to you for some time then write in front of it (Sometimes).

Evaluation of the test: The test evaluation will be on the assumption that for each answer with (yes) a value of (1) is given, and for each answer with (no) a value of (zero) is given on the basis that is a point of strength in performance, and each answer of (sometimes) is given a value of (A quarter-point) because the option (sometimes) does not have the same value for (yes) nor the same value for (no). The researcher adopted this standard using previous standards for other tests in previous studies (TodaysTQ, (1995-2008), website \ p.1-10).

The process of evaluating the individual’s performance does not require more than finding the algebraic sum of alternatives scores for the test items, and counterbalance the total sum with the following criterion: If 80% to 100% of the test items carry a (yes) response, that is, they take a value (1) for each item whose response was yes, meaning that the individual who gets this total suffers from a feeling of loneliness. That is he needs psychological counseling assistance and training to learn how to deal with This feeling to reduce or eliminate it. And if from 60% to 79% of the paragraphs carry a response (yes): it means that the respondent stands on the verge of entering a state of loneliness, and he needs the training to avoid progressing further towards it. If 0% to 59% of the paragraphs carry a (yes) response: it means that the respondent is far from feeling lonely.

Second: Building the psychological program for dealing with loneliness. Appendix (2

An Introduction

After completing the test construction procedures and developing instructions for its implementation, then determining the standard on the basis of which a person is judged whether or not he suffers from loneliness. If it appears that he suffers from loneliness, he will need ideas to change his way of thinking and improve his performance in several life skills, and then get rid of feelings of loneliness or avoid them or deal with them in a way that makes the individual lead a normal life. These ideas were included in the program developed by the researcher according to the above-mentioned test items. That is, the program consists of twenty-six lessons, the same number of test items. With the help of these thoughts, an individual can take smart actions, to achieve strong results in his performance, and thus overcome feelings of loneliness. The lessons came in a guided format, each lesson dealing with an item of the test. These psychological lessons are the result of the knowledge that the researcher has extracted from her long academic scientific experience in the field of general psychology. Her direct and indirect interaction with young people provided her with opportunities to learn about their psychological needs, including their needs for counseling programs that help them develop their skills on the one hand, and on the other hand to deal with the negative feelings that handicapping them to progress in life, like feeling lonely.

The Program Goals:

The general objective of the program: Teaching and training young people on how to deal with loneliness to reduce or completely overcome these feelings.

The Special objective of the program: to prepare psychological & instructional lessons, so that each lesson deals with one of the items of the loneness test, to provide these lessons to young people, especially those who obtained high scores in the loneliness test.

Arbitration of the program: The program was presented in its initial form to nine professors in the field of Psychology and Psychological Counseling, to verify the suitability of the program for the purpose for which it was established. Based on the referees’ instructions, the researcher made some minor adjustments required, then prepared the final picture of the psychological program as shown in Appendix 2. It is ready to be applied to the youth community who feel loneliness to help them deal with this feeling.
Duration of program implementation, number of sessions, and session duration: The implementation of the entire program takes about (130) minutes, and it can be presented in (3) sessions at the rate of one session per week, and one session lasts about (40- 45) an average of five minutes per lesson.

Program sessions: the most important of which is the first session: (Introduction to the program).

Session objectives: Building the relationship between the program implementer and the participants in terms of:
- Acquaintance, breaking the psychological barrier between the program’s executors and the participants, on one hand, participants among themselves, on the other hand, Clarify and discuss the objectives of the program, provide the participants with the number of sessions and their dates, and agreeing on the rules of the sessions (such as participation, adherence to session dates, and respect for the opinions of others).

The techniques that are used during the session: are dialogue and discussion.

Program evaluation:
There will be no accurate evaluation of the effect of a psychological program on a particular phenomenon in a particular community unless the responses of that community or the responses of a sample representing it are compared, in a test of the phenomenon, before they are exposed to the program with their responses to the same test after applying for the program, provided that there is a statistically significant difference between Responses before and after program implementation.

Accordingly, the researcher applied the unit test on first-stage students in the Kindergarten and Special Education Department at the College of Education for Girls at the Iraqi University - because the students are part of the research community (youth) - and for easing to applying the experiment, because the researcher was a university professor in the same department and at the same stage. The number of female students who took the test reached more than one hundred students. Only forty (40) students who scored highly on the loneliness test volunteered as an experimental group and were motivated to benefit from the program. A week after completing the last group session of the program, their loneliness level was verified. The results of this experiment concluded that the group’s average scores on the loneliness test after implementing the program were much lower than their average scores before the implementation of the program.

To ensure that these apparent differences between test results before and after the program are statistically significant, the T-test of two correlated samples was used as a statistical method for analyzing those results. It was found that the differences were significant at the level of significance (0.05) and the degree of freedom (39), as shown in Table (1).

The statistical means that were used in the research
The Statistical Package for Psychological and Social Sciences (SPSS, 1996) was used to process the research data, as follows:

1. (Spearman-Brown Coefficient Formula), to perform the half-stability coefficient correction process in the half-segmentation method for the loneliness test (Winer 1971 p.286)
2. (T-test of two correlated samples) (Goulden, CH (1959), pp. 50-55) to verify a hypothesis developed by the researcher to find out the differences between the responses of the experimental group on the test before application of the program and their responses after application (Winer, 1971, p.21).

CHAPTER FOUR
IV. PRESENTATION, INTERPRETATION, AND DISCUSSION OF RESULTS
The researcher verified the effectiveness of her program by verifying a hypothesis that she developed after achieving the main research goal, which is to build a psychological program to help young people deal with loneliness. The hypothesis that was developed is: “There is no statistically significant difference to the effect of the psychological program on youth’s treatment of loneliness according to the type of test (before, after).

The researcher tested that hypothesis by applying her program to an experimental sample as shown in the third chapter. The 40 students scored high on the loneliness test - the result is not surprising, especially given the quarantine and the complex political, economic, and social conditions in our country. After receiving the
experimental group of the program through the Google Meet application, which is the same application that all students receive their lessons with during the known global pandemic, the researcher analyzed the group's responses to the feeling of loneliness test before applying for the program and after application using the T-test for two correlated samples, and the calculated T value was: 13.143 The value was significant because it was greater than the tabular value (2.021) at a level of significance (0.05) and with a degree of freedom (39). That is, the null hypothesis is rejected and accepts the alternative, as there are statistically significant differences between the results of the group on the loneliness test before application the psychological program and after the application and in favor of after the application. Table No. (1) illustrates the results. These results, emphasize the impact of the psychological program on young people and its ability to help them in how to deal with feelings of loneliness.

Table (1)

<table>
<thead>
<tr>
<th>The 26 paragraphs of the test</th>
<th>Group type</th>
<th>The number of the sample</th>
<th>Average</th>
<th>standard deviation</th>
<th>The difference between the two tests</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>40</td>
<td>8.762</td>
<td>0.767</td>
<td>5</td>
<td>2.6256</td>
<td>13.143</td>
</tr>
<tr>
<td>before</td>
<td>40</td>
<td>3.306</td>
<td>2.410</td>
<td>9</td>
<td>5.4562</td>
<td>2.021</td>
</tr>
</tbody>
</table>

Based on the above analysis of the results, the special goal of the research was achieved, which is "to build a psychological program based on test items that measure the extent to which young people (male or female) feel lonely.

The researcher took an additional step in the procedures, to ensure the effectiveness of her program and the degree of its impact on the responses of an experimental group of the youth community, and the effectiveness of the program was demonstrated in a statistically significant manner.

Consequently, the general objective of the program and the research was achieved, which is "to assist young people in how to deal with feelings of loneliness through instructional lessons within an integrated program.

V. CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS:

Conclusion:
It is possible to help young people in developing their skills on the one hand, and to help them face complex psychological problems and negative feelings on the other hand through psychological programs that can be provided to them simply through courses offered to them interactively, directly or through various electronic education platforms.

Recommendations:
1. The researcher recommends pushing the counseling units in colleges to use their test to detect the availability of feelings of loneliness among university students, and then implement its program to help students who suffer
from feelings of loneliness to address those feelings that may hinder their progress towards achieving their goals and may deprive them of enjoying life.

2. It recommends distributing copies of the test and the program along with the application instructions to the educational counselors and female guides in all preparatory schools (males and females) and urging them to use them according to the procedures necessary to help the youth pupils who suffer from loneliness.

Suggestions:
The researcher proposes to conduct some research in terms of ending her research using the test and the program, as follows:

1. Exposing the effectiveness of the current research program in developing the skill of addressing feelings of loneliness among university students (males and females).

2. Measuring loneliness among young people in secondary schools, using the current research test.

3. Applying the program of the current research to young high school students who suffer from loneliness, according to the current research test.

REFERENCES

APPENDICES
APPENDIX (1)
TEST OF LONELINESS IN YOUNG PEOPLE
The following paragraphs are about (test the feeling of loneliness in young people). Each paragraph has three alternatives: (Yes), (No), (Sometimes). Each respondent from the research sample must choose one of the three alternatives mentioned in front of each of the test items.

Examples:
I deny in front of myself and front of people my feeling of loneliness..........(Sometimes)
I feel that life is a dark tunnel.......(Yes)
I do not forgive myself for any mistake.....(No)

Items of the test
1. I deny in front of myself and front of people my feeling of loneliness.
2. I always fear losing a certain person or a certain topic, so I live with feelings of loneliness.
3. I do not forgive myself for any mistake, no matter how simple.
4. I think other people don't care about me, which makes me not interested in them either.
5. I think that my lack of kindness with others is normal; I have no part in it.
6. I feel that life is a dark tunnel.
7. I tend to stay still.
8. I feel I am not merciful to myself.
9. I busy myself a lot of planning relationships with others.
10. I do not accept the mistakes of my friends.
11. I hesitate to make new friends.
12. I don't feel happy.
13. I feel bored with my life.
14. I feel that I have no value in life.
15. I feel that I do not care about myself as I should.
16. I feel that other people are imposing their own rules on my life.
17. I feel frustrated and hesitate to share any project or activity with others.
18. I feel that I do not like those around me and no one loves me.
19. I feel that I have no reasons to love life.
20. I feel that my life is a big mess.
21. I feel lazy and physically weak.
22. My thinking all the time revolves around my problems.
23. I feel that social life has no value.
24. I feel I am often occupying in the past events.
25. I have never taken care of a pet.
26. I am Feeling the symptoms of depression.

APPENDIX (2)

A PROGRAM FOR DEALING WITH LONELINESS IN YOUNG PEOPLE

The program, which included instructional lessons to deal with loneliness among young people, was prepared by the researcher according to the sections of the loneliness test, as each lesson deals with one of the test items:

Lesson One: Do you deny your feeling of loneliness in front of yourself and front of others?

When you feel lonely, the brain tries to understand this feeling, by asking several questions such as; why did I get this feeling? Is it because I am not liked by people? Is it because I am a loser? Is it because I am unlucky? Is it because I live in an environment that is unlike me?

We have to realize that we are subject to such feelings, and when we do face them, we must admit, however painful the confession may be. Our brain may be confused, Our reaction to such feelings may be embodied by withdrawing inside ourselves, so it revolves around our feeling of loneliness, and this will never help us in anything. What helps us is that we have to believe that feelings of loneliness will not last, and we must take the initiative to get rid of them! By Communicating with people we feel comfortable talking to. To avoid feeling lonely in the future, we must communicate with family and friends and strengthen our relationship with them.

Lesson Two: Do you always fear losing a certain person or a certain topic and then feel lonely?
Do not specify the reason for your happiness with one person or subject. A certain person may say a word or perform a certain behaviour that makes you feel inferior, and then he comes and says a word or conducts another behaviour, making you feel perfect! Even if you are not perfect. You have to realize that no one else can complete you. When you put your happiness in someone's hands, you are preparing that happiness for its demise! You should decide from now, that you are the only one who will control your happiness! This means that if you are unhappy, it is because of yourself. And if you insist on putting your happiness and your mood according to the words and actions of another person, this situation will permanently put you in a position of weakness in your life. You need to make your relationships with the other based on the relationship between two complete people, and this relationship can expand into broader relationships according to the same principle of complementarity, exchange of interest, influence and respect so that you are part of a whole and not just half of something belonging to a group. All things that are determined by "the other" generate insecurity, which leads to the most painful challenges in relationships such as jealousy, abuse, and betrayal. So why do you want to limit your happiness to someone or something to such an extent that you end up feeling lonely?

Lesson Three: Are you someone who does not forgive himself for any wrongdoing?

You have to accept your mistakes if you want to avoid feelings of loneliness. Good judgment comes from different life experiences, and mistakes play an important role in a person’s life because it shows our intentions, orientations, and visions. And if your first response to a negative situation is to criticize yourself, it is time to show yourself some kindness and compassion. The only way to start the journey of forgiveness is to be kind and compassionate with yourself. This takes time, patience, and a reminder to yourself that you deserve forgiveness. Forgiveness is important to the loneliness process and means letting go of anger, guilt, shame, sadness, or any other emotion you might feel associated with loneliness. Retaining your thoughts and feelings can exacerbate your anxiety. So, reach out to a trusted friend or family member to get their opinion and advice on what happened with you. Even if they don't have any advice for you, just sharing everything can be helpful. Acknowledge your mistakes, and don't try to blame or belittle others for your mistakes. Instead, admit to yourself that you made a mistake, and reassure yourself that everyone like you makes mistakes.

To make forgiving yourself much easier, sympathize with anyone you have hurt, mend what you have corrupted with those you wronged, communicate with them, and explain to them everything you want to clarify, and there may not always be a clear answer for those who wronged them, yet communicating with them does not hurt. Ask how you can compensate what can be compensated, in some cases the mistake can be compensated, for example, if you break something expensive for someone, or corrupt it in some way, offer him a similar one, and if you do not find one offer him to pay for it. Other times, there may not be anything you can do to make up for your mistake. And that's okay. Plan what you can do better next time. Help yourself avoid mistakes in the future. Make a list of the things you can do to make sure the mistake will not happen again. And you can turn your mistake into something positive. For example, if you miss a deadline at work; you can work on managing your time and setting important reminders for yourself on your phone or computer. Try to accept your mistakes. Instead of ruminating about accidents and mistakes and thinking about what you could have done better, stop it all, and think about what you can learn. You cannot change the past, but you can use it to guide yourself toward better decisions in the future.

Lesson Four: Do you think that other people do not care about you, which made you not care about them?

Care about others to win their affection! If you behave nice to others, they will be attracted to you will get their affection. Do not expect others to approach you without approaching them, but do not expect perfection or that you will meet the same approval and attention every time during your social interaction. In any case, your interest in what is related to your family, friends, colleagues, or neighbours will take your focus away from the painful feelings that accompany you during introversion and focusing on yourself and your affairs only.

Lesson Five: Do you think that your lack of kindness towards others is part of your characteristic?

It's not instinctive to be nice to others, but it's a choice! It is the choice that deliberately used for all the characters whose names remain stuck in the mind of human history; it is the choice to win in the long run! Dealing with kindness, love and respect is the best solution for those who suffer from disappointment with others, and this option can make you enjoy a reputation of dignity, and you will never remain alone.

Lesson Six: Do you feel that life is a dark tunnel?
Be emotionally steady! Life is not a dark tunnel! Even if a certain group of people tries to make life in front of you like a dark tunnel! Or another group to make you feel as if all the roads in front of you are closed! Try with others, with a third, fourth, fifth and sixth group, until you find the group that suits you and makes you feel that you are an active and happy member.

Challenge all destructive assumptions and feelings that bother you and invite you to withdraw yourself into a life of loneliness! Show and care for others, show friendliness and kindness with more groups, and then anticipate all the possibilities that will work in your favour. Never stop searching for love or friendship, once you have one or two friends, and over time feed those friendships with interest, without being careful about whether you give more than you get! You can happily spend more time with friends who value you and your friendship.

**Lesson seven: Do not remain still:**

When you feel lonely, you probably spend a lot of time thinking without doing anything. If you are one of those people who are obsessed with loneliness and think that there is nothing you can do about it, know that your idea is wrong, and you should put it aside! Get up from your place immediately and start with the first step! Select something you can do today, and busy yourself with implementing it right now, what is this thing? It doesn't matter much. Action and movement, unlike thinking, remove you from your current surroundings and mind.

Get out into the garden, pull out the weeds, wash the car, put water and some pills for sparrows and birds around your home, spend some time talking to your neighbour, call a friend and meet with him for coffee, lunch, or watching a movie, or go for a walk alone or with someone dear to you. Any of these actions will bring you space outside of your gloomy thoughts, even for a while. When you get used to some daily activities and make them a routine in your life, you will not suffer from loneliness.

**Lesson Eight: Be compassionate about yourself:**

It is useless to blame ourselves cruelly when we are depressed or lonely, unfortunately, we all do that if we stumble or make a mistake! We may not know how to get out of this mess! We keep pressing on ourselves about what is bothering us. The result is: Nothing but a great sense of loneliness. When we are in pain, the thing we need most is to take care of ourselves, it is possible that this self-care will act as a barrier to other problems associated with that mess, for example, sleep disturbances, as well as diet disorders, headaches, and other disorders or even psychosomatic diseases. Now, it is time to reset ourselves! This thing may be correcting a course in our life, changing our goals or plans to achieve goals, managing our time and organizing our life, or looking for a new adventure in travel or additional work and so on.

**Lesson Nine: Busy yourself with planning your relationship with your Creator first, then with others.**

One of the greatest fears we can imagine is the fear of being alone. Especially among adolescents and young adults, and their fears may be more than those of individuals in the older stages of life because most of them are still dependent on others "financially and intellectually", and this dependence varies in degree from one teenager to another, and that degree will determine the teenager's self-confidence in the future! Either he is confident in himself and is aggressive, or he feels inferior and suffers from psychological problems that contribute to increasing his feeling of psychological loneliness.

In general, our fear of loneliness increases the more we care about relationships with others and the more we focus on planning those relationships. We often forget a basic fact that the essential relationship that we must care about and learn how to plan and strive to be the core and basis of our plans is our relationship with our Creator! When we help a teenager discover what it means to be close to the Creator, he will realize how much the Creator understands us, and then we realize that we are not alone and we think that we have a Creator who loves us and wants to communicate with us which ends the harsh feeling of psychological loneliness.

**Lesson Ten: Accept your friends' mistakes:**

Someone may make mistakes against us, and this may hurt us a lot. So let us learn to accept the mistakes of others, and know that acceptance of our mistakes requires us to accept the mistakes of others against us. Among the big mistakes that we are accustomed to in our lives is mixing the people themselves with their mistakes. Others are kind by nature, but their actions sometimes seem strange. If we understand their behaviour and realize that behind every action there is a motive, and their motives may sometimes be subconscious, then we will accept their mistakes and forgive them.
Lesson Eleven: Make New Friends:

Our negative, unconscious perceptions of ourselves may distract us from making new friendships. These negative thoughts may push us away from society, people and new friendships. So move away from isolation before turning into just an island that is not linked to anyone or another place.

Making new friends can be scary, and there are generally three types of friends:

Firstly, Work or study friends: They are the friends with whom you feel comfortable talking, and you trust and cooperate with them. The friendship with them may be interrupted by your interruption of work or the end of school or it may continue. Secondly, Comrade friends; are the comrades of social activities that you meet from time to time on different occasions, and it is possible to travel with them or talk with them about ordinary topics. Thirdly, the best friends: they are the type of friends you can talk to about anything and everything anytime. And you may or may not meet him every day, but that doesn't matter because the strength of your friendship isn't determined by the number of times you meet - it's more than that. These are the friends you can trust to be there for you whenever you need them, and they will go the extra mile for you.

You should not be afraid to make new friends, make contact with friends from previous years or friends with whom you lost contact over time. Get to know your friends' friends and ask your friend to introduce you to them. Accept invitations to go out. If you reject invitations and prefer to stay at home, your social circles will be limited. Get out of your comfort zone; you can't make more friends in real life if you stay home! Be natural, have a mind open to other ideas and opinions, and are not impulsive or hasty in judgment, and make an effort to stay in contact with the friend, and better listen to those who are talking to you and make others feel that you are with them and for them. Open your heart to others, you will find them open their hearts to you.

Lesson Twelve: Find a new behaviour that pleases you.

Do what you love. You will find that your love for and interest in your work increases every day. The most things that make a person happy in all areas of his life is when he is happy in his work and satisfied with it. When you love your work, you will be creative and distinguished in it, which makes you very happy. This is on the one hand, and the other hand, practice any hobby you like, such as drawing, writing, playing, or anything you like, you will find yourself creative in what you do, if you like writing, for example, save yourself a suitable time and place and write. Write anything you think you can write, and you will bring yourself unspeakable happiness, especially when you feel the thrill of creativity. Then you will not feel alone when you are alone, but you will strive to be alone to devote yourself to your creativity.

Lesson Thirteenth: To keep yourself from getting bored with your life, find something new.

One of those new things is looking for a new job. If you work and have the option to change, especially if you do not find something that will comfort you in your field of work, then you just have to search for another job that suits you and that comforts you. Do not be afraid to lose some of the advantages that you gained in your work, as you may gain better advantages from your new job, including meeting new friends, gaining more experiences and greater development opportunities. The place of residence can be changed if you do not find your comfort in your current home. You can change your lifestyle by adding other activities or other habits, such as participating in a gym or frequenting certain places that add something new to your life, such as training centres for human development and skills development. Learn a new language, by following one of the online language learning programs, challenge yourself and learn simple words every day. The current technological development and the multiplicity of information sources put you in front of you with many options.

Lesson Fourteen: Make yourself valuable in life.

Repeat to yourself a daily morning phrase: whatever you say to yourself in the morning will live with you the whole day. Make your statement easy to remember and realistic to reinforce your strength and activity all day. And try to change your phrases every once in a while. For example, I will excel this year / I will surprise people by learning a new language / I can reduce my weight to the weight that suits me / today I will help a poor family of relatives or in our street / I will arrange in the garden or somewhere in our house a shelter for pets to protect them from the very cold. Human behaviour towards others is the thing that makes us feel most valued in life.

Lesson Fifteen: Take care of yourself first.
No one can give what he does not have! If you like to be a philanthropist, you must have what qualifies you to give first! Give to yourself before everything so that you can give to others. love, respect yourself first, then look for someone who needs it to give him something of what you have. He who does not love himself cannot love another person no matter how close he is! And do not be surprised when someone looks at you from a high place; know that he may have done so, just because you put yourself in that place.

Lesson Sixteen: Build your discipline and make rules for your life.
Set your own goals and don't let anyone stop you from achieving those goals. The most important rules that contribute to building your personality and life and be the source of your strength is that you believe that achieving success is not related to luck as much as it takes courage and thinking, and the motivation to overcome all fears that hinder progress in life and success. Do not stop at a few, but greatly raise the standards of ambition and success. Commit to good manners, initiate personal development and learn to assume responsibility, which will not be achieved without a sense of courage, and most importantly of all, be cooperative and kind with everyone, especially with your family members. Make your standards between satisfaction and excellence. Be a good time manager, respect your time and that of others, and focus on the most important tasks in your life. Be humble and ready to learn continuously. Take advantage of the available opportunities, it is your right to strive for success, happiness and gains. There are no magic formulas for success. It is the product of careful planning, hard work, and mistakes learned from it.

Lesson Seventeen: Get rid of feelings of frustration and encourage cooperation with "positive attitudes".
Frustration is the big killer of the future and our hopes and dreams. Do not get caught up in the fear of failure. Instead, indulge yourself with fantasies of success. Stay focused on the beauty of your dreams. Remember, you cannot succeed on your own. You need hearts, minds, and the help of others' hands to move your hopes and dreams from paper to life. Life gets easier when you live it as if you were part of one team. Find a way to see yourself and everyone else as a team, no matter what the situation is. Instead of looking for variations, look for similarities. Determine what each person's objective is. Then look for ways to collaborate with others for mutual gain. Encourage teamwork at all times, find a common goal, and emphasize the positive value of everyone who wants to contribute. Interdependence is the foundation of cooperation. Set aside the desire for flexibility and power and learn how to become a valuable member of a team to multiply and boost the results. When you teach the team how to be both helpful and compassionate, the collaborative group will flourish.

Lesson Eighteen: Open your mind and your heart to people.
One of the reasons for happiness that does not need money, power, or any effort is to make your heart free from any hatred and to not allow your mind any opportunity to think about responding to the same offence or revenge. Help him when he turns to you without indicating what happened to him previously. And remember that self-confidence is an important key to success in life, and the important key to achieving self-confidence is careful planning for everything. If you notice that more people dislike you than love you, ask yourself if they understand exactly what you want! What you get from others is directly related to what you want exactly. And if you don't get what you want, first of all, try to improve your communication skills. It is your responsibility to make it easier for others to love you and help you in times of trouble, and you can make this a great pleasure for you and them. Just remove any barriers that may prevent others from approaching you, be clear with them, and review your attitudes with those around you every day; have you left any room for a misunderstanding or a misinterpretation? Do not leave negative situations trapped, but resolve each situation and think positively of others. Your social and emotional life will change.

Lesson Nineteen: Find reasons to love your life.
You may see life as unfair to you and yet you can make it enjoyable in your ways. Remember that life will not be repeated and contain beautiful, wonderful and challenging things. Life is full of contradictions, but in the end, we can only love it. Your attitude towards life determines the attitude of life towards you! Take control of your life by beginning with crafting clear goals. When you learn how to convert your divine talents into skills, and how to use those skills to achieve your goals, you will get the success you deserve. When we are motivated by deeply meaningful goals, by dreams that we need to fulfill, and by pure love that needs to be expressed, then we truly live life.

Lesson Twenty: Invest in a little time organizing to save more time for yourself.
It doesn't matter how much effort you put into everything you do, the results matter too! Excellence does not mean that you function perfectly and according to predetermined standards, but rather that you accomplish ordinary things in a way that comfort you. Everyone makes a mistake, that is normal, but it is extraordinary to repeat the same kind of mistakes. To function properly without wasting time, opportunities, and mental health, write the lists your way and have them at your fingertips. Make a list of all the important items that must be completed to be successful. Then, work your way down the list paragraph by paragraph and reduce errors by following checklists for the most frequent and important actions.

Learning how to organize your work and make your tasks work (automated) may require a bit more effort and more training, but the new systems will always help you. And if you intend to learn a new language or to write a book, make time for that now. The quality of time does not happen alone, you are the one who creates it. Focus on the most important projects that need more attention from you, and specify the things that you want to do in your spare time. In short; make your processes (automated) as much as you can to accomplish the largest number of tasks in less time, providing additional time for your convenience and for communicating with those you care about.

Lesson Twenty-One: Take care of your energy.

Sleeping early and waking up early is not a habit but rather a way of life, and before you sleep, set a goal for yourself to wake up for! Wake up early to be present in a beautiful world before others, and to see what others have not seen yet! Stand tall to get a fast energy boost to your activity level. And every time you find yourself in a waiting situation, get up and stand on your feet until the situation is over. The health of your organs, your energy level, and your overall success in life are all related. You will naturally slow down mentally and physically if your body movements become inactive. Simply imagine yourself as strong and self-assured, and you will feel more energized right away. If you can navigate easily, your excitement will naturally rise. Take a deep breath to ensure that your body receives oxygen and is revitalized, allowing you to continue on your path to success.

Lesson Twenty-Two: Train yourself to focus away from your problems.

The power of your focus expresses your truth, so use it wisely. Train yourself to focus and you will see how your life will change for the better. If you focus all your thoughts on the problems you face in your life, even if you think that you have effective solutions for them, you will make them grow in your mind and then in your life, while you forget the privileges you have. Thus, your problems become more influential in your life than the solutions you think you have. Enjoy focusing on the most beautiful part of your life. Focus and search for those enjoyable moments, even if they are small, so we often do not pay attention to them and get to know them. Seeing some good in them may make these moments' recreation stations for your mind, and it will change your life towards comfort and relaxation.

Lesson Twenty-Three: For a valuable social life.

Stop answering calls that you do not want to answer, do not answer messages that you do not want to answer, and do not say yes to invitations that you do not want to attend. It can be difficult to say "no thanks" or ignore someone, but if you feel the need to say it, and you often have a reason for that - even if many people don't like it - you should know that this is your right and that you are free to say it. And in return; Do not hesitate to express the good feelings in your heart of the people you feel that truly deserve it. Tell them the magnificence and depth of their opinions if so, and do not wait - their death - to say all the beautiful things about them! Since you can convey these beautiful feelings to them with kind words, do so right now and take advantage of the opportunity to be with him in this life.

Lesson Twenty-Four: Do not worry about past times.

Remember, the past is history, so why spend most of our time and waste so much of our energies focusing and paying attention to what we cannot control. We may scatter that energy and that time between events of the past while we can spend that effort and invest time in a subject that we can control now, or we care about people who deserve our care. If you feel lonely because you feel the extent of your present nonsense, you can invest your current time to organize your life and set new, realistic, achievable goals, and plan to achieve them, according to priority, for each goal. You have to turn your thoughts towards those goals and imagine your condition and a feeling upon achieving them, which gives you, hope and make you have many reasons to get rid of your loneliness.

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Lesson Twenty-Five: Keep pets.

Pets, especially dogs, cats, and birds, provide numerous advantages, the most significant of which is the reduction of loneliness. In some ways, having a pet keeps you from feeling sad. It can introduce you to new people - a walk with a puppy, for example, can introduce you to the world of dog breeders. A gentle leash dog is even more appealing to people. Pets also have unconditional love, which can be a wonderful antidote to loneliness.

Lesson Twenty-Six: Visit a therapist.

If your loneliness develops into depression, see a therapist. Feeling lonely can lead to symptoms of depression, which means that the lonelier you feel, the more depressed you feel, and vice versa. Sometimes, just leaving the house and meeting other people is not enough to help us get rid of loneliness, especially if the situation leads to feelings of depression. It is possible to still feel lonely even when you are around people, and this is a sign of depression or social anxiety. If this describes you, it's a good idea to see a therapist, particularly if you're still having other depression symptoms. Certain types of therapy, especially cognitive-behavioural therapy (CBT), can help you change your thoughts as well as your behaviours to help you minimize or eliminate isolation.