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Abstract

Previous research (Tesser, Millar, & Moore, 1988) has shown that being close to one's rejecter intensifies negative outcomes associated with rejection. Other research, however, has shown that people's fundamental needs are threatened equally when they are ostracized by in-group members or despised groups (i.e., KKK members; Gonsalkorale & Williams, 2007), suggesting that perhaps acceptance by close others may not differ from acceptance by strangers. In this study, we examined the effects of imagined rejection and acceptance across varying degrees of relationship intensity (close other, acquaintance, or stranger). Participants who imagined being rejected by a close other reported higher depressed mood than those who imagined being rejected by an acquaintance or by a stranger and more hurt feelings than those who imagined being rejected by a stranger. Interestingly, those who imagined being accepted by a close other reported higher anxiety than those imagining being accepted by an acquaintance or stranger.

Introduction

According to the need to belong theory (Baumeister & Leary, 1995), humans have an innate need to form and maintain close interpersonal relationships with others. Prior research supports the idea that social encounters are critically important in an individual's daily life. Social rejection is a common social phenomenon and has been the subject of much research. Williams has found that the negative consequences felt by rejected individuals are powerful and immediate (2001). A meta-analysis of social exclusion (Blackhart, Nelson, Knowles, & Baumeister, 2009), found that rejection results in more negative emotion and affect than accepted or neutral conditions; further, it was found that acceptance produces a slight affective boost compared to neutral conditions. Blackhart et al. also found that experimental manipulations of rejection appear to have little to no effect on self-reports of self-esteem (compared to neutral conditions), but found that acceptance actually boosts self-esteem. Rejection, however, appears to produce a more potent effect on people than acceptance (Buckley, Winkel, & Leary, 2004).

Studies have shown (Zardo, Williams, & Richardson, 2004) that exposure to ostracism for a short period of time results in worsened mood, anger, and lower levels of four fundamental needs (belonging, control, self-esteem, and meaningful existence). It was predicted in this study (Zardo et al.) that if the identity of the source of ostracism is an important component in determining aversiveness to ostracism, then targets who are ostracized by human players would report lower levels of the fundamental needs than those ostracized by computer-generated players; this study found that there is no effect depending on whether participants were ostracized by humans or the computer. The results suggest that there is evidence for a primitive and automatic adaptive sensitivity to even very minimal rejection scenarios (Zardo et al.).

Ostracism should be considered as functionally equivalent to rejection, as Williams defines ostracism as the general process of exclusion and rejection (1997). Additional research has shown that rejection over a computer via the Internet has a similar effect on people as face-to-face rejection (Williams, Cheung, & Choi, 2000). This suggests that the method of rejection does not play a significant role in mediating the negative effects of rejection.

Imagining Scenarios

Previous research has used imagined scenarios and visualizations to study the effects of rejection. Images are thought to mediate emotional and physiological arousal (Craighead, Kimball, & Rehak, 1979). Participants who visualize social rejection scenes report more anxiety and depression than participants who imagine a neutral scene (Goldfried & Sobocinski, 1975; Craighead et al.). In addition, a study by Vandevelde and Miyahara (2005) found that imagined rejection resulted in lower state self-esteem. Allen, Horne, & Trinder (1996) found significant differences between participants imagining stressful scripts (social rejection and achievement failure) and participants imagining neutral scripts (pleasant imagery). Specifically it was found that females felt more unhappy and less in control than males in and heart rates were greater during stressful scripts (Allen et al.). Previous research (Ayduk, Mischel, & Downey, 2002) has found that when people focus on emotional and physiological reactions after imaging rejection, they report more anger and hostility. Blackhart et al. (2009), in their meta-analysis, found that imagined rejection resulted in a larger impact on negative mood state than other rejection manipulations. Collectively, these studies suggest that using imagery to deliver social rejection is a viable method for examining the effects social rejection has on individuals.

Varying Relationships

Previous research demonstrates inconsistencies of the moderating effects on the fundamental needs and negative outcomes depending upon who an individual is rejected by. Tesser, Millar, & Moore (1988) have shown that being close to one's rejecter intensifies negative outcomes associated with rejection. Previous research has found that rejection by close others produces significantly more social anxiety in females, when rejected by a close friend compared to rejection by a friend with whom one is not close to (Greco, & Morris, 2005). This suggests that one might report feeling worse when rejected by a close other than by a stranger.

Other research, however, has shown that people's fundamental needs are threatened equally when they are ostracized by in-group members or despised groups (the KKK) (Gonsalkorale & Williams, 2007). Williams et al. (2002) found that participants reported greater discomfort when they were ostracized by out-group members than when ostracized by in-group members. These findings suggest that there may not be differences in mood, the fundamental needs, and self-esteem depending on the type of relationship one has with the rejecter. Based on these findings it appears that rejection, regardless of who is rejecting another, is enough to produce the negative outcomes associated with rejection and that the effects are the same for all types of rejection.

Little research has been conducted, however, that has assessed how the relationship one has with an individual that either accepts or rejects him or her impacts mood, self-esteem, and the four fundamental needs. A recent study evaluated the impact of rejection and acceptance across various relationships using a method in which participants recalled and wrote about a time in which they were either rejected or accepted by a close other, acquaintance, or stranger (Goodman, Hawkes, & Blackhart, 2010). No significant differences were found for any self-

report measures dependent upon whom an individual recalled being rejected or accepted by; significant differences were found between accepted and rejected participants.

Current Study

The current study examined the effects of imagining acceptance or rejection by close others, acquaintances, or strangers on impacted mood state, fundamental needs, and self-esteem. There were two hypotheses for the current study. First, we hypothesized that rejected participants would report worse mood, greater threats to the four fundamental needs, and lower self-esteem than accepted participants. Second, we hypothesized that participants whom imagined rejection from close others would report feeling worse than those imagining rejection from strangers or acquaintances, but that imagined acceptance from a stranger might result in more positive feelings than imagined acceptance from close others or acquaintances.

The first hypothesis is based on previous research, which has shown that rejected participants report lower on the measures of mood, fundamental needs, and self-esteem than accepted participants. We predicted that imagined rejection from close others would result in participants' reporting feeling worse because people are used to being accepted by those who are close to them, and being rejected by someone whom we expect acceptance from would make us feel worse than being rejected by someone we barely know or who we have never met before. In addition, being accepted by a stranger might give individuals an extra boost in positive feelings because they are being accepted by someone who they may not expect acceptance from. Research by Harter (1999) has shown that self-esteem is often more greatly impacted by the opinions of acquaintances than of close others. This might suggest there is a gradation effect on self-esteem; individuals might report the highest self-esteem when accepted by strangers,

followed by acquaintances reporting the next highest, and then close others. Thus, we would expect similar effects for rejection, with those rejected by close others reporting the lowest self-esteem, followed by acquaintances reporting the next lowest, and then strangers. We also expect to see a similar gradation effect on self-report mood and fundamental needs.

Methods

Participants and Design

Participants (n=203) were from East Tennessee State University (ETSU). Of those, 45 were male and 158 were female. Participants' age ranged from 18-58 years. The average age of participants was 23.6 years (SD = 8.45). Participants were treated accordingly based on APA ethical guidelines. Students signed up for the study online using the ETSU Psychology Research Participant Systems website and received course credit for participating.

Design

The experiment consisted of one independent variable, which was the nature of the imagery the participants read and imagined. The scenarios reflected acceptance from a close other, rejection from a close other, acceptance from an acquaintance, rejection from an acquaintance, acceptance from a stranger, rejection from a stranger, academic success, or academic failure. (The scenarios that the participants read can be found in the Appendix). A literature review was conducted on studies that used rejection imagery/scenarios to develop the scenarios that were used in the current study. The scenarios developed were original and had never been used in any other study. Some of the dialogue in the rejection by an acquaintance scenario, however, was adopted from Allen, Horne, and Trinder's (1996) experiment that used social rejection imagery. In providing the scenarios for the participants, it ensured the degree of

acceptance and rejection was consistent for all participants randomly assigned to a certain condition. The dependent variables were the self-report responses to the imagined scenario. (The Heatherton-Polivy State Self-Esteem scale, Williams' Fundamental Needs scale, and Buckley et al. mood scale are included in the Appendix).

Procedures and Materials

All data were collected online. Once participants signed up for the study, they were sent an invitation to participate in the online study, with the study URL included in the invitation email. Upon following the link to participate, participants were prompted to read an informed consent before proceeding to the study. Participants were then asked to read a vignette and to imagine that the particular event depicted in that vignette was happening to them. Each participant was randomly assigned to read one of eight vignettes. After the participants read the scenario, they were instructed to think about how they would feel had this situation happened to them.

After imagining the scenarios, participants first completed a mood assessment, which measures belonging, positive mood, depressed mood, hurt feelings, anger, and anxiety (Buckley Winkel & Leary, 2004). The degree of positive and negative mood was assessed using twenty-four 7-point questions, ranging from 1 (*not at all*) to 7 (*extremely*) (see Appendix). All mood scales have been shown to have adequate interitem reliability; Chronbach's alpha has been shown to exceed 0.80 for all scales (Buckley et al.). Items were reversed scored where necessary.

Next, participants completed the Williams' Fundamental Needs Assessment (Zadro, Williams, & Richardson, 2004), which assesses belonging, control, self-esteem, and meaningful existence. This scale measured the extent to which needs were threatened with ten 7-point

questions, ranging from 1 (*strongly* disagree) to 7 (*strongly* agree) (see Appendix). Chronbach's

alpha for each of the four needs are sound. The Chronbach's alpha coeffiecents (Zardo et al.) for

each need have been shown to be: belonging = 0.74; control = 0.72; self-esteem = 0.70; and

meaningful existence = 0.66).

Participants also filled out the need to belong scale (Leary, Kelly, Cottrell, &

Schreindorfer, 2007). Next participants completed the Heatherton-Polivy State Self-Esteem

Scale (Current Thoughts Scale); this scale has been shown to have a high degree of internal

consistency, with a Cronbach's alpha coefficient of 0.92 (Heatherton & Polivy, 1991). This

measurement included three subscales, social self-esteem, performance self-esteem, and

appearance self-esteem. Self-esteem was assessed with twenty 5-point questions, ranging from 1

(*not at all*) to 5 (*extremely*) (see Appendix). Finally, participants filled out a modified version of

the Rosenberg self-esteem scale; it was modified to depict state self-esteem.

Results

A MANOVA was performed to test the effects of the imagined scenarios on mood,

fundamental needs, and state self-esteem. Tukey post-hoc analyses were then conducted in order

to determine significant differences in the means of the various conditions. Consistent with

previous research, we found significant differences between accepted and rejected participants

on measures of mood, belonging, self-esteem, and meaningful existence. Rejected participants

reported less belonging $F(7, 195) = 74.46$, $p <.001$), less positive mood $F(7, 195) = 96.16$, $p <$

.001), more depressed mood $F(7, 195) = 63.037$, $p < .001$), more hurt feelings $F(7, 195) = 55.35$,

$p < .001$), more anger $F(7, 195) = 55.01$, $p < .001$), more anxiety $F(7, 195) = 20.81$, $p < .001$),

lower self-esteem $F(7, 195) = 2.14$, $p = .041$), less meaningful existence $F(7, 195) = 2.76$, $p =$

.009) than accepted participants. These results show that those who imagined being rejected reported worse mood and lower belonging, self-esteem, control, and meaningful existence than those who imagined being accepted (see Table 1 for means and standard deviations), and are consistent with past research (Buckley et al., 2004; Zardo et al, 2004).

In addition, we found that self-reported depressed mood, hurt feelings, and anxiety were significantly affected by whom the individual imagined being accepted or rejected by. The analysis revealed that participants who imagined being rejected by a close other reported significantly more depressed mood ($M = 21.04$, $SD = 5.63$) than those who imagined being rejected by a stranger ($M = 16.04$, $SD = 6.87$; $p < .01$) and marginally more depressed mood than those who imagined being rejected by an acquaintance ($M = 17.00$, $SD = 6.69$; $p = .06$). Imagined academic failure ($M = 21.88$, $SD = 5.72$) also resulted in more depressed mood than rejection by an acquaintance or a stranger (ps $< .01$), but was not significantly different than from rejection from a close other (see Figure 1). A significant difference in hurt feelings was also found between those who imagined being rejected by a stranger ($M = 16.08$. $SD=6.48$) and those who imagined being rejected by a close other ($M = 20.84$, $SD = 5.86$; $p < .05$); see Figure 2. More anxiety was reported by those who were accepted by a close other ($M=13.60$, $SD=4.15$) than those who were accepted by a stranger ($M = 7.80$, $SD = 4.32$; $p < .01$), and marginally more anxiety than those who were accepted by an acquaintance ($M = 9.46$, $SD = 4.07$; $p < .07$); (see Figure 3).

We did not find any significant differences on self-reported levels of the fundamental needs (belonging, self-esteem, control, meaningful existence) or on state self-esteem, depending on whom the participant imagined being accepted or rejected by. In addition, whom an individual was accepted or rejected by did not affect belonging, positive, or angry moods. We

also did not find any significant differences depending on whom an individual was rejected or accepted by on the need to belong scale or the Rosenberg self-esteem scale; no significant differences were found on these scales between rejected and accepted participants. These findings do not support our original hypothesis.

Discussion

Consistent with previous research, rejected individuals reported worse mood and lower levels of belonging, self-esteem, and meaningful existence, than those who were accepted. The source of rejection or acceptance generally did not moderate negative or positive effects on the fundamental needs or self-esteem associated with the rejection or acceptance. The results of our study suggest that self-reported depressed mood, hurt feelings, and anxiety were significantly affected by whom the individual imagined being accepted or rejected by. Results show that one is more likely to report more depressed mood when rejected by a close other than when rejected by a stranger or acquaintance. According to our findings, imagining being rejected by a close other increases hurt feelings more than imagining being rejected by a stranger. An interesting effect on mood was seen in self-reported anxiety; individuals who imagined being accepted by a close other reported higher levels of anxiety than individuals who imagined being accepted by a stranger.

This study, unlike the relived rejection study conducted previously (Goodman, Hawkes, & Blackhart, 2010), did find significant differences depending on the source of rejection and acceptance. As proposed earlier, this effect may be due to the use of common scenarios for each randomly assigned condition. In this study all participants in the "rejected by a close other" (as well as each other scenario) scenario read the same vignette. This would control for various

interpretations of close other, stranger, and acquaintance, as well as various degrees of rejection and acceptance that an individual might choose to relive. For instance, when asking participants to relive an experience in which they were rejected or accepted by another, regardless of whom they were rejected or accepted by, participants probably brought to mind the most salient experiences. Thus, being rejected by a stranger, acquaintance, or close other might be equally hurtful.

Given that Craighead et al. (1979) found that visualizing social rejection does not make participants feel worse and that visualizing pleasant scenes make participants feel better, it is important to determine whether the significant differences found in this study were a product of the acceptance scenes making participants feel better or if rejection actually resulted in participants feeling worse. Various modes of rejection and acceptance manipulations across varying relationships should be looked at further in the future.

Limitations and Future Research

Although we were able to control for the scenarios the participants read, the amount of perceived rejection may have varied across conditions. In this study, rejection by a close other involved a scenario in which a romantic partner rejected a proposal to move in with the participant, and the romantic partner also wanted to start seeing other people. This type of rejection may elicit more negative feelings than being made fun of, as was used in the scenarios of rejection by acquaintances and strangers. Further, Sommer, Kirkland, Newman, Estrella, and Andreassi (2009) found that the negative impact of rejection on self-esteem and anger was the strongest when participants were rejected by a romantic partner rather than from friends. Future research should examine different close other relationships, such as rejection from friends and

family members. In the future, the type of rejection used in the close others scenarios should try to make the rejection more equivalent to the other scenarios.

To determine whether the significant differences found in this study were a product of the acceptance scenes making participants feel better or if rejection actually resulted in participants feeling worse, a mood and a state self-esteem scale should have been administered at the beginning of the study, before participants were told to imagine a scenario. Following this procedure, changes in mood and state self-esteem could be determined and examined to see if these reports changed depending on the source of rejection or acceptance.

The disproportionate number of females to males that completed this study could be a possible limitation. Williams and Sommer (1997) found that males and females react differently to social ostracism, and postulated that ostracism is more threatening to females because they are more likely than males to blame their own poor characteristics or abilities as reason for the ostracism. Another explanation for sex differences in reaction to rejection relates to societal norms; women are often encouraged to be expressive, while males risk making negative impressions when they display too much about their feelings (Williams & Sommer). Blackhart et al.'s (2009) meta-analysis also revealed that rejection manipulations have a greater effect on female participants than males.

In addition, participants completed this study online, which does not allow experimenters to control the conditions in which participants completed the study. When studies are conducted online, it is difficult to control for various environmental conditions. Some participants may have completed the study in a quiet room, alone; others may have completed the study while

distracted by other people or environmental factors, thus the attention to the survey could have varied.

Being accepted and belonging are very important for psychological and physical well-being, and social rejection results in many negative consequences. Further investigation on acceptance and rejection across varying social relationships is needed to determine whether there are any differences in reactions to rejection or acceptance, depending on who is rejecting or accepting another.

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Appendix

Scenario- Accepted close other:

"You and your romantic partner have been dating exclusively now for a little over a year. The relationship is going well, and you would like to move the relationship to the next level. So you ask your partner to move in with you. Without hesitation, your partner immediately answers "YES!" The two of you then discuss plans to move in together."

Scenario- Rejected close other:

"You and your romantic partner have been dating exclusively now for a little over a year. The relationship is going well, and you would like to move the relationship to the next level. So you ask your partner to move in with you. Hesitating, your partner says "I need some time to think about it." Over the next week, you notice that your partner has not been spending as much time with you as usual, and when the two of you do spend time together, your partner avoids the topic of moving in together. At the end of the week, you push your partner for an answer. Your partner replies "I am just not ready to move in together. In fact, I think we should start seeing other people."

Scenario- Accepted acquaintance:

"You have been at your present job for approximately 6 months now, and know most of your coworkers somewhat well. You have even hung out with some of your coworkers outside of work on a few occasions. One day at work during your break, you head to the break room, and overhear three or four of your coworkers talking about you. They are saying that they think you

are a cool person, and that they would like to hang out with you more often and get to know you better.”

Scenario- Rejected acquaintance:

“You have been at your present job for approximately 6 months now, and know most of your coworkers somewhat well. You have even hung out with some of your coworkers outside of work on a few occasions. One day at work during your break, you head to the break room, and overhear three or four of your coworkers talking about you. They are saying that they do not really like you, and that they only put up with you so as to not be rude. They make fun of the way you dress and speak, and say that they will avoid you from now on.”

Scenario- Accepted stranger:

“You are attending a party that your best friend is throwing. At that party, you meet two of your best friend's friends, people you have not met before. You have a short conversation (about ten minutes) with the two individuals. Later at the party, you head to the kitchen for a beverage. As you enter the kitchen, you overhear the two individuals you met earlier talking about you. They say that you seem like a cool person, and they can understand why your best friend is friends with you.”

Scenario- Accepted stranger:

“You are attending a party that your best friend is throwing. At that party, you meet two of your best friend's friends, people you have not met before. You have a short conversation (about ten minutes) with the two individuals. Later at the party, you head to the kitchen for a beverage. As you enter the kitchen, you overhear the two individuals you met earlier talking about you. They

say that you seem like a cool person, and they can understand why your best friend is friends with you."

Scenario- Rejected stranger:

"You are attending a party that your best friend is throwing. At that party, you meet two of your best friend's friends, people you have not met before. You have a short conversation (about ten minutes) with the two individuals. Later at the party, you head to the kitchen for a beverage. As you enter the kitchen, you overhear the two individuals you met earlier talking about you. They say that you seem fake, and have an annoying personality. They also make fun of the way you dress and speak, and say that they do not understand how your best friend could be friends with you."

Scenario- Academic success:

"The last semester of your senior year, you find that one of the courses required for your major is particularly difficult. Although you are working really hard in the course, you find the material difficult to understand and remember. If you do not pass this course, you will not be able to graduate. However, you are in danger of failing the course; if you do not make at least a B on the final exam, you will fail. You take the final exam, and anxiously await your grade. When you go online to look up your grade three days later, you find that you earned an A- on the final exam. This means that all of your hard work paid off, and you will pass the course and be able to graduate at the end of the semester."

Scenario- Academic failure:

"The last semester of your senior year, you find that one of the courses required for your major is particularly difficult. Although you are working really hard in the course, you find the material difficult to understand and remember. If you do not pass this course, you will not be able to graduate. However, you are in danger of failing the course; if you do not make at least a B on the final exam, you will fail. You take the final exam, and anxiously await your grade. When you go online to look up your grade three days later, you find that you earned a D on the final exam. This means that you will fail the course, and will not graduate at the end of the semester."

Mood Scale

Please rate how you feel **RIGHT NOW** at this moment. <u>**Circle a NUMBER** to indicate your response for each item.</u>

1. Delighted:	not at all	1	2	3	4	5	6	7	extremely
2. Nervous:	not at all	1	2	3	4	5	6	7	extremely
3. Accepted:	not at all	1	2	3	4	5	6	7	extremely
4. Depressed:	not at all	1	2	3	4	5	6	7	extremely
5. Wounded:	not at all	1	2	3	4	5	6	7	extremely
6. Down:	not at all	1	2	3	4	5	6	7	extremely
7. Angry:	not at all	1	2	3	4	5	6	7	extremely
8. Anxious:	not at all	1	2	3	4	5	6	7	extremely
9. Pleased:	not at all	1	2	3	4	5	6	7	extremely
10. Sad:	not at all	1	2	3	4	5	6	7	extremely
11. Irritated:	not at all	1	2	3	4	5	6	7	extremely
12. Happy:	not at all	1	2	3	4	5	6	7	extremely
13. Excluded:	not at all	1	2	3	4	5	6	7	extremely
14. Tense:	not at all	1	2	3	4	5	6	7	extremely
15. Uneasy:	not at all	1	2	3	4	5	6	7	extremely
16. Hurt:	not at all	1	2	3	4	5	6	7	extremely

17. Depressed: not at all   1   2   3   4   5   6   7   extremely

18. Annoyed: not at all   1   2   3   4   5   6   7   extremely

19. Rejected: not at all   1   2   3   4   5   6   7   extremely

20. Injured: not at all   1   2   3   4   5   6   7   extremely

21. Valued: not at all   1   2   3   4   5   6   7   extremely

22. Cheerful: not at all   1   2   3   4   5   6   7   extremely

23. Mad: not at all   1   2   3   4   5   6   7   extremely

24. Pained: not at all   1   2   3   4   5   6   7   extremely

Fundamental Needs Assessment

Please read each of the following items and select the number that best corresponds with your feelings of the statement RIGHT NOW.

Strongly Disagree		Neutral				Strongly Agree
1	2	3	4	5	6	7

	Strongly Disagree			Neutral			Strongly Agree
I do not feel accepted by others	1	2	3	4	5	6	7
I feel connected with others	1	2	3	4	5	6	7
I feel like an outsider	1	2	3	4	5	6	7
I feel good about myself	1	2	3	4	5	6	7
I feel the others fail to see me as a worthy or likable person	1	2	3	4	5	6	7
I feel somewhat inadequate	1	2	3	4	5	6	7
I feel in control	1	2	3	4	5	6	7
I felt in control during the interaction	1	2	3	4	5	6	7
I feel frustrated	1	2	3	4	5	6	7
I feel non-existent	1	2	3	4	5	6	7
I felt as though my existence is meaningless	1	2	3	4	5	6	7

Current Thoughts Scale (Heatherton & Polivy, 1991) – A measure of state self-esteem

This is a questionnaire designed to measure what you are thinking at this moment. There is, of course, no right answer for any statement. The best answer is what you feel is true of yourself at this moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you RIGHT NOW.

Using the following scale, place a number in the box to the right of the statement that indicates what is true for you at this moment:

1 = not at all

2 = a little bit

3 = somewhat

4 = very much

5 = extremely

1.	I feel confident about my abilities.	☐	P
2.*	I am worried about whether I am regarded as a success or failure.	☐	S
3.	I feel satisfied with the way my body looks right now.	☐	A
4.*	I feel frustrated or rattled about my performance.	☐	P
5.*	I feel that I am having trouble understanding things that I read.	☐	P
6.	I feel that others respect and admire me.	☐	A
7.*	I am dissatisfied with my weight.	☐	A
8.*	I feel self-conscious.	☐	S
9.	I feel as smart as others.	☐	P
10.*	I feel displeased with myself.	☐	S
11.	I feel good about myself.	☐	A
12.	I am pleased with my appearance right now.	☐	A
13.*	I am worried about what other people think of me.	☐	S
14.	I feel confident that I understand things.	☐	P

15.*   I feel inferior to others at this moment.   ☐   S

16.*   I feel unattractive.   ☐   A

17.*   I feel concerned about the impression I am making.   ☐   S

18.*   I feel that I have less scholastic ability right now than others.   ☐   P

19.*   I feel like I'm not doing well.   ☐   P

20.*   I am worried about looking foolish.   ☐   S

Note. The statements with an asterisk are reversed-keyed items

[a] The letter in the last column indicates the primary factor on which that item loaded in a factor analysis. The three factors were labelled performance self-esteem (P), social self-esteem (S) and appearance self-esteem (A).

Table 1

Means and Standard Deviations for Self-Reported Mood, Fundamental Needs, and State Self-Esteem.

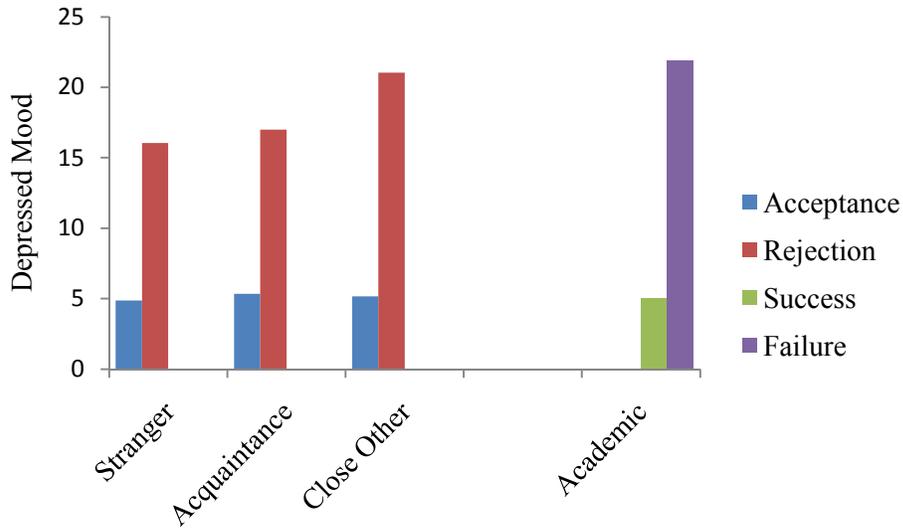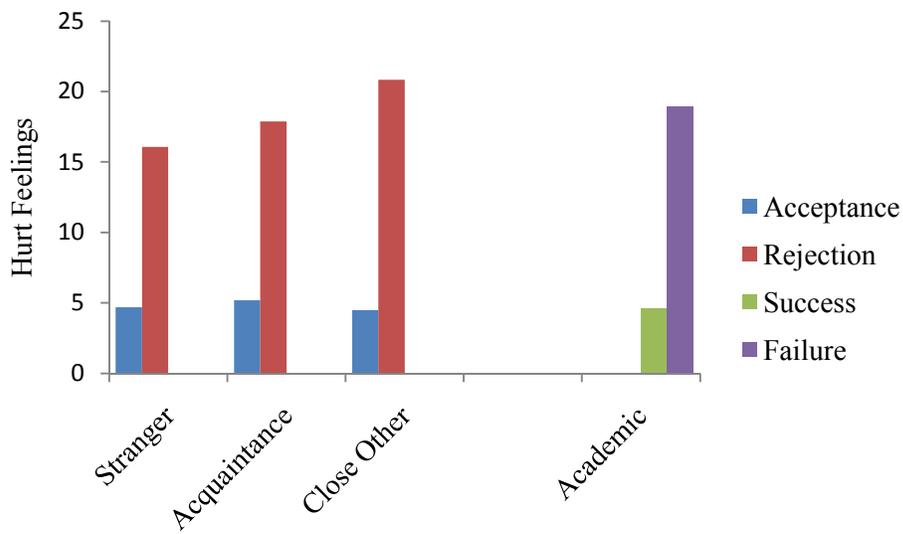|	Accept. Close Other	Rejection Close Other	Accept. Acquaintance	Rejection Acquaintance	Accept. Stranger	Rejection Stranger	Academic Success	Academic Failure
n	25	25	26	26	25	26	25	25
Belonging	25.44 (2.27)	9.84 (4.75)	24.50 (3.44)	8.46 (5.53)	24.00 (3.51)	10.46 (5.78)	24.40 (2.68)	12.24 (6.32)
Positive Mood	23.44 (4.77)	6.64 (3.90)	22.69 (4.90)	6.08 (5.16)	22.12 (5.60)	6.54 (4.30)	26.00 (4.33)	6.44 (4.74)
Depressed Mood	5.16 (1.86)	21.04 (5.63)	5.35 (3.72)	17.00 (6.69)	4.88 (2.83)	16.04 (6.87)	5.08 (2.08)	21.88 (5.72)
Hurt Feelings	4.48 (1.09)	20.84 (5.86)	5.19 (3.58)	17.88 (6.76)	4.68 (2.45)	16.08 (6.48)	4.64 (1.87)	18.96 (7.45)
Angry	4.68 (1.68)	17.72 (6.07)	5.08 (3.27)	19.19 (6.41)	5.76 (4.51)	18.92 (6.80)	6.24 (2.99)	21.44 (6.31)
Anxious	13.60 (4.15)	17.96 (4.28)	9.46 (4.07)	16.42 (5.58)	7.80 (4.32)	16.35 (5.94)	12.40 (5.55)	21.60 (5.70)
FNA Belonging	14.76 (4.02)	14.96 (4.20)	15.62 (3.18)	14.50 (5.12)	16.24 (4.09)	13.15 (5.21)	16.88 (4.10)	15.36 (5.64)
FNA Self-Esteem	14.08 (3.93)	13.44 (4.99)	15.62 (3.18)	14.92 (4.83)	16.44) (3.18)	12.58 (5.20)	15.84 (4.40)	14.48 (5.41)
FNA Control	8.76 (2.88)	8.00 (2.69)	9.42 (2.08)	9.12 (3.09)	9.52 (2.14)	7.77 (3.35)	9.72 (2.49)	8.44 (4.22)
FNA Meaningful Existence	12.52 (2.29)	10.48 (3.60)	12.65 (1.96)	11.81 (3.03)	13.12 (1.51)	10.92 (3.82)	12.80 (2.43)	11.80 (3.18)
HPSSE Total	67.20 (13.71)	69.96 (14.68)	67.08 (12.31)	70.96 (15.30)	72.88 (12.83)	67.81 (15.74)	69.16 (15.87)	71.40 (13.09)

Figure 1

Figure 2

Figure 3