



Lucyna Myszka-Strychalska

Adam Mickiewicz University in Poznan, Poland

e-mail: lucyna.myszka@amu.edu.pl

ORCID: <https://orcid.org/0000-0003-2973-1379>

Sense of Loneliness, Sense of Effectiveness, Interpersonal Trust and Interpersonal Relations of Academic Youth During the COVID-19 Pandemic

<http://dx.doi.org/10.12775/PBE.2022.028>

Abstract

The article aims to present the levels of the sense of loneliness, sense of effectiveness and interpersonal trust presented by academic youth and to demonstrate their importance for the subjective assessment of the quality of interpersonal relationships during the COVID-19 pandemic. It presents the results of empirical research conducted with the participation of 2,285 respondents studying in a full-time mode in Poland. The research material was collected using an online questionnaire (CAWI) and subjected to statistical analysis (Spearman's rank correlation coefficient, V-Cramer coefficient, chi-square test, Student's t-test, one-way ANOVA and Levene's test were used). The survey questionnaire used the De Jong Gierveld (DJGLS) Loneliness Scale in the Polish adaptation, the scale to measure interpersonal trust by Dorota Hybiak and the scale to measure the sense of effectiveness by Krystyna Skarżyńska. The results obtained show a statistically significant correlation, with the respondents showing a higher sense of effectiveness, a lower level of loneliness and a higher level of interpersonal trust, and higher subjective satisfaction with interpersonal relationships experienced during a pandemic. These research categories can therefore be considered as protective factors in a pandemic situation and as factors of "hope" for the rebuilding of interpersonal contacts in a post-pandemic reality.

Keywords: academic youth, COVID-19 pandemic, sense of loneliness, sense of effectiveness, interpersonal trust, interpersonal relationships.

Introduction

The period of the SARS-CoV-2 virus pandemic and the COVID-19 disease it causes contributed to academic youth experiencing numerous changes—long-term remote education, the phenomenon of “deprivation of pleasure” (Kopczyńska, 2021) and change of place of residence (Góra et al., 2020; Myszka-Strychalska, 2021). These modifications were significant for the interpersonal relations shaped by the pandemic. These include transformations in relationships with parents (deterioration of relations with the mother, more frequent family conflicts than before the pandemic) (Karmolińska-Jagodzik, 2021), or deterioration of peer relations (Długosz, 2020), including in particular with friends from studies (Myszka-Strychalska, 2021).

Due to these transformations, the pandemic can be classified as a difficult situation, and a source of unpleasant emotions, limitations and a feeling of helplessness (Gambin et al., 2020). Limiting social contacts and keeping them in a mediated form may contribute to the feeling of insufficient relations with others and, consequently, a feeling of loneliness. The basis of good interpersonal ties is trust (Szałach, 2013), and their quality often depends on the individual’s commitment to building them, which determines the belief that they can be shaped as per their own assumptions. These regularities prompt questions about how the pandemic affects the sense of loneliness of young people and whether, according to Piotr Sztompka (2007), in the contemporary world, distrust towards others will become more functional than trust, and also whether the young generation, as a result of the introduced limitations, will lose its conviction about the possibility of effective influence on selected areas of its life? These regularities have contributed to a closer look at selected subjective aspects of the social isolation caused by the pandemic, which may include feelings of loneliness and effectiveness, as well as interpersonal trust.

A sense of loneliness, interpersonal trust and a sense of effectiveness – theoretical assumptions and associations with interpersonal relationships

The very “sense” means “being aware of certain facts, phenomena occurring in the surrounding world [...], it is a kind of experiencing oneself which is the basis for the ability to define oneself, to shape one’s own” face”, to establish proper contacts with other people [..., and – apposition L.M.-S.] a specific type of human internal activity, conditioning the development of a sense of human freedom” (Kubiak-Szymborska, 2003, pp. 94–95). A prerequisite for the experience of any “feeling” by a person is, therefore, a conscious observation of oneself, directed at self-knowledge and the crystallization of self-concept. The subjective dimension of the analysed categories carries two regularities. One of them indicates that their measurement is made at a given moment, which means that a combination of various circumstances (such as general psychophysical conditions and current events) will determine the respondents’ attitude to the questionnaire. The second one indicates that the feelings associated with them do not have to reflect the actual state (which proves that, for example, one can feel lonely despite numerous contacts with other people).

Each of the categories examined in this article, i.e., the sense of loneliness, interpersonal trust and the sense of effectiveness, has its reference to interpersonal relationships. The feeling of loneliness, according to De Jong Gierveld, is understood as “the unpleasant experience that occurs when a person’s network of social relationships is deficient in some important way, either quantitatively or qualitatively” (1998, p. 73). Therefore, it is the result of insufficient contact with other people and brings with it unpleasant feelings for the individual, indicating its social and emotional dimensions.

The links between interpersonal relationships and the sense of loneliness are proved by Paweł Kosowski and Justyna Mróz (2020), indicating that the assessment of the frequency of contact with other people affects the feeling of loneliness. Similarly, the meta-analysis conducted by Martin Pinquart and

Silvia Sörensen (2001) showed that loneliness reduces the quality of social bonds and the frequency of interpersonal contact.

Trust in other people is an important element determining the social capital of young people, and thus also their interpersonal relations (formal and informal) (Putnam, 1993; Fehr, 2009, pp. 2-3). It is defined as “a mechanism based on the assumption that other members of a given community are characterized by honest and cooperative behavior based on professed norms” (Fukuyama, 1997, p. 38). In other words, “trust and distrust are specific bets on the future, uncertain actions of other people” (Sztompka, 2006, p. 310). Interpersonal trust can also be viewed through the prism of the dynamism of loneliness. Tony Lake (1993) distinguishes three phases of its development, ranging from reducing the number of contacts with other people (first phase), through the loss of trust in oneself and other people (second phase), and ending with the belief that there is no value for others (third phase). It can be concluded that it is somehow inscribed in the social functioning of an individual (his attitude towards others).

Analyses of the Public Opinion Research Center – PORC (*Centrum Badań Opinii Publicznej* – CBOS) (2020) show that every fifth respondent (22.0%) believes that there is a possibility of trusting other people (22.0%), while three out of four (76.0%) express caution in interpersonal relations. What is more interesting, this opinion has remained at a similar level for several years (it is worth mentioning that the survey was conducted in February 2020, before the declaration of the pandemic by the WHO). Moreover, the characteristics of the young generation (aged 18-24) indicate that the “general confidence index” for them is the lowest, compared to other age groups, indicating less openness to people from outside the relatives’ circle. The highest trust in relations with others is expressed by university graduates concerning people with lower education. On the other hand, research by Małgorzata Mikut (2019) with the participation of academic youth presents a diverse picture of their attitude towards other people. On the one hand, they demonstrate openness in interpersonal contacts and claim a willingness to make new friends; on the other, they are cautious (limited trust, lack of trust) in relations with others. Krystyna Skarżyńska (2002) proves that the attitude towards developing

relationships with others is related to trusting people. A relationship has also been demonstrated between a small number of close contacts with people and low trust in them (Baryta & Wojciszke, 2000).

Self-effectiveness can be understood as “people’s assessment of confidence in their own ability to organize and execute a specific direction of activity, requiring the implementation of various types of activities at a specific level of fitness, effectiveness and efficiency” (Bańka, 2006, p. 82). This definition highlights the protective (for an individual) aspect of this category. It shows that an individual who believes in their own abilities consciously takes action to achieve a goal known to them and decides about the level of involvement in its implementation. They hope that the undertaken activities will allow them to overcome potentially difficult situations (Maddux & Lewis, 1995).

The sense of self-efficacy is identified with the subjective belief of the individual that he/she is able to undertake and control specific actions. In other words, it is a personal assessment of the competencies held, conditioned by various personal and situational factors. A person convinced of the possibility of undertaking projects completed with a satisfactory result has faith in monitoring various events by himself/herself, which reduces the feeling of stress and the susceptibility to depression, and means that the causes of failure (e.g., in building unsatisfactory interpersonal relations) will be seen in his/her insufficient efforts, not in external determinants (Myszka-Strychalska, 2020, p. 154).

The vast majority of academic youth show an above-average level of faith in their own effectiveness (Tomczak, 2009; Żuralska & Postrożny, 2012; Klimkowska, 2013). Numerous studies conducted with their participation prove the importance of self-efficacy for the effective functioning of an individual, which confirms its predictive value for interpersonal relationships. The sense of self-efficacy is helpful, among others, in the transition from adolescence to adulthood (Young, 2010), coping with a difficult situation (Łukasik, 2005), making choices and motivating to act (Bandura, 1997), and also associated with interpersonal trust (Skarżyńska, 2019, p. 98).

The individual shading of selected research categories, such as the sense of loneliness, interpersonal trust and the sense of effectiveness, refers to the

mental states of a person expressed in the feeling of a discrepancy between the quantity and quality of interpersonal relationships possessed by the subject and his/her needs related to them (feeling of loneliness), generalised belief in the credibility of other people (interpersonal trust), belief in the possibility of achieving the set goals (sense of effectiveness), for which the cumulative changes caused by the pandemic may be significant.

Methodology and course of research

The period of forced social isolation and the need to transfer most interpersonal contacts to a remote space (including those related to student life), contributed to highlighting the following two problems of research exploration:

1. What is the level of the sense of loneliness, the sense of effectiveness and interpersonal trust of academic youth during the COVID-19 pandemic, and what variables differentiate them? and
2. What is the significance of the feeling of loneliness, sense of effectiveness and the level of interpersonal trust displayed by academic youth during this period for the subjective assessment of the quality of their interpersonal relations?

Due to the limited possibilities of conducting research due to the lack of direct contact of the researcher with the respondents, the method of diagnostic survey using the technique of the online survey form was selected. The study used the voluntary sampling method. The link to the questionnaire containing 24 questions was disseminated via university e-mail, courtesy of selected academic centres and the Facebook social network, on the websites of universities and student governments, through which it was made available to other people by users. The sample of the research conducted in June 2020 was academic youth undergoing full-time studies. In responding to the questions and statements in the questionnaire, the respondents were afforded full anonymity, and the collected empirical material was used only for scientific and research purposes.

Besides the author's questions, the research also used ready-made research tools (each test person had access to the full version of the questionnaire), including: the De Jong Gierveld (DJGLS) scale for measuring the sense of loneliness in the Polish adaptation by Paweł Grygiel, Grzegorz Humenny, Sławomir Rębisz, Piotr Świtaj, Justyna Sikorska (Grygiel et al., 2012), the scale for measuring interpersonal trust by Dorota Hybiak (Urban, 2008, p. 254) and the scale for measuring the sense of effectiveness by K. Skarżyńska (Urban, 2008, p. 255). The scale for measuring the sense of loneliness consists of 11 diagnostic statements analysing the level of satisfaction with social contacts, which the respondents rate on a 5-point Likert scale from "definitely yes" to "definitely no", expressing their current feelings. Cronbach's alpha internal stability coefficient is high ($\alpha = 0.89$), as is the value of the mean inter-position correlation ($r = 0.42$) and the H Loevinger homogeneity coefficient ($H = 0.47$) (Grygiel et al., 2012). The lower the total result obtained by the respondent, the higher his/her sense of loneliness. The scale for measuring interpersonal confidence consists of 5 items. It is an abridged version of the questionnaire "Faith Scale in People" by D. Hybiak described, used in research and characterised psychometrically by Maria Urban (2008). The modified scale was also used in other research (Baryta & Wojciszke, 2000; Skarżyńska, 2002; Skarżyńska & Chmielewski, 2004; 2006). For each of them, the respondents use a 5-point scale from "I strongly agree" to "I strongly disagree". The higher the score value obtained by the respondent, the higher the level of trust he or she shows. The reliability of the scale, as measured by Cronbach's alpha coefficient, is 0.78. (Urban, 2008, p. 129) In turn, the scale for measuring the sense of effectiveness consists of 6 statements. The respondents define their degree of agreement with each of them on a 5-point scale from "definitely yes" to "definitely no". The higher the test result obtained, the higher the level of effectiveness. The reliability of the scale, as measured by Cronbach's alpha coefficient, is 0.68. (Urban, 2008, p. 129) The author's questions of a closed and semi-open nature were aimed at recognising, *inter alia*, subjective assessment of the quality of relations between academic youth before and during a pandemic, the frequency of their social meetings before the pandemic and the importance of contacts with other people for them. The survey also contained demographic

questions such as gender, age, the field of knowledge, place of origin, the need to change the place of residence during the pandemic, the main place of stay during the pandemic, the number of people sharing the household during the pandemic and the current educational and professional situation.

Specific statistical procedures were selected and applied to identify and capture the relationships between variables. The $p \leq 0.05$ value, which is commonly recognised in social sciences, was adopted as the borderline level of statistical significance.¹ The Spearman's rank correlation coefficient (S) was used to analyse the relationship between the variables, as also Cramer's V-coefficient for multivalued nominal variables. The selection of appropriate statistical tests to verify the differences in the values of the analysed measurement scales depended on the level of conditioned dependent variables. The Chi-square test (for all variables), Student's t-test (to compare two means with each other), and one-way ANOVA (to estimate the significance of mean differences in multiple comparison groups) were used. The data were checked for homogeneity of variance with Levene's test (F).

Socio-demographic characteristics of the researched academic youth

In total, the research covered 2.285 full-time students from Poland.² In the group of the studied youth, 78.0% were women and 22.0% men. The most numerous group comprised people aged 21–22 (38.2%), while the number of respondents aged 18–21 was 31.0%, and those aged 23–24 was 23.0%. The smallest group consisted of youth over 25 (7.7%). Another variable differentiating the respondents was the place of residence. Students from rural areas accounted for 31.3% of the total number of respondents, while those from

¹ A result below this value is considered statistically significant. The degree of truthfulness of the existing dependencies between the variables determines the statistical significance of the result for which it is representative for the entire studied population.

² The requirement for respondents to answer all the questions in the questionnaire (specified in the settings of the online form) enabled the collection of data only in fully completed sheets.

large cities with more than 100,000 inhabitants amounted to 30.0%, cities with 21,000 to 100,000 inhabitants accounted for 21.2% and small towns with up to 20,000 inhabitants contributed 17.4%. Due to the field of study, the largest groups comprised academic youth studying humanities (35.6%) and social sciences (31.3%).³ People studying exact and natural sciences also had a significant share of 17.5%, while engineering and technical sciences accounted for 6.9% and medical and health sciences for 4.7%. The smallest group was of students of arts-related (3.3%) and theological sciences (0.7%).

An important variable complementing the characteristics of the studied academic youth during the lockdown period is “the main place of residence during the COVID-19 pandemic”.⁴ 46.3% of the respondents found it necessary to change their residence, while 53.7% stayed in the same place. They mainly stayed at the family home (75.5%), and it was there that their highest percentage (90.6%) returned. The analysis of the current educational and professional situation of the respondents shows that during the pandemic, most of them were confined to studies (64.5%), while nearly a third were studying and doing paid work (29.9%), and 4.1% performing charity work apart from studying, (4.1%) or working in student organizations (0.1%).

Important information about academic youth is also provided by data on the importance of contact with other people for them and their social practices before the COVID-19 pandemic. Among the variables differentiating the respondents' answers were: “the importance of interpersonal relations” and “the number of social meetings”. These play a key role in their lives, as over three-quarters of respondents considered interpersonal ties very important (46.5%) or rather important (39.1%). For a much smaller group, these ties were neither important nor unimportant (“don't know” – 8.3%), of little importance (5.4%) and unimportant (0.6%).

³ The fields of science being studied have been distinguished on the basis of the Regulation of the Minister of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines and artistic disciplines.

⁴ During the period from March 16 to the end of May 2020.

To the question “How often did you have social meetings before the COVID-19 pandemic?” the largest percentage of respondents (38.1%) stated “several times a month”, every third respondent met 2–3 times a week (28.0%), and every fifth respondent more than 3 times a week (23.9%). People whose meetings took place informally several times a year (8.2%) or less frequently than once a year (1.8%) belonged to the minority.

Results

The collected research material shows that the average level of the feeling of loneliness of the studied academic youth is 37.5 points (standard deviation 9.1) out of 55 possible to obtain (see Table 1). The statistically significant variables differentiating the respondents' answers are age (ANOVA; $p = 0.001$), the discipline of knowledge studied (ANOVA; $p = 0.001$) and the educational and professional situation (ANOVA; $p \leq 0.001$). Younger students showed a higher sense of loneliness (18–20 years – 36.5) than their older peers (over 25 years – 38.4). This regularity seems understandable, as young people starting their studies have a limited chance of establishing lasting peer relationships due to the transition to the remote education mode a few months after the commencement of classes at the university. A higher level of loneliness was also demonstrated by people studying arts (35.5) and engineering and technical (36.9) courses than exact and natural sciences (37.2) humanities (37.3), social sciences (38.1) and medical and health sciences (38.2). Gainful employment (38.9) and taking up charity work (38.8) also influenced the lower level of loneliness in the surveyed students, compared to those who only studied (36.9). Also significant for the feeling of loneliness was the need to change the place of residence ($F = 0.682$; $p \leq 0.001$), the place of stay during the pandemic (ANOVA; $p = 0.004$) and the number of people sharing the apartment (ANOVA; $p = 0.001$). People who could stay in their current place of residence (38.6) felt less lonely than those who were forced to change it (36.3). Interestingly, a lower level of loneliness was displayed by the studied youth staying in their own flat (39.9) or a rented flat (38.6) than those returning to their family home (37.4) during the pandemic. It seems

logical that people living alone (34.3) felt lonelier than those living with five or more people (38.4).

The research results obtained present an ambivalent picture of academic youth. On the one hand, the vast majority of the respondents had someone with whom they can “talk about day-to-day problems” (84.7%), who could be relied on in a difficult situation (62.0%), people with whom they felt closely related (64.5%) and could count on friends at times of need (72.3%). Moreover, more than half of them did not lack a “really close friend” (56.4%) and did not feel rejected (55.0%). On the other hand, a significant group of people, constituting over one-third of the students participating in the study, noticed the lack of “company of others” (45.9%), and did not agree with the statement “there are many people I can trust completely” (40.1%), experienced a “general sense of emptiness” (38.4%) and felt they had a “circle of friends and acquaintances too limited” (37.7%).

Table 1. Distribution of answers given by the surveyed academic youth concerning the statements contained in the scale for measuring the sense of loneliness by De Jong Gierveld (Polish adaptation: Grygiel et al., 2012)

Statement	Definitely yes	Yes	Neither yes nor no	No	Definitely not
There is always someone I can talk to about my day-to-day problems.	53.2% N = 1215	31.5% N = 719	8.3% N = 190	4.8% N = 110	2.2% N = 51
I miss having a really close friend.	12.7% N = 290	16.1% N = 369	14.8% N = 338	26.7% N = 610	29.7% N = 678
I experience a general sense of emptiness.	15.7% N = 358	22.7% N = 518	22.6% N = 516	21.1% N = 484	17.9% N = 409
There are plenty of people I can lean on when I have problems.	25.1% N = 573	36.9% N = 844	20.2% N = 461	13.2% N = 301	4.6% N = 106
I miss the pleasure of the company of others.	20.1% N = 460	25.8% N = 589	19.8% N = 453	18.6% N = 425	15.7% N = 358
I find my circle of friends and acquaintances too limited.	15.5% N = 355	22.2% N = 508	19.6% N = 447	24.6% N = 562	18.1% N = 413

Table 1. (continued)

Statement	Definitely yes	Yes	Neither yes nor no	No	Definitely not
There are many people I can trust completely.	12.8% N = 293	24.3% N = 555	22.8% N = 521	25.4% N = 580	14.7% N = 336
There are enough people I feel close to.	26.4% N = 603	38.1% N = 871	18.7% N = 428	13.2% N = 301	3.6% N = 82
I miss having people around me.	11.1% N = 254	22.4% N = 512	20.8% N = 474	24.6% N = 562	21.1% N = 483
I often feel rejected.	10.3% N = 234	15.5% N = 355	19.2% N = 439	30.9% N = 706	24.1% N = 551
I can call on my friends whenever I need.	30.9% N = 705	41.4% N = 946	18.6% N = 426	5.8% N = 132	3.3% N = 76

Source: Author's research.

The obtained average level of interpersonal confidence of the respondents corresponds to a score of 15.6 points⁵ (standard deviation 3.7) (Table 2). It can be considered moderate, as it exceeds half of the possible 25 points. A statistically significant variable differentiating students' responses is the current educational and professional situation (ANOVA; $p = 0.002$) and the importance of interpersonal relationships (ANOVA; $p \leq 0.001$). Among the respondents, the highest level of interpersonal trust was displayed by young people who study and engage in charity activities (17.0). Moreover, there is a directly proportional relationship between the value assigned by the respondents to contact with other people and the level of interpersonal trust displayed by them. People for whom interpersonal relationships are very important (16.4), and the lowest ones who consider them unimportant (10.0) are distinguished by high trust in others.

The trust of academic youth in others is manifested in 64.2% of the respondents supporting the statement "people tend to help others in life's difficulties" and the denial of the statement "human contacts with others are mainly based on struggle and competition" (53.0%). In turn, the limited inter-

⁵ Research by M. Urban with the participation of youth from secondary schools and students using the tool by D. Hybiak showed that the level of interpersonal trust of this group was at 13.22. (Urban, 2008, p. 186).

personal trust is evidenced by over one-third of the respondents confirming that “nowadays you can only count on yourself” (39.6%) and “if a person is not alert, others take advantage of it immediately” (43.3%). Moreover, every third respondent (38.5%) states that it is difficult to determine whether “people wish others the best”, while 36.2% of them do not agree with them.

Table 2. Distribution of answers provided by the surveyed academic youth concerning the statements in the interpersonal trust scale by D. Hybiak

Statement	Definitely yes	Rather yes	Hard to say	Rather not	Definitely not
People wish others the best.	3.4% N = 78	21.9% N = 500	38.5% N = 879	27.7% N = 634	8.5% N = 194
These days, you can only count on yourself.	9.2% N = 211	30.4% N = 695	25.7% N = 587	29.1% N = 665	5.6% N = 127
People tend to help others in life's difficulties.	11.3% N = 259	52.9% N = 1208	23.3% N = 533	10.4% N = 238	2.1% N = 47
Human contacts with others are mainly based on struggle and competition.	3.1% N = 70	16.6% N = 379	27.3% N = 625	39.9% N = 911	13.1% N = 300
If a person is not alert, others take advantage of it immediately.	11.3% N = 258	32.0% N = 731	29.7% N = 680	21.8% N = 498	5.2% N = 118

Source: Author's research.

The average level of the sense of effectiveness of the examined academic youth is 21.1⁶ (standard deviation 3.8) points out of 30 possible to obtain (Table 3). The statistically significant variables differentiating the respondents' faith in the success of the undertaken actions are age (ANOVA; $p = 0.027$), the field of knowledge (ANOVA; $p = 0.001$), the need to change the place of residence due to the pandemic ($F = 0.682$; $p \leq 0.001$), the main place of stay during the pandemic (ANOVA; $p = 0.016$), the number of people sharing the household during the pandemic (ANOVA; $p = 0.004$) and the current

⁶ M. Urban, with the participation of youth from secondary schools and students using the tool of K. Skarżyńska showed that the level of the sense of the effectiveness of this group was at 21.71 (Urban, 2008, p. 188).

educational and professional situation (ANOVA; $p \leq 0.001$). A higher level of the sense of effectiveness is presented by older academic youth (25 years and more – 21.5) compared to their younger colleagues (18–20 years – 20.9). Moreover, students of medical sciences (21.7), social sciences (21.4), exact and natural sciences (21.1) and engineering and technical sciences (21.1) are more convinced of the effectiveness of the undertaken projects than students of arts-related sciences (20.9) and humanities (20.8). Young people not forced to change their place of stay during the pandemic (21.4) feel more effective in action than those who could stay where they previously did (20.7). Interestingly, greater faith in the possibility of implementing diverse types of projects distinguishes the respondents living outside their family home during the pandemic (own apartment 21.9; rented flat – 21.6; rented apartment – 21.4; student house – 21.2) than in it (20.9). A greater number of people sharing a household during the pandemic also had a positive effect on the level of the sense of effectiveness (I live alone – 20.1; I share a flat with 5 people and more – 21.5), as was performing activities apart from studying (I study and I don't work – 20.7; I study and work – 21.8, I study and take up charity work – 22.3).

The above-average sense of self-efficacy of the respondents is evidenced by the conviction of over half of them that when making plans, they are certain of their implementation (66.9%), that they can do something they care about (71.5%) and that most of the things that are important to them do as well as others (64.2%). Additionally, a significant group of the surveyed academic youth does not agree with the statement of having a slight influence on matters that concern them (47.3%) and failure to achieve the intended goals (58.5%). Diverse responses of the respondents can be seen in the case of resolving the dilemma of whether human fate is conditioned by luck or other factors. The results obtained indicate that every third person participating in the study expressed his/her conviction that it is difficult to make an unambiguous decision in this matter (33.8%), and every fifth person (20.6%) considered that happiness determines the success of a person, with 28.2% of the not agreeing with this thesis.

Table 3. Distribution of answers provided by the surveyed academic youth concerning the statements included in the sense of effectiveness scale by K. Skarżyńska

Statement	Rather yes	Hard to say	Rather not	Definitely not	Definitely yes
When planning something, I am sure that I will be able to do it.	16.1% N = 368	50.8% N = 1160	22.0% N = 503	9.0% N = 206	2.1% N = 48
I have little influence on events that directly concern me.	4.3% N = 99	16.9% N = 386	31.5% N = 719	36.5% N = 835	10.8% N = 246
Most of the things I care about I do as well as others.	18.1% N = 412	46.1% N = 1054	23.2% N = 531	9.4% N = 215	3.2% N = 73
I generally fail to achieve what I intend to do.	4.6% N = 104	16.2% N = 371	20.7% N = 474	45.2% N = 1033	13.3% N = 303
When it comes to human fate, it depends more on luck than on anything else.	7.1% N = 163	20.6% N = 471	33.8% N = 773	28.2% N = 643	10.3% N = 235
When I really care about something, I usually do it.	19.7% N = 450	51.8% N = 1184	21.5% N = 492	5.7% N = 130	1.3% N = 29

Source: Author's research.

Notably, there is a statistically significant correlation between the sense of loneliness (both before and during the pandemic (ANOVA; $p \leq 0.001$), the sense of effectiveness (both before and during the pandemic (ANOVA; $p \leq 0.001$) and interpersonal trust (both before and during the pandemic (ANOVA; $p \leq 0.001$) and the subjective assessment of the quality of interpersonal relationships built before the COVID-19 pandemic and during the COVID-19 pandemic by the respondents. The better the surveyed youth assess their relationships with other people (both before the COVID-19 pandemic and during the pandemic), the lower the sense of loneliness, and the higher the sense of effectiveness and interpersonal trust. Interpersonal relations (for SL – A sense of loneliness, SE – A sense of effectiveness and IT – Interpersonal trust, the statistical relationship obtained is ANOVA; $p \leq 0.001$) and the frequency of socialising before the pandemic (both for SL, SE and IT, the statistical relationship obtained is ANOVA; $p \leq 0.001$).

Table 4. Interpersonal relations of academic youth before the COVID-19 pandemic and the sense of loneliness, sense of effectiveness and interpersonal trust*

My interpersonal relationships before the COVID-19 pandemic were:	A sense of loneliness	A sense of effectiveness	Interpersonal trust
Very good	41.2	22.2	16.4
Good	36.9	21.0	15.7
Normal	34.5	20.2	14.5
Bad	27.6	17.9	13.7
Very bad	18.3	18.1	7.9

* The digital data given in the table correspond to the arithmetic mean of the obtained results.

Source: Author's research.

Table 5. Interpersonal relations of academic youth during the COVID-19 pandemic and the sense of loneliness, sense of effectiveness and interpersonal trust*

My interpersonal relationships during the COVID-19 pandemic are:	A sense of loneliness	A sense of effectiveness	Interpersonal trust
Very good	44.7	22.8	16.4
Good	40.5	21.8	16.2
Normal	35.5	20.6	15.2
Bad	29.3	19.3	14.5
Very bad	23.1	18.0	12.5

* The digital data given in the table correspond to the arithmetic mean of the obtained results.

Source: Author's research.

Students for whom interpersonal relations are very important (SL: 38,8; SE: 21,6; IT: 16.4) and who met informally with other people before the pandemic more often than thrice a week (SL: 39,2; SE: 21,7; IT: 16.1) were less lonely and more trusting in the possibility of effective action and showing greater trust in other people (the statistical dependence for each of the variables is: ANOVA; $p \leq 0.001$), than those assigning low importance to interpersonal relations (SL: 32,4; SE: 18,8; IT: 10.0) and having social meetings less frequently than once a year (SL: 30,0; SE: 19,6; IT: 12.1). The levels of the sense of loneliness,

effectiveness and interpersonal trust manifested by the surveyed youth are not without significance for each other. The applied Spearman's rank correlation coefficient showed that an increase in the value of one of the analysed factors causes an increase in the value of the other. This means that the less lonely people taking part in the study feel that the more they believe in their causal abilities ($S; \rho = 0.376; p \leq 0.001$), trust other people to a greater extent ($S; \rho = 0.295; p \leq 0.001$), and the higher the sense of effectiveness the respondents showed, the higher their interpersonal trust ($S; \rho = 0.211; p \leq 0.001$). It should also be noted that no statistically significant relationships were found between any of the analysed categories and the respondents' gender and place of origin.

Discussion and conclusions

This article aimed to present the levels of the sense of loneliness, effectiveness and interpersonal trust displayed by academic youth and to demonstrate their importance for the subjective assessment of the quality of interpersonal relationships during the COVID-19 pandemic. The empirical material collected shows a diversified picture of the surveyed students. The overall values of the analysed categories presented by them estimated based on the arithmetic mean of the results obtained, place their sense of loneliness at a relatively low level, the sense of effectiveness at an above-average level, and interpersonal trust at a moderate level. These data show that the respondents, in terms of their relationships with other people and the possibility of influencing them, remained in a generally good condition after the first wave of the pandemic. Comparing the result obtained to the previous research (before the pandemic) conducted with the participation of academic youth cited in this text, it should be noted that it presents a slightly lower level of sense of effectiveness, and the level of interpersonal trust is comparable. However, this observation cannot be treated as certain, as each research was conducted with the participation of a different group of respondents.

Among the respondents, there were people with both a very high and very low sense of loneliness, self-efficacy and interpersonal trust. On the one hand,

most of the respondents had at least one close person they could rely on in difficult situations, were convinced that people help each other and can achieve their goals, and on the other hand, every third respondent experienced a general emptiness, perceived a limitation of the circle of friends, was characterised by moderate trust in others and assumed that happiness is the determining factor of human fate. These results make it very clear that there is a group of young people who are cautious in interpersonal contacts, are lonely and doubt their ability to influence the reality around them.

Shallow interpersonal contacts resulting from the current living conditions and their transfer to the Internet space, resulting in an increased feeling of loneliness, were noticed even before the outbreak of the pandemic (Wasilewska & Łozińska, 2015; Januszewska et al., 2021). It has been shown that up to 40.0% of people experience loneliness (Heinrich & Gullone, 2006) and its links with objective social isolation, depression, introversion and low level of social skills have been emphasised (Cacioppo & Cacioppo, 2018). In addition, young adults constitute one of the groups most threatened by the growing sense of loneliness resulting from the social distancing caused by the COVID-19 pandemic (Beam & Kim, 2020), and chronic loneliness accompanies every third of them (Długosz, 2020). It is worth noting, however, that there are studies in which academic youth present themselves as a group that finds support from other people, open to new interpersonal contacts and not feeling lonely (Sladewska, 2010). There is no doubt, however, that the pandemic situation increased their risk of depression, anxiety and a sense of loneliness after the end of the forced isolation (Loades et al., 2020; Nagesh & Shae-Leigh, 2021). Research conducted on the pandemic also presents a different perception of loneliness, because on the one hand, “loneliness” and “being alone” appeared among the best words, according to the respondents, to describe their situation according to the report “Everyday life in a pandemic”, while on the other hand, “moments of loneliness” were indicated by them as what they experienced most during this period (Drozdowski et al., 2020).

Analyses regarding interpersonal trust show that during the COVID-19 pandemic, Polish society still (this tendency has been maintained for years) shows a low level of trust towards others (Zychowicz & Halista-Telus, 2021),

and even shows a downward trend. According to the report *More in Common* (2021), one in three young people aged 18–24 find their trust in others worse than before the pandemic, with the decline being even more significant in other age groups). In addition, the international Edelman Trust Barometer (2021) report, although it signals a 7.0% decrease in trust in people from the local community from 2020 to 2021, proves that the global trend of trust tends to people from the immediate vicinity, while credibility is decreasing news media and world leaders. There is a significant decline in people-to-people confidence and an associated post-pandemic crisis is anticipated. It turns out, however, that the decline in confidence in adolescents is slightly lower than in other age groups.

The unit's belief in the possibility of implementing the intended plans and influencing reality was also subject to research analyses during the COVID-19 pandemic. Arkadiusz Gut's explorations show that young people have lost their sense of control and agency (Kopczyńska, 2021). Similar results emerge from a study conducted among the students at the Pedagogical University of Krakow. It indicates the loss of the sense of control over one's own life in 40.0% of the participants (Długosz, 2020). This regularity is also confirmed by the diagnosis made in the group of young adults (Góra et al., 2020). It can therefore be concluded that "the pandemic allows you to switch the perception of the location of control from internal to external. In fact, this means the suspension of one of the fundamental features of the modern order, which is the systemic and systematic exercise of individuals in internalizing responsibility" (Drozdowski et al., 2020, p. 35).

The collected empirical material also proves that the individual's faith in their abilities to act effectively is a significant factor determining the quality of the interpersonal relationship in the period of social isolation. The researched academic youth, who positively respond to their own abilities to achieve the set goals, use them to build interpersonal relations during a pandemic, due to which they evaluate them as more satisfying and feel less lonely. A similar relationship is observed concerning interpersonal trust and the feeling of loneliness. People characterised by openness in contact with others and not feeling isolated expressed greater satisfaction with their interpersonal relations. This

means that a low sense of loneliness, high self-efficacy and high interpersonal trust can be considered protective factors during the COVID-19 pandemic and it will be possible to successfully address them in the post-pandemic reality, by striving to rebuild direct interpersonal ties.

The research results obtained also have practical implications. It is worth noting that the feeling of loneliness affects people in various circumstances and stages of life, such as changing their place of residence or work. It can be prevented, *inter alia*, by undertaking activities to establish social contacts. The obtained data prove that in the case of academic youth, during the pandemic outside the study period, they include charity activities, involvement in the functioning of student organizations, or taking up paid work.

Moreover, the internal locus of control, accompanying a strong sense of self-efficacy, strengthens the individual's skills related to coping with a difficult situation (Bańka, 2016, p. 10) or stress (Bidzan et al., 2020; Krok et al. 2021). The belief in the possibility of achieving the goals set for oneself should therefore be considered a protective factor during a pandemic. The sense of effectiveness can be considered a generalised property of an individual or directed at specific levels (e.g., a person does not feel that he can achieve goals set for himself in their profession, but can achieve them in private life). In a situation of lockdown and compulsory restrictions independent of the entity, it is therefore important to identify areas in which it can function effectively. It is also worth considering the relationship between the sense of effectiveness and the proactiveness of an individual (Myszka-Strychalska, 2020), which has implications for the interpersonal relationships built by it. Proactive behaviours are aimed at causing a change in the surrounding reality, which is to ensure the satisfaction of the work undertaken. Hence, they are used in difficult situations and may be a form of adaptation to the conditions of an unpredictable world (Bańka, 2015, p. 98), also during a pandemic.

This research has its limitations. It is focused on identifying the subjective opinions and beliefs of the respondents about the feeling of loneliness, interpersonal trust and effectiveness, and conducted online. In addition, these variables were not measured before the pandemic, which made it impossible to compare their degree as reported by the respondents when completing the

questionnaire. However, the empirical material collected may be an inspiration for further scientific research related to the experiences of academic youth during the subsequent waves of the COVID-19 pandemic. It should be noted that although the initial period of the pandemic in Poland was associated with very restrictive recommendations regarding the maintenance of social distancing, which significantly changed the way young people functioned, their consequences should also be reviewed from the long-term perspective. In subsequent studies, it is worth considering additional variables differentiating the responses of respondents, such as personality, self-esteem, or experiences related to the COVID-19 disease (illness, quarantine, pandemic anxiety).

In the case of modifications of social life disorganising the existing and commonly known methods of everyday functioning caused by the lockdown, it is worth examining interpersonal interactions and the changes therein. Difficulties in adapting to new living conditions may adversely affect an individual's interpersonal relations and, consequently, their perception of themselves (Śliwak et al., 2015, p. 66) and their attitude towards the world (Stach, 2006, p. 17). Contacts with other people constitute the foundation of a culture of trust (Sztompka, 2007) and thus protect against loneliness, and therefore also against anxiety, depression and loss of a sense of security (Gambin et al., 2020).

References

- Babbie, E. (2008). *Podstawy badań społecznych* [Fundamentals of Social Research]. Warszawa: Wydawnictwo Naukowe PWN.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.
- Bańka, A. (2006). *Poradnictwo transnarodowe. Cele i metody międzykulturowego doradztwa karier* [Transnational Counseling. Goals and Methods of Intercultural Career Counseling]. Warszawa: Ministerstwo Pracy i Polityki Społecznej.
- Bańka, A. (2015). Intencjonalne konstruowanie przyszłości i wyprzedzające realizowanie celów: walidacja Skali Proaktywności Ogólnej [Intentionally Con-

- structuring the Future and Achieving Goals in Advance: Validation of the General Proactivity Scale]. *Czasopismo Psychologiczne*, 21(1), 97–115.
- Bańka, A. (2016). *Poczucie samoskuteczności. Konstrukcja i struktura czynnikowa Skali Poczucia Samoskuteczności w Karierze Międzynarodowej* [A Sense of Self-Efficacy. Construction and Factor Structure of the Self-Effectiveness Scale in the International Career]. Poznań–Warszawa: Stowarzyszenie Psychologia i Architektura, NFDK.
- Baryta, W., & Wojciszke, B. (2000). Struktura i korelaty poczucia krzywdy Polaków w roku 1994 i 1998 [The Structure and Correlates of the Sense of Being Harmed by Poles in 1994 and 1998]. *Czasopismo Psychologiczne*, 6, 267–277.
- Beam, C.R., & Kim, A.J. (2020). Psychological Sequelae of Social Isolation and Loneliness Might Be a Larger Problem in Young Adults Than Older Adults. *Psychological Trauma. Theory, Research, Practice, and Policy*, 12(S1), 58–60. doi: 10.1037/tra0000774.
- Bidzan, M., Bidzan-Bluma, I., Szulman-Wardal, A., Stueck, M., & Bidzan, M. (2020). Does Self-Efficacy and Emotional Control Protect Hospital Staff from COVID-19 Anxiety and PTSD Symptoms? Psychological Functioning of Hospital Staff After the Announcement of COVID-19 Coronavirus Pandemic. *Frontiers in Psychology*, 11, 1–9, doi: 0.3389/fpsyg.2020.552583.
- Cacioppo, J.T., & Cacioppo, S. (2018). The Growing Problem of Loneliness. *The Lancet*, 391(10119), 4–26, doi: 10.1016/S0140-6736(18)30142-9.
- Centrum Badania Opinii Społecznej – CBOS [Public Opinion Research Centre] (2020). *Zaufanie społeczne. Komunikat z badań*, 43/2020 [Social Trust. Test Report, 43/2020]. Retrieved 18 January 2022 from: https://www.cbos.pl/SPISKOM.POL/2020/K_043_20.PDF.
- Długosz, P. (2020). *Raport z II etapu badań studentów UP. Opinia na temat zdalnego nauczania i samopoczucia psychicznego* [Report on the Second Stage of Research on Students of the University of Life Sciences. Opinion on Distance Learning and Mental Well-Being]. Kraków. Retrieved 10 January 2022 from: <https://ifis.up.krakow.pl/wp-content/uploads/sites/9/2020/06/Raport-Studentci-UP-II-etap.pdf>.
- Drozdowski R., Frąckowiak, M., Krajewski, M., Kubacka, M., Luczys, P., Modrzyk, A., Rogowski, Ł., Rura, P., & Stamm, A. (2020). *Życie codzienne w czasach pandemii. Raport z drugiego etapu badań* [Everyday Life in Times of a Pandemic. Report on the Second Stage of Research]. Poznań. Retrieved 11 January 2022 from: http://sociojologia.amu.edu.pl/images/pliki/dokumenty/Do_pobrania/Zycie_codzien

- ne_w_czasach_pandemii._Raport_z_drugiego_etapu_badan_wersja_skrocona.pdf.
- Edelman, Edelman Trust Barometer, 2021. Retrieved 25 January 2022 from: <https://www.edelman.com/sites/g/files/aatuss191/files/2021-03/2021%20Edelman%20Trust%20Barometer.pdf>.
- Fehr, E. (2009). On the Economics and Biology of Trust. *Journal of the European Economic Association*, 7, 2–27.
- Fukuyama, F. (1997). *Zaufanie. Kapitał społeczny jako droga do dobrobytu* [Trust. Social Capital As a Path to Prosperity]. Warszawa: Wydawnictwo Naukowe PWN.
- Gambin, M., Sękowski, M., Woźniak-Prusb, M., Cudoc, A., Hansena, K., Gorgola, J., Huflejt-Łukasik, M., Kmita, G., Kubicka, K., Łyś, A. E., Maisona, D., Oleksy, T., & Wnuk, A. (2020). *Uwarunkowania objawów depresji i lęku uogólnionego u dorosłych Polaków w trakcie epidemii COVID-19 – raport z pierwszej fali badania podłużnego* [Determinants of Depression and Generalized Anxiety Symptoms in Adult Poles During the COVID-19 Epidemic – Report from the First Wave of Longitudinal Study]. Retrieved 2 January 2022 from: http://psych.uw.edu.pl/wp-content/uploads/sites/98/2020/05/Uwarunkowania_objawow_depresji_leku_w_trakcie_pandemii_raport.pdf.
- Góra, K., Bijas, K., Dziubek, J.N., Korniluk, A., Kurtyka, J., Ledwoń, A., & Gerłowska, J. (2020). Dobrostan studentów w czasie pandemii koronawirusa SARS-CoV-2 [Student Well-Being During the SARS-CoV-2 Coronavirus Pandemic]. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J. Paedagogia-Psychologia*, 3 (33), 261–278.
- Grygiel, P., Humenny, G., Rębisz, S., Świtaj, P., & Sikorska-Grygiel, J. (2012). Validating the Polish Adaptation of the 11-Item De Jong Gierveld Loneliness Scale. *European Journal of Psychological Assessment*, 1–11.
- Heinrich, L.M., & Gullone, E. (2006). The Clinical Significance of Loneliness: A Literature Review. *Clinical Psychology Review*, 26, 695–718.
- Januszewska, A., Dziedzic, B., Sienkiewicz, Z., Wysokiński, M., & Fidecki, W. (2021). Uzależnienie od Internetu oraz samotność wśród studentów Warszawskiego Uniwersytetu Medycznego [Internet Addiction and Loneliness Among Students of the Medical University of Warsaw]. In: M. Wysokiński, Z. Sienkiewicz, & W. Fidecki (Eds.), *Wyzwania współczesnego pielęgniarstwa* [Challenges of Modern Nursing] (pp. 105–115). Warszawa: Wydawnictwo WUM.
- Jong Gierveld, J. de (1998). A Review of Loneliness: Concept and Definitions, De-

- terminants and Consequences. *Reviews in Clinical Gerontology*, 8, 73–80, doi: 10.1017/S0959259898008090.
- Kaczmarczyk, S. (2018). Zalety i wady metod zbierania danych przez internet w badaniach marketingowych [Advantages and Disadvantages of Methods of Collecting Data Via the Internet in Marketing Research]. *Zeszyty Naukowe Politechniki Śląskiej, Seria Organizacja i Zarządzanie*, 129, 187–200.
- Karmolińska-Jagodzick, E., & Bartkowiak, A. (2021). Relacje młodych ludzi (18–25) z ich rodzicami w czasie pandemii COVID-19 [Relationships of Young People (18–25) with Their Parents During the COVID-19 Pandemic]. *Społeczeństwo. Edukacja. Język*, 13, 185–206, doi: 10.19251/sej/2021.13(12).
- Klimkowska, K. (2013). *Orientacja na sukces zawodowy studentów kończących studia translatorskie* [Orientation to the Professional Success of Students Completing Their Translation Studies]. Lublin: Wydawnictwo Marii Curie-Skłodowskiej.
- Kopczyńska, Ż. (2021). *Mentalne sidła pandemii* [The Mental Snares of a Pandemic]. Retrieved 4 January 2022 from: https://portal.umk.pl/pl/article/mentalne-sidla-pandemii?utm_source=umk.pl&utm_medium=news&utm_campaign=mentalne-sidla-818.
- Krok, D., Zarzycka, B., & Telka, E. (2021). Risk of Contracting COVID-19, Personal Resources and Subjective Well-Being Among Healthcare Workers: The Mediating Role of Stress and Meaning-Making. *Journal of Clinical Medicine*, 10(1), 132, doi: 10.3390/jcm10010132.
- Kubiak-Szyborska, E. (2003). *Podmiotowość młodzieży akademickiej* [Subjectivity of Academic Youth]. Bydgoszcz: Wydawnictwo Akademii Bydgoskiej im. Kazimierza Wielkiego.
- Lake, T. (1993). *Samotność: jak sobie z nią radzić* [Loneliness: How to Deal With It]. Warszawa: Książka i Wiedza.
- Loades, M.E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., Linney, C., McManus, M.N., Borwick, C., & Crawley, E. (2020). Rapid Systematic Review: The Impact of Social Isolation and Loneliness on the Mental Health of Children and Adolescents in the Context of COVID-19. *Journal of the American Academy of Child and Adolescent Psychiatry*, 59(11), 1218–1239. e3, doi: 10.1016/j.jaac.2020.05.009;
- Łukasik, I.M. (2005). Spostrzeganie własnej skuteczności a dyspozycyjny optymizm – radzenie sobie w sytuacjach trudnych [Perception of Own Effectiveness and Dispositional Optimism- Coping with Difficult Situations]. In: E. Koziół, & E. Pasternak-Kobyłecka (Eds.), *Świadomość i samoświadomość nauczyciela*

- a jego zachowania zawodowe* [Awareness and Self-Awareness of the Teacher and His Professional Behavior] (pp. 101–110). Zielona Góra: Oficyna Wydawnicza Uniwersytetu Zielonogórskiego.
- Maddux, J.E., & Lewis, J. (1995). Self-Efficacy and Adjustment. Basic Principles and Issues, In: J.E. Maddux (Eds.), *Self-Efficacy, Adaptation and Adjustment: Theory, Research and Application* (pp. 37–68). New York.
- Mąciak, R. (2014). Ankiety internetowe w percepcji osób korzystających i niekorzystających z nich w pracy zawodowej [Online Surveys As Perceived by People Who Use and Do Not Use Them at Work]. *Studia Ekonomiczne*, 195, 125–139.
- Mikut, M. (2019). Komu ufa młodzież akademicka? Wybrane aspekty społecznego zaufania [Who do Academic Youth Trust? Selected Aspects of Social Trust]. *Przegląd Pedagogiczny*, 2, 236–249, doi: 10.34767/PP.2019.02.18.
- More in Common (2021). *Wpływ COVID-19 na społeczeństwo. Polska* [The Impact of COVID-19 on Society. Poland]. Retrieved 25 January 2022 from: <https://www.moreincommon.com/media/p4hmctco/more-in-common-the-new-normal-poland-pl.pdf>.
- Mróz, J., & Kosowski, P. (2020). Ocena komunikacji a poczucie samotności i satysfakcji z życia w czasie pandemii [Assessment of Communication and the Feeling of Loneliness and Satisfaction with Life During a Pandemic]. *Kwartalnik Naukowy Fides Et Ratio*, 42(2), 214–226, doi: 10.34766/fetr.v42i2.284.
- Myszka-Strychalska, L. (2020). Proaktywność versus poczucie skuteczności w procesie konstruowania kariery przez młodzież [Proactivity Versus Self-Efficacy in the Process of Developing a Career by the Youth]. *Kultura – Społeczeństwo – Edukacja*, 1(17), 147–162, doi: 10.14746/kse.2020.17.8.1.
- Myszka-Strychalska, L. (2021). On the Need to Strengthen Interpersonal Relations in Times of the SARS-CoV-2 Coronavirus Pandemic – Reports from Research Involving Academic Youth. *Resocjalizacja Polska*, 22, 601–621, doi: 10.22432/pjsr.2021.22.
- Nagesh, P., & Shae-Leigh, V. (2021). COVID-19 and Loneliness: A Rapid Systematic Review. *Australian & New Zealand Journal of Psychiatry*, 55(12), 1144–1156, doi: 10.1177/00048674211031489.
- Pinquart, M., & Sorensen, S. (2001). Gender Differences in Self-Concept and Psychological Well-Being in Old Age: A Meta-Analysis. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 56(4), 195–213. doi:10.1093/geronb/56.4.P195.

- Putnam, R. (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.
- Skarżyńska, K. (2002). Zaufanie, więzi społeczne i poczucie skuteczności a życie w demokracji. Psychologiczne predyktory satysfakcji z życia i sukcesu we współczesnej Polsce [Trust, Social Bonds and a Sense of Effectiveness and Life in a Democracy. Psychological Predictors of Life Satisfaction and Success in Contemporary Poland]. *Kolokwia Psychologiczne*, 10, 197–212.
- Skarżyńska, K. (2019). *Portret psychologiczno-społeczny Polaków z polityką w tle* [Psychological and Social Portrait of Poles with Politics in the Background]. Warszawa: Wydawnictwo Naukowe SCHOLAR.
- Skarżyńska, K., & Chmielewski, K. (2004). *Zaufanie interpersonalne a stosunek do międzynarodowych instytucji. Raport z badań* [Interpersonal Trust and Attitude to International Institutions. Research Report]. Warszawa: IPSOS, Instytut Psychologii PAN.
- Skarżyńska, K., & Chmielewski, K. (2006). *Zaufanie interpersonalne w Polsce. Raport z badań* [Interpersonal Trust in Poland. Research Report]. Warszawa: IPSOS, Instytut Psychologii PAN.
- Sładewska, J. (2010). Poziom poczucia osamotnienia studentów kierunków medycznych i matematycznych [The Level of the Feeling of Loneliness of Students of Medical and Mathematical Faculties]. *Człowiek i Zdrowie*, 1(4), 108–129.
- Stach, R. (2006). *Optymizm. Badania nad optymizmem jako mechanizmem adaptacyjnym* [Optimism. Research on Optimism as an Adaptive Mechanism]. Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.
- Szałach, S. (2013). Zaufanie w relacjach interpersonalnych – wybrane aspekty [Trust in Interpersonal Relationships – Selected Aspects]. *Edukacja Humanistyczna*, 1(28), 177–183.
- Sztompka, P. (2006). *Socjologia* [Sociology]. Kraków: Wydawnictwo Znak.
- Sztompka, P. (2007). *Zaufanie. Fundament społeczeństwa* [Trust. The Foundation of Society]. Kraków: Wydawnictwo ZNAK.
- Śliwak, J., Reizer, U., & Partyka, J. (2015). Poczucie osamotnienia a przystosowanie społeczne [The Feeling of Loneliness and Social Adaptation]. *Studia Socialia Cracoviensia*, 7, 1(12), 61–78.
- Tomczak, K. (2009). Style radzenia sobie w sytuacji stresowej, przekonanie o własnej skuteczności, nadzieja na sukces u studentów rozpoczynających i kończących

- studia [Styles of Coping with Stressful Situations, Self-Efficacy, Hope for Success in Students Starting and Finishing Their Studies]. *Psychoterapia*, 2, 67–79.
- Urban, M. (2008). *Indywidualizm i kolektywizm w świadomości młodzieży. Studium psychologiczno-polityczne* [Individualism and Collectivism in the Minds of Young People. Psychological and Political Study]. Warszawa: Dom Wydawniczy Elipsa 2008.
- Wasilewska, M., & Łozińska, M. (2015). *Osamotnione dzieci – samotność w tłumie* [Lonely Children – Loneliness in a Crowd]. Retrieved 15 January 2022 from: <https://docplayer.pl/5532946-Osamotnione-dzieci-samotnosc-w-tlumie.html>.
- Yong, F.L. (2010). A Study on the Self-Efficacy and Expectancy for Success of Pre-university Students. *European Journal of Social Sciences*, 4 (13), 514–524.
- Zychowicz, I., & Halista-Telus, E. (2021). Poczucie bezpieczeństwa i zaufania społecznego w obliczu pandemii [A Sense of Security and Social Trust in the Face of a Pandemic]. *Bezpieczeństwo. Teoria i Praktyka*, 2(XLIII), 91–107, doi: 10.48269/2451-0718-btip-2021-2-005.
- Żuralska R., & Postrożny, D. (2012). Psychologiczna ocena poczucia własnej skuteczności u czynnych zawodowo studentów studiów medycznych [Psychological Assessment of Self-Efficacy in Professionally Active Medical Students]. *Przedsiębiorczość i Zarządzanie*, 11(XIII), 23–30.