The Effect of Anxiety on Trust Judgements

by

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A thesis submitted in partial fulfillment of the requirements for the degree of

Bachelor of Arts

in Psychology

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Abstract

Every day, our lives are filled with a variety of different trust judgements. When it comes to a relationship's outcome, trust plays a key part in predicting whether or not it will last. If a relationship has trust, there is a good chance of it working out. One of the ways that people decide whether to trust someone or not, is how we "feel" during the moment of judgement. Our emotions during this time can play a key role in our decision to trust. In our study, participants in introductory psychology classes were asked to complete two tasks involving a series of questionnaires. For this study, we looked at how anxiety, attachment styles, and trust judgements are related. We also tested the affect-as-information model to see whether attribution of a particular emotion can influence perceived trustworthiness. Our results showed a marginally significant impact of mood and attribution on an individual's trust judgements. Additionally, we found that attachment style did not significantly influence the trust judgements of individuals. The results and implications of this study, as well as directions for future research are discussed further throughout the paper.

This thesis is an original work by Kachuri L. Rook. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name "The Effect of Anxiety on Trust Judgements", No. Pro00060414, November 24, 2015.

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The Effect of Anxiety on Trust Judgments

Every day, our lives are filled with a variety of different actions and behaviours that rely on trust judgments. The results of individual trust assessments can affect us greatly, depending on the outcome of the situation. By trusting someone, a person is essentially making themselves vulnerable to another individual and putting their well-being in the other person's hands (Balliet & Van Lange, 2013; Dunn & Schweitzer, 2005). At its core, trust involves the assumption that those you trust will not hurt you or take advantage of you in any way, as well as the idea that engaging with this other person will support your personal well-being.

When it comes to relationship outcomes, trust plays a key part in predicting whether a couple will maintain their relationship or not (Butler, 1991). If a relationship has high levels of trust, there is a good chance of it working out. When deciding to trust someone, people use different pieces of information to help them in the decision making process. Trust is often experienced as an ongoing assessment of the quality of the relationship; thus, one of the crucial pieces of information that influence momentary trust assessments is how we "feel" during the moment of judgment (Dunn & Schweitzer, 2005; Gasper & Clore, 1998; Schwarz & Clore, 1983; Schwarz, 2012). In other words, our emotions at that moment can influence whether we decide to trust another person or not. Therefore, being able to become aware of the causes of our feelings and attribute our emotional state to a particular cause is a valuable skill to have.

Another factor that can influence one's ability to trust is their individual attachment style (Simpson, Rholes, Phillips, 1996; Irons & Gilbert, 2005; Carnelley, Otway, & Rowe, 2016; Eng, Heimberg, Hart, Schneier, & Liebowitz, 2001; Doi & Thelen, 1993). Whether someone is securely or insecurely attached in their disposition will have an effect on the decisions they make

in regards to their relationships. This aspect of an individual's personality has a key role in our decision making process.

In this study, we examined the relationship between trust judgments, anxiety, attachment styles, and attribution. Through this research we were able to expand our understanding of these topics and ultimately, documented how individuals can build trusting, long-lasting relationships.

Defining Trust, Anxiety, and Attachment

Trust

At the core of any strong relationship is the trust held between partners (Balliet & Van Lange, 2013). Whether it is a relationship with a co-worker, or that of a couple dating, one of the key indicators of health and longevity in a relationship is trust. As stated earlier, trust judgments involve making oneself vulnerable to another individual's actions. In exchange for our trust, we expect other individuals to impact us positively and not cause us any harm.

Within the research done looking at trust, two main types of trusting relationships have been studied that reflect the social contexts in which researchers assume trust plays a large role. These two main types of trust contexts are: trust within a relationship, such as that found between dating partners; and organizational trust, which involves trust between co-workers, employers, and other parties within the workplace (Balliet & Van Lange, 2013; Dunn & Schweitzer, 2005). The focus of our study, in particular, looks at trust found between dating partners. More specifically, we will be looking at the perceived trustworthiness of a potential dating partner.

There are a number of different informational and cognitive factors that help us decide whether or not we will trust someone. It has been found that there are three general characteristics that we use as a basis for our trust judgments; these rely upon nine specific

dimensions of information that we gather about an individual, while assessing their level of trustworthiness (Butler, 1991). According to this research, accessibility, availability, and predictability of an individual are all important, overarching characteristics that affect overall trust determinations. If an individual is willing to exchange and accept ideas, is available to interact with others when needed, and acts in a semi-consistent manner, we are more likely to trust them than someone who exhibits behaviour opposite to these criteria.

The nine specific aspects of trust that feed into the overarching trust characteristics include specific actions such as integrity, discreetness, competence in a particular area or on a specific task, business sense, and the ability to make wise decisions (Butler, 1991). If someone embodies each of the nine traits, it has been found that the likelihood of trusting that individual increases significantly. Because trust is such a crucial aspect of our relationships, it is important that we understand further how certain factors are able to influence this component.

Another factor that has been shown to influence trust is an individual's current emotional state (Dunn & Schweitzer, 2005). Depending on how an individual is feeling at a particular moment, the judgment of another person can be either positively or negatively impacted. Dunn and Schweitzer found that individuals who were in a positive mood trusted others significantly more than those in a negative mood. In particular, they looked at happy, sad, and angry emotional states. They found that the most trusting group were those in the happy condition, with the angry group trusting others the least. Note, however, they did not study the influence of anxiety, an emotion that lies at the core of many interpersonal judgments.

Park and Banaji (2000) found similar results in their research. In their study, they compared judgments from groups of participants either in a positive or negative mood. Overall, Park and Banaji found that individuals who were in a positive mood relied more on heuristics

than the negative mood group did. This meant that individuals who were happy, would judge others based on pre-conceived stereotypes and spend less time on each judgement than those who were in the negative mood condition. Therefore, they concluded that individuals who are in a negative mood would set harsher criteria for judging other individuals. As a result, individuals who are in a negative mood tend to have a decreased propensity to trust because they scrutinize another person's behaviour more thoroughly.

Anxiety

One example of a negative emotion that we will be looking at in our research is anxiety. Based on the previously stated findings of Park and Banaji (2000), as well as Dunn and Schweitzer (2005), the conclusion could be drawn that anxiety decreases trust in another individual. Anxiety is defined as "an emotion characterized by apprehension and somatic symptoms of tension in which an individual anticipates impending danger, catastrophe, or misfortune (American Psychological Association, 2013)." It is often the case that anxiety and fear are used interchangeably to describe the same phenomenon. However, there is a key difference between the two. While fear is often directed toward a specifically defined threat, anxiety is not caused by the presence or absence of a particular threat. Anxiety, instead, is "a disproportionate response to a vague, unidentifiable threat (American Psychological Association, 2013)." As alluded to earlier, within the context of interpersonal relationships, anxiety is often focused on relationship partners and can dramatically affect our willingness to form interpersonal bonds with another person (Simpson et al., 1996; Carnelley et al., 2016). Therefore, our research will be focusing on anxiety, according to the above APA definition.

Anxiety and Trust Together

Research has found that there is a link between emotions and judgment outcome (Dunn & Schweitzer, 2005). A person's current emotional state influences their decisions differently depending on the nature of the mood. If individuals are in a positive mood, they will be more likely to make positive judgements than if they were in a negative mood. Negative moods often have a negative effect on the decision made. Therefore, since anxiety is considered a negative emotional state, anxiety experienced by an individual will likely have a negative influence their judgments. For example, if at the time of judgement an individual is feeling anxious, it has been shown that the likelihood of trusting someone will decrease and the perception of risk within the situation will increase (Cooper et al., 2014; Dunn & Schweitzer, 2005).

When looking at the effect of anxiety on trust judgements, little research has been done. A great deal of the research looking at the effect anxiety has on judgments, has looked at its effect on the perception of risk rather than trust specifically. Gasper and Clore (1998) looked at how state anxiety can influence the perception of risk in both high- and low-trait anxious individuals. They found that individuals who are high in trait anxiety perceived more risk in situations than those low in trait anxiety. It was also found that this effect was influenced by state anxiety, with both groups perceiving risk in a situation after experiencing the negative mood induction.

However, it is interesting to note that this effect was only found in non-salient conditions (Gasper & Clore, 1998). When the participants were aware of another plausible cause of their anxious emotions, they were less likely to be impacted by those feelings while perceiving risk. Therefore, the perception of risk was lower in the salient conditions. It is important to note, however, that this pattern was only found for individuals who were low in trait anxiety but not

for those with high-trait anxiety. High-trait anxious individuals were more likely to perceive risk in most situations overall because of their anxious personality, whereas low-trait anxious people had the ability to attribute anxiety to the situational context.

This observed effect has been explained by the affect-as-information model. According to this model, individuals tend to misattribute the cause of their emotions (Schwarz, 2012; Schwarz & Clore, 1983; Gasper & Clore, 1998; Dunn & Schweitzer, 2005). This can result in the emotions influencing decisions made during times of judgement. By pinpointing what causes them to feel a particular way, the influence of an individual's emotion on judgements may potentially decrease. When experiencing a negative emotion, such as anxiety for example, people tend to misattribute the cause of that emotion. If they are asked to make a judgement while feeling anxious, people will often attribute their anxiety to the need to make that judgement. Therefore, it is likely that their judgement will increase in severity due to this misattribution. In our study, we will attempt to test this theory in relation to anxiety and trust judgments.

Attachment Styles

Another important concept that has the potential to influence anxiety's effect on the perception of trust is related to an individual's personality. Gasper and Clore (1998) looked at this variable in relation to anxious personality traits. Attachment styles are another part of a person's dispositional belief system that have the ability to influence interpersonal trust and the decision making process. According to various research, the attachment styles of an individual can affect both the regulation of emotions and interpersonal relationships (Kobak & Sceery, 1988; Doi & Thelen, 1993; Irons & Gilbert, 2005; Eng et al., 2001). In other words, our own chronically accessible attachment beliefs have the ability to influence the way we perceive others (Eng et al., 2001).

According to developmental research, as an infant develops they form a particular attachment style (Eng et al., 2001). In this theory, there are two dimensions on which attachment is measured (Simpson et al., 1996). The first dimension focuses on an individual's level of avoidance, which ranges from high to low. High levels on this dimension signify an avoidant attachment style. When an individual is avoidantly attached, they tend to avoid potentially risky situations and intimacy within a relationship (Carnelley et al., 2016). Their perceptions of others are influenced by this attachment style and therefore, they are limited in their ability to trust others.

The second dimension focuses on anxiousness, again ranging from high to low (Simpson et al., 1996). When individuals score high on this dimension they are described as being anxiously attached. An individual who is anxiously attached becomes extremely aware of potentially threatening situations (Carnelley et al., 2016; Eng et al., 2001). Similar to the avoidantly attached individual, they are acutely aware of threats within a relationship. However, rather than avoiding relationships like the avoidantly attached individual does, an anxiously attached individual will pursue relationships but fear losing them at the same time. Individuals who are anxiously attached will have increased amounts of worry within these relationships, and trust is subsequently affected by these feelings of worry. This worry and lack of trust found among anxiously attached individuals seems to be linked to a fear of abandonment (Carnelley et al., 2016).

An individual who scores low on both the avoidant and anxious dimensions is considered to be securely attached (Simpson et al., 1996). As most individuals develop, they are able to form secure attachments with their caregivers, and therefore score low in both the avoidance and ambivalence dimensions. Individuals who are securely attached tend to have more positive

perceptions of both themselves and others, when compared to individuals that are insecurely

attached (Eng et al., 2001). The positive perceptions of others held by securely attached

individuals leads to higher levels of perceived trust in others.

Irons and Gilbert (2005) found that the impact of attachment styles on relationships is

most influenced by the degree of security, rather than by the type of attachment style itself.

Based on their conclusion it can then be suggested that, regardless of the type of insecure

attachment, whether someone is securely attached or not can have an effect on potential future

judgments of others.

It has also been found that anxiety is strongly, positively correlated with insecure

attachment styles (Carnelley et al., 2016). Therefore, an insecure attachment found within an

individual has the potential to act as a catalyst for trait anxiety (Gasper & Clore, 1998). As a

result, the effects of both state anxiety (i.e., temporary feelings of anxiety) as well as trait anxiety

(i.e., insecure attachment) may potentially impact the situational trust judgments that a person

makes in their day-to-day lives.

Purpose of the Study

Purpose

Our goal with this study was to gain a better understanding about how both personality

and emotion have the ability to influence trust of a potential dating partner. There has been a lot

of research conducted looking at how anxiety impacts risk assessment, but little done in

association with the affect-as-information model and attachment styles. Through this study, we

tested the affect-as-information model looking at it in regards to trust judgments. We decided to

study this as being able to attribute one's current emotion to a source, could influence a

judgement made about the perceived trustworthiness of an individual. Additionally, we attempted to learn more about how trust judgments, attachment styles, and anxiety are related

Through the results of this research, our hope is that individuals will become more informed about the factors influencing their decisions. By examining the relationship between anxiety, attribution, attachment styles and trust, a theme throughout our results was documented which allowed us to recommend a better way in which people can understand the trust judgments they make in their own relationships. As we make a variety of judgements every day, it can be beneficial to learn more about how factors such as emotion, attachment style or metacognition, may affect us. Becoming more aware of how one makes judgments may aid individuals in the process of making future decisions.

Lastly, we wanted to gain a better knowledge of what influences trust so that we can help individuals form healthy interpersonal relationships. Trust is a key component of a relationship. By working through the factors that affect one's ability to trust, the strength of one's relationships with others may increase.

Hypotheses

We investigated the connection between anxiety, attachment, and trust judgments using a 2 (anxiety/neutral) X 2 (attribution/ no attribution) design with insecure attachment as a continuous co-variate measure. For the purpose of our study, we developed three hypotheses. First, we hypothesized that anxiety will influence the trust judgments made about a potential dating partner negatively, and that this judgement will interact with attribution. Based on our hypothesis we predicted that the attribution of the participant's mood to the mood induction task would negate the effect that mood induction has on the trust judgment. Second, based on the results of previous research, we hypothesized that an insecure attachment would negatively

impact the trust an individual has of a potential dating partner. We predicted that this effect will be seen regardless of mood or attribution condition. Lastly, we predicted that the attachment style should in theory, exacerbate the effects of the interaction found between mood and attribution on trust judgments.

Method

Participants

In our study, we recruited 130 university students (88 females; 42 males) to take part in our study. With the permission of the professors, we went into three introductory psychology courses at the University of Alberta – Augustana Campus and surveyed the students enrolled in these classes. By sampling these introductory level classes, we expected that our sample would be made up of mainly first or second year university students. These students would likely be ideal participants as their background knowledge on this topic and dating history with romantic relationships had the potential to be limited. Therefore, this could have helped reduce any potential demand awareness effects present.

Each of the students within these introductory psychology courses had the opportunity to be a part of this study. They provided consent through completion of the questionnaire packets to our use of their data. Any of the participants had the opportunity to withdraw consent, at anytime up until the submission of their packet.

Measures and Procedure

Students at the University of Alberta – Augustana Campus who were in introductory level psychology courses were asked to participate in two tasks framed as being part of two different studies. This separate study paradigm was used to ensure that participants did not explicitly see their mood as connected to the trust judgment, and allowed for misattributions

about the causes of moods to be flexible. Prior to conducting this study, we obtained consent

from the participants by providing two consent information letters (Appendix A & B). The

participants received an information letter at the beginning of each task. The consent letters were

designed in a way that provided the participants enough information to understand what is

involved with each of the tasks, but also kept our cover story. In each of the letters, the wording

was changed, the supervisor and primary researcher had been switched, and the font differed,

matching the corresponding task. This was done in order to support our cover story of having

them participate in two different studies. The participants then provided consent by completing

the questionnaire, and giving it to the experimenter following completion.

The first task in this study involved asking participants to describe particular life

experiences as a means of mood induction. Half of the participants received a packet focused on

inducing anxiety, while the other half was placed in the neutral condition. For the anxious

condition group, they were asked to list three to five experiences that made them feel anxious

(Appendix C). Following this task, they were asked to describe one of the experiences they listed

in as much detail as possible. For the participants in the neutral condition, they were asked to

describe three to five activities that they routinely do every day and then to describe one in great

detail (Appendix D).

Following the mood induction task, the participants filled out a short questionnaire. This

was used either as a means to test the affect-as-information model, or as a way to keep

completion times of the two conditions similar. In order to test the affect-as-information model,

we used an attribution questionnaire taken from Gasper and Clore (1998) (Appendix E). The

second, control questionnaire focused on questions related to the participant's recall ability

(Appendix F). This control questionnaire was formatted based on the questionnaire taken from

Gasper and Clore, but asked participants about how their memory functioned, not making any specific attribution to the potential causes of their emotional states.

The second task focused on trust judgments. This task asked the participant to read a description of a potential dating partner, and then answer a series of questions related to that description (Appendix G). The questions focused on everything from perception of the partner's personality to beliefs about what the partner would do in the future. It also included a trust inventory that the participants filled out, focusing on whether or not they would trust this dating partner in a variety of hypothetical situations. Each of these questions were designed to understand how the participant perceives this potential dating partner to be, and how likely they are to trust them. The trust inventory was based on that used by Dunn and Schweitzer (2005).

Lastly, as part of the second task, the participants were asked for some background information. This included both demographic information and an adult attachment questionnaire (Appendix H). The attachment questionnaire was based on the one developed by Simpson et al. (1996). The information provided by participants here was then correlated with the results from the two tasks.

Once the participants were finished, they underwent a short mood restoration task in order to restore them to their initial emotional state that involved them explaining three to five routine activities they partake in everyday. Prior to the mood restoration task, participants were asked what they thought that day's studies were about. This question was used as a way to assess whether participants experienced any awareness of demand characteristics within the study. Following the mood restoration, the participants were debriefed and informed about the true purpose of the study (Appendix I). It was at this time that the participants learned that the two

tasks were connected, and provided one last opportunity to withdraw their consent. Once debriefed, the students were asked to submit their questionnaire packets to the experimenter.

Analysis and Results

For our study, we conducted our analysis using multiple 2 (mood) X 2 (attribution) between-subjects analysis of variance (ANOVAs). In order to test the effect of anxious attachment style on trust, we also conducted a between-subjects analysis of covariance (ANCOVA), using our continuous measure of anxious attachment as a covariate. We used a 0.05 significance level for all of our analyses. Our analyses of the data were based on the entire data set. There was some issue, we found, with some people only filling out one of the questionnaires due to our cover story stating that each of the questionnaires were a different, separate study. We found, however, that when data sets were compiled excluding the partially completed packets, the pattern of effects did not change in any of the ANOVAs. Therefore, in the results reported below, we report the results of the full data set with missing values included for any unreported data. Based on our hypotheses, we expected to find an interaction between mood and attribution and a possible main effect for attachment styles.

First, we looked at the effects of the mood and attribution manipulations on participants reported interest in learning more about the potential dating partner. The results of the ANOVA showed that there were no main effects approaching statistical significance, and the interaction was also not significant, with a small effect size ($F(1, 126) = 0.52$, $p = 0.47$, $R^2 = 0.00$).

Second, we tested the effects of the mood and attribution manipulations on the participants' perceived impressions of the potential dating partner's personality. The results from the ANOVA again indicated that there were no main effects approaching significance, nor was

the interaction significant, again with a near zero effect size ($F(1, 126) = 1.05$, $p = 0.31$, $R^2 = 0.00$).

Our main hypothesis predicted that the perceived trustworthiness of the potential dating partner by the participant would be negatively influenced by their mood, unless they completed the attribution questionnaire. In order to test this prediction, we conducted a third 2 X 2 ANOVA. The results of the ANOVA again indicated that none of the main effects approached levels of statistical significance. Importantly, however, we found that the interaction between mood and attribution, in regards to its effect on perceived trustworthiness, was marginally significant with a small effect size ($F(1, 127) = 3.27$, $p = 0.07$, $R^2 = 0.03$). These results show that those in the anxious-attribution group perceived the potential dating partner as slightly more trustworthy than those in the anxious-non-attribution condition (for means and standard deviations, see Figure 1).
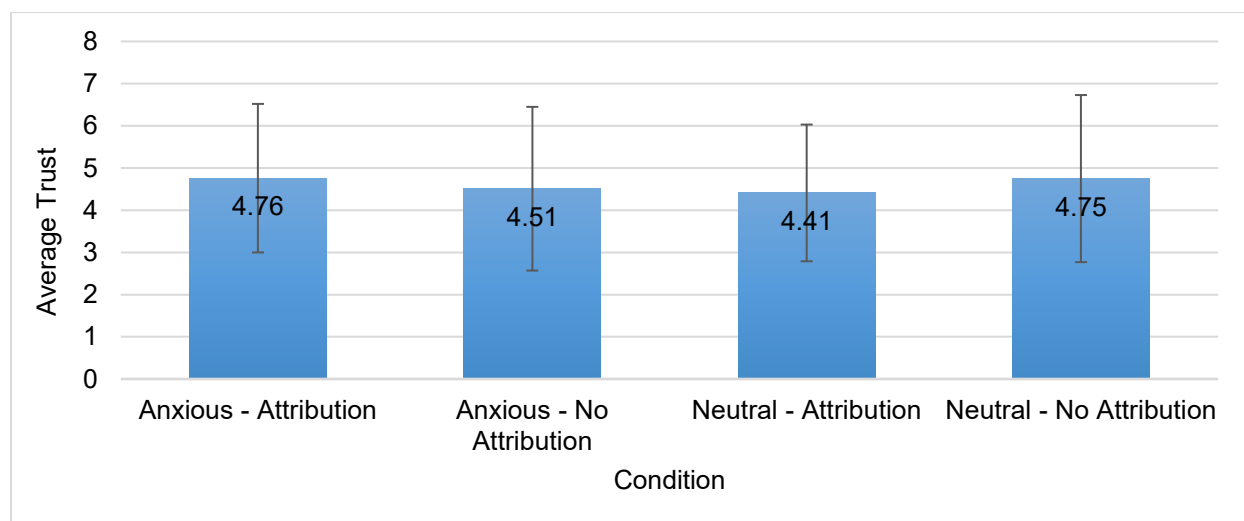
Figure 1. Means of perceived trustworthiness based upon the participant's mood and attribution interaction. Error bars represent +/- 2 SD.

Next, we examined how an insecure attachment style would impact trust for the potential dating partner. To examine this potential effect, we ran a 2 (mood) X 2 (attribution) ANCOVA, with reports of anxious attachment included in the analysis as a covariate. In this analysis, we found that there was no significant main effect for anxious attachment on perceived trustworthiness ($F(1, 123) = 2.31$, $p = 0.13$). This indicates that there was no confounding influence of anxious attachment on the trust judgments. The effect size for this analysis was also small ($R^2 = 0.02$).

Our final hypothesis was that the insecure attachment would exacerbate the effect of the mood-attribution interaction, in regards to their relationship with perceived trustworthiness. The results of the ANCOVA showed a marginally significant interaction between mood and attribution with their effect on perceived trustworthiness, with a small effect size, when anxious attachment style is controlled for ($F(1, 123) = 3.884$, $p = 0.05$, $R^2 = 0.03$).

We also conducted a descriptive statistical analysis of the results in the ANCOVA. The means and standard deviations of which can be found in Figure 2.
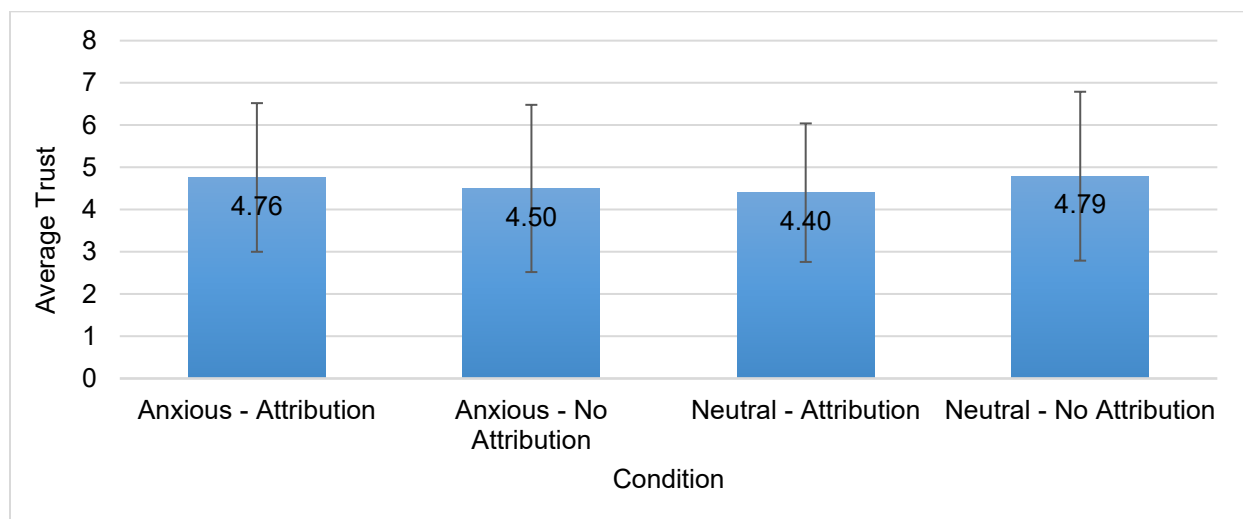
Figure 2. Means of perceived trustworthiness based upon the participant's mood and attribution interaction, when controlling for anxious attachment. Error bars represent +/- 2 SD.

In addition to the above ANOVAs, we also conducted binary analyses using both gender (male/ female) and relationship status (single/ in a relationship) to examine if taking these variables into account altered any of the patterns of effects we obtained. Importantly, these analyses indicated that the pattern of effects did not differ based on gender or relationship status. The results for the gender analysis can be found in Figures 3a and 3b, and the results for the relationship analysis can be found in Figures 4a and 4b.

Discussion

As stated earlier in this paper the purpose of our study was to better understand the relationships found between trust, anxiety, attribution, and attachment style. For this study, we had three hypotheses. First, we hypothesized that anxiety will negatively influence the trust judgments made about a potential dating partner and that this effect will be negated if the participant attributes their emotion to the mood induction task. We predicted an interaction between mood and attribution, with it affecting perceived trustworthiness.

Our results suggest that there is a potential interaction between mood and attribution in their influence of trust judgements. The results of this study showed that this interaction and relationship approached statistically significant levels. This means that when the anxious mood was attributed to the mood induction task, the participant typically perceived the potential dating partner as more trustworthy than those who did not attribute their anxious mood.

Looking at Figure 1, the relationship between these variables can be seen more clearly. The neutral/ non-attribution condition acts as our baseline for perceived trustworthiness; that is, how much the participants perceive the potential dating partner as trustworthy when they are in a neutral state of emotion and encounter this new individual. This neutral/ non-attribution condition can be used as a means to interpret any changes in trust reports. It is important to note,

Figure 3. Means of perceived trustworthiness based upon the participant's mood and attribution

interaction, when gender is taken into account. Error bars represent +/- 2 SD.
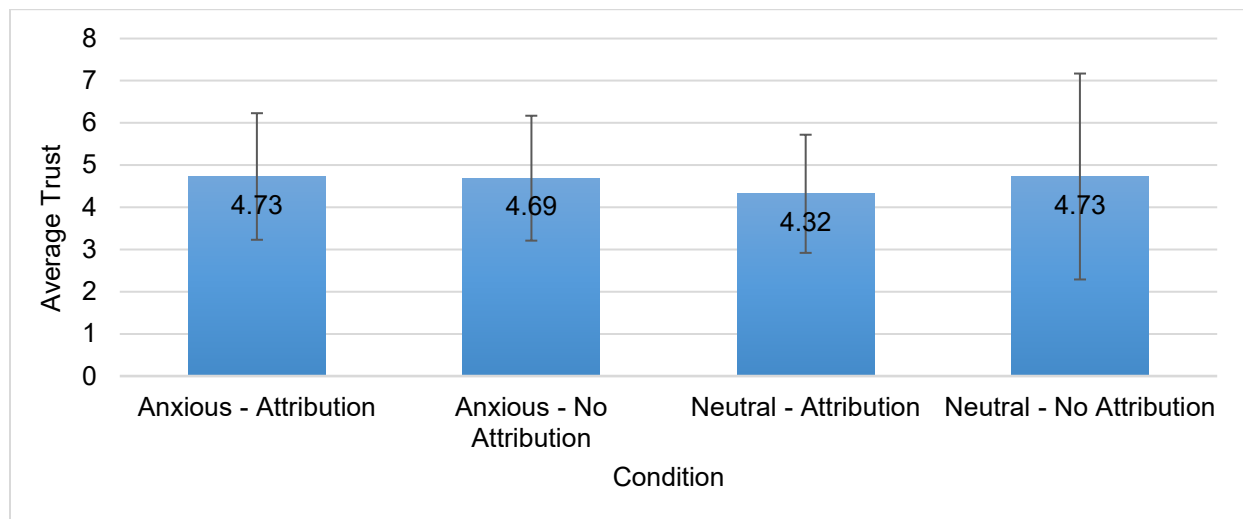
Figure 3a. Means of perceived trustworthiness based upon the participant's mood and attribution

interaction for males.
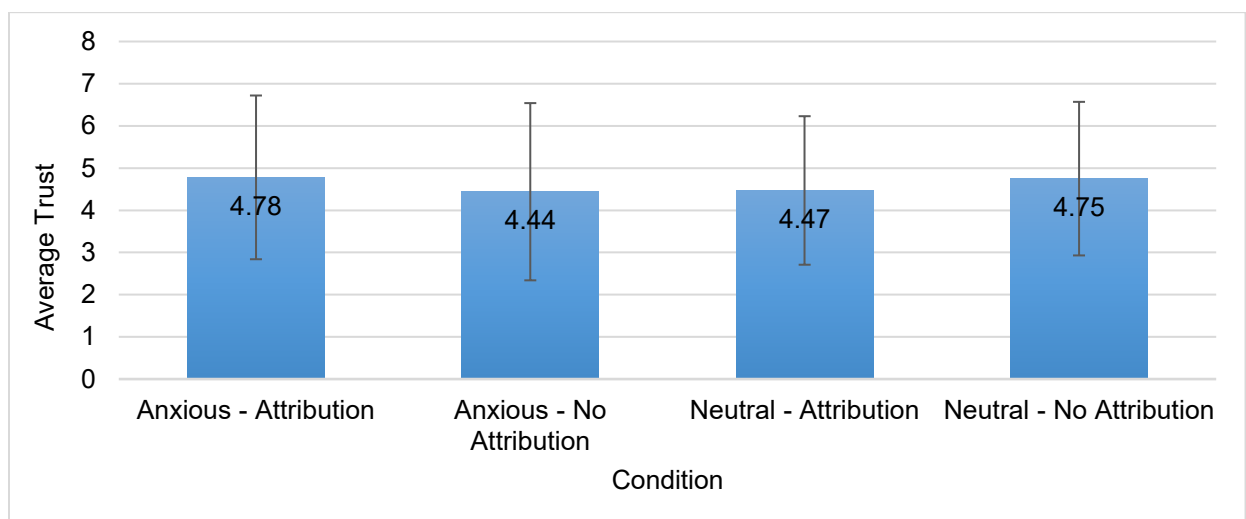
Figure 3b. Means of perceived trustworthiness based upon the participant's mood and attribution

interaction for females.

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Figure 4. Means of perceived trustworthiness based upon the participant's mood and attribution interaction, when relationship status is accounted for. Error bars represent +/- 2 SD.
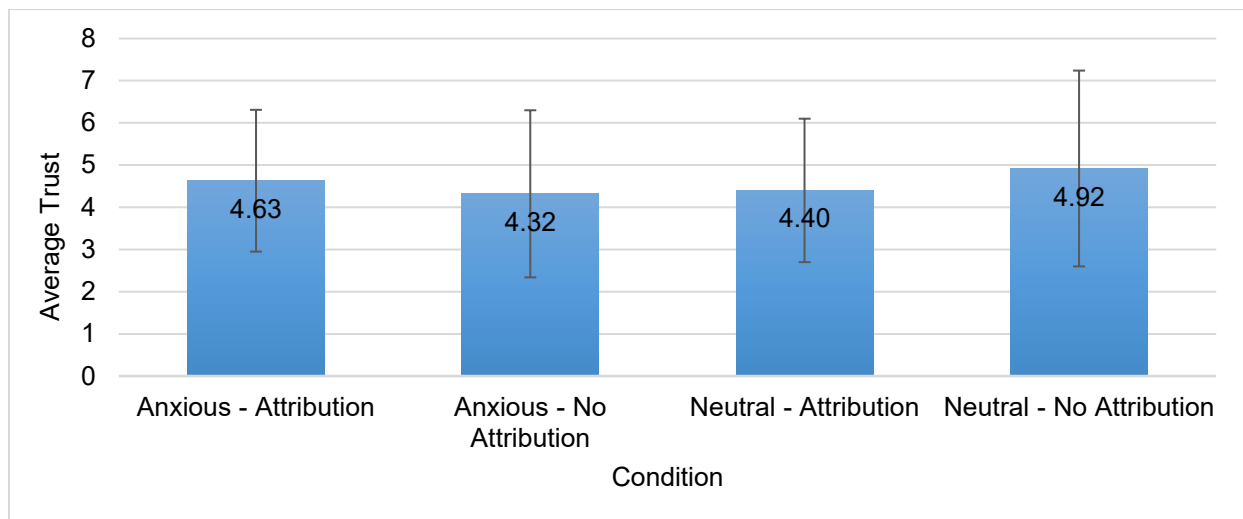
Figure 4a. Means of perceived trustworthiness based upon the participant's mood and attribution interaction for single participants.
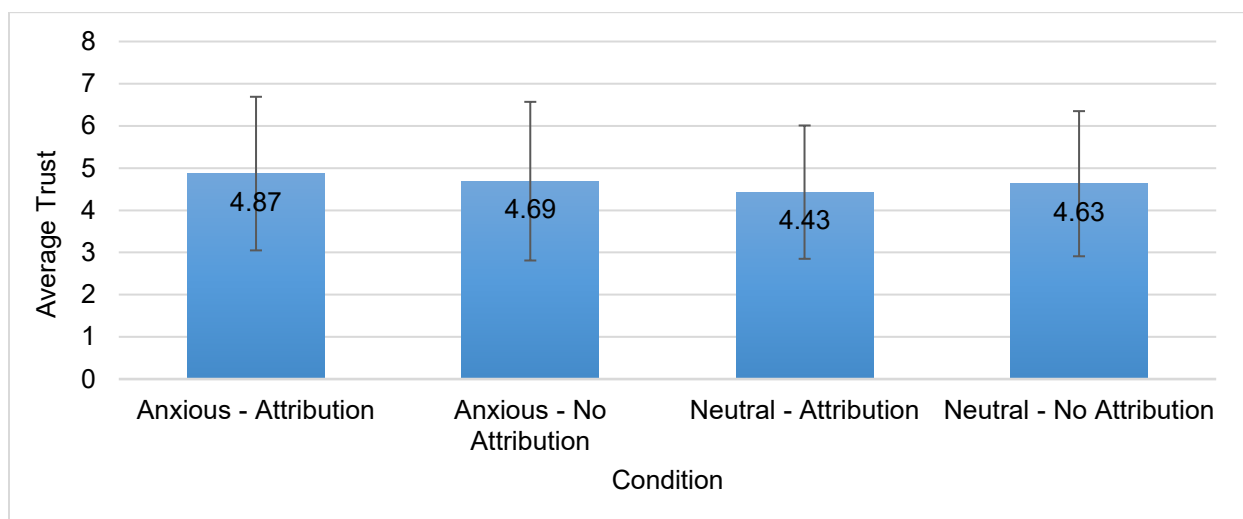
Figure 4b. Means of perceived trustworthiness based upon the participant's mood and attribution interaction for participants in a relationship.

the level of perceived trustworthiness for the anxious/ attribution condition had a similar mean to that of the neutral/ non-attribution. This indicates that those who attributed their anxious mood to the mood induction task, seemed not to show the effect of anxiety on their perceived trustworthiness of the potential dating partner as it was negated by the attribution questionnaire. Looking at the results for the anxious/ non-attribution condition, also provides a general support for this conclusion. Those who did not attribute their anxious state to the mood induction task, seemed to perceive the potential dating partner as less trustworthy than those who did attribute their mood.

Therefore, while our results do not allow us to fully reject the null hypothesis, there does seem to be a trend towards that possibility. If we were able to repeat this study with a larger sample size in order to guarantee statistical power, there is the possibility that we would find the results to be significant.

One unanticipated result of this analysis that we need to understand, occurred in the neutral/ attribution condition. While developing this study, we did not anticipate those who were in the neutral/ attribution condition to perceive the potential dating partner as less trustworthy. However, the neutral/ attribution group reported a decrease in trust that was on par with the anxious/ non-attribution group. One potential explanation for this result is that the attribution questionnaire ended up influencing the mood of the participant in the neutral condition more so than we anticipated. The attribution questionnaire made reference to the mood induction task, asking questions about the extent to which individuals at that moment felt "feelings of unpleasantness." It is possible that these questions triggered feelings of disequilibrium or anxiety, or the questions may have even made these participants reconsider/ reinterpret some of their more ambiguous life descriptions in an anxious manner. If the questionnaire was asking

them questions about feelings of unpleasantness, this may have caused them to believe that they should be feeling anxious. As a result, the participants may then have been taken out of their neutral emotional state and it could then have influenced how trustworthy they perceived the potential dating partner.

One other interesting conclusion to note is the very specific effect anxiety had on trust judgements. In this study, we measured a variety of impression formation outcomes in addition to the reports of trustworthiness. We found, however, that anxiety appears to only have an effect on trust specifically. The results from our analyses showed that anxiety did not have an effect on how interested the participant was in learning more about the potential dating partner, and what they perceived their personality to be. Anxiety did, however, seem to have an effect on trust. This suggests that there appears to be a close relationship between feelings anxiety and interpersonal judgments of trust that may indicate something important about the psychological function of anxiety, in that it acts as a warning signal about unclear outcomes in relationships. In other words, these results reinforce the idea that anxiety is an interpersonal emotion that focuses on uncertainty (with other people) about the future.

Our second and third hypotheses were related. First, we hypothesized that an insecurely attached individual would trust a potential dating partner less, when anxious attachment was statistically controlled. The results of our analysis showed that this is not the case. Those who were anxiously attached did not perceive the potential dating partner as less trustworthy. Therefore, we failed to reject the null hypothesis.

However, we did find that when we controlled for anxious attachment the interaction between mood and attribution was strengthened. While we cannot reject the null hypothesis based on the results, this does suggest that attachment style seems to have some influence on the

trust-mood-attribution relationship. As a whole, our results from controlling for anxious attachment leads us to believe that while the attachment style has some influence, situational based anxiety is more important of a factor when making a trust judgment than personality based anxiety.

Limitations

One limitation of our study was our sample size. Unfortunately, due to the small nature of Augustana, we were unable to get a large sample size for our study. Our available participants were limited to that of introductory psychology classes. As such, we were unable to get proper statistical power for our study. In the future, this study could be conducted once again with a larger sample size in an attempt to increase the effect size and find a greater significance between the factors.

Another limitation for our study is the extent to which our results are able to apply to other types of trust. Our study focuses solely on trust between dating partners, but there are also many other types of trust that researchers look at. Therefore, the results of our study may not be able to explain organizational trust or trust found between a parent and child. This is due to the nature of our study. It is possible that in the future, the methodology of this study could be manipulated in a way that allows researchers to test the impact of mood and attribution of different types of trust.

A third potential limitation to our study was the possibility of anxious feelings among some participants, prior to the mood induction task. As we conducted our research within a classroom setting, there may have been certain associations the students made between anxiety and classrooms. Therefore, there was a potential for this baseline anxiety to influence our results.

With our study, we addressed this potential limitation by conducting our research at the beginning of the semester before any exams or papers were due.

A fourth potential limitation to our study was in how we set up our cover story. As we explained in the methodology, we set up our study as two separate studies that were not related in any way. This was done as a means to eliminate the possibility of a demand awareness bias. Unfortunately, this resulted in some participants only filling out one of the study booklets as they only wanted to take part in "one" of the studies and not the other. In the future, we could go back and look at these participants' answers more in depth. It would be interesting to see what they ended up doing with the unanswered questionnaire. If the participants read through the questionnaire or instructions, could that have affected their responses to the trust judgement questionnaire? This is something we could look into further in the future.

One final limitation of our study was the lack of a controlled environment in which to conduct our study. As we stated above, we conducted our study in a classroom. When in a classroom environment it is difficult to control for any co-founding variables that may influence the results of the study. We attempted to control for these variables by asking participants to sit quietly and wait in between tasks, rather than going on their phones, computers, or talking to their neighbors. Each of those activities had the potential to affect the results and as such, if the participants took part in them during the study, the impact of the mood induction task on the perception of trust could have been decreased. However, these activities are more difficult to control in a classroom environment and it is possible that some of the participants took part in these activities during the study, despite our request. As a result, this could have impacted the results of our study.

Future Research

As previously stated, the methods and procedure used in this study could be used as a way to test other types of trust. By manipulating the questionnaires, one could test relationships between co-workers or friends. Our research focuses solely on trust in dating relationships. However, the results of our study could be taken and used as a basis for future research on other types of relationships and trust as well.

Future research could also look at attribution in relation to trust studies. The results of our study provide some support for the affect-as-information model. Therefore, our results suggest that more research should be conducted looking at the relationship been trust judgments and attribution.

Lastly, future research could also look at the relationship between anxiety and trust specifically. A lot of the research currently being conducted looks at the relationship between anxiety and risk perception (Dunn &Schweitzer, 2005; Cooper et al., 2014; Gasper & Clore, 1998; Park & Banaji, 2000). Based on the results of our study, we can see that there is a potential relationship between trust and anxiety. Therefore, future research could look into this relationship further.

Application

The results of our study can potentially be used to help individuals build better relationships. Since trust does play such a large role in relationships, it is important that individuals within a relationship know the factors that can influence this trust. By being aware of these factors, one can apply what they know to the relationships around them and create stronger, longer-lasting relationships.

Based on the results of our study, attributing one's mood to a particular cause can potentially reduce the impact that mood has on a future decision. As a result, we can conclude that attribution has the ability to help eliminate an aspect of relational conflict. Additionally, our results suggest that anxiety has the potential to reduce trust. If individuals are aware of these factors that can potentially influence trust found within a relationship, and relationships in general, they will be able to build stronger relationships overall.

Conclusion

Our lives are made up of the various decisions we make each day. Some of these decisions have the potential to form relationships, and are decided based on our trust of the other person. As shown above, factors such as current emotional state, attachment style, and attribution all have the ability to influence our perceptions of trust and the judgments we make (Dunn & Schweitzer, 2005; Gasper & Clore, 1998; Simpson et al., 1996; Schwarz & Clore, 1983). In our study, we examined this relationship further. Through our research, we found that anxiety and attribution have the potential to influence our perception of trustworthiness. Overall, we expanded our knowledge on this topic, gaining a better insight into how relationships function. Future research can look into this relationship further, potentially looking at different variations of trust. Based on our results, it appears that more research into the relationship between attribution and trust, or anxiety and trust would be beneficial. Using the knowledge gained from the results of our study, individuals can apply what we found and improve the workings of each of their relationships as a whole.

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Appendix A

Consent Information Letter Mood Induction

LETTER OF INFORMATION FOR PARTICIPATING IN RESEARCH

Title of Study: Development of a Life Experiences Inventory

<u>**Research Investigator:**</u> Dr. Sean Moore   E-mail: semoore@ualberta.ca   Phone: (780) 679-1524

    You are invited to participate in a study conducted by Sean Moore, Ph.D., with the help of research assistant Kachuri Rook, from the Department of Social Sciences at the University of Alberta, Augustana. This study has not received any funding. If you have any questions or concerns about the research, please feel free to contact Sean Moore at the following e-mail address: semoore@ualberta.ca, or by calling (780) 679-1100, ext. 1524.

PURPOSE OF STUDY: This study is comprised of two parts. The first part of the study involves completing two tasks that ask you to recall and write about various personal (autobiographical) life experiences. These answers will help in the development a life experiences inventory focused on university students. The second part of the study will include a questionnaire focusing on your experience and interpretation of the previous recall task.

PROCEDURES: The research involves completing two tasks and a questionnaire. For the first study task, you will be asked to list three to five things related to a particular state of mind. Next, you will be asked to describe in great detail a single life event. At the end of the study, you will be asked to complete a questionnaire looking at your experience with the second recall task. The entire session will take about 10-15 minutes.

POTENTIAL RISKS AND DISCOMFORTS: No reasonable foreseeable long-term harms may arise from participation.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY: By participating in the life experiences study, you are helping researchers develop an inventory to better the nature and structure of common student life experiences. This study is focusing solely on university students; therefore, the information provided can be used to learn more about experiences unique to this demographic. This will help researchers gain a better understanding the events that university students commonly experience.

CONFIDENTIALITY: The completed questionnaires will be stored in a locked filing cabinet in a secure office, accessible only to the research investigator. You will not be asked any identifying information, so there will be no way to connect you with your responses.

USE OF THE DATA: The findings of this research will be compiled in a report that will be presented at a major social psychological conference and will also be part of a manuscript to be submitted for publication. Data will be handled in compliance with the Ethical Standards of the University of Alberta. As stated above, all information will be presented in a way that protects your anonymity and confidentiality.

$\rightarrow$ **See Reverse Side**

PARTICIPATION AND WITHDRAWAL: You may choose whether to participate in this study and may withdraw at any time up until the conclusion of the study, without consequences of any kind. Individuals who choose not to participate in the study will be asked to sit quietly during the data collection and submit a blank copy of the questionnaire packet at the conclusion of the session. This will ensure that your non-participation is not identifiable by the researcher. The study will conclude with a debriefing session in which the researcher will discuss the nature and purposes of the study in more detail.

CONSENT: *BY COMPLETING <u>ANY</u> OF THE FOLLOWING RECALL TASKS AND QUESTIONNAIRES, I AM CONSENTING THAT:*

- I understand that I have been asked to participate in a voluntary two-part study involving two life experiences recall tasks and a questionnaire concerning my experiences with this study.
- I understand that my initial participation will involve the completion of two recall tasks where I will list three to five experiences related to a particular kind of life experience and then describe a single experience in great detail. This will take approximately 5 minutes to complete.
- After the recall tasks, I will complete a short questionnaire focusing on my experience with the second task. This questionnaire will take approximately 5 minutes to complete.
- I have read and understood the information sheet describing this study. I have also had an opportunity to ask questions about the information provided.
- I understand that my participation in this questionnaire study is voluntary and that I may withdraw my participation at any time.
- I also understand that I may choose to withdraw from the study at any time up until the conclusion of the study debriefing to be conducted at the end of this session.
- I also understand that I can choose to not respond to any of the questions in the questionnaires.
- I understand the steps the research team will take to protect my confidentiality and anonymity.
- I understand that there is minimal to no risk to participating in this research.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICPANTS: If you are interested in the research findings, you may contact Dr. Sean Moore directly for a copy of the report. A brief report of the findings will be available by **April 8, 2016**.

RIGHTS OF RESEARCH SUBJECTS: You may withdraw your consent at any time and discontinue participation without penalty. All researchers involved in this project will comply with the University of Alberta Standards for the Protection of Human Research Participants. The plan for this study has been reviewed for its adherence to ethical guidelines and approved by University of Alberta Research Ethics Board. For questions regarding participant rights and ethical conduct of research, contact the University of Alberta Ethics Office at (780) 492-2615. The U of A Research Ethics office has no direct involvement in the project.

Appendix B

Consent Information Letter Trust Inventory

LETTER OF INFORMATION FOR PARTICIPATING IN RESEARCH

Title of Study: Impression formation in Interpersonal Relationships

Research Investigator: Kachuri Rook   E-mail: rook@ualberta.ca

Supervisor: Dr. Sean Moore   E-mail:semoore@ualberta.ca   Phone: (780) 679-1524

You are invited to participate in a study conducted by Kachuri Rook, under the supervision of Sean Moore, Ph.D., from the Department of Social Sciences at the University of Alberta, Augustana. This research is part of an individual research assignment for Social Sciences (AUPSY 499) course. This study has not received any funding. If you have any questions or concerns about the research, please feel free to contact Kachuri Rook at the following e-mail address: rook@ualberta.ca. Alternatively, you can contact Sean Moore at semoore@ualberta.ca or by calling (780) 679-1100, ext. 1524.

PURPOSE OF STUDY: This study is comprised of a series of questionnaires looking at how information provided about an individual can influence the formation of a particular impression.

PROCEDURES: The research involves series of questionnaires relating back to the description of an individual, followed by individual background information questions. In the first part of the study, the questionnaires will focus on the impression one gets of the described individual. You will be asked to read a dating profile of an individual and answer a series of questions about your perceptions of that person. At the end of the study, you will be asked to provide some non-identifying, background information about yourself. The entire session including both studies will take about 10 to 15 minutes.

POTENTIAL RISKS AND DISCOMFORTS: No reasonable foreseeable long-term harms may arise from participation.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY: By participating in this impression formation study, you will be helping researchers better understand what influences first impressions. This information can then be used to educate individuals about what goes into a good first impression, thus improving individuals' interactions with others.

CONFIDENTIALITY: The completed questionnaires will be stored in a locked filing cabinet in a secure office, accessible only to the supervising researcher. You will not be asked any identifying information, so there will be no way to connect you with your responses.

→   **See Reverse Side**

USE OF THE DATA: The findings of this research will be compiled in a report that will be presented at the Student Academic Conference at the University of Alberta-Augustana Campus and will also be part of

a written report submitted as part of the research investigator's Independent Study Course. Data will be handled in compliance with the Ethical Standards of the University of Alberta. As stated above, all information will be presented in a way that protects your anonymity and confidentiality.

PARTICIPATION AND WITHDRAWAL: You may choose whether to participate in this study and may withdraw at any time up until the conclusion of the study, without consequences of any kind. Individuals who choose not to participate in the study will be asked to sit quietly during the data collection and submit a blank copy of the questionnaire packet at the conclusion of the session. This will ensure that your non-participation is not identifiable by the researcher. The study will conclude with a debriefing session in which the researcher will discuss the nature and purposes of the study in more detail.

CONSENT: *BY COMPLETING ALL OF THE FOLLOWING QUESTIONNAIRES, I AM CONSENTING THAT:*
- I understand that I have been asked to participate in a voluntary study involving a series of questionnaires concerning individual perceptions.
- I understand that my initial participation will involve the completion of an impression formation task where I read a description of an individual and respond to questionnaires regarding my perceptions of that person. This will take approximately 10 minutes to complete.
- After the impression formation questionnaires, I will complete a series of short questions gathering background information about myself. Answering these questions will take approximately 5 minutes to complete.
- I have read and understood the information sheet describing this study. I have also had an opportunity to ask questions about the information provided.
- I understand that my participation in this questionnaire study is voluntary and that I may withdraw my participation at any time.
- I also understand that I may choose to withdraw from the study at any time up until the conclusion of the study debriefing to be conducted at the end of this session.
- I also understand that I can choose to not respond to any of the questions in the questionnaires.
- I understand the steps the research team will take to protect my confidentiality and anonymity.
- I understand that there is minimal to no risk to participating in this research.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICPANTS: If you are interested in the research findings, you may contact Dr. Sean Moore directly for a copy of the report. A brief report of the findings will be available by April 8, 2016.

RIGHTS OF RESEARCH SUBJECTS: You may withdraw your consent at any time and discontinue participation without penalty. All researchers involved in this project will comply with the University of Alberta Standards for the Protection of Human Research Participants. The plan for this study has been reviewed for its adherence to ethical guidelines and approved by University of Alberta Research Ethics Board. For questions regarding participant rights and ethical conduct of research, contact the University of Alberta Ethics Office at (780) 492-2615. The U of A Research Ethics office has no direct involvement in the project.

Appendix C

Anxiety Mood Induction Task

Development of a Life Experience Inventory

For this study, we will be looking at different kinds of life experiences commonly experienced by university students. The information you provide today will help in the development of a more concise life experiences inventory questionnaire for university students. We have found through past research, that when developing similar inventories for different populations, it is best to have people focus on <u>one type</u> of life experience. This approach seems to result in more detailed and easily coded life experiences. Therefore, different participants are being asked to recall different life experiences.

In this study, I am looking for both a detailed list of things that have made you feel *anxious or fearful about the future* along with a description of these events. On the next page, you will be asked to recall and briefly list <u>three to five things</u> that have made you personally feel anxious. To make this easier, we ask that you recall and write down experiences that have happened to you in the <u>last three years</u> that have made you feel *anxious*. On the page following this listing, you will be asked to provide <u>details about one of the events</u> you listed. For this part of the task, we ask that you focus on this one event and vividly recall what led up to it and how it affected you. Relive the experience in your mind's eye. Please try to provide as much detail as possible about this experience – the more detail you provide will allow us to create a life experiences inventory that includes questions that can assess these kinds of student life experiences. Following the description task, you will be asked a number of questions about your perceptions of the listing and description task. Overall, it should take no longer than 15 minutes.

You may Begin now.

Task 1

Describe briefly three to five things that make you the most anxious.

Experience 1:

_____
_____
_____

Experience 2:

_____
_____
_____

Experience 3:

_____
_____
_____

Experience 4:

_____
_____
_____

Experience 5:

_____
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Experience Description

Of the experiences listed on the previous page, choose one to describe in detail. Ideally, this would be the experience that made you the most anxious you have ever been in your life. Describe it in as much detail as possible and in such that a person reading the description would become anxious just from hearing about the situation.

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Appendix D

Neutral Mood Induction Task

Development of a Life Experience Inventory

For this study, we will be looking at different kinds of life experiences commonly experienced by university students. The information you provide today will help in the development of a more concise life experiences inventory questionnaire for university students. We have found through past research, that when developing similar inventories for different populations, it is best to have people focus on <u>one type</u> of life experience. This approach seems to result in more detailed and easily coded life experiences. Therefore, different participants are being asked to recall different life experiences.

In this study, I am looking for both a detailed list of things that you routinely do in your daily life, along with a description of these events. On the next page, you will be asked to recall and briefly list <u>three to five things</u> *routine activities you do nearly every day*. To make this easier, we ask that you recall and write down experiences that have happened to you in the past three days. On the page following this listing, you will be asked to provide <u>details about one of the events</u> you listed. For this part of the task, we ask that you focus on this one event and vividly recall what led up to it and how it affected you. Relive the experience in your mind's eye. Please try to provide as much detail as possible about this experience – the more detail you provide will allow us to create a life experiences inventory that includes questions that can assess these kinds of student life experiences. Following the description task, you will be asked a number of questions about your perceptions of the listing and description task. Overall, it should take no longer than 15 minutes.

You may Begin now.

Task 1

Describe briefly three to five things that you routinely do every day (or nearly every day).

Experience 1:

_____
_____
_____

Experience 2:

_____
_____
_____

Experience 3:

_____
_____
_____

Experience 4:

_____
_____
_____

Experience 5:

_____
_____
_____

Experience Description

Of the experiences listed on the previous page, choose one to describe in detail. Describe it in as <u>much detail as possible</u> as if the person you were describing it to is an alien from another planet that has no idea about human behaviour.

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Appendix E

Attribution Questionnaire
Questionnaire
Please fill out the following scales without turning back to your answers on the previous two pages.
Recall the experience you wrote about in task two, and answer the following 3 questions.
1. Because of the negative event in my life, and remembering it, I feel at least some unpleasantness.
    _____ True   _____ Possibly True   _____ False
2. Some of my current feelings of unpleasantness may have come from thinking about the personal negative event that has happened to me.
    _____ True   _____ Possibly True   _____ False
3. If the event had not happened to me, I might not feel as unpleasant right now.
    _____ True   _____ Possibly True   _____ False

Would you please answer the following questions about how you interpret those 3 questions above.

1. How completely would the 3 questions capture the causes for your current feeling state?

    1   2   3   4   5   6   7   8   9
    The questions would NOT   The questions would
    explain my current feelings   completely explain my
                                                                  current feelings

2. Do you feel that the 3 questions imply that:

    1   2   3   4   5   6   7   8   9
    The current feelings I have   The current feelings I have
    are solely because the   are solely because the
    experimenter instructed me   event is a personally
    to write about a personal event   important part of my life

3. How plausible a reason would the 3 questions provide for why you may be momentarily feeling

    1   2   3   4   5   6   7   8   9
    Not Plausible and   Plausible but   Plausible and very
    not likely reason   not likely reason   likely reason

4. After reading the 3 questions, would you believe that your current feelings are:

    1   2   3   4   5   6   7   8   9
    Highly relevant to you as a   Highly irrelevant to you as
    person and reflect the   a person and reflect the
    nature of your life   experimental situation

5. Do you think recalling the event would cause your current feelings?

    1   2   3   4   5   6   7   8   9
    Recalling the event would   Recalling the event would
    cause ALL of my current   NOT cause ANY of my
    feelings   current feelings

6. What do you think would be the source for your current feelings in this study?

    1   2   3   4   5   6   7   8   9
    The current feelings I have   The current feelings I have
    are solely due to me   are solely due to the experiment

Appendix F

Control Questionnaire
Questionnaire
Please fill out the following scales without turning back to your answers on the previous two pages.

Recall the experience you wrote about in task two, and answer the following 3 questions.
1.   It was easy to recall and list the three to five experiences.
    _____ True   _____ Possibly True   _____ False
2.   It was easy to describe the one experience in detail.
    _____ True   _____ Possibly True   _____ False
3.   My memory of these events was strong.
    _____ True   _____ Possibly True   _____ False

Would you please answer the following questions about how you interpret those 3 questions above.
1.   How did the three questions influence your confidence in your memories?

1	2	3	4	5	6	7	8	9

The questions did NOT   The questions did
influence your confidence in   influence your confidence
my memory   in my memory

2.   Do you feel that the 3 questions:

1	2	3	4	5	6	7	8	9

Indicate that I have an   Indicate that I have a
unclear memory of   clear memory of my
my personal history   personal history

3.   How accurate were the 3 questions in describing your memory capabilities?

1	2	3	4	5	6	7	8	9

Not Accurate   Somewhat   Very Accurate
                                                Accurate

4.   After reading the 3 questions, would you believe that your recall of the past:

1	2	3	4	5	6	7	8	9

Highly Inaccurate   Highly Accurate

5.   Do you think your recall of these events tells you something about the strength of your memory?

1	2	3	4	5	6	7	8	9

My recall does not   My recall does tell
tell me anything about   me something about the
the strength of my memory   strength of my memory

6.   What do you think influenced your ability to recall these experiences?

1	2	3	4	5	6	7	8	9

My personal recall   The nature of the
capabilities   recall task

Appendix G

Trust Inventory Task

Impression Formation in Interpersonal Relationships

The following experiment is designed to collect data examining how people form initial impressions in interpersonal relationships. You will begin the questionnaire by viewing a personality description of an opposite sex individual. You will then rate your first impression of the individual you just saw. Finally, the questionnaire will end by asking you about some basic background information. Your participation is greatly appreciated.

Helpful Hints for Completing the Following Questionnaire

- Please read each question carefully and indicate your answer by circling the appropriate letter/number, or writing your answer on the line provided.

- Please refrain from turning back to the profile while completing the questionnaire. We want answers based on first impressions ***without reconsidering the initial information.***

- The survey consists of 7 pages and should take no longer than 10-15 minutes to complete.

- If you have any questions, please feel free to ask the researcher.

- Please remember, all the information provided in the questionnaires will remain anonymous and confidential.

Profile Description

The following is a profile description of the individual you just saw extracted from match.com. Please take your time and read the description thoroughly. We want you to have a complete first impression of the individual described in the profile before turning the page.

Name: <u>Alex</u>

> Hi there! I'm new to the Camrose area and am looking to meet someone interesting for some fun times. I'm 19 years old, physically fit and average in height. In my spare time I love to have fun with friends, be active, watch movies, and listen to music. I also like to go to the bar occasionally, but I'm not a big drinker and I don't smoke. I get along with just about anyone because I always try to find middle ground with others. I'm pretty laid back but take pride in all of my personal accomplishments. My friends say I'm easy to get along with and never the jealous type of person – I make others feel respected and have a great passion for life. Overall, I'm looking to meet someone that I can be myself around.

Once you have read the above information in detail, turn to the next page and continue onto the surveys. Please **do not** turn back to this page, once you have moved on.

Impression Formation Questionnaire

The following questionnaire is designed to assess your initial impressions of the individual whose photograph and profile you were just shown. Please fill out the following scales *without turning back to the profile -* we want answers based on first impressions <u>without reconsidering the initial information.</u>

Getting to Know the Target Individual:

The first set of scales assesses your interest in getting to know the target individual better. On a scale of 1 to 7, where 1 represents not at all interested and 7 represents extremely interested, please indicate how interested you are in viewing:

	Not at all Interested					**Extremely Interested**	
1. Additional profile information about this person	1	2	3	4	5	6	7
2. Additional photographs of this person	1	2	3	4	5	6	7
3. Additional information regarding this person's relationship history	1	2	3	4	5	6	7
4. Information about this person from their friends	1	2	3	4	5	6	7
5. Information about this person from their family	1	2	3	4	5	6	7
6. Results of this person's online personality test and psychological profile	1	2	3	4	5	6	7

Perceived Personality of Target:

This next section examines the personality traits you believe the person you saw might possess. These ratings represent *your own beliefs* about the person based on the information you just saw. On a scale of 1 to 7, where 1 indicates you think the trait does not at all apply to this person and 7 indicates that you think this trait is very applicable to the person, please rate the extent to which you believe this person is:

	Not at all Applicable					**Very Applicable**	
1. Controlling	1	2	3	4	5	6	7
2. Friendly	1	2	3	4	5	6	7
3. Honest	1	2	3	4	5	6	7
4. Jealous	1	2	3	4	5	6	7

	Not at all Applicable						Very Applicable
5. Reliable	1	2	3	4	5	6	7
6. Temperamental	1	2	3	4	5	6	7

Perceived Behavior of Target:

The next section assesses your impressions of the target's perceived future behavioral tendencies. Again, these are your subjective opinions of the person, not their actual traits. On a scale of 1 to 7, where 1 indicates you think the behavioral outcome is not at all likely to occur and 7 indicates you think the behavior is very likely to occur, please indicate how likely you think this person will:

	Not at all Likely						Very Likely
1. Be unfaithful in a relationship	1	2	3	4	5	6	7
2. Accept individual differences	1	2	3	4	5	6	7
3. Be liked by my friends and family	1	2	3	4	5	6	7
4. Drink heavily	1	2	3	4	5	6	7
5. Argue with me frequently	1	2	3	4	5	6	7
6. Be emotionally supportive	1	2	3	4	5	6	7

Potential Scenarios with the Target:

The next section assesses how you would react to potential situations with the target individual. These are subjective opinions of the person, not their actual traits. On a scale of 1 to 7, where 1 indicates you think scenario is not at all likely to occur and 7 indicates you think the scenario is very likely to occur, please indicate how likely you think that it is for each of the following scenarios to occur.

	Not at all Likely						Very Likely
1. I would give this person an important letter to mail after they mention that they are stopping by the post office today.	1	2	3	4	5	6	7
2. If this person promised to copy a presentation for me, they would follow through.	1	2	3	4	5	6	7

		Not at all Likely						**Very Likely**
3.	If this person and I decided to meet for coffee, I would be certain they would be there.	1	2	3	4	5	6	7
4.	I would expect this person to tell me the truth if I asked them for feedback on an idea related to my job.	1	2	3	4	5	6	7
5.	If this person were late to a meeting, I would guess there was a good reason for the delay.	1	2	3	4	5	6	7
6.	This person would never intentionally misrepresent my point of view to others.	1	2	3	4	5	6	7
7.	I would expect this person to pay me back if I loaned them $40.	1	2	3	4	5	6	7
8.	If this person laughed unexpectedly at something I did or said, I would know they were not being unkind.	1	2	3	4	5	6	7
9.	If this person gave me a compliment on my haircut I would believe they meant what was said.	1	2	3	4	5	6	7
10.	If this person borrowed something of value and returned it broken, they would offer to pay for the repairs.	1	2	3	4	5	6	7

Appendix H

Demographic Information and Adult Attachment Questionnaire

Background Information

Relationship Beliefs: Please rate each of these statements on a 7-point scale, where 1 is strongly disagree and 7 is strongly agree.

		Strongly Disagree						Strongly Agree
1.	I find it relatively easy to get close to others	1	2	3	4	5	6	7
2.	I'm not very comfortable having to depend on other people	1	2	3	4	5	6	7
3.	I'm comfortable having others depend on me	1	2	3	4	5	6	7
4.	I rarely worry about being abandoned by others	1	2	3	4	5	6	7
5.	I don't likely people getting too close to me	1	2	3	4	5	6	7
6.	I'm somewhat uncomfortable being too close to others	1	2	3	4	5	6	7
7.	I find it difficult to trust others completely	1	2	3	4	5	6	7
8.	I'm nervous whenever anyone gets too close to me	1	2	3	4	5	6	7
9.	Others often want me to be more intimate than I feel comfortable being	1	2	3	4	5	6	7
10.	Others often are reluctant to get as close as I would like	1	2	3	4	5	6	7
11.	I often worry that my partner(s) don't really love me	1	2	3	4	5	6	7
12.	I rarely worry about my partner(s) leaving me	1	2	3	4	5	6	7
13.	I often want to merge completely with others, and this desire sometimes scares them away	1	2	3	4	5	6	7

	Strongly Disagree					**Strongly Agree**	
14. I'm confident others would never hurt me by suddenly ending our relationship	1	2	3	4	5	6	7
15. I usually want more closeness and intimacy than others do	1	2	3	4	5	6	7
16. The thought of being left by others rarely enters my mind	1	2	3	4	5	6	7
17. I'm confident that my partner(s) love me just as much as I love them	1	2	3	4	5	6	7

Demographic Information: The following questionnaire is designed to collect your demographic information. Please indicate your answers by either circling the appropriate answer, or filling in your answer on the line provided. Please remember all the information provided will remain anonymous and confidential.

1. What is your sex (Circle one)?
   a. Male
   b. Female

2. What is your age?
   _____ years

3. What is your current relationship status (Circle one)?
   a. Single
   b. Dating/In a committed relationship
   c. Married/Common-law
   d. Divorced
   e. Widowed

4. What is your sexual orientation (Circle one)?
   a. Heterosexual
   b. Homosexual
   c. Bisexual
   d. Other

5. What is the length of your longest relationship?
   _____ months

6. How many serious romantic relationships have you had in your lifetime?
   _____

Appendix I

Debriefing Sheet

DEBRIEFING INFORMATION SHEET FOR PARTICIPANTS

We would like to provide you with more information about the research you have just completed. First off, the tasks you completed are part of only one study conducted by Kachuri Rook, rather than two separate studies. In order to prevent a bias or demand effect, we chose to divide the tasks up into two separate studies. The purpose of the study was not actually to measure life experiences and impression formation. Instead, our study was looking at the effect of anxiety on trust judgements, and how they relate to attribution and attachment styles. Previous research has shown that there is a relationship between anxiety and risk or trust judgments. If an individual is feeling anxious, researchers have found that the individual will perceive situations as more risky and there will be a reduction in the trust of others. Other research has also found that attachment styles can have an effect on both trust within relationships and the impact of emotions on an individual. Insecurely attached people have been found to be more effected by anxiety than securely attached individuals are. The final aspect of our study focused on examining the affect-as-information model. According to this model, individuals tend to misattribute the cause of their emotions. This can result in the emotions influencing decisions made during times of judgement. By pinpointing what caused them to feel a particular way, an individual's influence of emotion on judgements may potentially decrease. In this study, we wanted to test this theory by having certain participants attribute their emotion to a particular cause: the memory recall task.

We hypothesize that anxiety will influence the trust judgments made about a potential dating partner negatively, and that this judgement will be effected by attribution and attachment styles. Based on the results of previous research, we hypothesize that individuals who are insecurely attached will trust a potential dating partner less than securely attached individuals will, regardless of the individual's current mood. We also predict that the attachment style should cause the effect of anxiety on trust judgements to increase. The attachment style should in theory, exacerbate the effects of anxiety on trust judgments. The final hypothesis we made was that individuals who filled out the attribution questionnaire and were able to attribute their current emotion to a particular cause will trust the potential dating partner more than those who were just asked questions about memory.

In this study, half of you were given a task focused on inducing anxiety, while the other half were asked questions about routine activities as a way to induce a neutral mood. This mood induction task focused on allowing us to study anxiety, with the neutral mood group acting as a control. Following the mood induction task, each of you were presented with a questionnaire. Half of you were asked questions relating to your memory recall ability, and half were asked about how the previous task could have influenced your current state of emotion. This was done in order to test the affect-as-information model and to see if attribution can influence trust judgments. Lastly, the questionnaire included in the demographic information section was used as a way to test your attachment style. This information will be correlated with other results to see if attachment style influences judgements.

In addition, we want to discuss with you why, in the beginning, we did not explain exactly what the hypotheses were at the start of the study and why we told you that the tasks were part of two different studies. Hopefully you understand, that if we told you *specifically* that we were studying how your current emotional state may influence your judgement of the potential dating partner and that the tasks were related, you might have felt a lot of pressure or demand to react one way or the other. You might have felt pressured to react in the way you thought we expected you to on the basis of our theory rather than reacting the way you normally would. The possibility that some participants might react to

independent variable manipulations based on what they believe the experimenters expect is called the *demand awareness effect*. This can be a problem in research because my results could reflect nothing having to do with the psychological processes that I am interested in studying, but could simply reflect demand awareness. If this was the case, scientific progress would be slowed and inappropriate avenues of research could be followed. So, we hope you can see how having people know the hypotheses prior to responding would lead to problems in the interpretation of my data.

Following the learning of this information, should you prefer to withdraw your consent, you may do so. As you hand in the questionnaire packets, please indicate to the experimenter that you would like to withdraw your consent. Your packet will then be set aside for immediate shredding following the session. Once you submit your packet to the researcher, you will be consenting to the use of your data for this study. As the questionnaires are anonymous, it will not be possible to find and remove your packet from the groups after this point.

Thank you very much for participating. Without the help of people like you, we could not answer the most important scientific questions in psychology. You have been a great help. Do you have any questions that I can answer right now? If you have any questions about the results of the research you can contact the principal investigator by email (Kachuri Rook, rook@ualberta.ca) or her research supervisor by phone or email (Sean Moore, 780-679-1524, semoore@ualberta.ca) to obtain a copy of the research report.

General questions, concerns or complaints about the research may also be directed to the Augustana Campus Research Ethics Board Representative (Dr. Timothy Parker, 780-679-1123, twparker@ualberta.ca). The plan for this study has been reviewed for its adherence to ethical guidelines and approved by the University of Alberta Research Ethics Board 2 (REB 2). For questions regarding participant rights and ethical conduct of research, contact University of Alberta Research Ethics Office (780-492-2615).