

A VALIDATION STUDY OF THE DIMENSIONS  
OF LONELINESS

by

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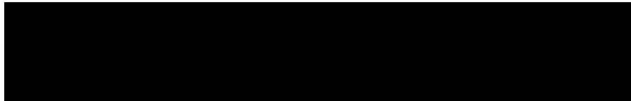
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#### ABSTRACT

Various attempts have been made to identify the types of relationships which meet important needs for people and which, if absent, contribute to loneliness. The focus of this study was to examine one specific model which identified five dimensions, or areas of relationships, within which a person may feel loneliness.

The first purpose of the study was to validate Sadler's multi-dimensional model of loneliness, by documenting the extent to which people described experiences of loneliness related to the five areas of relationships. The second purpose was to examine and describe the differences, if any, in the loneliness experience among the five dimensions. A third purpose was to study the relationship between the number of dimensions contributing to a person's loneliness and the intensity of the experience.

Seven males and seven females between the ages of 25 and 55 were recruited from community education courses at a community college. Subjects completed a Dimension of Loneliness Scale (a questionnaire instrument developed for this study), an Intensity of Loneliness Scale, and participated in a structured dialogue exercise. Descriptions of times of loneliness were also obtained through written accounts and an unstructured interview.

In general, this study found that loneliness was reported in each of the five dimensions and types of relationships identified by Sadler, thus validating his multi-dimensional model. As well, each dimension

appeared to involve an experience of loneliness that was distinct from the other four, as indicated by differences in the phrases used to describe the feelings and thoughts experienced. The results also indicate that the intensity of loneliness is related to the number of relationships in which a person feels disconnected or a loss.

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CHAPTER I  
STATEMENT OF PROBLEM

Loneliness appears to be an increasingly significant problem in the lives of many people. In 1973, one of the original researchers in the area, Weiss, concluded that, "loneliness is a condition that is widely distributed and severely distressing" (p. 9). Based on many years of research, Sermat (1980) stated that of all the people he studied, only one or two percent reported having never experienced loneliness, and between 10 and 30 percent spoke of loneliness as a continual, almost pervasive experience in their lives. The significant number of people for whom loneliness is a major concern and not simply a symptom of an underlying problem has also been noted by this writer through experience at several helping agencies.

Despite the growing recognition of the problem, until recently very little study has been directed towards detailing or clarifying the concept of loneliness. Most of the literature deals with different theoretical approaches (with little empirical support), and the identification of "high risk" groups with proposed explanations. The research studies which are documented have focused largely on personality, or characterological factors, of lonely individuals and situational factors, specifically the identification and description of social categories whose members seem to be susceptible to loneliness. Other studies have dealt with the development and validation of various loneliness measures. However, little has been established regarding the causes of loneliness, the actual experience, factors that influence

the intensity of the experience, or effective interventions to help alleviate loneliness (Russell, Peplau, & Ferguson, 1978).

Indicative of the range of conceptualizations of loneliness is the vast array of definitions. In the Women's Group study in England (1973), loneliness was referred to as a condition of an individual who is desirous of contact with others but is unable to achieve that contact. Weiss (1973) said, "Loneliness appears always to be a response to the absence of some particular type of relationship or, more accurately, a response to the absence of some particular relational provision" (p. 17). A number of researchers approach loneliness from a cognitive perspective and argue that it reflects the discrepancy between the person's desired level of social interaction and the level of contact the person actually has in his life. Peplau and Perlman (Note 1), who are representative of this approach, state that, "Loneliness exists to the extent that a person's network of social relationships is smaller or less satisfying than the person desires" (p. 1). Sadler (1978) presents loneliness as the feelings and cognitions, as well as an element of reflection a person experiences when he perceives that a significant connection between himself and another person, or object, is broken or diminished in some way, or is missing entirely. It "is a felt perception of oneself as estranged from significant others, from community, and sometimes from the sources of community" (1974, p. 259).

Common to all these definitions is the recognition that loneliness involves the absence or weakness of relationships. However individuals appear to satisfy their need for relatedness through different types

of relationships, and as a result develop highly personalized ways of meeting their needs for feeling in communication and contact with others and their world. One important aspect of understanding loneliness then is to understand the specific relationships that are important to the person and that are perceived to be threatened, weakened, or absent (Sermat, 1978; Sadler, 1978).

Several different theorists have attempted to identify the kinds of relationships which meet important needs and which, if absent, contribute towards the experiencing of loneliness. Sadler (1975, 1978), as one of those theorists, developed a multi-dimensional model which identified five areas or dimensions of a person's life, and five corresponding types of relationships, within which a person may feel separateness and loneliness. Although Sadler referred to the research he had conducted over the past eight years in his various journal articles, little empirical evidence for his model appeared to be documented either by himself or other researchers.

One purpose of the present study was to validate the multi-dimensional model of loneliness proposed by Sadler, by documenting whether people, when recounting times of personal loneliness, described experiences related to the five dimensions. The definition of loneliness used in this study was that of Sadler.

A second area of this concept which has received limited attention is the subjective experience of loneliness, and how it varies from situation to situation and person to person. Weiss (1973) and Sadler (1974) state that the feelings a person has when lonely depends in part upon who or what he is missing, and the quality of relationship

he has with the significant other. A second purpose of this study was to examine and describe the differences, if any, in the loneliness experience encountered among the five types of relationships and dimensions identified by Sadler. The intensity of the feelings of loneliness is another aspect of the experience which has received little attention. A third purpose of the present study was to explore the relationship between the number of dimensions in a person's life in which he feels unconnected and the intensity of his feelings of loneliness.

This study was designed to provide useful information concerning the types and range of relationships which may be sources of loneliness; information which is particularly pertinent for counsellors and other helping professionals. In order to work effectively with people struggling with loneliness, a counsellor must be able to identify and understand the specific relationships in which the person feels separated, the feelings and thoughts being experienced, and the personal needs the person is trying to satisfy through his relationships. An awareness of the specific context of a person's loneliness may also influence which coping strategies need to be explored with the client. This study was considered to be important because it examined a specific model which attempted to address and answer some of these questions and issues concerning loneliness.

Furthermore, many people view loneliness as something to be avoided or ashamed of, or consider it indicative of personal faults or weaknesses (Weiss, 1973; Gordan, 1976; Corey, 1978). It is possible that this attitude hinders a person from recognizing and accepting his

loneliness, and from there learning to deal with it effectively. Understanding the specific context of his loneliness in light of Sadler's model may help a person see the interplay of both the situational and personal factors connected to his loneliness and as a result may increase his ability to accept and cope with it.

In summary, this study considered the following three questions:

1. To what extent are the five dimensions of loneliness identified by Sadler reported by people in their descriptions of loneliness?
2. Are the five dimensions of loneliness accompanied by separate and distinct types of experiences, as identified by different feelings and thoughts?
3. Is the intensity of a person's loneliness related to the number of dimensions in which he perceives a separation?

CHAPTER II  
REVIEW OF THE LITERATURE

Types of Relationships Contributing to Loneliness

The literature indicates that a number of researchers agree that both characterological or internal factors, and situational or external factors influence the onset of loneliness (Schmidt, 1976; Wood, 1976; Peplau & Perlman, Note 1; Sermat, Note 2). To what degree each set of factors independently contributes towards loneliness, to what degree the interaction between the two factors is involved, and in what ways the two interact remain areas of some discussion and disagreement. Studying the types of relationships and relationship deficits which may be sources of loneliness has been suggested as one approach to investigating more specifically the interaction between these two factors.

Weiss (1973) was one of the first to investigate this interaction and distinguish between various relationship deficits. When interviewing members of Parents Without Partners, all of whom had friends but no specific intimate relationship in their lives at that time, Weiss found that the sociability among the members did not alleviate their experiencing of loneliness, but that dating and the development of romantic relationships did. Pursuing this question of specificity of relationships, Weiss conducted interviews with six couples who had recently moved to a new city from at least two states away, a selection criteria based on the assumption that these people were not lacking intimate relationships but were lacking other types of relationships.

He found that the wives did report feelings of loneliness but the husbands did not, an occurrence Weiss attributed to the social relationships which the men became involved with through their work and which the wives had not yet developed.

Based on this research, plus support from other researchers and philosophers, Weiss identified two distinct relationship needs or "social provisions" which, if either are lacking, contributes to feelings of loneliness. The first he called a sense of attachment, which he believes is provided through an emotional, intimate relationship with someone, usually a spouse, parent, lover or child. The loss or lack of this intimate tie leads to a feeling of emotional isolation, and to a specific experience of loneliness.

The second social provision Weiss identified as needed by a person was a sense of community, of being involved in socially integrative relationships, whether through friendships, family, or co-workers. The absence of a strong supportive network in a person's life leads to a loneliness of social isolation. A major premise of his work was that the deficit is always one of a specific provision and the deficit can not be replaced or alleviated by increased acquisitions on the other provision.

Within his theoretical model, Weiss presented only two different types of relationship needs but did suggest that other social provisions, and sources of loneliness, while experienced less frequently, may exist.

Sadler's interactionist model (1978), which proposes five different types of relationships within which loneliness may be experienced, was developed through the analysis of expressions of loneliness

of participants in his workshops, group sessions, classes, and a hospital interviewing program. In his model, Sadler uses the term, "dimension of experience", to refer to the direction or areas of experience a person cares about in his life and chooses to invest energy into. He identifies five possible dimensions, each of which is constituted by different types of relationships. The specific dimensions which are important to a person and the relationships which comprise that dimension provide the connections he has with his world. Based on this framework, Sadler uses the term, "dimension of loneliness", to conceptualize the types of relationships and therefore the context or source in which a person may experience separation.

Of the five dimensions, four involve external types of relationships and one involves an internal type. The dimensions as proposed by Sadler are:

1. The Cosmic dimension of loneliness, in which the person feels separate from some universal order or source of meaning in his life. This may involve a religious aspect (estranged from either a Divine Presence or a more general spiritual relationship) or more simply, a feeling of separation from nature or natural environment.

2. The Interpersonal dimension of loneliness, in which a person feels separate from a significant other person or persons in his life. It may involve a sense of yearning for someone, anyone to be with and be cared for by, through to a longing for one specific person.

3. The Psychological dimension of loneliness, in which the person feels out of touch with himself, where the relationship he has with his "inner self" is absent or diminished in some way. Sadler suggests that

this dimension rarely exists on its own but rather that it almost entirely occurs together with one of the other dimensions.

4. The Social dimension of loneliness, which involves a feeling of separation from meaningful groups; it is the social relationship which is felt to be missing. Another aspect of this dimension involves the search for personal identity through the roles that are part of the group acceptance.

5. The Cultural dimension of loneliness, in which a person feels cut-off from his roots, estranged from the customs, beliefs and traditions with which he was raised, or a feeling of isolation or alienation from the dominant culture.

Sadler views these five dimensions as relatively separate and distinct sources and experiences of loneliness. He recognizes that individuals will value differently the various types of relationships and dimensions, and states that the experiencing of loneliness on one dimension may but does not necessarily affect a person's perception of connection or separateness on the other dimensions.

Few other researchers have explicitly studied the various relationships in which people may experience loneliness. One possible reason for this may be that while some theorists (for example Berblinger, 1968; Bahr & Harvey, 1979; Brennan & Auslander, Note 3) encourage defining the nature of the relationship deficit in the broad sense, others' (Ferreira, 1962; Women's Group Study, 1973) definition of the term includes only interpersonal deficits. Some researchers (de Jong-Gierveld, 1978) specifically criticize models such as Sadler's for offering too broad and "unprecise" a description of the relationship deficit.

Sermat (1980) was one of the first to conduct research in this area. Using content analysis on 400 essays describing autobiographical loneliness written by college students, he found that 75% of the students indicated that the lack of opportunity for or a breakdown in the intimate communication of their thoughts and feelings with other people was a key element in their loneliness. This, plus the second most mentioned factor, the death of a close person, indicate the major role that deficits within interpersonal relationships play in the loneliness experience. However, elements or factors of loneliness involving relationships other than interpersonal were also reported in the essays, for example, the lack of important life goals, where, "life seemed empty, meaningless and without future" (Sermat, Schmidt, & Wood, Note 4, p. 430), and the experience of, "having failed to measure up to one's own expectations and norms" (Sermat, 1980, p. 306).

Using a "situational loneliness" questionnaire, Sermat (1980) found that the majority of items reported as relating to a person's experience of loneliness were of an interpersonal nature. He also found that various groupings of items were reported more often by particular sub-groups of people. For example, men tended to report higher loneliness ratings associated with feeling that they had not lived up either to their own, or someone else's, expectations. Young people from other cultural backgrounds reported intense loneliness associated with feeling that no one who was from a different culture or ethnic upbringing from them could really understand them. Overall, these findings tentatively suggest that relationships other than those of an intimate one-to-one nature may also be sources of loneliness for some people.

Schmidt (1976) pursued the issue of which relationship deficits are involved in a person's loneliness. For her thesis, she developed a questionnaire which measured involvement and satisfaction in four kinds of social networks: the love relationship, the nuclear family, friends, and groups and the larger community. Following the development of the Differential Loneliness Scale, Schmidt administered the Scale to 306 college undergraduate and extension students and 264 middle-aged individuals from the general public. Factor analysis of the results (Sermat, Schmidt & Wood, Note 4) indicated that an absence or lack of connection within a love relationship and within one's nuclear family consistently accounted for the largest amount of variance in the data. These findings were constant regardless of the age of the subjects; although they found that the order of relative importance of these two types of relationships did depend on the age of the person. The lack of the love relationship appeared to be the most important source of loneliness in college age students, while for adults over 25 years of age a feeling of isolation from the nuclear family was the prominent source. Friendship, while identified as a factor in the analysis, was seen relatively infrequently as an important source of loneliness, and relationships with groups and the community did not appear to be seen as a significant source.

Wood (1976) also investigated the kinds of relationships or categories of social involvement which are reported to be related to the experience of loneliness. She explored measures of involvement in and satisfaction with two types of social positions: the 'ascribed' or granted roles which involve the intimate personal relationships

(for example, parent, child, spouse) and the 'achieved' roles, which involve the wider, public relationships with the community (for example, professional roles). Her results indicated that separation in intimate personal relationships (the ascribed roles) is relatively more important in contributing to loneliness than separation in relationships with the community (the achieved roles), but that both types of relationships are potential sources of loneliness. While these findings are similar to Schmidt's regarding the importance of intimate kinds of relationships as sources of loneliness, they differ in that relationships to the community were also found to be connected to loneliness.

No other empirical studies appeared to exist that specifically researched the types and range of relationships in which loneliness may be experienced. However several studies investigating other aspects of the problem indirectly presented data on this question. The majority of studies have focused on loneliness in relationships that fall within the interpersonal dimension, for example, increased loneliness in adolescents who are unable to communicate with friends and family (Brennan & Auslander, Note 3; Wood & Hannell, Note 5), the increased loneliness of the elderly who have little or no friendship (Perlman, Gerson & Spinner, 1978; Kivett, 1979). In addition, studies presenting the development and validation of the UCLA measure of loneliness, which is composed of mainly interpersonal items (Russell, Peplau, & Ferguson, 1978), and the results of Rubenstein and Shaver (1980) that lonely people have fewer social ties and more importantly, greater dissatisfaction with the number and quality of their friendships indicate a focus on the interpersonal dimension.

Indirectly providing support for separation and loneliness in the social dimension was the work of Lopata (1969). In her studies on widows, she noted that one important part of their loneliness was associated with the change or loss of connection with the groups to which they belonged because of being part of a couple; another factor in their loneliness was the change in roles and status that went along with the change in marital status. Ellison (1979) identified two types of relationships or needs involved in teenagers' loneliness: the feeling that no one understood (interpersonal) and the lack of belonging or of being accepted by a group (social). Bahr and Harvey (1979) investigated both the personal loneliness of the newly widowed (that is, feeling apart from other people) and their social loneliness (feeling unconnected or uninvolved in their community). Their results indicated that the two types of loneliness are associated with two distinct and different connections and deficits and that widows experienced high levels of personal loneliness but not necessarily social loneliness.

The experience of loneliness within cosmic dimension relationships was indirectly supported in a study (Perlman, Gerson, & Spinner, 1978) which reported that loneliness in senior citizens was inversely correlated with religiosity. In a series of studies investigating the relationship of loneliness and spiritual well-being (including both religious and existential-type items), Ellison and Paloutzian (Note 6) consistently found an inverse relationship between the two variables. Bahr and Harvey (1979) also reported an inverse relationship between church activity and loneliness for the newly widowed, but found that this relationship did not hold for the general population.

As indicated previously, Sermat (1980) reported experiences of loneliness which could be classified as loneliness on the cultural dimension.

Results from many of these studies indicate that relationships within the interpersonal dimension do offer important connections for people, and that an absence, loss or weakening in those relationships does contribute to loneliness. Although experiences of separation on the other dimensions have not been specifically investigated, some of the findings reported give indirect but tentative support for loneliness occurring within relationships on the other four dimension. In addition to those empirical findings, descriptions of times of loneliness presented in the literature (Sarton, 1973; Seabrook, 1973; Lindbergh, 1978; Caine, 1978) indicate that loneliness may be experienced within all five dimensions.

#### Experiences of Loneliness Within Different Relationships

Many authors have discussed the need to increase the knowledge of the actual experience of loneliness, and one research study (Rubenstein & Shaver, 1980) specifically investigated the feelings and thoughts people had when lonely. However, no study appeared to exist which documented the differences in how loneliness is experienced in different situations or in different relationships.

Commenting on the lack of differentiation between different forms of loneliness in terms of symptoms, Brennan and Auslander (Note 3) offered several possible reasons:

1. the recency and difficulty in reaching conceptual clarification between the different forms of loneliness;
2. the possibility of substantial overlap of symptoms of the different forms of loneliness;
3. the possibility of the joint presence of multiple forms of loneliness in those persons identified as 'lonely'. (p. 18)

Some of the few studies that report the feelings of their subjects within different relationship deficits are those that identify and describe the loneliness of social groupings considered to be 'high risk'. Typical of this is Lopata's work (1969) interviewing 300 widows. While this was not the specific focus of the study, she identified several feelings apparently characteristic of their loneliness. Connected to the intimate relationship deficit were feelings of loss, and of feeling no longer valued as an object of sexual or compassionate love. Connected to the change in social roles and status were attributed feelings of alienation and homesickness.

In a series of studies validating the UCLA Scale of loneliness, which includes almost exclusively items concerning relationships with friends and intimates, Russell, Peplau and Ferguson (1978) reported that loneliness scores correlated significantly with feeling empty, self-enclosed, restless and bored.

Based on the same interviews mentioned previously, Weiss (1973) described different and distinct sets of symptoms and feelings for each of the two relationship deficits, the sense of attachment and the sense of community. Both seemed to share a sense of driving restlessness and a feeling of yearning. In terms of the differences, people experiencing emotional loneliness reported feelings of abandonment, an utter aloneness and a sense of urgency, apprehension and anxiety.

People dealing with social isolation described a less intense experience with feelings of boredom, exclusion and marginality. Weiss also noted differences in the onset of the experience with the loneliness of emotional isolation surfacing very quickly after the relationship was severed, while the reaction to social isolation seemed to develop more slowly over time.

In presenting his multi-dimensional model, Sadler (1978) stated that the five dimensions are relatively distinct and suggested that the loneliness of each dimension involved a different kind of experience. A specific differentiation among the five dimensions was not outlined, possibly due to his premise that the feelings may further differ among the various aspects and relationships within one dimension. The influence of the various aspects of one dimension is reflected in some of the descriptors he used to describe interpersonal loneliness, "We can feel longing arising from distance, or emptiness from awareness of loss, or frustration from lack of communication, or bitterness from having been rejected or deceived" (1974, p. 259). Nevertheless, the general descriptors identified by Sadler do suggest some distinct differences in the feelings and thoughts that accompany the loneliness within each dimension, as shown in the phrases for interpersonal loneliness (see above), and the following words used to present the experience of cosmic loneliness: frustration, longing for, missing God or a sense of relatedness, and feeling estranged or impatient. Few descriptions of the experience of psychological loneliness are presented; those that are include feeling out of touch, a sense of being divided, and empty. Sadler offered many descriptive words which he feels

capture the experience of social loneliness; words such as cut-off, ostracism, rejected, expelled, unwanted, frustration, or anger, and particularly words such as excluded and being the outsider. Loneliness of the cultural dimension was reported as including feelings of alienation, possibly homesickness, confusion, being disinherited, and a sense of being out of place and a stranger.

Peplau and Perlman (Note 1) and Rubenstein, Shaver, and Peplau (1979) reported three other factors which may also influence how a person feels when lonely, factors that may vary at different times within similar situations and relationships. These factors were, "locus of causality" ('Am I to blame for my loneliness, or is it something in my environment?'); stability over time ('Is my loneliness transitory, or is it likely to be permanent?'); and controllability ('Is there anything I can do about being lonely, or is it out of my hands?') (1979, p. 63).

Based on both the theories and research studies mentioned above, it appears that there are some commonalities in the words used to describe loneliness within a similar relationship deficit, particularly those within the interpersonal dimension. However, the scarcity of studies investigating the experience of loneliness overall and specifically loneliness in types of relationships other than interpersonal make it difficult to ascertain how distinct the differences are.

### Intensity of the Loneliness Experience

As with many of the other aspects of loneliness, various different factors that influence the intensity of a person's experience with loneliness have been proposed but there is little support for these theories in the empirical research.

According to Sermat (1980), "The intensity of loneliness is proportional to the discrepancy that an individual perceives between the kinds of interpersonal relationships he sees himself as having at the time, and the kinds of relationships he sees as desirable or that he would ideally like to have" (p. 308). Similar to Peplau and Perlman (Note 1), he also identified the perceived duration of the feeling of loneliness (the longer a person believes the feeling will last, the more intense will be the feeling) and the amount of control he thinks he has over the feeling and situation as two additional factors in determining the intensity of loneliness.

A major premise of Sadler's model was that the number of dimensions and relationships in which a person experiences separation at one time markedly influences the intensity of his loneliness. According to Sadler, loneliness on one dimension may be intense and painful for a person, especially if the relationship involved is a valued one. However when loneliness is encountered in two or more dimensions in a person's life at the same time, the experience of loneliness is more intense, and possibly more overwhelming, frightening, and difficult to cope with.

This review of literature reveals that while different theories have been proposed, little evidence has specifically been documented concerning the range and types of relationships in which loneliness is experienced, how the experience of loneliness varies from situation to situation, and the factors involved in determining the intensity of the experience. This study was designed to examine Sadler's model of loneliness and the premises of his model which concern these three aspects of loneliness.

## CHAPTER III

## METHOD

Subjects

The subjects in this study were 14 adults (seven males and seven females) between the ages of 25 and 55, who were taking a Community Education class through Camosun College. Students enrolled in one of the courses within the Human Growth and Development department were selected in an effort to obtain a diversity of educational and occupational backgrounds, and interests. This age range was considered appropriate since research indicates that people younger or older are more likely to be experiencing loneliness primarily on a single dimension related to developmental issues.

With the permission of the principal and the individual instructor, the researcher presented a brief oral description (Appendix A) of the study to six evening classes. These classes included Children the Challenge, Creative Writing, Self-Discovery, Holistic Healing, Stress and its Management, and Assertiveness for Men. Thirty-five students indicated an interest in the project and subsequently received a printed handout (Appendix B) which outlined in some detail the purposes, procedures and expectations of the study and the subjects. In follow-up phone calls two or three days later, thirty people expressed a willingness and a desire to participate in the study. Of the 30, only seven were men, and they were all included in the sample. The seven women were randomly selected from the group of 23.

In terms of age, the range for the fourteen subjects was 28-53 years, and the mean age for the total group was 34.0 years. In terms of marital status, nine subjects were married, (one was a second marriage) and five were either separated, divorced or widowed. None of these five subjects was presently involved in an intimate love relationship. Four of the subjects did not have children. There was a wide range of occupational backgrounds among the subjects, representing a balance of skilled trades people (printer, beachcomber, accounting clerk) and professional (counsellor, financial consultant). Five of the men and four of the women were currently working, and two other subjects were full-time students.

#### Instruments

A variety of measures were used in this descriptive study. This decision was made by the researcher in an attempt to acknowledge and respond to differences in subjects' ease and abilities in written and oral self-disclosure as well as to provide a basis for validation testing of the results. The use of several measures has been recommended by many social scientists, for example, Cannell and Kahn (1968) said, "We advocate methodological breadth, choice of method on the basis of the substantive problem under investigation and the specific aims of the research, and the use of multiple methods in order to avoid mistaking artifacts for substantive research findings" (p. 529). In addition, limitations of both interview techniques and self-report questionnaires in investigating loneliness have been commented on by

several researchers (Weiss, 1973; Shaver & Rubenstein, 1980; Brennan & Auslander, Note 3). In order to compensate for these limitations both types of measures were used in this study.

#### Dimension of Loneliness Scale

The Dimension of Loneliness Scale (Appendix C) was developed for this study to identify the dimensions on which loneliness is experienced as well as to identify the importance of each dimension. No available research instrument appeared to exist which specifically investigated loneliness in the five areas of a person's life described by Sadler (1975). Sermat (Note 2) was one of several investigators of loneliness who specifically encouraged the development of measures that applied a conceptual model of loneliness and measured the experience close to its source, "to tap it in the context where it seems to be occurring, instead of merely getting a rough index of how sad, down or anxious a person feels" (p. 1).

The Scale uses a self-report questionnaire format, consisting of 35 items, seven for each of the five dimensions. Each item presents a specific relationship a person might have in his life and the subject is asked to describe how often he experiences loneliness within it. Responses are reported on a 4-point scale ranging from "I often feel this way" to "I never feel this way." For each item, the subject is also asked to indicate how important that particular relationship is to him or to her, using a 3-point scale ranging from "This relationship is very important to me" to "This relationship is slightly important to me."

Development. The Scale's construction was based on the definition and model of loneliness proposed by Sadler (1978). An initial pool of 120 items was generated from a variety of sources: friends' descriptions of their personal experiences with loneliness on the five dimensions, Sadler's written descriptions, examples of times of loneliness presented in the literature (Sarton, 1973; Lindbergh, 1978) and other loneliness scales (Ellison & Paloutzian, Note 6). Similar items were combined and unclear or repetitious items were eliminated, resulting in 80 remaining items. These items were submitted, in counterbalanced order, to a panel of six "expert" judges, who were asked to independently evaluate which dimension each item portrayed. The criteria set for inclusion in the scale was agreement among at least five of the six judges that an individual item belonged in a particular dimension. Fifty-eight items fulfilled this criteria. Selection of the final seven items per dimension was based on a stratified random selection process to ensure representation of the various facets of each dimension, and a balance of positively and negatively keyed items. Item order was determined by randomization.

Pilot work. Pilot work was carried out in an effort to assess the clarity and appropriateness of the items and instructions from the respondents' point of view, and to develop scoring norms. The 35-item questionnaire was administered to six graduate students and nine undergraduates; 11 of whom responded to every item. Feedback from the pilot subjects resulted in some changes in the wording of the instructions and minor revisions in three items; the rest of the questionnaire essentially remained the same. Commenting on the experience of

completing the questionnaire, many of the pilot subjects spoke of the degree of risk and self-disclosure being asked for if the Scale was answered honestly.

Test-retest reliability. To assess test-retest reliability, the Scale was administered to 40 subjects at two different times, two weeks apart. The subjects in the reliability phase, who were students in three undergraduate Education courses, were selected because they were similar to the study subjects in age, and choice of courses in terms of field of study. Pearson product-moment correlations were computed on the frequency and importance scores for the five dimensions and the correlation coefficients are presented in Table 1. All ten coefficients are statistically significant at the .001 level, indicating high reliability of the Scale. In addition, seven of the ten correlations achieved scores of .75 or greater, resulting in a relatively small error variance.

A second method used to assess the reliability of the Scale was by calculating the percentage agreement of responses on the two test administrations for each item (Appendix D and E). As reported in Table 2, 66.6% of the pilot subjects recorded the same score on the frequency variables and 70.9% recorded the same score on the importance variable.

#### Intensity of Loneliness Scale

This instrument (Appendix F) was selected for this study to assess the intensity of a person's overall loneliness; that is the relative degree of loneliness being experienced by each individual. Several

Table 1  
 Test-Retest Reliability Coefficients on the  
 Dimension of Loneliness Scale (N=40)

Dimension	Variable	
	Frequency	Importance
Cosmic	.785 *	.846 *
Interpersonal	.819 *	.623 *
Psychological	.876 *	.736 *
Social	.716 *	.785 *
Cultural	.781 *	.751 *

\* r is significant at  $p < .001$  level of significance

Table 2

Mean Percentage of Agreement Among Pilot Group Subjects  
on Test and Retest Administration of Dimension of Loneliness Scale

Variable of Scale	Similarity of Score on Test and Retest	Percentage Agreement
Frequency	same	66.6
	1 interval difference	30.2
	2 interval difference	2.9
	3 interval difference	.3
Importance	same	70.9
	1 interval difference	26.8
	2 interval difference	2.3

single-item, and one double-item, intensity scales are reported in the literature but only one measure was found which used more than two items to determine the intensity score. The eight items which comprise this scale are actually part of a larger 84-item survey of how people experience loneliness (Rubenstein & Shaver, 1980) and the specific items for intensity are distributed among the other 84 questions.

The Scale uses a self-report questionnaire format, with questions designed to ascertain how often a person feels lonely and how intensely. The respondent's response to each item is reported in a Likert-type scale using from 4 to 7 points, depending upon the question.

Scores are determined by computing standard scores for each of the eight items and then summing them. Calculated this way, the internal consistency of the Scale was high, with a coefficient alpha of .88 with a sample size of approximately 20,000. However detailed information regarding this scoring procedure was not available to this researcher for this study. A decision was made to sum the individual scores in order to calculate an overall intensity score.

Pilot work. Pilot work was carried out in an effort to assess the Scale's workability and effectiveness when used as a separate measure, and to ensure clarity of wording. The 8-item questionnaire was administered to six graduate students and nine undergraduates. The majority found it relatively easy to complete in comparison to the Dimension of Loneliness Scale. Based on the pilot work, changes were made in the instructions of the scale but no changes were required in the actual items.

### Structured Dialogue Exercise

This exercise provided a semi-structured means to help the respondents begin to orally identify times of loneliness. Sadler (1978) originally designed the approach for use in his workshops as a tool to help participants get in touch with their feelings of loneliness. The change in the exercise's purpose for this study was reflected in the change of pacing of the dialogue; the rate at which the questions were asked and responses were expected was much slower in this study.

The dialogue consisted of the interviewer asking the subject one of the two following questions, "Who makes you lonely?" and "What makes you lonely?" After each question, the subject was asked to provide whatever response came to mind, and this dialogue continued for as long as the respondent wanted. The whole exercise was audio taped.

Pilot work. The structured dialogue exercise was conducted with five adults similar in age and presumed interests to the study's subjects. All five pilot subjects said they learned something about their loneliness as a result of the experience; either a new source of loneliness was identified or a connection between previously unconnected facets of their loneliness was realized. The results of the pilot work highlighted a need for the change in pacing in the exchange and for sensitivity from the interviewer to know when to pose another question and when to allow time.

### Written Descriptions

Detailed written descriptions of at least five personal encounters with loneliness were requested from the subjects as one of the measures. A written approach was deemed important for those subjects who may be hesitant to express important feelings orally to other people.

Oral and written instructions which asked the subjects to describe both the specifics of the situation (who, what, when) and the accompanying feelings and thoughts were given to the subjects. No specific guidelines were given regarding the style of presentation; instead subjects were encouraged to use whatever method worked best for them.

Pilot work. Two pilot subjects were asked to describe in writing two or three personal encounters of loneliness, with minimal oral instructions. Both reported it as a learning experience and provided descriptions which met the researcher's expectations; however their feedback emphasized the need for more specific guidelines for this exercise. A third pilot subject completed the same assignment using the newly developed instructions and reported less stress connected with the expectations of her for the writing.

### Unstructured Interview

Both the written descriptions and the unstructured interview were included in this study to provide the means for subjects to recall how they felt and thought during a time of loneliness; that is, how they experienced it. It was felt that the characteristics of both measures, the openness and the minimum of structure, most clearly met the needs and aims of this part of the research study.

The focus of this interview was the indepth description of specific times of loneliness by the subjects. The role of the interviewer was to encourage and facilitate these expressions of loneliness and to maintain the focus on specific situations and the accompanying thoughts and feelings. Specifically the interviewer directed subjects to focus on one situation, and used open-ended questions to help them elaborate on the thoughts asked and directions given by the interviewer are "Can you think of one time of loneliness that stands out for you and could you tell me about it?", "Can you remember the kinds of feelings and thoughts you had at the time?", and "How did you feel when you were aware of feeling apart from ... (God)?" The interview was audio taped.

#### Scoring Procedures

The expressions of loneliness presented by the subjects in the interviews and written descriptions were summarized by content analysis. The content analysis was based on the work of Holsti (1969), who recommended that the specific categories selected by the analyst should a) reflect the purposes of the research, b) be exhaustive, c) be mutually exclusive, d) be independent, and e) be derived from a single classification system. Selection of the actual units of analysis should take into consideration which size of unit a) will best meet the needs of the research problem, and b) is most feasible and economical. In choosing the actual system of measurement, the analyst must consider the sets of assumptions involved in each system in light of the research problem.

### Content Analysis of the Dimensions

This analysis was developed to identify the specific dimensions being referred to by a subject in his expressions of loneliness through the structured dialogue exercise, the written descriptions, and the unstructured interview.

Development. As recommended by Holsti (1969), the categories for this analysis were initially developed by defining the variables to be studied (Sadler's five dimensions) and then specifying the indicators or operational definitions of those variables (the specific people or objects associated with each dimension). The definitions of these categories (Appendix G) were generated almost exclusively from Sadler's theory.

The communication unit was selected as the unit of analysis for this system. The communication unit is defined by Loban (Note 7) as the "independent clause with its modifiers". Its use provided the researcher with clear and specific guidelines for the segmentation of both oral and written language, and greater access to the data than if a larger unit (for example, the sentence) had been selected. The system of measurement chosen was the frequency count; one tally to be given for each communication unit in the category most closely referred to by the subject.

Pilot work. The completeness and distinctiveness of the categories were pretested by the researcher using several published descriptions of loneliness and the descriptions written by the pilot subjects. As well, the categories and their definitions were submitted to independent

judges in order to assess their clarity. Refinements in both the categories and their definitions were made on the basis of this pilot work.

Working with the communication units, it became apparent that in using Loban's definition of "each independent clause with its modifiers", much valuable data (the mazes, or series of words or unattached fragments which do not constitute a communication unit) were inaccessible for the analysis. In consultation with an expert in this area, it was decided to define as the unit of analysis for this study the communication unit plus the mazes that are connected both structurally and in meaning to that communication unit.

Procedure. Transcripts were made of all the tapes and these were then segmented into communication units with mazes (5707 units in total). A random selection of the data, plus those parts of the transcripts which were difficult to segment, were checked by an expert and slight revisions were made in some of the segmentation. Each unit was then assigned to one and only one of the object categories. Guidelines for the categorizations are presented in Appendix H. It was decided that all the data would be analyzed according to the dimensions being discussed regardless of whether or not the subject appeared to be specifically describing an experience with loneliness. Distinguishing between descriptions of actual loneliness situations and non-loneliness situations (for example, the development of a relationship) required value judgements being made by the researcher and as all of the content presented was in response to the general question "Tell me about your times of loneliness," it was considered more reliable to analyze all

the transcripts. The data were summarized by calculating the total number of units and percentage of the total for each of the five dimensions.

Following completion of this analysis by the researcher, reliability testing was carried out by two independent judges on randomly selected portions of the data. The reliability test material consisted of two responses per subject from the structured dialogue exercise (17% of these units) and one complete written description from half the subjects (14% of the units for this measure). The judges were trained in the instructions for analyzing the data and were subsequently asked to evaluate the category, and therefore the dimension, each unit referred to. Inter-judge agreement between the original categorization by the researcher and that provided by the two independent judges was 74.1%.

#### Content Analysis of the Feelings and Thoughts

This analysis was developed to identify the thoughts and feelings that accompanied the loneliness of a particular dimension, as described in subjects' written descriptions and the unstructured interview.

Development. The categories were initially obtained from a list of feelings developed by Rubenstein and Shaver (1980). Their 28 different words were derived from interviews with students and non-student adults plus an open-ended questionnaire given to 100 university students. Revisions to the feelings list were made, adding some which were prominent in talking about loneliness with pilot subjects and deleting others which were judged to be inappropriate. A final list

23 feelings and categories remained. The unit of analysis selected was the communication unit plus its mazes, and the system of measurement chosen was the frequency count.

Using this analysis in the pilot work and reading the actual transcripts, it became very apparent that a high degree of subjectivity and interpretation was required in order to analyze subjects' descriptions of their feelings and thoughts into one of the 23 categories. It was considered more accurate and more reliable to record the actual words used by subjects to present their feelings and thoughts, and these were obtained from the transcripts by the researcher.

#### Procedure

The researcher contacted by telephone the subjects who had volunteered in order to arrange dates and times of the first interview. All but two expressed the desire to be interviewed in their home rather than at the University.

The first interview lasted from between  $3/4$  hour to  $1\frac{1}{2}$  hours each. The researcher reviewed the purposes, procedures and expectations of the study, especially for the first interview, and subjects were encouraged to ask questions. An identification code was selected by each of the subjects and this code was used on all their materials to provide anonymity. The subjects then completed a brief demographic questionnaire (age, sex, occupation, marital status, and whether or not they had children), and responded to three measures: the Dimension of Loneliness Scale, the Intensity of Loneliness Scale, and the structured dialogue exercise. Instructions for this exercise were as follows:

What I want you to do now is to carry out a structured dialogue with me, as a way to help identify some of the times when you feel lonely. The exercise consists of my asking you the following two questions: "Who is making you lonely?" and "What is making you lonely?" Each time I ask one of those questions, I'd like you to respond, with whatever answer comes to your mind. I will continue to ask those two questions for about 5 to 10 minutes, or until you indicate you'd like to stop the exercise.

I want you to take as much time as you need to think about and come up with responses that accurately answer these two questions for you. It is not important that you answer quickly.

Don't worry if you find yourself repeating some of your answers, that seems to happen often for people.

This dialogue lasted from eight to 25 minutes. No attempt was made during the exercise to explore or clarify any of the subject's responses, and no debriefing of the content of the responses took place at its completion.

An explanation and the instructions for the next part of the procedure, the written descriptions, was then given to the participants.

The written instructions were as follows:

What I'd like is for you to take some time to try and remember some situations in which you felt lonely, and to describe those situations to me in writing. It will be most helpful if you could be as specific as possible, describing one specific situation, who or what you felt apart from, when it was in your life, and the various thoughts and feelings you had during that time.

I would appreciate your writing about several different experiences with loneliness, if possible at least 5 distinct times throughout your life. It might help to think back over your life and to focus on those times that stand out most clearly.

Please use whatever style, manner of presentation and number of words that works best for you. The important thing is to try to capture in words your own experience with loneliness.

As I have mentioned, I am wanting descriptions of times of loneliness; this may but does not necessarily mean times when you are alone physically.

It might be helpful to do this writing over a period of time.

As with the interviews, these written descriptions will be held in strictest confidence.

Dates and times of the second interview were arranged, approximately two weeks later.

The second interview lasted from 3/4 hour to two hours in length. All but four of the interviews began with the researcher skimming the written descriptions and asking for clarification or elaboration if it was needed. Three of the subjects did not provide written descriptions and their unstructured interviews tended to be longer. The remainder of the interview for all subjects focused on descriptions of the loneliness experience in situations additional to those mentioned in the written measure. The researcher influenced the direction of approximately one-half the second interviews by asking the subjects to describe in detail an encounter with loneliness referred to by them in the structured dialogue. This directing, if it was done by the researcher, did not happen until at least half-way through the interview.

CHAPTER IV  
RESULTS AND DISCUSSION

Types of Relationships Contributing to Loneliness

The first research question concerned the problem of whether the five dimensions of loneliness, as identified by Sadler, are experienced by adults as part of their loneliness and to what degree they are experienced. Documentation of the incidence of loneliness on each dimension was obtained from the Dimension of Loneliness Scale and from the content analysis by dimension of the structured dialogue exercise, written descriptions, and the unstructured interview.

The results of the Dimension of Loneliness Scale are presented in Table 3, with the data from the frequency and importance variables which comprise the Scale shown separately. When responding on the frequency variable, subjects described themselves as experiencing feelings of separation more often in cosmic relationships than in relationships related to the other dimensions, as indicated by the mean scores for each of the dimensions. When respondents were asked to rate independently the importance of the various relationships, the average scores were higher for the cosmic, interpersonal, and psychological dimensions than for the social or cultural dimensions.

A more accurate representation of a person's loneliness was obtained, however, when the two ratings for each item were considered simultaneously, as the meaning of the frequency rating is partially dependent upon the importance attributed to the relationship by the person. A contingency table was developed to report the distribution

Table 3

Dimension of Loneliness Scale: Median and Mean Scores  
of Frequency and Importance by Dimension

Statistic	Dimension of Loneliness				
	Cosmic	Interpersonal	Psychological	Social	Cultural
	Frequency of Feeling <sup>a</sup>				
Possible range	1-4	1-4	1-4	1-4	1-4
Actual range	1.429-3.286	1.429-3.142	1.143-3.43	1.0-2.714	1.143-2.714
Median	2.57	2.072	2	1.857	1.857
Mean	2.4	2.0	2.0	1.9	2.0
	Importance of Relationship <sup>b</sup>				
Possible range	1-3	1-3	1-3	1-3	1-3
Actual range	1.571-3.0	2.0-3.0	2.0-3.0	1.429-3.0	1.571-2.857
Median	2.5	2.928	2.857	2.0	2.143
Mean	2.5	2.8	2.7	2.1	2.1

<sup>a</sup> Rating of 1=never 2=rarely 3=sometimes 4=often

<sup>b</sup> Rating of 1=slightly 2=moderately 3=very

of combined frequency-importance ratings for all items for the 14 subjects by dimension (Table 4). Of particular relevance to the research question concerning whether the five dimensions are experienced is the data reported in the four cells in the upper left-hand quadrant. This represents the number of items per dimension which subjects rated as "this relationship is very or moderately important to me and in which I feel lonely sometimes or often". A total of 37% of the cosmic dimension items, 30% of the interpersonal, and 32% of the psychological dimension items were scored to indicate this combination of rating. On the social dimension, 19% of the items were similarly scored and 28% of the cultural dimension items. These results from the Scale indicate that loneliness, or a feeling that a vital relationship has been weakened or lost or is missing entirely, was experienced by a relatively large proportion of the subjects on each dimension, and that more loneliness was felt by more respondents on the cosmic, interpersonal and psychological dimensions.

In scoring the Scale, differences were observed in several of the individual subjects' item by item ratings within one or more of the dimensions. This lack of complete consistency seemed to be caused by the characteristic that items within a single dimension focused on different aspects of that dimension. For example, items from the cosmic dimension concerned one's relationship with God, nature and source of meaning in life as well as a general spiritual relationship.

Results from the content analysis of the structured dialogue exercise, the written descriptions, and the unstructured interview are summarized in Table 5. (A complete presentation of this quantitative

Table 4

Dimension of Loneliness Scale: Distribution of the Combined  
Frequency-Importance Tallies for All Items by Dimension

Variable	Rating of Importance			Frequency Totals	
	Very	Moderately	Slightly		
Cosmic Dimension					
Rating of	often	13	1	4	18
Frequency	sometimes	13	9	2	24
	rarely	10	16	5	31
	never	22	1	2	25
	Importance Totals	58	27	13	98
Interpersonal Dimension					
Rating of	often	8	0	0	8
Frequency	sometimes	18	3	1	22
	rarely	23	4	2	29
	never	36	1	2	39
	Importance Totals	85	8	5	98
Psychological Dimension					
Rating of	often	7	0	0	7
Frequency	sometimes	20	4	0	24
	rarely	27	3	4	34
	never	25	3	5	33
	Importance Totals	79	10	9	98

(continued...)

Table 4 (continued)

Variable	Rating of Importance			Frequency Totals	
	Very	Moderately	Slightly		
Social Dimension					
Rating of	often	4	0	1	5
Frequency	sometimes	7	8	1	16
	rarely	11	21	12	44
	never	15	8	10	33
	Importance Totals	37	37	24	98
Cultural Dimension					
Rating of	often	3	1	0	4
Frequency	sometimes	8	15	2	25
	rarely	2	31	5	38
	never	14	10	7	31
	Importance Totals	27	57	14	98

Note. The 98 represents the 14 subjects, each of whom responded to 7 items per dimension.

Table 5  
Average Percentage of Content Illustrating  
Each Dimension on Three Measures

Measure	Statistic	Dimension of Loneliness				
		Cosmic	Inter- personal	Psycho- logical	Social	Cultural
Structured dialogue	Number <sup>a</sup>	7	14	12	12	5
	% Reported	7.7%	49.8%	12.8%	14.1%	13.3%
Written description	Number <sup>b</sup>	2	11	9	6	4
	% Reported	7.0%	57.6%	7.4%	31.1%	15.3%
Open interview	Number <sup>a</sup>	7	14	11	13	9
	% Reported	8.4%	39.4%	14.3%	20.1%	11.6%

Note. The number refers to the actual number of respondents who mentioned this Dimension. The % reported indicates the average percentage of content connected with the dimension of those who mentioned it.

<sup>a</sup> All 14 subjects took part in this measure.

<sup>b</sup> Only 11 of the 14 subjects completed the written descriptions.

data is in Appendix I). The presentation and discussion of the results of the content analysis will be augmented in this section with descriptive accounts of some subjects' experiences with loneliness on the five dimensions provided by qualitative data. These data were based on the transcripts of the two interviews as well as the written descriptions provided by the subjects.

#### Cosmic Dimension

Reports of loneliness associated with the cosmic dimension were mentioned by half of the subjects in the structured dialogue exercise and the unstructured interview. Although in the quantitative data, the actual proportion of communication units portraying cosmic loneliness was relatively small, descriptive accounts of the various aspects of this dimension were presented by the subjects. Several of the participants talked about their relationship, or lack of, with God. For example, one subject said, "I had given up any trust, any belief in God. I had given up all thought of God--and so there was a great emptiness there." Another described feeling separated from God as, "When I'm with God, living is flowing--it's natural, it's doing what is right and being turned on--and when I don't--when I'm not with God, it's like trying to swim upstream, or cross the current, and it takes a lot of energy and it feels yukky."

Three of the subjects reported the importance for them of being in contact with nature and their natural environment, which was considered another aspect of the cosmic dimension. In discussing his relationship with the ocean, one person used these words, "it's all natural--it's all--I'm part of it, as it were--I'm not separate--I'm

not alien to it even--I'm part of it" and then described being apart from it as "it was an emptiness; something was missing from my life that I was consciously aware of."

Understanding or feeling connected to a source of meaning in one's life is identified by Sadler as another aspect of this dimension. In response to a question asking what makes you lonely, one subject answered, "when I'm feeling a little rudderless at times, as if there isn't any real direction in which I'm going." Another subject, describing a specific time of loneliness in his life, said, "I felt scared--because I didn't know where I was going or what my life was all about--I just felt scared, lonely."

#### Interpersonal Dimension

Incidents of interpersonal loneliness were reported most frequently, and each subject mentioned at least one situation in each measure.

Many of the participants' experiences with this dimension of loneliness involved the feeling that there was no one specific person with which to share their life, the lack of intimacy with one person.

The following is a typical report:

One of the things that I lost--or it feels to me that I lost just recently is the opportunity to have someone I trust to give to, no one on whom to bestow my attention and my talents and my --no one to do things for, no one to protect, no one to protect me, no one to exchange with, and to work things out with--no one to sleep with, no one to love, to fight with--I mean I could go on and on--no one to do things with I guess--it's more than do things with--it's like giving to and taking from--it's like the real deep exchange.

For others, the situations of interpersonal loneliness were times when they felt apart not only from specific people but from people in

general. For example, one subject wrote, "There is no one to share my time with. No one with the same interests as me. I get this feeling that maybe this is what life is really like. Cold and uncaring, everyone to themselves, I am alright, you worry about yourself."

Many of the respondents were or had been involved in intimate relationships and yet reported experiences of loneliness within the relationship. In response to a question asking who makes you feel lonely, one subject said, "My husband can. I feel there's a kind of--uhm--spiritual gap between us if you like in that we don't communicate very well on certain subjects--it's just complete non-communication and that can make me feel very lonely."

Feeling misunderstood by important people in their lives was a particularly common aspect of this dimension. As one person described this experience, "I get lonely when I feel that people aren't understanding what I am feeling and/or not caring--when there is something of importance to me that doesn't seem to be of importance to the other person I am talking to." Another subject wrote, "Probably most of it comes from a feeling that there is something that you are trying to communicate to somebody and that person just isn't listening or trying to understand."

One particular source of interpersonal loneliness reported by 11 of the 14 subjects was the relationship they each experienced with their children, or experienced as a result of wanting and yet not having children.

### Psychological Dimension

Reports of loneliness that represent the psychological dimension were cited by at least nine subjects in each of the three data sources, and comprised approximately 11% of the total content of those reporting. Several of the subjects responded with an answer indicating psychological loneliness in the structured dialogue exercise, for example, "I sometimes feel set apart from myself, sometimes I feel out of touch with myself." Three people described their experiences on this dimension as feeling like a robot. In the words of one subject, "I felt--for a time there--that I was going crazy--I didn't seem to be in touch with anything at all--I seem to be like--I was going through the motions of living ... I felt like--as if a robot could do quite easily what I was doing." Another reported it as, "I suppose that is the ultimate loneliness for me--when I am separated from myself--I feel like a stranger to myself." These descriptive statements illustrate situations in which separation from oneself was reported as a distinct experience.

Other participants, in recounting a particular episode of loneliness, described a time when separation or major changes in several different relationships and dimensions occurred within a brief period. For five of the subjects this led to a questioning of themselves and who they were, a feeling of being out of touch with themselves, and the experience of loneliness of the psychological dimension. As one subject said:

So that there was a life that I had where I was working full-time, housekeeping full-time, we had a group of close friends and a fairly active life--all of which just got cut-off and set adrift--and I found myself with a colicky baby and very few places I could go to get away from it, so that I was stuck with it 24 hours a day, and I found myself going nuts and really losing touch with who I was.

Later on in the interview she summarized this experience:

I was really losing touch with my identity--and that came from a lot of things--I found myself in a new city, that was unfamiliar, and a new climate that was unfamiliar--with none of the kinds of social contact that I had had before--I found myself in a total new role as mother ... so I had really--I had made a really big break in my life--all of the things that had been there--that had told me who I was--weren't there anymore--and all of a sudden I was--I wasn't much of anything. And I questioned myself, my marriage, my decision to have a baby, my move here, and I was really looking for something to hang on to.

### Social Dimension

Times of loneliness that illustrated the social dimension were reported by a majority of subjects for each measure and comprised the second largest proportion of communication units, as indicated in Table 5. The majority of these reports expressed a feeling of being separate or apart from a specific group in the speaker's life. In response to a question asking what makes you lonely, a subject answered, "Say I'm with that group of people--and I just don't seem to be able to communicate with them--I don't feel accepted by them--I don't feel that they like me--then I feel a sense of loneliness." Another subject, in recalling a situation where as a boy he had felt particularly left out of a group at school, said, "Well--I suppose--whenever anyone makes you feel like an outsider--you're bound to feel lonely--the two follow--even if you don't necessarily want to be part of the group--it's just--want to be part of something--it's just the fact that you might be excluded from it that makes you feel lonely."

Another aspect of this dimension reported by some of the subjects was the taking on of roles in order to be accepted by groups, and the loneliness that came from this. A particularly lonely time for one

participant was when she felt she had to pretend to be someone other than herself because "I didn't think people would like me." Included within her description of that time was the following, "I felt I had to keep up this image--that the other one (herself) was not worthy of anything--not good at all--so that was the only way people could like me--but maybe that's why I was always so lonely--it's a great loneliness in pretending something you're not."

#### Cultural Dimension

Experiences of cultural loneliness were mentioned by from 36% to 64% of the subjects depending on the data source, and of those reporting, the descriptions made up approximately 13% of the total content presented (Table 5). The majority of these incidents portrayed situations in which the speaker felt apart from the dominant culture where he was presently or temporarily dwelling. For example, one subject wrote, "Another time of loneliness was in Paris. I do not speak French and I was unprepared for the extent of isolation I would feel... Everything in Paris was strange and different and having no French I had no way to make contact with another human being." Another subject, who described herself as lonely most of the time, felt that one part of her present loneliness was the lack of connection with people from her culture, having been raised in New York. As she related it:

I realize that that is really something I miss very much--those kinds of connections--even people with whom I'm friendly with--it's just not the same--they are just not the same breed--they are fine people but we just don't have those same things in common and that same sense of humour and outlook and that intellectual orientation that is a very east coast--New York type of thing. And I think that is a piece of my loneliness--I just don't have that at all up here--not at all--and that's a problem

for me--and a big problem--there's just no one I have met here in B.C. that has much in common with me--I mean not at all--I feel like I'm from another planet.

Feeling apart from society's values was another aspect of this dimension cited by several participants. Representative of these reports was the following:

I'm not sure what I believe in--what's important--how I fit in-- I feel like I don't know who else knows or believes what I do-- or what makes sense anymore about how we should be living our lives--it's as though I feel adrift--that I don't have again any kind of foundation to hang on to and that my values and beliefs are pretty shakey--and then what adds to it is that even with the beliefs I still have I'm not really sure at this point if there is anyone else that shares those beliefs.

For the research question concerning the five dimensions, the results from the Scale and the content analysis were similar in their documentation of experiences of loneliness on all five dimensions but the two sets of results were not identical in the ratio of incidents across the dimensions. In particular, interpersonal and social loneliness were reported much more frequently by all subjects in the structured dialogue, the written descriptions and the open interview than on the Scale (Appendix I). On these three measures, the instructions were to describe times of loneliness or to answer the questions who or what makes you lonely; no definitions of loneliness were provided. The subjects may have been defining it only in terms of relationships with people (which is the common perception) and this may have influenced their responses. In the structured dialogue exercise the general pattern was to respond initially with reports of interpersonal or social loneliness, and as the dialogue continued, to begin to mention situations involving the other three dimensions. On

the written descriptions the trend was also to report interpersonal and social experiences of loneliness. The pattern was altered slightly in the open interview apparently because the researcher occasionally focused on previously mentioned times of loneliness by the subject.

On the Scale, at no time in the items or instruction was the word loneliness used. The absence of the word and the recognition rather than the recall method of obtaining responses may have also influenced the results. An additional factor in how infrequently subjects reported feeling interpersonal loneliness on the Scale may have been the severity of the wording of some of the interpersonal dimension items, for example, "I feel there is no one in my life who really cares about me."

Based on the content analysis data, the five dimensions of loneliness appear to be relatively but not totally discrete. At times in the analysis, it was difficult to determine which category and which dimension a particular communication unit was referring to. For example, one situation of loneliness reported by three subjects was the experience of a group rejecting the person because of his values and beliefs. It was possible for this experience to be classified as either social or cultural loneliness.

The results of the content analysis of the three measures further show that the five dimensions are not exhaustive; some of the experiences presented by the subjects were not able to be classified into one of the five dimensions.

Having a home, a physical place that a person has created and feels strongly connected to was a kind of relationship four subjects

reported as important and a potential source of loneliness. One subject talked about experiencing two different kinds of loneliness, "One is the taking away--not having the security of my home around me." Later on in the interview, he continued, "Not having my home is like--not having a place where I can be myself."

Two subjects reported experiencing loneliness when there was a lack of goals in their lives, and the loss of structure and direction the goals gave them.

Three subjects reported feelings of loneliness if they were idle and without plans or projects. What was unclear in these reports was whether the difficulty was the actual lack of a task or whether it was that being idle helped them become aware of their loneliness. As one subject said, "If I'm not really occupied--any type of idleness will make me lonely--but most of the time I'm occupied--like I tend to be doing things and I've got a lot of projects going--and I'm a very goal-oriented person--so I guess probably I fill up my life with all of these projects and so on--so that I don't feel lonely."

One other subject recounted in several different ways the loneliness she felt in not having a job. While part of the experience was associated with the social dimension, the lack of contact with fellow workers, a particularly important aspect was the feeling of not contributing usefully to society, and the lack of a sense of job identity.

In addition, eight of the subjects reported times of loneliness that involved separation or diminished connections on several dimensions at one time. These were categorized as multi-dimensional experiences and comprised on the average 10% of the total content of these reporting.

Reliable identification of multi-dimensional experiences was difficult. At times, the actual words spoken by a subject indicated a specific single relationship; however the underlying meaning of the expression suggested a multi-dimensional experience of loneliness. These units were categorized according to the stated relationship being discussed in the unit, resulting in some under-reporting of these multi-dimensional experiences.

#### Experiences of Loneliness Within Different Relationships

The second research question concerned the possibility of whether there were differences in the actual experience of loneliness among the five dimensions. Descriptive accounts of subjects' feelings and thoughts when reporting loneliness on each of the dimensions provided the qualitative data used for studying this problem. Table 6 presents randomly selected descriptions used by each subject for each of the dimensions he experienced. As summarized in the material that follows, subjects tended to use similar words and phrases to describe their loneliness on one dimension. In addition, there appeared to be some differences among the words used to illustrate each of the five dimensions.

#### Cosmic Dimension

Several subjects who reported cosmic loneliness described the experience as simply recognizing that they were out of touch with the spiritual part of their lives; and acknowledgement of the fact without much feeling attached. For others, this recognition was accompanied

Table 6  
Sample of Respondents' Descriptions of Loneliness for Each Dimension

Subject	Dimension				
	Cosmic	Interpersonal	Psychological	Social	
M17	<ul style="list-style-type: none"> <li>-hopeless about the future</li> <li>-great emptiness</li> <li>-no hope</li> <li>-unsupported</li> <li>-a yearning to know the contentment again</li> </ul>	<ul style="list-style-type: none"> <li>-yearning</li> <li>-intense pain--like a football size hole in my stomach</li> <li>-I do not like myself</li> <li>-sadness</li> <li>-despair</li> </ul>	<ul style="list-style-type: none"> <li>-pain was so great</li> <li>-complete emptiness</li> <li>-like I wasn't there anymore</li> <li>-alienated</li> <li>-no feelings at all</li> </ul>	<ul style="list-style-type: none"> <li>-sad</li> <li>-lonely</li> <li>-pretending to be happy</li> </ul>	a
L4	<ul style="list-style-type: none"> <li>-scared</li> <li>-just scared and lonely</li> <li>-uncertain where I was going</li> <li>-adrift</li> </ul>	<ul style="list-style-type: none"> <li>-longing</li> <li>-I wanted to be in any other place</li> <li>-I was afraid of being alone</li> <li>-I'm afraid my being alone will persist</li> <li>-I feel so bad</li> </ul>	<ul style="list-style-type: none"> <li>-unable to connect with anything</li> <li>-unconfidant</li> <li>-out of touch with myself</li> <li>-fense</li> <li>-afraid</li> </ul>	<ul style="list-style-type: none"> <li>-desperate</li> <li>-couldn't stand to be around them</li> <li>-depressed and self-deprecating</li> <li>-afraid</li> <li>-left behind</li> </ul>	b
R28	<ul style="list-style-type: none"> <li>a</li> </ul>	<ul style="list-style-type: none"> <li>-I did not feel accepted</li> <li>-trapped in this terrible isolation</li> <li>-I feel there is nobody that can help me</li> <li>-I feel he doesn't like me</li> <li>-rejection</li> </ul>	<ul style="list-style-type: none"> <li>-blaming others</li> <li>-insecure</li> <li>-like the clouds had opened up</li> <li>-not liking myself</li> <li>-useless</li> </ul>	<ul style="list-style-type: none"> <li>-shut-off</li> <li>-terrible sense of being left out</li> <li>-feel so inadequate</li> <li>-like a total outsider</li> <li>-don't feel accepted</li> </ul>	b
M22	<ul style="list-style-type: none"> <li>-rudderless</li> <li>-nothing to hang on to</li> <li>-without direction</li> </ul>	<ul style="list-style-type: none"> <li>-felt on my own</li> <li>-"who notices how I'm feeling"</li> <li>-I'm on my own, totally</li> <li>-cut-off</li> <li>-needing something</li> </ul>	<ul style="list-style-type: none"> <li>-like I was stagnating</li> <li>-"I'm losing my mind"</li> <li>-feeling nutsy</li> <li>-like a robot</li> <li>-questioning</li> </ul>	<ul style="list-style-type: none"> <li>-excluded</li> <li>-sorry for myself</li> <li>-resentful</li> <li>-embarrassed</li> <li>-abandoned</li> </ul>	a

Table 6 (continued)

Subject	Dimension				
	Cosmic	Interpersonal	Psychological	Social	Cultural
C6	a	-alienated and apart from everybody -miserable -"no one could understand how awful it is" -lonely all the time -afraid	-empty -something is lacking -I feel I have a gap in my life -I'd like not to have this feeling -I'm afraid the gap will always be with me	-wasn't happy -alienated -angry to a degree -gypped -I felt I didn't fit in	-missing that contact -as though I'm from another planet -I don't feel like I'm with my own kind -different -like there's nothing in common with them
E12	-less secure -less comfortable -alone	-cheated -let-down -I miss her -I miss loving someone -scared--that it's going to keep going this way	-empty inside -no strength--no inner core -hollow -I feel like a 6 year old -I just keep going around and around the questions	-feel like there is something wrong with me -left out -frustrating -hurt -puzzled by them	-adrift -angry that I'm not accepted -rejected -alone -disapproved of
L16	-it hurts -I miss it -depressed	-apart from everyone -I blamed myself -did not know how to get out of it -bad -"how dare you tell me what to do"	-I doubt myself -alienated -insecure -like I let everyone down -I couldn't trust myself	-felt put on the sidelines -like an alien -uncomfortable -I don't fit in -I hate it	-like I'm seen as strange -it's frightening -uncomfortable -alone
A21	a	-like a big gap in my life -grieving all the time -huge emptiness inside -sadness -surprise	-it's my fault -I think it's my own doing	a	-frustrated -cut-off -like an outsider -didn't feel accepted -yearning to talk with anyone
B21	-disenchanted -I feel a stranger -questioning -I don't feel a part of the world -unfair	-on the outside looking in -vague discomfort -not feeling happy -fearful -feeling that everyone was a somebody but not me	-disenchanted -feel like a stranger to myself -a struggle -frightening -like an iceberg	-odd man out -alone and out of it -on the outside -different -confused	-feel distant from them -it's OK to be different -comfortable with my choice -I don't understand them

Table 6 (continued)

Subject	Dimension				
	Cosmic	Interpersonal	Psychological	Social	Cultural
D21	a	-cut-off -disconnected from people -heartbreak -"nothing matters anymore" -I think "marriage breakdown is inevitable"	a -uncertain of who I was -searching -questioning -unsure of myself	-different -unliked -excluded -"I want to be part of it"	-like we didn't quite mesh -feeling different -like I'm the minority -like an outsider -annoyance
All		-emptiness -"something is missing in my life" -a yearning -I miss the peacefulness -feel apart	-shut-out -crying out for human company -hurtful time -"there isn't a single soul on earth that could understand" -numb of any feeling	-that I didn't fit in -different -I didn't belong -I felt a kind of standoff-coolishness -felt a gap there	-a longing -wanting that contact so badly -alone -apart from society -like I can't connect with them
K21		-it's most lonely -it feels yukky -"it's my fault" -then I feel apart from everyone -it's consuming	b -they don't understand -I'm so different from everyone else -frustrating -I feel different -searching for a way to connect	-I want to be part of them -cut-off -frustration -I doubt myself -I feel angry at myself	a
I4	a	-fear and panic -deep sense of isolation -totally alone -sad -yearned for the comfort of his physical presence	-feeling I didn't fit in anywhere -restless -worthless -dependent on others -sad	-not understood by them -anxious -uncomfortable around them -shut out -frustrated	-unprepared for the amount of isolation I felt -vulnerable -alien -shattering -alone and depressed
E27	a	-all alone -"as if the world had stopped and I fell off" -sorry for myself -trapped -no one to talk to	-lost -uncertain -lonely -totally on my own -scared	-I feel different -left behind -"it was unfair" -felt like I was being punished -empty feeling inside	a

a Subject did not report this dimension of loneliness.

b Subject reported an experience of loneliness of this dimension but did not present feelings and thoughts to describe it.

by a range of feelings from insecurity and uncomfortableness through to feeling incomplete and hopeless about the future. Four subjects talked of "missing" this connection or relationship they once had in their lives; others described it more as "a real yearning" and "a great emptiness".

#### Interpersonal Dimension

One feeling shared by all the subjects on interpersonal loneliness was that of isolation, of feeling totally alone as though there was no one who could understand or wanted to understand. The many different words and phrases used to describe this isolation indicated a range of intensity and duration of feeling; nevertheless it made up a major component of the interpersonal dimension. It was often accompanied by a feeling of being abandoned by other people or a specific person in their lives. Eight of those reporting loneliness on the interpersonal dimension spoke of a deep "sense of loss", for the kind of connection with someone they once had. As one person said, "I felt the loss-- like I was grieving all the time." The other six subjects all used words similar to "I miss her." Seven people talked of a sadness that accompanied the feeling of loss. This experience of loneliness was described by several as painful. For some it was "a dull pain" continually present; for others it was felt more intensely, for example, "It was tearing me up inside." Seven subjects mentioned a hurt feeling. There was some tendency for a subject to report either feeling solely responsible for the loss of the connection and blaming themselves or feeling resentment and anger at the other person; rarely were both reported by the same person.

### Psychological Dimension

A feeling of emptiness, that something is missing or that the person is lacking something "inside" was a particularly common aspect of psychological loneliness. One respondent described it as "feeling like an empty shell". Three others said that the word "hollow" captured the essence of the experience for them. Six of the subjects spoke of feeling uncertain or confused about themselves and who they were, and experiencing a continual "questioning" of themselves and a "searching" for something or someone. Seven subjects reported feelings or thoughts that suggested a lack of self-confidence, from feeling insecure to doubting themselves to feeling worthless, for example, "I feel I have nothing to offer anyone." This lack of confidence was often paired with berating and blaming themselves, or generally not liking themselves. Alienation was a term used by three subjects to describe the experience of being out of touch with themselves. Others used more descriptive terms such as "I feel like a zombie," "It's like spending half a lifetime with a stranger," or "I feel like an iceberg."

### Social Dimension

All 13 of the subjects who reported loneliness on the social dimension talked of feeling left out or left behind, of being on the edge of a group and looking in. As one subject said, "I am always on the outside and they are always on the inside." A slightly different feeling of being shut out, excluded, alienated or rejected by a group was shared by many of the respondents. One person described it as, "I feel really pushed aside by them." A sense of not belonging, or of being different from the rest of the people in the group was mentioned

by 11 subjects. It often involved feeling that everyone else in the group could do something which they themselves couldn't do, for example, communicate with a group easily, have fun at a party, or talk on the same wavelength. Five subjects added to this feeling of being different the belief that there was something wrong with themselves, that their being left out was their fault, for example, "I'm so inadequate. I'm just not good enough to belong." Another feeling that was expressed by several of those experiencing social dimension loneliness was that of frustration, of feeling powerless to change their being left out. Others responded to this powerlessness with feelings of resentment and anger.

#### Cultural Dimension

Feeling out of place, of strangeness and difference from the rest of the world, was mentioned by the majority of people reporting loneliness on the cultural dimension. Words such as "outsider", "alien", "from another planet" were used to describe their feelings regardless of the specifics of the situation. Many experienced annoyance or frustration through to anger at the fact that their values, their nationality or a similar characteristic was setting them apart; that they were seen as an outsider because of that one characteristic. Several subjects mentioned the yearning, the deep longing for whatever or whomever they were feeling separated from.

In summary, a large number and extensive range of different feelings and thoughts were presented by subjects to describe their experience of each of the five dimensions, particularly on the interpersonal, psychological and social dimension. However, on the basis of the qualitative data, it would appear that there are aspects of the loneliness experience for each dimension that are different and distinct, and that each dimension seemed to have a unique tone or essence. It would also appear from the results that in some cases there may be patterns in how one subject experienced loneliness across all five dimensions that differed from another subject, in that some subjects tended to use the same words to describe different dimensions.

#### Intensity of the Loneliness Experience

The third research question dealt with the possibility that differences in intensity of loneliness are related to the number of dimensions in which separateness and loneliness are experienced. This relationship was studied by correlating a person's rating on Intensity of Loneliness Scale (Table 7) with the number of dimensions on which the person scored above the median on both frequency and importance on the Dimension of Loneliness Scale (Appendix J). Data reported in Table 8 show that there is a strong correlation ( $r=.696$ ) between the variables; that is people who experience a lack of connectedness on several dimensions in their lives tend to feel lonely more often and more intensely. The correlation is particularly strong for males ( $r=.862$ ) but only moderate for the females ( $r=.632$ ). Neither of the

Table 7

Intensity of Loneliness Scale: Median and Mean Scores  
of Men, Women and Total Sample

Group	n	Statistic		
		Range <sup>a</sup>	Median	Mean
Total	14	15-32	25	22.9
Men	7	15-28	21	21.4
Women	7	15-32	26	24.3

<sup>a</sup> Possible range 8-39.

Table 8  
Correlations Between Intensity of Loneliness Score and  
Number of Dimensions in Which Loneliness is Experienced

Group	n	r
Total	14	.696 *
Male	7	.862
Female	7	.632

Note. Number of dimensions experienced was determined by the number of dimensions on which the person scored above the median on both frequency and importance on the Dimension of Loneliness Scale.

\* r is significant at  $p < .02$  level of significance.

correlations for the males or the females were significant, however the correlation for the total group was significant at the  $p < .02$  level.

A second approach to studying this relationship was to compare the differences on their respective Intensity of Loneliness Scores between those respondents who mentioned multi-dimensional loneliness and those who didn't. Table 9 shows that for the data analyzed by dimension from the structured dialogue exercise, the written descriptions, and the unstructured interview, the general pattern is that people who report multi-dimensional loneliness also report a greater intensity of loneliness ( $t=3.45$ ,  $p < .05$ ). A Chi square analysis of the frequencies reported in Table 9 indicated a significant association between the gender of the subject and whether or not multi-dimensional loneliness was reported ( $\chi^2=4.667$ ,  $p < .05$ ). A higher proportion of women than men described experiences of multi-dimensional loneliness.

Subjects' descriptive accounts of multi-dimensional loneliness provided qualitative data for this question. Previously presented expressions of single dimension loneliness show that the experience, while uni-dimensional, may still be intense and painful. However, as evident in material that follows, when subjects sustained loneliness on several dimensions within the same time period, they tended to describe a more intense, overwhelming type of experience (see Table 10). Five of the eight respondents who mentioned multi-dimensional loneliness reported feeling isolated from everyone and everything; of being totally unsupported. For example, one subject said, "I'm not connected to anyone or anything, I don't belong anywhere." Another described it as, "I was so driven by this feeling of being totally abandoned and alone."

Table 9

Mean of Intensity of Loneliness Scores in Relation to  
Reports of Multi-Dimensional Experiences of Loneliness

Group	Multi-Dimensions Reported	n	Intensity of Loneliness Scores	t-test
Total				
	Reporting	8	26.1	3.46 *
	Non-Reporting	6	18.5	
Male				
	Reporting	2	28.0	a
	Non-Reporting	5	18.8	
Female				
	Reporting	6	25.5	a
	Non-Reporting	1	17.0	

\* significance at .05

<sup>a</sup> t-test not calculated due to small number of subjects

Table 10

Sample of Respondents' Descriptions of the Intensity  
of Multi-Dimensional Loneliness

Subject	.Descriptors Used
E12	<ul style="list-style-type: none"> <li>-shocked</li> <li>-I feel scared at how much more of this I'll have to feel</li> <li>-really hollow</li> <li>-so empty all the time</li> <li>-no sense of who I am</li> </ul>
M22	<ul style="list-style-type: none"> <li>-violent</li> <li>-like a balloon or an elastic band that's been stretched a bit too far</li> <li>-hollow--really hollow</li> <li>-bitchy</li> <li>-claustrophobic and abandoned</li> </ul>
R28	<ul style="list-style-type: none"> <li>-I was just totally depressed</li> <li>-this heaviness</li> <li>-I couldn't stop crying</li> <li>-I just fell apart</li> <li>-a kind of incapacitating wave come over me</li> </ul>
M17	<ul style="list-style-type: none"> <li>-suicidal</li> <li>-if this is what it's like, I don't want to live</li> <li>-I thought I was never meant to be happy</li> <li>-deep despair</li> <li>-so tired of feeling this all the time</li> </ul>
L16	<ul style="list-style-type: none"> <li>-I'm not connected to anyone or anything</li> <li>-I just don't want to live</li> <li>-angry</li> <li>-suicide becomes the dominating thought</li> <li>-guilty at feeling suicidal</li> </ul>
C6	<ul style="list-style-type: none"> <li>-felt like I had absolutely no one who cared about me</li> <li>-had no reason to think it would ever change</li> <li>-bleak</li> <li>-desperate to change my life</li> <li>-felt that there was nothing good about my life</li> </ul>

(continued...)

Table 10 (continued)

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Subject	Descriptors Used
L4	-self-degradation -putting myself down -blaming myself -angry because I was a fool -angry because I gave and it didn't go anywhere
A21	-alone -didn't know how to handle it -left to my own devices all the time -lonely -unconnected to everything

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Six of the respondents spoke of feelings of deep depression and despair. When asked to recall her feelings and thoughts at the time, one subject responded, "dismal--bleak--depressing--dead-end existence--all those things," while another said, "I was just totally depressed--this total depression hung over me." A sense of helplessness, of having no control over their lives or being "driven" by their feelings was expressed by five respondents. As one person reported it, "I felt it was something overtaking me and I had no control over it." This was often paired with feelings of hopelessness, that this total abandonment would go on forever and there was nothing they could do to try and change it. Several subjects spoke of feeling they were falling apart, and three others specifically talked of their suicidal feelings and thoughts which were part of their experience.

The results regarding the third question indicate that the intensity of a person's experience with loneliness is related to multi-dimensional separateness. This relationship was particularly evident for the male subjects in this study. Although not specifically studied in this project, the results indicate that another factor that influences the intensity of the experience is the value the individual places on the relationship that is perceived to be threatened, or absent; that is the more important the relationship, the more intense the feelings of loneliness.

## CHAPTER V

## CONCLUSIONS AND IMPLICATIONS

Conclusions

In summary, data from both the Dimension of Loneliness Scale and the content analysis of the interviews and the written accounts support Sadler's multi-dimensional model which identified five dimensions of a person's life, and five corresponding types of relationships, within which a person may feel loneliness. On all four measures, feelings of being unconnected to, apart from, or longing for a specific kind of connection were reported by subjects within relationships associated with each of the five dimensions. These results reveal a much wider range of potential sources of loneliness than has been specifically identified in studies so far. The range was also wider than that presented in most theoretical approaches to loneliness.

When considering the question to what extent are each of the five dimensions reported as sources of loneliness, the overall results indicate the importance of interpersonal relationships for the majority of people, and, to a slightly lesser degree, relationships in the social dimension; findings similar to previous research (Weiss, 1973; Ellison, 1979; Sermat, 1980). Although loneliness on the other three dimensions was reported less often and by fewer subjects, nevertheless the results indicate that relationships in the cosmic, cultural and psychological dimensions have been and are sources of loneliness for at least several of the subjects.

Findings from the present study also lend support to the premise of both Weiss (1973) and Sadler (1974) that loneliness in different dimensions and relationships differs in the actual experience. Subjects tended to use similar words and phrases to describe times and situations of loneliness related to one dimension, words and phrases which indicated a distinct kind and quality of experience. Furthermore, the essence of the subjective experience in one dimension appeared to be different from that of the other four dimensions.

The results also indicated that the severity of the experience is associated with the number of relationships and dimensions in which a person feels unconnected over a short period of time.

#### Implications for Theory

The results of this study clearly support those researchers who conceptualize the relationship deficits which contribute to loneliness in the broader sense. Subjects identified and described experiences which they defined as loneliness in relationships connected to each of the five dimensions proposed by Sadler (1975), and not just interpersonal or intimate relationships. It appears that a variety of different types of relationships may be important to a person, and that each may be potential sources of loneliness. Sadler's multi-dimensional model offers a more accurate and complete identification of those relationships.

On the basis of these results plus earlier research investigating relationship deficits (Weiss, 1973; Schmidt, 1976; Wood, 1976), it may

be more constructive to distinguish between two levels within his model. The interpersonal and social dimension relationships, relationships which appear to provide important needs for feeling connected to their world for the majority of people, would be on the first level. The other three dimensions and types of relationships would be on the second level, as the need for and value of these specific relationships appears to vary more from person to person, and therefore whether its absence contributes to loneliness is also much more highly personalized.

Another implication of the findings is that awareness of the specific context of a person's loneliness adds to the understanding of how he thinks and feels at the time. It seems that the specific relationship deficit in which the loneliness is felt is one factor that clearly influences the actual experience. For example, subjects reporting psychological loneliness described an experience comprised of feeling empty or hollow, with a sense of continually questioning themselves, while subjects talking about their loneliness in the social dimension seemed to experience more feelings of being left out, excluded and rejected as well as frustration or even anger at the situation.

Also noted in the results, a majority of the subjects spoke of a loneliness they experienced either in their relationships with their children or as a result of wanting and yet not having children. The descriptions of this loneliness and the specific aspects of this relationship deficit which were identified by many of the subjects suggest an experience qualitatively different from other deficits in the interpersonal dimension. It may be more accurate to conceptualize

relationships with one's children as a separate and distinct dimension and potential source of loneliness.

### Implications for Counselling

The results of this study have clear implications for counselling. As with any other emotional concern, the counsellor needs to employ the skills of specificity and concreteness when working with someone who is lonely: specificity so that the specific relationship(s) that are important to the person and which are perceived to be threatened, weakened or absent are identified as well as the specific feelings and thoughts being experienced by the client. It seems inaccurate to assume that when a client talks about his or her loneliness, the reference is necessarily to an interpersonal relationship. Rather, it is evident from these results that a counsellor needs to recognize and hear the range and types of relationships in which an experience identified by the client as loneliness may occur, and work from the client's frame of reference instead of from his own.

Furthermore, it may be that clients would benefit from a presentation by the counsellor of didactic material concerning the various areas of a person's life in which separation may occur, the specific relationships contributing to his present loneliness, and the effects of multi-dimensional loneliness. For some people, being lonely is an overwhelming or fearful experience; one that clients often try to avoid or minimize. This explanation may help increase their understanding of the power of loneliness and offer some legitimacy for the intensity of their feelings.

The results of this study also have implications for helping clients cope with their loneliness. It is possible that, to some extent, the coping strategies will differ for each of the five dimensions and the different types of relationships associated with each dimension. However, when counselling someone who is dealing with loneliness on a single dimension, it would seem important, especially for short term coping, to identify the other relationships which provide meaning and a sense of connection in his or her life, and to explore ways of obtaining support from those relationships. A counsellor needs to help the client accept and make use of this support, see it as helpful and constructive, and also understand that the relationship deficit will probably not be alleviated by this support but will be eased.

When working with someone who is experiencing loneliness on several dimensions at one time, the availability of other sources of support and connection with the client's own world may be greatly reduced at a time when the feelings are particularly intense and painful. The counsellor may need to help the client recognize and accept this lack and develop new support systems in order to cope with the intensity of the experience.

#### Implications for Further Research

Although previous research has indicated that relationships other than interpersonal may also be sources of loneliness, the specific areas of relationships investigated in the present study have received little direct empirical attention. Further study with larger samples

seems needed concerning the role and extent to which relationships, particularly within the psychological, cultural and cosmic dimensions, contribute to loneliness, and how deficits in different relationships influence the subjective experience. An additional implication regarding research endeavors concerns the possibility of other dimensions, and whether separation from one's children comprises a distinct type and experience of loneliness. A further area that needs to be investigated is the degree to which strong feelings of connection in one dimension of a person's life can alleviate or even eliminate the loneliness experienced in another dimension.

The present study was designed to answer a specific question regarding the relationship between the intensity of a person's loneliness and the number of relationships in which separateness is felt. A possible area of further research would be the effect of other variables on the intensity of loneliness, for example, the importance of the relationship involved, and whether the person views the cause of his loneliness as external or internal factors.

Many researchers have commented on the lack of reliable valid methods of assessment (Schmidt, 1976; Weiss, 1973; Russell, Peplau, & Ferguson, 1978) and specifically the lack of measures that include specific relational deficits (Note 2). The Dimension of Loneliness Scale devised for this study was found to be a reliable instrument in evaluating how often loneliness was experienced within each of the five dimensions identified by Sadler (1978). Although its construction was guided partially by concerns raised by other researchers (Russell, Peplau, & Ferguson, 1978; Schmidt, 1976) regarding other measures,

further research is required on the Scale, particularly concerning its validity. The Scale appears to be a useful tool with which to identify the specific relationships in which a person feels loneliness, a process especially important in the counselling interview. However, further testing of the Scale in research settings seems to be required, particularly in light of the observed lack of complete consistency in the item by item scoring within one dimension by some subjects.

The results of this study do provide empirical support for Sadler's model of loneliness. It appears that many different types of relationships can and do meet a person's need for connection and relatedness to his world, and that these different relationships may all be potential sources of loneliness. It is also evident from these findings that the specific source involved, that is who or what a person feels apart from, does influence the experience of loneliness and the intensity of loneliness, at least to some extent. It appears that understanding the specific relationship(s) in which a person feels lonely does contribute to the understanding of the problem of loneliness, both theoretically as well as for the counsellor working with clients.

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## APPENDIX A

Initial Request for Subjects

Initial Request for Subjects

My name is Bobbi Etter and I am a Master's student in Counselling Psychology at the University here.

I am presently working on my thesis, in the area of loneliness and am looking for people, between the ages of 25 and 55, who are willing to talk to me about their own loneliness. The kind of person I want to meet with is the "average person"--someone who has felt loneliness at various times throughout his or her life. It is not necessary for the person to often feel very lonely, or to be experiencing loneliness at this particular time.

The purpose of my research is to investigate and report on when and how people experience loneliness; it is not to provide counselling or to help you resolve personal issues with loneliness.

Your participation would involve meeting three times for approximately 1 hour each time, and describing to me some of the situations and experiences you have had--in the past or presently--with loneliness. All of our conversations will be held in strictest confidence; your name will not be associated with any of the information that you give to me.

The meeting times will be arranged at your convenience and will be held at the University.

If you are interested in hearing further information, please sign your name and phone number on this sheet. I'll give you this additional information now and I'll be in touch with you by phone within the next few days to answer further your questions and to talk about your participation in this study.

## APPENDIX B

Handout to Potential Subjects Outlining  
Purpose, Expectations and Procedures

FURTHER INFORMATION ON THE STUDY  
OF LONELINESS

Procedures and Expectations

Purpose: I am doing research on people's experiences with loneliness: when, where and how it is felt.

Expectations: a) I am looking for people who will describe to me specific situations in which they felt loneliness--when, where, and the various thoughts and feelings that accompanied that experience.

b) It is not necessary that you see yourself as a "lonely" person, or that you feel lonely at this time in order to participate.

c) It will be left up to you to decide which times and situations you will tell me about. I realize that there may be some which you feel are too uncomfortable or personal to describe.

d) My purpose is not to offer therapy but to do the research on the experience of loneliness.

Procedures: I plan to meet with each person three times, as outlined below:

a) one session - for approximately ½ hour. Descriptions of how you experience loneliness will be gathered through several structured methods, for example, a questionnaire.

b) one session - for approximately 1 hour. This will be a more unstructured interview, where you will be asked to describe in more detail various times when you felt loneliness. These two sessions will take place about 10 days apart.

c) a third session - for about 1 hour. In this session, I will describe the specific purposes of the research, describe the theory of loneliness I am investigating, and answer any of your questions.

Between the first two sessions, you will be asked to spend some time describing in writing various additional times of loneliness you have experienced.

I will set up the interviews at times that are mutually convenient.

Confidentiality: I will maintain confidentiality through the following procedures:

a) all the material you tell me will be kept in strictest confidence.

b) each participant will be assigned a code number at the start of the study, and each interview, written description and questionnaire will be identified only by the code number. I will be the only person who has access to the list of names matched to your code number.

c) the first two interviews will be tape-recorded. Portions of the interviews will be listened to by two professionals, for analyzing the content, but the code number will be the only identification on the tape.

d) the same protections will be guaranteed with the the written descriptions.

e) no portion of your interviews and written description will be presented in my thesis without your express consent.

Participation: a) for this study, I want to talk to people who are between the ages of 25 and 55.

b) you will be free to withdraw from the study at any time.

If you are interested in participating, and I hope that you are, when I phone we can together decide the times of the various sessions.

Thank you for your interest.

Bobbi Etter  
598-3166

## APPENDIX C

## Dimension of Loneliness Scale



6  
-1 Cu

#3 P

-1 S

1-2-1

often	some- times	rarely	never		very	moder- ately	slightly	
O	S	R	N	1. I feel that I can be myself around people and do not have to play a role in order to be accepted.	V	M	S	R S
O	S	R	N	2. I feel that I can communicate easily and intimately with the people most important to me.	V	M	S	i
O	S	R	N	3. I feel there is no one in my life who really cares about me.	V	M	S	i
O	S	R	N	4. I feel that I have lost the overall inner sense of who I am.	V	M	S	P
O	S	R	N	5. I feel uprooted from my past and long to go back to those times.	V	M	S	R Cu
O	S	R	N	6. I feel that the people most important to me do not understand me.	V	M	S	i
O	S	R	N	7. I feel in contact with some ultimate source of meaning in my life.	V	M	S	Co
O	S	R	N	8. I feel that there is at least one person in my life whom I really love.	V	M	S	i
O	S	R	N	9. I feel that the morals and traditions with which I grew up are not valued today and I miss their presence.	V	M	S	cu
O	S	R	N	10. I feel excluded from a group that is important to me just because certain external circumstances in my life have changed.	V	M	S	✓
O	S	R	N	11. I feel emotionally satisfied in my relationships with the special people in my life.	V	M	S	i
O	S	R	N	12. I feel that I have no sense of who I am, inside.	V	M	S	P
O	S	R	N	13. I feel rejected by a group of people who used to accept me.	V	M	S	S
O	S	R	N	14. I feel a sense of connection with this culture's heritage, values and traditions.	V	M	S	cu

often times	some- times	rarely	never		very moder- ately	slightly	
0	S	R	N	15. I feel that the part of me that is really who I am is gradually dying.	V	M	S P
0	S	R	N	16. I feel that I act and behave the way I really feel inside.	V	M	S P
0	S	R	N	17. I feel I am searching for a closer connection with nature, or some aspect of it, in my life.	V	M	S Co
0	S	R	N	18. I long to talk with someone from my home who understands my past and my traditions.	V	M	S Cu
0	S	R	N	19. I feel that I know and like who I really am.	V	M	S P
0	S	R	N	20. I feel that in order to be accepted by people, I have to act in ways that are not really me.	V	M	S A S
0	S	R	N	21. I feel that the traditions and customs with which I grew up set me apart in this community.	V	M	S Cu
0	S	R	N	22. I have a personally meaningful relationship with God. (Define God in any way you wish.)	V	M	S Co
0	S	R	N	23. There is a particular group to which I would like to belong but I am not accepted by them.	V	M	S S
0	S	R	N	24. I feel that the inner core that is the real me is alive and well.	V	M	S P
0	S	R	N	25. I feel an inner emptiness and a longing for some kind of meaningful spiritual relationship.	V	M	S Co
0	S	R	N	26. I miss being with and communicating with specific people in my life.	V	M	S S i
0	S	R	N	27. I feel comfortable with the customs and values of this society.	V	M	S Cu

often	some- times	rarely	never		very	moder- ately	slightly	
0	S	R	N	28. I feel out of touch with a particular part of myself.	V	M	S	P
0	S	R	N	29. Even though certain external circumstances in my life have changed, I still feel wanted and accepted from a group in my past.	V	M	S	S
0	S	R	N	30. There is no one in my life whom I feel I know and understand.	V	M	S	i
0	S	R	N	31. I have a personally satisfying relationship with nature.	V	M	S	Co-
0	S	R	N	32. I feel that the relationship I had with God has been broken or diminished in some way. (Define God in any way you wish.)	V	M	S	Co
0	S	R	N	33. A group which I would like to be a part of is including me in their activities.	V	M	S	S
0	S	R	N	34. I feel the traditions and beliefs with which I grew up are accepted and appreciated by my present community.	V	M	S	Co
0	S	R	N	35. I experience a sense of spiritual completeness or fullness in my life.	V	M	S	Co

## APPENDIX D

Percentage of Agreement of Pilot Group Subjects  
to Frequency Items on Test and Retest  
Administrations Two Weeks Apart (n=39)

Percentage of Agreement of Pilot Group Subjects to Frequency  
Items on Test and Retest Administrations Two Weeks Apart (n=39)

Item Number	Agreement in Scoring			
	Same	1 interval	2 intervals	3 intervals
1	67	33		
2	69	31		
3	64	36		
4	56	44		
5	54	38	5	3
6	54	41	5	
7	69	23	5	3
8	85	10	5	
9	59	36	5	
10	69	28	3	
11	74	26		
12	64	33	3	
13	64	31	5	
14	62	38		
15	59	38	3	
16	74	23	3	
17	72	26	3	
18	79	18	3	
19	79	18	3	
20	54	44	3	
21	67	28	5	
22	77	20	3	
23	56	41	3	
24	82	18		
25	69	28	3	
26	62	38		
27	72	23	3	3
28	49	49	3	
29	69	18	13	
30	74	20	5	
31	69	31		
32	64	33	3	
33	67	33		
34	69	26	3	3
35	59	36	5	

## APPENDIX E

Percentage of Agreement of Pilot Group Subjects to  
Importance Items on Test and Retest Administrations  
Two Weeks Apart (n=39)

Percentage of Agreement of Pilot Group Subjects on Importance  
Items on Test and Retest Administrations Two Weeks Apart (n=39)

Item Number	Agreement in Scoring		
	Same	1 interval	2 interval
1	69	28	3
2	79	21	
3	74	21	5
4	67	26	7
5	64	36	
6	74	26	
7	59	36	5
8	90	10	
9	56	36	8
10	62	31	7
11	90	10	
12	62	28	10
13	67	33	
14	69	26	5
15	62	36	3
16	77	23	
17	74	26	
18	84	16	
19	90	10	
20	41	52	7
21	67	31	3
22	79	21	
23	77	23	
24	84	16	
25	67	30	3
26	69	28	3
27	56	44	
28	59	41	
29	79	21	
30	77	20	3
31	77	23	
32	72	18	10
33	72	28	
34	67	33	
35	69	31	

## APPENDIX F

## Intensity of Loneliness Scale

## Survey of Loneliness

The following statements have been designed to find out how you experience loneliness in your life.

Please read each of the statements and its accompanying directions carefully. Try to give the answer that most closely describes you and your experience of loneliness in general.

1. Using the 5-point scale shown below, indicate how often you feel each of the following emotions when you are alone.

- 1 indicates "I almost never feel this way."  
 2 indicates "I occasionally feel this way."  
 3 indicates "I feel this way about half the time."  
 4 indicates "I feel this way often."  
 5 indicates "I feel this way most of the time."

When I am completely alone, I feel:

lonely	1	2	3	4	5
calm, quiet	1	2	3	4	5
afraid, fearful	1	2	3	4	5
relaxed, thoughtful	1	2	3	4	5
anxious, uneasy	1	2	3	4	5
creative, productive	1	2	3	4	5
happy, content	1	2	3	4	5
angry, resentful	1	2	3	4	5

2. Using the 7-point scale shown below, please circle the choice that best indicates how often you feel lonely.

I feel lonely:

all the time, or almost all the time	7
most of the time	6
quite often	5
about half the time	4
occasionally	3
rarely	2
never, or almost never	1

3. Using the 6-point scale shown below, please circle the choice that best indicates how you feel when you are lonely.

When I feel lonely, I usually feel:

extremely lonely	6
very lonely	5
fairly lonely	4
somewhat lonely	3
slightly lonely	2
I never feel lonely	1

4. Using the 5-point scale shown below, please circle the choice that best indicates how lonely you think you are.

Compared to people my own age, I feel I am:

much lonelier than average	5
somewhat lonelier than average	4
about average	3
somewhat less lonely than average	2
much less lonely than average	1

For the following four questions, using the 4-point agree-disagree scale, please circle the choice that best indicates how much you agree with each of the statements.

4 indicates "I strongly agree with this statement."  
 3 indicates "I agree with this statement."  
 2 indicates "I disagree with this statement."  
 1 indicates "I strongly disagree with this statement."

- |   |   |   |   |   |
|---|---|---|---|---|
| 5. I am a lonely person.                        | 1 | 2 | 3 | 4 |
| 6. I always was a lonely person.                | 1 | 2 | 3 | 4 |
| 7. I always will be a lonely person.            | 1 | 2 | 3 | 4 |
| 8. Other people think of me as a lonely person. | 1 | 2 | 3 | 4 |

APPENDIX G

Definitions of Categories for Content

Analysis of the Dimensions

Definitions of Categories for Content Analysis of the Dimensions

- 1.a) Specific Other Person(s) - includes all references to feeling apart from a specific person(s) in the speaker's life, either a physical separation (where someone specific has died or gone away) or an emotional separation (where the relationship has diminished or the speaker feels misunderstood, etc. by someone specific). Also includes all nouns which indicate this type of relationship (my family, my husband, my divorce, my separation) e.g., "I don't feel he cares for me."  
 "I really miss Chris."  
 "My marriage is a farce."
- 1.b) People or a Person in General - includes all reference to feeling apart from or misunderstood by people in general; a longing for companionship or love from someone/anyone. Also includes all nouns which refer to or imply the lack of this type of relationship.  
 e.g., "I wish I had someone to care for me."  
 "I feel like I've lost the capacity to have a loving relationship with anyone."
- 1.c) Children - includes all references to feeling apart from one's children (either physically or emotionally) by someone who has children or to feeling the lack of and longing for one's own child by someone who does not have children. Also includes nouns that imply this type of relationship or lack of (my barrenness).  
 e.g., "There is a part of me that would love to have a child."  
 "My infertility makes me lonely."  
 "My child and I have grown apart."
- 2.a) Specific Group(s) - includes all references to feeling apart from a specific group of people, either a group to which the speaker used to belong and later felt excluded from; or a group to which he wanted to belong but was never accepted by. Involves either physical or emotional separation. Also includes nouns which imply this type of relationship (this neighbourhood).  
 e.g., "That group doesn't even keep in touch with me anymore."  
 "This neighbourhood just ignores me."  
 "The group of people I used to work with has left me behind."  
 "Not having a job anymore makes me feel lonely."
- 2.b) Groups in General - includes all references to feeling apart from groups in general, involving either physical or emotional separation.  
 e.g., "The groups that I want to belong to don't want me."
- 2.c) Social Roles - includes all references to feeling apart from others because of the roles a person takes on in order to be accepted by others (e.g., the questioning, "Does anyone really know me under all my roles?"). It may also involve the awareness

that the speaker has been attempting to live up to and conform to others' expectations in order to be accepted. Also includes all nouns which imply this.

e.g., "I am not accepted if I don't play these roles."

"I've spent 30 years of my life doing what I thought others expected of me."

- 3.a) Self - includes all references to feeling apart from, out of touch with or unaware of his "real or inner" self. May also include references to feeling unintegrated ("divided") or incongruent ("I do not act the way I feel."). Also includes all nouns that imply this.
- e.g., "I wish I could be the way I really feel inside."  
 "I no longer know what I want."  
 "I feel like I am disintegrating."
- 3.b) Part of Self - includes all references to feeling out of touch with a specific part of himself. Also includes all nouns that imply this.
- e.g., "I have no memories of what my childhood was like."  
 "I don't know that I can or have ever been angry."
- 4.a) Traditional Customs and Values - includes all references to feeling apart from or missing a traditional way of life, the customs and values with which he/she grew up. Also includes all references to a recognition that his/her traditional values are not in accordance with present day values. Includes all nouns which imply this (today's immorality, injustice).
- e.g., "I just don't fit in with today's society."  
 "I wish things were like they used to be when I was a kid."  
 "Peoply lying make me lonely."
- 4.b) Dominant Culture - includes all references to feeling apart from the dominant culture in which they are temporarily or presently dwelling. Also includes all nouns which imply this (my nationality).
- e.g., "If only I could talk with someone from my native home."  
 "My nationality sets me apart here. I don't feel I will ever fit in."
- 4.c) His Own Cultural Roots - includes all references to feeling apart from his own cultural heritage.
- e.g., "I wish my family had talked to me about the history of our families."
- 5.a) General Spiritual Relationship - includes all references to feeling apart from some kind of general spiritual relationship. Also includes all nouns which imply this.
- e.g., "I feel spiritually incomplete."  
 "My lack of faith makes me lonely."

- 5.b) Specific Kind of Spiritual Relationship - includes all references to feeling apart from a specific spiritual relationship - this may include a God, a Divine Presence, nature or one's natural environment, or an ultimate source of life or meaning. Also includes all nouns which imply this.  
e.g., "I used to feel close to God but no longer do."  
"I used to feel a quietness of spirit while outdoors which I no longer do."  
"I feel like I have no understanding of the meaning of my life."  
"Not being able to believe makes me lonely."
- 5.c) A Religious Community - includes all references to feeling apart from a religious community to which the speaker either used to belong or wants to belong to. Also includes nouns which imply this (the congregation).  
e.g., "The Church makes me lonely."
6. Other - includes all references to feeling apart from other objects not mentioned in the above categories.

APPENDIX H  
Guidelines for Content Analysis  
by Dimensions

## Guidelines for Content Analysis by Dimension

## Instructions for the Analysis:

Your task is to examine and classify samples of the subjects' written and verbal descriptions of loneliness according to the object of the relationship being talked about by the speaker.

The various possible "relationship objects" have been grouped into categories and the definitions of each category accompany these instructions. Please familiarize yourself with the definitions of the categories and the distinctions between them.

Each portion of the subjects' unstructured interview, structured dialogue exercise and written descriptions you will be examining has been segmented into communication units by the researcher. These units are clearly marked with a slant line (/) signifying the completion of each communication unit.

You are to read each communication unit and then categorize it in one and only one of the object categories. Your decision should be based upon which category most closely describes the object of the relationship being talked about by the speaker, e.g., "What kind of relationship is the speaker talking about?" Once you have decided upon the category a particular communication unit belongs in, place the number and letter of the selected category directly over the communication unit.

You will probably find that, with some communication units, the object from which the speaker feels separated is not overtly or clearly identified. The decision regarding which object the speaker is referring to will need to be inferred by you from the words used in the particular communication unit, and then from the specific words in the surrounding units.

If, within a communication unit, reference is made to more than one object of a relationship, a decision must be made as to which is the predominant object, and the unit is to be classified in that particular category.

If, within a communication unit, reference is made to an object for which there is no category; please classify it in the category defined as "6-Other", and describe in 1 or 2 words the object of the relationship being discussed, e.g., 6 - no plans.

Within some communication units, it may seem to you that the speaker is not describing his or her loneliness or separation in a specific relationship but is discussing a relationship in which he feels a very strong connection, or presenting his philosophy of loneliness, etc. Please restrict your classifying of the unit simply to the object of the relationship being talked about.

APPENDIX I

Percentage of Content Describing  
Each Dimension on Four Measures

Percentage of Content Describing  
Each Dimension on Four Measures

Subject	D. of L. Scale		Content Analysis by Dimension <sup>a</sup>		
	Frequency Mean Score	Importance Mean Score	Structured Dialogue	Written Description	Open Interview
Cosmic Dimension					
E27	2.857	1.714	-	-	-
L4	2.857	2.57	-	-	.4
K21	1.429	3.0	8.8	10.7	12.9
B21	1.429	3.0	10.6	3.3	3.5
E12	3.0	2.714	6.7	-	-
D21	2.286	2.714	-	-	-
A11	1.571	2.714	16.0	-	18.2
M17	1.571	2.429	9.0	-	14.0
A21	2.57	1.571	-	-	-
C6	3.286	2.429	-	-	-
R28	2.714	2.143	-	-	-
M22	2.57	2.429	.9	-	1.3
I4	2.143	2.0	-	-	-
L16	2.714	3.0	1.9	-	8.4

Subject	$\bar{X}$ D. of L. Scale		Content Analysis by Dimension <sup>a</sup>		
	Frequency Mean Score	Importance Mean Score	Structured Dialogue	Written Description	Open Interview
Interpersonal Dimension					
E27	2.286	2.714	77.1	79.5	69.0
L4	2.286	3.0	55.8	46.2	43.8
K21	1.286	2.857	47.0	37.5	43.6
B21	1.429	2.714	42.4	43.3	31.9
E12	3.142	3.0	58.6	-	27.8
D21	2.143	3.0	47.4	85.0	17.2
A11	1.429	2.714	34.8	18.4	30.9
M17	1.714	2.0	77.5	75.3	44.8
A21	1.714	2.714	42.3	75.8	67.4
C6	2.0	3.0	27.1	-	47.5
R28	2.143	2.714	52.4	-	38.7
M22	2.286	3.0	55.0	31.1	32.6
I4	1.429	3.0	43.1	53.9	29.4
L16	2.57	3.0	37.3	88.0	26.6

Subject	D. of L. Scale		Content Analysis by Dimension <sup>a</sup>		
	Frequency Mean Score	Importance Mean Score	Structured Dialogue	Written Description	Open Interview
Psychological Dimension					
E27	1.857	2.0	2.9	4.1	-
L4	2.0	2.857	13.7	4.6	9.8
K21	1.143	3.0	11.8	-	3.2
B21	1.286	2.714	14.1	16.7	41.7
E12	3.0	3.0	8.0	-	16.7
D21	2.286	2.857	-	-	-
A11	1.571	2.714	7.2	10.5	4.4
M17	1.571	2.0	2.7	7.9	22.4
A21	1.571	2.714	5.4	1.0	-
C6	2.571	2.857	52.1	-	9.8
R28	2.0	2.429	9.5	-	1.7
M22	2.57	3.0	13.8	2.2	16.3
I4	1.857	2.857	11.8	16.9	24.0
L16	3.43	3.0	-	3.0	7.3

Subject	D. of L. Scale		Content Analysis by Dimension <sup>a</sup>		
	Frequency Mean Score	Importance Mean Score	Structured Dialogue	Written Description	Open Interview
Social Dimension					
E27	1.714	1.714	8.6	13.7	13.2
L4	2.57	2.857	21.0	35.4	16.6
K21	1.0	3.0	5.9	48.2	35.5
B21	1.714	1.857	10.5	36.7	13.9
E12	2.571	2.286	10.6	-	36.1
D21	1.857	1.429	3.5	-	9.4
A11	1.857	1.714	11.6	15.8	17.1
M17	2.143	1.714	5.4	-	7.4
A21	1.143	1.714	-	-	-
C6	2.143	1.714	-	-	19.7
R28	2.0	2.429	22.2	-	31.4
M22	1.857	2.143	18.3	36.7	11.2
I4	1.714	2.429	35.3	-	37.3
L16	2.714	2.857	16.3	-	11.8

Subject	D. of L. Scale		Content Analysis by Dimension <sup>a</sup>		
	Frequency Mean Score	Importance Mean Score	Structured Dialogue	Written Description	Open Interview
	Cultural Dimension				
E27	2.429	1.571	-	-	-
L4	2.429	2.0	-	-	3.3
K21	1.143	2.857	-	-	-
B21	1.429	2.143	16.5	-	3.5
E12	2.429	2.143	8.0	-	8.8
D21	2.714	2.286	25.6	2.5	44.4
A11	1.857	2.714	11.6	26.3	-
M17	2.286	1.714	-	-	-
A21	1.857	2.143	-	6.3	17.4
C6	2.714	2.429	-	-	14.7
R28	1.714	1.714	-	-	1.8
M22	1.571	1.714	-	-	-
I4	1.857	1.857	4.9	26.2	0.5
L16	1.857	2.57	-	-	9.8

<sup>a</sup> The figures presented refer to the percentage of total content describing each dimension for the three measures by each student.

## APPENDIX J

Distribution of Subjects' Intensity of Loneliness Score  
and Number of Dimensions in Which Loneliness is Experienced

Distribution of Subjects' Intensity of Loneliness Score  
and Number of Dimensions in Which Loneliness is Experienced

Subject	Intensity of Loneliness Score	Number of Dimensions Experienced <sup>a</sup>
L16	32	5
R28	29	1
L4	28	4
E12	28	5
M17	26	0
C6	26	2
M22	25	3
D21	25	3
E27	21	0
B21	18	0
I4	17	0
A11	15	1
K21	15	0
A21	15	1

<sup>a</sup> Score indicates the number of dimensions on which the subject's score surpassed the median on both the "importance" or "frequency" variable (max. score = 5 ).

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