

**Original Research Article**  
**GENDER DIFFERENTIALS IN SOCIABILITY INDICES AMONG**  
**UNDERGRADUATES PSYCHOLOGY STUDENTS IN OBAFEMI AWOLowo**  
**UNIVERSITY ILE-IFE, NIGERIA**

**ABSTRACT**

This study examines the impact of gender differentials on sociability indices among undergraduate students in a Nigerian university. The findings of this study focused on individual factors inherent in developing good social skills. An understanding of people's perceptions of social interaction and the role played by their belief system would help in planning intervention programmes that should be beneficial to society. Generally, dominance is usually difficult to be established in a social group without the group members' attention. Males have been found to assume dominance in relationships by utilizing verbal interruption. They are more likely to use conversation as a method of gaining information and establishing status. Females may report higher levels of trust in short-duration virtual teams because they are initially more trusting.

The findings revealed that there was a gender difference between male and female students in terms of sociability. The mean scores of the male students among the items were higher than that of female students. There was a statistically significant difference between the scores ( $t = 1.723$ ,  $df = 48$ ,  $p < 0.01$ ), ( $t = 1.033$ ,  $df = 48$ ,  $p < 0.036$ ). The mean scores of the female students among the items were lower than that of male students on Gender differences and Gender sensitivity in friendship making. There was a statistically significant difference between the scores ( $t=2.269$ ,  $df = 47$ ,  $p < 0.00$ ). The result of the one-way analysis of variance showed that there was a significant relationship between the sex of the student and attitude towards making and keeping friends ( $F(1, 48) = 4.112$ ,  $p < 0.048$ ). There was a significant relationship between the tribe of the student and having opposite sex friend ( $F(1, 47) = 4.830$ ,  $p < 0.033$ ). There was also a significant relationship between religion ( $F(2, 46) = 4.147$ ,  $p < 0.02$ ) and tribe ( $F(2, 46) = 5.928$ ,  $p < 0.01$ ) of the students with sociable characteristics. The study concluded that gender differential is an important factor in establishing consistency and feelings of connectedness among individuals. The findings also gave an insight to the understanding of psychological processes that underlie the adoption of positive social identity.

**Key Words-** Gender, Sociability Indices, Undergraduate Students

**INTRODUCTION**

Gender is a social construct based on society's identification of categories that have been defined as male and female. In the dominant culture, gender has been based traditionally on a binary reading of social roles (Altohami 2023; Bem 1993). Socialisation into these gender roles is a life-long practice with reinforcement and modification of the gender scripts occurring throughout the lifespan (Steeves 2023; Teneva, and Lemay 2020; Lorber 1994; Blumer 1969). Gender is

designated at the birth of a child. The critical indicator in our culture is visible sex organs. For both adults and children, however, the lines of demarcation between the genders are made very clear if imperceptible to most. “Gendered social arrangements are justified by religion and cultural productions and backed by law, but the most powerful means of sustaining the moral hegemony of the dominant gender ideology is that the process is made invisible” (Lorber 1994). From this perspective, there are only three categories of gender – male, female, and the deviant other. The deviant category would incorporate a variety of groups including individuals who define themselves as lesbians, homosexuals, bisexuals, cross-dressers, transgendered individuals, or androgynous people – essentially anyone not socially defined as heterosexual. It would also include those people who fail to perform the role script that is prescribed for that particular gender – men not seen to behave in a “manly” fashion and women seen not to behave in a “womanly” fashion. This deviant category, however, would also include a third group -- those who suffer from gender misattribution, people who are not correctly identified by members of society. Their role scripts are misread or misinterpreted by individuals in their social groups. Moreover, these scripts are made up of many elements including appearance, behaviour, attitudes, and so on. Social animals, like humans, need to interact with others, but this is not always possible. When genuine social interaction is lacking, individuals may seek out or use sources of interaction that co-opt agency detection mechanisms vis-à-vis the human voice and images of people, called social snacking. Limited social contact is problematic for any social species. When people lack social contact they have psychological and health dysfunctions (Gafoor, 2020; Wright and Silard 2021; Heu et al 2018; Zaitchik 2009; Bowlby, 1988; Hazan and Shaver, 1994; Perlman and Peplau, 1984). These dysfunctions often manifest themselves in the form of depression, grief, anxiety, and loneliness (Davis 2023; Aslan 2019; Teneva and Lemay 2020; Baumeister and Tice, 1990; Leary, 1990). People have a fundamental need for affiliation that stems from the benefits of group living (Adam 2023; Baumeister and Leary, 1995).

## **STATEMENT OF THE PROBLEM**

Gendered behaviour is best understood as a product of social roles within society. These gender roles or sex-typed expectations influence men's and women's psychology through social interactions, self-regulation, and hormonal fluctuations. Certain factors are attributed to gender gaps and stereotyped images of the sexes in society. This can account for sex differences in mate preferences, behavioural styles in groups, the experience of emotion, and group performance. There is a need for future work which will integrate these approaches of minority influence, persuasion, social impact, the structure of social influence, and expectation states of individuals.

## **RESEARCH HYPOTHESIS**

1. There will be gender differences among male and female students in terms of sociability
2. There will be no relationship between socio-demographic variables and sociability

## **OBJECTIVES OF THE STUDY**

1. To determine the attitude of psychology students towards making and keeping friends;
2. Investigate the relationship between the socio-demographic variables and group membership social behaviour ;
3. To determine the gender sensitivity in friendship keeping among the male and female students;
4. Determine attitudinal and behavioural consistency in keeping friends.

### **SCOPE OF THE STUDY**

The study was carried out at Obafemi Awolowo University, Ile Ife, Osun State. The institution is situated in the southwestern geographical region of Nigeria. The university is a federal university with a population of approximately 30,000 people. It offers both postgraduate and undergraduate programmes.

### **DESIGN**

The study adopted a descriptive survey design. It examined the role of gender differentials in sociability indices among undergraduate psychology students at Obafemi Awolowo University Ile-Ife. The inference about the relationship among variables was made without direct intervention from the concomitant variation of independent and dependent variables. Data were collected from fifty (50) three hundred-level male and female students through self-administered questionnaires. The independent variables were a social profile, gender information, attitudinal consistency of friendship, and group member functions while the sociability indices served as the dependent variable. The sociodemographic variables were age, sex, marital status, religion, tribe, and family type.

### **SAMPLE AND SAMPLING PROCEDURE**

The research was a cross-sectional study conducted at Obafemi Awolowo University, Ile-Ife, Osun State. The convenience sampling technique was used for the male and female students. This comprised 25 males and 25 females in three hundred-level psychology students.

### **PARTICIPANTS**

The participants consisted of 50 students recruited from the Department of Psychology. Participants' ages ranged from 16 to 35 years old. 24% were less than 20 years, 54% were between the age of 20-25years, 16% and 6% were between, the ages of 26-30 and 31-35 respectively. Most of the participants were single (82%), and 18% were married. The majority of the respondents were Christians (76%), 22% were Muslims, and 2% practiced traditional religion. 74% were Yoruba while 22% and 4% were Ibo and Hausa respectively. 66% are from monogamous family settings while 34% are from polygamous families.

## **INSTRUMENTS**

The research instrument was self-administered paper and pencil questionnaires divided. The first part contains the socio-demographic variables such as age, sex, marital status, religion, tribe, and family type. Respondents were asked to choose between yes and no as well as answer open-ended questions. Questions on information on social profiles determined by their attitude towards making and keeping friends, gender sensitivity as regards friendship making, behavioural consistency of friendship making, and self-evaluation of social profile.

## **SOCIABILITY SCALE**

The Sociability Scale was developed by the Elegbeleye O.S. The modified scale consists of 25 items covering all the five sections reflected in the scale. Subjects were asked to indicate their responses in yes and no format responses. The total score for each subject on the scale ranged from 95. A score range of 20-30 is rated as poor social performance; 31-40 needs counselling adjustments, 41-50 needs to work harder, and 50-60 is on the average with room for adjustment. 61-70 are socially adjustable; 71-85 are well adjusted while 81-85 was perfect. To ascertain the psychometric properties scale, a pilot study was carried out on a randomly selected 60 male and 35 female undergraduates with a mean age of 21 the test-retest returned a correlation coefficient of  $r=0.76$ , error of variance of content alternate form reliability produced a correlation coefficient of  $r=0.86$ , error of homogeneity  $r=0.87$ . Drawing 20 subjects from two groups (social deviants and undergraduates a pilot study has conducted the scores were correlated to produce a criterion validity coefficient of  $r=0.25$ .

## **ANALYSIS OF DATA**

An analysis of variables was used to compare different group means of socio-demographic variables and also the comparison of the different group means of the study. Data were subjected to univariate and bivariate (simple percentage, one-way ANOVA, and independent sample t-test) analysis using appropriate statistical tests. Statistical significance was determined at 0.05 levels. Statistical Package for the Social Sciences (SPSS Inc., Chicago, IL) Version 16 was used for the analysis of the data.

### **Socio-demographic variables**

The socio-demographics include age, sex, marital status, religion, tribe, and family type. The mean age of the students was 23.1 years and the standard deviation was 0.430116. The frequency and percentage constitution of each of these variables are presented in Table 1.

The sample consisted of 50 students, with participants' ages ranging from 16 to 35 years old. 24% were less than 20 years, 54% were between the age of 20-25 years and 16%, and 6% were between, the ages of 26-30 and 31-35 respectively. Most of the participants were single (82%), and 18% were married. The majority of the respondents were Christians (76%), 22% were Muslims and 2% practiced traditional religion. 74% were Yoruba while 22% and 4% were Ibo

and Hausa respectively. 66% are from a monogamous family setting while 34% are from a polygamous family.

**Table 1: Socio-demographic data**

VARIABLES	LEVELS	FREQUENCY	PERCENTAGES
AGE	Less than 20	12	24%
	20-25	27	54%
	26-30	8	16%
	31-35	3	6%
	<b>Total</b>	<b>50</b>	<b>100.0%</b>
MARITAL STATUS	Single	41	82%
	Married	9	18%
	Divorced	-	-
	Widowed	-	-
	<b>Total</b>	<b>50</b>	<b>100.0%</b>
RELIGION	Christianity	38	76%
	Islam	11	22%
	Traditional	1	2%
	<b>Total</b>	<b>50</b>	<b>100.0%</b>
TRIBE	Yoruba	37	74%
	Ibo	11	22%
	Hausa	2	4%
	<b>Total</b>	<b>50</b>	<b>100.0%</b>
FAMILY	Monogamy	33	66%
	Polygamy	17	34%
	<b>Total</b>	<b>50</b>	<b>100.0%</b>

### Hypothesis testing 1

#### There will be gender differences among male and female students in terms of sociability

An independent sample test (T-test) was carried out to compare different group means of the variables. Table 2 shows that the mean scores of the male students among the items were higher than that of female students. There was statistically significant between the scores ( $t=1.723$ ,  $df=48$ ,  $p < 0.01$ ), and ( $t=1.033$ ,  $df=48$ ,  $p < 0.036$ ).

The hypothesis is accepted.

**Table 2 A: Gender differences and attitude towards keeping friends**

<b>Keeping friends</b>	<b>Sex: male or female</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Do you have friends in your neighbourhood	male	25	<b>2.7600</b>	.66332	.13266
	female	25	<b>2.3600</b>	.95219	.19044
Can you keep a friendship for a long time(say for five years)	male	25	<b>2.9200</b>	.40000	.08000
	female	25	<b>2.7600</b>	.66332	.13266
Have you ever kept the kind of friendship?	male	25	<b>2.9200</b>	.40000	.08000
	female	25	<b>2.7600</b>	.66332	.13266

**Table 2B Independent Sample Test (T- test)**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Keeping friends (items 1-7)</b>										
do you have friends in your neighbourhood	Equal variances assumed	13.501	<b>.001*</b>	1.723	48	.091	.40000	.23209	-.06665	.86665
can you keep a friendship for a long time(say for five years)	Equal variances assumed	4.637	<b>.036*</b>	1.033	48	.307	.16000	.15492	-.15149	.47149
have you ever kept the kind of friendship?	Equal variances assumed	4.637	<b>.036*</b>	1.033	48	.307	.16000	.15492	-.15149	.47149

**Gender differences and Gender sensitivity in friendship making**

The mean scores of the female students among the items were lower than that of male students on item 8. There is statistically significant difference between gender difference among male and female students and gender sensitivity. There was statistically significant between the scores ( $t=2.269$ ,  $df=47$ ,  $p < 0.00$ ), The hypothesis is accepted.

**TABLE 3A Gender differences and Gender sensitivity in friendship making**

Gender sensitivity (items 8,12,13)	sex: male or female	N	Mean	Std. Deviation	Std. Error Mean
Was this long time friend of yours of the same sex	Male	25	<b>2.8400</b>	.55377	.11075
	female	24	<b>2.3333</b>	.96309	.19659

Gender sensitivity (items 8,12,13)		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Was this long time friend of yours of the same sex	Equal variances assumed	26.891	.000*	2.269	47	.028	.50667	.22329	.05747	.95586

**TABLE 4 Consistency of friendship and Gender differences**

Consistency of are you still close to this friends of yours?		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
are you still close to this friends of yours?	Equal variances assumed	7.363	.009*	1.286	45	.205	.26812	.20855	-.15192	.68815

There was statistically significant difference between gender difference among male and female students and consistency of friendship. There was statistically significant between the scores ( $t=1.286$ ,  $df=45$ ,  $p < 0.009$ ), The hypothesis is accepted.

**Table 5 Data statistics**

Consistency	sex: male or female	N	Mean	Std. Deviation	Std. Error Mean
are you still close to this friends of yours?	male	24	2.8333	.56466	.11526
	female	23	2.5652	.84348	.17588

## Gender differences and Group membership

Table 5a shows that the mean scores of the female students among the items were higher than that of male students on item 16. There was statistically significant between the scores ( $t=1.255$ ,  $df=48$ ,  $p < 0.16$ ). While on item 17 that the mean scores of the male students among the items were higher than that of female students. There was statistically significant between the scores and ( $t=1.620$ ,  $df=47$ ,  $p < 0.01$ ). The hypothesis is accepted.

**Table 5a Gender differences and Group membership**

Group membership	sex: male or female	N	Mean	Std. Deviation	Std. Error Mean
is it important to you that you must be the leader of whichever group you belong?	Male	25	<b>2.2800</b>	.97980	.19596
	Female	25	<b>2.6000</b>	.81650	.16330
have you ever belonged to a formally organised social group?	Male	25	<b>2.8400</b>	.55377	.11075
	Female	24	<b>2.5000</b>	.88465	.18058

**Table 5b: data statistics**

Group membership		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
is it important to you that you must be the leader of whichever group you belong?	Equal variances assumed	6.288	<b>.016*</b>	-1.255	48	.216	-.32000	.25508	-.83288	.19288
have you ever belonged to a formally organised social group?	Equal variances assumed	12.324	<b>.001*</b>	1.620	47	.112	.34000	.20992	-.08230	.76230

### Tribe and gender sensitivity in making friends.

There was a significant relationship between the tribe of the student and having opposite sex friend ( $F(2, 46) = 1.903, p < 0.004$ )

**Table 6 ANOVA Table Showing the Influence of tribe of students and gender sensitivity in making friends**

		Sum of Squares	df	Mean Square	F	Sig.
Do you have opposite sex friends?	Between Groups	3.426	2	1.713	6.452	<b>0.004*</b>
	Within Groups	11.152	42	0.266		
	Total	14.578	44			

### Family type and gender sensitivity in making friends.

There was a significant relationship between the tribe of the student and having opposite-sex friends. The item was found to be highly significant  $P < 0.033$  ( $F(1,47)=4.830, P<0.033$ ). There was a significant relationship found within the group's tribe of the student and having a more opposite-sex friend. The item was found to be highly significant  $P < 0.035$  ( $F(1,48)=4.726, P<0.035$ ).

**Table 7: ANOVA Table Showing the Influence of family type of students and gender sensitivity in making friends**

		Sum of Squares	df	Mean Square	F	Sig.
Do you have opposite sex friends?	Between Groups	1.472	1	1.472	4.830	<b>0.033*</b>
	Within Groups	13.106	43	0.305		
	Total	14.578	44			
Are your opposite sex friends more than your same sex friends	Between Groups	4.417	1	4.417	4.726	<b>0.035*</b>
	Within Groups	44.863	48	0.935		
	Total	49.280	49			

### Marital status and group membership;

There was a significant relationship between the marital status of the student and those who possess sociable characteristics ( $F(1,47)=6.599, P<0.013$ ).

**Table 8 Marital status and group membership**

		Sum of Squares	df	Mean Square	F	Sig.
Do you possess any of the characteristics listed above	Between Groups	0.698	1	0.698	6.599	<b>0.013*</b>
	Within Groups	4.975	47	0.106		
	<b>Total</b>	<b>5.673</b>	<b>48</b>			

### Religion of students and group membership

There was a significant relationship between the religion of the student and those who possess sociable characteristics ( $F(2,46) = 4.147, p < 0.02$ ).

**Table 9: ANOVA table showing the influence religion of students and group membership**

		Sum of Squares	df	Mean Square	F	Sig.
to what degree?	Between Groups	2.001	2	1.001	4.147	<b>0.022*</b>
	Within Groups	11.101	46	.241		
	<b>Total</b>	<b>13.102</b>	<b>48</b>			

### Tribe of students and group membership

There was a significant relationship between the tribe of the student and those who possess sociable characteristics ( $p < 0.01$ ) ( $F(2, 46) = 5.928, p < 0.01$ ).

**Table 10: ANOVA showing the Influence of tribe of students and group membership**

		Sum of Squares	df	Mean Square	F	Sig.
What social characteristics do you think describe a sociable?	Between Groups	1.740	2	0.870	5.928	<b>0.005*</b>
	Within Groups	6.750	46	0.147		
	<b>Total</b>	<b>8.490</b>	<b>48</b>			

## RESULTS

### Research hypothesis testing 1

The research hypothesis which stated that there will be gender differences among male and female students in terms of sociability was accepted. An independent sample test (T-test) was carried out to compare different group means of the variables. Table 2 shows that the mean scores of the male students among the items were higher than that of female students. There was a statistically significant difference between the scores ( $t = 1.723$ ,  $df = 48$ ,  $p < 0.01$ ), ( $t = 1.033$ ,  $df = 48$ ,  $p < 0.036$ ). The hypothesis was accepted.

Research hypothesis 2 which stated that there will be gender differences and gender sensitivity in friendship-making among the male and female students was accepted. The mean scores of the female students were lower than that of male students. There is a statistically significant difference between gender difference among male and female students and gender sensitivity. There was a statistically significant difference between the scores ( $t = 2.269$ ,  $df = 47$ ,  $p < 0.00$ ). The hypothesis was accepted.

Based on the consistency of friendship and gender differences, there was a statistically significant difference between gender differences among male and female students and consistency of friendship ( $t = 1.286$ ,  $df = 45$ ,  $p < 0.009$ ). The hypothesis was accepted.

In terms of gender differences and group membership, the results show that the mean scores of the female students among the items were higher than that of male students on item 16. There was a statistically significant between the scores ( $t = 1.255$ ,  $df = 48$ ,  $p < 0.16$ ). While on item 17 that the mean scores of the male students among the items were higher than that of female students. There was a statistically significant between the scores ( $t=1.620$ ,  $df = 47$ ,  $p < 0.01$ ). The hypothesis was accepted.

**Research Hypothesis 2:** There will be no relationship between socio-demographic variables and sociability among male and female students. The hypothesis was rejected.

The result of the one-way analysis of variance showed that there was a significant relationship between sex and attitude towards making and keeping friends ( $F(1, 48) = 4.112$ ,  $p < 0.048$ ); sex of the students and long time friendship of the same sex ( $F(1, 47) = 5.149$ ,  $p < 0.02$ ); tribe of the student and having opposite sex friend ( $F(2, 46) = 1.903$ ,  $p < 0.004$ ); tribe of the student and having opposite sex friend ( $F(1, 47) = 4.830$ ,  $p < 0.033$ ).

There was also a significant relationship found within the group, tribe of the student, and having more opposite-sex friends  $F(1, 48) = 4.726$ ,  $p < 0.035$ .

There was a significant relationship between the marital status of the student and those who possess sociable characteristics ( $F(1, 47) = 6.599$ ,  $p < 0.013$ ) and also between religion ( $F(2, 46) = 4.147$ ,  $p < 0.02$ ) and tribe ( $F(2, 46) = 5.928$ ,  $p < 0.01$ ) of the students with sociable characteristics.

## conclusion

In conclusion, the findings of this study contribute to the understanding of psychological processes that underlie the adoption of positive social identity. It has also helped to identify the impact of gender differential in establishing consistency and feelings of connectedness among individuals.

### **Consent**

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

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