



4-23-1999

Loneliness and Coping: Examining Predictors of Active and Passive Styles of Lonely Individuals

Betsy C. Garver '99
Illinois Wesleyan University

Follow this and additional works at: https://digitalcommons.iwu.edu/psych_honproj



Part of the [Psychology Commons](#)

Recommended Citation

Garver '99, Betsy C., "Loneliness and Coping: Examining Predictors of Active and Passive Styles of Lonely Individuals" (1999). *Honors Projects*. 85.
https://digitalcommons.iwu.edu/psych_honproj/85

This Article is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.

Running Head: LONELINESS AND COPING

Loneliness and Coping: Examining Predictors of Active and Passive
Styles of Lonely Individuals

Betsy C. Garver

Illinois Wesleyan University

April 23, 1999

Reading Committee:

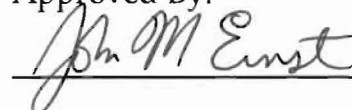
Professor John M. Ernst

Professor Doran French

Professor Linda Kunce

Professor Georgeanne Rundblad

Approved By:

A handwritten signature in cursive script, appearing to read "John M. Ernst", is written over a horizontal line.

Advisor, Psychology Department

Abstract

This study sought to extend research on loneliness and coping. Emotional loneliness is a state that results from the lack of a personal, intimate attachment with another person, and social loneliness results from the lack of engaging in a social network, in which a person shares common interests with a group. Active coping involves making a plan and following it, while passive coping involves using passive techniques such as self-blame or distancing to solve the problem. In addition to replicating the prior finding of Russell et al. (1984) that emotionally lonely individuals were more likely to engage in active coping with their loneliness than socially lonely individuals, who were more likely to engage in passive coping with their loneliness, we examined potential mediators of this relationship: cognitive appraisal, self-concept clarity, and confidence in social skills. Forty six college students involved in long distance relationships were chosen for the study because social and emotional loneliness were expected to be fulfilled by different sources and could be easily differentiated. Contrary to the original hypothesis, results of statistical analysis showed that emotionally lonely people were more likely to use less-useful coping strategies such as denial or use of drugs or alcohol to deal with their loneliness rather than using problem-focused coping strategies, such as making a plan of action to deal with their loneliness ($r_s = .024$ and $-.315$, respectively, $p < .05$). Of the variables examined, cognitive appraisal emerged as the only potential mediator of the relationship between loneliness and coping.

Loneliness and Coping: Examining Predictors of Active and Passive Styles of Lonely Individuals

Feeling lonely, whether it is just for the afternoon, or for an entire lifetime, causes a person to feel sad and if long standing can lead to depression or serious mental health problems (Russell, Cutrona, Rose, & Yurko, 1984). Ernst and Cacioppo (1998) defined loneliness as a "complex set of feelings encompassing reactions to denial of intimate and social needs". One facet of loneliness that has received relatively little attention is the coping styles that lonely individuals employ to resolve their feelings of loneliness. This study attempted to replicate the prior finding of Russell et al. (1984) linking type of loneliness and coping style and extended this search by investigating potential mediators of this relationship including cognitive appraisal, self-concept clarity, and confidence in social skills.

Loneliness appears to be multifaceted. For example, Weiss (1974) has proposed two types of loneliness: emotional and social loneliness. He described emotional loneliness as a state that results from the lack of a personal, intimate attachment with another person. Weiss (1974) described social loneliness as the absence of engaging in a social network, in which a person shares common interests with a group.

Although a common core of feelings characterizes social and emotional loneliness, there are many differences in the experience of emotional and social loneliness. One of these differences is the pattern of coping behavior that characterizes each of these forms of loneliness. Russell et al. (1984) hypothesized that individuals who are emotionally lonely are more motivated than those who

are socially lonely to think about their emotional loneliness and to engage in behaviors that enable them to form new relationships. Individuals who are socially lonely, on the other hand, could be more passive and although they contemplate on how to resolve their social loneliness, they may fail to take action in order to solve the problem. In an investigation of these hypotheses, Russell et al. (1984) conducted a study that measured social and emotional loneliness, students' affective and behavioral reactions to loneliness, students' social relationships, and their judgements of the degree to which their relationships supply the six social provisions described by Weiss. Results of this study include the finding that emotional loneliness was found to be significantly related to problem-solving scales, while the socially lonely person appeared more passive. Hence, this initial research supports the idea that individuals with different types of loneliness employ different coping styles. It is important to introduce the concept of different types of loneliness before examining how lonely people employ different coping styles.

Loneliness

Common experiences of loneliness. Historically, the problem of loneliness had not been studied extensively within psychology. In the last twenty years, however, there has been a ground swell of interest on the topic within the field. It has been speculated that the recent interest in loneliness is due to its linkage to a number of serious health problems, including alcoholism, suicide, and depression (Russell et al., 1984). Further, changes in marriage and child-bearing patterns of American society are likely to produce a steady increase in the number of older people who lack spouses or children in the twenty first century (Ernst & Caccioppo, 1999). The prevalence of close social relationships is

expected to decline in the coming decade and this change is of special concern because epidemiological studies have now clearly established a significant relationship between social support and mental as well as physical health. Several studies on the importance of social support in a person's life are suggestive of the potential impact of loneliness on health. In addition, many people, whether it is a brief phenomenon or whether it is a long-standing phenomenon, experience loneliness. Although different types of loneliness exist, there seems to be many similar characteristics across types, including negative emotions and interactions with others.

Although lonely individuals do not physically look different than individuals who are socially embedded, they are more anxious, angry, and negative, as well as less positive, optimistic, comfortable, and less secure than embedded individuals (Cacioppo et al., 1998, under review). Socially embedded individuals are not lonely and feel that they have a stable group of friends to turn to. While socially embedded people are able to enjoy social activities and have a network of friends, lonely individuals are more easily overwhelmed by social events and may be withdrawn from the social world. This suggests that loneliness is a meaningful psychological construct, but there has been speculation about what the nature of the construct is.

Researchers studying loneliness have generally agreed on two characteristics of the loneliness experience (Russell et al. 1984). First, they agree that loneliness is an aversive experience that is similar to other negative affective states such as anxiety or depression. Second, researchers agree that loneliness is distinct from social isolation and "reflects an individual's subjective perception of deficiencies in his or her network of social relationships" (p.1313). These

deficiencies can be qualitative or quantitative. For example, a lonely individual's deficiency could be that he or she does not have enough friends (quantitative), or that person could lack intimacy with others (qualitative).

Types of Loneliness. Although those are general points of agreement, researchers have not all agreed that there are different types of loneliness. One perspective argues that there is a common core of experiences that represent loneliness (Russell, 1982). On the other hand, Weiss (1974) and other researchers (e.g. Shaver & Rubenstein, 1980, Russell et al. (1984)) argue that there are at least two distinct types of loneliness, including social and emotional loneliness. Tomasso and Spinner (1993) argue that social and emotional loneliness have distinct determinants and are associated with different behavioral and affective reactions.

The individual who has emotional loneliness is more likely to feel that no one knows him or her very well, feeling that there is no one to turn to, and not feeling close to anyone (Russell et al. 1984). This form of loneliness is also associated with feeling a sense of "utter aloneness, whether or not the companionship of others is in fact accessible" (Stroebe et al. 1996). This type of loneliness can only be compensated for by means of a close attachment figure or relationship (Stroebe et al. 1996).

In contrast, social loneliness is associated with the absence of engaging in social networks in which the person is part of a group of friends who share activities and common interests (Russell et al. 1984). Social loneliness is associated with not feeling "in tune with other people", lacking commonalities with other people, and feeling as if that they are not a part of a group of friends (1317). This form of loneliness is only remedied by access to a social network of

friends where the individual shares common activities and interests (Stroebe et al. 1996). It has been hypothesized that people use different styles to deal with their loneliness.

Coping styles

The coping styles of individuals help determine how people deal with situations in their lives. Active and passive coping have been identified as the main coping strategies used by individuals (Leong, Bonz, & Zachar, 1997), though other subset categories have been identified by other researchers. Active coping is essentially the same as problem-focused coping described by Folkman and Lazarus (1984), which involves doing something to change for the better the problem causing the distress. Leong et al. (1997) described active coping strategies as focusing on doing something positive to solve the problem. Folkman and Lazarus (1984) examined emotions and coping during three stages of a college examination and found that these active coping strategies, or problem-focused coping behaviors, were used more frequently in encounters that were appraised by the person as changeable than in those appraised as unchangeable. This type of coping involves a person making a plan and following it. Passive coping, on the other hand, is essentially the same as the emotion-focused coping described by Folkman and Lazarus (1984).

Passive coping behaviors include minimizing the threat of the situation, wishful thinking, distancing, self-blame, and self-isolation (Folkman and Lazarus, 1984). In other words, people who use passive coping behaviors do not make a plan of action and follow it. These emotion-focused coping strategies, however, do include the venting of emotions and talking to others about the

distress. When used in combination with problem-focused coping, passive coping can be beneficial to helping an individual deal with distress.

Less-useful coping is another type of coping strategy described by Carver, Weintraub, and Scheier (1989). This type of coping impedes active coping and includes destructive strategies of dealing with distress such as mental disengagement, denial, and using drugs and alcohol. These coping behaviors include sad passivity coping, which is a form of less-useful coping.

Van Buskirk and Duke (1990) examined coping styles in teenagers and found that these adolescents frequently used sad passivity to deal with their loneliness. Sad passivity strategies included crying, sleeping, sitting and thinking, doing nothing, overeating, taking tranquilizers, watching TV, drinking, or getting stoned in response to feeling lonely. These activities are extremely passive and may contribute to low self-esteem. Van Buskirk and Duke (1990) suggested that the mere use of sad passive coping strategies does not contribute to loneliness, but the prolonged reliance on the sad passive coping style as the primary response to feeling lonely is maladaptive. Thus, greater loneliness is associated with the use of sad passive strategies for long periods of time in the absence of other potentially more adaptive coping strategies, such as active coping strategies.

These sad passivity techniques are not only used by lonely individuals. For example, it was found in the study by Van Buskirk and Duke (1990) that sad passivity was used by both lonely and nonlonely individuals, but the nonlonely teens resorted to this method only temporarily and in preparation for a more active coping style. Thus, they used the sad passivity coping strategy during some "quiet time prior to active coping" (p.155). Folkman and Lazarus (1984)

also pointed out that there is a complex contribution of both problem-focused coping and emotion-focused coping in order to achieve positive adaptation outcomes. Although these coping strategies used together have shown to have positive outcomes, there is additional evidence that activity oriented coping styles (active coping styles) are more functional than emotionally focused coping styles (passive coping styles) (Leong et al. 1997).

For example, a study by Tyler, Brome, and Williams (1991) examined college freshmen's coping and adjustment process to test the relevance of Tyler's model of psychosocial competence, which concerns the behavioral attributes dimension. This dimension refers to an individual's coping orientation, or whether he or she assumes active or passive strategies in his or her life. Within the model, Tyler argues that "more competent persons take charge of their lives, make plans, set goals and initiate activities designed to actualize those plans and goals" (Tyler, Brome, & Williams, 1991). In other words, these competent individuals use active coping. Tyler also states in his model that "less competent persons assume more passive agency in their lives and have a much less crystallized life plan" (Tyler, Brome, and Williams, 1991). After doing numerous studies, Tyler et al. (1991) suggest that a mastery-oriented problem-solving approach to life's events and tasks is related to higher levels of effective functioning throughout life.

Based on these findings, Leone et al. (1997) hypothesized that students who engaged in an active coping strategy, such as making a plan and following it, would better adjust to the stress of academics than students who engaged in a passive coping strategy. They found that students who used an active-coping orientation had higher levels of adjustment in college than students who relied

on coping styles that employed emotions rather than actions. In addition, these persons who adapted a more active coping style were more likely to experience a positive adjustment to their life-situation (Leone et al. 1997). Therefore, although both active and passive coping strategies contribute to positive adaptational outcomes, the strongest positive results are found from the use of active coping strategies. We wondered if emotionally lonely individuals used these more effective active coping strategies more than socially lonely people, who we hypothesized would use more passive coping strategies.

In a relevant study, Cacioppo and colleagues (1998, under review) found that in general, lonely individuals were less likely to reach out or to seek help from others. These findings suggest that these lonely individuals withdraw rather than engage in active coping attempts to fulfill their state of loneliness. These withdrawal coping styles could be compared to the sad passivity coping behaviors seen in the lonely teens. Cacioppo et al. (1998) found that lonely individuals were less likely to seek instrumental and emotional support from others, were more likely to behaviorally disengage than embedded individuals, and most importantly, were less likely to actively cope than embedded individuals. These findings suggest that lonely people may not actively cope at all, and that they only passively cope with loneliness. Thus, it could be hypothesized that there are no differences in the coping behaviors of emotionally and socially lonely individuals.

On the other hand, Weiss (1974) argued that loneliness may lead an individual to take action. Specifically, he argued that emotionally lonely people seek a one-to-one intimate relationship that provides attachment. Likewise,

Russell et al. (1984) found that emotional loneliness was significantly related to both the behavioral and the cognitive problem solving, which suggests that individuals who are motivated to think about their loneliness will also engage in behaviors to form new relationships. We argued that if individuals were emotionally lonely but not socially lonely, they would be motivated to build stronger and more intense relationships with their friends in order to fulfill their emotional loneliness. Therefore, we hypothesized that emotionally lonely individuals would be more likely to use active coping to deal with their loneliness.

Weiss (1974) also argued that social loneliness motivates an individual to seek out activities and groups that he or she might participate in, in order to fulfill his or her social loneliness. In contrast, Russell et al. (1984) found that socially lonely individuals were more passive. Although they could contemplate on how to resolve the social loneliness, they were less likely to engage in behaviors that solve the loneliness problem. These socially lonely people were more likely to use passive coping to deal with their loneliness.

The findings of Russell et al. (1984) need to be replicated in order to ensure the consistency of the effect that emotionally lonely individuals use active coping strategies more than socially lonely individuals. In addition, we thought that if this finding could be replicated, it would be useful to examine the potential mediators of the relationship between type of loneliness and coping styles.

Predictors of styles of coping

Several possible predictors of whether a lonely individual would use active or passive coping behaviors have been examined in previous research (e.g.

Kirsch, Mearns, & Catanzaro, 1990, Gomez, 1997). Some of these predictors examined were an individual's optimistic expectations of situations, personality variables such as self-esteem, trait anxiety, hardiness, type A personality, an individual's level of self-concept clarity, and his or her confidence in social skills, as well as locus of control and mood-regulation expectancies. Although some of these predictors determined whether an individual would use active or passive coping strategies, this study specifically examined three different potential mediators of the relationship between loneliness and coping. In this study, the individual's cognitive appraisal of situations, the individual's level of self-concept clarity, and his or her confidence in social skills were the possible predictors that were examined.

First, cognitive appraisal of situations was thought to be important because it could have been that these lonely individuals viewed coping with their loneliness in different ways. For instance, it could be that socially lonely people saw the search for a partner or for significant social relationships as being a threat to their well being. That is, they appraised a situation differently than a non-lonely person. A person's cognitive appraisal includes primary appraisal, in which a person judges whether an encounter is positive or stressful, and secondary appraisal, in which a person evaluates coping resources and thinks about what he or she can do (Folkman & Lazarus, 1985). A situation can be seen as either a threat, which refers to the potential for harm or loss, or can be seen as a challenge, which refers to the potential for growth or gain. We thought that if a lonely individual judged an encounter, such as a social event, as being threatening, then he or she would have to use secondary appraisal to address the question of what he or she could do. If the situation was seen as a threat, it was

more likely that the person would not actively cope with the problem, but would cope passively. In support of this, Cacioppo et al. (1998, in press) found that there were differences in lonely and embedded individuals in the way they appraised people and events around them. If these lonely people saw situations as being threats, then we thought they would be more likely to passively cope with their situation, or use emotion-focused coping instead of problem-focused coping, which would be used if the individual appraised the situation as being a challenge. After examining this information, we argued that cognitive appraisal of a situation would play a role in predicting the use of passive versus active coping among lonely individuals.

Another possible predictor of active and passive coping in lonely individuals is self-concept clarity. Smith, Wethington, and Zhan (1996) found that although self-concept clarity made a reliable but weak positive contribution to active coping styles, it made a strong negative contribution to passive coping styles. In previous research, it has been found that people with greater self-certainty, or a better self-concept, possess greater behavioral options to draw upon when faced with stressful situations. People with unstable and negative self-concepts usually have lower self-esteem and do not have well-articulated views of themselves. Smith et al. (1996) found that a clearer self-concept is correlated significantly with higher self-esteem. They also found that people with clearer self-concepts tend to feel they know whom they can turn to for help and feel that they have friends and relatives that they can go to for advice. Another finding of that particular previous study was that low self-concept clarity was associated with greater use of denial and behavioral and mental disengagement, which are passive coping styles. Thus, there was evidence that

unclear self-concepts were associated with more passive coping styles while clearer self-concepts were associated with active coping styles. In this study, however, self-concept clarity was not found to be a significant mediator of the relationship between loneliness and coping.

The final possible predictor of coping styles we examined was the individual's confidence in his or her social skills. We posited that if individuals were insecure regarding their social skills, then they would be reluctant to engage in more social contact strategies. If they were not confident in their social skills, then they would be more uneasy about approaching other individuals, for example. The teens in the study by Van Buskirk and Duke (1990) who were found to be most lonely had low confidence in their social skills, and it is possible that these teens had difficulties making new friends. After examining these findings, Van Buskirk and Duke (1990) suggested that social skills may play a role in the selection of coping strategies. Therefore, confidence in social skills, cognitive appraisal of situations, and a clear self-concept were all possible predictors of whether a lonely individual would use active or passive coping.

We tested whether any of these mechanisms could accurately predict the use of active or passive coping in college students who are involved in long distance relationships. For many of these students, we assumed that emotional and social loneliness was fulfilled by different sources. We assumed in most cases that the emotional loneliness would be fulfilled by attachment with the long distance significant other, while the social loneliness would be fulfilled by the relationships and close interactions with local friends at school. College students in long distance relationships usually do not receive great social support from their significant other, because of the distance separating them.

For example, the long distance significant other is not available for companionate activities, such as going to a play or the movies. Also, they spend a majority of their time and share a majority of interactions with their friends at school. The individual, however, is assumed to fulfill his or her emotional loneliness and attachment needs with the significant other, but because of the distance, we also predict differences in emotional loneliness. Because these two different forms of loneliness are fulfilled by different people for those involved in long distance relationships, we were hoping to separate out the effects of social relative to emotional loneliness.

Overview

A person involved in a long distance relationship who is emotionally lonely has many coping options. For example, he or she could rely on his or her social skills and active coping techniques to either make new friends or he or she could search for another mate to fulfill the need for emotional closeness as well as attachment. If a person in a long distance relationship is socially lonely but not emotional lonely, then we thought that he or she could be more likely to cling to their partner or to passively cope with the loneliness. The purpose of this study was to replicate the prior finding that linked type of loneliness and coping style and to examine cognitive appraisal, self-concept clarity, and the confidence in social skills as potential mediators of the relationship between the type of loneliness and the of individual's coping style.

Methods

Subjects

The participants in this study were 13 male and 33 female freshman and sophomores enrolled at Illinois Wesleyan University involved in a long distant

relationship, which was defined as seeing his or her significant other “every other weekend” or less. The participants were between the ages of 18 and 20 years old.

Setting

The participants were tested in selected classrooms located in the psychology department at Illinois Wesleyan University.

Measures

Active and passive coping. Carver, Weintraub, and Scheier’s (1989) COPE scale was a 60-item measure used to assess the different coping styles used by individuals. The items include statements such as “I try to come up with a strategy about what to do” and “I take direct action to get around the problem” to indicate the use of active coping techniques. Statements that indicate the use of passive coping techniques include “I learn to live with it” and “I admit to myself that I can’t deal with it, and quit trying”. Participants responded to these statements using a 4-point scale, with (1) indicating “I usually don’t do this at all”, and (4) indicating that “I usually do this a lot”. We used items such as “I concentrate on doing something about it” and “I make a plan of action” to indicate problem-focused (PF), or active coping techniques. We used items such as “I let my feelings out” and “I feel a lot of emotional distress and I find myself expressing those feelings a lot” to measure emotion-focused (EF) coping. Finally, we included items such as “I use alcohol or drugs to help me get through it” and “I admit to myself that I can’t deal with it, and quit trying” to measure less useful (LU) coping. Carver et al. (1989) found that the COPE scale assessed relatively distinct and clearly focused aspects of coping.

Cognitive appraisal. This questionnaire is an adaptation of a scale used by Folkman and Lazarus (1985) in their study of emotion and coping during three stages of a college examination. We adapted the scale to refer instead to three issues, their relationship with their significant other, their relationship with a close friend, and their social relations. It was used to indicate the extent to which the subjects felt threat, challenge, harm, and benefit emotions when they thought about their relationship with their significant other, their "best" friend (someone other than their significant other), and their social relations. Threat emotions included worrying, being fearful, and feeling anxiety, and challenge emotions included confidence, hopefulness, and eagerness. Harm emotions included feeling angry, sadness, disappointment, guiltiness, and disgust, and benefit emotions included exhilaration, happiness, and relief. An example of a question was worded "I feel worried about my romantic relationship". Subjects were asked to indicate on a Likert-type scale (0 = not at all; 4 = a great deal) the extent to which they agreed with the statements given. Reliability was not available for this scale.

Self-concept clarity. Campbell and colleagues' (1991) Self-Concept Clarity Scale was used to measure how confidently participants are able to describe themselves. There were 20 scale items, which included statements such as "In general I know who I am and where I am headed in life" and "My beliefs about myself seem to change frequently". Participants responded to these questions using a 5-point scale, with (1) indicating that they "strongly agree" and (4) indicating that they "strongly disagree". Campbell and colleagues (1991) demonstrated that this measure of self-concept clarity demonstrated adequate reliability and validity (Cronbach's alpha = .93).

Loneliness. Two scales were used to assess social and emotional loneliness, the Social and Emotional Loneliness Scale for Adults (SELSA) and the UCLA loneliness scale. Although most often used as a unidimensional measure of loneliness, Russell et al. (1984) used The UCLA Loneliness scale to examine multiple dimensions of loneliness. Russell, Peplau and Cutrona 's (1980) UCLA Loneliness scale includes 10 items, which are descriptive of feelings of nonloneliness or satisfaction with social relationships, as well as 10 items which are descriptive of feelings of emotional loneliness. Because this scale's items were originally derived from reports of lonely people concerning the experience of loneliness, it was a good criterion for testing differences in the subjective experiences of emotional and social loneliness (Tomasso & Spinner, 1993). For our study, however, this scale was separated into three subscales, including isolation, connectedness, and belongingness. These three subscales accurately represented different types of loneliness (Hawkley, Browne, Ernst, & Cacioppo, manuscript in preparation). Items such as "I feel isolated from others" and "I feel alone" were used to measure isolated loneliness. Items such as "There is no one I can turn to" and "I lack companionship" were used to measure connectedness, which is most like emotional loneliness. Finally, items such as "I feel in tune with the people around me" and "There are people I can talk to" were used to measure belongingness, or social loneliness. In addition, the UCLA scale has been used in a number of studies and has been proven to have good reliability and validity.

Tomasso and Spinner's (1993) SELSA also assessed the levels of emotional and social loneliness experienced by an individual. This scale includes 37 items, and is comprised of three subscales of 12, 11, and 14 items, which are responded

to on a 7-point scale, with (1) being strongly disagree and (7) being strongly agree. The principal component was concerned with romantic relationships, and included statements such as "I have someone who fulfills my emotional needs". The second component was concerned exclusively with the individual's family, and included statements such as "I feel close to my family". The second and third component of the SELSA scale was used to measure emotional loneliness. The third component dealt with relationships with friends, and was comprised of statements such as "I'm not a part of a group of friends and I wish I were". This third component was used to measure social loneliness. The SELSA has high validity and reliability.

Confidence in social skills. The SSK-SS was used to assess the overall level of confidence a person had in his or her social skills. This scale includes 13 items, which include statements like "Be confident in your ability to succeed in a situation in which you have to demonstrate your competence". The respondents answered these questions using a 4-point scale, with (1) indicating that "I never do this" and (4) indicating "I do this almost always". There is no reference or reliability available for this scale.

In addition to these measures, Luhtanen and Crocker's (1992) Collective Self-Esteem Scale and Rosenberg's Self-Esteem Scale was given to participants as part of another study.

Procedure

Subjects were recruited from the general population of freshman and sophomore students at Illinois Wesleyan University. There were two stages of recruitment. First, brief questionnaires were sent to every freshman and sophomore enrolled at Illinois Wesleyan University. The questionnaires asked

the recipient if he or she had a significant other, and if so, how often did he or she see this significant other. Two weeks after every freshmen and sophomore received the original survey, a follow-up postcard was sent to them to remind them to get the survey in soon if they had not already done so. The existence of a long distance relationship was based on the frequency of meetings with significant others, and was not based on the miles apart the couple was away from each other. Participants were chosen who saw their long distance significant other "every other weekend" or less. Based on the information questionnaires that were returned to me, participants who met the criteria for being involved in long distance relationships were asked to be participants for a further study. Out of 1,070 students, 269 (25%) who received the relationship survey in the mail returned the surveys to the psychology department. Of the 72 students that returned their surveys and who fit the requirements for the second study, 46 (64%) went through the entire study.

After arriving at the testing site, informed consent was obtained from the participants selected for the further study. Next, the participants were asked to complete the measures of loneliness, self-concept clarity, cognitive appraisal, active and passive coping styles, and self-esteem. The questionnaires were randomly ordered and then were distributed to the subjects. Subjects completed the questionnaires at their own pace and returned the completed questionnaires before they left the testing room. It took subjects about thirty minutes to complete all surveys.

After the questionnaires were turned in, the participants in the study were debriefed, thanked, and dismissed. Participation in the study was voluntary, but subjects were given incentive to participate in the study because of an

opportunity to be entered in a random drawing for a cash prize. The prizes included \$50 for first prize and \$25 for second prize for participating in the second study, and \$75 for first prize and \$25 for second prize in the second study.

Results

Participant Demographics

Forty-six freshman and sophomores enrolled at Illinois Wesleyan University participated in the second study. There were 33 females and 13 males. The program used to examine data was SPSS for Windows. After screening the data for data entry errors and outliers, we computed correlations to examine the relationship between loneliness and coping. Significance was measured by $p < .05$.

Table 1 (in appendix) displays the correlations between different kinds of loneliness and the differentiated types of coping styles. There was a marginal significant correlation between total UCLA score and less-useful coping in the positive direction. This suggests that a lonely person would be more likely to use less-useful coping than would someone who is not lonely. Connectedness was negatively significantly correlated with problem-focused coping, which suggests that an emotionally lonely, or connectedly lonely, individual is less likely to use problem-focused coping than someone who is not emotionally lonely. It was also found that connectedness was significantly correlated with less-useful coping, which suggests that a connectedly lonely person is more likely to use less-useful coping strategies when dealing with their distress than someone who is not emotionally lonely. There were no significant effects when examining the UCLA subscale belongingness, but there was a marginally

significant correlation between isolation and less-useful coping. This suggests that a person who feels isolated is more likely to utilize less-useful coping strategies than someone who does not feel isolated from others.

Another finding was that the SELSA emotional loneliness scale was marginally significantly correlated with less-useful coping, which suggests that an emotionally lonely person is more likely to utilize less-useful coping strategies than someone who is not emotionally lonely. The SELSA social loneliness scale was marginally significantly correlated with less-useful coping strategies, which suggests that a socially lonely individual may be more likely to use less-useful coping strategies than emotion-focused or problem-focused coping strategies.

Next, we performed correlations in order to examine the relations between the types of loneliness and the potential mediators; social skills, cognitive appraisal, and self-concept clarity (see Table 2). The total score to measure social skills was significantly negatively correlated with the total UCLA score. Because this was a negative relationship, it suggests that the more confident an individual is with his or her social skills, the less likely he or she is to be lonely. Another finding was that the SSK total score was significantly negatively correlated with the connectedness subscale of the UCLA scale. This suggests that a person who is connectedly lonely, or emotionally lonely, may be likely to have low confidence in their social skills. The total score of SSK was also negatively correlated with the SELSA emotional loneliness scale, which suggests that a person who is emotionally lonely may have less confidence in their social skills than someone who is not emotionally lonely. Finally, the total SSK score was marginally correlated with the SELSA social loneliness scale in the negative direction. This finding suggests that someone who is socially lonely

also may have less confidence in his or her social skills than someone who is not socially or emotionally lonely.

Next, we examined the relationship between the self-concept clarity scale and the different types of loneliness. The only significant relationship found was that SCC was marginally correlated with the SELSA social loneliness total. Because the relationship was in the negative direction, this finding suggests that someone who has a clear self-concept is less likely to feel socially lonely than someone who has an unclear self-concept.

Several correlations were found when examining cognitive appraisal (see Table 3), the last potential mediator of the relationship between loneliness and coping. The three subscales in the CAQ included a romantic, a close friendship, and a social group scale. Each of these subscales was split into items that indicated harm, threat, challenge, and benefit emotions. The relationship between these subscales of cognitive appraisal and the different types of loneliness was examined.

The item measuring romantic harm was correlated with the SELSA emotional loneliness scale, which suggests that an emotionally lonely person was likely to view their romantic relationship as being threatening. The item that measured romantic challenge was significantly correlated with the total UCLA score, isolation, connectedness, and the SELSA emotional loneliness scale in the negative direction. The item that measured romantic threat was significantly correlated with the UCLA total score, connectedness, and the SELSA emotional loneliness scale in the positive direction. This suggests that people who appraise their romantic relationship as being a challenge are more likely to not be emotionally or generally more lonely than someone who appraises their

romantic relationship as being a threat, and people who appraise their romantic relationship as being a threat are more likely to be emotionally and generally lonely. Another interesting finding was that the item that measured romantic benefit was significantly negatively correlated with the SELSA emotional loneliness scale, which suggests that if an individual appraises his or her romantic relationship as beneficial, then he or she is very unlikely to be emotionally lonely.

We also examined the close friend subscale of the CAQ scale. It was found that the items that measured the close friendship threat emotions were significantly positively correlated with the SELSA emotional and social loneliness scales. The items that measure the challenge emotions associated with the close friend were significantly correlated with the total UCLA score of loneliness and its three subscales, including isolation, connectedness, and belongingness, and the SELSA social loneliness scale in the positive direction. These results suggest that a person who feels emotions of threat when thinking about their relationship with a close, or "best", friend is more likely than someone who associates challenge emotions with their close friendship to be socially and/or emotionally lonely. In addition, these findings suggest that people who feel challenge emotions when thinking about a close friendship with another person are less likely to be lonely in general, as well as less likely to feel isolated from others, or socially and emotionally lonely. The item measuring harm emotions when thinking of a close friendship was significantly correlated with the SELSA social loneliness scale. This suggests that someone who associates their close relationship with harmful emotions is more likely than someone who does not associate their close relationship with harmful emotions

to be socially lonely. The items that measured the benefit emotions associated with a close friend were significantly correlated to connectedness and the SELSA social loneliness scale in the negative direction. This suggests that someone who feels benefit emotions associated with a close friend is less likely than someone who feels harm emotions associated with a close friend to be socially and emotionally lonely.

We also examined the harm, benefit, challenge, and threat emotions associated with an individual's social group. It was found that threatening emotions in regards to a person's social group was significantly correlated in the positive direction with the SELSA emotional loneliness scale. This suggests that a person who feels threat emotions associated with their social group is more likely than someone who does not feel threat emotions to be emotionally lonely. Challenge and benefit emotions associated with a person's social group were negatively correlated significantly with the UCLA total score, isolation connectedness, belongingness, and the SELSA social loneliness scale. Conversely, harm emotions in regards to a person's social group were positively correlated significantly with the UCLA total score, isolation, connectedness, belongingness, and the SELSA social loneliness scale. That is, a person who feels harm emotions in regards to their social group is more likely than someone who feels challenge or benefit emotions in regards to their social group to be socially lonely, but not necessarily emotionally lonely. Although connectedness was significantly correlated to the harm emotions in regards to the social group in the positive direction, the correlation between the harm emotions and the SELSA emotionally lonely scale was not significant.

After finding these significant results, we performed correlations to examine the relationships between the potential mediators (social skills and self-concept clarity) of the relationship between loneliness and the different coping styles (see Table 3). We found no significant effects when examining these relationships between social skills and self-concept clarity and the different coping styles utilized by lonely individuals. There were, however, significant findings when examining cognitive appraisal and the types of coping (see Table 3).

The challenge appraisals associated with the romantic relationship were significantly correlated with less-useful coping in the negative direction ($r = -.297, p < .05$). That is, a person who appraised their romantic relationship as a challenge was less likely than someone who did not appraise the situation with challenge to use less-useful coping strategies in dealing with distress. It was also found that challenge emotions associated with a close friendship with another person were significantly correlated with emotion-focused coping strategies ($r = .309, p < .05$). This suggests that a person who associates challenge emotions with a close friendship is more likely than someone who associates other emotions with a close friendship to use emotion-focused coping strategies. No other findings with the romantic, close friend, or social group subscales of the CAQ were significant.

After examining the relationship among loneliness, coping, and potential mediator variables, only one set of variables of those examined linked coping, loneliness, and a potential mediator. Specifically, connectedness-type loneliness was significantly correlated to both less-useful coping and romantic challenge

cognitive appraisals. Romantic challenge cognitive appraisal, in turn, was significantly correlated with less-useful coping.

In order to examine whether romantic challenge appraisals mediated the relationship between connectedness loneliness and less useful coping we performed two regression analyses. First, we regressed connectedness on the dependent variable less-useful coping. The effect was significant, $\beta = .333$, $p < .05$. Next we performed a step-wise regression with two steps on the dependent variable less-useful coping. For the first step we entered the potential mediator, romantic challenge appraisal and for the second step we entered the predictor connectedness-type loneliness. If romantic challenge mediates the relationship between connectedness and less-useful coping then (1) romantic challenge should be significant for the first step and (2) connectedness should have a smaller beta coefficient and no longer be significantly related to less-useful coping. If romantic relationship does not serve as a mediator, then the beta weight for connectedness and less-useful coping should not be significantly different from the first regression analysis.

Examination of the second regression analysis revealed that in the first step, romantic challenge cognitive appraisal was significantly related to less-useful coping ($\beta = -.297$, $p < .05$). Furthermore, for the second step, the beta coefficient for connectedness was reduced from .333 to .265. This relationship was no longer significant, $p > .05$. Hence, this suggests that romantic challenge cognitive appraisal does mediate at least partially the relationship between connectedness type loneliness and less-useful coping.

Discussion

This study sought to extend research on loneliness and coping. In addition to attempting to replicate the prior finding of Russell et al. (1984) that emotionally lonely individuals were more likely to actively cope with their loneliness than socially lonely individuals, who were more likely to passively cope with their loneliness, we examined potential mediators of this relationship: cognitive appraisal, self-concept clarity, and confidence in social skills. After examining the correlations between the different types of loneliness and different types of coping, it was found that connectedness, a subscale of the UCLA scale that was used to indicate emotional loneliness, was in fact related to an individual's coping style. These results, however, suggest that the more emotionally lonely a person is, the less likely he or she is to use problem-focused (active) coping. It was also noted from the correlational studies that less-useful coping was related to connectedness, or emotional loneliness. These findings suggest that an emotionally lonely person is more likely to use less-useful coping strategies than someone who is not emotionally lonely. These results suggest, therefore, that an emotionally lonely person would be more likely to engage in activities such as denial or using alcohol or drugs rather than making a plan of action to cope with their problem. These findings were the opposite of what we expected to find.

The fact that the subjects were individuals in long distance relationships could help explain these results, however. People in long distance relationships who are emotionally lonely are not given many problem-focused or acting coping strategies to utilize. For example, what kind of strategy can they come up with to help solve their emotional loneliness? The only strategy that might help

solve their emotional loneliness is to break up with their significant other. If an emotional lonely person in a long distance romantic relationship does not want to break up with their partner, then they will probably not utilize other problem-focused strategies to ease their distress or fulfill their loneliness. After thinking about this, it makes more sense that these emotionally lonely people in long distance relationships would be more likely to use less-useful coping strategies to deal with their distress. Individuals who are not in a romantic relationship could be more likely to actively cope with their emotional loneliness. The hypothesis that socially lonely people would be more likely to passively cope rather than actively cope with their loneliness was not supported by the data, since emotion-focused coping was not found to be significantly related to any of the different types of loneliness.

We had hypothesized that several potential mediators would help explain the relationship between the different types of coping and the different types of loneliness. The relationship between the potential mediators: cognitive appraisal, social skills and self-concept clarity, and the different types of loneliness and coping were examined. Social skills and self-concept clarity were found to be significantly related to an individual's type of loneliness but not to an individual's coping style. Specifically, these potential mediators did not explain the results that people who were emotionally lonely were more likely to use less-useful coping strategies rather than problem-focused coping strategies.

Cognitive appraisal, however, was found to be significantly related to emotion-focused and less-useful coping strategies. Results of the correlations between type of coping and cognitive appraisal suggest that a person who associates challenge emotions with his or her romantic relationship is less likely

to use less-useful coping strategies such as mental disengagement or using drugs or alcohol to deal with the distress than someone who associates negative emotions such as anger or disappointment with their romantic relationship. Another finding suggests that a person that associates challenge emotions with a close friendship is more likely to use emotion-focused coping, like talking to a friend about their feelings, than someone who associates their close friendship with feelings of anger or disgust.

Finally, findings from the regression analysis suggest that romantic challenge appraisal does mediate the relationship between connectedness type loneliness and less-useful coping. That is, the way a person views his or her romantic relationship has an effect on a person's loneliness as well as on the way he or she copes with distress.

There were several limitations of this study. Although people involved in long distance romantic relationships were the target subjects for this study, the implications can only be made for this specified population. In addition, all subjects were freshmen or sophomore students enrolled at Illinois Wesleyan University, a small liberal arts college. Unfortunately, a variety of different races were not represented in this study or at Illinois Wesleyan University in general. In addition, many more females participated than males, and the subject size was very small. Because of the small sample size, some effects of the study may be valid for this study only.

Other caveats in this study include some of the measures used. The cognitive appraisal scale measured four different subscales of appraisals associated with an individual's romantic relationship, close friendship, and social group. Only two of the items in all the subscales was found to be significant,

which suggests that these findings may not be valid. Another limitation is that the COPE scale used in this study to measure coping styles was a general measure of coping rather than specific to coping with loneliness.

Other limitations of this study included the methodology problems with the amount of questionnaires. By the end of the questionnaires, the subjects could have tired from reading or filling out surveys that seemed to ask very similar questions. They could have felt self-conscious about answering truthfully to questions about loneliness or about their relationships with their significant other and friends. A potential bias could have existed because of the timing of the sending out of the first surveys. Although Valentine's Day weekend is an enjoyable time for those who have significant others, it is more like Singles Awareness Day for a majority of the population not involved in a romantic relationship. We figured, however, that our potential subjects were in romantic relationships anyway, and so would be more motivated to respond to the survey.

Another potential unfortunate limitation of this study was the timing of the testing. Although we tested the week before and after spring break, which is when many students feel relieved and non stressed, there are many students that were busy and stressed at the time of testing. This could have caused lack of concentration and skewed answers on the questionnaires. Many subjects told me, however, that they enjoyed participating in the study because it gave their brain a rest and they were able to answer questions that did not require remembering any academic information.

This study, however, had several interesting findings and implications. The previous results of the study by Russell et al. (1984) were not replicated, but in this study, the opposite results were found. If this study is ever replicated,

several changes should be made in the methodology as mentioned above. In addition, a social desirability scale should be given to participants in order to assure that they are indicating their true levels of loneliness. Another change to the measures would be to use a different scale to measure coping. The COPE scale devised by Carver, Weintraub, and Scheier (1989) did not specifically indicate for the study participant to respond to how he or she would cope with loneliness, but how the participant copes with distress or stressors in general.

It would be interesting to examine self-esteem to look at its potential effects on the relationship between loneliness and coping. In addition, gender differences in cognitive appraisal or other potential mediators of the relationship between loneliness and coping would be interesting to examine with a large sample size that had an equalized number of males and females. A similar study to this one could be done to examine whether these findings would be replicated or if Russell et al.'s findings would be supported. This study could be replicated but could include people not involved in romantic relationships or people who are married or divorced. In conclusion, this study contributed to the ever-growing research on loneliness and coping and it has important implications for future research.

References

Cacioppo, J. & Ernst, J. (1998) Loneliness: States, traits, and physiological processes. Presentation given in October 1998.

Cacioppo, J., Ernst, J., Burleson, M., McClintock, M., Malarkey, W.B., Hawkley, L.C., Kowalewski, R., Paulsen, Al., Hobson, J., Hugdah, K., Spiegel, D., & Berntson, G. (1998, under review). Lonely traits and concomitant physiological processes: The MacArthur social neuroscience studies.

Cacioppo, J. & Ernst, J. (1999) Lonely Hearts: Psychological perspectives on loneliness. Applied and Preventive Psychology (8), 1-22.

Carver, C.S., Weintraub, & Scheier, M.F. (1989) Assessing Coping Strategies: A Theoretically Based Approach. Journal of Personality and Social Psychology 56(2), 267-283.

Folkman, S., & Lazarus, R. S. (1985). If It Changes It Must Be a Process: Study of Emotion and Coping During Three Stages of a College Examination. Journal of Personality and Social Psychology. 48(1) 150-170.

Gomez, R. (1997). Locus of control and Type A behavior pattern as predictors of coping styles among adolescents. Personality and Individual Differences 23(3) 397-398.

Hackley, L., Browne, M., Ernst, J.M, & Cacioppo, J. Dimensions of Loneliness: Exploring the Experience of Loneliness Using the R-UCLA Loneliness Scale. Manuscript in preparation.

Kirsch, I., Mearns, J., & Catanzaro, S.J. (1990) Mood-regulation expectancies as determinants of dysphoria in college students. Journal of Counseling Psychology 37(3) 306-312.

Leong, Bonz, & Zachar (1997). Coping styles as predictors of college adjustment among freshmen. Counseling Psychology Quarterly 10(2) 211-220.

Rosenberg, M. (1965). Society and the Adolescent Self-image. Princeton, NJ: Princeton University Press.

Russell, D., Cutrona, C., Rose, J., & Yurko, K. (1984). Social and emotional loneliness: An examination of Weiss's typology of loneliness. Journal of Personality and Social Psychology 46(6) 1313-1321.

Rubenstein, C. & Shaver, P. (1982). The experience of loneliness. In Peplau, L.A. and Perlman, D. (Eds). Loneliness: A sourcebook of current theory, research and therapy (p.206-223). New York: Wiley.

Smith, M., Wethington, E., & Zhan, G. (1996). Self-Concept Clarity and Preferred Coping Styles. Journal of Personality 64(2) 407-434.

Stroebe, W., Stroebe, M., & Abakoumkin, G. The role of loneliness and social support in adjustment to loss: A test of attachment versus stress theory. Journal of Personality and Social Psychology 70(6) 1241-1249.

Tomasso, E. & Spinner, B. (1993). The development and initial validation of the Social and Emotional Loneliness Scale for Adults (SELSA). Personality and Individual Differences 14(1) 127-134.

Tyler, F.B., Brome, D.R. & Williams, J.E. (1991). Ethnic Validity, Ecology, and Psychotherapy. New York: Plenum Press.

Van Buskirk, A.M. & Duke, M.P. (1990). The relationship between coping style and loneliness in adolescents: Can "sad passivity" be adaptive? The Journal of Genetic Psychology 152(2) 145-157.

Weiss, R.S. (1974). The Provisions of Social Relationships. In Z. Rubin (Ed.), Doing unto others (p.17-26). Englewood Cliffs, NJ: Prentice-Hall.

Acknowledgements

I would like to thank many people for their help and support before, during, and after my first experience as being a primary research investigator! First, a huge thank you to my thesis advisor John M. Ernst for his patience, sense of humor, wisdom, and excellent chocolate goods. I would like to thank the psychology student workers who helped me stuff thousands of envelopes (literally). I would also like to thank the IWU psychology department for finances for the cash lottery prize as well as the participants that helped make this project a successful one. I would like to thank my committee members for their helpful comments and questions. I would also like to thank my roommates and family members for their support in this (at times) frustrating but wonderful experience. Finally, I would like to thank my long distance significant other for his support and for sparking interest in studying LDRs in the first place. I love you all!

Table 1.

Correlations Between Types of Loneliness and Types of Coping Styles

Subscales	Problem- focused coping	Emotion- focused coping	Less- Useful coping
n = 46			
UCLA total	-.133	-.138	.286 ms
Isolation	-.20	-.061	.287 ms
Connect (emotional loneliness)	-.315*	-.189	.333*
Belongingness (social loneliness)	-.103	-.090	.228
SELSA EL	-.245	-.210	.279 ms
SELSA SL	-.127	-.199	.286 ms

Note. ms indicates the correlation value was marginally significant.

* $p < .05$.

Table 2.

Correlations Between Types of Loneliness, Confidence in Social Skills (SSK), and Self-concept Clarity (SCC)

Subscales	SSK	SCC
n = 46		
UCLA total	-.326*	-.204
Connect	-.331*	-.143
SELSA EL	-.490**	-.052
SELSA SL	-.290 ms	-.284 ms

* $p < .05$.

** $p < .01$

Table 3.

Correlations Between Types of Loneliness and Cognitive Appraisal Subscales

Subscale	CAQ Rom harm	CAQ Rom chal	CAQ Rom threat	CAQ Rom benefit	CAQ Friend harm	CAQ Friend chal	CAQ Friend threat	CAQ Friend benefit	CAQ Social group harm	CAQ Social group chal	CAQ Social group threat	CAQ Social group benefit
n = 46												
UCLA total	.270	-.398**	.296*	-.274	.131	-.391**	.074	-.264	.486**	-.517**	.108	-.586**
Isolation	.250	-.448**	.199	-.291	.062	-.321*	.013	-.222	.385**	-.408**	.055	-.503**
Connect	.160	-.318**	.306*	-.244	.249	-.389**	.215	-.319*	.317*	-.356*	.125	-.401**
Belong	.189	-.182	.231	-.119	.128	-.427**	.053	-.290	.431**	-.615**	.003	-.566**
SELSA EL	.630**	-.787**	.710**	-.653**	.184	.016	.327*	-.149	.210	-.093	.368*	-.039
SELSA SL	.173	-.231	.068	-.118	.340*	-.619**	.295*	-.454**	.524**	-.685**	.023	-.637**

* $p < .05$ ** $p < .01$



DEPARTMENT OF
PSYCHOLOGY

13 January, 1999

Dear Fellow Student,

Romantic relationships can be an important part of life as an undergraduate. For my senior thesis research project, directed by Dr. John Ernst in IWU's psychology department, I am investigating what sorts of things make these relationships more or less satisfying to be in. **This survey should take less than 5 minutes to complete.**

Your help is vital for understanding these processes. You have been selected because you are a first or second year student at IWU. We are looking for individuals who have romantic relationships at IWU or romantic relationships that are long distance or who do not currently have a romantic relationship.

Your help will allow us to better understand romantic relationships. This is a source of great interest and sometimes frustration for students.

By helping with this survey, you not only benefit science and our understanding of romantic relationships, but you will enter yourself in a **lottery**. All respondents to this survey, whether currently part of a romantic relationship or not, will be entered in a lottery. **First prize is \$50 and second prize is \$25.**

If you complete this survey, you may be contacted later this semester to take part in a second survey. We are looking for a variety of different individuals, so that, there are no correct answers. Please answer the survey truthfully. Participants invited to take part in the second survey will be registered for a second lottery. First prize is \$75 and second prize is \$25.

You should know that your answers to this survey will be kept completely confidential. Your name will never appear directly on your survey or with your survey data. You will note an identification number on our survey. This will be used only to link up any future survey that you might complete for this project. The list of names and corresponding numbers will be kept in a locked file drawer and destroyed when the project is complete.

If you have any further questions, please don't hesitate to call me at 827-4129 or my advisor, Dr. Ernst at 556-3907.

Please use the enclosed addressed envelope to return your survey.

Thanks for your cooperation!

Betsy Garver

Survey on Romantic Relationships



Social Psychology
Research Group

Thank you again for completing this survey!

In the questions below, when we refer to "significant other" we mean a boyfriend or girlfriend.

1. Do you have a significant other?

___ yes; ___ no

If you answered yes, please complete the following questions.

2. During the semester, how often do you see your significant other?

___ once a day or more
___ a couple times a week
___ about once a week
___ about once every two weeks
___ 2-3 times a month
___ once a month
___ less than once a month.

3. Compared to where you live while taking classes at IWU, how far away from you does your significant other live?

___ less than one mile away
___ about 1-10 miles away
___ about 10-30 miles away
___ about 30-50 miles away
___ 50-100 miles away
___ more than 100 miles away

4. During the semester, when you visit your significant other, how long does it take you to get there?

___ less than 5 minutes
___ 5-30 minutes
___ 30-60 minutes
___ 1-2 hours
___ 2-5 hours
___ more than 5 hours
___ I don't visit my significant other during the semester

5. During the semester, when do you see your significant other?

___ everyday
___ several times during the week
___ almost every weekend
___ about every other weekend
___ 2-3 times a month
___ once a month
___ less than once a month

6. How old are you?

___ yrs old.

7. What year in school are you at IWU?

___ first year
___ second year
___ third year
___ fourth year
___ fifth year

8. What is your gender?

___ female; ___ male

Informed Consent

We are requesting that you participate in a research study conducted by Betsy C. Garver, an undergraduate psychology student here at Illinois Wesleyan University under the supervision of Dr. John M. Ernst. The purpose of this project is to better understand what sorts of things are related to social life. In order to do this we are going to ask you questions about personality, problem solving, and social relationships. You will be entered in a random drawing for a cash prize.

You will be completing a total of eight brief surveys and a brief demographics questionnaire, which will probably take about an hour. You may find some of the questions to be personal or they may ask you about feelings that you are not comfortable with. You are free to withdraw from the session at any time, and are free to answer or to not answer any of the questions. There will be no penalty for withdrawing or for omission of answers.

The specific information that you provide will be strictly confidential and never at any time be associated with your name. Your responses will be classified and stored by a participant ID number only.

If you have any questions regarding this project, please feel free to contact Betsy Garver at (309)827-4129 or the supervising faculty member Dr. John M. Ernst at (309)556-3907. If you have any concerns regarding this project, please feel free to contact Dr. Doran French, a member of IWU's independent review board for ethics in experimentation, at (309)556-3662.

I have read the above information pertaining to the loneliness and coping research.

_____ I agree to participate in this research. I understand that I may stop Participating at any time or to not answer any of the questions without penalty.

_____ I do not agree to participate in this research.

Debriefing

Thank you very much for your help! This study examined social and emotional loneliness, which are two types of loneliness proposed by Weiss (1974). Emotional loneliness results from the lack of a personal relationship, like a boyfriend or girlfriend, and social loneliness results from the absence of being part of a group like a sports team, fraternity or sorority, or church social group. The purpose of this study was to attempt to repeat the prior finding of Russell et al. (1984) that emotionally lonely individuals are more likely to make a plan and follow it than socially lonely individuals, who are more likely to use self-blame or try to ignore the problem. The finding by Russell et al. (1984) has not been examined extensively; therefore, the importance of this result has yet to be established. Because of this, this study attempts to repeat the research of Russell et al. (1984) and in addition, examines potential components of this relationship, including the way people view the difficulty of the situation, how much people feel they understand themselves, and their confidence in social skills. You completed surveys that measure each of these things as well as surveys that measured self-esteem and loneliness.

You were chosen as participants because you are involved in a romantic long distance relationship. A college student in a long distance relationship often does not receive great social support from his or her significant other, because the long-distance boyfriend or girlfriend is not available for activities like going to the movies, for instance. Therefore, we assumed that emotional and social loneliness is fulfilled by different sources. Generally, the emotional loneliness is fulfilled by the attachment with a long distance significant other, while we expect social loneliness to be fulfilled by the relationships and close interactions with friends locally at school. Because these two different forms of loneliness are fulfilled by different people, we should be able to tell the difference between social and emotional loneliness. This also may allow us in the future to better understand what causes these feelings.

Do you have any questions?

If you have any questions in the future, please contact us at the telephone number listed on the consent form that you received a copy of earlier. In addition, if you feel that you would like to further discuss any feelings you may have experienced as a result of this study, please feel free to contact the primary investigator, Professor John Ernst (309-556-3907) or contact the counseling services (their services are free) at Illinois Wesleyan University at (309) 556-3052.

If you are interested in the study and would like further information, the following is a recommended reading used in the study:

Russell, Dan, Cultrona, Carolyn E., Rose, Jayne, and Yurko, Karen (1984).
Social and Emotional Loneliness: An Examination of Weiss's Typology
of Loneliness. Journal of Personality and Social Psychology, 46(6), 1313-21.

Thank you again for your participation! Your help is of great service to us as we explore loneliness and coping and the connections in between.

COPE

Part. ID # _____

We are interested in how people respond when they confront difficult or stressful events in their lives. There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what YOU generally do and feel, when YOU experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you USUALLY do when you are under a lot of stress.

Then respond to each of the following items by circling the number indicating the most appropriate choice. Please try and respond to each item SEPARATELY IN YOUR MIND FROM EACH OTHER ITEM. Choose your answers thoughtfully, and make your answers as true FOR YOU as you can. Please answer every item. There are no “right” or “wrong” answers, so choose the most accurate answer for YOU—not what you think “most people” would say or do. Indicate what YOU usually do when YOU experience a stressful event.

1 = I usually DON'T do this at all.

2 = I usually do this A LITTLE BIT.

3 = I usually do this a MEDIUM AMOUNT.

4 = I usually do this a LOT.

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 1. I try to grow as a person as a result of the experience. |
| 1 | 2 | 3 | 4 | 2. I turn to work or other substitute activities to take my mind off things. |
| 1 | 2 | 3 | 4 | 3. I get upset and let my emotions out. |
| 1 | 2 | 3 | 4 | 4. I try to get advice from someone about what to do. |
| 1 | 2 | 3 | 4 | 5. I concentrate my efforts on doing something about it. |
| 1 | 2 | 3 | 4 | 6. I say to myself “this isn’t real”. |
| 1 | 2 | 3 | 4 | 7. I put my trust in God. |
| 1 | 2 | 3 | 4 | 8. I laugh about the situation. |
| 1 | 2 | 3 | 4 | 9. I admit to myself that I can’t deal with it, and quit trying. |

1 = I usually DON'T do this AT ALL.
2 = I usually do this A LITTLE BIT.
3 = I usually do this a MEDIUM AMOUNT.
4 = I usually do this a LOT.

Part. ID# _____

- | | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 10. I restrain myself from doing anything too quickly. |
| 1 | 2 | 3 | 4 | 11. I discuss my feelings with someone. |
| 1 | 2 | 3 | 4 | 12. I use alcohol or drugs to make myself feel better. |
| 1 | 2 | 3 | 4 | 13. I get used to the idea that it happened. |
| 1 | 2 | 3 | 4 | 14. I talk to someone to find out more about the situation. |
| 1 | 2 | 3 | 4 | 15. I keep myself from getting distracted by other thoughts or activities. |
| 1 | 2 | 3 | 4 | 16. I daydream about things other than this. |
| 1 | 2 | 3 | 4 | 17. I get upset, and am really aware of it. |
| 1 | 2 | 3 | 4 | 18. I seek God's help. |
| 1 | 2 | 3 | 4 | 19. I make a plan of action. |
| 1 | 2 | 3 | 4 | 20. I make jokes about it. |
| 1 | 2 | 3 | 4 | 21. I accept that this has happened and that it can't be changed. |
| 1 | 2 | 3 | 4 | 22. I hold off doing anything about it until the situation permits. |
| 1 | 2 | 3 | 4 | 23. I try to get emotional support from friends or relatives. |
| 1 | 2 | 3 | 4 | 24. I just give up trying to reach my goal. |
| 1 | 2 | 3 | 4 | 25. I take additional action to try to get rid of the problem. |

1 = I usually DON'T do this AT ALL.
2 = I usually do this A LITTLE BIT.
3 = I usually do this a MEDIUM AMOUNT.
4 = I usually do this a LOT.

Part. ID# _____

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 26. I try to lose myself for awhile by drinking alcohol or taking drugs. |
| 1 | 2 | 3 | 4 | 27. I refuse to believe that it has happened. |
| 1 | 2 | 3 | 4 | 28. I let my feelings out. |
| 1 | 2 | 3 | 4 | 29. I try to see it in a different light, to make it seem more positive. |
| 1 | 2 | 3 | 4 | 30. I talk to someone who could do something concrete about the problem. |
| 1 | 2 | 3 | 4 | 31. I sleep more than usual. |
| 1 | 2 | 3 | 4 | 32. I try to come up with a strategy about what to do. |
| 1 | 2 | 3 | 4 | 33. I focus on dealing with this problem, and if necessary let other things slide a little. |
| 1 | 2 | 3 | 4 | 34. I get sympathy and understanding from someone. |
| 1 | 2 | 3 | 4 | 35. I drink alcohol or take drugs, in order to think about it less. |
| 1 | 2 | 3 | 4 | 36. I kid around about it. |
| 1 | 2 | 3 | 4 | 37. I give up the attempt to get what I want. |
| 1 | 2 | 3 | 4 | 38. I look for something good in what is happening. |
| 1 | 2 | 3 | 4 | 39. I think about how I might best handle the problem. |

1 = I usually DON'T do this AT ALL.
2 = I usually do this A LITTLE BIT.
3 = I usually do this a MEDIUM AMOUNT.
4 = I usually do this a LOT.

Part. ID# _____

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 40. I pretend that it hasn't really happened. |
| 1 | 2 | 3 | 4 | 41. I make sure not to make matters worse by acting too soon. |
| 1 | 2 | 3 | 4 | 42. I try hard to prevent other things from interfering with my efforts at dealing with this. |
| 1 | 2 | 3 | 4 | 43. I go to the movies or watch TV, to think about it less. |
| 1 | 2 | 3 | 4 | 44. I accept the reality of the fact that it happened. |
| 1 | 2 | 3 | 4 | 45. I ask people who have had similar experiences what they did. |
| 1 | 2 | 3 | 4 | 46. I feel a lot of emotional distress and I find myself expressing those feelings a lot. |
| 1 | 2 | 3 | 4 | 47. I take direct action to get around the problem. |
| 1 | 2 | 3 | 4 | 48. I try to find comfort in my religion. |
| 1 | 2 | 3 | 4 | 49. I force myself to wait for the right time to do something. |
| 1 | 2 | 3 | 4 | 50. I make fun of the situation |
| 1 | 2 | 3 | 4 | 51. I reduce the amount of effort I'm putting into solving problem. |
| 1 | 2 | 3 | 4 | 52. I talk to someone about how I feel. |
| 1 | 2 | 3 | 4 | 53. I use alcohol or drugs to help me get through it. |

1 = I usually DON'T do this AT ALL.
2 = I usually do this A LITTLE BIT.
3 = I usually do this a MEDIUM AMOUNT.
4 = I usually do this A LOT.

Part.ID#_____

1 2 3 4 54. I learn to live with it.

1 2 3 4 55. I put aside other activities in order to concentrate on
this.

1 2 3 4 56. I think hard about what steps to take.

1 2 3 4 57. I act as though it hasn't even happened.

1 2 3 4 58. I do what has to be done, one step at a time.

1 2 3 4 59. I learn something from the experience.

1 2 3 4 60. I pray more than usual.

We are interested in finding out something about the likelihood of your acting in certain ways. Below you will find a list of specific behaviors you may or may not exhibit. After reading each of the items in the following list, please circle the number on the scale which best indicates the likelihood of your behaving in that way. Be as objective as possible.

1 = I never do this.

2 = I sometimes do this.

3 = I often do this.

4 = I do this almost always.

- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 1. Stand up for your rights. |
| 1 | 2 | 3 | 4 | 2. Maintain a long conversation with a member of the opposite sex. |
| 1 | 2 | 3 | 4 | 3. Be confident in your ability to succeed in a situation in which you have to demonstrate your competence. |
| 1 | 2 | 3 | 4 | 4. Say "no" when you feel like it. |
| 1 | 2 | 3 | 4 | 5. Get a second date with someone you have dated once. |
| 1 | 2 | 3 | 4 | 6. Assume a role of leadership. |
| 1 | 2 | 3 | 4 | 7. Be able to accurately sense how a member of the opposite sex feels about you. |
| 1 | 2 | 3 | 4 | 8. Have an intimate emotional relationship with a member of the opposite sex. |
| 1 | 2 | 3 | 4 | 9. Have an intimate physical relationship with another person. |
| 1 | 2 | 3 | 4 | 10. Maintain a long conversation with a member of the same sex. |

1 = I never do this.

Part.ID# _____

2 = I sometimes do this.

3 = I often do this.

4 = I do this almost always.

1	2	3	4	11. Drop by or arrange to spend time with a new acquaintance of the same sex.
---	---	---	---	---

1	2	3	4	12. Be able to accurately sense how a member of the same sex feels about you.
---	---	---	---	---

1	2	3	4	13. Have an intimate emotional relationship with a member of the same sex.
---	---	---	---	--

We are all members of different social groups or social categories. Some of such social groups or categories pertain to **gender, race, religion, nationality, ethnicity, and socioeconomic class**. We would like you to consider your memberships in those particular groups or categories, and respond to the following statements on the basis of how you feel about those groups and your memberships in them. There are no right or wrong answers to any of these statements; we are interested in your honest reactions and opinions. Please read each statement carefully, and respond by using the following scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Disagree Somewhat	Neutral	Agree somewhat	Agree	Strongly agree

_____ 1. I am a worth member of the social groups I belong to.

_____ 2. I often regret that I belong to some of the social groups I do.

_____ 3, Overall, my social groups are considered good by others.

_____ 4. Overall, my group memberships have very little to do with how I feel about myself.

_____ 5. I feel I don't have much to offer to the social groups I belong to.

_____ 6. In general, I'm glad to be a member of the social groups I belong to.

_____ 7. Most people consider my social groups, on the average, to be more ineffective than other groups.

_____ 8. The social groups I belong to are an important reflection of who I am.

_____ 9. I am a cooperative participant in the social groups I belong to.

_____ 10. Overall, I often feel that the social groups of which I am a member are not worthwhile.

_____ 11. In general, others respect the social groups that I am a member of.

1	2	3	4	5	6	7
Strongly	Disagree	Disagree	Neutral	Agree	Agree	Strongly
Disagree		somewhat		somewhat		agree

_____12. The social groups I belong to are unimportant to my sense of what kind of a person I am.

_____13. I often feel I'm a useless member of my social groups.

_____14. I feel good about the social groups I belong to.

_____15. In general, others think that the social groups I am a member of are unworthy.

_____16. In general, belonging to social groups is an important part of my self-image.

In answering this set of questions, think about how well each statement describes you. Please indicate to what extent you agree that each statement describes you by circling the appropriate number on the scale.

1 = STRONGLY DISAGREE

2 = DISAGREE

3 = AGREE

4 = STRONGLY AGREE

1. I feel that I am a person of worth, at least on an equal basis with others.

Strongly disagree 1 2 3 4 Strongly agree

2. I feel that I have a number of good qualities.

Strongly disagree 1 2 3 4 Strongly agree

3. All in all, I am inclined to feel that I am a failure.

Strongly disagree 1 2 3 4 Strongly agree

4. I am able to do things as well as most other people.

Strongly disagree 1 2 3 4 Strongly agree

5. I feel I do not have much to be proud of.

Strongly disagree 1 2 3 4 Strongly agree

6. I take a positive attitude toward myself.

Strongly disagree 1 2 3 4 Strongly agree

7. On the whole, I am satisfied with myself.

Strongly disagree 1 2 3 4 Strongly agree

8. I wish I could have more respect for myself.

Strongly disagree 1 2 3 4 Strongly agree

9. I certainly feel useless at times.

Strongly disagree 1 2 3 4 Strongly agree

10. At times I think I am no good at all.

Strongly disagree 1 2 3 4 Strongly agree

Indicate how often you feel the way described in each of the following statements. Circle one number for each.

1= NEVER

2 = RARELY

3 = SOMETIMES

4 = OFTEN

1. I feel in tune with the people around me.

Never	Rarely	Sometimes	Often
1	2	3	4

2. I lack companionship.

Never	Rarely	Sometimes	Often
1	2	3	4

3. There is no one I can turn to.

Never	Rarely	Sometimes	Often
1	2	3	4

4. I feel alone.

Never	Rarely	Sometimes	Often
1	2	3	4

5. I feel part of a group of friends.

Never	Rarely	Sometimes	Often
1	2	3	4

6. I have a lot in common with the people around me.

Never	Rarely	Sometimes	Often
1	2	3	4

7. I am no longer close to anyone.

Never	Rarely	Sometimes	Often
1	2	3	4

8. My interests and ideas are not shared by those around me.

Part.ID# _____

Never	Rarely	Sometimes	Often
1	2	3	4

9. I am an outgoing person.

Never	Rarely	Sometimes	Often
1	2	3	4

10. There are people I feel close to.

Never	Rarely	Sometimes	Often
1	2	3	4

11. I feel left out.

Never	Rarely	Sometimes	Often
1	2	3	4

12. My social relationships are superficial.

Never	Rarely	Sometimes	Often
1	2	3	4

13. No one really knows me well.

Never	Rarely	Sometimes	Often
1	2	3	4

14. I feel isolated from others.

Never	Rarely	Sometimes	Often
1	2	3	4

15. I can find companionship when I want it.

Never	Rarely	Sometimes	Often
1	2	3	4

16. There are people who really understand me.

Never	Rarely	Sometimes	Often
1	2	3	4

17. I am unhappy being so withdrawn.

Never	Rarely	Sometimes	Often
1	2	3	4

18. People are around me but not with me.

Part.ID# _____

Never	Rarely	Sometimes	Often
1	2	3	4

19. There are people I can talk to.

Never	Rarely	Sometimes	Often
1	2	3	4

20. There are people I can turn to.

Never	Rarely	Sometimes	Often
1	2	3	4

CAQ

ID NUMBER _____

Please indicate on the following five-point scale the extent to which you feel the following emotions with regard to your relationships. There are three sets of questions—each concerning a different relationship: romantic, friend, and social group. Please circle a single number for each scale (please do **not** circle more than one number for each scale).

A. Please answer the following 15 questions about your romantic relationship with **your boyfriend or girlfriend**.

1. I feel guilty about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

2. I am anxious about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

3. I am angry about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

4. I feel exhilarated by my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

5. I am disappointed with my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

6. I am fearful about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

7. I am eager about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

8. I am happy with my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

9. I am pleased with my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

10. I am confident about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

11. I am sad about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

12. I am disgusted with my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

13. I feel worried about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

14. I am hopeful about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

15. I feel relieved about my romantic relationship.

Not						a
At all	1	2	3	4	5	great deal

B. Please answer the following 15 questions about friendship with regard to your friendship with your **best friend** (other than your boyfriend or girlfriend).

1. I feel guilty about my friendship.

Not						a
At all	1	2	3	4	5	great deal

2. I am anxious about my friendship.

Not						a
At all	1	2	3	4	5	great deal

3. I am angry about my friendship.

Not						a
At all	1	2	3	4	5	great deal

4. I feel exhilarated by my friendship.

Not						a
At all	1	2	3	4	5	great deal

5. I am disappointed by my friendship.

Not						a
At all	1	2	3	4	5	great deal

6. I am fearful about my friendship.

Not						a
At all	1	2	3	4	5	great deal

7. I am eager about my friendship.

Not						a
At all	1	2	3	4	5	great deal

8. I am happy with my friendship.

Not						a
At all	1	2	3	4	5	great deal

9. I am pleased with my friendship.

Not						a
At all	1	2	3	4	5	great deal

10. I am confident about my friendship.

Not						a
At all	1	2	3	4	5	great deal

11. I am sad about my friendship.

Not						a
At all	1	2	3	4	5	great deal

12. I am disgusted with my friendship.

Not						a
At all	1	2	3	4	5	great deal

13. I feel worried about my friendship.

Not						a
At all	1	2	3	4	5	great deal

14. I am hopeful about my friendship.

Not						a
At all	1	2	3	4	5	great deal

15. I feel relieved about my friendship.

Not						a
At all	1	2	3	4	5	great deal

C. Please answer the following 15 questions with regard to **your most important social group** (i.e., fraternity, sorority, musical ensemble, group of friends you live with, church group, etc).

1. I feel guilty about my social group.

Not						a
At all	1	2	3	4	5	great deal

2. I am anxious about my social group.

Not						a
At all	1	2	3	4	5	great deal

3. I am angry with my social group.

Not						a
At all	1	2	3	4	5	great deal

4. I feel exhilarated by my social group.

Not						a
At all	1	2	3	4	5	great deal

5. I am disappointed with my social group.

Not						a
At all	1	2	3	4	5	great deal

6. I am fearful about my social group.

Not						a
At all	1	2	3	4	5	great deal

7. I am eager about my social group.

Not						a
At all	1	2	3	4	5	great deal

8. I am happy with my social group.

Not						a
At all	1	2	3	4	5	great deal

9. I am pleased with my social group.

Not						a
At all	1	2	3	4	5	great deal

10. I am confident about my social group.

Not						a
At all	1	2	3	4	5	great deal

11. I am sad about my social group.

Not						a
At all	1	2	3	4	5	great deal

12. I am disgusted with my social group.

Not						a
At all	1	2	3	4	5	great deal

13. I feel worried about my social group.

Not						a
At all	1	2	3	4	5	great deal

14. I am hopeful about my social group.

Not						a
At all	1	2	3	4	5	great deal

15. I feel relieved about my social group.

Not						a
At all	1	2	3	4	5	great deal

Please respond using the following scale:

1	2	3	4	5	6	7
Strongly						Strongly
Disagree						Agree

- _____ 1. My beliefs about myself often conflict with one another.
- _____ 2. On one day I might have one opinion of myself and on another day I might have a different opinion.
- _____ 3. I spend a lot of time wondering about what kind of person I really am.
- _____ 4. Sometimes I feel that I am not really the person that I appear to be.
- _____ 5. When I think about the kind of person I have been in the past, I'm not sure what I was really like.
- _____ 6. I seldom experience conflict between the different aspects of my personality.
- _____ 7. Sometimes I think I know other people better than I know myself.
- _____ 8. My beliefs about myself seem to change very frequently.
- _____ 9. If I were asked to describe my personality, my description might end up being different from one day to another day.
- _____ 10. Even if I wanted to, I don't think I would tell someone what I'm really like.
- _____ 11. In general, I have a clear sense of who I am and what I am.
- _____ 12. It is often hard for me to make up my mind about things because I don't really know what I want.

SCC

Part.ID# _____

Please respond using the following scale:

1	2	3	4	5	6	7
Strongly						Strongly
Disagree						Agree

- _____ 1. My beliefs about myself often conflict with one another.
- _____ 2. On one day I might have one opinion of myself and on another day I might have a different opinion.
- _____ 3. I spend a lot of time wondering about what kind of person I really am.
- _____ 4. Sometimes I feel that I am not really the person that I appear to be.
- _____ 5. When I think about the kind of person I have been in the past, I'm not sure what I was really like.
- _____ 6. I seldom experience conflict between the different aspects of my personality.
- _____ 7. Sometimes I think I know other people better than I know myself.
- _____ 8. My beliefs about myself seem to change very frequently.
- _____ 9. If I were asked to describe my personality, my description might end up being different from one day to another day.
- _____ 10. Even if I wanted to, I don't think I would tell someone what I'm really like.
- _____ 11. In general, I have a clear sense of who I am and what I am.
- _____ 12. It is often hard for me to make up my mind about things because I don't really know what I want.

DEMOGRAPHICS

Part.ID# _____

Please answer the following questions.

1. How old are you? _____
2. What is your gender?
 - a. male
 - b. female
3. What is your ethnicity? (circle all that apply)
 - 1 Caucasian
 - 2 African-American
 - 3 Asian-American
 - 4 Pacific Islander
 - 5 Latino/Latina
 - 6 Asian
 - 7 Native American
 - 8 International Student
 - 9 Asian Indian
 - 10 Other _____
4. Circle the social groups in which you are involved.
 - 1 Volunteer organization
 - 2 Church group
 - 3 Academic club
 - 4 Fraternity or sorority
 - 5 Musical group
 - 6 Varsity sports team
 - 7 Other _____

SELSA (PART I)

On the pages that follow you will find a number of statements that an individual might make about his/her social relationships. Please read these statements carefully and indicate the extent to which you agree or disagree with each one. If you DISAGREE STRONGLY with a statement, circle the number "1" beside the statement. If you AGREE STRONGLY with a statement, circle the number "7" beside the statement. If your attitude or view is somewhere in between these two extremes, circle the number ("2", "3", "4", "5", "6") that best describes your agreement or disagreement with the statement.

Please circle the number that best describes the degree to which each of the following statements is descriptive of you. Please try to respond to each statement.

		Disagree Strongly						Agree Strongly
1.	I am an important part of someone else's life.	1	2	3	4	5	6	7
2.	I feel alone when I'm with my family.	1	2	3	4	5	6	7
3.	No one in my family really cares about me.	1	2	3	4	5	6	7
4.	I have a romantic partner with whom I share my most intimate thoughts and feelings.	1	2	3	4	5	6	7
5.	There is no one in my family I can depend upon for support and encouragement, but I wish there were.	1	2	3	4	5	6	7
6.	I really care about my family.	1	2	3	4	5	6	7
7.	There is someone who wants to share their life with me.	1	2	3	4	5	6	7
8.	I have a romantic or marital partner who gives me the support and encouragement I need.	1	2	3	4	5	6	7
9.	I really belong in my family.	1	2	3	4	5	6	7
10.	I have an unmet need for a close romantic relationship.	1	2	3	4	5	6	7
11.	I wish I could tell someone who I am in love with, that I love them.	1	2	3	4	5	6	7
12.	I find myself wishing for someone with whom to share my life.	1	2	3	4	5	6	7
13.	I wish my family was more concerned about my welfare.	1	2	3	4	5	6	7
14.	I'm in love with someone who is in love with me.	1	2	3	4	5	6	7
15.	I wish I had a more satisfying romantic relationship.	1	2	3	4	5	6	7
16.	I have someone who fulfils my needs for intimacy.	1	2	3	4	5	6	7
17.	I feel a part of my family.	1	2	3	4	5	6	7
18.	I have someone who fulfils my emotional needs.	1	2	3	4	5	6	7
19.	My family really cares about me.	1	2	3	4	5	6	7
20.	There is no one in my family I feel close to, but I wish there were.	1	2	3	4	5	6	7
21.	I have a romantic partner to whose happiness I contribute.	1	2	3	4	5	6	7
22.	My family is important to me.	1	2	3	4	5	6	7
23.	I feel close to my family.	1	2	3	4	5	6	7

SELSA (PART II)

Please circle the number that best describes the degree to which each of the following statements is descriptive of you. Please try to respond to each statement.

		Disagree Strongly					Agree Strongly	
		1	2	3	4	5	6	7
1.	What's important to me doesn't seem important to the people I know.							
2.	I don't have a friend(s) who shares my views, but I wish I did.							
3.	I feel part of a group of friends.							
4.	My friends understand my motives and reasoning.							
5.	I feel "in tune" with others.							
6.	I have a lot in common with others.							
7.	I have friends that I can turn to for information.							
8.	I like the people I hang out with.							
9.	I can depend on my friends for help.							
10.	I have friends to whom I can talk about the pressures in my life.							
11.	I don't have a friend(s) who understands me, but I wish I did.							
12.	I do not feel satisfied with the friends that I have.							
13.	I have a friend(s) with whom I can share my views.							
14.	I'm not part of a group of friends and I wish I were.							