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# A study of the self report and behavioral differences between high and low frequency daters

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A STUDY OF THE SELF REPORT  
AND BEHAVIORAL DIFFERENCES BETWEEN  
HIGH AND LOW FREQUENCY DATERS

BY

SCOTT DANER

A THESIS  
SUBMITTED TO THE GRADUATE FACULTY  
OF THE UNIVERSITY OF RICHMOND  
IN CANDIDACY  
FOR THE DEGREE OF  
MASTER OF ARTS  
IN PSYCHOLOGY

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APPROVED BY:



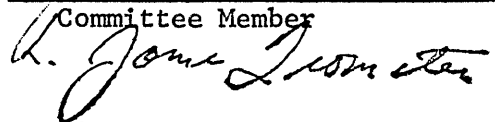
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One last thank-you I have reserved for a very special person, one who has certainly borne more of the agony than the ecstasy, Celina Haggerty.

## ABSTRACT

Minimal dating, identified as a significant and relevant target problem, generally has been thought to result from either conditioned anxiety, negative self-evaluations, or social skills deficits. One hundred and thirty-eight subjects were screened and selected on the basis of high and low dating frequency and satisfaction with dating. Twenty-seven males and twenty-seven females who met the criteria participated in a "natural" social interaction. Subjects were paired in three groups: 11 high dating males and 16 high dating females, ten low dating males and ten low dating females, and 5 low dating men and 5 high dating women. Before and after each interaction self report measures were filled out and behavioral data were collected by rating videotapes of the interaction. Self report results indicated that high dating and low dating females differed on all measures and that high dating and low dating males differed on all measures except fear of negative evaluation. There were few behavioral differences between the two dating groups although women, regardless of dating frequency, were less appropriate in the voice category than men. The results also suggest that low daters and high daters differ on affective behaviors but such a result should be interpreted conservatively. Results also suggest that there may be a partner interaction effect such that high daters don't perform as well when interacting with low daters. However, small N's and inconsistent results encourage conservative interpretation and the need for further research is warranted. Lastly, a measure of Dating Self-Efficacy was validated as a self report measure.

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## INTRODUCTION

A large and growing body of literature documents the effectiveness of behavioral techniques (Ullman & Krassner, 1965). Past research in behavioral therapy outcome studies has been largely based on college students with fears of small animals. The use of such target populations has been criticized for their irrelevance to clinical problems (Cooper, Furst, and Bridges, 1969). They have criticized the target behaviors typically chosen for analogue studies on the grounds that they are of little concern or consequence to individuals in their everyday functioning. Counterarguments (e.g. Bates, 1970; Levis, 1970) do exist, however, which indicate the important role of analogue studies. Bernstein and Paul (1971) have recommended that researchers study target problems that are of considerable daily concern to individuals and that are associated with stressful situations that individuals cannot avoid without suffering some cost. One apparent compromise is to locate target behaviors which occur with adequate frequency to allow controlled group research and are more clinically relevant. Social dating anxiety may be one such target behavior.

In general, an individual's social abilities vary among social situations. At times the inability to cope effectively with interpersonal contacts becomes critical and engenders psychological discomfort. While incompetence in dating does not necessarily suggest incompetence in other social settings, it is a problem which affects significant numbers of adolescents. This may be due to the fact that satisfactory dating performance is highly valued in our culture. In a pilot study (Shmurak, Note 1)

it was reported that 54% of the social situations with which undergraduate men had difficulty concerned dating. This concern among college men is apparently even greater than among college women, for only 42% of the problem situations reported by undergraduate women concerned dating.

The obvious concern to college students, the accessibility of this population to experimenters, and the easy quantification of dating frequency make college dating inhibitions a worthwhile target for behavioral research. However, research on dating behavior is somewhat confusing. The inconsistency of research on this topic may be due in part to the many ways of conceptualizing the problem. An individual may experience interpersonal anxiety because of deficits in social skills (reactive anxiety) or because of prior conditioning (conditioned anxiety) or because of some combination of both reactive and conditioned components (Kanfer & Phillips, 1970). The inconsistency of the data that has been reported thus far has not yet supported either conceptualization. It is the purpose of the present study to review data for both of these conceptualizations and then to suggest a study that will attempt to answer some of the unanswered questions that still exist concerning dating anxiety.

#### Reactive Anxiety

Research on the skill training approach has been fairly limited to date, but encouraging results have been obtained in several treatment studies. These studies have involved such behavioral problems and populations as nonassertive college



students (McFall & Twentyman, 1973), nondating college males (Melnick, 1973), college students hesitant about participating in class discussions (Wright, 1972), juvenile delinquents (Sarason & Ganzer, 1971), nonassertive psychiatric patients (Herson, Eisler, Miller, Johnson, and Pinkston, 1973), and interpersonally inadequate psychiatric patients (Goldstein, 1973).

Social skills training is a general therapy approach aimed at increasing performance competence in critical life situations. In contrast to therapies aimed primarily at the elimination of maladaptive behaviors, skill training emphasizes the positive, educational aspects of treatment. When an individual's behavior is judged to be maladaptive, this indicates the presence of a situation-specific skill deficit in that individual's repertoire (Mager & Pipe, 1970). Whatever the origins of this deficit (e.g. lack of experience, faulty learning, biological dysfunction), it often may be overcome or partially compensated for through appropriate training in more skillful response alternatives. Presumably, once these skills have been acquired and reinforced, they will displace any competing maladaptive behaviors.

MacDonald, Kramer, Lindquist, and McGrath (1975) employed the social skills deficit conceptualization in a study of dating inhibition. Two direct skill training programs involving behavior rehearsal with and without extra session tasks were evaluated against attention-placebo and waiting list controls. College males were screened and selected on the basis of four criteria:

1) desire to change present behavior, 2) no more than four dates in the past twelve months, 3) adequate functioning in other life areas, and 4) willingness to attend all treatment and assessment sessions. An \$18 deposit was required to ensure attendance at all treatment and assessment sessions. Subjects were administered the major behavior change measure, the Role-Played Dating Interaction (RPDI) (Rhyne, MacDonald, McGrath, Kramer, and Lindquist, 1974). Significant treatment effects emerged on the RPDI skill score and the Profile of Mood Scale. No significant treatment effects appeared with the number of reported dates during the previous week, and "Interpersonal Anxiety Test," or a modified S-R Inventory of anxiousness. These results indicated that direct skill training in a group can be an effective intervention technique for the modification of social dating skills.

Morgan (1969) suggested that dating difficulties originate with unrealistic notions about dating and deficient skills for initiating dates. He compared the remedial effectiveness of four treatment packages: Focused counseling, behavior rehearsal, model exposure, and behavior rehearsal with model exposure. Although no significant group differences in the reported number of conversations with females or reported number of date initiations emerged, the results suggested that rehearsing date initiation did reduce the intensity of reported anxiety in seldom-dating males.

Twentyman and McFall (1975) in response to the generally weak methodology of dating research developed a situation-specific, paper-and-pencil self-report measure of heterosexual avoidance (called the Survey of Heterosexual Interactions; SHI). This measure was employed for subject selection and for assessment of treatment effects. Treatment was based on the notion that behavioral problems are caused by critical skill deficits. In this study, a group of college males who had reported themselves unable to interact with women were contacted and asked to record every interaction for a week. Following this period a series of behavioral tests were administered. Two classes of dependent measures included: An experimenter-prompted attempt to make a phone call to an attractive coed in which the subject rates his anxiety, and a series of six social behavior situations in which the subject was instructed to role play. During the course of the role playing the subject interacted with at least two female assistants over an intercom. The final behavioral measure was an interaction with a female confederate. When compared to a group of confident subjects, shy subjects interacted with fewer women, in fewer situations, and for less time outside of the laboratory. In laboratory test situations shy subjects rated themselves and were rated by observers as being more anxious. Confident subjects also had significantly less pulse rate change during the test situations. After pretesting, shy subjects were randomly assigned either to an assessment control group or an

analogue treatment group. Treatment consisted of three sessions of behavior rehearsal, modeling, and coaching. On posttesting, subjects who had received treatment showed less physiological responsivity to the testing stimuli, reported less anxiety, and were rated as being more skillful in the test situations. Behavioral diaries revealed that subjects who had received training changed more than control subjects on several measures of frequency and duration of contacts with women. This is one of the few studies to find out-of-session interactions improvements.

Social skill deficits are also receiving increased attention from clinical researchers as an important component of a variety of psychiatric problems (Herson, Eisler, Miller, Johnson, and Pinkston, 1973). Many forms of treatment have acknowledged the existence of poor interpersonal adjustment but most have chosen to focus treatment efforts on symptom removal or relatively unstructured attempts to improve socializing through a therapeutic milieu or group therapy. Within a variety of disorders, a newer idea is to analyze precisely the verbal and nonverbal components of adequate social skills. Barlow, Blanchard, Abel, Bristow, and Young (1977) developed the Heterosocial Skills Behavior Checklist to identify the verbal and nonverbal components of social skills necessary to initiate a heterosocial relationship. High school and college males who were judged socially attractive by a panel of women were videotaped interacting with female assistants. Ten patients with sexually variant behaviors who were judged to be heterosocially inadequate were also videotaped interacting with a female. Three categories

of behavior significantly discriminated the adequate from inadequate males: Form of conversation, affect, and voice. The heterosocial behaviors that were identified in this study are relevant only to initiation of heterosocial relationships. Further work is needed in identifying behaviors involved in other aspects of interaction.

Lending even further support to the skills deficit conceptualization, Goldsmith and McFall (1975) developed an interpersonal skill training program for male psychiatric inpatients. The program development phase involved identifying patient-relevant problem situations, analyzing effective responses for these situations, deriving principles governing such effective behavior, and developing explicit scoring criteria for such behavior. When the patients were given only three hours of interpersonal skill training, they demonstrated significantly greater improvement in their ability to handle difficult interpersonal situations than did patients receiving three hours of "pseudotherapy." The superiority of the skill training condition over the two control conditions was evident on global self-rating scales, self report measures of specific interpersonal comfort, behavioral measures of performance in specific problem situations, and a simulated interaction approximating a real-life encounter.

#### Conditioned Anxiety

Although the data seems to lean strongly towards the social skills deficit position, there is similarly significant evidence

supporting the conceptualization that it is social anxiety which lies at the core of low frequency daters and dating inhibitions. Much of this support originates in the studies comparing various treatment strategies for increasing dating frequency and effectiveness.

Hokanson (1971) viewed nondating as the result of anxiety conditioned to heterosexual social encounters. In his study, one group of subjects visualized items from a hierarchy of dating situations while relaxed; a second group visualized the items without relaxation. Compared with persons in a waiting list control, subjects in both treatment conditions reported a significant improvement in dating problems and a significant reduction in anxiety. It was interpreted that these results supported the anxiety conceptualization.

Rehm and Marston (1968) assumed that their participants had at least a minimally adequate repertoire of social skills. Dating deficits were thought to be evident, then, either because the subjects evaluated themselves negatively when they did interact with females or because they avoided heterosexual situations due to their negative self-evaluations. The intervention strategy was consistent with this conceptualization and involved graduated exposure to heterosexual situations, objective restructuring of behavioral goals, and encouragement of more frequent self-reinforcement. Analyses of the results suggested a significant improvement of the experimental subjects as compared with controls on a number of behavioral and paper-and-pencil measures.

Some studies perhaps cloud the issue even more. That is, effective treatments have been shown to increase skill and decrease anxiety without identifying which was responsible for the inadequacy in the first place. Christensen and Arkowitz (1974) reported preliminary results that a practice dating procedure may be effective for the treatment of heterosexual anxiety and dating inhibitions. Subjects were matched for six dates, each with a different opposite-sex subject. After each date, subjects exchanged feedback forms with the experimenter which asked for ratings of self-perceived anxiety, partner's anxiety, self-perceived skill, and partner's skill. Average ratings were computed on the first three matched dates and the last three. Decreases in self-perceived anxiety were significant for both groups (low frequency dating subjects and total sample). Only the total sample showed significant decreases in ratings of partner's anxiety. Neither group showed significant changes in self-perceived skill or partners rating of skill. This study was repeated using a more sophisticated design by Christensen, Arkowitz, and Anderson (1975) who recruited males and females for a program to increase dating skills. The subjects were assigned to either a treatment group of six practice dates plus feedback, a treatment group of six practice dates only, or a delayed treatment control group. Outcome was assessed by self report, self-monitoring, behavioral, and peer rating measures. As in their preliminary study, significant decreases occurred in

self-ratings of anxiety, and ratings of partner's anxiety. There were, however, no significant differences for self-rating of social skill or ratings of partners social skill.

Kramer (1975) also investigated the effectiveness of practice dating with the added component of behavior rehearsal to increase heterosexual social interaction. As in Christensen et al (1975), Kramer used dependent measures which included self-monitoring of dates and social interactions, self report measures of dating and social anxiety, self-esteem, and irrational beliefs. In addition, subjects were post-tested on a behavioral measure of approach and anxiety while interacting with a member of the opposite sex. The results of the analysis provided strong support for the first hypothesis that all three types of treatment would be more effective than the control group for increasing heterosexual social interaction and decreasing heterosexual social anxiety. A second hypothesis that practice dating would be superior to behavior rehearsal and that practice dating plus cognitive restructuring would be superior to practice dating alone received no significant support. All groups improved to an equivalent degree on the dependent measures. An interesting result of this study was a trend in male-female differences in response to treatments, with males improving more with the two practice dating treatments and females improving more with the behavior rehearsal treatment.



Thus, from the above studies we find support that reduction of social anxiety is equally effective in reducing dating inhibitions and increasing dating frequency. Indeed, the results highlighting social anxiety as well as its conceptual foundation seem equally as defensible a position as those coming from the social skill investigations. It may be that both classes of behavior need to be modified to effect improvement.

There is another group of studies which directly confronts the social anxiety versus skill deficit issue. These studies in attempting to sort out much of the conflicting data have generally simply added to it. This line of research attempts to differentiate the behavioral and self report differences between low frequency daters and high frequency daters.

Greenwald (1977), in an attempt to assess heterosexual behavior in high and low dating women, used three laboratory interactions; a videotaped waiting room interaction with a male confederate, a practice role play and three videorecorded role-plays with a male assistant, and a nonrecorded peer interaction with a male selected from the psychology subject pool. She found significant findings for global measures of social skill but not for social anxiety. In addition, there were few behavioral differences between the two dating groups in these interactions. An interesting result of the peer interaction was that female subjects were able to differentiate high and low dating men but the men were unable to discriminate the high and low dating women.

Studies by Curran (1975) and Curran and Gilbert (1975) also attempt to distinguish which conceptualization will be the most effective treatment approach to dating inhibition. Both studies tested the effectiveness of systematic desensitization and interpersonal skills training in reducing dating anxiety. In Curran and Gilbert (1975), college students were randomly assigned to the two treatment groups or a minimal contact control group. Self report and behavioral indicators of anxiety and skill were collected at a post-treatment session and at a six month follow-up session. The minimal contact control group did not demonstrate any improvement on the dependent measures. Both treatment groups demonstrated significant decreases on the anxiety indicators over testing occasions but did not differ from each other significantly. Only the skills training group demonstrated significant improvement on the behavioral skills indicator. These results support the hypothesis that both treatment groups would be equally successful in reducing anxiety, but that the skills training group would produce more significant changes in interpersonal skills. The results from Curran (1975) were much the same. Both the systematic desensitization and the skills training group demonstrated significant improvement over the two control groups on the behavioral rating measures and both approached significance on the self report questionnaire.

In recapitulation then, this area of research has not led to sound conclusions with regard to the relative contributions of skills deficits and anxiety components. Some studies show that high and low daters differ on certain skills (e.g. talk

time and eye contact; Greenwald, 1977), other studies show that high and low daters differ on other skills (e.g., rated social skills and number of silences; Arkowitz et al, 1975), and most studies show that highs and lows differ on self report measures of anxiety (e.g., high daters consistently experience less anxiety; Christensen & Arkowitz, 1974).

The present study investigated the behavioral and self report differences of high and low daters using a new behavioral assessment device that specifies more precisely the behaviors involved in social interaction (Barlow et al, 1977) and social anxiety measures that have been shown to be the most effective in previous research (Watson and Friend, 1969). It was also the purpose of this study to use "natural" social interactions with different combinations of high and low daters. That is, high daters interact with low daters, highs with other highs, and lows with lows. All groups were counterbalanced on sex. In this way subtle interaction differences are available for study. Finally, a measure of self efficacy in dating was validated. This measure (Jaremko, Note 2) assesses how confident the person feels about performing the behaviors involved in dating.

The experimental manipulation used was a three-minute interaction between a male subject and a female subject. The interaction was videotaped and rated by independent, blind raters who were trained by the experimenter. This procedure is similar to the approach used by Glasgow and Arkowitz (1975). It was used

because a contrived interaction between a subject and confederate would have masked subtle differences that exist when two real subjects interact. Such a procedure is closer to the natural interaction that would occur in the dater's real world.

The dependent variables used were divided into self report and behavioral measures. Subjects were screened on a social dating history questionnaire used by Arkowitz et al (1975) and the dating self efficacy scale. Highs and lows were identified by the social activity questionnaire (Arkowitz et al, 1975). In another experimental session, selected subjects completed the Social Avoidance and Distress and the Fear of Negative Evaluation scales (Watson and Friend, 1969), and engaged in a "natural" social interaction which was rated by using the Heterosocial Skills Behavior Checklist (Barlow et al, 1977). Subjects also rated themselves and each other after the interaction on semantic differential ratings of anxiety and skill.

The hypotheses of the study were that high daters will differ significantly from low daters on all measures and that different combinations of dating frequencies will influence responding. These partner interaction effects were hypothesized because high daters may respond differently when interacting with lows than with highs. Vice versa, lows may respond differently in interaction with highs than when interacting with lows. It was further predicted that women highs and lows would differ in skills and anxiety but males would only differ on anxiety. Such

a result was predicted from Greenwald (1977) who is the only experimenter who studied women. She found that women low daters differ from highs on skills but not on anxiety. Other studies with men (e.g., Arkowitz et al, 1975) have found few consistent skill differences.

#### METHOD

##### Subjects

One hundred and thirty-eight introductory psychology students from the pool of subjects at the University of Richmond were screened in groups. All of those students received one hour of research credit for their participation. The social activity questionnaire developed by Arkowitz et al, (1975) was used to discriminate high frequency and low frequency daters who were to participate in the interaction phase of the study. The high daters (16 females and 12 males) and the low daters (11 females and 15 males) in terms of reported dating frequency and fear of dating situations were used. The high frequency dating group was selected on the basis of 1) six or more dates in the last six months, 2) dating three or more different persons in the last six months, and, 3) wanting to date somewhat more or no more than at present. The low frequency dating group was selected on the basis of: 1) five or less dates in the last six months, 2) dating less than three different people in the last six months, and 3) wanting to date somewhat or a great deal more than a present. The subjects who met these criteria and participated

in the interaction phase received an additional hour of research credit. All of the subjects were treated according to the APA code of ethics with regard to the experimental treatment of human subjects. Before the screening sessions each subject was informed as to what was expected of them during the experiment and an informed consent form was signed by every subject for each phase of participation (See Appendix A and B).

### Apparatus

Seven measures were used in this study. For the screening procedure a social history questionnaire (Arkowitz et al, 1975) was used to set the high and low groups (See Appendix C). The dating self efficacy scale (See Appendix D and E) was used in this phase as a dependent measure so that the necessary data could be collected to evaluate its validity. The Crowne-Marlowe Social Desirability scale (Crowne-Marlowe, 1964) was given to determine if this factor was significant in influencing the subject's responses.

The interaction phase contained four measures. The Fear of Negative Evaluation (FNE) and the Social Avoidance and Distress (SAD) scale, developed by Watson and Friend (1969) were used in their original forms. For rating purposes of the videotaped interactions, the Hetersocial Skills Behavior Checklist Form (Barlow et al, 1977) was employed. This checklist has been shown to be reliable and valid. The final measures taken were semantic differential ratings. Two differentials

were concerned with anxiety, one for self rating and the other for partner rating (See Appendix F). The remaining two semantic differentials were concerned with skills, one for self rating and the other for partner rating (See Appendix G). The adjectives were rated on seven-point scales. The semantic differential has been shown to be a reliable and valid measure (Osgood, 1957). While no factor analysis has been performed, the adjectives used were probably in the good/bad factor identified by Osgood. Previous dating research has used this type of measure (e.g., Christensen et al., 1975).

Videotape recording equipment was used to record subjects' interactions. The tapes were rated using the behavior checklist by Barlow as described above.

## PROCEDURE

### Screening

Screening sessions were held in groups which ranged from one to twenty people. Subjects were told they were participating in a study attempting to find differences between high frequency daters and low frequency daters. They were then given the informed consent form to fill out. Next, the three screening questionnaires were administered in a counterbalanced order to account for differences arising from their order of presentation. The screening sessions were conducted by the experimenter. Subjects' phone numbers and class information were taken to contact those who met the criteria for the interaction phase of

the experiment. Subjects were then thanked, given one hour of credit, and dismissed.

### Interaction Phase

Subjects reported to a video taping studio in the University of Richmond Library at scheduled appointment times. One male and one female were scheduled for each appointment time. The male subject was met by a paid male research worker who was blind to the subject's dating frequency (i.e. high or low). He filled out the consent form and the FNE and SAD scales. The female subject was met by a paid female research worker who was also blind to her subject's condition. The subjects were seated in separate rooms and the consent form was read aloud to them as they read along. The subjects were then given the opportunity to ask questions about their participation and then asked to sign the form. This form, as well as the research workers, explained the videotaping of the interaction. Both research workers then administered the FNE and SAD scales to the subjects. The following instructions were then read to each subject by their respective research workers:

You will now participate in the interaction phase of the experiment. When you get to the next room take the (color) chair. Seated across from you will be another subject who is participating in this study. We want you to interact as naturally as you can. You may talk about anything you want



until you are told to stop. Try not to let the camera distract you or effect your behavior in any way. Any questions?

After this 3-5 minute interaction the subjects were separated again and asked to fill out the semantic differential rating scales. The confidentiality of their participation was then explained, they were thanked, given one hour research credit, and finally dismissed (See Appendix H for flow chart).

The interactions were arranged so that there were meetings of ten high frequency dating men and ten high frequency dating women with two extra pairs interacting to insure a complete cell in case of a technical (tape, etc.) malfunction. Ten low frequency dating men and ten low frequency dating women were then paired and their interactions recorded. Due to a lack of low frequency dating women subjects the third group consisted of 5 low frequency dating men and 5 high frequency dating women. The fourth group had only one meeting between one low frequency dating female and one high frequency dating male and was, therefore, discarded from further analysis.

The Heterosocial Skills Behavior Checklist was used by four blind raters, two males and two females, to rate each interaction. They were rated using the instructions given on the checklist which stated:

Each block represents 30 seconds of taping time. Do not make any marks on the sheet while watching a 30-second segment. Wait until the

tape has been stopped before rating. If one inappropriate behavior occurs within the 30-second block, the entire block is rated inappropriate.

One man and one woman rated the female subject in the interaction and one man and one woman rated the male subject in the interaction. Interrater reliability was computed between the male and female rater by computing the percent of the times they agreed on the appropriateness of a tape segment. The raters were trained on four practice interactions by rating the interactions and discussing their agreement or disagreement of appropriateness. When all raters agreed on at least 80% of their ratings sufficient training was presumed.

### RESULTS

One hundred and thirty-eight subjects participated in the initial screening (79 males and 59 females). Of these, 54 met the criteria of high or low daters (27 males and 27 females). The screening procedure yielded 15 low dating males, 12 high dating males, 11 low dating females, and 16 high dating females. Percentage-wise, from the original pool of 138 people, 15% of the men are high daters and 19% are low daters. 27% of the women are high daters and 18% are low daters. A latin square analysis on the three types of order sequences of the screening instruments (SAD, DSES, CM) yielded non-significant main effects and interaction. This suggests that one particular screening device being given before another did not influence the results.

One of the purposes of this study was to provide validation information on the dating self efficacy scale. Apparently this is a valid device for discriminating uncomfortableness in dating behaviors but it does not correlate with actual behaviors in social interactions. A t-test on the means of DSES scores for high daters and low daters was significant ( $t=5.79$ ,  $df=50$ ,  $p<.001$ ) thus suggesting high daters and low daters respond differently to this scale. Table 1 presents the Pearson product-moment correlations between all scales. It can be seen that the DSES correlates with the self report measures (FNE, SAD, SR-S, SR-O, AR-S) but not with the behavioral measures (DAQ, BR-V, BR-C, BR-A). These results add to the construct validity of the DSES as a measure of confidence and ease of interaction but not as a measure of actual behavior. Finally, the DSES is not significantly subject to social desirability ( $r=.14$ ).

Insert Table 1 About Here

Some other aspects of Table 1 are of interest. No device used in this study was significantly influenced by social desirability. The highest correlation with the Crowne-Marlowe Social Desirability Scale is with the FNE ( $r=.22$ ). This correlation is within the figure of .30 suggested by Edwards (1960) as the limit for indicating social desirability in responding. In addition, it can be seen from this table that the correlations among the self report measures (DAQ, DSES, FNE, SAD, SR-O, SR-S, AR-O)

are generally higher ( $\bar{X}r=.41$ ) than the correlations among the behavioral measures (BR-V, BR-C, BR-A) ( $\bar{X}r=.13$ ). While this is difficult to interpret, it may be that the range of scores in the self report devices is wider than is the range of the behavioral measures. Such a restricted range would depress the correlations between the behavioral measures. A restricted range would also decrease the discriminatory ability of these measures. This latter result is further supported by the general lack of significant results in the analyses of variance on the behavioral measures (See below).

#### Frequency and Sex Differences

Table 2 presents the means and standard deviations of high and low, male and female groups on all measures. The data in this table were analyzed by way of separate two-way (sex x frequency) analyses of variance on independent groups. The screening devices (SAQ, DSES, & CM) were not subjected to these analyses since they were used to separate the groups. The summary table of these analyses are contained in Appendix I. The data for each individual subject are contained in Appendix J. In the interest of brevity only the analyses yielding significant effects are considered here. The two-way analysis on the FNE scores yielded a significant main effect on frequency ( $F=6.96$ ;  $df=1,36$ ;  $p<.02$ ) and a significant interaction ( $F=8.26$ ;  $df=1,36$ ;  $p<.01$ ). Because of the significant interaction the design was split on the sex factor and one-way analyses were computed on

each level of the sex factor. This resulted in a nonsignificant  $F$  for males but a significant  $F$  for females ( $F=12.8$ ;  $df=1,18$ ;  $p<.005$ ). Thus low dating females are different from high dating females on the FNE but males show no difference on this device.

Insert Table 2 About Here

The two-way analysis on the SAD yielded a significant main effect on frequency ( $F=8.12$ ;  $df=1,36$ ;  $p<.01$ ) thus suggesting that regardless of sex, high daters score lower on the SAD than do low daters. The SR-S analysis also yielded a significant main effect on frequency ( $F=10.86$ ;  $df=1,36$ ;  $p<.005$ ) indicating that high daters, regardless of sex, rate themselves as more skillful in interactions. A main effect on frequency was also obtained on the SR-O ( $F=6.84$ ;  $df=1,36$ ;  $p<.025$ ). This result means that high daters, regardless of sex, rated high daters more skillful than low daters rated low daters. The same main effect on frequency was found on the AR-S ( $F=11.63$ ;  $df=1,36$ ;  $p<.005$ ) which means that high daters rate themselves as less anxious than do low daters. Finally, the two-way analysis on the AR-O data yielded a significant main effect ( $F=9.85$ ;  $df=1,36$ ;  $p<.005$ ) and interaction ( $F=12.8$ ;  $df=1,36$ ;  $p<.001$ ). This result indicates that low males rated low females more anxious than low females rated low males (who were still rated more anxious than high males). In other words, males are harsher judges than females.

In summary, then, the self report results indicate that high dating and low dating females differ on all measures and that

high dating and low dating males differ on all measures except the FNE.

The results of the behavioral measures are less consistent. The percent agreement between the two raters who viewed each videotape ranged from 67 to 100 with an average of 83. This figure was computed by dividing the number of times the raters agreed on the appropriateness or inappropriateness of a tape segment by 100. The Heterosocial Skills Checklist, therefore, had adequate interrater reliability in this study. The two-way analyses on the voice (BR-V) measure yielded a significant main effect on sex ( $F=7.62$ ;  $df=1,36$ ;  $p<.01$ ) suggesting that women, regardless of dating frequency, were less appropriate than were men. No significant differences were obtained on the BR-C or conversation measure. However, a main effect on frequency approached significance ( $F=3.78$ ;  $df=1,36$ ;  $p<.10$ ) on the affect measure (BR-A). It may be that low daters and high daters differ on affective behaviors but such a result should be interpreted conservatively.

#### Partner Interaction Effects

One of the purposes of this study was to determine the effect of interacting with a partner of a specified dating frequency. Such a determination is impossible to obtain in any complete way because all the cells were not filled (low dating women interacting with high dating men was the cell not completed). However, a partial analysis of partner interaction

effects is possible because some same frequency daters interacted with partners of different dating frequencies. Such an analysis can be performed by splitting the subjects on sex. The scores of the males are then subjected to a one-way analysis of variance with the three cells consisting of high daters with same frequency partner, low frequency daters with same frequency partner, and low frequency daters with different frequency partners. Since only five subjects were obtained in the last cell, five subjects each from the first two cells were randomly excluded from the analysis. The same statistical design was used with women except that the last cell consisted of five high dating women with different frequency partners. In this way it is possible to compare low dating men who had the same frequency partners with low dating men who had different frequency partners. Likewise, high dating women with the same frequency partners were compared with other high dating women who interacted with different frequency partners. If there is a partner interaction effect, these comparisons will yield differences.

Table 3 presents the means and standard deviations of these comparisons. One-way independent groups analyses of variance on the data from the males yielded no significant differences. However, there was a trend toward significance on the BR-A ( $F=3.53$ ;  $df=2,12$ ;  $p<.08$ ) and on the BR-V ( $F=2.76$ ;  $df=2,12$ ;  $p<.15$ ). Inspection of the means for these groups reveals that the low daters with different partners had different group

means (low daters same = 91.2 and low daters different = 83.2 on the BR-V; low daters same = 90.0 and low daters different = 96.6 on the BR-A). However, since the N in these groups is small, conservatism in drawing conclusions is warranted. Furthermore, the fact that the differences between subjects with same frequency partners and different frequency partners is opposite for BR-V than for BR-A confuses interpretation.

Insert Table 3 About Here

The same analyses on the females scores reveal a significant F on the BR-A data ( $F=5.88$ ;  $df=2,12$ ;  $p<.025$ ) and the AR-0 data ( $F=7.64$ ;  $df=2,12$ ;  $p<.01$ ). Newman-Keuls analysis on the BR-A data showed that high daters with different frequency partners ( $\bar{X}=80.0$ ) were rated less appropriate than high daters with same frequency partners ( $\bar{X}=95.4$ ). The Newman-Keuls analysis on the AR-0 data show the same trend, that is high daters interacting with different frequency partners rated their partner more anxious ( $\bar{X}=10.8$ ) than did those with same frequency partners ( $\bar{X}=5.4$ ). These results suggest that there may be a partner interaction effect such that high daters don't perform as well when interacting with low daters. However, small N's and inconsistent results encourage conservatism and the need for further research is warranted. The summary tables of these analyses are contained in Appendix K.

A final result worth noting concerns the subject's responses to the follow-up questionnaire given after their participation



(See Appendix L). The mean rating of similarity to a real date was 3.8 on a seven point scale (one represents "very similar"). In addition, several subjects (N=10) volunteered positive comments about the need for research that focuses on heterosocial interaction.

### DISCUSSION

The results of this experiment have shown that the design used was partially successful in discriminating high and low frequency daters. First of all, the prevalence rates of low daters in the general sample used here suggest that dating is a significant problem. Eighteen percent of the women report being low daters and 19% of the men do so. Given the fact that the screening device (DAQ) separated low and high daters on actual number of dates, persons dated, and satisfaction with dating frequency (all of which are central to dating), these percentages represent a significant social adjustment problem warranting further work.

The dating self efficacy scale was validated as a useful measure of self perceived confidence in heterosocial interaction. Its lack of correlation with the behavioral measures may suggest further refinement of this device. However, problems still remain with the behavioral measurement of social interaction. The results obtained here showed that the Heterosocial Skill Checklist generated a relatively small range thus making discrimination between high and low daters difficult. It may have been that the classes of behaviors rated were too general to yield results.

Further work may attempt to measure more specific behaviors as in those suggested by Curran (1975). Perhaps, for example, positive verbalizations or reflections may prove to be better discriminators.

The self report differences found here add further support to the already well established data base of self report differences from other studies. Men and women differ on fear of negative evaluation but all other measures show that high daters differ from low daters on social avoidance (SAD), self ratings of skill and anxiety (SR-S and AR-S), and how partners rate them on skill and anxiety (SR-O and AR-O).

Behaviorally, men are more appropriate in the voice class of behaviors than are women. Additionally, high and low daters tend to differ on affective behaviors. Further work using specific behaviors may substantiate this result. Finally, the hypothesized difference on behavioral measures for women was not obtained. Either Greenwald's (1977) work represents a type II error or the measures here are impotent. The need for further work is again suggested.

The search for a partner interaction effect was somewhat successful. Trends toward significant differences between men who interacted with different frequency partners were obtained on two of the behavioral measures. These results contradict each other, however, and further work is suggested. In the females there is some evidence that interacting with a low dater makes a high dater more anxious. Further work on the partner interaction effect should try to complete the final two cells of the original

design. That is, low dating men interacting with high dating women should be raised to 10 pairs. And high dating men interacting with low dating women should be observed. This amount of data might provide an adequate test for partner interaction.

Finally, the present experimental approach of using a "natural" interaction seems to be more effective in analogizing a real date situation. By collecting more data in this realistic experimental setting, we can obtain a stable reading of the subtle differences between high and low daters. Sophisticated treatment packages can then be designed to ameliorate what is a significant problem for many college students.

TABLE 1

## Correlation Matrix For All Measures

	DAQ <sup>1</sup>	DSES <sup>1</sup>	CM <sup>1</sup>	FNE <sup>2</sup>	SAD <sup>2</sup>	BR-V <sup>2</sup>	BR-C <sup>2</sup>	BR-A <sup>2</sup>	SR-S <sup>2</sup>	SR-O <sup>2</sup>	AR-S <sup>2</sup>	AR-O <sup>2</sup>
<sup>1</sup> DAQ	-	.14	.13	-.39*	-.41*	.05	.08	.01	-.39*	-.14	-.04	-.20
<sup>1</sup> DSES		-	.14	-.56*	-.46*	-.23	-.05	.11	-.54*	-.30	-.46*	-.17
<sup>1</sup> CM			-	-.22	-.17	-.14	-.07	-.03	-.09	-.12	-.17	-.09
<sup>2</sup> FNE				-	.57*	.08	-.23	-.09	.46*	.23	.38*	.05
<sup>2</sup> SAD					-	.03	-.22	.03	.43*	.40*	.44*	.32*
<sup>2</sup> BR-V						-	.34*	.06	.08	-.01	.14	.04
<sup>2</sup> BR-C							-	.15	-.15	.09	-.09	.12
<sup>2</sup> BR-A								-	-.33*	-.34*	-.26	-.29*
<sup>2</sup> SR-S									-	.53*	.88*	.50*
<sup>2</sup> SR-O										-	.53*	.89*
<sup>2</sup> AR-S											-	.63*
<sup>2</sup> AR-O												-

<sup>1</sup>N=138

\*p &lt; .05

<sup>2</sup>N=54

DAQ = Dating Activity Questionnaire; DSES = Dating Self Efficacy Scale; CM = Crown-Marlowe Social Desirability Scale; FNE = Fear of Negative Evaluation; SAD = Social Avoidance and Distress; BR-V = Behavior Rating-Voice; BR-C = Behavior Rating-Form of Conversation; BR-A = Behavior Rating-Affect; SR-S = Skill Rating-Self; SR-O = Skill Rating-Other; AR-S = Anxiety Rating-Self; AR-O = Anxiety Rating-Other.

TABLE 2

Means and Standard Deviations (SD) of All Groups

On All Measures				
Self Report Measures	Males		Females	
	High Daters (N=12)	Low Daters (N=15)	High Daters (N=16)	Low Daters (N=11)
SAQ <sup>1</sup>	6.9(.79)	3.9(.91)	7.2(.75)	3.6(.92)
DSES <sup>1</sup>	113.6(10.68)	90.9(19.92)	114.8(19.96)	83.5(18.29)
CM	14.7(4.3)	15.2(5.54)	12.5(5.08)	14.1(5.46)
FNE <sup>2</sup>	11.8(6.77)	13.1(5.81)	11.6(5.08)	19.2(8.01)
SAD <sup>2</sup>	5.2(3.40)	9.5(5.91)	4.6(3.73)	9.4(6.48)
SR-S <sup>2</sup>	6.2(1.99)	9.1(3.83)	6.8(2.23)	8.4(1.96)
SR-O <sup>2</sup>	6.0(2.21)	8.8(3.54)	7.1(3.08)	8.0(3.00)
AR-S <sup>2</sup>	5.9(1.72)	9.4(4.45)	6.9(2.56)	8.8(2.60)
AR-O <sup>2</sup>	6.0(2.04)	10.2(4.22)	7.9(3.57)	8.2(2.99)
<u>Behavioral Measures</u>				
BR-V <sup>1</sup>	91.1(9.01)	86.7(8.68)	83.8(12.55)	83.4(11.89)
BR-C <sup>1</sup>	85.8(18.47)	80.5(19.55)	82.0(12.83)	81.5(13.37)
BR-A <sup>1</sup>	93.6(5.53)	89.2(10.56)	89.5(10.73)	90.5(11.56)

<sup>1</sup>Higher Score Indicates Less Anxiety

<sup>2</sup>Higher Score Indicates More Anxiety

TABLE 3

## Means and Standard Deviations of Partner

## Interaction Effect Comparisons

Self Report Measures	High Same	Males (N's=5)		Females (N's=5)		High Different
		Low Same	Low Different	High Same	Low Same	
FNE	10.8(6.87)	13.1(6.01)	12.4(8.38)	13.0(3.16)	20.2(10.10)	11.4(5.27)
SAD	5.0(3.0)	10.2(4.14)	11.0(9.24)	5.4(2.96)	9.6(6.94)	3.4(2.7)
SR-S	4.6(1.14)	8.0(4.30)	9.0(4.06)	7.4(1.51)	9.4(1.67)	8.0(2.54)
SR-O	6.0(2.73)	8.0(3.53)	8.8(4.49)	6.0(2.44)	9.2(2.94)	8.8(2.58)
AR-S	6.2(1.64)	8.0(4.69)	10.2(5.06)	6.6(1.81)	9.6(2.40)	9.2(2.58)
AR-O	6.8(2.16)	9.2(3.70)	10.6(5.72)	5.4(1.67)	9.8(2.77)	10.8(2.38)
<u>Behavioral Measures</u>						
BR-V	91.4(7.40)	91.2(5.11)	83.2(6.14)	80.4(13.16)	76.4(12.23)	91.4(8.64)
BR-C	90.2(10.44)	88.0(7.58)	80.4(15.27)	83.8(12.55)	74.2(17.09)	81.2(18.74)
BR-A	98.8(1.64)	90.0(8.60)	96.6(3.50)	95.4(5.07)	96.8(2.48)	80.0(13.76)

Appendix A

Informed Consent Agreement

Name: \_\_\_\_\_  
Please Print

Scott Daner has explained my participation in the experiment.

I am fully aware of the following points and I volunteer to participate.

1. I will be asked to fill out questionnaires about my social history and my personal feelings. I may omit any question(s) of my own choosing.
2. Confidentiality will be assured. No one will be permitted to inspect my answers on these questionnaires except Mr. Daner or his faculty supervisors. All data will be reported without names.
3. I may be asked to participate in further phases of this experiment. I will, however, not be required to do this and will not lose credit for any previous participation if I decline.
4. I may terminate my participation in this experiment at any time.

\*\*\*\*\*

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

Appendix B

## Informed Consent Agreement

This is an experiment to investigate the behavioral aspects of dating.

You will be required to do the following:

1. Complete questionnaires concerning your feelings about being evaluated and about your social tendencies.
2. Participate in a brief interaction with another subject of the opposite sex.
3. Allow the experimenter to record this interaction on videotape.
4. Complete questionnaires concerning your feelings about the interaction you have participated in.
5. Complete questionnaires on how you perceived your partner felt on the interaction you have both participated in.

All of your responses will remain anonymous. You will not be identified by name on any questionnaires or on the videotape.

Only Mr. Daner or his faculty supervisors will have access to the information. You may terminate your participation at any time.

I am aware of what this study entails and I volunteer to participate.

---

Signature

---

Date



Appendix C

We are interested in obtaining information about the dating activities of college men and women. Please answer as honestly and as accurately as you can. For some questions, you will probably have to give an estimate; for others you should be able to give fairly precise answers. This information will be confidential. Some of you may be contacted later and asked to participate further. This will be entirely voluntary.

By a "date" we mean your planfully spending time with a member of the opposite sex, for example, taking someone out to a movie or inviting someone to your apartment, or taking someone to dinner, etc. Place a check by the appropriate alternative.

1. How many dates have you had in the last six months?

0 \_\_\_\_\_ 1-3 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-12 \_\_\_\_\_ More than 12 \_\_\_\_\_

2. How many different persons have you dated in the last six months?

0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 or more \_\_\_\_\_

3. I would like to be dating:

\_\_\_\_\_ no more than I do now \_\_\_\_\_ somewhat more \_\_\_\_\_ a great deal more

Appendix D

Please rate the extent to which you feel able to do the things required of each of the following aspects of dating.

- |  |   |   |   |   |            |   |   |   |            |    |
|--|---|---|---|---|------------|---|---|---|------------|----|
| A. Finding someone to go out with.                         | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| Great  |   |   |   |   | Moderately |   |   |   | Completely |    |
| Uncertainty  |   |   |   |   | Uncertain  |   |   |   | Certain    |    |
| B. Determining the best time to ask the person for a date. | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| C. Approaching the person to ask for a date.               | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| D. Asking if the person is busy at such and such a time.   | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| E. Asking the person for a date.                           | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| F. Determining what to do on the date.                     | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| G. Going to pick up or meet the person.                    | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| H. Traveling to the destination together.                  | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| I. "Small" talking on a date.                              | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| J. Sharing moderately intimate experiences.                | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| K. Sharing very intimate experiences.                      | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| L. Talking about the other person.                         | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| M. Talking about yourself.                                 | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| N. Being physically intimate (Petting, etc.)               | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |
| O. Parting company (Saying good-night).                    | 1 | 2 | 3 | 4 | 5          | 6 | 7 | 8 | 9          | 10 |



Appendix F

Rate how you felt during the interaction you just finished.

A.	Completely Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Completely Uncomfortable
	1	2	3	4	5	6	7
B.	Wanting to be involved						Wanting to escape
	1	2	3	4	5	6	7
C.	Calm						Tense
	1	2	3	4	5	6	7

Rate how you perceived your partner felt during the interaction you just finished

A.	Completely Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Completely Uncomfortable
	1	2	3	4	5	6	7
B.	Wanting to be involved						Wanting to escape
	1	2	3	4	5	6	7
C.	Calm						Tense
	1	2	3	4	5	6	7

Appendix G

Rate how you felt during the interaction you just finished.

- |    |                         |   |                       |   |                         |   |                           |
|----|-------------------------|---|-----------------------|---|-------------------------|---|---------------------------|
| A. | Completely<br>Competent |   | Somewhat<br>Competent |   | Somewhat<br>Incompetent |   | Completely<br>Incompetent |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |
| B. | Skillful                |   |                       |   |                         |   | Unskillful                |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |
| C. | In Control              |   |                       |   |                         |   | Not in Control            |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |

Rate how you perceived your partner felt during the interaction you just finished.

- |    |                         |   |                       |   |                         |   |                           |
|----|-------------------------|---|-----------------------|---|-------------------------|---|---------------------------|
| A. | Completely<br>Competent |   | Somewhat<br>Competent |   | Somewhat<br>Incompetent |   | Completely<br>Incompetent |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |
| B. | Skillful                |   |                       |   |                         |   | Unskillful                |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |
| C. | In Control              |   |                       |   |                         |   | Not in Control            |
|    | 1                       | 2 | 3                     | 4 | 5                       | 6 | 7                         |

Appendix II

SCREENING  
PHASE:

Subject Pool  
N=138



In Groups  
From 1-25



Informed  
Consent



SAQ-DSES-CM



Selection of  
27 HFD and 27 LFD

INTERACTION  
PHASE:



11  
High Males  
High Females



10  
Low Males  
Low Females



5  
Low Males  
High Females



1 Male and 1 Female from  
Each combination report to  
Videotape Room at Scheduled Apt. Time

Female will be met  
by Female Research Worker



Informed Consent



Take FNE and SAD



Interaction Instructions  
by Research Worker to  
Subject



"Natural" Social  
Interaction

Male will be met  
by Male Research Worker



Informed Consent



Take FNE and SAD



Interaction Instructions  
by Research Worker to  
Subject



Take Semantic  
Differential



Take Semantic  
Differential

Appendix I

## Analysis of Variance:

## Sex x Frequency

Self Report Measures:

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>FNE</u>	Frequency (A)	1	225	6.96*	<.025
	Sex (B)	1	30	.93	NS
	A x B	1	267	8.26*	<.01
	Error	36	32.3		
<u>SAD</u>	Frequency (A)	1	172.22	8.12*	<.01
	Sex (B)	1	3.02	.14	NS
	A x B	1	9.03	.43	NS
	Error	36	21.2		
<u>SR-S</u>	Frequency (A)	1	75.62	10.86*	<.005
	Sex (B)	1	1.22	.18	NS
	A x B	1	.63	.09	NS
	Error	36	6.96		
<u>SR-O</u>	Frequency (A)	1	57.6	6.84	<.025
	Sex (B)	1	.10	.01	NS
	A x B	1	.90	.11	NS
	Error	36	8.42		
<u>AR-S</u>	Frequency (A)	1	87.02	11.62*	<.005
	Sex (B)	1	1.22	.16	NS
	A x B	1	.23	.03	NS
	Error	36	7.49		
<u>AR-O</u>	Frequency (A)	1	67.60	9.85*	<.005
	Sex (B)	1	8.10	1.18	NS
	A x B	1	87.80	12.8*	.001
	Error	36	6.86		

Cont'd.

Appendix I, cont'd.Behavioral Measures

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>BR-V</u>					
	Frequency (A)	1	0	0	NS
	Sex (B)	1	902.5	7.62*	<.01
	A x B	1	122.52	1.03	<.01
	Error	36	118.47		
<u>BR-C</u>					
	Frequency (A)	1	75.62	.25	NS
	Sex (B)	1	22.50	.07	NS
	A x B	1	75.64	.25	NS
	Error	36	301.42		
<u>BR-A</u>					
	Frequency (A)	1	300.81	3.78*	<.10
	Sex (B)	1	62.25	.78	NS
	A x B	1	100.22	1.26	NS
	Error	36	79.49		

\*Statistically significant



Appendix J  
Males (N=27)

Freq.	SAQ	DSES	CM	FNE	SAD	BR-V	BR-C	BR-A	SR-S	SR-O	AR-S	AR-O
HFD	6	126	24	8	2	92	100	96	3	3	4	4
HFD	8	110	14	14	3	100	87	90	5	4	3	5
HFD	8	116	6	5	6	100	92	100	6	7	8	9
HFD	6	98	19	21	13	80	32	83	9	5	8	4
HFD	6	106	12	14	2	85	95	96	9	7	6	5
HFD	6	109	17	6	8	100	97	90	8	8	6	9
HFD	7	125	16	16	6	80	77	100	5	6	7	6
HFD	7	120	12	7	9	90	100	100	4	4	5	6
HFD	7	102	14	23	4	100	95	93	8	7	5	6
HFD	7	102	16	18	2	95	82	96	5	10	7	9
HFD	8	131	12	3	4	95	82	86	5	8	8	6
HFD	7	118	14	6	3	75	90	93	7	3	4	3
LFD	4	98	11	6	4	77	90	93	6	11	9	14
LFD	4	118	20	10	9	92	75	100	4	6	4	6
LFD	4	109	16	15	12	85	25	80	13	9	13	10
LFD	3	77	14	8	4	80	55	100	5	3	4	3
LFD	5	53	8	22	19	92	77	96	11	7	11	8
LFD	3	78	6	23	11	95	90	76	15	12	16	14
LFD	2	94	20	5	5	80	90	93	8	8	9	10
LFD	4	59	16	13	8	97	100	66	13	13	13	15
LFD	4	93	12	21	23	87	90	100	15	15	18	18
LFD	4	72	12	15	17	87	90	93	8	10	8	10
LFD	3	114	17	18	5	75	65	86	7	5	4	5
LFD	5	83	19	14	7	72	80	76	13	12	13	13
LFD	3	105	27	9	7	85	95	86	8	9	6	11
LFD	5	110	10	9	7	97	90	93	5	3	6	5
LFD	5	101	20	9	4	100	95	100	6	9	7	11

Appendix J  
Females (N=27)

Freq.	SAQ	DSES	CM	FNE	SAD	BE-V	BR-C	BR-A	SR-S	SR-O	AR-S	AR-O
HFD	8	138	9	5	2	65	85	96	3	3	3	3
HFD	7	103	17	15	10	80	67	90	9	9	9	7
HFD	8	130	6	9	15	67	67	90	3	13	4	15
HFD	6	85	4	14	6	100	100	100	8	3	5	5
HFD	8	121	22	8	5	70	85	96	7	7	6	7
HFD	7	105	12	12	2	85	90	100	8	7	8	5
HFD	7	133	13	12	2	100	100	90	8	9	10	11
HFD	7	117	5	11	1	100	90	96	6	8	7	8
HFD	7	120	15	16	4	67	77	90	5	4	5	3
HFD	8	67	12	20	7	80	67	63	8	8	8	8
HFD	6	130	21	5	3	77	80	96	6	3	5	5
HFD	8	115	15	10	5	100	57	90	9	6	9	9
HFD	7	125	12	10	3	80	78	83	6	6	5	7
HFD	7	106	14	9	0	90	85	66	11	13	13	14
HFD	8	142	13	6	3	87	97	90	4	8	6	12
HFD	6	99	10	23	6	92	90	96	7	6	8	7
LFD	4	82	15	21	11	95	87	100	11	3	13	3
LFD	2	74	19	28	20	100	95	93	6	10	6	8
LFD	3	72	5	29	21	75	70	96	12	13	13	13
LFD	2	82	16	28	10	75	47	96	8	5	8	7
LFD	4	99	9	22	12	90	82	66	8	7	9	6
LFD	4	119	18	15	4	75	92	73	7	9	6	11
LFD	4	78	15	9	1	90	82	83	6	4	6	6
LFD	4	106	21	4	4	70	80	96	9	8	9	12
LFD	4	84	8	22	4	97	82	100	10	10	11	10
LFD	5	55	20	15	7	85	87	100	7	9	9	7
LFD	4	67	9	18	9	65	92	93	8	10	7	7

Appendix K

## One Way Analyses of Variance:

FemalesSelf Report Measures

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>FNE</u>					
	Between	2	109.86	2.36	NS
	Within	12	46.63		
<u>SAD</u>					
	Between	2	50.06	2.33	NS
	Within	12	21.57		
<u>SR-S</u>					
	Between	2	5.27	1.36	MS
	Within	12	3.87		
<u>SR-O</u>					
	Between	2	15.2	2.13	NS
	Within	12	7.13		
<u>AR-S</u>					
	Between	2	13.27	2.52	NS
	Within	12	5.27		
<u>AR-O</u>					
	Between	2	41.27	7.64*	<.01
	Within	12	5.40		
<u>Behavioral Measures</u>					
<u>BR-V</u>					
	Between	2	301.67	2.27	NS
	Within	12	132.63		
<u>BR-C</u>					
	Between	2	123.27	.46	NS
	Within	12	267.03		
<u>BR-A</u>					
	Between	2	434.47	5.88*	<.025
	Within	12	73.83		

Appendix K

## One Way Analyses of Variance:

MalesSelf Report Measures

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
<u>FNE</u>	Between	2	7.47	.146	NS
	Within	12	51.24		
<u>SAD</u>	Between	2	53.06	1.43	NS
	Within	12	37.23		
<u>SR-S</u>	Between	2	26.6	2.20	NS
	Within	12	12.1		
<u>SR-O</u>	Between	2	10.4	.78	NS
	Within	12	13.4		
<u>AR-S</u>	Between	2	20.07	1.19	NS
	Within	12	16.8		
<u>AR-O</u>	Between	2	18.47	1.08	NS
	Within	12	17.07		
<u>Behavioral Measures</u>					
<u>BR-V</u>	Between	2	109.4	2.76*	<.15
	Within	12	39.57		
<u>BR-C</u>	Between	2	132.20	.99	NS
	Within	12	133.33		
<u>BR-A</u>	Between	2	104.87	3.53*	<.08
	Within	12	29.67		

\* Statistically significant

## Appendix L

1. How similar was the interaction you have just participated in to a typical date?

very similar		somewhat similar		different		
1	2	3	4	5	6	7

2. Is what you felt during the interaction similar or different than what you feel when on a date?

very similar		somewhat similar		different		
1	2	3	4	5	6	7

3. Is there anything you would like to express about your participation in this study?

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