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**INVESTIGATION OF THE LEVEL AND SOCIAL ANXIETY LEVEL OF THE
INDIVIDUALS IN THE RECREATION ACTIVITIES**

***REKREASYON FAALİYETLERİNE KATILAN BİREYLERDE, YALNIZLIK VE SOSYAL
ANKSİYETE DÜZEYİNİN İNCELENMESİ***

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ABSTRACT

The aim of this study is to examine the levels of loneliness and social anxiety of the individuals involved in recreational activities. A total of 311 university students of Muğla Sıtkı Koçman University, participated in the study who are participants in recreational activities (n: 159) and non-participants (n: 152). The "UCLA Loneliness Scale" developed by Russel, Peplau, and Ferguson (1978) and adapted to Turkish by Yaparel (1984) was used in the study to determine the loneliness levels of the students. The "Liebowitz Social Anxiety Scale" developed by Liebowitz (1987) and adapted to Turkish by Dilbaz (2001) was used to determine the level of social anxiety. In the analysis of the data, percentage and frequency analyzes were performed, Cronbach's alpha coefficients were found in the reliability and factor analysis of the scales, KMO and Bartlett's tests, Pearson correlation analysis were used. As a result; there was no significant difference between levels of loneliness and participation in recreational activities. However, according to the average values, individuals participating in recreational activities seem to have less sense of loneliness. Significant differences were found between social anxiety and participation in recreational activities. Individuals who did not participate in recreational activities were found to have more social anxiety. It was found that loneliness and social anxiety level did not show any significant difference according to gender and income status variable. However, it has been determined that women experience more social anxiety than men. There was no significant correlation between age and loneliness, but there was a significant difference between age and social anxiety. Significant differences were found between the number of siblings and the level of loneliness. There was no significant difference between siblings and social anxiety. It is noteworthy that the level of loneliness is low in individuals who have no siblings or one sibling, and that the level of loneliness is high in individuals with a high number of siblings.

Key Words: Recreational activities, Loneliness, Social Anxiety.

ÖZ

Bu çalışmanın amacı, rekreasyon faaliyetlerine katılan bireylerde, yalnızlık ve sosyal anksiyete düzeylerinin incelenmesidir. Çalışmaya, Muğla Sıtkı Koçman Üniversitesinde öğrenim gören, rekreasyon faaliyetlerine katılan (n:159) ve katılmayan (n:152) toplam 311 üniversite öğrencisi katılmıştır. Çalışmada, öğrencilerin yalnızlık düzeylerini belirlemek için Russel, Peplau ve Ferguson (1978) tarafından geliştirilen Yaparel (1984) tarafından Türkçeye uyarlanan "UCLA Yalnızlık Ölçeği", sosyal anksiyete düzeyini belirlemek için Liebowitz (1987) tarafından geliştirilen, Dilbaz (2001) tarafından Türkçeye uyarlanmış, "Liebowitz Sosyal Anksiyete Ölçeği" kullanılmıştır. Verilerin analizinde, yüzde ve frekans analizleri yapılmış, ölçeklerin güvenilirlikleri ve faktör analizinde Cronbach's Alfa katsayıları bulunmuş, KMO ve Bartlett's testleri, Pearson korelasyon analizi kullanılmıştır. Sonuç olarak; yalnızlık düzeyi ile rekreasyon faaliyetlerine katılım arasında anlamlı farklılık bulunmamıştır. Fakat, ortalama değerlere göre rekreasyon faaliyetlerine katılan bireylerin daha az yalnızlık duygusu yaşadıkları görülmektedir. Sosyal anksiyete ile

rekreasyon faaliyetlerine katılım arasında anlamlı farklılık bulunmuştur. Rekreasyon faaliyetlerine katılmayan bireylerin sosyal anksiyete durumunu daha fazla yaşadığı belirlenmiştir. Yalnızlık ve sosyal anksiyete düzeyinin cinsiyet ve gelir durumu değişkenine göre anlamlı farklılık göstermediği bulunmuştur. Fakat kadınların sosyal anksiyete durumunu erkeklerden daha fazla yaşadığı belirlenmiştir. Yaş değişkeni ile yalnızlık arasında anlamlı bir ilişki bulunmazken, yaş değişkeni ile sosyal anksiyete arasında anlamlı farklılık bulunmuştur. Kardeş sayısı ile yalnızlık düzeyi arasında anlamlı farklılık bulunmuştur. Kardeş sayısı ve sosyal anksiyete arasında anlamlı farklılık bulunmamıştır. Kardeşi olmayan veya 1 kardeşe sahip bireylerde yalnızlık düzeyinin düşük, kardeş sayısı fazla olan bireylerde yalnızlık düzeyinin yüksek olması da dikkat çekicidir.

Anahtar Kelimeler: Rekreasyon faaliyetleri, Yalnızlık, Sosyal Anksiyete.

1. INTRODUCTION

The concept of loneliness is defined as the bringing of the notion that one's correlations in social life do not move as expected, the failure of personally satisfying correlations, and the psychological difficulty of real or understood deprivation (Heinrich and Gullone, 2006). Social anxiety or social phobia, a common anxiety disorder, is a tendency to avoid and fear in a significant way, from being humiliated, embarrassed, and not being renounced in the social environment (American Psychiatric Association, 2013). Socioeconomic, sociocultural level, childhood traumas, protective parental status are influential factors affecting social anxiety disorder. For individuals with low-income levels, it is determined that the social anxiety disorder has a high incidence (Furmark, 2002). Physical activity is an effective lifestyle, increasing vitality, raising the desire and energy of the individual for life (Mavric et al., 2014). Recreational activities are a part of school life. All students who spend most of their time on tables and seats need to participate in recreational activities (Zorba et al., 2006). The young person who occasionally enjoys and rests strengthens all ties with life and contributes to the development of a healthy personality from a psychological point of view (Akkaya, 2008). Recreational activities are very important in coping with loneliness, protecting health and socialization. When the effects on the socialization of sports, music, and painting activities are compared, it is determined that sports are more effective than music and picture activities (Ökmen et al., 2009). Sports and cultural activities are important tools to cope with loneliness and the social anxiety disorder associated with it (Dilbaz ve Güz, 2006). Individuals should benefit from the definition of recreation and the activities contained in this definition (Kaba, 2009) in order to get rid of their spiritual troubles, socialize, to strengthen their knowledge and experience, and to be healthy in the sportive perception if they have time left for their lessons and obligations. Recreationally targeted physical activities provide opportunities for understanding new skills, problem-solving abilities, and discovering new steps for success and failure (Yaman and Arslan, 2009). Psychological and social problems such as loneliness and social anxiety arise with the decrease of the time that individuals who separate away from active life by technological developments, industrialization and urban life differentiate themselves and socialize. It is thought that examining the emotional situations which are changed by the social anxiety and loneliness levels of the students participating in or not participating in recreation activities or their participation in these activities and providing them with scientific data and fixations will contribute to Recreation and Sports science. It is aimed to examine the level of loneliness and social anxiety of the individuals participating in recreational activities by considering the academic work of university students as well as the intense social experience of using technology as well as restricting themselves to socialization.

2. MATERIALS AND RESULTS

A total of 311 university students of Muğla Sıtkı Koçman University, participated in the study who are participants in recreational activities (n: 159) and non-participants (n: 152). The "UCLA Loneliness Scale" developed by Russel, Peplau, and Ferguson (1978) and adapted to Turkish by Yaparel (1984) was used in the study to determine the loneliness levels of the students. The "Liebowitz Social Anxiety Scale" developed by Liebowitz (1987) and adapted to Turkish by Dilbaz (2001) was used to determine the level of social anxiety.

2.1. UCLA Loneliness Scale

The UCLA loneliness scale was developed by Russell, Peplau, and Ferguson (1978) and adapted to Turkish by Yaparel (1984). The UCLA Loneliness Scale is a 4-point Likert-type scale with 20 items. High scores on the scale will indicate that the level of loneliness is high. The lowest score that can be obtained from the scale is 20 while the highest score is 80. Range of 20-31 points "No loneliness", range of 32-41 points "Loneliness at too mild levels", range of 42-53 points "Loneliness at mild levels", range of 54-67 points "loneliness" and 68-80 points represents the phrase "Totally lonely". 1, 4-6, 8, 10, 15, 16, 20, the question is the exact opposite of the choice you choose. The remaining questions are normally scored. The highest score in the questions was 80 and the lowest score was 20. When an increase of 20-80 is seen, the feeling of loneliness is common, and when it is seen decreased the feeling of loneliness decreases. Internal consistency

coefficient of the scale as a result of the validity and reliability studies of the scale according to Demir (1989) .96; The correlation coefficient between the test-retest method and the two applications was .94 (Dereli et al., 2010).

2.2. Liebowitz Social Anxiety Scale (LSAS)

The scale used to measure the severity of avoidance and fear experienced in performance-requiring situations and in social settings was developed by Liebowitz in 1987 (Soykan et al., 2003). The validity reliability of the Liebowitz Social Anxiety Scale was adapted to Turkish by Dilbaz (2001). Seventy-two people with the social anxiety disorder were studied. The scale was examined by criterion-related validity, internal consistency, and discriminant validity, and Cronbach's alpha internal consistency coefficient was 0.98. The scales of the prevalent social phobia patients were 43.3; they earned 38.4 points from the scope of anxiety. Reliability of the scale was examined by test-retest and internal consistency coefficient calculation methods. Test-retest reliability coefficient 44 0.97; Cronbach Alpha internal consistency coefficient was 0.98. It has been concluded that the social phobia patients who become prevalent in LSAS are different from other anxiety disorders and healthy group (Dilbaz ve Güz, 2001). Social interaction is assessed on 6 different scale scores that measure fearful violence trends in important processes, the severity of fear in performance-requiring situations, the severity of avoiding social situations, total fear intensity, the severity of avoiding performance-requiring situations and total avoidance severity. 13 of the scales are performance and 11 are social interaction. The scale contains a total of 24 items. The articles 1, 2, 3, 4, 6, 8, 9, 13, 14, 16, 17, 20, 21 are about performance while the items 5, 7, 10-12, 15, 18, 19, 22-24 are about social interaction. Scores from each subscale (fear and avoidance) vary from 0 to 72, and the total scale score ranges from 0 to 144. The increase in the number of points taken indicates that the resultant avoidance and social anxiety have intensified. The recommended cut-off score is 25 for each subscale and 50 for the total score. The total score is calculated by summing up avoidance and fear scores (Liebowitz et al., 1985, Liebowitz et al., 1987, Soykan et al., 2003).

In the analysis of the data obtained from the questionnaires, Windows SPSS (Statistical Package for Social Sciences) 22.0 program was used. Percentage and frequency analyzes were used for the analysis of data on demographic characteristics. Cronbach's alpha coefficients were found in reliability and factor analysis of the scales, and KMO and Bartlett's tests were applied. Pearson correlation analysis was performed when the correlation between loneliness and social anxiety scales of demographic characteristics was determined.

3. FINDINGS

Table 1. Demographic information of individuals who participate in and do not participate in recreational activities

Demographic features		Not Participating in Recreational Activities		Participants in Recreational Activities	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Age	Ages 15-20	91	59,9	86	54
	Ages 21-28	61	40,1	73	46
Gender	Female	104	68,4	56	35,2
	Male	48	31,6	103	64,8
Number of Siblings	1	12	7,9	8	5,0
	2	49	32,2	63	39,6
	3	45	29,6	44	27,7
	4	23	15,1	21	13,2
	5 or above	23	15,1	23	5,7
Parental marital status	Married	130	85,5	139	87,4
	Divorced	14	9,2	15	9,4
	Parents are dead	8	5,3	5	3,1
Parental education level	Not literate	15	9,9	12	7,5
	Primary education	87	57,2	91	57,2
	Highschool	40	26,3	38	23,9
	University	10	6,6	18	11,3

Table 1 Continuing). Demographic information of individuals who participate in and do not participate in recreational activities

Father's education level	Not literate	2	1,3	2	1,3
	Primary education	80	52,6	66	41,5
	Highschool	41	27	60	37,7
Income	University	29	19,1	31	19,5
	150-550 TL	66	43,4	39	24,5
	551-1000 TL	34	22,4	53	33,3
	1001-2000 TL	33	21,7	35	22
	2001-3000 TL	10	6,6	17	10,7
Sporting Situation	3000 TL or above	9	5,9	15	9,4
	Yes	8	5,3	159	100
Leisure Time Activity	No	144	94,7	0	0
	I do not have free time	11	7,2	17	10,7
	Reading books	31	20,4	43	27
	Listen to music	42	27,6	31	19,5
	Television	12	7,9	9	5,7
	Cinema	26	17,1	13	8,2
	Computer-Internet	19	12,5	25	15,7
Sport	11	7,2	21	13,2	

Table 2. The levels of the loneliness of individuals who participate in and do not participate in recreational activities

	Groups	N	\bar{x}	ss	t	P
Loneliess	Not Participating in Recreational Activities	152	53,01	4,94	-1,927	0,055
	Participants in Recreational Activities	159	51,89	5,28		

* p>0,05

When Table 2 is examined, the loneliness levels of the individuals who participate in recreational activities and who do not participate are not significantly different between the groups ($p > 0,05$). The loneliness average of the individuals participating in recreational activities was 51.89 ± 5.28 , while the average of those who did not participate in recreational activities was 53.01 ± 4.94 . According to the average values of the loneliness of the groups, it can be said that the individuals who participated in recreational activities have less feelings of loneliness.

Table 3. Social anxiety levels of individuals who participate in and do not participate in recreational activities

	Groups	N	\bar{x}	ss	t	p
Social Anxiety	Not Participating in Recreational Activities	152	100,48	21,335	3,621	0,000*
	Participants in Recreational Activities	159	91,55	22,102		

*There is significance at level 0.05.

When Table 3 was examined, there was a significant difference between individuals who participated in and did not participate in recreational activities in terms of social anxiety level ($p < 0.05$). The social anxiety averages of individuals not participating in recreation activities were 100.48 ± 21.33 , while the average of individuals participating in recreational activities was 91.55 ± 22.102 . This significant difference is in favor of the individuals involved in recreational activities.

Table 4. The levels of loneliness and social anxiety according to the gender variable of the individuals who participated in and did not participate in the recreation activity

	Gender	N	\bar{x}	ss	t	P
Loneliess	Female	160	52,10	5,373	-1,296	,196
	Male	151	52,85	4,863		
Social Anxiety	Female	160	98,10	23,097	1,796	,073
	Male	151	93,60	20,930		

*There is significance at level 0.05.

When Table 4 is examined, it is seen that there is no statistically significant difference between individuals according to gender variable of loneliness and social anxiety level ($p > 0.05$). The level of social anxiety was found to be 98.10 ± 23.09 in women and 93.60 ± 20.93 in men. According to the mean values, it can be said that the social anxiety level of women is higher than men.

Table 5. The levels of loneliness and social anxiety according to the age of the participants in the recreation activities

	Age	N	\bar{x}	ss	t	P
Loneliess	17-20	172	52,42	5,280	-,124	,901
	21-28	132	52,49	4,949		
Social Anxiety	17-20	172	93,38	21,060	-2,286	,023*
	21-28	132	99,22	23,346		

*There is significance at level 0.05.

When Table 5 was examined, it was found that there was no statistically significant difference between the groups according to the age of loneliness ($p > 0,05$) and there was a statistically significant difference between the groups according to the age of social anxiety ($p < 0,05$). The average social anxiety level of the subjects in the 17-20 age group was 93.38 ± 21.06 , while the social anxiety average in the 21-28 age group was 99.22 ± 23.34 . It can be said that social anxiety level is lower in individuals aged 17-20 years.

Table 6. Loneliness and social anxiety levels according to the number of sisters who participated in and did not participate in recreation activity

	Number of Siblings	N	\bar{x}	ss	t	P
Loneliess	0-1	20	49,75	6,695	-2,464	0,014*
	2 or above	291	52,65	4,973		
Social Anxiety	0-1	20	96,90	21,433	0,205	0,838
	2 or above	291	95,85	22,234		

*There is significance at level 0.05.

When Table 6 was examined, it was found that there was a statistically significant difference between individuals according to the number of siblings in terms of loneliness ($p < 0,05$) and no statistically significant difference between individuals according to the number of siblings in terms of social anxiety ($p > 0,05$). The mean loneliness value of participants with a sibling of 0-1 was 49.75 ± 6.69 while the mean value of loneliness of participants with a sibling number of 2 and above was 52.65 ± 4.97 . It is remarkable that the level of loneliness is low in individuals who have no siblings or one in siblings, and that the level of loneliness is high in individuals with a high number of siblings.

Table 7. Loneliness and social anxiety levels according to the income status variable of the individuals who participate in and do not participate in recreational activities

	Level of Income	N	F	P
Loneliess	150-550 TL	108	0,742	0,143
	551-1000 TL	87		
	1001-2000 TL	68		
	2001 TL or above	48		
Social Anxiety	150-550 TL	108	1,147	0,247
	551-1000 TL	87		
	1001-2000 TL	68		
	2001 TL or above	48		

*There is significance at level 0.05.

When Table 7 is examined, it is seen that there is no statistically significant difference between individuals according to the income status variable in terms of loneliness and social anxiety ($p > 0,05$).

4. DISCUSSION AND CONCLUSION

In the study of the level of loneliness and social anxiety in individuals who participate in and do not participate in recreational activities;

Loneliness levels of the individuals who participated in and did not participate in recreational activities were not significantly different between the groups ($p > 0,05$). The loneliness average of the individuals participating in recreational activities was 51.89 ± 5.28 , while the average of those who did not participate in recreational activities was 53.01 ± 4.94 . According to the average values of loneliness of the groups, it can be said that the individuals who participated in the recreational activities have less feelings of loneliness (Table 2). Kuyu (2016) reported that the feeling of loneliness was particularly associated with social anxiety. Individuals with loneliness are typically told to be more shy and have problems with inbound and social risk taking, less social, having difficulty in making friends and being in a group. Besides these, the feeling of loneliness is related to the occurrence of less positive and more negative emotions during social interactions;

the feeling of loneliness has a negative effect on the quality of the social communication of the individual even if the depressive sensation and neuroticism are controlled. This is thought to be an effect that reduces participation in recreational activities.

In terms of social anxiety level, there was a significant difference between the individuals who participated in the recreation activities and those who did not ($p < 0.05$). The social anxiety averages of individuals not participating in recreation activities were 100.48 ± 21.33 , while the average of individuals participating in recreational activities was 91.55 ± 22.102 . According to the mean values, individuals participating in recreational activities can be said to have less social anxiety disorder (Table 3). The University has implemented a program that includes recreational activities like music, dance, bowling, painting, sculpture, scouting, horse riding, picnic, creative drama, ice skating, volleyball. As a result of the study, it was determined that the levels of shyness, social anxiety and social self-efficacy significantly differed between the intervention and control groups after intervention. Loneliness levels can also be reduced through the reduction of anxiety levels of the individuals participating in recreational activities (Karagün, 2008). Özşaker et al. (2016) found a positive correlation between problematic internet use and loneliness in studying problematic internet usage and loneliness relations of recreational activities participation of students of Faculty of Sports Science during free time attitudes. Those who did not participate in recreational activities and those who had social networking accounts were found to have more internet use by university students. This suggests that the increase in internet use in university students is a mitigating effect of participation in recreational activities. It can be said that the loneliness level of the students who use the internet more is higher. In studying the level of loneliness and social anxiety in university students, a significant correlation was found between loneliness and social anxiety (Gümüş, 1997). The level of social anxiety was examined according to some variables in university students and social anxiety was positively related to loneliness. As the level of social anxiety of the students increased, the levels of loneliness were found to increase (Sübaşı, 2007).

There was no statistically significant difference between the groups according to gender variable of loneliness and social anxiety level ($p > 0.05$). The level of social anxiety was found to be 98.10 ± 23.09 in women and 93.60 ± 20.93 in men. According to the mean values, the social anxiety level of women is higher than men (Table 4). There was no significant difference in loneliness level among university students according to gender variable (Invention, 1997). Whereas social participation areas differ according to gender, compared to men and women, participation score for intellectual activities is higher in men than in women; the score of participation in recreational activities was found to be significantly higher in women than in men (Ülgen, (2012). Caglayan Tunç (2015) determined that female university students had higher social avoidance scores than men in terms of gender change, and university students who study at the Faculty of Sports Sciences had lower social avoidance and total social anxiety scores than non-sports participants. Yıldırım (2008) examined the correlation between recreational activities and loneliness in older women and found that the level of loneliness decreased in those who participated in recreational activities. As a result of the study, it was stated that regular physical exercise was effective in decreasing loneliness feelings of elderly women, and that regular physical exercise as well as other applied social and sensory activities increased this effect. Compared with this study, the result that the sample used in our study is composed of younger individuals is an effect which facilitates the participation in recreational activities and the result that loneliness and anxiety levels in young people can be reduced by necessary activities. There was no statistically significant difference between male and female student loneliness averages (Eskin, 2001; Kozaklı, 2006). There was no statistically significant difference between the groups according to the age of loneliness ($p < 0.05$). There was a statistically significant difference between the groups according to the age variable in terms of social anxiety ($p < 0,05$). The average social anxiety level of the subjects in the 17-20 age group was 93.38 ± 21.06 , while the social anxiety average in the 21-28 age group was 99.22 ± 23.34 . The social anxiety level in the 17-20 age group is lower in the individuals (Table 5). There was a statistically significant difference between individuals according to the number of siblings in terms of loneliness ($p < 0.05$) and no statistically significant difference between individuals according to the number of siblings in terms of social anxiety ($p > 0,05$). The mean loneliness value of participants with a sibling of 0-1 was 49.75 ± 6.69 while the mean value of loneliness of participants with a sibling number of 2 and above was 52.65 ± 4.97 . It is noteworthy that the level of loneliness is low in individuals who have no siblings or one in siblings, and that the level of loneliness is high in individuals with a high number of siblings (Table 6). In studying the level of social support and loneliness of university students, there was no significant correlation between the number of siblings and loneliness (Yılmaz, Yılmaz and Karaca, 2008). In another study in which university students' loneliness level was analyzed according to different variables, it was determined that

loneliness level did not differ according to teaching style, place of residence, socio-economic status, number of siblings and mother's attitude (Akkul and Ümmet, 2007). Although there are studies on the level of loneliness according to the number of siblings, it has been determined that there is a correlation between the number of siblings and the level of loneliness in our study. There was no statistically significant difference between the groups according to income status variable in terms of loneliness and social anxiety (Table 7). In a study of the correlation between social anxiety and self esteem and loneliness levels of university students, no significant difference was found between social appearance anxiety levels in terms of the amount of money spent individually by the students in the research sample (Kılıç, 2015). In another study in which the levels of social anxiety of physical education teacher candidates were examined in terms of different variables, there was no significant difference between income state variables and social anxiety level (Yüceant and Unlu, 2017). In a study conducted on students studying in higher education, it was found that there was a correlation between social anxiety and low self-esteem, and that social anxiety was high in individuals with low self-esteem (Kocovski and Endler 2000; Li, 2011). In his research with university students, he applied social skills training for shy people. As a result of the study, the subjects were noted that social anxiety levels and negative thoughts about themselves decreased, and that they were observed that effective participation skills increased in social areas. Participation in outdoor activities has been shown to reduce depressive symptoms (Menec, 2003; Drakou et al., 2008). These research findings support our work. As a result, there was no significant difference between levels of loneliness and participation in recreational activities. However, according to the average values, individuals participating in recreational activities seem to have less sense of loneliness. Significant differences were found between social anxiety and participation in recreational activities. Individuals who did not participate in recreational activities were found to have more social anxiety. There was no significant difference between loneliness and social anxiety level according to gender and income status variable. However, it has been determined that women experience more social anxiety than men. There was no significant correlation between age and loneliness, but there was a significant difference between age and social anxiety. Significant differences were found between the number of siblings and the level of loneliness. There was no significant difference between siblings and social anxiety. In a study of the level of loneliness in university students, It is found that there is a significant correlation between the department where students are registered, the monthly income, the presence of his / her own computer, and the high loneliness scores obtained in connection with internet connection (Election, Alpar and Algur, 2014). The social anxieties of university students were examined according to gender, academic achievement, parental education status, income status variables and it was found that social anxiety levels of students were significantly different according to gender and academic achievement variables. Furthermore, there was a significant correlation between parental education status, social status and social avoidance sub-dimension (Çağlar, Dinçyürek and Arsan, 2012). These research findings support our work.

As a result; there was no significant difference between levels of loneliness and participation in recreational activities. However, according to the average values, individuals participating in recreational activities seem to have less sense of loneliness. Significant differences were found between social anxiety and participation in recreational activities. Individuals who did not participate in recreational activities were found to have more social anxiety. It was found that loneliness and social anxiety level did not show any significant difference according to gender and income status variable. However, it has been determined that women experience more social anxiety than men. There was no significant correlation between age and loneliness, but there was a significant difference between age and social anxiety. Significant differences were found between the number of siblings and the level of loneliness. There was no significant difference between number of siblings and social anxiety. It is noteworthy that the level of loneliness is low in individuals who have no siblings or one sibling and that the level of loneliness is high in individuals with a high number of siblings. It is suggested that recreational areas should be created where university students can spend free time efficiently and actively on campus and outside the campus for the purpose of loneliness and social anxiety.

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