

**Family Experiences, Social Skills, and Feelings of
Loneliness During the Transition to College**

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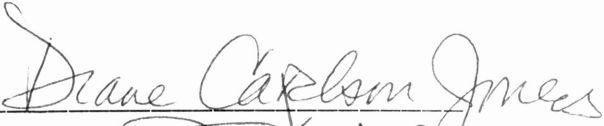
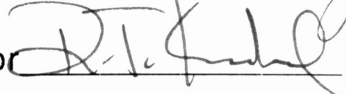
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Abstract

The present research investigates the relationships among family environment, parental attachment, and social skills levels and evaluate their contributions to a successful transition to college for incoming students. This transition was assessed by self-reported levels of loneliness as indicators of successful adjustment. 132 incoming students responded to several questionnaires at the beginning of their first semester and again seven weeks later. Evidence indicated a limited relationship between family influences and social skills levels, but also presents support for a strong relationship between social skills and loneliness as measured at the beginning of the semester. Sex of the student, cohesion of the family, as well as loneliness reported at the beginning of the semester were found to be the main predictors of loneliness at the end of the semester.

Family Experiences, Social Skills, and Feelings of Loneliness During the Transition to College

The transition to college for many young adults can be a very stressful and trying experience. During this time, the new student is generally away from the familiarity of the home setting for the first extended period of time and has many new experiences and challenges to face. While the focus for students will vary, all must deal with academic challenges, independence from parents and hometown ties, as well as the social adjustments necessary for a positive college experience. These early processes of social network development and some implications of leaving the family unit have been discussed in past literature (Kenny, 1987; Lapsley et al., 1990; Hays & Oxley, 1986). Kenny proposes that students view their new world at college as an opportunity to exercise mastery and control. However, it is certain that not all beginning students accept their new situation with such assertion and positive determination.

During this transition, reported loneliness can be seen as one major indicator of adjustment. Loneliness had been defined as a self-perceived interpersonal problem in which a person's network of relationships is smaller or less satisfying than the network desired (Ponzetti & Cate, 1988). Loneliness is not to be confused with time spent alone. Strong evidence has shown that the behavior of being alone is not necessarily affected by the emotional experience of

being alone. The classic example of this would be feeling alone in a crowded room (Hecht & Baum, 1984). Several studies have addressed the problems that loneliness can pose, especially for the young college student (Cutrona, 1985; Hecht & Baum, 1984; Rich & Bonner, 1987). Depression, alcohol problems, and suicide in college samples have all been related to feelings of extreme loneliness (Rich & Bonner, 1987). A portion of the literature deals with strategies to lessen the experience of loneliness and its hardships on incoming students (Kenny, 1987; Rich & Bonner, 1987). However, to evaluate such strategies one must examine the factors leading to successful social integration. This area of research seems particularly important when one examines the evidence supporting linkages between loneliness and serious emotional problems. The purpose of this research is to examine and evaluate the impact of parental attachment, family climate, and social skills on the experience of loneliness during the first semester of college.

The interpersonal skills that an individual brings to newly forming relationships are very important during the transition to college life. Defining social competence can be difficult, but most general definitions describe the concept as "adaptive functioning in which environmental and personal resources are used to achieve desirable developmental outcomes within interpersonal contexts" (Peterson & Leigh, 1990). This definition has been expanded to address the need for the ability to take another's perspective, as well as the need for a balance between sociability and individualism necessary for well adjusted relationships (Peterson & Leigh, 1990).

Evidence supporting some sex differences suggests that personal attributes such as social competence and sex-role orientation are more significant predictors of loneliness for males, while friendship variables such as satisfaction and perceived support are more important for females (Ponzetti & Cate, 1988). However, a large area of work has implicated poor social skills as predictors of loneliness in all college students (Goswick & Jones, 1982), especially skills which enable relationships to progress beyond shallow friendships (Wittenberg & Reis, 1986; Vaux, 1988). The skills most often cited as lacking in lonely students are those responsible for successful communication. Levels of assertion and introversion (Cutrona, 1982) have been mentioned along with the ability to stay attentive to a partner in a conversation (Jones et al., 1982). In addition, perceived lack of self disclosure to significant others (Solano, 1982) and anxiety due to social skills deficits have been examined as to their effects on loneliness (Solano & Koester, 1989). Buhrmester et al. (1988) have proposed that five areas are most important for assessing interpersonal competence. Items assessing competence in the areas of initiation, negative assertion, disclosure, emotional support, and conflict management have been compiled to formulate the Interpersonal Competence Questionnaire (Buhrmester et al., 1988). From these findings, it has been suggested that determining exactly which social skills are most important in forming and maintaining relationships could be an area worthy of further investigation.

The social skills that an individual brings to social experiences are forged during early development. For this reason, family experiences play a very important role in developing social abilities and competencies. An abundance of work has been done in the area of early parent-child relationships and their impact on the social development of children. Bowlby's (1969) work suggested a link between parental attachment patterns in childhood and a secure foundation from which to explore new relationships. From these beginnings, the study of attachment has expanded considerably to address how such early attachments affect adolescent and young adult psychological adjustment and development (Armsden & Greenberg, 1987; Crook, Raskin, & Eliot, 1981; Kamptner, 1988). Evidence supporting a strong connection between parental attachment and social competencies during this transitional age has been found (Kenny, 1990). Findings show significant positive relations between parental bonds and social competence measures including expressiveness, self-esteem, and ease of same and opposite sex relationship formation (Bell et al, 1985). In addition, research indicates that secure family relations promote adolescents' social confidence, degree of interpersonal affiliation, and level of sociability (Kamptner, 1988).

Parental attachment during the transition to college has been indicated as a possible contributing factor for successful adjustment. Students who reported that their parents did not spend enough time with them or seem available for help during childhood were also the students who reported high levels of loneliness during

college (Hojat, 1982). Parental disinterest has also been related to loneliness in college student samples (Goswick & Jones, 1982). Along the same lines as Bowlby's earlier research, it has been suggested that positive attachments give the new college student a secure base to turn back to for support when necessary. However, the availability and not the actual dependence of such a base of support or parental assistance was found to be most beneficial for the securely attached college student (Greenberg et al., 1983; Hecht & Baum, 1984). Securely attached college students have also been found to be less vulnerable to potentially harmful effects of negative life change on psychological well being (Armsden & Greenberg, 1987). In general, it is being advised to reconsider the view that attachment to parents during college signifies over-dependence and to see such bonds as healthy and supportive for the student (Kenny, 1987).

Another factor related to childhood and adolescent adjustment is that of family environment. Issues such as cohesion of family members, conflict management within the family, and marital status of the parents have all been cited as possible determinants of adjustment in children. Cohesion within a family describes the emotional closeness felt between members of the family. Past work has cited parental cohesion as a predictor of well adapted families. It has also been suggested that low cohesion or cross-generational coalitions (with parents closer to children than to one another) may be responsible for problems within the family unit (Feldman & Gehring, 1988). High conflict levels within a family, regardless of

marital status of the parents, have been related to negative effects on self-esteem in pre- and early adolescents (Bishop & Ingersol, 1989). However, the relationship between such findings and individual social skills levels has yet to be examined to a great extent. Family structure (i.e. intact, divorced), when examined together with conflict level within the family, has generated mixed findings. It seems that when marital status is controlled, conflict level is still the more important factor in determining the social concepts and functioning of children and adolescents (Bishop & Ingersol, 1989; Lopez, Campbell, and Watkins, 1989; Emery, 1982). Other data suggests that a divorce could eliminate a significant amount of the conflict within a family, leading to better social adjustment for the children involved (Slater & Calhoun, 1988). Overall, it has been suggested that parents involved in conflict with each other are probably poorer models for their children, have more inconsistencies in their disciplining practices, and place more stress on their children (Emery, 1982).

The present paper will investigate the relationships between family variables and social skills and how they contribute to social adjustment as indicated by reported loneliness during the transition to college. This model proposes that family variables influence social skills which then influence reported loneliness. In the first stage of the model, it is predicted that family environment characteristics influence social skills levels. In the second step of the model, the social skills will, in turn, influence adjustment to

college and relationship formation, thereby affecting the levels of loneliness reported by these new students.

Specifically, we propose that certain family characteristics will be related to social skills that promote social competence with others. We predict that characteristics such as parental attachment levels, family cohesion, and parental positive regard, will be positively related to with social skills levels in freshmen. Alternatively, other family variables may have detrimental effects on the development interpersonal competence. Factors such as family conflict levels, parental criticism, and parental denial of feelings are expected to be related to reticence to express oneself, as demonstrated in lower negative assertion and disclosure skills. In terms of the second step of the model, it is predicted that global social skills levels will be related to lower levels of reported loneliness at the beginning and at the end of the semester. Given that interesting sex differences have been found in past literature (Kenny, 1990; Shultz & Moore, 1986; Sindberg, 1988; Medora & Woodward, 1986) for family variables and loneliness during college, this research will evaluate the relevance of gender for adjustment to college.

Method

Subjects

The 189 introductory psychology students were recruited from introductory psychology classes at a large southwestern university to participate in this short term longitudinal study. Participation fulfilled a class requirement for the students. Participants were

first semester freshmen from intact families and most came from Caucasian backgrounds. Of the 189 initial participants, eleven failed to show for the second session and 46 returned incomplete or unusable data. The final sample consisted of 132 student, 60 males (mean age= 18.06) and 72 females (mean age= 18.04.)

Procedure

The subjects were given a number of self report measures concerning their family background and current adjustment status. The one hour and fifteen minute scale administration was conducted in large group sessions. The pretest was conducted during the third week of school and the posttest was conducted seven weeks later, near the end of the school semester.

Measures

IPPA- The first of the five measures administered was the Inventory of Parent and Peer Attachments (Armsden and Greenberg, 1987). This 77-item scale was designed to measure the nature of feelings towards attachment figures. Only the parental attachment portion is reported in this study. Subjects respond to questions regarding feelings about their mothers and fathers (i.e. "My mother respects my feelings"; "My father understands me") using a scale from (0)-"Almost never true" to (4)-"Almost always true". The IPPA has reported internal consistency coefficients for the subscales ranging from .86 to .91 (Armsden & Greenberg, 1987). The alpha coefficients calculated for the present sample were .93 (maternal)

and .95 (paternal). Test-retest reliability has been established at .93 and the IPPA has also demonstrated convergent validity through comparisons with data from the Family Environment Scale, Tennessee Self-Concept Scale, and family and friend Utilization Factors.

FES- The subjects were given the Family Environment Scale (Moos, 1974). This 90-item measure is meant to describe the social-environmental characteristics of families. Major subscales for this measure include cohesion, expressiveness, conflict, Independence, achievement orientation, culture-intellectual, active-recreation, moral-religious, organization, and control. For the purposes of this study only the cohesion and conflict scales are reported. Subjects are asked to indicate on a true/false scale whether certain characteristics were true of their families during the past year. The authors of this scale report internal consistencies of .78 for the cohesion subscale and .75 for the conflict subscale. The alpha coefficients for the present study were .72 for cohesion and .67 for conflict. Test-retest reliabilities were established at .86 and .85, respectively.

FCS- The Family Communication Scale (Houts, 1988) was given to indicate patterns of communication between parents and their children. This 54-item measure presents questions that isolate several aspects of parent-child communication including criticism, positive regard, emotional support to parents, and denial of feelings. The response scale ranges from (0)-"Not at all true" to (4)-"Very true". There are separate sets of questions for the father-child and

the mother- child dyads (i.e. "I was criticized by my father/mother"; "My father/mother helped me out with my difficulties"). The subscale displays internal consistencies between .85 and .91 as well as adequate to excellent test-retest reliability scores from .84 to .92. The alpha coefficients for the present study ranged from .72 to .95.

ICQ- To assess the levels of interpersonal competence of our subjects we administered the Interpersonal Competence Questionnaire (Buhrmester et al, 1988). This 40-item scale is designed to distinguish among different domains of interpersonal competence such as initiation, negative assertion, disclosure, emotional support, and conflict management. Subjects are asked to respond to situations by answering 0-"I'm poor at handling this type of situation" to 4-"I'm extremely comfortable with this type of situation" (i.e. "Telling a companion you don't like a certain way he/she is treating you"). During the development of this scale, the authors presented evidence supporting significant internal consistencies (.77-.87) and adequate test-retest reliabilities from .69 to .89. Alpha coefficients for the present sample ranged from .74 to .89. Evidence of concurrent and discriminant validity was supported through correlational comparisons with Riggio's (1986) Social Skills Inventory.

R-UCLA- Finally, to assess adjustment to college as evidenced by reported loneliness we used The Revised UCLA Loneliness Scale (Russell et al, 1980). This well established, 20-item scale is used to determine a basic level of self-reported loneliness for the

subjects by asking how often certain feelings are experienced (0- Never to 3-Often). Validity and reliability of the UCLA Loneliness Scale has been well documented. Internal consistency has been presented with coefficient $\alpha=.94$. The alpha coefficient for the present study was found to be .91 at pretest and .93 at posttest. This measure has shown concurrent as well as discriminant validity though significant correlations with the Beck Depression Inventory and the State-Trait Anxiety Inventory as well as other measures of emotional states.

Results

Primary analyses concerned the students who failed to return for the follow up portion of the study. There were 132 students who returned for the second testing. A series of t -tests were calculated to determine the differences between the attrition group and the final sample. The dropouts reported less maternal attachment, $t(143)=2.72$, $p<.01$, and higher levels of loneliness, $t(143)=-2.24$, $p<.03$, than did their returning counterparts. Also, dropouts reported higher levels of maternal criticism, $t(143)=-3.00$, $p<.01$ and higher levels of maternal denial of feelings, $t(143)=2.20$, $p<.03$. Dropouts also reported that their fathers, $t(143)=2.30$, $p<.03$, were less educated than the parents of the returning students. The composition of the attrition group paralleled that of the final sample in terms of race, sex, age, and marital status of parents. Overall, these results suggest that the attrition sample reported

more negative family environment characteristics, but similar social skills scores.

The next series of analyses were to identify and describe sex differences for the primary variables. Because each of the primary variables are composed of multiple subscales, separate MANOVAS were calculated for each of the family and social skills measures. Means for the variables are presented in Table 1.

Insert Table 1 about here

In the first analysis, attachment levels for mothers and fathers were the dependent variables in a MANOVA with sex as the between factor. There was an overall sex effect, $F(2,129)=3.78$, $p<.03$, but the univariate analysis indicated that only paternal attachment was stronger among females than males, $F(1,130)=7.61$, $p<.01$.

The FES scales of cohesion and conflict were used as dependent variables in the next MANOVA. Results indicated that there were significant sex differences for both scales, $F(2,129)=7.43$, $p<.001$. Males reported lower cohesion, $F(1,130)=9.05$, $p<.003$, and higher conflict, $F(1,130)=11.57$, $p<.001$ than did the females.

The maternal and paternal subscales for each of the family communication variables were the dependent variables in four separate MANOVAS. When maternal and paternal criticism were used as the dependent variables, the multivariate main effect for sex was

significant, $F(2,129)=7.01$, $p<.001$. According to the univariate analyses, paternal criticism, $F(1,130)=14.01$, $p<.001$, was reported at higher levels by males. Positive regard, $F(2,129)=7.27$, $p<.001$, was significantly different for both maternal, $F(1,130)=5.28$, $p<.03$, and paternal subscales, $F(1,130)=14.62$, $p<.001$. A review of the means reveals that positive regard from both parents was higher according to the reports by females. Providing emotional support to parents differed by sex, $F(2,129)=3.75$, $p<.03$. Compared to males, females reported providing significantly higher rates of support to their mothers, $F(1,130)=6.12$, $p<.02$. Males, on the other hand, reported more frequent denial of their feelings, $F(2,129)=3.77$, $p<.03$. The univariate analyses indicated that the sex difference held for both mothers, $F(1,130)=3.92$, $p<.05$, and fathers, $F(1,130)=6.96$, $p<.01$.

Another MANOVA using the five social skills as dependent variables also found significant sex differences, $F(5,126)=3.70$, $p<.002$. Univariate analyses indicated that the sex differences were only significant for the emotional support subscale. In this instance, females reported higher levels of providing emotional support to others than did males, $F(1,130)=10.36$, $p<.002$.

Changes in reported loneliness at Time 1 and Time 2 were examined using a repeated measures 2x2 (Time of measurement x Sex) ANOVA with UCLA scores as the dependent measures. The sex differences were significant, $F(1,130)=5.83$, $p<.02$. Males reported higher levels of loneliness than females. However, the

significant Time x Sex interaction term, $F(1,130)=4.04$, $p<.05$, indicated that it was at Time 2 that males scores significantly higher than females. In fact, although males scored higher for loneliness at Time 1, the differences were not significant. These results indicate that across the semester, females decreased in reported levels of loneliness while the reported loneliness among the males increased.

The next series of analyses were conducted to test the first step of our model which hypothesized that family variables would directly influence social skill levels. A series of simultaneous multiple regression equations were calculated for each one of the social skill subscales as the dependent measure. In order to reduce the number of independent predictors in each equation and to take into account the correlations among conceptually similar measures, the maternal and paternal variables were summed together. The summary scores for attachment, cohesion, conflict, criticism, positive regard, emotional support, denial of feelings, social skills, and sex were the independent variables in each multiple regression equation. The multiple regression equations were significant for Conflict Management, $F(8,123)=2.3$, $p<.05$, and Disclosure, $F(8,123)=2.43$, $p<.02$. Significant individual predictors indicated that high levels of reported conflict in the family were negatively related to conflict management skills ($t=-2.99$, $p<.003$; $B=-.31$) and that high levels of reported parental denial of feelings were negatively related to disclosure skills ($t=-1.93$, $p<.05$; $B=-.38$). These results indicate that students who reported high levels of

conflict in their families also reported diminished ability to manage conflict within their own personal relationships. Also, when students did not feel that they could effectively communicate with their parents, they had a harder time disclosing information about themselves in personal relationships. The multiple regression equations for social skill subscales of Initiation, Negative Assertion, and Emotional Support were not significant.

Multiple regression analyses were also used to test the second part of our model which hypothesized that social skills, rather than family variables, would be directly related to loneliness at the beginning and at the end of the semester. In these analyses, the social skills subscales were summed to produce a global social skills index. Loneliness at Time 1 was used as the dependent variable and social skills, family variables, and sex were used as the independent variables. Results from these analyses are presented in Table 2. An overall significant effect was found, $F(9,122)=4.00$, $p<.001$. The social skills variable was the only significant independent predictor for this equation and was found to be negatively related to reported loneliness ($t=-3.87$, $p<.001$). Students who reported high levels of social skills were the same students who reported a better adjustment to college in terms of lower feelings of loneliness.

Insert Table 2 about here

When loneliness at Time 2 was the dependent variable and family variables, social skills, sex, and loneliness at Time 1 were the independent measures, the overall equation was once again significant, $F(10,121)=9.51$, $p<.001$. The results reported in Table 3 indicate that cohesion ($t=2.15$, $p<.03$), loneliness at Time 1 ($t=7.31$, $p<.001$), and sex ($t= 2.46$, $p<.02$) were the significant independent predictors that were positively related to loneliness. High levels of loneliness at Time 1, reported high levels of cohesion in the family, and male gender were each contributing factors in higher reported loneliness at Time 2.

 Insert Table 3 about here

Discussion

The results of this study provide limited support for the proposed model. For the first portion of the model, two significant linkages were found between family variables and social skills levels. As hypothesized, high conflict levels within the home were related to diminished social skill levels in the area of conflict management. Because we purposefully limited the subject pool to those from intact families, this should give an indication of the effects of conflict without the factor of divorce to complicate the interpretation. This provides additional support for ideas presented by Emery (1982) proposing that parents in conflict may provide poorer models for their children. It is possible that children are

mirroring their parents lack of conflict management skills in their own relationships.

Other supporting evidence for the first part of the model was the relationship between parental denial of feelings and disclosure skills. The students who felt an inability to communicate their feelings openly to their parents also had difficulty expressing themselves with their peers. Hojat (1982) proposed that such problems with parents would tie directly to feelings of loneliness. The present findings suggest a possible mediating factor of the parental experience on general disclosure skills in relationships with others outside the family.

There was stronger evidence supporting the second part of the model. The hypothesized negative association between social skills and reported loneliness at Time 1 was confirmed. Students who arrived at college with lower levels of self-perceived social skills were much more likely to report loneliness early in the school year than were students who arrived feeling confident about their social abilities. These findings are consistent with a significant body of literature implicating social skills, especially those necessary for successful interpersonal communication, as predictors of loneliness (Goswick & Jones, 1982; Wittenberg & Reis, 1986; Solano, 1982). With this additional support, social skills can be seen as an important factor in predicting loneliness of newly arrived college students.

The predictors for loneliness reported at Time 2 did not follow our proposed model. Significant predictors included family

cohesion, loneliness reported at Time 1, and sex. High levels of family cohesion were related to higher levels of reported loneliness at Time 2. There are two possible interpretations of this outcome. First, the students who report very close relationships with their family of origin may be having trouble filling the social void that occurs when they go away to college. Another interpretation might suggest that these students come from families which are too highly cohesive or enmeshed. This might pose more severe individuation and adjustment problems for the new student. This finding contradicted the hypothesized model by supporting a direct connection between a family variable and loneliness.

Loneliness at Time 1 was also positively associated with loneliness at Time 2. Students who start out lonely are likely to stay lonely throughout the semester. Cutrona (1982) suggests that students who cannot overcome loneliness over the course of a semester may be attributing their problems to more internal, stable qualities about themselves while students who adjusted by late in the semester were less likely to place responsibility for the problem on themselves or feel the problem to be an enduring one. Since self-reported measures were used, Cutrona's previous finding is supported in that self reporting your own deficiencies in the area of social skills may indicate more of an acknowledgement of an existing personal problem.

The finding that sex is a main predictor for loneliness at Time 2 is an interesting one. Males reported higher loneliness at Time 1 but not to a significant degree. However, by Time 2, sex is one of

the main predictors of loneliness. It seems that females reported becoming less lonely over time while males reported becoming more lonely over time. There are conflicting reports in the literature concerning sex differences in reported loneliness. There seems to be a roughly even split between those who have found college aged males to be more lonely (i.e. Shultz & Moore, 1986) and those who have found college aged females to be more lonely (i.e. Sindberg, 1988; Medora & Woodward, 1986). Most of these studies, however, did not examine longitudinal data from across the semester or control for age of student. Perhaps the very young age and the transitional data characteristic of the present work are more helpful in getting a picture of the complete transition for the new student and how sex differences evolve over time.

In light of this interesting finding, it is worth another look at the sex differences found for family and social skills variables at Time 1 in order to determine why such a sex effect might be found. In general, it looks as if females report more positive family influences (stronger attachment to fathers, higher maternal and paternal positive regard, higher maternal emotional support) and males report more negative family influences (lower family cohesion, higher conflict, higher paternal criticism, higher maternal and paternal denial of feelings). Kenny (1990) reported similar results and attributed them to the females tendency to remain closer to the family of origin and depend on those ties for support more so than do males. The gender difference for attachment contradicts earlier findings that there were no sex differences in

this area (Lapsley et al., 1990). The only social skill variable for which sex was significantly different was emotional support. Females reported better skills in providing emotional support than did males. This is consistent with Buhrmester's findings during the development of the Inventory of Parent and Peer Attachments (Buhrmester, 1988). Again, since females also reported higher instances of receiving emotional support from parents, a modeling effect may be occurring. This could explain why females reported greater ability in this area

Overall, it seems that there is some evidence supporting the the proposed model linking family experiences to the level of social skills and social skills to social adjustment during the transition to college. However, not all of the hypothesized relationships were confirmed and contrary to expectation, family characteristics made a direct contribution to the prediction of loneliness at Time 2. In the future, different family and social skills measures should be used to isolate the areas most responsible for the loneliness experienced during the transition to college. More importantly, the finding that loneliness increases for males and decreases for females over the course of the semester merits further investigation and attention.

It should also be mentioned that since the attrition group from this study reported more negative family experiences and more loneliness, the range of our final sample was more restricted than the initial sample . However, it is not uncommon for individuals who present more problems to drop out of longitudinal research studies.

Indeed, it may be possible that these students have dropped out of college altogether. School officials and counselors could use this information to develop prevention and treatment programs necessary to address these problems and enhance the students' college experience, especially for male students.

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Author's Notes

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Table 1

Mean scores by sex for the family, social skills, and loneliness variables

	<u>Males</u> n=60	<u>Females</u> n=72
<u>IPPA:</u>		
Maternal Attachment (.93)	103.48	107.13
Paternal Attachment** (.95)	92.23	101.00
<u>FES:</u>		
Cohesion** (.72)	6.23	7.39
Conflict*** (.67)	3.78	2.61
<u>FCS:</u>		
Maternal		
Criticism (.72)	1.26	1.00
Positive Regard* (.78)	3.16	3.44
Emotional Support** (.93)	2.01	2.45
Denial of Feelings* (.87)	1.25	0.97
Paternal		
Criticism*** (.75)	1.18	0.63
Positive Regard*** (.81)	2.63	3.18
Emotional Support (.95)	1.31	1.34
Denial of Feelings** (.89)	1.83	1.39
<u>ICQ:</u>		
Initiation (.89)	3.28	3.40
Negative Assertion (.78)	3.37	3.34
Disclosure (.80)	3.33	3.37
Emotional Support*** (.87)	4.04	4.36
Conflict Management (.74)	3.49	3.43
<u>R-UCLA:</u>		
Time 1 (.91)	16.10	14.03
Time 2* (.93)	17.82	12.72

* $p < .05$ ** $p < .01$ *** $p < .001$

Note: Numbers in parentheses are the standardized alphas for each measure. IPPA=Inventory of Parent and Peer Attachments; FES=Family Environment Scale; FCS=Family Communication Survey; ICQ=Interpersonal Competence Questionnaire; R-UCLA=Revised UCLA Loneliness Scale.

Table 2

Multiple regression coefficients for loneliness at Time 1 on Family, Social Skills, and Sex measures

<u>Measure</u>	<u>r</u>	<u>B</u>
Parental Attachment	-.31	-.30
Cohesion	-.29	-.12
Conflict	.16	-.08
Parental Criticism	.25	.14
Parental Positive Regard	-.22	.01
Emotional Support to Parents	-.16	-.01
Parental Denial of Feelings	.24	-.25
Social Skills	-.39	-.34***
Sex		.04

$F(9, 122) = 4.00^{***}$
 $R^2 = .23$

* $p < .05$ ** $p < .01$ *** $p < .001$

B = Standardized regression coefficient

Table 3

Multiple regression coefficients for loneliness at Time 2 on Family, Social Skills, and Sex measures

Measures	<u>r</u>	<u>B</u>
Parental Attachment	-.33	-.19
Cohesion	-.16	.21*
Conflict	.14	-.02
Parental Criticism	.26	.05
Parental Positive Regard	-.22	.03
Emotional Support to Parents	-.21	-.07
Parental Denial of Feelings	.30	.06
Social Skills	-.24	.04
Loneliness-Time 1	.60	.57***
Sex		.19**

$F(10,121)=9.51^{***}$
R² =.44

* $p < .05$ ** $p < .01$ *** $p < .001$

B = Standardized regression coefficient