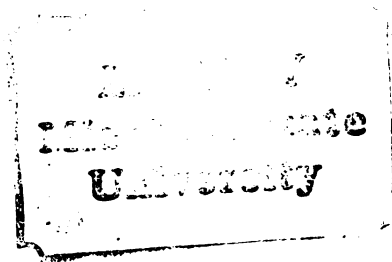




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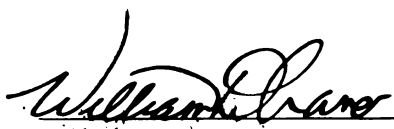
*The Conceptualization and Assessment
of Social Competence in Females*

presented by

Carole Elaine Rankin

has been accepted towards fulfillment
of the requirements for

M.A. degree in Psychology


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THE CONCEPTUALIZATION AND ASSESSMENT OF
SOCIAL COMPETENCE IN FEMALES

by

Carole Elaine Rankin

A THESIS

Submitted to

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ABSTRACT

THE CONCEPTUALIZATION AND ASSESSMENT OF SOCIAL COMPETENCE IN FEMALES

by

Carole Elaine Rankin

The literature to date has not addressed the topic of social competence in an adequate manner. It has been inadequately conceptualized in terms of a very limited range of behaviors and chiefly studied in impaired populations. There is also a paucity of studies of women. This correlational study of 40 college age women used a global definition of competence. Competence was assessed in terms of peer evaluations and paper-and-pencil measures. This study also examined the influence of cognitive complexity and social insight on the subjects' social contact experiences. It was found that cognitive complexity and social insight are likely to affect actual skill levels, there is a positive correlation between self and peer evaluations of competence, but a negative correlation between self report of the affective quality and self perceptions of skill. It was concluded that the degree of agreement between self and peer evaluations of competence is a critical variable in determining social competence

TABLE OF CONTENTS

Introduction	1
Model of social competence	2
Components of social competence	3
Concepts that might be confused social competence	4
Possible sources of failure to display social competence	6
How Social Competence has been studied	8
Problems with previous studies	9
A strategy for solution	11
Method	14
Measures	15
Results	18
Conclusions and Discussion	25

LIST OF TABLES

Tau coefficients	20
Multiple Rs	22

LIST OF FIGURES

Model assumed to begin this study	12
Path model derived in this study	23

The notion of someone being socially competent or incompetent is common in our society and is expressed in many forms. It is said that someone is "savvy", is "smart", is "polished", is "good with people", or is "sophisticated". These descriptions have a common thread. They describe someone who is skilled in social interactions. This skill is clearly recognizable.

This study sought to understand skill in interaction with others. This skill was called social competence. In this study, an analysis of social competence was undertaken with the goals of describing social competence and suggesting how it might be measured more precisely. To reach these goals, three things were done: (a) review the relevant literature, (b) describe a model of social competence, and (c) collect data to confirm or disconfirm components of the model.

It is central to social psychology to study social behavior and social interaction. Casual observations reveal that some persons are competent with respect to social interactions and some persons are not. This observation prompts two questions. The first question concerns the genesis of socially competent behavior. That is a developmental question and as such will not be fully explored here. However, it is worthwhile to

examine the developmental literature as this may provide clues to answer the second question. The second question concerns the definition of social competence. Social competence is the ability to perform adequately across situations regardless of the novelty or familiarity of the situation. Social competence is characterized by behaviors which are adequate for social interaction. To perform adequately is to behave in a manner suitable for the occasion. Suitable means whatever is defined as such by the customs of the group in the midst of which one is behaving. Customs is used here in the sense of culturally expected or prescribed behavior. The notion of an adequate performance may seem problematic. As used here, adequate means the performance can be reasonably expected to accomplish whatever the actor is trying to achieve. There are many prerequisite skills one needs to master in order to be socially competent. Some of these skills will be measured in the course of this study.

Model of Social Competence

This study assumes the model of social competence shown in Figure 1. The model has a number of interconnected parts. This reflects the complexity of the phenomena and the interactionist perspective of the

author. The model states that social insight and cognitive complexity are correlated with each other and serve as predictor variables. Amount of social contact and the affective quality of that contact are seen as the criterion variables which indicate a socially competent performance.

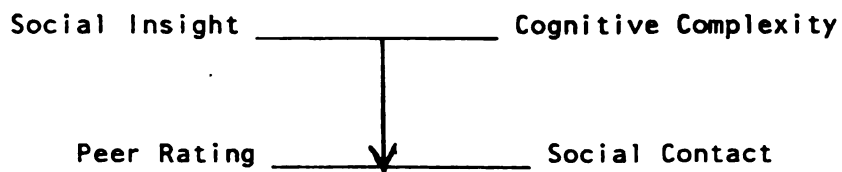


Figure 1

Model assumed to begin this study

Components of Social Competence

Social insight. Social insight is the ability to "see into" social situations; to see what others are likely to be thinking or feeling and to predict what their future behavior is likely to be (Chapin, 1942). This ability is expected to be very useful to someone who wants to enact suitable behavior.

Cognitive complexity. Cognitive complexity is defined (Beiri et al., 1975) as "the capacity to construe behavior in a multidimensional way." This is an information processing variable. The more alternatives

a person is able to imagine as explaining another's behavior or as a response to another's behavior, the more likely it is the appropriate response will be conceived and subsequently carried out. This information processing ability should be useful to assess the similarities and differences between and among situations in which the actor finds himself or herself.

Concepts that might be confused with social competence

Social desirability Socially competent behavior is something that would be desired in a social situation. Ratings of socially competent behavior and socially desirable behavior cannot be easily separated. Socially competent persons are liked, however, liking does not logically imply competence. Liking could result from empathy, e.g., just another klutz like me. Socially desirable behaviors such as agreeableness and willingness to do favors can be carried to extremes where they are labeled ingratiating and are not considered socially competent or desirable. As a further example of the distinction between socially competent and socially desirable behavior, consider that a person may not cooperate with you, which is not socially desirable, in an agreeable manner, which is

socially competent. Perhaps the most famous example of this is the behavior of civil rights advocate Martin Luther King. Social desirability describes an outcome, social competence describes a process.

Self presentation If self-presentation is used in the sense of Erving Goffman's The Presentation of Self in Everyday Life , then successful self-presentation is the result of social competence. Goffman talks about self-presentation as a managed performance which presents behavior in a manner which creates a consistent and desired impression on others. A socially competent person would certainly be able to do this. Social competence encompasses the skills needed for successful self- presentation. Self-presentation is the product or end point. Social competence is the process or means to the end. Is desirable to examine which cognitive skills comprise social competence and thus facilitate successful self-presentation.

Possible sources of failure to display socially competent behavior

Concern over evaluation by others Because the display of socially competent behavior requires a performance in the presence of others and concern over evaluation by others can affect a performance, the role of this concern should be considered. If levels of concern are extremely high, the actor may be affected in giving the performance he or she knows is expected or required. This concern may still be present even after considerable skill has been achieved. This concern arises when other's behavior is interpreted as feedback about one's own performance. Other's behavior is interpreted as feedback when the actor attends to the other's perspective of the situation (Ellis and Holmes, 1982) .

A curvilinear relationship between concern over evaluation by others and social performance is assumed. It is assumed that concern over evaluation by others serves as motivation to perform and that most people have this concern, under at least some circumstance. If the level of concern is very low, one does not put forth the effort required to perform adequately. It is further assumed that feedback from the environment is

essential to an adequate performance. This feedback serves as information as to what constitutes an adequate performance. The ability to utilize this feedback depends upon the actor's relative levels of self versus other awareness. Without awareness of the responses of others to one's performance, one would be ignorant of one's relative success or failure in creating the desired impression on others consistently.

If the level of concern is extremely high, the actor may focus on his or her own behavior to the exclusion of observing the reactions of others. If the person is exclusively focused on others, the person may not be sufficiently aware of his or her own behavior to observe any relationships between his or her own behavior and the reactions of others. The ideal circumstance is where concern over evaluation by others is moderate and there is a balance of attention between self and others.

Ignorance or inexperience The effects of ignorance are obvious. If the actor is ignorant of what constitutes suitable behavior, obviously his or her chances of enacting suitable behavior are considerably reduced, especially if the actor is in unfamiliar or ambiguous circumstances. The effects of inexperience are expected to be similar to those of ignorance.

However, the effects of inexperience may not be as severe as those of ignorance. The inexperienced person may know what to do and simply not perform as smoothly as an experienced person. There is a difference between knowing what to do and how to do it. Sharp (1981) found there was no correlation between children's ability to verbally generate solutions to hypothetical interpersonal conflicts and their actual observed ability to get along with others.

How social competence has been studied

Social competence is a term bandied about freely in the psychological literature. It would be easy to assume that its meaning is clear to all and it can be quickly and easily measured. This is not the case for all groups of subjects. It has been studied in terms of social skills (Liberman, 1982), in terms of how well children interact with their peers (Dorr et al 1980), in terms of social insight (Chapin, 1942), in terms of comfort in social interaction (Gormally et al 1981), and anxiety with the other gender in men (Watson and Friend, 1969). Social competence has been studied in clinical populations (Gormally et al, 1981, Watson and Friend, 1969, Remington and Tryer, 1979, McReynolds, 1981, Lowe, 1982, and Tarte et al, 1982). It has been

studied in ninth and twelfth graders in terms of self-report and teacher ratings (Ford,1981). It has been assessed in terms of nonverbal sensitivity in college age women (Christina,Farina,&Boudereau,1980). It has been evaluated in terms of the social strategy found to be most effective (Scott & Edelstein,1981). It has been treated as knowledge of the appropriate rules and social goals (Argyle,Furnham,&Graham,1981). There are not many studies which take a broad view of social competence in persons who are beyond high school and can be reasonably expected to be functioning adequately in their own milieu, that is to say, they have not sought clinical treatment and they have not been insitutionalized.

Problems with previous studies

Several things need to be done to update and improve previous studies. It is necessary to update old studies of social insight for example Chapin (1942). It is necessary to conduct further studies of persons who are beyond high school. It seems perfectly reasonable to assume that social competence is a developmental task and should change with increasing age. It is desirable to examine females as a separate group from males. If it is reasonable to assume that social competence is

situation specific, then it is reasonable to suppose that social competence is different in at least some aspects for women than it is for men. The culturally required behavior is different for men and women. Men suffer anxiety over asking women for dates, women suffer anxiety over not being asked or worry over whether to break with tradition and do the asking. Men and women have different social goals and so they need to proceed socially in different ways. In a similar vein, it can be argued that adults and children are different because they have different social goals: different things are expected of them.

If the problem of cultural norms were not sufficient to prompt re-examination of studies of social competence, previous studies have not conceptualized socially competent behavior in a sufficiently rich manner. With few exceptions, (Scott and Edelstein, 1981, Ford, 1981), social competence has been conceptualized in terms of specific behaviors in limited realms such as dating. Social competence has been examined to ascertain the characteristics of socially competent persons in terms of specific behaviors such as how often the person dates or how many friends the person has. Considering the vast diversity of situations the average person has to face on a regular basis, it seems unlikely

that any one behavior will be found to be appropriate in all situations. There are some micro-level behaviors, such as smiling, which would be appropriate in a large number of situations. However, even smiling is not always appropriate, for example, it is not considered appropriate to smile when chastised by an authority figure or at a funeral (even if you inherit everything). It is desirable to investigate assessment strategies which do not depend upon specific behaviors to define or identify social competence. To summarize, there are four problems with existing studies. They are: paucity of post-high school studies, paucity of studies of women, poor conceptualization, and poor assessment strategies.

A strategy for solution

Social competence was conceptualized in this study as skill in implementing a strategy, not acting out a memorized script. The definition of strategy used here follows that of Scott and Edelstein(1981). A strategy is a coherent pattern of responses guided by goals rather than by isolated topographical rules. It was assumed that social behavior is goal directed and the model shown in Figure 1 is accurate enough to serve as a working hypothesis. It was assumed that there is more

than one way to implement a strategy and more than one strategy may successfully reach a goal. Thus, specification of molecular behaviors to observe would have been self defeating. The problem of identifying specific behaviors was surmounted by using global ratings by peers. Peers were used so that the judgments were made by persons in the same cultural milieu. The paucity of studies of post-high school adults and women was addressed by using college-age women. To address the issues of conceptualization and assessment, social competence was assessed with diverse measures. Social competence was assessed by peer ratings, self report describing the affective quality of relationships with others, and self report of the amount of contact had with others. To further understanding of antecedent variables, cognitive complexity, social insight, and the actor's self perception of skill were assessed. Cognitive complexity, social insight, and self perception of skill were used to predict quantity of and peer ratings of social competence. These predictors and criterion variables were chosen because Chapin(1942) showed that social insight was correlated with quantity of social contact and Remington and Tryer (1979) showed that self perceived quality of contacts with others was correlated with peer assessments of interpersonal

competence. Peer assessments were obtained to evaluate the usefulness of the variable and because of the theoretical belief that one's social peers are the ultimate judge of social competence when social competence is defined as skill in interpersonal interaction.

METHODS

Subjects. Subjects were 40 women in introductory psychology classes recruited through sign-up sheets posted in their classroom. They received course credit for their participation.

Procedure Subjects were brought together in groups of three. Friends were asked not to volunteer to be in the same group. Subjects were asked to spend twenty minutes getting to know each other. They were informed that at the end of this time they would be asked to rate themselves and each other on skill in social interaction and to fill out some other questionnaires. Each member of the group was given a geometric symbol (circle, diamond, or triangle) to be used to identify themselves and their fellow group members. This was done to maintain the subjects' privacy and to avoid any suggestion of ordering to the subjects. The measures the subjects were asked to fill out after the twenty minutes discussion period were: the self and peer ratings, the Chapin Social Insight test (Chapin, 1942), the Bieri cognitive complexity test (Bieri et al, 1975), and the Social Contact Appraisal List, developed by the

author for this study. After filling out the questionnaires, subjects were given an opportunity to ask questions and have the study explained to them in more detail.

Measures

Chapin Social Insight. Chapin (1942) developed a scale to measure social insight which he found to be correlated with general levels of social activity in terms of social contact. The more social contact; the more insight into social situations. Insight is defined by Chapin as the capacity to discern the true nature of the situation. Chapin's instrument attempts to measure the ability to define (by classifying, diagnosing, inferring causes, and predicting outcomes) a social situation in terms of behavior inputted to others present, rather than in terms of the individual's own feelings about others who are present. It presents vignettes and asks subjects to select the option which offers the most insightful commentary or wisest course of action. It has twenty-five questions, each with three or four options. The subject chooses one option. There is only one correct option. The correct option was determined by asking qualified experts. Chapin's validity data were encouraging. The scale has been

further validated by Sadowski (1978) and Gough (1965). Chapin found a correlation of .36 between supervisor ratings of social insight and the results of his test for professional staff at a social service agency. He also found that his test could discriminate between clerical and professional staff at that same agency.

Cognitive complexity. This will be measured by the Bieri method (Bieri et al, 1966). Bieri's method is a modification of the Kelly (1965) Role Construct Repertory Test in grid form. It consists of a list of ten persons and ten dichotomous descriptors called constructs. Each subject rates each person on each construct on a six point Likert-type scale (+3 to -3). There is no neutral point on the scale. The persons to rated are given to the subject in general terms such as: mother, father, friend of the same sex, boss, person difficult to understand, ect. Cognitive complexity scores are obtained by comparing ratings across constructs for each person rated. A subject receives a score of one whenever two constructs are used in the same way to rate the same person. Low scores indicate complexity and high scores indicate relative simplicity.

Social Contact Appraisal List. This is a scale I have constructed. I have devised a list of social contact situations and adjectives which might be used by a person to describe their perceptions of the affective qualities of their relationships to that category of people. This assesses the level of competence in terms of the quality and quantity of social contacts. As a person has more social contacts of a more desirable nature, that person is said to be more socially competent. This list has been named the Social Contact Appraisal List. It presents a series of categories of social contacts such as friends, roommates, and family members.

Each category is rated on seventeen bipolar adjectives with a five point Likert-type scale. Adjectives for the scale were chosen so as to sample broadly the subjective, evaluative, and conceptual domain a person who might have for social contacts. I believe that how a person subjectively evaluates the social contacts experienced will be correlated with her evaluation of her own social competence relative to the competence of others. This follows from Chapin's observation that number of social contacts was correlated with that person's social insight. It seems

reasonable to assume that number of contacts would also correlate with the satisfaction obtained from those relationships, at least for the voluntary relationships.

Results

In general, this was a very homogeneous group. All subjects reported at least an average level of skill in interaction with others and felt their relationships with others were important. They described their relationships with others in pleasant terms such as easy, warm, comfortable, correct, and emotionally close. The distributions of scale scores were markedly non-normal (see Appendix A). Non-parametric statistical techniques were employed wherever possible. It should be noted that Kendall rank-order correlations were employed instead of Spearman rank-order correlations. This was done for the following reasons. Kendall's rank-order correlation (Tau) can be simply interpreted as a descriptive statistic. The sample Tau is the difference between two proportions. For this reason, it is an unbiased estimator of the population value. The Tau sampling distribution converges to normal more quickly than the Spearman distribution does. For moderately the distributions of large samples, Tau seems to provide a better test of the hypothesis of no association than does Spearman (Hays, 1976). In addition, Tau coefficients are somewhat more meaningful when the data contain a large number of ties, as in these data (Nie, et al., 1975).

Before computing correlation coefficients, the items of the Social Contact Appraisal List were divided into two sections. The Social Contact Appraisal List (SCAL) consists of two types of items. One type of item asks for a subjective evaluation of the affective (emotional) aspects of the subject's relationships to others. The other type of item asks for a subjective evaluation of the relative scarcity or abundance of contacts with others. Two scores were obtained for each subject from SCAL. These scores were: the sum of the affective items, called Social Contact Appraisal List Affective (SCALA); and the sum of the quantity items, called the Social Contact Appraisal List Quantity (SCALQ). The coefficient alpha for SCALA was .93. The coefficient alpha for SCALQ was .40. Thus, there were six scale scores used for the analysis of results. These were: SCALA, SCALQ, Chapin social insight, peer ratings of interaction skills, self ratings of interaction skills, and Bierl's cognitive complexity measure. Kendall's Tau was computed for all possible pairs of scales. The results of the correlation computations are shown in Table 1. Significance levels of .16 and better are shown. This level was chosen because it allowed interesting, if not

high, correlations to be highlighted.

TABLE 1

Tau Coeffecients

	SCALQ	ScalQ	Insight	Peer	Self Complexity
SCALQ	1.00				
SCAL A	.33(.002)	1.00			
Social Insight	.08	.05	1.00		
Peer Rating	.00	.06	.08	1.00	
Self Rating	-.36(.001)	-.19(.04)	-.14(.10)	.24(.02)	1.00
Cognitive Complexity	.07	-.13(.11)	.19(.04)	.11(.16)	-.08 1.00

This shows a positive relationship between the affective quality of one's contacts with others and the perceived abundance of those contacts. There is a positive relationship between self peceptions of skill and peer ratings of skill. Yet, there is a negative relationship between self perceptions of skill and felt affective quality of contacts with others. If a subject believes he or she is above average in social interaction skills, he or she reports a lower affective quality of contacts with others than does a person who describes his or her skill level as average. A subject who reported that contacts with others were pleasant also reported that

those contacts were abundant. A subject who obtained a high score on SCALA and SCALQ tended to rate herself as having an average level of skill in interaction with others. This is discordant with the result that self and peer ratings have a statistically significant positive correlation. This suggests that if Suzy Subject has a high opinion of her skills her peers will agree with her, and that she will report a scarcity of contact with them and a less pleasant affective quality of contact with them. These results were sorted out further through regression and subsequent path analysis.

To predict peer ratings and amount of contact, two stepwise simple linear regressions were performed. Peer ratings were used as the criterion variable for the first regression analysis. SCALQ scores were used as the criterion variable for the second regression analysis. The regression analyses were performed using "Statistical Package for the Social Sciences" (Nie, et al., 1975). The maximum number of steps allowed was two. The minimum tolerance to enter the equation was .001. The maximum F to remove a variable was .005. These values are the default values for this package. The only change from the default values was for the minimum value of F to enter the equation. This was set at 1 because no F ratio less than 1 will ever be

significant and the author did not want to look at hopelessly insignificant results.

Regression using Peer ratings as the criterion. Self ratings, social insight, and SCALA entered the equation. None were significant.

Regression using SCALQ as the criterion. SCALA, self rating, social insight, and cognitive complexity entered the equation. The multiple R's are shown in table 2.

TABLE 2

Multiple Rs

SCALA	.43	.005
Self Rating	.50	.005
Social Insight	.52	.009
Cognitive Complexity	.54	.014

Summary of Regression. None of the variables predicted peer ratings very well. However, the four variables shown in Table 2 did a good job of predicting the quantity of social contact. This led to the decision to use SCALQ as the criterion variable or end point of the path analysis. The results of the regression confirm that social insight and quantity of social contact are related to each other. It is also

suggested that social insight and cognitive complexity may correlate with quantity of social contact if the study is repeated with a larger sample. Clearly, cognitive skills are important in determining the affective quality of contacts with others in adult women. This is consistent with the results of Gormally, et al (1981) who found that cognitions and social anxiety were related to each other in adult men seeking treatment for dating anxiety.

The path model derived in this study is shown in Figure 2. Self rating and social insight were used as the two independent exogenous variables. Hunter's (1980) Pathpac procedure was used to test the predictive accuracy of the path model. The sum of the squared deviations of predicted correlations from observed values was .02. This is a very small amount of error.

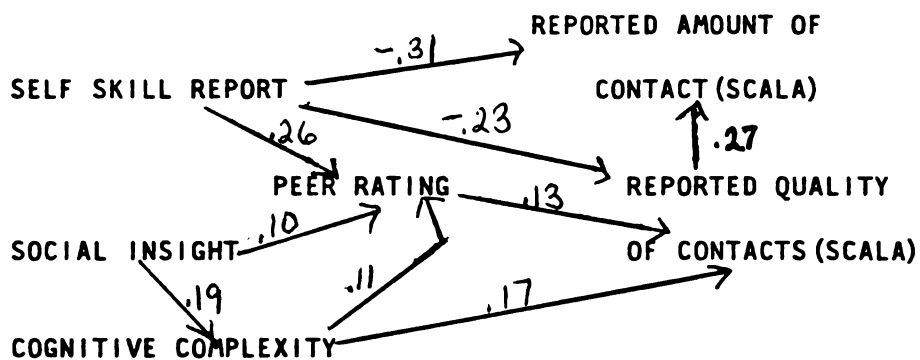


FIGURE 2

PATH MODEL DERIVED IN THIS STUDY

Self rating has a direct negative relationship with SCALA and SCALQ. Self rating has an indirect positive relationship with SCALA through a positive relationship with peer rating. Peer rating has a positive relationship with SCALA. SCALA has a positive relationship with SCALQ. It appears that self perceptions about social interaction skills are negatively related to quantity and quality of social contacts unless the perception is confirmed by peer ratings. It seems likely that persons who think of themselves as highly skilled are most likely to be wrong. When self and peer ratings do not agree, relationships with others are stressful and thus, the individual withdraws or the social contacts withdraw and amount of social contact declines. However, when self and peer ratings agree, then social contact is less stressful and amount of social contact may increase. The agreement of self and peer ratings may be facilitated by social insight and cognitive complexity. Social insight has a positive relationship with SCALA through positive relationships with cognitive complexity and peer rating. Cognitive complexity has a positive relationship with SCALA. If a person who is more socially insightful and

more cognitively complex is more likely to both receive positive peer ratings and to be more aware of these positive ratings, this awareness seems likely to lead to increased pleasantness of social contacts and a subsequent increase in the amount of social contact sought or encouraged.

Conclusions and discussion

The results of this study suggest that the degree of agreement between self and peer ratings combined with cognitive skills is best able to predict the quality and quantity of one's social contacts. Cognitive skills such as insight and complexity may contribute by either enhancing one's rating by others or by facilitating the degree of agreement between self and peer ratings. A third possibility is that cognitive skills may affect actual skill levels as measured by peer ratings and actual skill levels may then affect the quality of one's relationships with others.

In discussion of these results, certain assumptions are useful. First, people prefer to think well of themselves. Second, no one is perfect. Third, admitting shortcomings to oneself is unpleasant. Fourth, people will be very strongly tempted to lie to themselves about themselves in order to maintain a positive self image. Acceptance and liking of oneself in spite of shortcomings is a possible but rare occurrence. This assumption is supported by the limited range of self-ratings from average to high. Fifth, it requires extra ordinary circumstances to inhibit self-deception.

There are several implications of these assumptions. Self-report measures will probably reflect the "lie" structure used to maintain a positive self image. Indirect questioning may have the best chance of breaking through defensive self deception mechanisms. The Social Contact Appraisal List may be particularly useful in this respect as it allows subjects to respond in a way which reveals problems but allows the subject to blame those problems on others. If there are problems in getting along with others, the problems will most likely be attributed to others and not to one's own lack of skill as doing so would threaten the lie structure. This is supported by Christensen, et al (1980). The worse you are at getting along with others, the greater the pressure toward self deception and the greater the difficulty in maintaining that deception. This could be expected to result behaviorally in hostile defensive behavior, such as hypersensitivity to criticism. The bias toward self deception explains why social insight and cognitive complexity can be examined separately of social skill. Social insight and cognitive complexity address how aware you are of others, not how aware you are of yourself. From this it can be concluded that there may be much self deception

about skill and self ratings of skill should not be taken at face value, in spite of the high significant correlation between self and peer ratings. It can also be concluded that cognitive skills and an intellectual understanding of social behavior probably do influence actual skill levels and the quantity and quality of our relationships with others.

These results should be viewed with the following caveats in mind. Self perception of skill is probably confounded with self confidence. High skill persons may exhibit more confidence. Those who appear more confident may receive higher ratings from peers. However, high self confidence can spring from knowing one is highly skilled or from self deceptively believing one has high skill levels. We need some way to distinguish between persons whose self perceptions are veridical and those whose self perceptions are defensively self deceptive. Self reports of the quality of one's relationships with others may be helpful here, based on both this study and Remington and Tryer (1979). Remington and Tryer found that quality of relationships with others was the single most useful variable in separating a clinical population into personality disorders, neurotics, and psychotics.

In addition, there are other factors which need to be considered. The role of feedback needs to be explored. The high correlation between self and peer ratings suggests the existence of some sort of feedback mechanism. This mechanism may be quite indirect. The role of social support should also be explored as social support, its existence, form, and quantity may serve as a form of feedback. Last, but certainly not least, the workings of implicit social communication need to be delineated. Under this would come non-verbal communication, meanings of words, language conventions, social sanctions, tone of voice, conventions for interpreting social context, and the meaning of gestures. The importance of context cannot be overlooked. "...a social deviation can hardly be reckoned with apart from the relationships and organizational memberships of the offender and the offended, since there is hardly a social act that in itself is not appropriate or at least excusable in some social context." (Goffman, 1971,p356.) The meaning of your behavior to others is also a crucial variable. As Mead (1934) said a social act "involves the interaction of different forms, which involves the adjustment of the conduct of these different forms to each other in

carrying out the social process. Gestures bring about the adjustment of the other forms." (p.45). Further, Mead asserts that the individual's consciousness of content and flow of meaning depend on his taking the attitude of the other toward his own gestures. Mead believes that it is through reflexiveness that the whole social process is brought into the experience of the individual involved. By such means, the individual is able to consciously adjust himself to that process and to modify the result of that process in any given social act. Reflexiveness becomes the essential condition within the social process.

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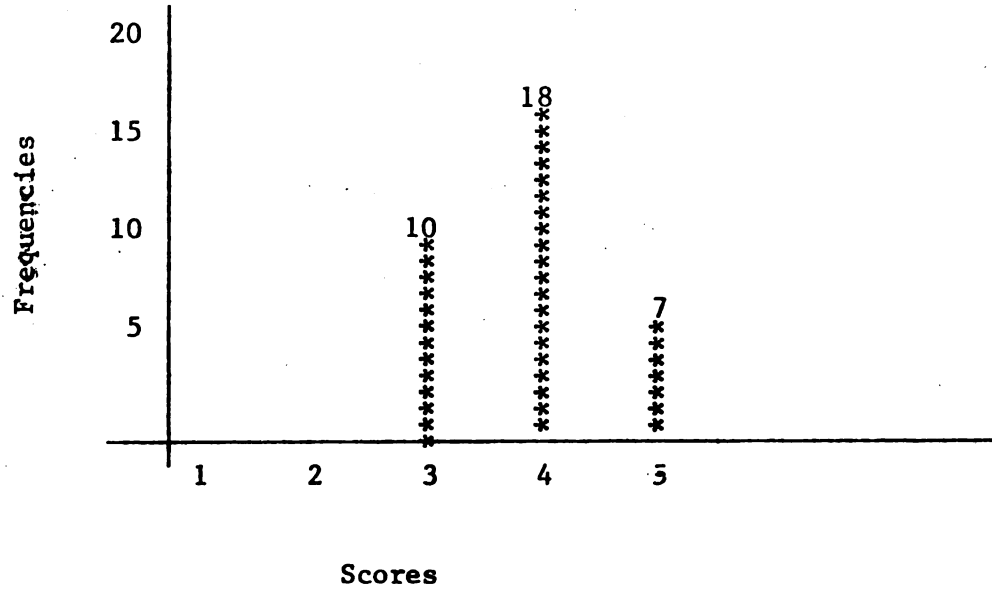
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SELF RATINGS DISTRIBUTION

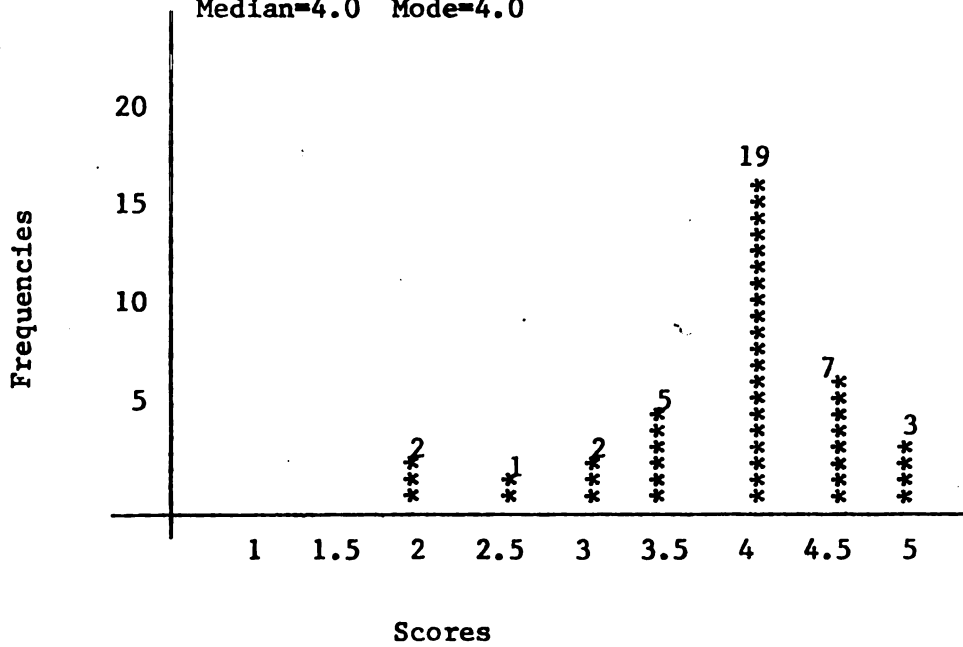
Median=3.9

Mode=4.0



PEER RATINGS DISTRIBUTION

Median=4.0 Mode=4.0



APPENDICES

APPENDIX A

		Frequencies		
		1	2	
Scores	129	*****		SCAL (Affective) Median=203.5 Mean=201.6 Mode=175
	132	*****		
	143	*****		
	156	*****		
	160	*****		
	163	●*****		
	171	*****		
	173	*****		
	175	*****		
	176	*****		
	177	*****		
	185	*****		
	189	*****		
	194	*****		
	201	*****		
	203	*****		
	206	*****		
	210	*****		
	215	*****		
	222	*****		
	225	*****		
	228	*****		
	231	*****		
	233	*****		
	234	*****		
	236	*****		
	238	*****		
	239	*****		
	247	*****		
	252	*****		
	260	*****		
	261	*****		

Frequency

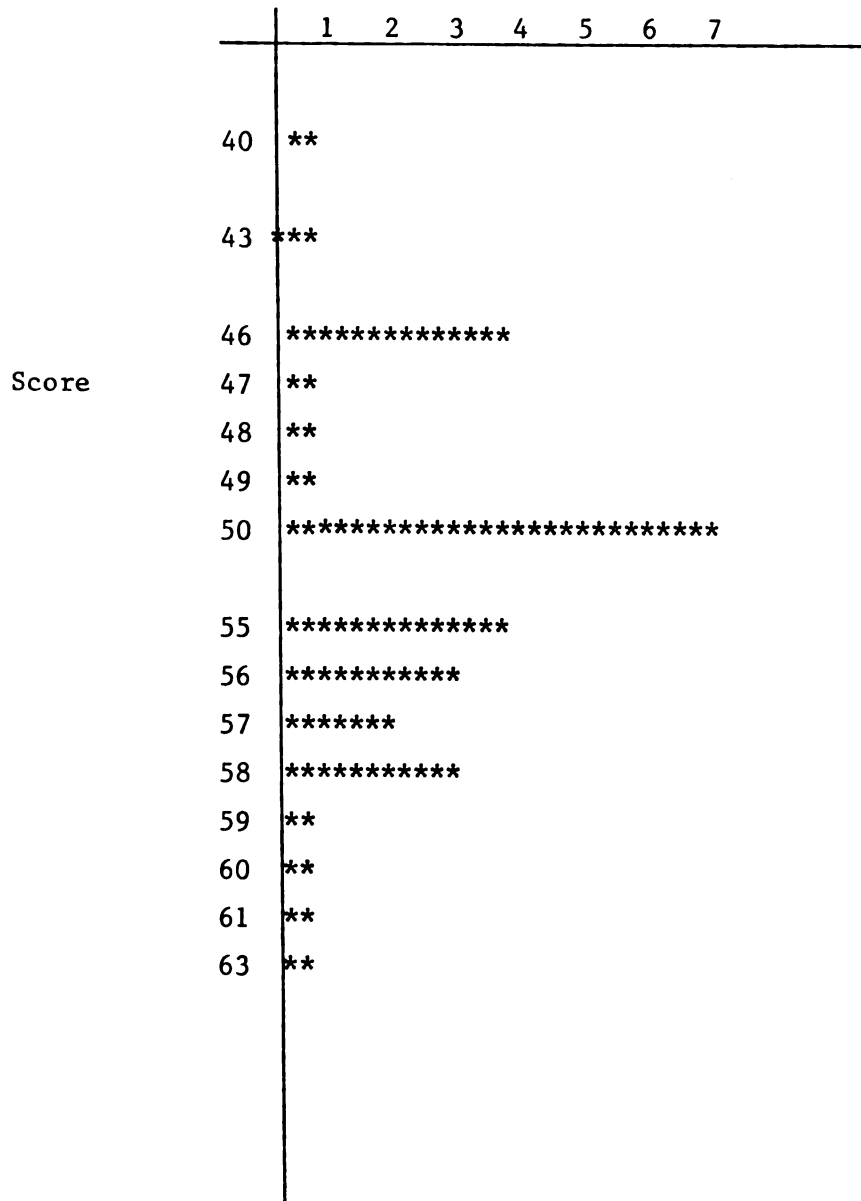
Score

	1	2	3	4	5
12	***				
17	***				
18	*****				
19	*****				
21	*****				
22	*****				
23	*****				
24	*****				
25	*****				
26	*****				
27	*****				
28	*****				
29	*****				
30	*****				
31	***				
34	***				
35	***				

SCAL(Quantity)

Median=23.75 Mean=24.03 Mode=23

Frequency



Median=51.3

Mean=52.27

Mode=50

CHAPIN SCORES

Frequency

Score

	1	2
101	*****	
102	****	
110	*****	
113	****	
123	****	
125	****	
127	****	
128	*****	
130	****	
135	****	
136	****	
139	****	
143	*****	
146	****	
147	****	
149	****	
150	*****	
153	****	
159	****	
161	****	
165	****	
166	****	
173	****	
182	****	
184	****	
197	****	
212	****	
242	****	
272	****	
275	****	

BIERI DISTRIBUTION (COGNITIVE COMPLEXITY)
 Median=146 Mean=158 Mode=101

APPENDIX B

Social Contact Appraisal List

INSTRUCTIONS: This a test to determine how you would describe your relationship to various kinds of people. A Category of persons will be given. The category will be follwed by a list of adjective pairs. You are asked to rate each category on the same adjectives. The list of adjectives is repeated for each category. There are nine categories.

EXAMPLE:

Category: Parakeets

fun X dull

If you feel that your relationship to your parakeet is fun, you would mark an X as above.

[illegible]

Category: Persons who live in your housing unit

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

Category: Roommates

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

1940

1941

1942

1943

1944

1945

1946

Category: Romantic or sexual relationships

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

Category: persons of the same sex

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

Category: Persons of the opposite sex, platonic relationships

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

Category: friends in general

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

1075

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4. *Chlorophyll a* and *Chlorophyll b* contents were determined by the method of Lichtenthaler and Sponholz (1980).

66

— *Journal of the American Medical Association*, 1997

2014年12月15日

Category: Clerks in stores

friendly	_____	unfriendly
warm	_____	cold
easy	_____	difficult
comfortable	_____	uncomfortable
scarce	_____	abundant
unhappy	_____	happy
polite	_____	rude
wrong	_____	correct
average	_____	unusual
excellent	_____	terrible
emotionally close	_____	emotionally distant
important	_____	unimportant

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