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The Effect of Similarity Discovered Through Pre-Interaction on the
Attraction and Relationship of Assigned Roommates

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Honor's Project – Spring 2010

Abstract

This study combines Byrne's Attraction Paradigm and Duck's Filtering Theory to examine how the discovery of similar background or attitudinal information during pre-interaction affected the perceived attraction and friendship development of assigned roommates. Results reveal that students use social networking sites, like Facebook, and other technological media to make attraction judgments about their roommates before they meet. Students who find their roommate to be similar to them in background or attitudinal beliefs are more likely to be attracted to them and form a friendship with them in the future. Results also reveal that attitudinal homophily impacts attraction more than background homophily.

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The transition from high school to college is a difficult time in a person's life. Incoming freshmen are subjected to many psychological and physical changes that must be endured and overcome. Homesickness and depression are just two of many side effects that occur from this transition and the rupture it causes to the student's "social support group" (Beck, Taylor, & Robbins, 2003). Because of the extent of change one experiences in this transition, it makes sense that one of the most important aspects of campus life to incoming freshmen is that of roommate rapport. When everything else around them is shifting and new schemas are being created, the established roommate relationship can become an anchor to hold them down and help them cope.

The bond established between roommates is such an influential relationship that not having a satisfying roommate relationship may lead to loneliness that if it persists, causes many freshmen to drop out of college altogether and return to their old surroundings that they knew and loved (Hawken, Duran, & Kelly, 1991). Duran and Zakahi (1988) go one step further and assert that acquiring roommate satisfaction makes the transition into campus life easier for freshmen and can even positively influence their GPA.

Research shows that students who choose their roommates have a greater satisfaction with their living arrangements. However, because not all freshmen arrive at college with a roommate, it is necessary to understand the variables that create attraction between two assigned roommates in an effort to keep freshmen engaged and enrolled in college (Stern, Powers, Dhaene, Dix, & Shegog, 2007). Many studies attribute roommate satisfaction to several aspects of similarity. Martin and Anderson (1995) discovered that roommates who were similar in

communication traits such as interpersonal communication competence and willingness to communicate were more likely to be content with their living arrangements. Also, Kurtz and Sherker (2003) discovered that roommate dyads who rated themselves and one another similarly on the trait of conscientiousness shared a positive relationship.

Many studies have attempted to define the most important characteristic that affects the attraction of two assigned roommates, but none have analyzed the effect of finding out information about a future roommate before any interaction between the two occurs. The purpose of this study is to apply Byrne's Similarity-Attraction Paradigm and Duck's Filtering Theory to the roommate relationship. In the information and technological age of today, with the simple click of a mouse, students have the ability to find out a wide range of information about their future roommates simply by knowing their names. This study aims at targeting the effects of the roommate relationship when students find out similar or dissimilar information about one another prior to interaction.

Review of Literature

Byrne's Attraction Paradigm

One of the best known and debated theories dealing with whether or not attraction is established between two strangers is Byrne's (1971) Attraction Paradigm. Touhey (1974) deems the attraction paradigm as one of the most founded and continually reproduced breakthroughs in modern social psychology. Byrne's Attraction Paradigm, conducted under various circumstances and within varied relationships, predicts a relationship between attraction and the proportion of similar attitudes between people. As a result, similarity between two people in attitudes, beliefs, traits, characteristics, or lifestyles is a sound indicator of attraction. As similarity increases, attraction will increase also. The implications of this theory in a roommate relationship are that a

student's discovery of similarity with his/her future, assigned roommate will fuel an attraction to establish a friendship with his/her roommate.

Many researchers support Byrne's paradigm and agree that similarity is the variable that leads to attraction between two people and that dissimilarity has a reverse effect (Smith & Kalin, 2006; Cunningham, 2008). Joiner's (1994) self-verification theory infers that people choose who they want to be in a relationship with based on how much a person would be able to confirm them. Therefore, when people encounter others that are similar to them, their perception is that the similarity will ultimately lead to confirmation within that created relationship. Along the same lines, Rosenbaum's (1986) Repulsion Hypothesis would conversely align with Byrne's paradigm. It states that encounters that incorporate the bringing out of dissimilar attitudes between two people interacting inhibits a relationship from forming and leads to repulsion. Rosenbaum (1986) applied his hypothesis to Festinger's (1962) Cognitive Dissonance Theory in that similarity is expected and creates consistency within people's lives, whereas dissimilarity is unexpected and inconsistent and so people must adapt to or reject it. Swann and Pelham (2002) concluded the exact same need for consistency and confirmation within students and argued that students with strong self-views preferred roommates who uphold those same views.

Critics of Byrne's study argue that his method and conclusions may be flawed. One of the most prominent critics of the attraction paradigm is Michael Sunnafrank. Similar to Joiner's self-verification theory, Sunnafrank's (1984) "goal-oriented" perspective states that people attempt to obtain common, steadfast, and manageable surroundings, and whether this goal is being achieved will determine what attracts people to certain things. Sunnafrank (1986) considers the progression of a relationship and determines that as a result of the "goal-oriented" perspective, attraction does occur in pre-acquaintance stages because of perceived similarity between two

people. However, he argued that after an initial meeting and conversation face-to-face, the perceived similarity discovered beforehand does not hold as much weight in enhancing the dyad's interpersonal attraction.

In the same way, Broome (1983) discovered that when subjects were not allowed to interact with a dissimilar other during a replication of Byrne's study, that dissimilarity did have a negative effect on attraction. However, when the subject was given the opportunity to carry on a conversation with the dissimilar other, the dissimilarity between the two did not affect attraction because the subjects were able to find out how the dissimilar other evaluated them, their willingness to listen to the subjects' point of view, and whether the dissimilar others were attempting to push their views onto the subject. In contrast, Levinger (1972) found that a similar individual was notably favored over a dissimilar individual at both points in time with only a minor change between the response to similarity and time. Therefore, this study undergirds Byrne's Attraction Paradigm in a pre-interaction stage as well as post-interaction. Despite the controversy within similarity attraction research, one statement seems to hold true: attitudinal similarity does have an effect on the attraction of two strangers in the pre-interaction stages of a relationship.

Werner and Parmelee (1979) found that the most important similarity that promotes a friendship is shared activities. The findings suggest that of the 24 same-sex pairs studied, dissimilarity of attitudes is as readily seen between friends as between strangers. However, because of the small sample size and the vast amount of research that declares that dissimilarity detracts from the establishment of a friendship, this conclusion is suspect. Despite the limitations, Werner and Parmelee's (1979) recognition that similarity between the dyad in areas other than attitudes is important and reveals that friendship formation does not only deal with

two people holding similar attitudes and values, but also having the same interests and being involved in the same activities.

The relationship between similarity and friendship development appears to apply to all stages of life. One of the prominent variables that impacts who a child chooses to befriend is that of behavioral similarity (Rubin, Lynch, Coplan, Rose-Krasnor, & Booth, 1994). Compiling this information with the inconsistencies and unknowns freshmen are combating, an understandable conclusion would be that the last thing a freshman would want is a roommate that brings more inconsistency into that crucial time of his or her life.

Duck's Filtering Theory

One of the most widely known studies on pre-interaction and the stages of relationship development is Duck's Filtering Model. In his book, Duck (1976) explains his projected Filtering Theory in which he claims that an individual evaluates others around him or her by using certain standards. In turn, if those people that the individual evaluates fail to meet his or her established criteria, the individual will "filter" them out and establish friendships with only those who reach their expectations. Duck theorized that relationship formation is essentially a communication process in which various levels of information are revealed at pertinent points. Therefore, filtering can occur before two individuals ever interact with each other. Duck defined this pre-interaction stage as the period of time after awareness of a person but before interaction with that person takes place. During this time period, both people begin to make judgments about each other based on information they see or seek out about one another. Prior to the technological age, this information consisted primarily of the physical appearance of the individual such as ethnicity, hair color, artifacts, and other physical properties of that person that could be analyzed from a distance or what they learned about that person from others. Duck and

Craig (1975) concluded that it is not necessarily the information that displays itself to the other individual that determines whether attraction is established or not. Rather, the most important variables determining attraction in initial encounters are the inferences made based on the present information concerning deeper aspects of that person's personality and psychological behavior that remains hidden at that point in the initial encounter. In other words, the information that can be assessed is used to create assumptions of similarity that exceed skin-deep appearances.

Byrne (1986) addressed the idea of filtering in his later work and proposed a two-tier process of relationship development. Because most individuals expect those they come in contact with to be similar to them, the uncovering of dissimilarity will have more of an impact on the formation of a given relationship. In the beginning stages, individuals will more likely base their decisions to initiate relationships on negative variables such as dissimilar attitudes and subsequently will filter individuals out based on that information. After the filtering process has occurred and a few candidates for friendship remain, positive aspects and increased similar attitudes will determine the strength of that interpersonal relationship.

The old saying, "First impressions are everything," reigns true in the roommate relationship. Marek and Wanzer (2004) found that initial impressions between roommates have an overwhelming role in the development and/or destruction of that relationship and the communication that occurs within that relationship. Although the study only dealt with the first impressions of roommates upon initial interaction, these findings imply that a relationship with first impressions received from pre-interaction cues would influence the future relationship of assigned roommates in the same fashion.

Social Networking

In one of Sunnafrank's (1992) criticisms of Byrne's bogus stranger methodology, he states that the findings are irrelevant because of the lack of attitudinal and general information an individual can find out about another individual before any interaction between the two takes place. He ultimately concludes that attitude similarity does not lead to attraction. However, living in the technological age of the early 21st century, an individual can find out just about anything he or she wants to about other people without ever having to meet them or carry on a conversation. Thus, previous research leads to the conclusion that in the roommate context of the 21st century, a student could find out an assigned roommate's beliefs, values, and attitudes on a wide range of subjects by simply looking on the Internet.

The number of people logging on to social networking sites has skyrocketed in recent years. MySpace and Facebook currently have a combined total of 362 million people visiting their sites (Hempel, 2009). Numerous researchers conclude that the use of social networking sites on college campuses is pervasive. Over 80% of college students surveyed on college campuses have an account on one or more of these networking sites (Sheldon 2008, Raacke & Bonds-Raacke, 2008).

One of the most prominent social networking sites on the Internet is Facebook. It is one of the prime vehicles college students use to communicate with peers and friends all across the world. Facebook is also used by many to find out pertinent information they may want to know about a certain someone. Social networks, like Facebook, provide a way for individuals to ascertain who is attractive and has friendly qualities (Craig, Igiel, Wright, Cunningham, & Ploeger, 2007). For example, many college campuses inform freshmen students the name of their

assigned roommate before the semester starts. Facebook then allows members the opportunity to upload pictures and gives them an outlet to express their interests for the entire world to see. Craig, et. al (2007) state that similarity of attitudes and attraction in the computer-mediated realm seem to be substantial in the formation of a relationship. Therefore, these social networks provide ample information for individuals to use to start the filtering process. This information and the lack of literature on this subject raise the question:

R1: Do college freshmen seek out information about their assigned roommates prior to meeting them?

Combining Byrne's and Duck's theories on attraction and relationship development with the widespread use of social networking yields the following hypotheses concerning roommate rapport:

H1: If students seek out information about their assigned roommate prior to interaction, discovered similarity will have a positive effect on the interpersonal attraction of the pair.

H2: If students seek out information about their assigned roommate prior to interaction, discovered similarity will have a positive effect on the formation of an interpersonal relationship between the pair.

Method

Participants

Participants in this study were undergraduate students enrolled in a small, private university in Texas. Participants totaled 115 with 26% being males (n=30) and 74% being females (n=85). All participants but one designated themselves as freshmen in college. Of the

participants, 73% were Caucasian, 15.7% Hispanic, 7% African American, 3.5% Other and .9% Asian. All participants were dorm residents.

The only group tested for the hypotheses was those participants that had sought out information about their roommate prior to interaction. This subgroup contained 69% of the total participants (n=79). All participants but one in the subgroup designated themselves as freshmen in college. Of the subgroup, 12.7% were male (n=10) and 87.3% were female (n=69). The ethnic variety of the subgroup included: 81% Caucasian, 13.9% Hispanic, 3.8% African American, and 1.3% Other.

Procedure

All incoming freshmen were sent letters from the Office of Student Affairs at the beginning of the summer inviting them to participate in this study by completing a survey online. Along with the letter, every freshman was given a form with the name of their assigned roommate. Participants were encouraged to seek out information on Facebook about their assigned roommate prior to completing the survey. The research procedures for this study were approved by the Human Subjects Research Review Committee (IRB). The letter explicitly stated that the completion of the survey was voluntary and anonymous, and informed consent was obtained by stating in the letter, "By completing the survey you consent to participation in this study." To encourage student participation, an incentive was given to all who chose to complete the survey online. In spite of this effort, the number of participants that completed the online survey was very low. As a result, on move-in day in the fall, paper surveys were physically handed out to every freshman as a part of their initial folder of housing forms. Participants who had not filled out the online survey during the summer were asked to fill out the surveys and return them to a desk at the front of every dormitory.

Instrument

The first section of the survey contained demographic items followed by a question asking whether or not the participants sought out information about their roommate prior to meeting them. After the yes or no response, an open-ended question asked them to elaborate on how they obtained that information. The purpose of this question was to determine the different information outlets students use to seek out information about their assigned roommate.

In the next section, the participants were asked to answer 27 Likert-scale questions ranging from SA (strongly agree) to SD (strongly disagree). The first ten questions were from McCroskey's Attitude and Background Homophily Scales which measured the perceived similarity to the assigned roommate (McCroskey & McCroskey, 2006). Reported coefficient alpha is .71 for the Background portion of the scale and .88 for Attitude (Elliot, 1979). In the current study's survey, the alpha was estimated as .83.

The next six questions were from McCroskey's Social Attraction Scale, which measured attraction of the assigned roommate (McCroskey & McCain, 1974). McCroskey and McCain's Measures of Interpersonal Attraction has an alpha reliability estimate ranging from the upper .70s to the upper .80s. In the current study the survey had an estimated alpha of .90. Both these attraction and homophily scales are valid and reliable for analyzing interpersonal perceptions. The last eleven questions were from Wiltz's Roommate Friendship Scale, which measured the perceived strength of relationship compatibility with the assigned roommate (Wiltz, 2003). The Roommate Friendship Scale demonstrated reliability with a Cronbach's alpha coefficient of .97 and a two-tailed test-retest correlation of $r = .87$. In the current study's survey, the estimated alpha was .92. This scale was modified to a slight degree to allow the participants to rate predicted compatibility with their assigned roommates prior to interaction. For example, sample

items include “My roommate and I would have fun with each other,” and “My roommate and I would disagree about many things.” The entire survey used for this study reported an overall estimated Cronbach’s alpha of .95. See Appendix A for survey.

Results

The research question asked whether or not college freshmen seek out information about their assigned roommate prior to meeting them. Of the participants that labeled themselves as freshmen (N = 113), 68.1% (N = 77) stated that they sought out pre-interaction information about their roommates, while 30.1% (N = 34) did not. The remaining 1.8% (N = 2) accounted for participants who did not answer the question. Males that sought out information accounted for only 12.99% (N = 10), while females that sought out information about their roommate accounted for 87.01% (N = 67). Students who sought out information via Facebook accounted for 82.6% (N = 62), while 40% (N = 30) already knew one another, or sought out information by talking on the phone, texting, emailing their future roommate, meeting somewhere, or communicating through MySpace or by mail. This data exceeds 100% because participants could have multiple answers. See Graph 1 in Appendix B.

The first hypothesis predicted that similarity discovered through pre-interaction would have a positive effect on interpersonal attraction. The possible range of homophily measures was Strongly Agree (SA) to Strongly Disagree (SD) or 1 to 5, where lower scores indicated higher levels of perceived homophily. The possible range of attraction measures was SA to SD or 1 to 5, where lower scores indicated higher levels of perceived attraction. Homophily and interpersonal attraction were then analyzed by using a Pearson correlation coefficient. Results indicated H1 was supported, $r(71) = 0.69$, two-tailed, $p < 0.001$. When roommates perceive

similarity ($M = 2.35$, $SD = 0.59$), they are likely to be more attracted to their assigned roommate ($M = 1.66$, $SD = 0.58$). See Table 1 in Appendix B.

The second hypothesis suggested that similarity discovered through pre-interaction will have a positive effect on the predicted formation of a compatible relationship with a roommate. The same measures and means for homophily were used to test the second hypothesis. The possible range measuring the predicted strength of a formed relationship was SA to SD or 1 to 5, where lower scores indicated an anticipation of a very strong relationship developing between the roommates. The Pearson correlation coefficient indicated the second hypothesis was supported, $r(71) = 0.76$, two-tailed, $p < 0.001$. When a roommate perceives similarity ($M = 2.35$, $SD = 0.59$), he or she will be more likely to predict the formation of a compatible relationship with his or her roommate ($M = 1.97$, $SD = 0.57$). See Table 2 in Appendix B.

On a post hoc test, the two different types of homophily (background and attitudinal) were broken down separately against attraction. The Pearson correlation coefficient of background homophily with attraction was $r(71) = 0.415$, two-tailed, $p < 0.001$ with 17% variability ($r^2 = 0.17$). The Pearson correlation coefficient of attitudinal homophily with attraction was $r(72) = 0.73$, two-tailed, $p < 0.001$ with 53% variability ($r^2 = 0.53$). These percentages indicate the percentage of variability, with higher variability signifying a stronger relationship between the type of homophily and attraction. Attitudinal homophily impacts attraction more than background homophily.

Discussion

This study took Byrne's attraction paradigm which claims that similarity increases attraction and combined that idea with Duck's Filtering Theory with the period of pre-interaction in mind. Because first impressions vitally influence the future relationships of assigned

roommates, it is not a surprise that almost 70% of participants attempted to find out information about their roommate prior to interaction. Of those participants who sought out information during the pre-interaction stage, 87% were female. This interestingly high percentage raises many questions. There could be numerous reasons why females are more likely to seek out information about their roommates. For example, females might be more worried than males about living with someone they do not know, or they could simply be more relational and desire to form relationships with their assigned roommates as soon as they can. Future research should attempt to pinpoint exactly why this occurred. The widespread use of social networking sites in today's age is displayed in the answer to the RQ as well. Over 50% of students chose Facebook to investigate their roommate before the school year started.

The information that the majority of students seek out about their roommate is not as important as the inferences and assumptions those students make about their roommates based on the information they find (Duck & Craig, 1975). This study's aim was specifically to analyze a roommate's perception of similarity to his or her assigned roommate and how that similarity affects the attraction toward that roommate during the pre-interaction stage. However, the information that a student can find out about his or her roommate during pre-interaction has vastly increased since Duck's study. Duck (1976) proposed information-gathering to be a process that takes place in a certain sequence. He stated that individuals first evaluate external information and then eventually process deeper information about the other's personality. Duck (1976) also argued that "individuals seek information about others in a hierarchical fashion, not seeking the higher levels immediately since this is a meaningless quest when the context is missing" (p. 137). In today's age, students do not have to rely on their assumptions based on physical features to discover who their roommates are before meeting them. Instead, online

social networks, such as Facebook, give students a one-shot look into their future roommate's lifestyle. Facebook provides students not only with pictures of their assigned roommates but also background information of where they live and where they work. Facebook even gives students the ability to discover attitudes of their future roommate about various topics including their religious beliefs, political stance, and much more. Lastly, Facebook has an "About Me" section which provides users with a blank outlet to say whatever they wish about themselves. This often reveals their personality. Having this much information about their assigned roommate's identity and personality reveals that Duck's argument of sequential information-gathering and the notion that external appearance is the basis for receiving information during pre-interaction is debatable.

The results for this study are consistent with past research on other populations and relationships, and suggest that participants who perceived their roommates as similar to them were more attracted to them (see Table 1). These findings are also consistent with Joiner's (1994) self-verification theory and enhance the explanation for why students who choose their roommates have more satisfaction with their living arrangements (Stern, et al., 2007). Because similarity has a linear relationship with attraction, students who choose their roommates are likely to be choosing those who are similar to them, which ultimately leads to the formation of a relationship with which both roommates are satisfied.

As a student receives information about his/her assigned roommate from various sources, Duck's (1976) theory suggests that the student begins to psychologically evaluate his or her roommate based on certain standards. As a result, if a roommate does not meet those criteria that the student has already established, the student will then "filter" him or her out and no longer foresee a friendship forming with that roommate. Because similarity is known from past research to create consistency and confirmation within friendships, discovered similarity in the pre-

interaction stage provides the roommate with somewhat of a “get-out-of-filter-free” card and a friendship is more likely to be established (Rosenbaum, 1986; Joiner, 1994). Not only does perceived similarity increase roommate attraction, results reveal that perceived similarity increases the predicted strength of the relationship that will be formed between roommates as well (see Table 2). Students who perceived their assigned roommate to be similar to them anticipated a compatible and strong relationship forming with their assigned roommate.

Both hypotheses were supported, and a clear linear relationship was established between perceived similarity and attraction and an anticipated compatible relationship. This linear relationship statistically reveals the influence of both similarity and dissimilarity on attraction and relationship development. Because when similarity increases, attraction and strength of relationship increase, dissimilarity would play the opposite role in attraction. Many researchers report the negative effect dissimilarity has on attraction (Smith & Kalin, 2006; Cunningham, 2008). By repeating his method in multiple ways, Byrne (1971) came to the conclusion that dissimilarity has an adverse effect on attraction. Byrne discovered that dissimilarity has a negative effect on attraction regardless of whether the stranger was reading, hearing, or watching the other stranger express a dissimilar attitude response. Rosenbaum (1986) went so far as to say that dissimilarity leads to repulsion, which ultimately inhibits a relationship from forming. Therefore, if students seek out information about their roommates prior to interaction and discovers that their attitudes and/or background are different from their own, rejection and repulsion is probable. In summation, as similarity decreases (dissimilarity increases), attraction and strength of relationship are likely to decrease also.

A further question is whether background homophily or attitudinal homophily impacted attraction more. In a post-hoc test, results indicated that attitudinal homophily has a stronger

correlation with attraction than background homophily. This reveals that students care more about the attitudes and beliefs of their future roommates than where their roommates grew up or the social class they are from. For example, if a student sought out information about his or her future roommate and discovered that his or her roommate was from a different social class but had the same political and religious views, the dissimilarity of their backgrounds would be less likely to affect the relationship in a negative way. Future studies should break down homophily even further and analyze why some aspects of similarity affect attraction more than others.

Limitations

Because of the limited number of responses to the online survey, a paper survey was developed and given to students on move-in day of the fall semester. Therefore, a limitation of this study is that students had to recall their pre-interaction perceptions of their roommate even though some of them might have already met. Therefore, their perceptions could have been influenced by the information they received from communicating with their roommate and meeting their roommates' family on freshman move-in day.

Another limitation to this study is that although 111 participants took time to fill out the survey, only 77 participants made up the subgroup that was used to test the hypotheses. This small sample size could have affected the results. Also 75% of participants were Caucasian, which limits the scope of the results in analyzing differences in ethnic groups.

Implications

The results of this study provide insight into what happens in the mindset of college freshmen dealing with moving away from home and living with a complete stranger. Many utilize the resources they have in this technological age to find out as much as they possibly can about their assigned roommate to make the transition easier. For student affairs offices, this

information provides valuable insight concerning the positive relationship between similarity and attraction and the establishment of a compatible relationship with one's roommate. Student affairs offices might want to encourage students to join Facebook by facilitating Facebook groups. Encouraging students to do so will give them an opportunity to easily search for their assigned roommate and expedite the process of a positive relationship forming. Facebook can also be a helpful tool for student affairs offices to use when pairing roommates and assessing similarity and the anticipated compatibility between two students.

Because this research study only analyzed the perceptions of similarity and a student's prediction of establishing a compatible relationship with his or her assigned roommate, future studies should go beyond simple perceptions and analyze actual similarity and whether or not a strong relationship was developed between the two roommates. Such a study would be able to analyze how accurate students' perceptions are concerning their similarity to others and how likely they will be to befriend those who are like them.

Future studies should also break down gender and attempt to determine why females are more likely than males to seek out information about their roommate prior to interaction. It would also be interesting to see if there are any differences in ethnicity when it comes to the positive relationship between similarity and attraction. Do all cultures have the same mindset when it comes to similarity increasing their chances of establishing a relationship with someone?

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Appendix A

Impressions of your Assigned Roommate

By completing this survey you give consent to voluntary participation in this study. All responses are anonymous and confidential. If you completed the online version earlier in the summer, please discard this survey.

1. What is your classification? Freshman Sophomore Junior Senior
2. What is your gender? Male Female
3. What is your ethnicity? African American Caucasian Asian Hispanic Other
4. Did you find out any information about your roommate prior to meeting them?
If so, how? _____

5. If you answered yes to #4, think about the impressions of your roommate BEFORE you met and interacted with them. Based on those previous impressions please rate the following phrases concerning your opinions about your future roommate.

SA= Strongly Agree, A= Agree, N= Not Sure, D= Disagree, SD= Strongly Disagree

My roommate is like me.	SA	A	N	D	SD
My roommate thinks like me.	SA	A	N	D	SD
My roommate does not behave like me.	SA	A	N	D	SD
My roommate shares my values.	SA	A	N	D	SD
My roommate does not have a lot in common with me.	SA	A	N	D	SD
My roommate is different from me.	SA	A	N	D	SD
My roommate has a status like mine.	SA	A	N	D	SD
My roommate is from a different social class.	SA	A	N	D	SD
My roommate is culturally different.	SA	A	N	D	SD
My roommate has an economic situation like mine.	SA	A	N	D	SD
I think my roommate would be a friend of mine.	SA	A	N	D	SD
I would like to have a friendly chat with my roommate.	SA	A	N	D	SD
It would be difficult to meet and talk with my roommate.	SA	A	N	D	SD
My roommate would not fit into my circle of friends.	SA	A	N	D	SD
My roommate and I would establish a personal friendship.	SA	A	N	D	SD
My roommate would be pleasant to be with.	SA	A	N	D	SD
My roommate and I would have fun with each other.	SA	A	N	D	SD
My roommate and I would spend all our free time together.	SA	A	N	D	SD
My roommate and I would not help each other out when needed.	SA	A	N	D	SD
My roommate and I would confide in each other.	SA	A	N	D	SD
My roommate and I would act cold and distant toward one another.	SA	A	N	D	SD
My roommate and I would do fun things together.	SA	A	N	D	SD
My roommate and I would understand each other well.	SA	A	N	D	SD
My roommate and I would disagree on many things.	SA	A	N	D	SD
My roommate and I would cooperate with each other.	SA	A	N	D	SD
My roommate and I would have a lot of interpersonal conflict.	SA	A	N	D	SD
My roommate and I would like each other a lot.	SA	A	N	D	SD
My roommate and I would enjoy spending time together.	SA	A	N	D	SD

Appendix B

Graph 1

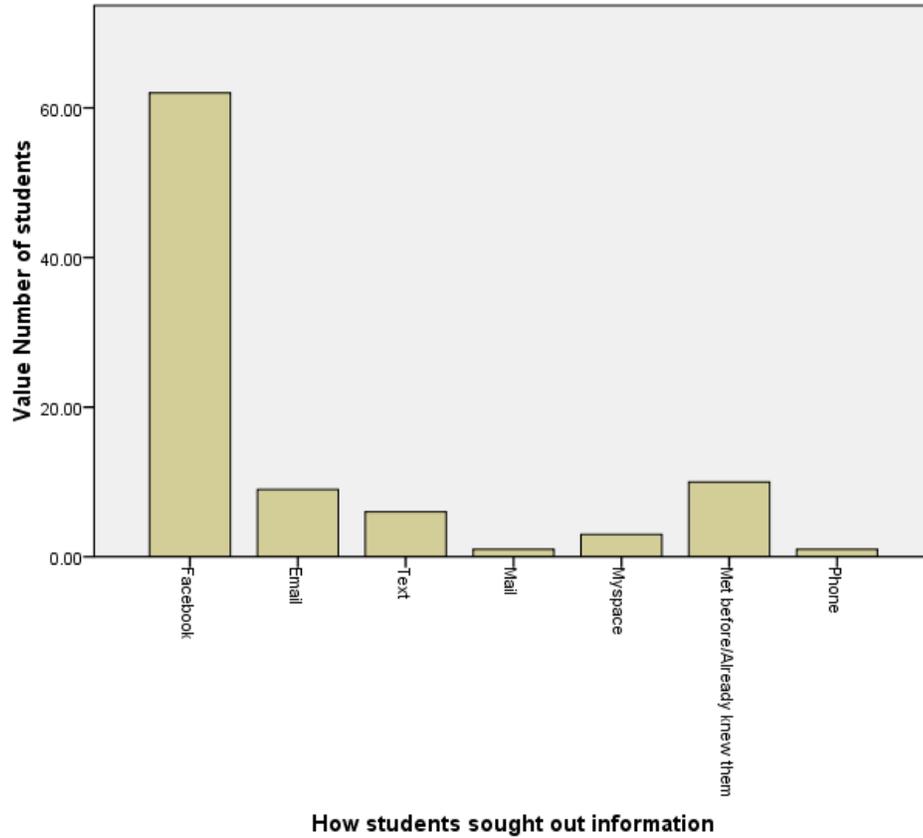


Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Similarity	73	1.00	3.40	2.3493	.59375
Attraction	72	1.00	3.00	1.6574	.57930
Valid N (listwise)	71				

Table 2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Similarity	73	1.00	3.40	2.3493	.59375
Strength of relationship	73	1.00	3.00	1.9669	.57463
Valid N (listwise)	71				

