

Family, Relationships, and Community

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Introduction

Family, relationships, and community are all strongly related to and tied to an individual's ability for success in many areas, this can be called social capital. Social capital is a simple term that expands across many areas of an individual's life. Social capital refers to the benefits or capital received through any relationship one may have (Rothon, Goodwin, Stansfeld, 2011). My goal is to detail all the benefits they provide to anyone within them. Understanding what key elements are needed in order to have the best possible impact on families, relationships, and communities, so that we might better aid individuals within them, is the goal of my research.

Literature Review

Family

The order of topics discussed follows the order of their value. The family is most valuable, second most valuable are relationships, and third most is community. The positive effects of social capital in psychological benefits, educational success, and financial success, are most effectively found within that order. This implies if one cannot find these benefits within their family, they can seek them in their relationships and if not there then in their community. One must search in that order as having a negative community experience can be attenuated by positive relationships, and negative relationships can be attenuated by positive family. That is to say family is a great place to focus one's efforts regarding relationships, since interpersonal communication teaches that relationships require effort (Wood, J. T., 2019) it is good to know where to apply that recourse (effort) for the best returns of social

capital possible. Since social capital can entail psychology, education, and finance, I will analyze those themes within family, relationships, community.

Research has shown that family plays a large role in adolescent behavior so much so that having strong family ties works almost to attenuate other negative variables a community might have. For example, Hoffmann found that Family attachment had been found to play the largest role in adolescent drug use or behavior regardless of community (2002). The converse was also found to be true, “adolescents who reside in single-parent or stepparent families are at heightened risk of drug use irrespective of community context...” “...And highest levels of drug use are found not in mother-only families but among adolescents in father only and father stepmother families (Hoffmann, 2002).” These findings emphasize the value of the family in that family is more significant in determining adolescent outcomes and behavior than community is. It seems that family relationships when controlled for, dissolve other variables such as social class and economic status in determining adolescent behavior.

Hoffmann’s research supports Rethon, Goodwin, and Stansfeld research findings as well. Their research had found that family played a particular role in mental health that community could not. For example, “having an evening meal at least three times a week as a family reduced the odds of being a case on the GHQ by about a quarter (Rethon, Goodwin, Stansfeld, 2011) ...” This is a good example of how spending time with one’s family can help one avoid having poor mental health. The research relates back to the interpersonal communications reference as well that relationships require effort (Wood, J. T., 2019). So, we see here a high frequency of interaction which relates to effort and therefore implies a good relationship within the most important determinants for social capital, family. But most importantly in their research they posit that family is one avenue of hope for those in deprived communities stating, “promoting family social support and building community social capital in more deprived communities may be one way in which both mental health

and educational outcomes could be improved. In particular, our research suggests that there is a need to focus on the family as a provider of support to young people and to ensure that workplaces are able to provide flexible working patterns in order to allow parents to spend time with their children (Rothon, Goodwin, Stansfeld, 2011).”

Relationships

As relationships must exist in all incidents of social capital there is much research on them in relation to social capital. House, Umberson and Landis use the general term of social relationships for: social support, social integration, and social networks (1988). In their research they distinguished two elements of social relationship structure, social integration defined as, “the existence or quantity of social relationships,” and social network structure defined as, “the structural properties that characterize a set of relationships.” They further identified, “three social processes through which these structures may have their effects: (i) social support, which pertains to the emotionally or instrumentally sustaining quality of social relationships; (ii) relational demands and conflict, referring to the negative or conflictive aspects of social relationships; and (iii) social regulation or control, referring to the controlling or regulating quality of social relationships.” They found that, “Relational demands and conflicts refer to the negative or conflictive aspects of relationships that may be deleterious to health. Social regulation or control refers to the controlling or regulating quality of social relationships which, depending on the behaviors controlled or regulated, may be either health promoting or health damaging (House, Umberson and Landis, 1988).” This research is valuable in that it reveals that your social relationships have health effects either positive or negative. The term regulation and control when describing these health effects sheds light on the nature of these effects in that their positivity is related to their regulation and control. So, it is not that relationships offer obvious positive health effects so much as they seem to buffer the negatives. These positive effects however don’t depend on positive

interactions, but rather non-threatening interactions. Their research reveals that in order for social interaction to yield benefits it simply shouldn't be negative and actually be relational, as a baseline.

In House Umberson and Landis' research, key terms such as "Social network," "social relationships," "social support," "social ties," and "social activity" all refer to the existence, number, and frequency of social relationships (1988). Key theories in their research are first social integration or isolation which refers to quantity of people in a given relationship and how often they interact. Second is social network structure which characterizes a set of relationships from anywhere from a dyad to a dense network. And lastly relational content which includes social support, relational demands and conflicts, and social regulation or control which was described as a buffering affect previously although it can imply negatives as well if the relationship is negative.

Social Support

The term social support is common across research and relates to the history of research on the benefits of social relationships. The benefits of social relationships with health are the reason the concept social support has the term support in its name, as said before, relationships work to buffer to all the negative effects of stressful circumstances a person may be in. The ability of a relationship to buffer stress correlates to perceived availability of support in times of need or stress. Being married by itself has been found to produce substantial buffering effects (House, Umberson and Landis, 1988).

House found that there was much evidence on the positive health effects of relationships or social support. "Evidence that social support can reduce morbidity and mortality, lessen exposure to psychosocial stress and perhaps other health hazards, and buffer the impact of stress on health is now available from diverse types of studies... ..the patterns

of results across the full range of studies strongly suggests that what are variously termed social relationships, social networks, and social support have important causal effects on health, exposure to stress, and the relationship between stress and health (House 1987:136).” What we can appreciate from this research as well is that it includes social networks or community in the conversation implying that family and relationships are not the exclusive destination for coming across social support.

Closer relationships have found to be strong indicators of social support although it can be found in other places such as community, “In a major prospective study on social relationships and mortality...” “...Four types of social ties marriage, contacts with extended family and friends church membership and other formal and informal group affiliations” were the types of social ties studied among 2,229 men and 2,496 women ages 30-69 interviewed. “The more intimate ties of marriage and contact with family and friends were stronger predictors of mortality rates than were church and group membership.” These findings provide evidence on the value of closeness within a relationship for the purpose of positive health benefits, “An overall "Social Network" Index, which weighted the intimate ties more heavily, remained a significant predictor of mortality (with a relative risk ratio of about 2.0 for persons low vs high on the Social Network Index) (Berkman & Syme 1979).”

House found close relationships as a strong indicator of social support as well in his research. “In a study of 1322 men and 1432 women aged 35-69 (1982)...” “...The data included three major classes of social relationships and activities, intimate social relationships, marital status, visits with friends and relatives, formal active leisure pursuits involving social contact attending classes or spectator events such as movies and sporting events...” “...Adjusted for all risk factors, the relative risk ratios of death among persons with low levels of social relationships and activities (relative to those with high levels) were about 2.0-3.0 among men and 1.5-2.0 among women (House, 1982).” This research does a

good job of reinforcing the idea that engagement improves all kinds of relationships which therefore in turn improve one's health.

In a similar study by Blazer with similar results related to similar concepts of social relationships and supports, but with older men and women who were 65 and over, the results were "again with the proportion dying among persons with low levels of social relationships two to three times the proportion among persons with high levels (Blazer, 1982)." A key point here is that one should also put effort into their other relationships as well, as discussed this does not mean that the relationships have to be perfect just non-threatening, or trustable people, in other words the relationships just need to be authentic and not negative.

Overall, when looking at the research Wheeler stated, "The consistency and strength of the results in these prospective studies, and the literally life or death nature of the outcome, suggest that social relationships are very consequential for health..." "...Social relationships have a causal impact on health... (Wheeler 1983)."

Continuing to build off of relationships it has been found through research that a lack of relationships is detrimental and engagement in a social sense is positive. "Mortality and morbidity are significantly higher among the more socially isolated than among the more socially integrated, especially the unmarried vs the married (e.g., Carter & Glick 1970, Kitigawa & Hauser 1973, Gove 1972, 1973),"

Causes and understanding why

Continuing in the line of social support on the prevention of negative health effects and promotion of positives, Durkheim sought to understand why this was the case in his research. "Durkheim's classic conception of social integration posited that social relationships such as marriage, parenthood, religious involvement, and employment promote health (e.g. reduce suicide) by providing a sense of meaning and purpose in life and by creating a set of

constraints or controls on individual behavior...” “... A stable sense of meaning and purpose is one possible explanation of the frequently reported association of church attendance with lower morbidity and mortality (Kaplan 1976, House et al 1982, Berkman & Syme 1979).”

The connection with positive health effects here is related to the relationships and community in a more sensible way. Someone’s life has meaning when they give to a charity through a church when they are parents or are employed. The fact that the meaning referred to can be broken down to refer to helping others as a trend really fits well into the context of the conversation. That context so far has recognized the value of engagement which determines relationships and also social capital. So, when we look at a possible explanation for social capital across relationships as the meaning which can be related to the need to give within those relationships the theme continues as in general, we are most committed to those we give to since no one invests in what they don’t believe. This essentially implies that when engaged in work, family, and people one cares about, one is more likely to give and therefore be engaged and therefore experience social capital. In lay man’s terms: we were made to help others.

Much research supports the value of this concept of the benefits which come from social engagement for an individual related to their perception of the world. “Networks of small size, strong ties, high density, high homogeneity, and low dispersion appear to be helpful in maintaining social identity and hence health and well-being outcomes when these are promoted by identity maintenance (Hirsch 1980, 1981; Phillips 1981; Stokes 1985; Stokes & Levin 1986; Walker et al 1977).” This refers to the looking glass self-implying that we see ourselves through others (Wood, J. T., 2019) and so we may run the risk of devaluing our perception of ourselves when we aren’t around the closely knit networks who are able to provide us with consistent interactions which aren’t negative.

Umberson (1987) also explains through his research cause for the positive benefits of social support, “indirect social control occurs through self-regulated conformity to social norms due, for example, to a sense of responsibility for others. Direct social control occurs as a result of others facilitating or directly imposing health-promoting behavior (e.g., controlling the type or amount of food available to an individual), or their regulating or sanctioning health- damaging behavior such as smoking or excessive drinking.” This explanation recognizes that accountability can often be found within relationships as they intentionally persuade and influence our decision making towards our best interests.

Berkman and Breslow’s research also shed light on the reasoning for social support. “Evidence suggests that social integration is associated with healthier behaviors and lifestyles, and that these behaviors and lifestyles explain part of the association of social integration with health (Berkman & Breslow 1983).” This reference refers possibly to borderline persuasion as well where we unintentionally are influenced by the positive behaviors of those around us for the better (Gass, R. H., & Seiter, J. S., 2019).

On the positive health effects of relationships, “A variety of studies of animals and humans suggest that the mere presence of, and especially affectionate physical contact with, another similar or nonthreatening organism can markedly reduce cardiovascular and other forms of physiological reactivity (see Lynch 1979; Chs. 4-6; House 1981: Ch. 3).” This implies that relationships don’t have to be too special to have positive effects on one’s health seemingly just not negative. Another example is that much research has found that there is no correlation to personality with positive effects to health received (Cohen, 1986; Holahan & Moos 1981, Kessler & Essex 1979; Schulz & Decker 1985). I really appreciate this research as though it doesn’t refer to causes it does imply that we don’t have to choose the perfect candidates for positive health effects and rather we simply should be around people we can trust.

According to Antonovsky, social relationships are beneficial to one's health in that they also benefit the perception and cognition of an individual towards the world in general helping in a particular sense with stressful situations and events (Antonovsky, 1979). This might look like, through interactions with others, seeing their perspectives and adopting them as your own allowing problems to be addressed in a better light and so more effectively.

Community

Community engagement has been found to be a very explicit larger scale indicator of success for an individual. "Surveys of national and regional populations by Veroff, Douvan & Kulka (1981: Ch. 9) and Fischer (1982: Ch. 19) find that respondents with higher levels of education and income generally have larger networks, more organizational involvements, and more frequent contact with network members. These studies are consistent with others that find a higher rate of divorce and lower levels of organizational involvement and church attendance among individuals of lower socioeconomic status (Dohrenwend & Dohrenwend 1970; Moody & Gray 1972)." The key trend here is the frequency of interaction of an individual within the community. So long as someone can stay a very familiar face, they are setting themselves up for better opportunities across multiple area of social capital.

According to a study by Pahl, "Community ties with friends and relatives provide social support that transcends narrow reciprocity. They make up much of the social capital people use to deal with daily life, seize opportunities, and reduce uncertainties. They underpin the informal arrangements crucial for a household's survival, expansion, and reproduction (Pahl 1984)." This quote really sheds light on the value of having those community relationships in that they are the glue that may keep an individual's life together though unseen they work in the cracks and small areas to hold everything together. That might look like asking a familiar face for a favor.

In a study on the beneficial effects of social capital on small towns, Whitham defines civic networks as, “connections between organizations created through residents’ overlapping memberships in local associations, such as fraternal organizations and church groups.” The data Whitham uses for this study are from an extensive 2004 survey on community life in Iowa’s small towns. She found that “Towns with denser civic networks have residents who are more likely to rate their community, its government services, and its local amenities as successful, and towns with denser gathering place networks have residents who are more likely to positively assess the overall success of their community and its local amenities. The results of this study provide further support for the general hypothesis that social capital is an important resource with a number of positive consequences for communities (Whitham, 2012).”

Wellman and Wortley examined the second East York study to extend the analysis of the baseline first East York study (Wellman 1979). To understand “how characteristics of community ties and networks affect access to the supportive resources that flow through them.” They contended that supportive ties are a function of, *structure* stating, “a group’s capacity to communicate, coordinate, and control should increase the flow of support to its members.” Supportive ties are also a function of *access* two persons have to each other along with the *strength* of the relationship. Supportive ties are also a function of the term *kinship* which, “combines structural and cultural elements in its stress on densely knit relationships and normative obligations among kin (Wellman, Wortley, 1990).” This research implies that external factors can affect communities and improve conditions for consistent but also nonnegative interactions by creating more positive interactions and thus by default reducing the number of negatives. Positive frequency of interaction should be the goal of community initiatives as they decrease the chances for those negatives, which as discussed, is the largest deterrent of social capital among communities.

A good example on the value of community comes from a study by Rethon, Goodwin, Stansfeld. They found that “Community social capital was also important in the case of educational achievement. After adjustments, involvement in extra-curricular activities increased the odds of high achievement whilst non-directed activity (or “hanging about”) decreased the odds (Rethon, Goodwin, Stansfeld, 2011).” So here is an example of a communication initiative anyone can create, it’s effectiveness depending on degree of engagement.

As discussed, among most of the research frequency of contact was found to be the largest determining factor in social support interestingly more so than tie strength. “Whereas tie-strength explanations of support look to degrees of intimacy, frequency-of-contact explanations look to interaction.” Frequent contact develops strong and supportive ties regardless of the cause. Wellman and Scott’s research implies that the most common element in most relationships for yielding social capital is frequency of contact or interaction (1990). What’s fascinating is that social capital has little to do with the strength of the relationship, but rather the interaction and frequency of contact. This information sounds simple, but it means a lot. This implies that the more interaction we have with members in a community the more benefits we will receive. In other words, the extent to which an individual receives benefits from their relationships is the extent to which they are engaged in them (Wellman, Scott 1990).

Methodology

The research I have conducted on social capital, through family, relationships, and community has led me to the conclusion that the extent to which an individual receives social capital from his or her relationships is in direct proportion to his or her frequency of contact

or interaction. Therefore, what might be most helpful for achieving a high level of social capital, is a high level of engagement.

I looked to test the accuracy of this correlation through conducting surveys here at coastal. I used convenient sampling or snowball sampling by asking my peers and classmates. I surveyed 101 respondents using students as my respondents. Concepts such as perceived success (Whitham, 2012), as well as the correlations studied between perception and social support (House, Umberson and Landis, 1988), gave me confidence with these questions because they reveal that quantitative information is not needed to prove the positive effects of engagement as in their research they demonstrate that social capital benefits come not from literal quantity or level of engagement, but the perception of these things, which is what I measured with my questions. This also relates to multiple realities, which submits that everyone's individual experience of the same reality is different, but no less legitimate (Merrigan, G., & Huston, C. L., 2014). I will use this understanding as a warrant for the accuracy of the responses.

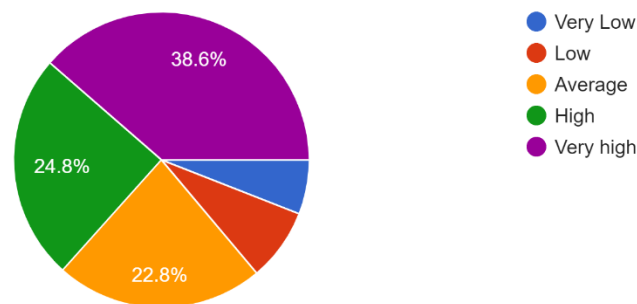
Results

101 college students all from Coastal Carolina were asked the following questions. Of the students 60.4% identified their sex as female and 39.6% identified their sex as male. Of the students, twenty-one were age 18, twenty were 19, twenty-eight were 20, one was 20, twenty-three were 21, three were 22, one was 24, one was 25, two were 30, and one was 31. Of the Coastal Carolina students 19 responded as African American or black, 1 responded as black/Asian, 1 responded as Asian, 1 responded as Caribbean, 9 as Caucasian, 62 as white, 3 Hispanic, 1 as student (maybe foreign and didn't understand the question, was joking, or didn't want to answer), 4 students chose not to respond (this was the only non-mandatory

question as I didn't want to force students to identify their ethnicity if they felt triggered by doing so).

When (n =101) students were asked, "how would you rate your opportunities in attaining a low paying or minimum wage Job?" Of the students (n=39) 38.6% responded very high, (n=25) 24.8% responded high, (n=23) 22.8% responded average, (n=8) 7.9% responded low, (n=6) 5.9 % responded very low.

#1. How would you rate your opportunities in attaining a low paying or minimum wage Job?
101 responses

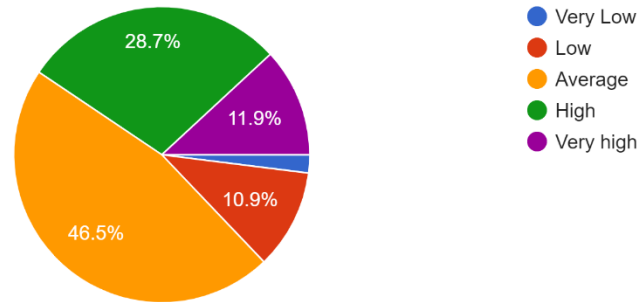


When (n=101) students were asked, how would you rate your opportunities in attaining a decent paying or above minimum wage paying Job? Of the students (n=47) 46.5% responded average, (n=29) 28.7% responded high, (n=12) 11.9% responded very high, (n=11) 10.9%

responded low, and (n=2) 2% responded very low.

#2 How would you rate your opportunities in attaining a decent paying or above minimum wage paying Job?

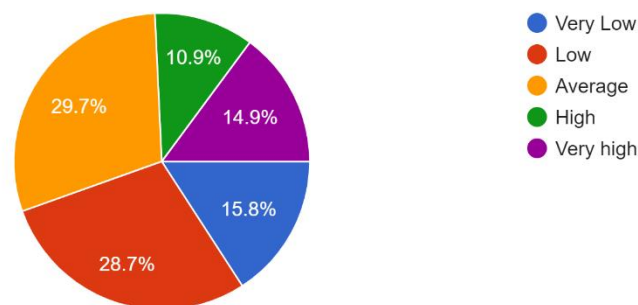
101 responses



When (n=101) students were asked, how would you rate your opportunities in attaining a well-paying or above average job? Of the students (n=30) 29.7% responded average, (n=29) 28.7% responded low, (n=16) 15.8% responded very low, (n=15) 14.9% responded very high, and (n=11) 10.9% responded high.

#3 How would you rate your opportunities in attaining a well-paying or above average job?

101 responses

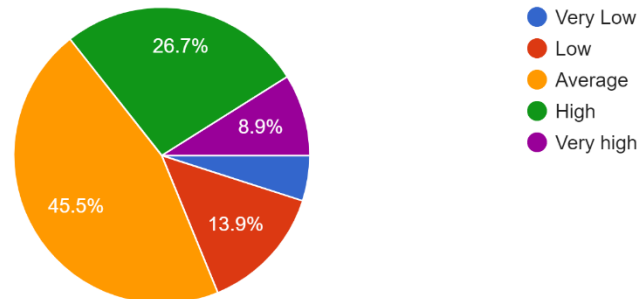


When (n=101) students were asked how would you rate your opportunities in attaining a job you would want to have? Of the students (n=46) 45.5%, responded average (n=27) 26.7% responded high, (n=14) 13.9% responded low, (n=9) 8.9% responded very high, and (n=5)

5% responded very low.

#4 How would you rate your opportunities in attaining a job you would want to have?

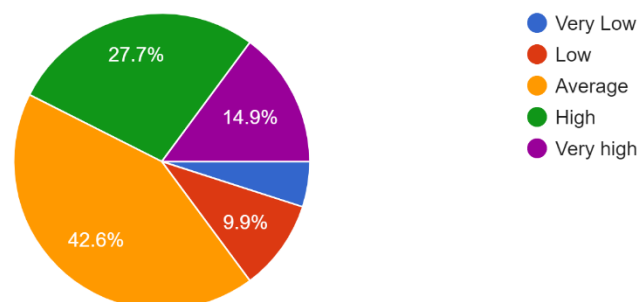
101 responses



When (n=101) students were asked how would you rate your opportunities in attaining your desired career? Of the students (n=43) 42.6% responded average, (n=28) 27.7% responded high, (n=15) 14.9% responded very high, (n=10) 9.9% responded low, and (n=5) 5% responded very low.

#5 How would you rate your opportunities in attaining your desired career?

101 responses

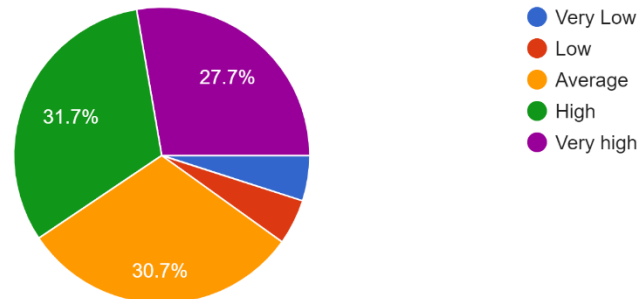


When (n=101) students were asked, how would you rate your optimism about your future? Of the students (n=32), 31.7% responded high, (n=31) 30.7% responded average, (n=28)

27.7% responded very high, (n=5) 5% responded low, and (n=5) 5% responded very low.

#6 How would you rate your optimism about your future?

101 responses

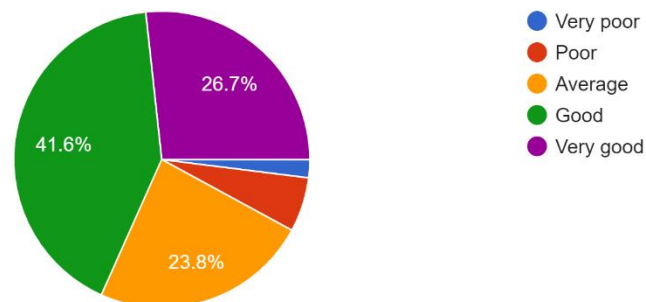


Education

When (n=101) students were asked how would you rate your academic success? Of the students (n=42) 41.6% responded good, (n=27) 26.7% responded very good, (n=24) 23.8% responded average, (n=6) 5.9% responded poor, and (n=2) 2% responded very poor.

#7 How would you rate your academic success?

101 responses

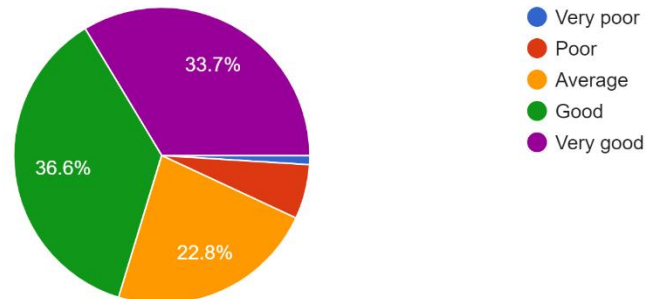


When (n=101) students were asked, how would you rate your ability to reach your academic goals? Of the students (n=37) 36.6% responded good, (n=34) 33.7% responded very good, (n=23) 22.8% responded average, (n=6) 5.9% responded poor, and (n=1) 1% responded very

poor.

#8 How would you rate your ability to reach your academic goals?

101 responses

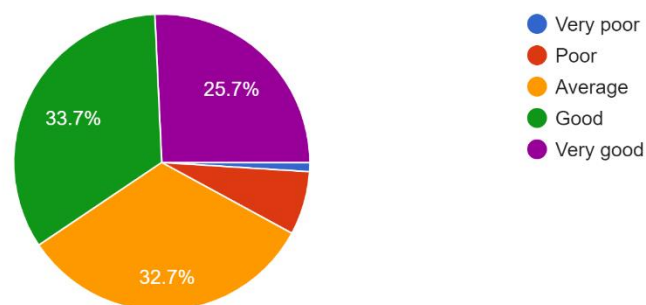


Psychology and Health

When (n=101) students were asked, how would you rate your overall health? Of the students (n=34) 33.7% responded good, (n=33) 32.7% responded average, (n=26) 25.7% responded very good, (n=7) 6.9% responded poor, and (n=1) 1% responded very poor.

#9 How would you rate your overall health?

101 responses

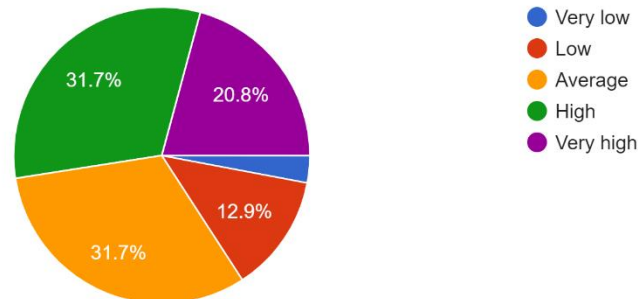


When (n=101) students were asked, how would you rate your ability to reach your health goals? Of the students (n=32) 31.7% responded high, (n=32) 31.7% responded average,

(n=21) 20.8% responded very high, and (n=3) 3% responded very low.

#10 How would you rate your ability to reach your health goals?

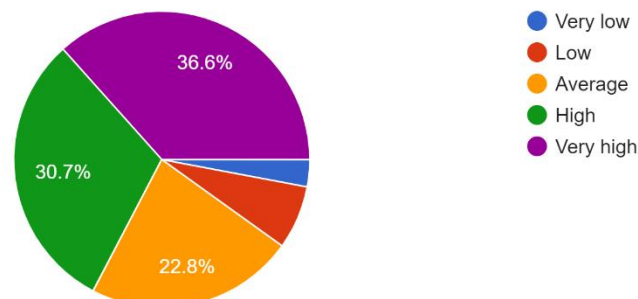
101 responses



When (n=101) students were asked, how would you rate your stress levels overall? Of those students (n=37) 36.6% responded very high, (n=31) 30.7% responded high, (n=23) 22.8% responded average, (n=7) 6.9% responded low, and (n=3) 3% responded very low.

#11 How would you rate your stress levels overall?

101 responses

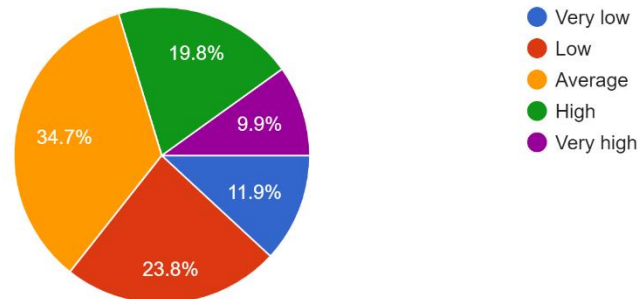


When (n=101) students were asked, how would you rate your ability to handle stress? Of the students (n=35) 34.7% responded average, (n=24) 23.8% responded low, (n=20) 19.8%

responded high, (n=12) 11.9% responded very low, and (n=10) 9.9% responded very high.

#12 How would you rate your ability to handle stress?

101 responses

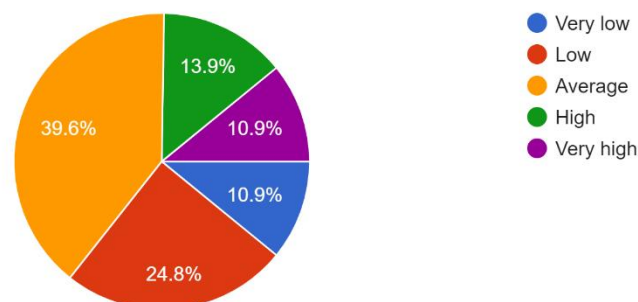


When (n=101) students were asked, how would you rate your ability to handle depression?

Of the students (n=40) 39.6% responded average, (n=25) 24.8% responded low, (n=14) 13.9% responded high, (n=11) 10.9% responded very high, and (n=11) 10.9% responded very low.

#13 How would you rate your ability to handle depression?

101 responses



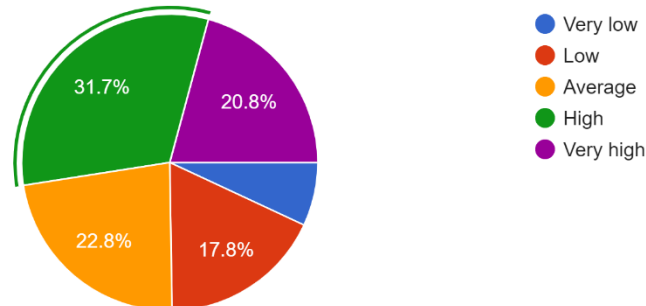
Family

When (n=101) students were asked, how would you rate the frequency in which you interact with members in your family? Of the students (n=32) 31.7% responded high, (n=23) 22.8% responded average, (n=21) 20.8% responded very high, (n=18) 17.8% responded low, and

(n=7) 6.9% responded very low.

#14 How would you rate the frequency in which you interact with members in your family?

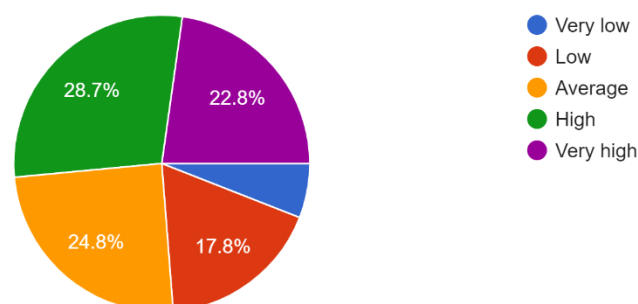
101 responses



When (n=101) students were asked, how would you rate your level of engagement with members in your family? Of the students (n=29) 28.7% responded high, (n=25) 24.8% responded average, (n=23) 22.8% responded very high, (n=18) 17.8% responded low, and (n=6) 5.9% responded very low.

#15 How would you rate your level of engagement with members in your family?

101 responses

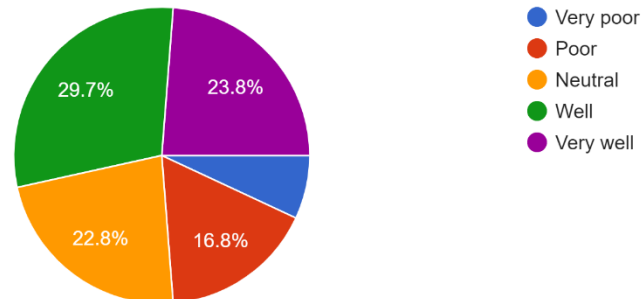


When (n=101) students were asked, how well do you feel that you communicate with your family? Of the students (n=30) 29.7% responded well, (n=24) 23.8% responded very well, (n=23) 22.8% responded neutral, (n=17) 16.8% responded poor and (n=7) 6.9% responded

very poor.

#16 How well do you feel that you communicate with your family?

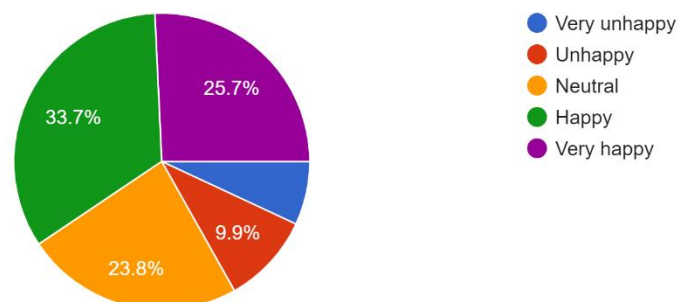
101 responses



When (n=101) students were asked, how happy are you with your communication with your family? Of the students asked (n=34) 33.7% responded happy, (n=26) 25.7% responded very happy, (n=24) 23.8% responded neutral, (n=10) 9.9% responded unhappy, and (n=7) 6.9% responded very unhappy.

#17 How happy are you with your communication with your family?

101 responses



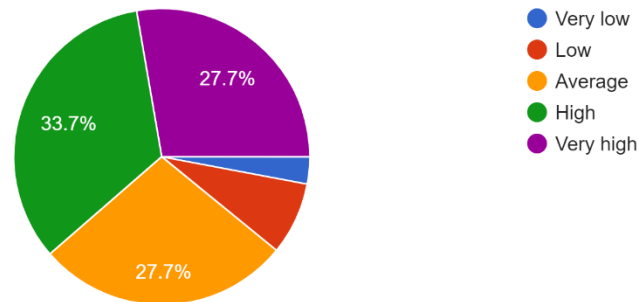
Relationships

When (n=101) students were asked, how would you rate the frequency in which you interact with your friends, peers, and constituents? Of the students asked (n=34) 33.7% responded high, (n=28) 27.7% responded very high, (n=28) 27.7% responded average, (n=8) 7.9%

responded low, and (n=3) 3% responded very low.

#18 How would you rate the frequency in which you interact with your friends, peers, and constituents?

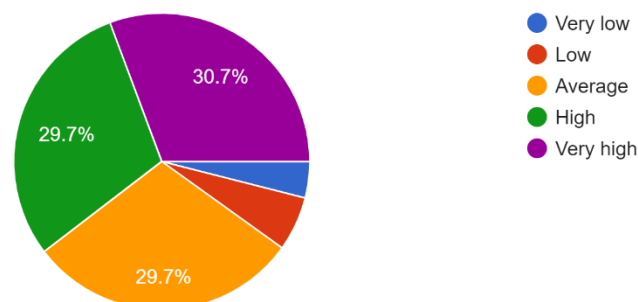
101 responses



When (n=101) students were asked, how would you rate your level of engagement with your friends, peers, and constituents? Of the students asked, (n=31) 30.7% responded very high, (n=30) 29.7% responded high, (n=30) 29.7% responded average, (n=6) 5.9% responded low, and (n=4) 4% responded very low.

#19 How would you rate your level of engagement with your friends, peers, and constituents?

101 responses

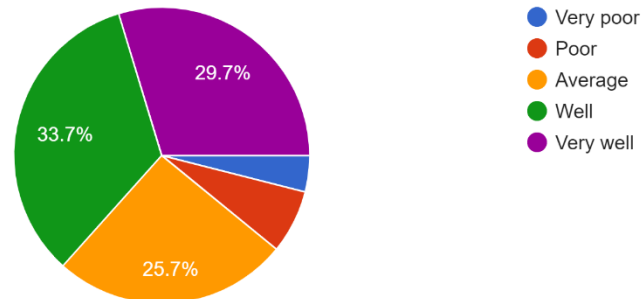


When (n=101) students were asked, how well do you feel that you communicate with your friends, peers, and constituents? Of the students asked (n=34) 33.7% responded well, (n=30) 29.7% responded very well, (n=26) 25.7% responded average, (n=7) 6.9% responded poor,

and (n=4) 4% responded very poor.

#20 How well do you feel that you communicate with your friends, peers, and constituents?

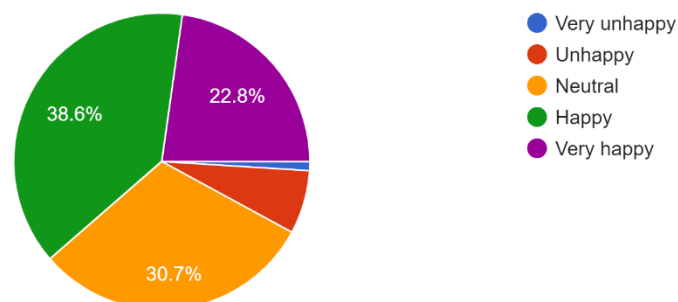
101 responses



When (n=101) students were asked, how happy are you with your communication among your friends, peers, and constituents? Of the students asked (n=39) 38.6% responded happy, (n=31) 30.7% responded neutral, (n=23) 22.8% responded very happy, (n=7) 6.9% responded unhappy, and (n=1) 1% responded very unhappy.

#21 How happy are you with your communication among your friends, peers, and constituents?

101 responses



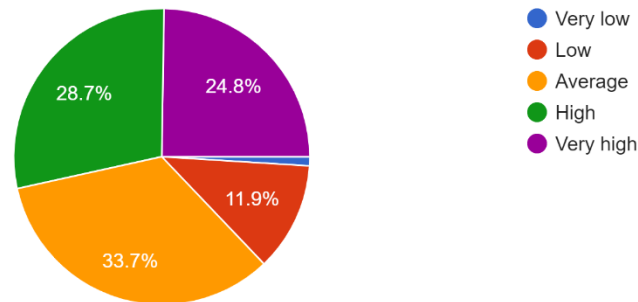
Community

When (n=101) students were asked, how would you rate the frequency in which you interact with your friend groups or community? Of the students (n= 34) 33.7% responded average, (n=29) 28.7% responded high, (n=25) 24.8% responded very high, (n=12) 11.9% responded

low, and (n=1) 1% responded very low.

#22 How would you rate the frequency in which you interact with your friend groups or community?

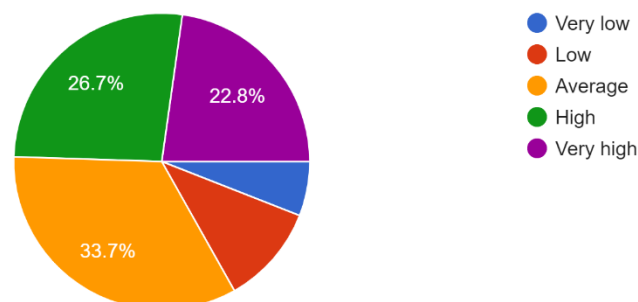
101 responses



When (n=101) students were asked, how would you rate your level of engagement with your friend groups or community? Of the students (n=34) 33.7% responded average, (n=27) 26.7% responded high, (n=23) 22.8% responded very high, (n=11) 10.9% responded low, and (n=6) 5.9% responded very low.

#23 How would you rate your level of engagement with your friend groups or community?

101 responses

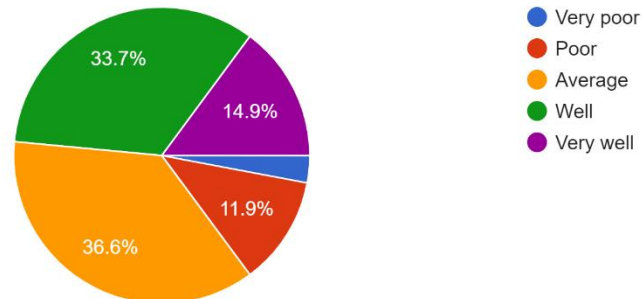


When (n=101) students were asked, how well do you feel that you communicate among community groups you're involved in? Of the students asked (n=37) 36.6% responded average, (n=34) 33.7% responded well, (n=15) 14.9% responded very well, (n=12) 11.9%

responded poor, and (n=3) 3% responded very poor.

#24 How well do you feel that you communicate among community groups you're involved in?

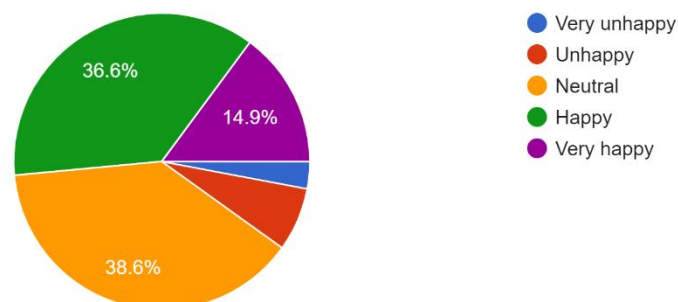
101 responses



When (n=101) students were asked, how happy are you with your communication within your community groups? Of the students (n=39) 38.6% responded as neutral, (n=37) 36.6% responded happy, (n=15) 14.9% responded very happy, (n=7) 6.9% responded unhappy, and (n=3) 3% responded very unhappy.

#25 How happy are you with your communication within your community groups?

101 responses

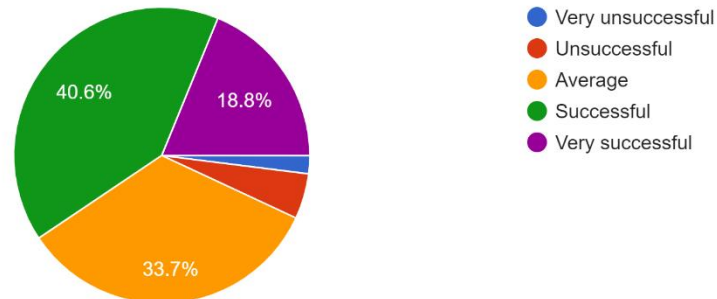


When (n=101) students were asked, how successful do you perceive your communication to be overall? Of the students asked, (n=41) 40.6% responded successful, (n=34) 33.7% responded average, (n=19) 18.8% responded very successful, (n=5) 5% responded

unsuccessful, and (n=2) 2% very unsuccessful.

#26 How successful do you perceive your communication to be overall?

101 responses



Discussion

When analyzing the data responses, the assumption was that each of the 5 responses are equally distant from each other. Subtly there are two sets of questions. The first set analyzes social capital. The idea is that when students report their educational, financial, and psychological opportunities, that would reveal the average level of social capital across the 101 students asked. Some questions asked about the presence of stress, these questions were reversed as a one would translate to a five, a five translating numerically being the highest level of social capital possible. Since low stress translates to a positive form of social capital, the number order was reversed for that specific question. When looking at connecting the averages, the second set of questions analyzed the perception of these students on their levels of communication engagement. Adding up the averages of the two sets which divided to 13 questions per set, the goal was to find a connection between averages of engagement and social capital. The number values were simple outside of reversing a question, the lower the response the lower the social capital and the closer to 5 the more social capital reported. For measuring engagement, the same numeric values were used, one meaning very low perceived engagement and 5 meaning very high perceived engagement.

As interpersonal communication studies often establish, the extent to which one is engaged within a relationship is the extent to which they have a better relationship (Wood, J. T., 2019), and since relationships determine social capital, the theory was that we should find similar averages between social capital and level of engagement within relationships. When asking questions based on this engagement, I considered my research as interpretive researched for the purpose of warranting the authenticity of the responses received. I used an interpretive paradigm perspective as, in the research, the truth was subject to the interpretations of student participants responding. Interpretive research consists of making arguments that demonstrate multiple social realities, they refer to perceptions on certain information, rather than the specific accuracy of specific information itself (Merrigan, G., & Huston, C. L., 2014). I found in my literature review that the individual's perspectives more so than the measurable reality within which they lived, happened to have been the most important determinant in social capital, (House, Umberson and Landis, 1988), (Whitham, 2012) and so for those reasons as well, I used the interpretive paradigm perspective for warranting the accuracy of the responses received.

I found that 7.6% of the students responded with very low answers for questions that related to perceived social capital. Then I looked at students with very low levels of perceived engagement and found that 4.1% of the students responded with very low level of perceived engagement. I was excited to find the two percentages were both low and only had a difference of 3.5%. This confirmed my thinking that the two sets of percentages would mimic each other. I then found that 14.2% of students out of the 101 responded with low levels of social capital. When analyzing perceived engagement, I found that 10.5% of the students responded with a low level of perceived engagement. The difference was only 3.7% between the two averages. When I looked at social capital, I found 32.8% of students responded with average level of social capital. Then when I looked at perceived engagement, I found that

29.6% of students responded with average levels of engagement. The difference here was only 3.2%. When I looked at levels of social capital, I found that 25.7% of the students responded high. Then when I looked at perceived engagement, I found that 32.8% of the students responded high. Here the difference was 7.1%. Lastly, I looked at social capital responses to find that 19.7% of students responded with very high levels of social capital. I then found that 23% of students responded with very high levels of perceived engagement. Here the difference was only 3.3%. The fact that the close percentages were found among the extreme responses gave me confidence in the connection I theorized would take place.

101 Student Responses:

Social Capital	Perceived Engagement	Difference in percentages
Very low: 7.6% (8)	4.1% (5)	3.5% (4)
Low: 14.2% (15)	10.5% (11)	3.7% (4)
Average: 32.8% (33)	29.6% (30)	3.2% (4)
High: 25.7% (26)	32.8% (33)	7.1% (8)
Very High: 19.7% (20)	23% (23)	3.3% (4)

Limitations and Future Research

I thought it may be more accurate to only study one area or rather each area more in depth, but I do not have the time in a single semester to do that, but I felt that focusing on one area would make for an obvious correlation between the questions and also, I would only research that one area while I was interested in many other areas. When I created the questions, I was able to take a summary of the research findings and use them as a generality, so I could establish with each question what the positives and negatives were. I already had the specific information, so I was a little bit less interested in continuing to substantiate those

specifics. Instead, I put them altogether to the best of my ability to see if I could by clumping them all together create a broad interpretation of social capital and therefore a less clear bias within the questions, so the students answering them were not easily able to recognize the direction or purpose of the connections within the questions that those questions were designed to create.

Another limitation was that the averages were taken from the entire set of student responses added up and averaged rather than each student individually still anonymously but added up in a way to see correlations with individuals added together rather than the correlations of responses of the whole which makes it possibly less accurate. I was hoping to create a correlation of the correlations so that I could say a correlation was found consistently across a certain number of students and know exactly how many times that correlation occurred. If google forms were able to take each anonymous survey result individually and add up the averages of the specific students, then create two numbers for those two section averages say in the first they scored an average of 4.3 and the second an average of 4.7, then did that for every student and added up the averages of those averages that average would be slightly more accurate, it could correct for some students who averaged say for a 1 and a 5. With this level of depth, we could dismiss that as a correlation between sets of responses for that student. We could say then that this number of students found correlations that being 80 percent between engagement and social capital with perfect accuracy. Instead, I averaged the entirety of the responses which although it did essentially reveal the same information, it could have been without inaccuracies in discussing the findings. Also asking more students would have allowed for more depth and credibility as well. I asked 101 students to save time but could have spent a few more days and gotten to 200 students or even many more. For future research I'd simply recommend asking many more students and using better data

tracking for the specific intricacies on the questions being asked. I was very happy with my results but felt that they were small scale.

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Appendix

To review survey questions and results, visit: <https://forms.gle/Fqc97eWsqbJwF5Dq7> and for results specifically try:

https://docs.google.com/forms/d/1MXpNVKohQVc4qNgh7E1hyzHODpB7vXOnJFI-yW6_2GY/viewanalytics