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thesis entitled

EXPLORING THE RELATIONSHIP BETWEEN ATTRIBUTIONS AND COMMUNICATION IN RESPONSE TO JEALOUSY IN SAME-SEX FEMALE FRIENDSHIPS

presented by

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has been accepted towards fulfillment
of the requirements for the

M.A. degree in Communication

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12/16/04
Date

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EXPLORING THE RELATIONSHIP BETWEEN ATTRIBUTIONS AND COMMUNICATION IN RESPONSE TO JEALOUSY IN SAME-SEX FEMALE FRIENDSHIPS

By

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Communication

2004

ABSTRACT

EXPLORING THE RELATIONSHIP BETWEEN ATTRIBUTIONS AND COMMUNICATION IN RESPONSE TO JEALOUSY IN SAME-SEX FEMALE FRIENDSHIPS

By

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The relationship between attributions and communication strategies used in response to jealousy by females in same-sex friendships were investigated in this study. Previous research on jealousy has focused primarily on romantic relationships and neglected other types of relationships, such as same-sex friendships. Additionally, a void exists regarding the attributions that occur during jealousy experiences. Using Sillars' (1980) research on conflict strategies as a guiding theoretical framework, six hypotheses were advanced. One hundred and twenty female participants completed surveys containing both open-ended and close-ended questions about a jealousy experience with a same-sex friend. Results indicated that there was a positive relationship between neuroticism and the intensity of jealousy and a positive relationship between other responsibility of jealousy and the use of two passive-indirect and the distributive strategies.

ACKNOWLEDGMENTS

Kelly Morrison: I would like to extend a gracious thank you to my wonderful advisor to who was always there for me despite type of problem, time of day or distance between us.

Brent Donnellan and Sandi Smith: I would also like to thank my committee for their time, guidance, and expertise during the completion of this project.

Jonathan Bowman, Jennifer Chakroff, Katherine Klein, and Tierney Orfgen: Each of you deserves your own "shout out" for your assistance on this project and your words of encouragement.

My parents: Thank you to my very own "cheerleading squad." Your support and encouragement in my life has never faltered and for that I am not only grateful, but I am also a better person.

And finally, I would like to thank a friend from the past. If it wasn't for her, I would have never been introduced to jealousy nor would I have realized how important it is to understand its role in friendships.

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Introduction

Exploring the Relationship Between Attributions and Communication in Response to Jealousy in Same-Sex Female Friendships

It has been suggested that jealousy is a multi-dimensional experience in which cognitions, feelings, and behaviors all play a role (Pfeiffer & Wong, 1989). Previous research has explored the thoughts and feelings people have during jealous experiences as well as the behaviors people employ in response to jealousy. Guerrero, Andersen, Jorgensen, Spitzberg, and Eloy (1995) specifically looked at the communicative responses to jealousy yet they did not investigate the attributions people make when selecting a response to jealousy. Why do individuals select a certain way to respond to a jealous experience? A research study by Sillars (1980) looked into the attributions people made when selecting different communicative responses when in conflict. Two different attributions individuals made in this study dealt with the responsibility of the conflict and stable behavior. The purpose of the current study is to extend Guerrero et al.'s (1995) work with communicative responses by applying attributions from the work of Sillars (1980) to jealousy.

In addition to articulating the multidimensional nature of jealousy, much research has concentrated on the operation of jealousy in romantic relationships. Both popular media and academic research have illustrated jealousy as an exclusively romantic issue and often have ignored other relationships that could evoke jealousy. This narrow focus in the literature is problematic because by neglecting other close relationships in which jealousy can occur, the definition of

jealousy has become synonymous with romantic jealousy and perpetuates the idea that jealousy only exists in romantic relationships. Hence, our understanding of jealousy becomes linked to factors that are relevant to jealousy within romantic relationships, such as infidelity or sexual exclusivity, even though these factors may be irrelevant to the jealousy experienced in other types of relationships, such as same-sex friendships.

It is important to investigate jealousy in friendships because the friendship literature has suggested that jealousy is one of the top tensions experienced between friends (Rawlins, 1992). For example, a widespread occurrence in the adolescent years of females is the changing of alliances between friends. As girls mature into young women, the issue of dating emerges within their same-sex friendships. Also, as the newfound dating relationships take up more time, less time available for friends (Roth & Parker, 2001), which can then elicit jealousy. In fact, research by Hansen (1985) suggested that women were more likely than men to experience jealousy regarding issues of time, thus an exploration of jealousy within same-sex female friendships may be particularly useful.

Because jealousy can evoke conflict within a relationship, Sillars' (1980) work on conflict strategies will be used as a guiding theoretical framework. In particular, his work linking attributions to conflict strategies will be applied to jealousy to examine how attributions influence communicative strategies. This study first will review current definitions and factors related to jealousy in the romantic relationship literature. Next, the friendship literature will be discussed, and finally, Sillars' work on conflict will be reviewed.

Literature Review

Jealousy

Defining Jealousy. White (1980) defined romantic jealousy "...as a complex of thoughts, feelings, and actions which follows threats to self-esteem and/or threats to the existence or quality of a relationship, when those threats are perceived to be generated by the existence of a real or potential attraction between one's partner and a (perhaps imaginary) rival" (p.222). Other romantic-based definitions of jealousy have suggested that violations of sexual exclusivity can provoke jealousy (Reiss, 1986), or they have described jealousy as the feelings and actions that result due to a romantic partner having an affair or spending time with some third person (Guerrero, Andersen, & Afifi, 2001). Bringle and Boebinger (1990) stated that only romantic relationships can evoke jealousy and that siblings and same-sex friendships cannot. Despite this bias toward romantic relationships in definitions of jealousy, it seems plausible that friends may feel jealous if some third person, activity, or object threatens an already existing friendship. To put forth a general definition that can apply to all close relationships, this study will use the following definition of jealousy: Cognitions and emotions that stem from the perceived or real threat of losing an existing valued relationship partner to some third person, activity, or object.

Individual Factors related to jealousy. Although the findings were inconsistent, Sharpsteen (1995) suggested that two underlying factors that contribute to the experience of jealousy are threats to self-esteem and threats to relationship. Melamed (1991) also found a positive correlation between

neuroticism and the likelihood of experiencing jealousy. Buunk (1997) conducted a study to look into the inconsistent relationships between jealousy and personality and he found that jealousy was negatively related to self-esteem and positively related to neuroticism, social anxiety, rigidity, and hostility. Further, self-esteem and jealousy were not significantly correlated for men, but women's self-esteem was negatively related to three types of jealousy. The three types of jealousy were anxious jealousy, which is described as an active cognitive process in which images of partner with someone else are created; possessive/preventive jealousy, which is described as when the individual makes attempts to prevent a third person's contact with their partner; and reactive jealousy, which is described as a provoked response to partner's imagined or actual involvement with a third person. In short, the lower the self-esteem score of women, the higher the jealousy scores on these three different jealousy measures.

The research on individual factors related to jealousy is paralleled by the research exploring the prototypical nature of jealousy. Sharpsteen (1995) conducted a study exploring the prototypical features of romantic jealousy in which participants were asked to list the features that are characteristic of romantic jealousy. The most frequent central features listed were anger, insecurity and feeling hurt, whereas the peripheral feature listed most frequently was low self-esteem. Other prototypical features listed were envy, depression, and worry. All of these items also are included in neuroticism portions of personality measures (John & Srivastava, 1999, Saucier, 1994). In general, then,

the prototypical features research suggests that both self-esteem and neuroticism should be related to jealousy, but in different ways. Therefore, the following hypotheses are put forth:

H1: Self-esteem will be negatively related to jealousy.

H2: Neuroticism will be positively related to jealousy.

Multidimensional nature of jealousy. The literature on jealousy has indicated that jealousy is not one-dimensional. Rather, it includes cognitions, emotions, and behaviors triggered from a threat of loss, suggesting that jealousy is multifaceted in nature (Guerrero, Eloy, Jorgensen, & Andersen, 1993; Pfeiffer & Wong, 1989). This idea is exemplified in the research that focuses on what people think, feel and do as a result of feeling jealous (Bryson, 1993). White's (1980) definition of jealousy introduced the different components that make up a jealous experience including thoughts, feelings, and actions, but it was Pfeiffer and Wong (1989) who stated that these three components comprise the multidimensional nature of jealousy.

The Multidimensional Jealousy Scale (MJS) was generated to assess each of these three components (Pfeiffer & Wong, 1989). Cognitive jealousy refers to how often an individual has suspicions concerning their partner and a rival, including suspecting their partner is attracted to a rival, or that some rival is after their partner. The behavioral component of the MJS assesses how often an individual is participating in detective (i.e., questioning partner about whereabouts and phone calls) or protective actions (i.e., talking badly about a rival to partner). Both the cognitive and behavioral components assess

pathological jealousy (i.e., imagined threats, paranoid suspicions, and high degree of emotional upset) whereas the third component, emotional jealousy, assesses normal jealousy (i.e., appraisal of a real threat and some emotional upset). Emotional jealousy deals with how upset individuals feel when there is a jealousy-evoking event (Pfeiffer & Wong, 1989). The MJS provides a tool to examine each component separately and how each component might relate to other factors. For example, results from Pfeiffer and Wong's (1989) study indicated that love was negatively related to the cognitive component, but was positively related to the emotional component, suggesting that the more in love an individual is with their partner, the more upset the individual will feel when a jealousy-evoking event presents itself.

Types of jealousy. Guerrero et al. (2001) described several different types of jealousy, including romantic jealousy, sexual jealousy, jealousy over time, and jealousy over social position. The latter two categories encompass non-romantic relationships such as friendships. Although these typologies can be useful and suggest that non-romantic relationships can evoke jealousy, it is not clear how the latter two categories are distinct from each other. Jealousy over time entails people who worry about someone or something that may take their relational partner away from them whereas jealousy over social position is described as someone replacing another as a best friend (Guerrero et al., 2001). Beyond this mention, little research has been devoted to studying non-romantic jealousy in-depth. However, these two types of jealousy provide rationale for why jealousy may occur within same-sex friendships.

Coping with jealousy. Coping with jealousy has been a highly studied area with specific attention devoted to romantic relationships. McIntosh and Matthews (1992) found that individuals with high self-esteem and who attributed jealousy to situational factors (i.e., external factors such as the environment) rather then dispositional factors (i.e., internal factors such as personality) used more direct coping styles to deal with jealousy. An example of a direct coping style is asking for an explanation of the situation (McIntosh & Matthews, 1992). Additionally, White (1981) developed a model of romantic jealousy based on the work of Lazarus which divides the jealousy experience into five components. First, an individual makes a primary appraisal involving the extent to which a third person is a real threat to them. Following this appraisal, a secondary appraisal would be made regarding reducing the threat. Next, the individual has an emotional reaction and together with the secondary appraisal and emotional reaction, the coping behaviors are elicited (White, 1981). Finally, the outcomes are evaluated in terms of whether the threat was reduced, the effect on the relationship, and the effect on the attraction to partner (White, 1981). White (1981) focused the romantic model on variables that were assumed to have an influence on the primary appraisal of threats, including, self-esteem, feelings of inadequacy in the current relationship, sexual exclusivity, and dependence on the relationship.

Despite this attention to the appraisal process, previous research has failed to examine in detail how cognitions influence jealousy, and specifically how attributions influences coping with jealousy. For example, if individuals attribute jealousy to themselves, they may experience and respond to jealousy differently

than if an individual attributes the jealousy to their friend. Although Buunk (1993) discussed the attributional process people use if their partner is involved in an extradyadic relationship, he did not examine the relationship between attributions and communicative responses. Therefore, there is a clear need to examine this issue more in depth.

Pines and Aronson (1983) explored different aspects of sexual jealousy, and found that individuals coped with jealousy in a variety of ways; including, rational discussion, verbal assault, and avoidance of the issue. Guerrero et al. (1993) extended Pfeiffer and Wong's (1989) multidimensional model, and specifically focused on communication. Similar to the behavioral dimension in which individuals may search through their partner's things, the communication dimension focuses on the interaction of the dyad (i.e., questioning partner's whereabouts). Guerrero et al. (1995) described two categories of communicative responses labeled interactive responses (which they defined as face-to-face communication or partner-directed) and general behavioral responses (which they defined as not necessarily including face-to-face communication or partner). For example, an interactive response would include an individual asking their partner where they have been and who they have been with whereas a general behavioral response would be an individual checking their partner's email without permission. They defined several different communicative responses for coping with jealousy such as interaction avoidance (silent treatment, relational termination), negative affect expression (showing anger or depression), distributive communication (fighting, verbal attacks), integrative communication

(asking questions, direct confrontation), manipulation attempts (pouting, guilt induction), and surveillance (spying, keeping tabs on partner). Using the Communicative Responses to Jealousy (CRJ) Scale, Guerrero et al. (1993) found that women reported using the three responses of integrative (constructive responses to jealousy), distributive (negative responses to jealousy such as arguing), and avoidance (avoid interaction in dyad) to cope with jealousy more so than did men.

After defining jealousy and reviewing the literature, it is clear that jealousy is a complex concept that includes cognitions and emotions (White, 1980), and elicits a wide range of responses. Previous research on romantic jealousy has presumed that this multifaceted experience is only found in relationships where sex and romance are present. The following discussion of same-sex friendships between women will suggest that romantic attraction is not a prerequisite for jealousy.

Friendships

Defining friendships. Friendships are considered to be the relationship least valued by our society (Brehm, 1992). Friendship also has been described as the weakest relationship (Wiseman, 1986) because, unlike other relationships (such as divorced parents who can continue to come together for their children), friendship has no set roles or tasks around which a relationship can be reformed. This perspective on friendship derives from the fact that, unlike non-voluntary ties, such as familial relationships, friendships are voluntary. Additionally, they do not entail the contractual ties of marriage that often are the end goal in romantic

relationships (Wiseman, 1986). Since friendships are considered the weakest relationship, often the significance of friendships is overlooked in research (Fehr, 2000) despite the fact that friendships can be a source of love and security for many people (Brehm, 1992).

Rawlins (1992) described several characteristics of ideal friendships, including: its voluntary nature, the private negotiation of the personal relationship, equality between those involved, mutual involvement, and the affective ties of caring (pp. 11-12). Reohr (1991) suggested that friendship is a rewarding relationship and that the many benefits of friendship include: joy, trust, respect, encouragement, acceptance, admiration, and the fact that friends are useful (pp. 101-105). The voluntary nature of friendships and the self-management between the involved parties emphasize self-preservation and enjoyment as the main goals of such close relationships (Wiseman, 1986). Thus, it is clear that friendships provide positive experiences and are a valuable type of close relationship, but relatively less valued than familial and romantic relationships.

Similarities between friendships and romantic relationships. Friendships are similar to romantic relationships in a variety of ways. Friendships are relationships with a dyadic structure in which the people involved can experience shared exclusivity through activities, conversations, similarities and secrets that then lead to cohesion of the two (Reohr, 1991). Conversely, Reohr pointed out the negative emotions that friendship can bring, including pain, hurt, frustration, fear and anxiety (p.101). Much like other close relationships, friendships can elicit emotions such as feeling affection, anger, and even jealousy.

Female friendships. Friendships among women are characterized by face-to-face interactions (Wright, 1982), emotional intimacy (Sherrod, 1989), and talking about personal topics or relationships (Fehr, 2000). These relationships often exhibit less discussion of relationship strains than men's friendships if the women want to maintain their relationships (Wright, 1982). Research has suggested that females spend more time disclosing intimate information face-to-face in comparison to males (Fehr, 2000). Due to such connections, females are more likely to fear separation and social isolation if such sharing is absent (Brehm, 1992).

According to Simmons (2002), "'Good girls have friends, and lots of them.'" In her book, *Odd Girl Out,* she has stated that good girls are just like the old saying, "sugar and spice and everything nice" (p. 17). Young girls are socialized to be nice and, therefore, not aggressive, angry or in conflict (Simmons, 2002). Females also are socialized by their parents, media, school and their peers to be polite. Additionally, females learn to be attentive to the relationships around them, especially to those in which they are closely involved. This, then places girls in a double-bind where they are expected to be nice (and, thus, not address conflicts), but also are expected to maintain their relationships (which often cannot be maintained without addressing conflict). If they attempt to resolve conflict and set aside their "niceness," they may be labeled "confrontational" or "mean."

The specific characteristics of female friendships set a foundation for the ways women may experience jealousy, and approach their jealous feelings and

the conflicts triggered by them. Females who are in relationships in which they spend lots of time talking about their relationships, problems and feelings, and are considered to be the "best friend" may become jealous if their best friend spends more time with another friend, acquaintance, or romantic partner. In these instances, the individual has not only lost the person they spend time with, but possibly the person who supported them the most. Losing such a relationship could lead to the termination of the friendship, a much smaller support network, and conflict. Therefore, it is logical that girls will experience jealousy in their same-sex friendships. Because spending time with another friend might not be the only way in which females experience jealousy, the following research question is put forth.

RQ1: What types of events evoke jealousy in female friendships?

Now that the nature of jealousy and female friendships have been discussed, Sillars' (1980) conflict styles can be used to derive how females will communicate in response to jealousy-evoking events.

Dealing with Jealousy: Applying Sillars Conflict Strategies

Sillars (1980) examined the role of attributions in conflict in his research on roommate conflict. One outcome from this study was the development of a typology of conflict strategies. The two dimensions used to describe these strategies were the extent to which individuals exchange information (i.e., discuss the conflict) and the extent to which the strategy is directed toward fulfilling individual or mutual goals. Specifically, the three strategies that surfaced were: integrative (discussion of conflict directed toward mutual goals), distributive

(discussion of conflict directed toward individual goals), and passive-indirect (no discussion or indirect discussion). Examples of the integrative strategies include partners disclosing information and problem solving. Strategies distributive in nature include demanding the partner to change their behavior and aggressive emotional displays, such as yelling at the partner. Finally, examples of passive-indirect strategies include letting the issue resolve itself or avoiding the issue or person.

Findings from Sillars' (1980) roommate study indicated that attributions made about the responsibility (or causality) of the conflict played a role in the type of strategy employed. For example, an individual who attributed responsibility for the conflict to self was more likely to employ the integrative conflict strategy in which the individual directly communicated with their roommate in an attempt to resolve the conflict through negotiation. On the other hand, an individual who believed their roommate was responsible for the conflict was more likely to employ distributive or passive-indirect strategies, such as avoiding the conflict all together. In general, the participants attributed more responsibility to their roommate than themselves.

The second component that plays a role in choosing a conflict strategy is the stability of the conflict. This refers to degree to which a person believes that the cause for conflict can be changed. For example, stable causes for conflict could include personality traits or permanent environmental elements, both of which are not easily altered by the individual. Conversely, unstable causes are more easily altered, and could include factors that stem from having a bad day,

temporary stress, or misperceptions (Sillars, 1980). Under the circumstances in which the cause of conflict is attributed to a stable cause such as a personality trait (i.e., neuroticism), an individual would participate in a more passive-indirect strategy, because an integrative approach might not be rewarding. On the other hand, if conflict is experienced because of a bad day or a temporary stress, the cause is less stable, and integrative strategies are more likely to be induced. The roommate study found that individuals who attributed the conflict to their roommate believed the cause to be more stable, yet unstable for the conflicts they attributed to themselves. In other words, the participants reported that the roommates' behavior was due to internal factors like personality traits or permanent environmental cues whereas a conflict caused by the participants was due to external factors such as temporary stresses. This study will focus on the responsibility and the stability of attributions.

Additionally, with three different conflict strategies to employ, Sillars (1980) found that each could lead to a different resolution. The selection of a conflict strategy was connected to the frequency of the conflict, importance of the conflict and satisfaction in the relationship. The study indicated that when integrative strategies were chosen satisfaction in the relationship was high, the frequency of the conflict was low, and the importance of conflict was low. On the other hand, if satisfaction in the relationship with the roommate was low, the frequency of the conflict was high.

Ultimately, this view indicates that it is attributions that influence the strategies we employ, and it is biased attributions that may lead to poor

communication between the relational partners. Research that has examined coping with jealousy focuses on the cognitive, emotional, behavioral and communicative responses within the experience of jealousy; however, there is little research that looks at the attributions that lead to the above listed components especially communicative responses. For example, Guerrero et al. (1995) found fourteen diverse communicative responses to jealousy, but it is not clear why people select a particular communicative response to handle jealousy.

While Guerrero et al. (1995) found categories similar to Sillars in her work on communicative responses to jealousy, they did not measure the attributions made before the selection of a communicative response took place. This study will attempt to directly apply Sillars' (1980) attributions and conflict strategies to jealousy in same-sex female friendships as well as extend the work of Guerrero et al. (1995). By applying Sillars' (1980) theoretical framework of conflict, there is an opportunity to make the connection between attributions and the responses selected to deal with jealousy. Further, romantic relationships are emphasized in academic research on jealousy, leaving little understanding about the experience of jealousy amongst same-sex female friends.

Following the predictions of Sillars' (1980) roommate conflict study, there are four hypotheses put forth in this study focusing on attributions of responsibility and attributions toward the stability of jealousy. With a direct application of Sillars' (1980) study the concept of conflict will be replaced with the concept of jealousy. It is expected that those individuals who attribute the jealousy to self will want to talk about the jealousy with mutual goals in mind

whereas those individuals who attribute the jealousy to the friend will employ passive-indirect and distributive strategies over the integrative strategy. If an individual blames themselves for the jealousy they may want to clear up the issue or to alleviate the problem by talking about it openly. If an individual sees the friend as responsible for jealousy then they may see the friend as the source of the problem, and, therefore, the individual does not need to address the issue in an integrative way.

H3: Self-attributions for jealousy will be positively related to integrative communication strategies.

H4: Other attributions for jealousy will be positively related to passive-indirect and distributive communication strategies.

Sillars (1980) also found that stable behaviors led to more passive strategies rather then integrative strategies. Jealousy is expected to function similarly, given that jealousy may be attributed to stable personality traits or less stable causes, such as the misperception of an event. Similar to Sillars' findings, if jealousy is thought to derive from stable causes then females should be less likely to talk about it openly, but if it is attributed to less stable causes then females should be more likely to discuss the event in order to resolve the jealousy.

H5: Stable attributions for jealousy will be positively related to passive-indirect communication strategies.

H6: Unstable attributions for jealousy will be positively related to integrative communication strategies.

Methods

Participants. One hundred and twenty female students enrolled in undergraduate communication courses at a large midwestern university participated in the current study. The age of the participants ranged between 18 and 27 with a mean of 21.3 (SD=1.4). In this sample, 68.3% were Caucasian, 10.8% were African American, 10.8% were Asian American, 3.3% were Hispanic, and 5% reported "other" ethnicity. The majority of the participants, 62.5%, were seniors in school, juniors made up 25.8% of the sample, and both graduate students and underclassmen comprised 5% of the sample. Of this sample, 62.5% of the participants were dating whereas 32.5% were single, with the exception of two married and one divorced participants. All students voluntarily participated in this study and signed informed consent forms. The data of two participants were excluded from analyses because they could not recall an event in which they felt jealous of their same-sex friend. Jealousy was defined for the participants on the questionnaire as: the thoughts and feelings that occur when you think you may lose an important person to some third person, activity, or object. Out of the one hundred and eighteen who completed the questionnaire, thirty-six participants recalled an event in which they experienced envy rather than jealousy. Envy is distinguished from jealousy as: "Envy may be said to occur when a person lacks what another has and either desires it or wishes that the other did not have it. It occurs when the superior qualities, achievements, or possessions of another are perceived as reflecting badly on the self (p. 4) (Parrot, 1993)." Therefore, the participants' who recalled an envious event rather

then a jealous event were excluded from analysis. This resulted in a total of eight-two participants.

Procedure. The opportunity to participate in this research study was announced in undergraduate communication courses and given that the target for the current study was females, another research opportunity separate from this study was offered to the male students. The survey was twelve pages long, and contained both open-ended descriptive items and close-ended items. Participation in this study took place either during class or after the scheduled class time and was dependent on the policies of the class instructor. All of the participants received extra credit or research credit points for participating in this study. Participants were instructed to recall an event in which they felt jealous of a same-sex friend. All participants received the same questionnaire. After completing the questionnaires, the participants were thanked for their time and were offered an information sheet providing them the opportunity to learn more about this study and the topic of jealousy.

Measurements. Participants first completed the brief version of Goldberg's Unipolar Big-Five Markers Scale (Saucier, 1994). This scale consists of forty nine-point Likert-type items, with one representing "extremely accurate" and nine representing "extremely inaccurate." In this scale participants are asked to describe themselves in terms of labels such as "jealous," "envious," and "relaxed." Then participants were instructed to describe the closeness of their relationship according to Aron, Aron, and Smollan's self-other scale (1992). Their scale consists of seven different pictorial representations between "self" and

"other" according to the degree of overlap between two circles, with more overlap indicating more closeness. The next part of the survey consisted of a series of open-ended questions. Participants were instructed to describe their relationship with their same sex friend, how long they had known their friend, the details of the actual jealousy event, and their thoughts and feelings at the time of the event. Next, participants were asked who was most responsible for the event, to describe what they said in response to the jealousy event and how their friend responded. Participants then were asked to describe their reasons for addressing or not addressing the jealousy event as well as the relationship outcome. Next, participants then completed a five item semantic differential scale created for this study in order to assess the intensity of the jealousy experienced, with response options ranging from one to five and including; "weak/strong," "a little/a lot," "mild/intense," "not powerful/powerful," and "not overwhelming/overwhelming." A jealousy responsibility scale also was created, and consisted of four Likert-type items with response options ranging from one ("strongly agree") to five ("strongly disagree"), and including items such as "my friend caused me to be jealous of her in this situation," and "my friend was responsible for me being jealous in this situation." Next, participants completed a series of thirty-eight Likert-type items with response options ranging from one ("strongly disagree") to five ("strongly agree") written to assess type of communication strategies used (passive-indirect, eight items, e.g., "I avoided her;" distributive, ten items, e.g., "I yelled at her;" and integrative, five items, e.g., "I tried to tell her my feelings"), the stability of the behavior (eight items, e.g., "this

is how I usually behave"), and relational outcomes (seven items, e.g., "the jealousy made the friendship awkward").

Participants then completed Jang, Smith & Levine's (2001) Communication Patterns Scale. This scale assesses how people communicate about an issue, and includes five subscales; talking over the issue, arguing over the issue, talking around the issue, avoiding the issue, and avoiding the person. The original scale was developed for a deception study examining romantic relationships and consisted of 20 items, five for each topic. For the current study the items were revised to address the topic of jealousy in friendships, resulting in a nineteen item 5-point Likert-type scale, with response options ranging from one "not at all" to five "very much."

Self-esteem was measured by using a ten item 5-point Likert-type scale designed by Rosenberg (1965) to assess global self-esteem, and finally, participants were asked to complete six questions assessing demographic information.

Results

Scale Reliabilities. The reliabilities of the close-ended scales were assessed by SPSS and all were found to be acceptable (cronbach's alpha = .77, neuroticism, .95, jealousy intensity, .84, responsibility, .85, distributive, .86, integrative, .66, stability, .89, relational outcomes, .65, talked around, .78, avoid issue, .92, avoid person, and, .86, self-esteem) except for the passive-indirect scale, (cronbach's alpha = .44) which was deleted from further analysis.

Coding. The open-ended questions were unitized according to thought units by two coders. For example, in response to the question "please describe your friendship" some participants recorded "best friend", which would constitute one thought unit. In contrast, some participants recorded "she's my best friend... and we've been rooming together for two years." This would be unitized into two separate thought units – best friend, and roommates. Unitizing agreement was assessed by simple percentage of agreement (91%) and found to be acceptable. To establish the category scheme for coding the open-ended data, two coders randomly selected 25 surveys and reviewed them for thematic content. After several discussions, category schemes were created for each open-ended question, and the data was coded by the two coders. Intercoder reliability was assessed by simple percentage of agreement, which was found to be acceptable (88%).

Categories and Frequencies. In response to the question, which asked participants to describe their friendships, the data revealed seven categories. The frequency data indicated that 41.7 % (n = 50) of the responses reported the

"best friend" category; 31.7 % (n = 38) reported the "close friends" category, 5% (n = 6) reported the "co-workers" category; 24.2% (n = 29) reported the "childhood friends" category; 24.2% (n = 29) reported the "roommates" category; 15.8% (n = 19) reported the "teammates" category; 2.5% (n = 3) reported the "acquaintances" category; and 54.1% (n = 65) reported the "feelings" category where they describe their relationship in terms of the feelings shared.

In response to the question which asked how long the participants had known their friend, six categories emerged. Seven and one half percent (n = 9) of the participants reported a friendships of six months or less; 27.5% (n = 33) reported a friendship over six months to two years; 23.3% (n = 28) reported over two years to four years; 11.7% (n = 14) reported over four years to six years; 25% (n = 30) reported more than six years; and 3.3% (n = 4) reported the "miscellaneous" category.

In response to the question asking participants to describe the jealousy event (i.e., research question one), the data revealed eight categories. The frequency data indicated that 20.8% (n = 25) of the responses reported the "competing female relationship" category, which described their friends spending time with other girls; 18.4% (n = 22) reported the "competing male relationship" category, which described their friends spending time with boyfriends or other male friends; 10% (n = 12) reported the "competing for the same guy" category, 8.3% (n = 10) reported the "wedging opposite sex" category, which described how their friends tried to come between the participant and her boyfriend or other male friend; 6.7% (n = 8) reported the "possession" category, which described

how their friends tried to steal the participants' boyfriends or dated an ex-boyfriend; 5% (n = 6) reported the "guys like her more" category; 5% (n = 6) reported the "wedging same-sex" category, tried to come between the participant and another female; and 2.5% (n = 3) reported the "personality change" category, which described such things as the disagreeing with things the friend participated in or the people the friend hung out with.

In response to the question that asked participants to describe who was most responsible for the jealousy event, the data revealed six categories. The frequency data indicated that 25.8% (n = 31) of the responses reported that "their friend" was responsible; 40.9% (n = 49) reported "self" responsibility; 8.3% (n = 10) reported that "both" were responsible; 12.5% (n = 15) reported that a "3rd party" (such as another friend or boyfriend) was responsible; 7.5% (n = 9) reported that it was "nobody's fault"; while 7.5% (n = 9) reported the "miscellaneous" category.

In response to the question that asked participants to describe how they addressed their jealousy, the data revealed seven categories. The frequency data indicated that 16.6% (n = 20) of the responses reported the "distributive" category (e.g., yelling at their friend, calling names); 67.5% (n = 81) reported the "passive-indirect" category (e.g., not talking about it, avoiding the friend); 25.9% (n = 31) reported the "integrative" category (e.g., telling friend how they felt); 5.9% (n = 7) reported the "positive assurances" category (e.g., wishing their friend happiness); 4.2% (n = 5) reported the "3rd party" category (e.g., talking to another friend or boyfriend about it); 19.2% (n = 23) revealed the "self-coping"

category (e.g., attempting to change their own feelings to help get over it); while 1.6% (n = 2) revealed the "miscellaneous" category.

In response to the question that asked participants why they addressed the jealousy, the data revealed eight categories. The frequency data indicated that 3.3% (n = 4) of the responses reported the "preserve friendship" category, which described that they wanted to save or maintain the friendship; 5% (n = 6) reported the "avoid conflict" category, which described that they didn't want to cause a fight, 26.7% (n = 32) reported the "personal need" category, which described that they needed to make themselves feel better; 1.7% (n = 2) reported the "personal responsibility" category, which described that this was the participants' problem not the friends'; 3.3% (n = 4) reported the "save own face" category, which described that they were embarrassed or didn't want to look jealous; 1.7% (n = 2) reported the "save friend's face" category, which described not wanting to embarrass their friend or make their friend feel bad; .8% (n = 1) reported the "no point" category, which described that it was not worth addressing the jealousy; while 10% (n = 12) reported the "miscellaneous" category.

The same categories were used to code the responses to the question that asked participants why they did not address the jealousy, if they didn't. The frequencies indicated that 4.1% (n = 5) of the responses reported the "preserve friendship" category; 6.7% (n = 8) reported the "avoid conflict" category; 10.9% (n = 13) reported the "personal responsibility" category; 12.5% (n = 15) reported the "save own face" category; 1.6% (n = 2) reported the "save friend's face" category;

16.2% (n = 20) reported the "no point" category; and 6.6% (n = 8) reported the "miscellaneous" category.

Finally, in response to the question that asked participants to describe the relational outcome of the jealousy event, the data revealed three categories. Ten percent of the responses (n = 12) reported the "relationship is better" category; 24.2% (n = 29) reported the "relationship is worse" category; and 63.3% reported the "relationship is the same" category.

Hypothesis One. The first hypothesis predicted a negative relationship between self-esteem and the intensity of the jealousy experienced. Correlational analyses revealed no significant relationship (r (78)= .00, $p < .05$, ns), thus the data were inconsistent with hypothesis one.

Hypothesis Two. The second hypothesis predicted a positive relationship between neuroticism and the intensity of the jealousy experienced. Correlational analyses revealed a significant positive relationship (r (77)= .28, $p < .05$), indicating that the intensity of jealousy experienced increases as neuroticism increases, thus the data were consistent with hypothesis two.

Hypothesis Three. The third hypothesis predicted that self attributions for jealousy would be positively related to integrative strategies. Correlational analyses revealed no significant relationship (r (78)= .15, p < .05, ns) between the self responsibility scale and the integrative strategies scale, thus the data were inconsistent with this hypothesis.

Hypothesis Four. The fourth hypothesis predicted a positive relationship between other attributions and passive-indirect and distributive strategies. To

test the first part of this hypothesis, the other attributions scale was correlated with three subscales from the Communication Patterns Scale; talking around the issue, avoiding the issue, and avoiding the person. The results indicated a positive relationship ($r(78) = .34$, $p < .01$) between other attributions for jealousy and avoiding the person, a positive relationship ($r(79) = .24$, $p < .05$) between other attributions for jealousy and talking around the issue, and no significant relationship ($r(80) = .15$, $p < .05$, ns) between other attributions for jealousy and avoiding the issue. Thus, the data were consistent with the first part of this hypothesis.

To examine the second part of this hypothesis, the other attributions scale was correlated with the distributive scale. The data revealed a positive relationship ($r(78) = .36$, $p < .00$) between other attributions for jealousy and distributive strategies. Thus, the data also were consistent with the second part of this hypothesis.

Hypothesis Five. The fifth hypothesis predicted a positive relationship between stable attributions for jealousy and passive-indirect strategies. To test this hypothesis, the stable attributions scale was correlated with three subscales from the Communication Patterns Scale; including, talking around the issue, avoiding the issue and avoiding the person. The data revealed no significant relationship ($r(76) = -.17$, $p < .05$, ns) between stability of jealousy and avoiding the person, no significant relationship ($r(77) = -.13$, $p < .05$, ns) between stability of jealousy and talking around the issue, and no significant relationship ($r(77) =$

.02, $p > .05$, ns) between stability of jealousy and avoiding the issue. Thus, the data were not consistent with the hypothesis.

Hypothesis Six. The sixth hypothesis predicted a positive relationship between unstable attributions for jealousy and integrative strategies. To test this hypothesis, the integrative scale was correlated with the stable attributions scale. The data revealed no significant relationship ($r(77) = .01$, $p < .05$, ns), thus, the data were not consistent with the hypothesis.

Discussion

This research examined the relationships between attributions and the communication strategies used in response to jealousy in female same-sex friendships. Further, the relationships of both neuroticism and self-esteem to jealousy were explored, as well as the type of events that evoke jealousy. This study indicated mixed results, and several issues merit further discussion.

First, no relationship was found between self-esteem and jealousy. This was not only contrary to what was predicted in this study, but also inconsistent with the results of Buunk (1997) in which women with low self-esteem scores had higher scores on jealousy. However, the purpose of Buunk's (1997) research was to examine past inconsistent results between jealousy and personality correlates (including self-esteem). One reason for these results could have been restriction of range. The mean for self-esteem was 4.28 (SD = .59). The participants overall had high self-esteem and, thus, very little variance on self-esteem scores. Further investigation of the relationship between jealousy and self-esteem may resolve the inconsistent findings. More importantly, a comparison study between self-esteem and jealousy in both romantic relationships and friendships may provide more insight. The majority of the research examining the two constructs has been in romantic relationships and perhaps the relationship between self-esteem and jealousy is dependent on the type of relationship in which jealousy has been evoked.

Next, as predicted, a positive relationship emerged between neuroticism and the intensity of the jealousy experienced. This is consistent with other

research, such as the work of Buunk (1997) and Melamed (1991) who both found positive relationships between neuroticism and how likely an individual was to experience jealousy. Therefore, individuals who have higher levels of neuroticism were more likely to experience jealousy with more intensity.

One of the most interesting aspects of this project was the data revealed by the open-ended portion of the survey. In particular, the results for research question one revealed eight different types of events that evoke jealousy in same-sex female friendships. The qualitative results from the current study are consistent with topics addressed by the limited research focusing on jealousy and friendship. For example, Roth & Parker (2001) focused on jealousy evoked from neglected friendships due to dating partners similar to the "competing male relationship" category revealed in the current study. Another category revealed in this study also parallels Roth & Parker's work (2001). Namely, the "exit" response category, which described individuals talking about their friends behind their back, is similar to the "wedging same-sex" category found in this study. Further, Simmons' (2002) work on the changing of alliances between females investigated topics similar to those of this study, including "competing female relationships." The qualitative results from the current study are consistent with the limited research on jealousy and friendship, suggesting the utility of further research in this area.

Next, no relationship was found between self responsibility for the jealousy event and integrative communication strategies. These results are contrary to what Sillars (1980) found in his roommate study. The roommate study specifically

found that those individuals who attributed the responsibility of the conflict to themselves were more likely to talk about the conflict openly with their roommate through integrative strategies. However, Simmons (2002) suggested that girls are socialized to be nice and, therefore, addressing jealousy in any sort of open way would clash with that socialization. It seems reasonable that one explanation for the lack of findings between self responsibility for the jealousy event and integrative communication strategies was that females were trying to maintain the relationship with their friend as well as maintaining their "niceness."

A positive relationship was found between other responsibility for the jealousy event and passive indirect communication strategies, including talking around the issue and avoiding the person. Consistent with the finding of Sillars' (1980) roommate study, the data revealed that females who attributed the responsibility of the jealousy to their friend were more likely to implement passive-indirect strategies. Again, the socialization of young girls as described by Simmons (2002) may explain why females will select to respond to jealousy with passive-direct strategies. By avoiding the person and talking around the issue, the individual avoids open conflict and, therefore, can still maintain the relationship without looking mean.

Further, a positive relationship was found between other responsibility for the jealousy event and distributive communication strategies. This also is consistent with the findings from Sillars' (1980) roommate study in which individuals saw their friend as the source of the problem so, therefore, do not need to openly discuss the issue in a constructive manner. Previous friendship

research has suggested that friendships are the least valued relationship (Brehm, 1992) and are voluntary in nature (Rawlins, 1992). It may be this thought process that leads individuals to use distributive strategies that include yelling at the other person or demanding that they change.

Finally, stability of jealousy was not related to passive-indirect strategies or integrative strategies. This is contrary to the results found in the Sillars' (1980) roommate study. One explanation for these findings can be taken from the open-ended comments describing the jealousy event. Some participants described the jealousy event as deriving from their friend, while other participants described the event as deriving from outside sources. Thus any effects may have cancelled each other out. Future research should continue to explore the range of attributions related to jealousy.

Limitations

One of the primary limitations of this study is that self-report recall questionnaires were used as the method. By using self-report recall, there is a possibility of memory biases from the participants and any biases could lead to important details being omitted or information being reported inaccurately.

Another limitation of this study is the use of college-aged participants. Although friendships are plentiful in the college years, by exploring just this age group, insight from different age groups could be missing. It is important to examine how generalizable this data set is to other age groups. For example, it would be interesting to investigate the jealous experience and the selection of communication strategies during adolescence years in which friendship alliances

often change and dating relationships become more frequent. Further, friendships begin to decline as individuals get older. It would also be interesting to see how jealous experiences and communication strategies are related in older adult friendships.

Finally, a limitation to this study was neglecting to assess the dating status of the participants. Several participants reported competing male relationships (such as their friend spending time with a boyfriend) as the jealous event. It would be of interest to test the dating status of the participants to explore the similarities or differences between the intensity of jealousy of single female participants versus those participants in dating relationships.

Future Directions

The purpose of this study was to begin exploration of jealousy within same-sex friendships and to extend previous work on communication strategies. It is important to continue this exploration so that the phenomenon of jealousy outside of romantic relationships can be more fully understood. To begin, the qualitative data reported in this study can be used to create scenarios, items, or tasks for future studies such as those revealed by the event categories of "wedging," possession," and "competing relationships." In addition, this study focused solely on female participants and a future direction could include exploring male same-sex friendships to ascertain similarities or differences in the jealousy experience. Also, it would be interesting to explore jealousy by conducting a diary study in which participants could report information as it was experienced. Further, by using this technique both friends could be included in

the study and their recalled events could be compared. Finally, results for the relationship of self-esteem and jealousy were insignificant. It may be that self-esteem is more relevant for female jealousy within dating relationships as opposed to same-sex friendships, and a study comparing these types of relationships could examine this.

Conclusion

In sum, eighty-two female participants recalled an event in which they felt jealous toward a same-sex friend. The data indicated that jealousy does not just occur in romantic relationships and is central to female friendships, with many different types of events evoking this emotion. Although the results of the current study did not offer support for all the hypotheses, this study has highlighted the utility of applying current knowledge on attributions to the jealousy domain in order to further understand the communication choices made within same-sex female friendships.

Table 1

Frequencies for Types of Events

	Competing Female Relationships	Competing Male Relationships	Competing For the Same Guy	Wedging Opposite Sex	Possession	Guys Like Her More	Wedging Same-Sex
N	25	22	12	10	8	6	3
%	20.8%	18.4%	10%	8.3%	6.7%	5%	2.5%

Note. "Envy," was excluded from analysis.

Table 2

Means and Standard Deviations for all variables.

	Mean	Standard Deviation	N
Avoiding Person	1.90	1.13	80
Avoiding the Issue	2.72	1.07	82
Distributive Self	2.06	1.08	80
Integrative Self	2.88	1.16	80
Intensity	3.52	.98	81
Neuroticism	4.69	1.25	80
Responsibility Self	3.18	1.25	82
Responsibility Other	3.08	1.28	82
Talking Around Issue	2.60	1.01	81
Self-Esteem	4.28	.59	81
Stability	2.60	.93	79

APPENDIX

Jealousy and Communication Questionnaire

Instructions: In this survey we are interested in the descriptions of jealousy experiences, the thoughts involved in these experiences, the communication responses to jealousy and the relationship outcomes.

Please read everything carefully and answer each question as completely and honestly as possible. If you require more space for a specific answer, please feel free to use the back of the page. Do not include your name on this survey. Your responses are anonymous, so your answers cannot be linked to your identity in any way.

Jealousy is defined as "the thoughts and feelings that occur when you think you may lose an important person to some third person, activity, or object." Put differently, people may feel jealousy if they are afraid they will lose, or if they do lose, a close relationship partner because their partner is spending more time with another person, activity (or hobby), or object.

In this survey you will be asked to recall and describe a jealousy experience. Please answer the following packet based on you and your same-sex friend from the relationship in which the jealousy experience occurred. Write the same-sex friend's initials here:

_____

Instructions: Please use this list of common human traits to describe **yourself** as accurately as possible. Describe **yourself** as you see yourself at the present time, not as you wish to be in the future. Describe **yourself** as you are generally or typically, as compared with other persons you know of the same-sex and of roughly your same age. Use the following rating scale to indicate how accurately each trait describes you:

1	2	3	4	5	6	7	8	9
Extremely Inaccurate	Very Inaccurate	Moderately Inaccurate	Slightly Inaccurate	Neutral	Slightly Accurate	Moderately Accurate	Very Accurate	Extremely Accurate

Bashful	1 2 3 4 5 6 7 8 9	Moody	1 2 3 4 5 6 7 8 9
Bold	1 2 3 4 5 6 7 8 9	Organized	1 2 3 4 5 6 7 8 9
Careless	1 2 3 4 5 6 7 8 9	Philosophical	1 2 3 4 5 6 7 8 9
Cold	1 2 3 4 5 6 7 8 9	Practical	1 2 3 4 5 6 7 8 9
Complex	1 2 3 4 5 6 7 8 9	Quiet	1 2 3 4 5 6 7 8 9
Cooperative	1 2 3 4 5 6 7 8 9	Relaxed	1 2 3 4 5 6 7 8 9
Creative	1 2 3 4 5 6 7 8 9	Rude	1 2 3 4 5 6 7 8 9
Deep	1 2 3 4 5 6 7 8 9	Shy	1 2 3 4 5 6 7 8 9
Disorganized	1 2 3 4 5 6 7 8 9	Sloppy	1 2 3 4 5 6 7 8 9
Efficient	1 2 3 4 5 6 7 8 9	Sympathetic	1 2 3 4 5 6 7 8 9
Energetic	1 2 3 4 5 6 7 8 9	Systematic	1 2 3 4 5 6 7 8 9
Envious	1 2 3 4 5 6 7 8 9	Talkative	1 2 3 4 5 6 7 8 9
Extraverted	1 2 3 4 5 6 7 8 9	Temperamental	1 2 3 4 5 6 7 8 9
Fretful	1 2 3 4 5 6 7 8 9	Touchy	1 2 3 4 5 6 7 8 9
Harsh	1 2 3 4 5 6 7 8 9	Uncreative	1 2 3 4 5 6 7 8 9
Imaginative	1 2 3 4 5 6 7 8 9	Unenvious	1 2 3 4 5 6 7 8 9
Inefficient	1 2 3 4 5 6 7 8 9	Unintellectual	1 2 3 4 5 6 7 8 9
Intellectual	1 2 3 4 5 6 7 8 9	Unsympathetic	1 2 3 4 5 6 7 8 9
Jealous	1 2 3 4 5 6 7 8 9	Warm	1 2 3 4 5 6 7 8 9
Kind	1 2 3 4 5 6 7 8 9	Withdrawn	1 2 3 4 5 6 7 8 9

Think about one of your **same-sex friends**. In this portion of the survey, please recall an event when YOU felt jealous of your same-sex friend. With this friend and event in mind, please answer the following questions.

1. Please describe your relationship with the same-sex friend.

2. How long did you know your friend before the event occurred?

3. Please describe the details of the event. What happened?

4. What were your thoughts at the time?

5. What were your feelings at the time?

6. Who do you think was most responsible for the jealousy event? Why?

7. How did you address the jealousy? Please describe specifically what you said and what you did.

8. How did your friend respond?

9. If you addressed the jealousy, why did you decide to address it this way?

_____

_____

_____

_____

10. If you did not address the jealousy, why did you choose not to deal with it?

_____

_____

_____

_____

11. What was the relationship outcome?

_____

_____

_____

_____

12. How many times have similar jealous events occurred in this friendship?

_____

13. The jealousy I experienced in the situation was...

Weak	1	2	3	4	5	Strong
A little	1	2	3	4	5	A lot
Mild	1	2	3	4	5	Intense
Not powerful	1	2	3	4	5	Powerful
Not overwhelming	1	2	3	4	5	Overwhelming

Instructions: Think about your same-sex friend and the jealousy event that you described when filling out the following scales. Rate the following items with 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

	Strongly Disagree				Strongly Agree
1. My friend caused me to be jealous of her in this situation.	1	2	3	4	5
2. My friend was not responsible for me being jealous in this situation.	1	2	3	4	5
3. It was my own fault that I became jealous in this situation.	1	2	3	4	5
4. I brought on the jealousy myself in this situation.	1	2	3	4	5

Instructions: Think about your same-sex friend and the jealousy event that you described when filling out the following scales. Rate the following items with 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

	Strongly Disagree				Strongly Agree
1. I am satisfied with this same-sex friendship.	1	2	3	4	5
2. She yelled at me.	1	2	3	4	5
3. I avoided her.	1	2	3	4	5
4. She wanted me to figure it out on my own.	1	2	3	4	5
5. I tried to tell her what I wanted.	1	2	3	4	5
6. I feel like I consistently behave this way.	1	2	3	4	5
7. She tried to tell me what to do.	1	2	3	4	5
8. I asked her to change her behavior.	1	2	3	4	5
9. I tried to joke about the issue.	1	2	3	4	5
10. She avoided talking about the issue with me.	1	2	3	4	5
11. This is how I usually behave.	1	2	3	4	5
12. I hoped that she would figure it out on her own.	1	2	3	4	5
13. The jealousy experience brought us closer together.	1	2	3	4	5
14. I tried to engage in constructive problem-solving.	1	2	3	4	5
15. She asked me to change my behavior.	1	2	3	4	5
16. She called me names.	1	2	3	4	5
17. She tried to joke about the issue.	1	2	3	4	5
18. I tried to get her to do what I wanted.	1	2	3	4	5
19. I yelled at her.	1	2	3	4	5
20. The jealousy experience ruined our friendship.	1	2	3	4	5
21. I avoided talking about the issue with her.	1	2	3	4	5
22. My behavior at this time was not typical for me.	1	2	3	4	5
23. She tried to get me to do what she wanted.	1	2	3	4	5

	Strongly Disagree				Strongly Agree
24. She behaved in a way that was uncharacteristic of her usual behavior.	1	2	3	4	5
25. The jealousy experience made the friendship stronger.	1	2	3	4	5
26. I tried to tell her my feelings.	1	2	3	4	5
27. I tried to learn her feelings.	1	2	3	4	5
28. I feel that my friend consistently behaves this way.	1	2	3	4	5
29. The jealousy made the friendship awkward.	1	2	3	4	5
30. I am happy with this friendship.	1	2	3	4	5
31. Her behavior at this time was not typical for her.	1	2	3	4	5
32. She avoided me.	1	2	3	4	5
33. I tried to tell her what to do.	1	2	3	4	5
34. I tried to find out what she wanted.	1	2	3	4	5
35. I am not comfortable with the status of the friendship.	1	2	3	4	5
36. I called her names.	1	2	3	4	5
37. I behaved in a way that was uncharacteristic of my usual behavior.	1	2	3	4	5
38. This is how she usually behaves.	1	2	3	4	5

39. Please describe any other behaviors that you or she did, not listed above.

_____

_____

_____

Instructions: Think about your same-sex friend and the jealousy event that you described when filling out the following scales. Rate the following items with 5 = very much to 1 = not at all.

Not at All 1 2 3 4 5 Very Much

_____1. I talked about the jealousy incident with my friend.

_____2. I pretended I wasn't jealous while interacting with my friend.

_____3. I did not discuss the jealousy when talking with my friend, but I asked questions around the issue.

_____4. I argued about the jealousy event with my friend.

_____5. When my friend mentioned the jealous incident, I told her that I did not want to talk about it.

_____6. I did not want to see my friend after the jealousy.

_____7. It was fairly easy for me to discuss the jealousy incident with my friend.

_____8. I started fights about the jealousy with my friend.

_____9. I was afraid of asking my friend directly about the jealousy incident.

_____10. I stopped going to places where my friend might be present after the jealousy incident.

_____11. I ignored my friend's phone calls after the jealousy incident.

_____12. I was not able to talk about the jealousy incident with my friend.

_____13. I stayed away from talking about the jealousy with my friend.

_____14. I avoided my friend after the jealousy incident.

_____15. I avoided talking about the jealousy incident with my friend.

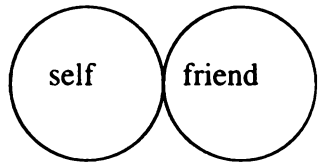
_____16. I talked around the jealousy incident with my friend.

_____17. I ignored my friend's emails after the jealousy incident.

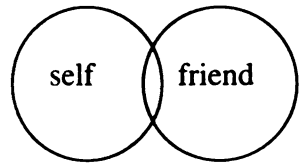
_____18. I stopped interacting with my friend after the jealousy incident.

_____19. I talked with my friend about the jealousy incident in an indirect way.

Which of the following sets of circles best describes the closeness of you and your friend? (Circle the correct set of circles).



1



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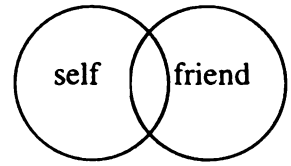

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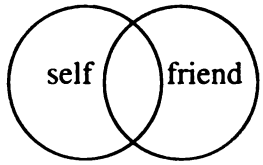

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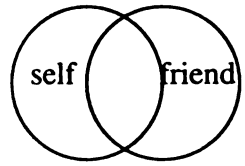

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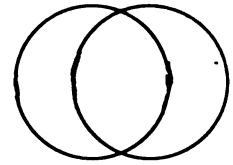
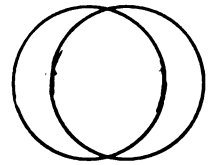


self 6 friend



self 7 friend

Instructions: Rate the following items about yourself with 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree.

	Strongly Disagree				Strongly Agree
1. I feel that I am a person of worth, at least on an equal basis with others.	1	2	3	4	5
2. I feel that I have a number of good qualities.	1	2	3	4	5
3. All in all, I am inclined to feel that I am failure.	1	2	3	4	5
4. I am able to do things as well as most other people.	1	2	3	4	5
5. I feel I do not have much to be proud of.	1	2	3	4	5
6. I take a positive attitude towards myself.	1	2	3	4	5
7. On the whole, I am satisfied with myself.	1	2	3	4	5
8. I wish I could have more respect for myself.	1	2	3	4	5
9. I certainly feel useless at times.	1	2	3	4	5
10. At times I think I am no good at all.	1	2	3	4	5

Instructions: Please fill out the following demographic information about yourself.

1. Are you (circle one): MALE FEMALE

2. Are you (circle one): HETEROSEXUAL HOMOSEXUAL BISEXUAL

3. Are you (circle one): FROSH SOPHOMORE JUNIOR SENIOR GRADUATE

4. Are you (circle one): CAUCASIAN AFRICAN AMERICAN HISPANIC ASIAN AMERICAN NATIVE AMERICAN OTHER_____

5. Are you (circle one): SINGLE DATING MARRIED DIVORCED WIDOWED

6. How old are you? _____

Thanks for your participation!

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