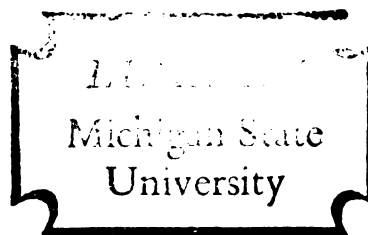


COMMUNICATION AND RELATIONAL
CHANGE PROCESSES:
CONCEPTUALIZATION AND FINDINGS

A Dissertation
for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Malcolm Ross Parks
1976



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This is to certify that the
thesis entitled
COMMUNICATION AND RELATIONAL
CHANGE PROCESSES:
CONCEPTUALIZATION AND FINDINGS

presented by

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has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Communication

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Date September 8, 1976

ABSTRACT

COMMUNICATION AND RELATIONAL CHANGE PROCESSES: CONCEPTUALIZATION AND FINDINGS

By

Malcolm R. Parks

This research investigated the role of communication in relational change processes. A central problem has been the ambiguity with which the concepts of "relationship" and "relational change" have been used. The study began by offering a general perspective on these concepts. This perspective made the initial assumption that persons entered into, maintained and terminated contacts with others for the purpose of goal-achievement. Exchange theory was then utilized as a basis for conceptualizing the interface of individuals' goal-seeking activities. From this orientation relational change was conceptualized in terms of changes in the variety (breadth), subjective value (depth) and frequency of exchanges. Relational change was also conceptualized in terms of informational and negotiative requirements of exchange management. These factors were referred to as a "communication contract." Components of communication contracts selected for investigation were: 1) uncertainty; 2) perceived understanding; 3) the frequency of metacommunication; and 4) perceived uniqueness.

The main focus of the study was on the relationship of exchange and contract variables to two general indicators of relational development. These were: 1) the level of perceived closeness; and 2) the level of friendship. A secondary interest was in relational decay processes. It focused on an attempt to categorize subject explanations for decay in

terms of the exchange and communication contract variables.

The data for this study were obtained from 105 undergraduates enrolled in communication courses. Each subject completed items pertaining to the exchange and contract factors for three relationships: 1) an acquaintance; 2) a friend; and 3) an intimate friend. These three levels of friendship were selected on the basis of a pilot study. This procedure yielded a total of 315 relationships for analysis. Of these 68 were identified as exhibiting some form of decay. These 68 were analyzed independently. This left 247 non-decay relationships for the analysis of relational development patterns.

Each subject completed three questionnaires. Multiple waves were used so that items could be repeated to obtain reliability estimates. Reliability estimates were also obtained from a sample of 42 relationships in which both participants had completed a questionnaire.

Analysis of relational development patterns was of three types: 1) an examination of the correlations between perceived closeness and the several exchange and contract variables; 2) an examination of the behavior of the exchange and contract variables across the three levels of friendship; and 3) a series of factor analytic attempts to explore the relationships among the exchange and contract variables. Although a comprehensive analysis was not possible, the behavior of these variables was also examined in terms of the sex of the subject and the sexual composition of the relationship.

Brief written explanations of the causes of decay were obtained for 58 of the 68 decay relationships. Explanations were coded in terms of categories defined by the exchange and contract factors. The exploratory

analysis of these data involved an examination of the distribution of the 34 consistently coded responses.

When perceived closeness was used as an indicator of relational development, it was found that increases in perceived closeness were associated with increases in perceived uniqueness, the breadth of communication, the average and maximum depth of communication, the frequency of metacommunication and the level of perceived understanding in a statistically significant fashion. Perceived closeness and uncertainty were strongly and negatively associated. When the level of friendship was used as an indicator of relational development, it was found that increases in the level of friendship were accompanied by increases in the level of perceived uniqueness, perceived understanding, the average depth of communication and the frequency of metacommunication. Level of friendship was found to be negatively related to the level of uncertainty. The frequency of communication was found to be unrelated to either indicator.

Factor analytic attempts to isolate statistically independent sets of component variables met with failure. In general exchange and contract variables represent a highly interrelated set.

The analysis of data for decay relationships revealed that the most frequent explanation for relational decay was mobility or physical distance coupled with the development of alternative relationships.

An examination of sex differences revealed that males and females differed in terms of the average depth of communication, the breadth of communication, the frequency of metacommunication and the level of uncertainty experienced in the relationship. Several of these variables

also differed as a function of whether the relationship was composed of same- or opposite-sex persons. It was concluded that these differences may be reflective of actual differences in developmental patterns.

The last several sections of the report evaluated the study in an attempt to outline methodological and theoretic priorities for future research. Four general methodological suggestions for future research were offered: 1) replications involving samples of friendship relations; 2) replications involving samples of relationships with a variety of other social designations--such as dating, marriage and business associations; 3) the development of more precise operationalizations of variables; and 4) the greater utilization of longitudinal designs. At a theoretic level an attempt to further refine the conceptualization of relational change processes was made. It was suggested that the original conceptualization was too broad and ambiguous to be maximally useful in theory construction. In an effort to rectify this difficulty the conceptualization of relational change was restricted to focus only on changes in the breadth or depth of exchange. Frequency of exchange was dropped as a factor because it appeared to be at a lower level of abstraction than the other variables. Several of the variables that had been viewed as communication contract factors were then classified as antecedents or consequents of relational change. This modified conceptualization was believed to better allow specification of relationships among variables important in the process of relational change.

COMMUNICATION AND RELATIONAL CHANGE PROCESSES:
CONCEPTUALIZATION AND FINDINGS

By
Malcolm Ross Parks

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Communication

1976

Accepted by the faculty of the Department of
Communication, College of Communication Arts, Michigan
State University, in partial fulfillment of the require-
ments for the Doctor of Philosophy degree.

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ACKNOWLEDGMENTS

I wish to acknowledge my deep appreciation to Dr. Gerald R. Miller for serving as my committee chairman and dissertation director. Drs. Richard V. Farace, L. Edna Rogers and Katrina Simmons are to be thanked for ceaseless questions and proddings throughout this undertaking. I could not imagine a more supportive or challenging committee. I would also like to especially thank Drs. Miller and Farace for making resources available for this study. Gratitude is also expressed to Dr. Charles R. Berger for stimulating and refining my interest in this area.

I would like to express my appreciation in a less formal way to all those creatures who comprised my social milieu at Michigan State. Among these partially mythical and partially real figures are the Fox, Sunshine, the Condor, the Cleveland Greaseball, the Toke, Magnet, M², the Kid, the Germ, Rugs, Lips, Hands, J. Urp, F.B. Plous, Dandy Don, Sweet Cassie Lou, Jolly, Hammerin' Henry, Babs, Pandora, Spearchucker, Catfish, Drac, Bosco the Clown, Chuckles the Clown, Myra, Yonkers, the Enforcer, Jumpin' George, Nicky the Greek, the Sheik, the Weasel, the Woodpecker, Sherry the Blush, Johnnie Science, Ichabod McPhee, Lemonade, Raoul the Gardener, the Apollo Rocket and the Satin Doll.

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Chapter 1

A Dynamic Conceptualization of Interpersonal Relationships

Whether one begins from the examining eye of social science, the sonnets of Shakespeare or the brazen beat of rock and roll, it is an inescapable fact that individuals live out their lives, achieve their best, and endure their moments in relationships with others. From the scholarly Lyceum to the crowded patio of a modern suburban cocktail party, men and women have pondered the nature of relationships and how these fragile social constructions form and crumble. Despite the timeless centrality of the discussion, relatively little social scientific attention has been devoted to explicating just what relationships are and how they change over time. The research reported here seeks to describe a number of aspects of the process of relational change.

The first task, involves to explicating the concept of "relationship." If we are to understand how relationships change, we must first be able to offer an understanding of what a relationship is. The second goal of this chapter is to present a conceptualization of relational change processes. In doing so, a number of research hypotheses will be derived.

The remainder of the work is devoted to a description of an empirical test of these hypotheses. The work is primarily definitional and exploratory.

Conceptualizing Relationships

The word "relationship" has been used so often and in so many contexts that one rarely thinks of providing a rigorous explication of the concept. Certainly no term in social science has received so much use and so little explication (Scheff, 1970). The conceptualization offered here has two major foci: 1) an orientation toward an exchange theoretic conception as the foundation of relationships; and 2) a consideration of the way in which exchange is developed and managed over time through communication. This latter set of processes has been labeled as the process of communication contracting.

Exchange in Social Settings

Exchange as a theoretic foundation. An initial assumption of the present work is that persons enter into, maintain and terminate contacts with others in order to pursue their personal desires, needs, or goals (Miller & Steinberg, 1975; Weinstein, 1966; Weinstein, 1969; White, 1959). This assumption implies that relationships are vehicles for goal-achievement.

A consideration of an exchange perspective (e.g., Blau, 1964; Homans, 1961; Thibaut & Kelley, 1959) would appear to

follow rather straightforwardly from such an assumption. In their most general sense exchange formulations seek to describe the way in which participants pursue their goals in social settings. Exchange formulations speak to the "meshing" of behaviors relevant to goal-achievement. An exchange perspective extends the assumption of individual goal-seeking to multiple party interactions and, thus, provides a conceptual foundation for explicating the notion of a relationship. Moreover, because of its general use, exchange theory as a foundation can be related to substantial amounts of existing research. Several investigators have adopted this perspective for their examination of relational change processes (e.g., Altman & Taylor, 1973; Levinger, 1965; Moss, Apolonio & Jensen, 1971).

Basic exchange concepts. Exchange concepts have enjoyed wide use. Several of the relevant concepts are summarized in terms of the goal-achievement orientation below.

Following Thibaut and Kelley (1959) a "reward" may be defined as any behavior which one finds desirable, pleasant or satisfying. "Costs" may be defined as those behaviors which one finds unpleasant or undesirable or which inhibit a desired sequence of behavior. Thus, to achieve one's goals is viewed as rewarding, while failure or inhibition is viewed as costly to the individual.

Individuals can be assumed to have expectations about interactions in terms of the ratio of rewards to costs

(outcomes). Evaluations are made not only for current interactions, but are also projected to future ones as well (Altman & Taylor, 1973). These are, of course, subjective (McCall & Simmons, 1966).

At least two types of evaluation warrant mention. One type of comparison is between the expected or desired outcomes (reward/cost ratios) and the level of perceived actual outcomes--the comparison level (CL) (Thibaut & Kelley, 1959). A second type is between the outcomes of a given interaction and the potential outcomes from alternative interactions--the comparison level for alternatives (CL_{alt}) (Thibaut & Kelley, 1959).

Dimensions of dyadic exchange. In social contexts the mesh of the participants' behavioral repertoires constitutes a matrix of exchanges. Each of the cells represents a unique combination of behaviors and has an at least theoretically specifiable value for each of the participants. These values may be similar or different for the participants depending on the degree to which participants possess similar goals.

Three general dimensions of exchange are identified: 1) breadth--the relative proportion of each individual's behavioral repertoire which is involved in a given interaction or series of interactions; 2) depth--the extent to which an interaction or series of interactions is characterized by exchanges of greater or lesser subjective value to the participants; and 3) frequency--the rate at which exchanges occur.

Though the discussion above is more generally stated, the dimensions of exchange outlined here are similar to Altman and Taylor's (1973) conceptualization of intimacy.

Communication Contracting

Communicative requirements of exchange. While exchange formulations provide a foundation, they are insufficient to fully build a conceptualization of relationships. They provide little insight into how persons manage exchanges over time. As a result relatively little is said about the dynamic qualities of exchange. This section seeks to provide a general outline of the processes by which persons develop and manage interactions.

If we assume that interactions are arenas where persons seek to obtain their goals, we can then ask what requirements must be met in order for persons to fulfill their objectives. Four necessary informational and negotiative requirements of exchange management are outlined below.

First, mutual goal-achievement is facilitated by knowledge of the behavioral alternatives available to self and others. Without such information, one would have difficulty predicting the consequences of his or her actions. At best, an information deficit of this type might lead to inefficiency in exchange as participants might need to test a greater number of behaviors in seeking their goals. At worst, such a deficit might lead to a total inability to achieve goals.

Second, mutual goal-achievement is facilitated by knowledge of the subjective values other parties associate with behaviors. Information of this type contributes to predictability, and thus efficiency, in the same way as information regarding behavioral alternatives. Moreover, information about subjective values is necessary if one is to appropriately reward others. Since fulfilling one's own objectives often depends on assisting others to fulfill their objectives (Carson, 1969; Jones & Gerard, 1967; McCall & Simmons, 1966), information about others' exchange preferences may be essential to the ultimate fulfillment of one's own goals.

Third, mutual goal-achievement is facilitated by agreements regarding exchange sequences. In many instances, exchange sequences display a certain "quid pro quo" or "this for that" quality (Weiss, Birchler & Vincent, 1974). That is, participants explicitly or implicitly agree to reward each other in a certain sequence. In some cases, for example, person A may engage in a behavior which is costly to him with the understanding that person B will reciprocate by engaging in a costly behavior which is rewarding to A. Agreements of this form illustrate the negotiative qualities of exchange. These understandings will be important if both parties in a dyad are to obtain their objectives over time. It should be noted that the concept of agreement is being used in a rather general sense. Like McCall and Simmons (1966) we shall view agreement as the lack of a disruptive dissensus rather than

the necessary presence of true consensus.

Fourth, mutual goal-achievement is facilitated by agreements (in the general sense defined above) regarding changes in behavioral repertoires, preferences, or sequences. Assuming that change in persons and environments is inevitable (Bernard, 1964; Duvall, 1967), participants must develop agreements by which exchanges can be modified. If, for example, person A loses the ability to reward person B in way X, then A and B will need to come to some sort of agreement regarding a substitute for X or a mutually acceptable loss of rewards for A. This is simply to say that over time exchanges form patterns of mutual reward and when these patterns are disrupted by personal or environmental change, persons must come to new agreements. These agreements may be explicitly negotiated or more implicitly inferred from communication about past changes.

These four requirements constitute minimal necessary informational and negotiative requirements for the management of exchange over time. They are referred to as communicative requirements in order to acknowledge the centrality of communication processes in their formation and maintenance.

Throughout this discussion it has been presumed that these requirements are necessary because they contribute to the predictability of interaction. When persons are uncertain about their choice of behaviors, the consequences of their behavioral choices, or the meaning of others' behavioral choices, there is

a decreased probability that they will be able to achieve their goals at minimum cost. The role of communication in this process is emphasized by Berger and Calabrese (1975):

we strive to make our own behavior and the behavior of others predictable, and we try to develop causal structures which provide explanations for our own behavior as well as the behavior of others. Within this framework, interpersonal communication behavior plays at least two different roles. First, we must attempt to develop predictions about and explanations for our own and others' communication behavior. . . . Second, communication behavior is one vehicle through which such predictions and explanations are themselves formulated (p. 101).

Thus, in order to achieve their goals at minimum cost over time, persons must be able to predict--within some margin of error--the potential consequences of their own and others' behavioral choices. Communication is the vehicle through which this predictability is developed and maintained. Such a conceptualization is very similar to Heider's (1958) notion that persons need to "make sense" out of their physical and social environments in order to predict and control them.

The contract concept. In this section, we will define the informational and negotiative requirements discussed above in terms of a "communication contract" which guides interaction.

To view interaction in terms of a "contract" implies that the results of negotiation have a normative or compelling quality to them (Rossiter & Pearce, 1975)--i.e., there are rewards and costs associated with making or breaking a contract. The concept has gained extensive use in discussions of

interaction (e.g., Berne, 1961; Menninger, 1958; Pratt & Tooley, 1966; Roth, 1962; Shapiro, 1962; Shapiro, 1968; Szasz, 1963). The concept of a contract as a vehicle for exchange regulation has also been reflected in a number of therapeutic techniques as well (e.g., Lederer & Jackson, 1968; Patterson & Hops, 1972; Rappaport & Harrell, 1972; Stuart, 1969; Weiss, Birchler & Vincent, 1974).

In addition to these more therapeutic orientations, the contract notion has been reflected in a number of communication perspectives. Rossiter and Pearce (1975), for example, suggest that persons develop complexes of rules which form implicit contracts guiding interaction.

The contract notion is also closely related to a number of symbolic interactionist concepts--terms like "the social construction of reality" Berger & Kellner, 1970; Berger & Luckmann, 1966, "working consensus" (Goffman, 1959; McCall & Simmons, 1966; Weinstein, 1966), and "defining the situation" or "defining the relationship" (e.g., Goffman, 1959; Morton, Alexander & Altman, in press). Among other things, each of these terms implies that persons evolve meaning for their own and others' behavior which serves to shape and regulate interaction. Such an implication is highly compatible with the ideas underlying the contract notion in the present paper.

Sources of communication contracts. Three sources of communication contracts are discussed below. These are: 1) social norms; 2) previous interactional history; and 3) current

exchange contingencies.

Cultural norms and values provide a skeleton for interaction. This is perhaps especially true in formalized situations (Altman & Taylor, 1973) and in the early stages of interaction (Altman & Taylor, 1973; Miller & Steinberg, 1975). In a very general sense at least part of the communication contract is already "written" for the participants. Exchanges are partially guided by a normative model (cf. Wilson, 1970) which provides socially recognized roles such as "friends," "husband," "wife," or "boss."

This is not to imply that persons are necessarily slaves to social norms. It must be stressed that such guidelines are not always perfectly learned, shared, or performed (McCall & Simmons, 1966). Still, norms do function as very general guides to exchange.

Other guidelines grow out of the participants' past interactional history. Unlike social norms, history exerts a unique influence on exchange. History provides knowledge regarding the ability of past agreements to meet participant objectives. This knowledge can influence current information exchange and negotiation. History is not a constant but rather a memory which may be unevenly recalled, shared and interpreted. At the outset, the participants must agree that a given past event is relevant to the present interaction.

While social norms and interactional history are important sources of communication contracts, the elements of

contracts frequently go beyond the broad guides provided by social roles--as McCall and Simmons (1966) point out:

The expectations that comprise a "social role" are . . . entirely too vague, incomplete, and poorly specified in most instances to serve as genuine guides to action. . . . Rather, they serve principally as very broad limits on the sort of behavior . . . that will be approved, accepted or tolerated by other people (p. 66).

Participants will negotiate and renegotiate their contract to reflect current exchange contingencies. Blumer (1966) provides an initial description of this process:

The participants fit their acts together, first by identifying the social act in which they are about to engage and, second, by interpreting and defining each other's acts in forming the joint act. By identifying the social act or joint action, the participant is able to orient himself; he has a key to interpreting the acts of the others and a guide for directing his action with regard to them. [The participants] have to ascertain what the others are doing and plan to do and make indications to one another of what to do (p. 540).

Blumer's concept of the joint act can be viewed as very similar to what we have viewed as the exchange. Blumer's conception illustrates the creative aspects of on-going exchange. Not only is a normative model relevant to interaction, but the interpretative model (cf. Wilson, 1970) also provides insight into communication contracting. Not only do persons act out social roles, they actively take and develop roles during interaction (Stryker, 1959; Turner, 1962).

Specific communication factors. It has been suggested that communication contracts function to regulate interaction and that a primary contribution made by the contract is the reduction of uncertainty. Communication functions to reduce uncertainty in interaction (Berger & Calabrese, 1975). Of course, communication can also serve as a reward or cost itself. The phrase, "I love you," for example, not only functions to reduce uncertainty regarding the nature of the relationship, but can also be viewed as rewarding in and of itself in many situations. This potential dual role of communication must be kept in mind throughout the present work.

At least three specific types of communication factors are relevant in understanding how persons develop and maintain contracts: 1) frequency of communication; 2) self-disclosure; and 3) metacommunication. As the next section reveals, each of these is also relevant to a discussion of relational development and decay.

Since the development and maintenance of agreements regarding exchange requires a willingness to receive communication for others, (Weinstein, 1966), one might hypothesize that some theoretically minimal level of communication frequency must exist for stable exchange relations to be maintained. Frequent communication might assure participants that some level of motivation for continued exchange exists. Moreover, it may serve to assure participants that previously imposed or generated rules or norms still apply. Each of these

functions is related to uncertainty reduction and is consistent with Berger and Calabrese's (1975) notion that frequency of communication and uncertainty reduction are positively associated.

Sheer frequency, however, may not be the only uncertainty reduction device. Specific types of communication are necessary. Central among these is disclosure (Morton, Alexander & Altman, in press). Reciprocal disclosure would seem essential if participants are to comprehend each others' values, repertoires and potential sequences. This is not to imply that full disclosure is necessary. Rather, disclosure is necessary only on those issues which are relevant to exchange. Thus, as the nature of exchange changes, we would also expect alterations in the level and nature of disclosure.

Metacommunication is another specific type of required communication. Metacommunication is communication about communication--"qualifiers or interpretational signals about the verbal message" which specify "what is really meant or how it is to be understood" (Giffin & Patton, 1971, p. 7). Though much metacommunication is at the nonverbal level (Condon, 1966), verbal metacommunication serves several functions relevant to the contracting process. Rossiter (1974) outlines five such functions: 1) focusing conscious attention on the process of interaction; 2) assisting participants in deriving explanations for what is going on; 3) providing an opportunity to check vague feelings about what is going on; 4) allowing

for a check with others to determine if perceptions about the interaction are shared; and 5) providing direct feedback on how participants view each other. Each of these functions reduces uncertainty and thus assists in regulation of exchange.

Defining "relationship." An opening observation of this work was that the concept of a "relationship" had been only inadequately explicated in existing literature. The discussion to this juncture was offered in an attempt to identify those factors relevant to the concept. An exchange format was adopted in order to translate the generalized motivation of goal-seeking into a social context. It was then noted that persons exchange information and form agreements in order to regulate their exchanges. This latter set of factors was labeled as the "communication contract." Given this orientation, we may view the concept of a "relationship" as referring to: 1) the behaviors exchanged among persons; and 2) the agreements they form regulating the frequency and sequencing of those behaviors--including the information they share regarding the behaviors. These two factors define the nature of a relationship in this perspective.

Relationship Change Process

This portion of the chapter translates the preceding conceptual discussion into dynamic terms. It outlines potential patterns of relational growth, maintenance, and decay and derives several hypotheses for subsequent empirical testing.

This portion of the chapter is concerned with the general phases of relational development, maintenance and decay. No value-orientation is meant by these labels. It is not implied that development is somehow "better" than decay. Within the previously articulated conceptualization, the only potential value-orientation is whether individuals are successful in fulfilling their objectives. These may be satisfied either through growth or decay.

Developmental Processes

At the most intuitive level persons often associate relational development with "closeness." Thus persons may say "We are closer now than ever before" or "We are not close anymore--we just drifted apart." Each of these statements carries with it an implication about relational development or growth. Given that there are few existing global criterion variables for overall relational growth and given that closeness is a widely used and readily comprehended term, the discussion of growth processes will be placed in the context of increased closeness.

In keeping with the previous section, developmental processes will be examined first in terms of exchange factors and then in terms of communication contracting factors. As the reader will soon observe, these two concerns are highly interrelated.

Exchange factors. In terms of social exchange, relational development will be defined as an increase along the

dimensions of breadth, depth and frequency. Greater utilization of the participants' behavioral repertoires (i.e., greater breadth), exchange of behaviors which are more highly valued (i.e., greater depth), or more frequent exchange of behaviors at a given level of depth (i.e., greater frequency) are all defined as constituting relationship growth.

Associated with increases in the depth, breadth and frequency of exchange are increases in the depth, breadth and frequency of communication. That is, intimacy increases (Altman & Taylor, 1973). To the extent that communicative behaviors are the focus of exchange, this hypothesis is simply a reflection of the definition of relational development. Other behaviors, of course, are exchanged. And we might expect that general level of communication intimacy to coincide with changes in these exchanges as well. In either case, it is hypothesized that closer relationships will be characterized by greater depth, breadth and frequency of communication.

This conceptualization of relational development is compatible with a large number of existing perspectives. Several of these are discussed below.

Perhaps the most general perspective on relational change processes is social penetration theory (Altman & Taylor, 1973). Although it is more generally stated, the perspective taken here with regard to social exchange factors is quite similar to the position articulated by social penetration theory. Altman and Taylor (1973) equate relationship development with

increases in breadth, depth and frequency. And there is considerable empirical evidence relating relationship development with positive changes along these dimensions (e.g., Altman & Haythorn, 1965; Colson, 1968; Frankfurt, 1965; Keiser & Altman, 1976; Taylor, 1968).

Social penetration theory may be viewed as the culmination of a large number of previous perspectives. Simmel's early viewpoint suggested casual relationships were characterized by a lower range of interaction and intimacy than were more developed relationships (Simmel, 1950). Thibaut and Kelley (1959) note the "restraint" in initial exchanges. Burchinal (1964) has characterized differences between dating, engagement and marriage in terms of shifts toward more extensive and intimate obligations. McCall and Simmons (1966) have described the development of an interpersonal relationship in terms of the greater and greater involvement of the participants with each other as "personal" entities.

Similar views can be found in many clinical and humanistic perspectives on social behavior. The development of "healthy" social relationships has often been associated with increased depth in interaction (e.g., Derlega & Chaikin, 1975; Fromm, 1956; Jourard, 1968; Mayeroff, 1971; Sullivan, 1953). Rogers (1958) has suggested that increasing depth or intimacy is an essential factor in the development of the therapist-client relationship. Polansky and his associates (Polansky, 1965; Polansky & Weiss, 1959; Polansky, Weiss & Blum, 1961) have

emphasized the role of "verbal accessibility" to the patient's underlying personality in the therapeutic process.

In the realm of communication theory Miller and Steinberg (1975) have spoken of the development of an interpersonal communication relationship in terms of a greater use of information about the participants as unique individuals. If we assume, like Altman and Taylor (1973), that such information is of greater depth, the perspective becomes quite compatible with the view taken here.

Several discussions of friendship development can also be related to the perspective taken here. A number of observers have pointed to intimacy and disclosure as factors distinguishing relations among friends from relations among non-friends (e.g., Naegele; Suttles, 1970; Weinberg, 1970; Williams, 1959). These factors have also been hypothesized to discriminate between various levels of friendship. Naegele (1958), for example, interviewed high school students and reported that several levels of friendship were perceived by his respondents. These ranged from "acquaintance" to "best friend." According to Naegele, these levels were most distinguishable in terms of the amount and breadth of self-disclosing communication. In differentiating simple "friendly relations" and more developed levels of friendship, Kurth (1970) reaches a similar conclusion. If we view relationships such as "non-friend," "acquaintance," "friend" or, "best friend" as points along a continuum of development or

closeness, then these discussions are easily interpreted within the framework articulated here.

In summary there would appear to be a large measure of consensus across a wide variety of perspectives regarding relationship development. Common to these perspectives is the hypothesis that relationship development can be described in terms of increasing breadth, depth and frequency of exchange and communication.

Contract factors. It is presumed that some sort of communication contract functions at every stage of development. This is only to say that there are always expectations, norms, or rules guiding exchange. The process of relationship development, however, can be described in terms of a number of systematic changes in the structure or functioning of the communication contract.

It was previously noted that some of the discussion of exchange factors overlapped with the consideration of contract factors. Several of the perspectives mentioned stress the role of increasing disclosure and communication frequency in relationship development. To the extent that these factors create greater knowledge about the behavioral alternatives and valuing of the participants, they can also be associated with the contracting process.

Metacommunication was suggested as an essential factor in the communication contracting process. Unfortunately, almost no research has focused on the developmental aspects of the

concept. On the one hand, one might hypothesize that as exchanges moved toward greater depth, breadth, and, frequency, participants would experience greater needs for metacommunication. That is, as exchanges take on greater importance, variety, or frequency the level of communication about the exchanges would increase. On the other hand, it could be hypothesized that some minimal frequency of metacommunication was necessary at all points along the developmental continuum. Obviously, these two hypotheses are not mutually exclusive. Only if we assume that some absolute frequency of metacommunication is sufficient along all points in the developmental continuum would the views be clearly differentiated. Of course, it is also possible that persons can devote so much time talking about their exchanges that they do little else. According to some clinical observers (e.g., Watzlawick, Beavin & Jackson, 1967), either too much or too little metacommunication can contribute to relational decay. Almost no research has been addressed to this issue. In one of the few relevant studies, Lichtig and Vickery (1975) report a positive association between the frequency of metacommunication and the level of perceived closeness. Although the investigators do not make their operationalizations clear, such a finding might imply a positive association between metacommunication frequency and relational development.

As exchanges take on higher values, become more frequent, and diverse, we might expect the contracting process to become

more specific. While the general guidelines of social roles may serve the needs of less developed relations to a relatively great extent, the more complex exchanges characteristic of greater development would seemingly demand a greater reliance on rules or norms developed within the relationship itself. Several investigators have commented on the close association between relational development and an increasing use of relationally generated rule or norm structures.

In distinguishing between "non-interpersonal" and "interpersonal" communication relationships, for example, Miller and Steinberg (1975) suggest that interpersonal communication relies to a greater extent on rules which are developed by the participants themselves. To the extent we assume that interpersonal relationships are more highly developed than non-interpersonal relationships, the perspective articulated by these investigators is compatible with the point made above.

A similar theme is selected in Suttles' (1970) discussion of friendship. In differentiating friendship and other forms of social relations, Suttles (1970) makes the point that:

Friendship is also a way of "going around" social conventions that get in the way of substantive social responsibilities and aims. Herein lies one of the great advantages of friendship; for no society seems able to work fully according to its formal norms. There must be some room for deviation, and friendship allows people to draw off in a private morality (p. 132).

According to Suttles, no other relationship besides marriage exhibits such extensive and private negotiation as friendship.

Several investigators in the area of small group development have also stressed the need for relationally-generated norms or rules. In summarizing his own and others' observations of student training groups, Mills (1964) concludes that the "negotiation of an indigenous normative system" is essential to the group development process. In his exhaustive review of the group development literature, Tuckman (1965) concludes that group development depends on "group-generated norms."

From a variety of perspectives, then, we would expect an increasing reliance on relationship generated rules or norms to be associated with the development process.

Closely associated with this normative development is an increasing level of idiosyncrasy in the communication process. Relationships with a long history of interaction develop unique patterns of communication. Thus, Burgess (1926) speaks of the "unity of interacting personalities" in the family and Stryker (1964) advances the notion that families develop self-conceptions of themselves as a unit. Waller and Hill (1951) comment on the increasing uniqueness of communication in the courtship process:

As a result of conversations and experience, there emerges a common universe of discourse characterized by the feeling of something very special between two persons. . . . They soon develop a special language, their own idioms, pet names, and jokes; as a pair, they have a history and a separate culture (p. 189).

This progression toward greater normative specificity and idiosyncrasy in normative systems and communication has

two impacts on relationship development. First, it is hypothesized that as relationships develop, participants will come to perceive the relationship as increasingly unique. Second, it is hypothesized that as relationships develop, participants will experience less uncertainty and greater understanding in reference to each other. Each of these hypotheses is discussed more fully below.

In the previous section it was suggested that contracts draw upon three sources: 1) social norms; 2) previous interactional history; and 3) current exchange contingencies. With the exception of social norms, these sources imply a certain uniqueness to the contract. History quite obviously imparts a unique quality to exchange. Since it is highly unlikely that any two relationships deal with exactly the same sets of current exchange contingencies over time, a sense of uniqueness emerges from the day-to-day management of the relationship as well. Given that the process of relationship development implies a greater reliance on internally generated norms as opposed to external social norms, we can hypothesize an association between development and perceived uniqueness. As relationships develop, then, participants are hypothesized to view their relationship as more unique--unlike any other they have ever known (McCall & Simmons, 1966).

As the rule or normative structures guiding exchange become increasingly specific, we might expect that persons would become less uncertain about the preferences and behaviors others

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exhibit. Such a view is quite compatible with the "uncertainty reduction" perspective taken by Berger and his associates (e.g., Berger, 1974; Berger & Calabrese, 1975; Berger, Gardner, Clatterbuck & Schulman, 1975). The uncertainty reduction perspective describes the development of communication processes in relationship in terms of a reduction in uncertainty.

Especially instructive in this regard is a recent paper by Berger, Gardner, Parks, Schulman and Miller (in press). These investigators outline 3 levels of interpersonal knowledge:

1) description--data which identifies empirically verifiable aspects of the person as well as outlining role relations; 2) prediction--data which allows one to predict others' attitudes or behaviors; and 3) explanation--data which allows one to develop explanatory schemas for existing predictions and to derive additional predictions.

These levels of knowledge can readily be translated into developmental terms. In general it is hypothesized that as the relationship develops, participants become more able to accurately describe, predict and explain each other's be-

havior. In a more specific sense, it is hypothesized that:

1) the closer the relationship, the less uncertainty will be exhibited; and 2) the closer the relationship, the greater the perceived understanding.

Maintenance Processes

If persons or environments were unchanging, one could presumably speak of an end-point to the developmental process.

But as we are told with cliché-like regularity, change is the one constant of human relationships. This implies that participants must exhibit a continual concern for relationship maintenance. As McCall and Simmons (1966) note:

Identity must be won and rewon continually. Audiences are fickle, and we must continually induce them anew to support our roles and legitimate our claims to particular identities. . . . a spouse can not rest upon the laurels of honeymoon romance and intimacy to hold her mate, and a person cannot have friends without continuing to be a friend himself. . . . identities must be won and rewon during the career of each relationship with others, or such relationships will go awry (p. 168).

As McCall and Simmons suggest, relational exchanges and contracts must be continually maintained if decay processes are not to set in. In discussing adjustment in marriage, Navran (1967, p. 181) concludes: "marital adjustment must be striven for constantly and cannot at any time be considered achieved and stored away as one would a prize possession." Even though maintenance needs may be most evident in the earlier stages of a relationship (Corrales, 1975; Navran, 1967; Waller & Hill, 1951), maintenance is a constant requirement in all relationships over time.

In stable relationships, the communication contract regulating exchange relations will frequently be tested (Shapiro, 1968). Such testing serves at least two functions. First, testing allows participants to deal directly with relative minor changes in the relationship. Second, testing serves to maintain the perception of predictability in the eyes of the

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participants. Thus, the processes of disclosure, metacommunication, uncertainty reduction and enhancement of understanding so essential to relationship growth must be maintained if decay is to be prevented.

Decay Processes

At the outset, it must be noted that much less theoretical attention has been devoted to the understanding of decay processes than to growth processes. Almost no research has examined the decay of friendship relations. Relatively little small group literature has addressed the issue. The bulk of the existing research pertains to marriage. And, as Hicks and Platt (1970) point out, most of these studies have been limited to statistical analyses of divorce and desertion data drawn from census reports, or on a rather limited set of variables which appear to distinguish between married couples and divorced or separated couples. Certainly part of this may be due to the greater difficulties of obtaining comprehensive data on decaying relationships. As a result a rather limited focus emerges from an examination of this literature.

Still, decay can be described in terms of the basic conceptualization outlined in this essay. Altman and Taylor (1973) suggest that decay or "depenetration" is like a film of the developmental process shown in reverse. Although it is extended to include contract factors, the discussion below also follows this basic outlook.

Exchange factors. In terms of communication and exchange factors as the reverse of growth processes, we may define relational decay as: 1) decreases in depth; 2) decreases in breadth; and 3) decreases in frequency. That is, exchanges take place less often, have less variety, or are less valued by the participants.

This perspective on relational decay has been reflected in what Altman and Taylor (1973) call "depenetration." In discussing what they refer to as "decaying marriages," Blood and Wolfe (1960) point to a "drifting apart"--a situation in which exchanges become increasingly restricted in terms of breadth. In his rather pessimistic conclusions regarding marriage, Pineo (1961) reports that over time couples exhibit decreasing intimacy and a decreasing frequency of intimate behaviors such as sex.

In purely exchange terms, relational decay and/or termination may stem from a variety of factors. Among these are: 1) reductions in the ability to provide or receive rewards--e.g., economic setbacks, poor health, maturation, etc.; 2) increased costs--e.g., the imposition of physical distance, greater time needed to maintain agreements, etc.; or 3) the presence of alternative rewards external to the relationship--e.g., extra-relational sexual affairs, more rewarding friends or kin, preoccupation with external hobbies or jobs, etc. Each of these general classes can be said to contribute to relational decay if unchecked.

Contract factors. At least to some extent, the decay of communication contracts can be described in terms of a general reversal of the development process.

From such a perspective it can be hypothesized that decay will be associated with a shift from lesser to greater reliance on social norms. A popularized conception of decay is that persons cease to be actively involved in the relationship--they fall back on generalized role conceptualizations. Statements like "He is just playing the role" or "She is just going through the motions" or "They are simply keeping up appearances for the sake of the kids" all reflect this orientation. Aside from these popular views, however, there is little empirical evidence relating to this issue. While there is a substantial body of literature on the particularization of normative systems during relationship development, there is almost no research addressing the decay aspects of the process.

Thus, while one might expect decay to be associated with reductions in metacommunication, predictability and understanding, there is relatively little in the literature to support such an assumption.

It is important to note that decay does not necessarily imply relationship termination. Persons may renegotiate their contract so as to "seal off" disruptive areas of exchange. Not all such attempts, of course, are successful in stabilizing the relationship. Sometimes disruptions may spread throughout exchange relations. A "spread effect" is more likely,

according to Altman and Taylor (1973), if the initial disruption occurs at a great depth. Kamorovsky (1940) gives the example that unemployment of the husband often leads to disruptions in sexual activity. Even when the spreading of effect is not great, the relationship has clearly decayed in the sense that decay has been defined in this essay. This, however, does not imply termination. Termination is but the end-point along the decay continuum (Hicks & Platt, 1970).

Summary and Hypotheses

This chapter has outlined a conceptualization of social relationships in dynamic terms. The goal has been to synthesize a variety of existing perspectives and findings in such a way that the processes of relational change could be coherently conceptualized and studied.

The remainder of the present work is concerned with extending our empirical understanding of relational change processes. Obviously, a conceptualization as general as the one taken here is difficult to study as a whole. As a result, the present work will focus on those variables most closely associated with communication processes. Not only are these variables central to the conceptualization, but they have often been the least researched.

The summary provided in this section will be cast in terms amenable to empirical inquiry. Specific research hypotheses and questions are emphasized. This is done first for

the growth and maintenance factors and second for the decay factors.

Growth and Maintenance Factors

At the outset, it was suggested that a common and intuitively reasonable index of relational development was perceived closeness. That is, as relationships develop persons come to think of them as "closer." Perceived closeness, then, will be employed as one generalized indicant of relationship development and maintenance. "Level" of friendship will also be utilized as a generalized indicator.

In exchange relations development was defined in terms of greater breadth, depth, and frequency of exchange and communication. Thus, it was hypothesized that closer relationships are characterized by greater depth, breadth, and frequency of communication than less close relationships. Frequency of communication is, of course, a function of a variety of factors in addition to relational development. One of the most important of these is physical distance. Substantial support has been found for a positive relationship between propinquity and communication frequency (e.g., Caplow & Forman, 1950; Deutsch & Collins, 1958; Festinger, Schachter & Back, 1950; Loether, 1960; Menne & Sinnott, 1971; Riemer & McNamara, 1957; Willerman & Swanson, 1952). Thus, in examining the relationship between frequency and closeness, it would appear appropriate to control for the effects of distance.

Communication depth, breadth, and frequency were also related to contracting processes. The frequency of verbal metacommunication was also hypothesized to be important in the process of growth and maintenance. Although the research relating to this variable has generally not focused on developmental issues, it was hypothesized that closeness and metacommunicative frequency would be positively associated.

Most central to our discussion of the contracting process was the notion that contracts functioned to provide predictability to exchanges over time. As relationships developed and their exchange relations became more complex, it was suggested that the predictability of interaction would also increase. Specifically it was hypothesized that the closer the relationship was: 1) the less uncertainty or lack of predictability would be exhibited; and 2) the greater the perceived understanding.

Finally, with regard to the contracting process, it was hypothesized that more developed relationships would be perceived as more unique by the participants. The increasing complexity of exchange relations, the particularization of information and agreements guiding exchange, and the development of idiosyncratic communication patterns were all discussed in terms of uniqueness.

Summary of hypotheses. The remainder of the paper focuses on an empirical test of these hypotheses. In addition to examining the simple bivariate relations, an attempt will be

made to explore the multivariate structure of relationships between the variables discussed above and perceived closeness. Hypotheses are summarized in bivariate form below:

- H₁: The more developed the relationship, the greater the depth of communication.
- H₂: The more developed the relationship, the greater the breadth of communication.
- H₃: The more developed the relationship, the greater the frequency of communication--when physical distance separating the participants is controlled.
- H₄: The more developed the relationship, the greater the frequency of metacommunication.
- H₅: The more developed the relationship, the lower will be the level of uncertainty.
- H₆: The more developed the relationship, the greater the level of perceived understanding.
- H₇: The more developed the relationship, the more unique it will be perceived to be.

It should be noted that this research will not directly concern itself with the precise nature of the causal relations in the hypotheses. Given the paucity of existing research it would be difficult to justify decisions regarding time order or reversibility versus irreversibility. The first three hypotheses are essentially definitional.

Decay Factors

The conceptualization outlined in previous sections defined relationship decay or termination in terms of decreases in exchange or communicative depth, breadth and frequency. In contracting terms, decay was associated with a general

withdrawal relationally generated norms or rules reflected in decreasing uniqueness, understanding, and predictability.

However, these tentative hypotheses are derived more from a logical extension of our discussion of growth and maintenance dynamics than from a thorough conceptualization of decay processes themselves. As was noted above, relatively little attention has been devoted either at an empirical or theoretical level to decay processes. As a result the present investigator would argue that the collection of general information about the decay process has a higher priority than premature hypothesis testing.

The research strategy undertaken here is exploratory in nature. An effort will be made to explore the relationship between the conceptualization of decay processes and the subjects' perceptions of relationship decay. That is, we will be concerned with the reasons subjects give explaining decay and the basic conceptualization of decay. We will be interested in the following two general exploratory questions:

1. In terms of the exchange and contract factors conceptualized in terms of decay, what is the distribution of subject explanations? That is, what are the most frequent and infrequent reasons for relationship decay?
2. Does the conceptualization taken in this chapter appear to include the majority of explanations subjects give for relationship decay? That is, to what extent does the conceptualization "fit" the subject's perceptions of the causes of relationship decay?

This chapter has outlined a series of specific hypotheses regarding relationship growth and maintenance and a series of research questions pertaining to decay processes. These were drawn from a dynamic conceptualization of relationships and relational change processes.

The remainder of the work deals with an empirical test of the hypotheses and exploration of the research questions. The next chapter outlines the research methodology employed and the following chapter presents research findings. The final chapter of the present work will summarize the major findings and discuss them in terms of their implications for the conceptualization offered in this chapter and their implications for future empirical and theoretic efforts.

Chapter 2

Research Methodology

The design and conduct of a study testing the hypotheses outlined at the close of the previous chapter is discussed here. The first portion of the chapter discusses a pilot study. The second portion of the chapter discusses the design and procedures used for the primary study which consisted of a three-wave survey design and a smaller mail survey. While the actual study dealt with a variety of topics, this hypotheses and research questions derived in the previous chapter.

Pilot Study

Rationale

To examine differences between levels of relational development, it was necessary to find a way of identifying relationships at numerous points along the developmental continuum. That is, one rationale for the pilot study was to devise a procedure whereby a considerable variance in levels of relationship development could be identified.

In the previous chapter it was suggested that one could presume that various levels of friendship (e.g., casual acquaintance, friend, good friend, etc.) could be arrayed along

the developmental continuum. That is, the connotations given to the social designations of friendship level were presumed to delineate differing levels of relationship development. To examine this assumption and in order to develop a procedure for identifying a variety of developmental levels, a pilot study was undertaken. This study sought to distinguish between several more or less commonly used social labels for friendship in terms of the generalized perceived "closeness" of the relationship.

Subjects

Questionnaires were given to 86 undergraduate students enrolled in lower division communication courses at Michigan State University in the Winter of 1976. All participants volunteered for the study and received extra credit in their course for participation.

The mean age of the sample was 18.79 years ($SD = 1.26$). Fifty-eight (67.4%) of the subjects were female and 28 (32.6%) were male. Almost all (96.5%) were unmarried. Most of the participants (70.9%) were freshmen, while 17.4% were in their sophomore year of college. Of the remaining 11.7% of the sample, 7.0% were juniors and 4.7% were in their senior year.

Data Collection Procedures

Students who had volunteered to participate in the study were given a questionnaire (Appendix I) in class and instructed to complete it outside of class. Once the questionnaire

had been completed, participants were instructed to return it to class or to the investigator's office.

Participants were instructed to evaluate 10 different types or levels of friendship in terms of closeness. These were: 1) intimate friend; 2) acquaintance; 3) friend; 4) best friend; 5) close friend; 6) just friends; 7) casual friends; 8) good friends; 9) very good friends; and 10) casual acquaintances. While this list was not presumed to be exhaustive, it was assumed to be representative of the broad variety of social designations for friendship relations.

For each relationship participants were presented with a 100 mm line bounded by the phrases "Not Close at All" and "Extremely Close." The closeness judgment was made by placing a slash through the line at the point along the closeness continuum which the participant judged to be appropriate for a given relationship.

All participants fully completed this portion of the pilot study questionnaire. There were no missing data for these 10 items.

Results

The primary focus of the analysis was to examine the way in which the 10 friendship designations were arrayed in terms of closeness. The means and standard deviations of judgments for each of the designations are presented in Table 1.

As this table reveals, these friendship designations are arrayed along almost the entire closeness continuum. Grouped

Table 1
Means and Standard Deviations
for Friendship Designations^a

Designation	Mean	Standard Deviation
Acquaintance	17.05	12.78
Casual Acquaintance	17.61	12.56
Casual Friend	31.83	13.98
Just Friends	39.37	14.49
Friend	52.28	14.47
Good Friend	63.59	13.56
Close Friend	78.84	11.53
Very Good Friend	80.49	11.93
Best Friend	86.74	11.21
Intimate Friend	90.52	12.73

$a_{\underline{n}}$ = 86 for all statistics.

at the lower end of the continuum are relationships like acquaintance and causal acquaintance. The mean for the "friend" designation fell very near the mid-point of the continuum, while terms like close friend, very good friend, best friend and intimate friend were grouped near the upper end of the continuum. The least close relationship was "acquaintance" while the closest was "intimate friend."

Each of the 10 designations was also examined for sex differences. Given that most of the subjects (67.4%) were female, results of these comparisons with lopsided group sizes must be viewed as exploratory at best. Of the 10 t-tests, only one revealed a difference which was statistically significant at the .05 level. This test was for judgments of intimate friendship where females tended to perceive the relationship as closer ($\bar{M} = 90.77$, $SD = 5.97$) than did males ($\bar{M} = 85.86$, $SD = 20.34$). This difference was statistically significant, $t(84) = 2.43$, $p < .025$. A comparison of the standard deviations for the two groups reveals that males tend to perceive greater variance in terms of closeness for intimate friendship than do females. None of the other terms differed in terms of sex.

Discussion

As the results of this pilot study indicate, the various social designations for friendship relations can be arrayed along a broad variety of points on a closeness continuum. To the extent that closeness is assumed to indicate relationship

development, these social designations for friendship represent a considerable variety of points along the developmental continuum.

The major usefulness of these findings for this study was in terms of design considerations for the primary study. In order to conduct the primary study it was decided that a limited number of relationships would be tapped. The results of the pilot study were used to identify a set of social labels which: 1) contained substantial variance within judgments of the label; and 2) were arrayed at different points along the developmental continuum. All of the friendship designations appeared to possess ample variance. Thus, the decision regarding which particular labels to use was based on their placement along the closeness continuum. It was somewhat arbitrarily decided to use the following 3 labels: 1) acquaintance; 2) friend; and 3) intimate friend. This decision was based on two considerations. First, the designations of acquaintance and intimate represented the extreme ends of the closeness continuum and thus were most likely to maximize variance for this measure. Second, the three terms were approximately equally spaced along the closeness continuum. Use of these terms would simplify any comparisons based on friendship designation.

It should be noted that while these terms can be distinguished in terms of closeness, closeness may not be the only relevant dimension. It may be that these terms are

similar or different on other dimensions. However, this unidimensional analysis was most relevant for the present research.

The Main Study

This section outlines the research methodology employed for the main study and is divided into three parts: 1) a discussion of the selection and nature of the sample; 2) a discussion of data collection procedures; and 3) a discussion of instrumentation.

Selection and Description of Sample

Selection of sample. A sample of college students provided data to test the hypotheses and gather information relevant to the research questions outlined in the previous chapter. This choice was predicated on two factors.

First, there seemed to be no reason to believe that the processes of relational formation, maintenance and decay would vary as a function of the sample. The conceptualization is a general one and not limited to a specific type of relationship such as friendship or marriage. While the content of exchange and communication contracting processes may differ as a function of demographic variables, neither the conceptualization itself, nor previous research would indicate that the structure of these processes would vary as a function of sample type. This, of course, does not imply that they don't--only that there is no obvious reason for examining one population in preference to another for theoretic reasons.

Second, while a limited amount of data will be discussed here, the overall needs of the study were quite large. A large number of variables were examined in a multiple-wave format. Given the limited resources available, problems of contact and tracking participants through the study were judged to be less severe with a student sample.

The final sample of 105 students was drawn on a volunteer basis from lower division undergraduate communication courses at Michigan State University in the Spring of 1976. The final sample consisted of persons who fully completed a series of three questionnaires. The final sample of 105 persons represented a 92.9% completion rate when compared to the 113 persons who began the study. All participants in this sample received extra credit for full completion of the questionnaires.

Participants were asked if one of their friends could be contacted. This was totally voluntary and had no impact on the extra credit aspect of the study. Participants were allowed to choose any one of the three persons they had designated. Slightly less than 50% (49) of the participants allowed one of their friends to be directly contacted. These friends were sent a questionnaire by mail. Forty-three (87.8%) questionnaires were returned--although one of these was later removed because the participant who had named the friend failed to complete the study. Thus, a smaller sample of 42 reciprocated contacts was obtained.

Description of sample. The final sample consisted of 63 females and 42 males. Participants ranged in age from 18 to 30 ($M = 19.29$, $SD = 1.60$). Virtually all (97.1%) of the respondents had never been married. Most of the participants were in their first (62.9%) or second (21.0%) year of college. Of the remaining 15.3%, 6.7% were juniors and 8.6% were seniors, while about 1.0% of the sample was completing the fifth or later year of undergraduate work.

At least in terms of these characteristics, the individuals comprising the final sample did not appear to differ markedly from the pilot sample.

Data Collection Procedures

Main sample. The overall design of the study was non-experimental and cross-sectional in nature. Each subject completed three questionnaires (Appendices II, III, IV). Questionnaires were distributed approximately seven to 10 days apart.

Data collection adhered to the following general pattern. Participants were given questionnaires in class and instructed to return them at the next class meeting or to a drop-off point. Persons who failed to either pick-up or return a given questionnaire were contacted by phone. If contact could not be made, the participant was dropped from the study. In no case was the subject allowed to have more than one questionnaire at a time for many of the items from wave to wave were similar and the investigator wished to avoid the

possibility of participants merely copying responses from one questionnaire to the next.

Each participant was instructed to evaluate three relationships: 1) an intimate friendship; 2) a friendship; and 3) an acquaintance relationship. For each relationship, the participant was instructed to name a person with whom he or she enjoyed that particular type of relationship. After the first wave, the name of the friend, acquaintance, and intimate friend was written in for the participant on the questionnaire. This was done in an effort to lessen the recall demand on the subjects over the period of the study.

Thus, each participant completed items relevant to the research hypotheses and questions for three different relationships. As a result, the 105 participants in the final sample generated information about a total of 315 relationships.

Mail sample. A sample of 42 reciprocated contacts was obtained. That is, data for this group was collected on both participants in the relationship. This was done in an effort to more fully assess the reliability of measurement and to extend the possibilities for secondary analysis and explanation.

Persons named by the participants were sent a questionnaire by mail. This questionnaire asked the same questions asked in the 3 waves of the main study. A copy of this questionnaire can be found in Appendix V. In addition to the

questionnaire each contact received a personal letter explaining the study and urging cooperation. Telephone follow-ups for unreturned questionnaires had been planned but were not done owing to the high initial return rate. Persons named by the participants were given no incentive such as extra credit for participation.

Instrumentation.

All variables contained in the research hypotheses and questions were measured. Single item measures were repeated in different questionnaires in order to obtain a test-retest reliability estimate. The final value for these variables was the mean of the two items. A discussion of the operationalization of variables follows below.

Closeness. "Closeness" was suggested to be an indicant of the general developmental process. In the first and second waves of the study as well as in the mail questionnaire, participants were asked the following for each relationship: "How 'close' is your relationship with this person?" Responses were given on a nine-point scale bounded at the end points with the phrases "Not Close at All" and "Extremely Close."

Breadth and depth of communication. Since depth and breadth of communication were operationalized by means of the same set of items, the measurement of these variables is jointly discussed here.

A set of 40 items were randomly selected from a pool of items drawn from a set of intimacy-scaled statements developed

by Taylor and Altman (1966a, 1966b). The pool for this selection was drawn from a larger pool developed by Taylor and Altman. Their pool consisted of 671 items pertaining to 13 different topics which people might discuss as they formed interpersonal relationships. The pool for this study was drawn from the larger pool according to the following general criteria: 1) items were included only if Taylor and Altman reported that they could be scaled for intimacy with "high" or "moderate" reliability; 2) items were selected to include a variety of topics; and 3) items were chosen to include items from all levels of intimacy. A given item could have an intimacy score ranging from 1.0 to approximately 11.0.

From this pool, four items whose intimacy value fell between 1.0 and 2.0 were randomly selected, four items whose intimacy value fell between 2.0 and 3.0 were also selected. This process was repeated for each of the 10 integer intervals along the Taylor and Altman scale. Thus, a total of 40 items were randomly selected from the pool generated by applying the criteria listed above--with four at each integer level of intimacy. All but one of the 13 topics delineated by Taylor and Altman were included in this final set. The non-selected topic pertained to "own marriage and family." Using Taylor and Altman's scale values for the items, the final scale values ranged from 1.23 to 10.69. These scale values were derived from judgments in populations consisting of college students and Naval personnel. The 40 final items are arrayed

in the questionnaires used in this study in order of increasing intimacy. These items appeared in the first, third and mail questionnaires.

This admittedly somewhat crude scale construction procedure resulted in a set of 40 items arrayed in terms of an increasing order of intimacy. Participants were instructed to indicate whether or not they had ever discussed each of the 40 items with the other person. They were told that they need not have discussed them extensively or recently--just as long as the topic had been discussed at some point in time.

A general measure of communication breadth was obtained by simply summing the number of items checked by the participant. The greater the number of topics checked, the greater the breadth of communication. Two measures of depth of communication were derived. Maximum depth was simply measured as the intimacy-value for the highest item checked. Average depth was operationalized as the mean value (using Altman and Taylor's scale values) for all of the checked items on a given administration. Thus, breadth was operationalized in terms of the number of items checked and depth was operationalized in terms of the intimacy value for topics which had been discussed.

Frequency of communication. The frequency with which participants in a given relationship communicated was operationalized in terms of the average rate of face-to-face communication. Participants were asked: "On the average, how

often do you talk face-to-face with this person during the school year?" This item was followed by 8 response options:

1. "Once a month or less." (01.00)
2. "About once every 3 weeks." (01.42)
3. "About once every 2 weeks." (02.14)
4. "About once each week." (04.29)
5. "About twice a week." (08.58)
6. "About 4 times a week." (17.14)
7. "Once a day." (30.00)
8. "Two or more times each day." (60.00)

Numerical values were assigned to each of these categories in terms of their ratio relationship to each other. These values appear in parentheses above. The first category ("Once a month or less") was assigned a base value of 1.0. Other categories were assigned a value according to their ratio to this base value. Thus category seven, "Once a day," has a numerical value of 30.00, representing a frequency 30 times as great as the first category.

This measure of communication frequency was included in the first, second and mail questionnaires.

Distance between participants. As the conceptual discussion noted, a major determinant of communication frequency is propinquity or distance. In this study the distance between participants was measured in terms of miles. Participants were instructed to estimate the number of miles in whole numbers and decimal fractions between themselves and the other party to the relationship. This item was included in the second and third questionnaires.

Frequency of metacommunication. A limited operationalization of metacommunicative frequency was utilized in this study. Given the great variety and subtlety of nonverbal metacommunicative cues as well as the paucity of previous research on nonverbal metacommunication, it was decided to focus on verbal metacommunication. Participants were asked to respond to the following item: "How frequently do the two of you actually talk about the state or nature of your relationship?" Responses were given on a nine-point scale bounded by the phrases "Almost Never" and "Quite Frequently."

This measure of verbal metacommunication frequency was included in the first, second and mail questionnaires.

Uncertainty. A total of 19 items drawn from a larger 65 item scale developed by Clatterbuck (1975) was utilized to assess the participants' confidence in their ability to predict various actions and characteristics of the other party in the relationship. Previous use of these items by clatterbuck and the present investigator had indicated that they were strongly unidimensional and highly reliable in terms of internal consistency criteria.

Items dealt with a variety of topics. Several entailed biographic information--such as the other's age, birthday, and the amount of trouble the person got into as a child. Others focused on the other's activities and interest, while still others dealt with how the person would react in a number of different situations--such as infidelity, marriage,

borrowing money from friends, etc. Several items related to the other's general values and attitudes toward issues such as politics, religion, and friendship.

Participants were instructed to indicate their level of confidence in their ability to provide information on the other's actions or characteristics. A nine-point scale bounded by the phrases "I am not at all confident of my answer" and "I am extremely confident of my answer." was utilized. Presuming an acceptable level of internal consistency, the final value for this variable will be the sum of the 19 individual item scores.

The uncertainty items were included in the second and mail questionnaires.

Perceived understanding. The extent to which participants in a relationship felt they understood each other was conceptualized in terms of communication contracting and uncertainty reduction. A general measure of this variable was obtained by means of the following item: "How well do you think this person understands what kind of a person you are?" Responses were given on a nine-point scale bounded by the phrases "Not Well at All" and "Extremely Well."

This measure of perceived understanding in the global sense was included in the first, third and mail questionnaires.

Perceived uniqueness. A hypothesized correlate of increasing particularization in exchange and communication contracting in the developmental process was perceived uniqueness.

A global measure of this variable was obtained by means of the following item: "How unique--different from all others--is this relationship?" Responses were recorded on a nine-point scale bounded by the phrases "Very unique" and "Not unique."

This global measure of perceived uniqueness was included in the first, third and mail questionnaires.

Relationship decay. The research conducted in this study can be generally divided between hypotheses relevant to relationship development and research questions pertaining to relationship decay. Obviously some way to differentiate relationships which had experienced decay from those that had not was needed. A generalized distinction was made by asking participants to respond to the following question: "Has this person ever been a better friend than he or she currently is?" Responses were given in a simple "yes" or "no" format. The question was phrased in terms of "goodness" of relationship because many of the terms for friendship are differentiated in terms of this dimension as the pilot study indicated. A positive response to this item was interpreted as indicative of decay.

Participants who responded affirmatively were instructed to explain briefly what happened to change the relationship. These decay items were included in the second and mail questionnaires.

Written responses for participants answering the above question in the affirmative were coded by an undergraduate female and a female from the graduate program at Michigan State University. Neither coder was familiar with the nature of the study.

A copy of all written responses as well as the coding scheme has been included in Appendix VI. The coding scheme utilized was a rather straightforward extension of the conceptual discussion in the first chapter. Exchange factors associated with relationship decay were coded into the following categories: 1) reduced rewards; 2) enhanced costs; and 3) attractive alternative relationships. Each of these factors could lead to decreases in the breadth, depth, or frequency of exchange. Communication contracting factors associated with relationship decay were coded into the following categories: 1) enhanced uncertainty; 2) reduced or imbalanced disclosure; 3) decreased metacommunication; and 4) decreased communication idiosyncrasy. A final response category ("other") was included to cover those instances where no written response was given or where the response could not be coded into one of the other categories.

The focus of coding was on the previously articulated conceptualization. As a coding scheme many of the categories are very general and interrelated. Given the exploratory nature of this portion of the research as well as the lack of theoretical development necessary to devise a mutually

exclusive and exhaustive scheme, this orientation appeared to present an adequate point of departure for future research. In this vein, coders were instructed to use as many or as few categories as they believed appropriate. Coding instructions included a definition of each category as well as several examples for each category.

Other research variables. Several biographic factors relating to the participant and the person named by the participant were measured. Among these were: 1) age; 2) sex; 3) marital status; and 4) year in school. These were included in an effort to more fully describe the nature of the sample.

Participants were also asked to indicate how long they had known each person they had designated. Values for this variable across the various levels of friendship and decay may provide insight into nature of the friendship life cycle.

Summary

This chapter outlined the research methodology and procedures employed. Investigation of the research hypotheses and questions was conducted with a sample of undergraduate college students. The focus of the study was on friendship relations--acquaintanceship, friendship, and intimate friendship. For each of these three types of relationships participants were instructed to think of a specific person and then respond to a series of questions pertaining to each relationship. These particular levels or types of friendship had been selected on the basis of a pilot study. The main

study was a three-wave survey design examining a total of 315 relationships and a smaller survey of 42 reciprocated contacts which was developed in part from a mail survey.

Chapter 3

RESEARCH FINDINGS

Findings relevant to the research hypotheses and questions are presented in this chapter. It is divided into two major sections: 1) an examination of the hypotheses relating to relationship development; and 2) a consideration of the research questions pertaining to relationship decay.

Developmental Analyses

This section of the chapter focuses on analyses relevant to the research hypotheses advanced in the first chapter. It progresses in three parts: 1) an examination of measurement reliability; 2) an analysis of bivariate relations between variables; and 3) an exploration of multivariate relations among the major research variables. Each of these analysis categories is taken up below.

Measurement Reliability

Either a test-retest reliability coefficient or an internal consistency reliability coefficient was available for each of the major research variables. These reliability estimates are summarized in Table 2. Each estimate is based on the total sample of relationships evaluated by the

Table 2
Subject Judgment Reliabilities

Variable	Reliability
Closeness ^a	.86
Average Depth ^a	.61
Maximum Depth ^a	.74
Breadth ^a	.90
Communication Frequency ^a	.89
Metacommunication Frequency ^a	.72
Distance ^a	.99
Uncertainty ^b	.91
Perceived Understanding ^a	.77
Perceived Uniqueness ^a	.57
History ^a	.95

^aTest-retest correlation. All correlations reached $p \leq .001$ ($n = 315$).

^bInternal Consistency Coefficient--Cronbach Alpha (Cronbach, 1951).

participants ($n = 315$). Obviously with a sample size this large even very modest associations become statistically significant. However, with the exception of the average depth and perceived uniqueness measures, all of the reliabilities reached an acceptable level. While the reliability coefficients for average depth (.61) and perceived uniqueness (.57) are relatively high, they were inadequate in terms of traditional notions about reliability (cf. Nunnally, 1967, p. 226).

In an attempt to explore more fully the reliability of several of the major variables and the comparability of evaluations made by both parties to a given relationship, the correlations between the subject's evaluations and the other party's evaluations were examined. The data base for these comparisons was the 42 relationships on which evaluations by both members were available. The correlations are presented in Table 3.

It should be noted that there is no reason to believe that several of the potential subject/other judgments should be highly correlated. For example, there is no reason to believe that both participants in a relationship should necessarily perceive it to be equally close or unique. Nor is there any reason to expect that both members of a relationship should experience the same level of uncertainty or understanding. The subject/other comparisons for six of the variables, however, do constitute valid reliability estimates. These are: 1) average depth; 2) maximum depth; 3) breadth;

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Table 3
 Pearson Product-Moment
 Correlations of Subject/Other Judgments^a

Variable	r	p
Average Depth	.38	<.01
Maximum Depth	.30	<.05
Breadth	.65	<.001
Communication Frequency	.93	<.001
Metacommunication Frequency	.57	<.001
History	.90	<.001

^a_n = 42 for all correlations.

4) communication frequency; 5) metacommunication frequency; and 6) history. Since each of these variables refers to an evaluation about a joint aspect of the relationship, one should expect that members' evaluations would be highly correlated. Although all of these correlations are statistically significant, those for average and maximum depth, breadth and metacommunication frequency were lower than traditionally acceptable reliability estimates. As a result it is not clear that findings involving these variables can be generalized beyond the individual to the relationship as a whole.

Bivariate Variable Relations

Of the 315 relationships sampled, 68 were identified by participants as exhibiting decay. The remaining 247 relationships were examined in terms of the associations hypothesized in the first chapter. Means and standard deviations for each of the variables are presented in Table 4. The zero-order correlation matrix among these variables is presented in Table 5. Each hypothesis will be examined in terms of the correlation between perceived closeness and "level" of friendship and the other research variables.

Where possible, sex differences in the values of these variables will also be examined. Although no specific sex differences were hypothesized, results pertaining to sex differences are presented in an attempt to extend the exploratory value of the research.

In addition to perceived closeness, the "level" of friendship was suggested as a general criterion for

Table 4
Means, Standard Deviations and Ranges for Major
Variables for Non-decay Relationships^a

Variable	M	S.D.	Range	
Closeness	6.03	2.12	1.00 -	9.00
Average Depth	4.27	1.19	0.00 -	6.03
Maximum Depth	9.79	1.36	0.00 -	10.69
Breadth	22.40	10.32	0.00 -	40.00
Communication Frequency	25.25	24.43	1.00 -	60.00
Metacommunication Frequency	3.61	2.44	1.00 -	9.00
Distance	192.99	1,035.34	0.00 -	1,735.00
Uncertainty	112.75	31.05	30.00 -	169.00
Perceived Understanding	6.35	2.13	1.00 -	9.00
Perceived Uniqueness	4.95	2.27	1.00 -	9.00
History	3.36	4.21	0.16 -	19.84

^a_n = 247 for all statistics.

Table 5

Correlation Matrix for Major Variables for Non-decay Relationships^a

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Closeness											
2. Uncertainty	-.79 ^d										
3. Uniqueness	.60 ^d	-.50 ^d									
4. Distance	.07	-.09	.06								
5. Comm. Frequency	.16 ^c	-.09	.01	-.08							
6. Breadth	.72 ^d	-.79 ^d	.50 ^d	.13 ^b	.21 ^d						
7. Maximum Depth	.57 ^d	-.57 ^d	.32 ^d	.08	.23 ^d	.71 ^d					
8. Average Depth	.66 ^d	-.70 ^d	.47 ^d	.10	.23 ^d	.92 ^d	.81 ^d				
9. Metacomm. Freq.	.59 ^d	-.53 ^d	.50 ^d	.07	.06	.56 ^d	.37 ^d	.54 ^d			
10. Understanding	.87 ^d	-.76 ^d	.57 ^d	.03	.14 ^b	.70 ^d	.55 ^d	.65 ^d	.55 ^d		
11. History	.38 ^d	-.39 ^d	.27 ^d	.09	-.34 ^d	.33 ^d	.20 ^d	.26 ^d	.33 ^d	.36 ^d	

^a $n = 247$ for all correlations.^b $p < .05$ ^c $p < .01$ ^d $p < .001$

relationship development. Each participant was asked to evaluate three levels of friendship--acquaintance, friend and intimate friend. It was noted in the first chapter that each of these levels could be conceived of as being arrayed along a continuum of increasing levels of relational development. In a cross-sectional sense, then, relational development can be examined in terms of differences in the various research variables across the three levels of friendship. Of the 105 total participants, 53 were able to evaluate relationships at all three levels in which there was no decay. That is, there was no decay in any of the three designated relationships for 53 of the 105 participants in the study. Cross-sectional comparisons of relationship development by friendship level were made for these 53 participants. Means and standard deviations for the research variables across these three friendship levels are presented in Table 6.

Thus, each hypothesis was examined in terms of both perceived closeness and level of friendship. In order to explore the relationship between these two potential criterion variables for relational development, a 1-way treatment-by-subjects ANOVA was computed (Table 7). Differences between the three levels of friendship in terms of perceived closeness proved to be statistically significant, $F(2/104) = 11.55$, $p < .0001$. As Figure 1 reveals, closeness increases with level of friendship. This increase appears to generally approximate a linear function. Thus, levels of friendship and

Table 6

Means and Standard Deviations by Friendship
Level for Non-decay Relationships

Variable	Acquaintance	Friend	Intimate Friend
Closeness	4.15 (1.69)	6.47 (1.31)	7.76 (0.90)
Average Depth	3.45 (1.18)	4.12 (1.06)	5.01 (0.84)
Maximum Depth	6.58 (2.06)	6.63 (1.89)	6.32 (1.57)
Comm. Frequency	17.14 (19.85)	25.13 (25.20)	29.34 (26.97)
Breadth	32.72 (15.16)	31.05 (15.76)	36.66 (16.71)
Metacomm. Frequency	2.33 (1.69)	3.69 (2.39)	4.56 (2.59)
Uncertainty	90.62 (23.69)	116.64 (24.98)	135.70 (16.38)
Understanding	4.75 (1.89)	6.76 (1.45)	7.85 (1.25)
Uniqueness	3.87 (2.12)	4.86 (1.83)	6.02 (2.05)
History	2.20 (2.99)	3.26 (3.72)	5.70 (5.67)

Note: $\bar{n} = 53$. This represents participants who reported no decay at any of the three levels.

Table 7

Analysis of Variance: Closeness

Source of Variation	SS	df	MS	F	p
Between People	1318.94	52	25.36		
Within People	1877.85	106	17.71		
Between Levels	341.37	2	170.69	11.55	<.0001
Residual	1536.47	104	14.77		
Total	3196.78	158	20.77		

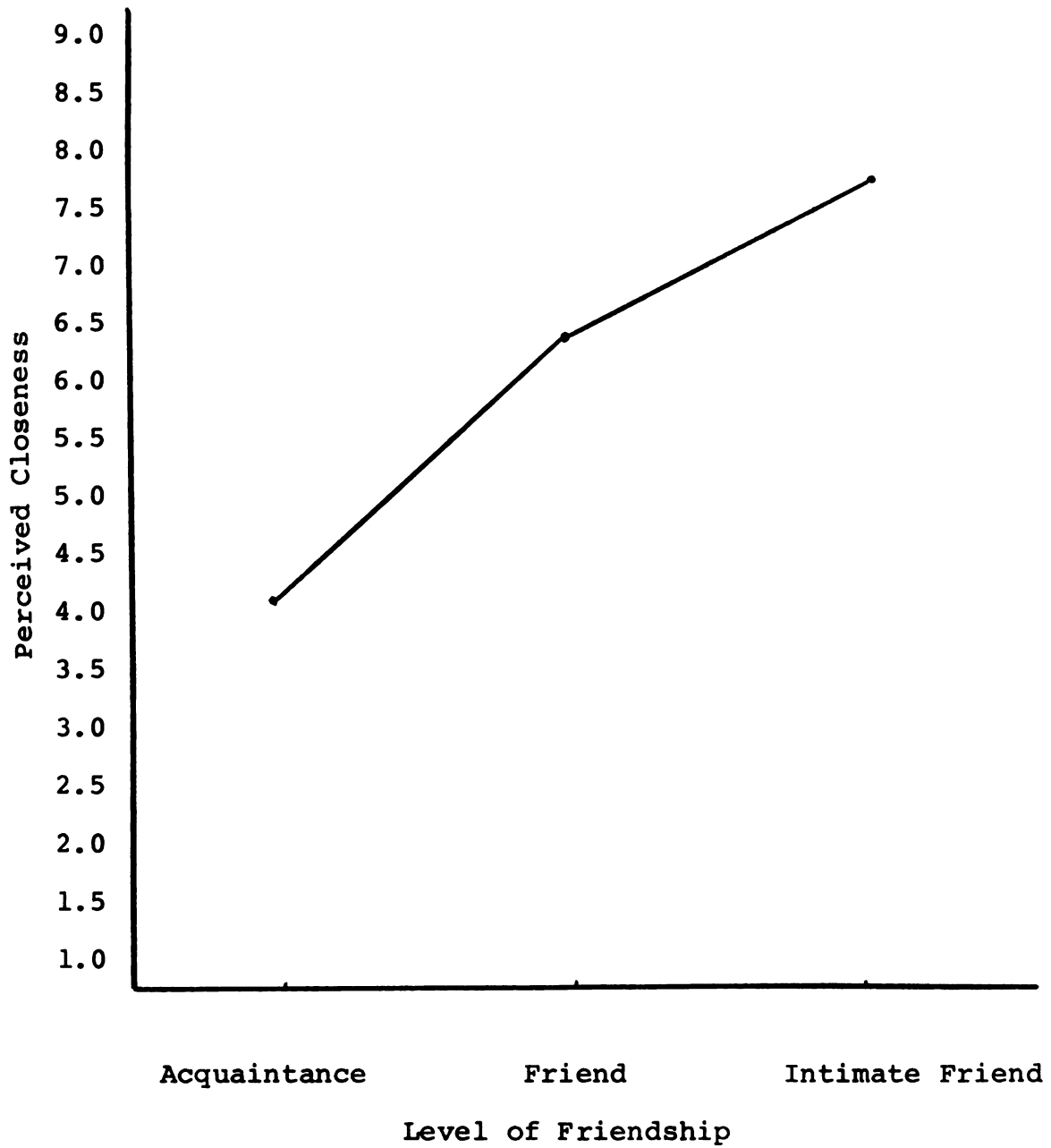


Figure 1. Means for perceived closeness by friendship level for non-decay relationships.

perceived closeness were found to be positively and strongly associated in this study.

Depth of communication. It will be recalled that the depth dimension of communication intimacy was operationalized in two ways in this study. Depth was first measured in terms of the maximum level of intimacy reported in the relationship. As Table 5 indicates maximum depth and perceived closeness were positively correlated, $r = .57$, $p < .001$. Although the informational value of the significance value for a correlation with a sample size this large is reduced, the magnitude of the association and its direction are supportive of the first hypothesis.

As Table 8 indicates, however, no significant difference was found between the three levels of friendship for maximum depth of communication, $F(2/104) = 0.54$, n.s.

The second operationalization of communication depth was the average intimacy level. As Table 5 indicates average depth and perceived closeness were strongly and positively associated, $r = .66$, $p < .001$. Average depth of communication was also found to increase across the three levels of friendship as Table 9 reveals, $F(2/104) = 42.64$, $p < .0001$. Thus, the average depth of communication was found to increase with the level of relationship development--regardless of whether relationship development was measured in terms of perceived closeness or level of friendship.

Table 8

Analysis of Variance: Maximum Depth

Source of Variation	SS	df	MS	F	p
Between People	246.26	52	4.74		
Within People	290.10	106	2.74		
Between Levels	3.00	2	1.50	0.54	n.s.
Residual	287.10	104	2.76		
Total	536.36	158	3.39		

Table 9

Analysis of Variance: Average Depth

Source of Variation	SS	df	MS	F	p
Between People	89.02	52	1.71		
Within People	144.24	106	1.36		
Between Levels	64.99	2	32.49	42.64	<.0001
Residual	79.25	104	0.76		
Total	233.26	158	1.48		

Results pertaining to maximum and average depth of communication across the three levels of friendship are displayed graphically in Figure 2. At least in terms of the assumptions made about relationship development in this research, it appeared that average depth of communication was a more sensitive index of relational development than was the maximum depth of communication.

In general the results of these analyses can be viewed as supporting the first hypothesis which suggested a positive relationship between depth of communication and relational development.

Sex differences for maximum depth and average depth were examined in three ways: 1) the sex of the subject; 2) male vs. female same-sex dyads; and 3) opposite vs. same-sex dyads. Findings relevant to each of these groupings are discussed below.

Of the 247 non-decay relationships, 102 were evaluated by male participants while 145 were evaluated by female members. Although females did tend to report greater maximum depth ($\bar{M} = 9.89$, $\underline{SD} = 1.29$) than males ($\bar{M} = 9.64$, $\underline{SD} = 1.45$), this difference was not significant, $t(245) = 1.45$, n.s. A significant difference between males and females was found, however, for the average depth of communication, $t(245) = 3.68$, $p < .001$. Females reported greater average depth ($\bar{M} = 4.50$, $\underline{SD} = 1.19$) than did males ($\bar{M} = 3.94$, $\underline{SD} = 1.12$).

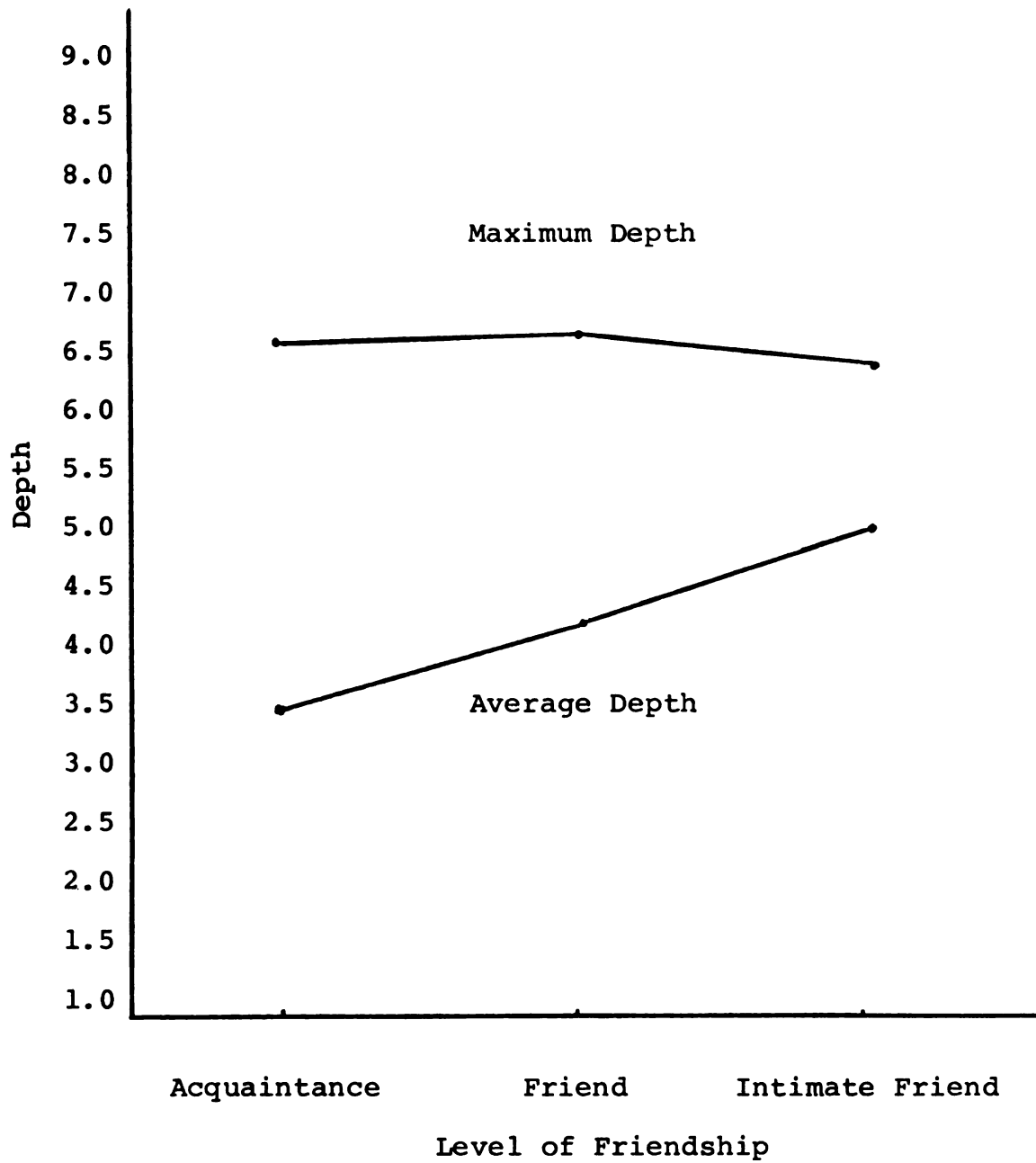


Figure 2. Means for average and maximum depth by friendship level for non-decay relationships.

Of the non-decay relationships, 199 of the 247 (80.6%) involved same-sex relationships. Of these 117 were all female, while 82 were all male. Although the maximum depth of communication in female same-sex friendship was somewhat greater ($\underline{M} = 10.07$, $\underline{SD} = 0.93$) than in male same-sex friendships ($\underline{M} = 9.76$, $\underline{SD} = 1.43$), this difference was not significant, $t(197) = 1.83$, n.s. However, as one might expect given the results outlined above, a significant difference between male and female same-sex relationships was found for average depth, $t(197) = 3.25$, $p < .001$. The average depth of communication was greater in female relationships ($\underline{M} = 4.63$, $\underline{SD} = 1.11$) than in male same-sex relationships ($\underline{M} = 4.11$, $\underline{SD} = 1.11$).

Since almost all (80.6%) of the non-decay relationships were same-sex, a systematic statistical comparison of same- and opposite-sex relationships was precluded. Differences are explored, however, for their potential exploratory value. The maximum depth in same-sex relationships was greater ($\underline{M} = 9.94$, $\underline{SD} = 1.17$) than in opposite-sex friendships ($\underline{M} = 9.15$, $\underline{SD} = 1.84$). A similar finding resulted from the average depth comparison. Same-sex friendships were reported to exhibit a greater level of average depth ($\underline{M} = 4.42$, $\underline{SD} = 1.14$) than opposite-sex friendships ($\underline{M} = 3.66$, $\underline{SD} = 1.22$).

As a result of the distribution of the sexes across the three levels of friendship, a systematic comparison of depth in terms of the sexual composition of relationships across

the three friendship levels was not possible. However, the results discussed above are suggestive of the value of such a test in future research. Although few sex differences were found for maximum depth, the reported level of average depth was found to vary as a function of: 1) the sex of the person making the evaluation; 2) whether the relationship was composed of males or females; and 3) whether the relationship was composed of same- or opposite-sex individuals.

Breadth of communication. Breadth of communication was operationalized in terms of the reported number of discussion categories that had actually been discussed in the relationship. There were 40 possible categories and the mean number discussed in non-decay relationships was 22.4 ($SD = 10.32$).

A strong positive correlation, $r = .72$, $p < .001$, was found between perceived closeness and breadth of communication for the 247 non-decay relationships. However, this finding was not replicated in the analysis of breadth across the three friendship levels. A test of differences proved to be unable to isolate statistically significant differences, $F(2/104) = 1.91$, n.s., as Table 10 reveals. Moreover, as Figure 3 indicates, the means were not in the expected order. Although the greatest breadth was achieved in intimate friendship ($M = 36.66$, $SD = 16.71$), the next greatest breadth of communication was reported in acquaintances ($M = 32.72$, $SD = 15.16$) rather than in the friend relationships ($M = 31.05$, $SD = 15.76$) as expected.

Table 10

Analysis of Variance: Communication Breadth

Source of Variation	SS	df	MS	F	p
Between People	15380.40	52	295.78		
Within People	24882.50	106	234.74		
Between Levels	880.63	2	440.31	1.91	n.s.
Residual	24001.87	104	230.79		
Total	40262.90	158	254.83		

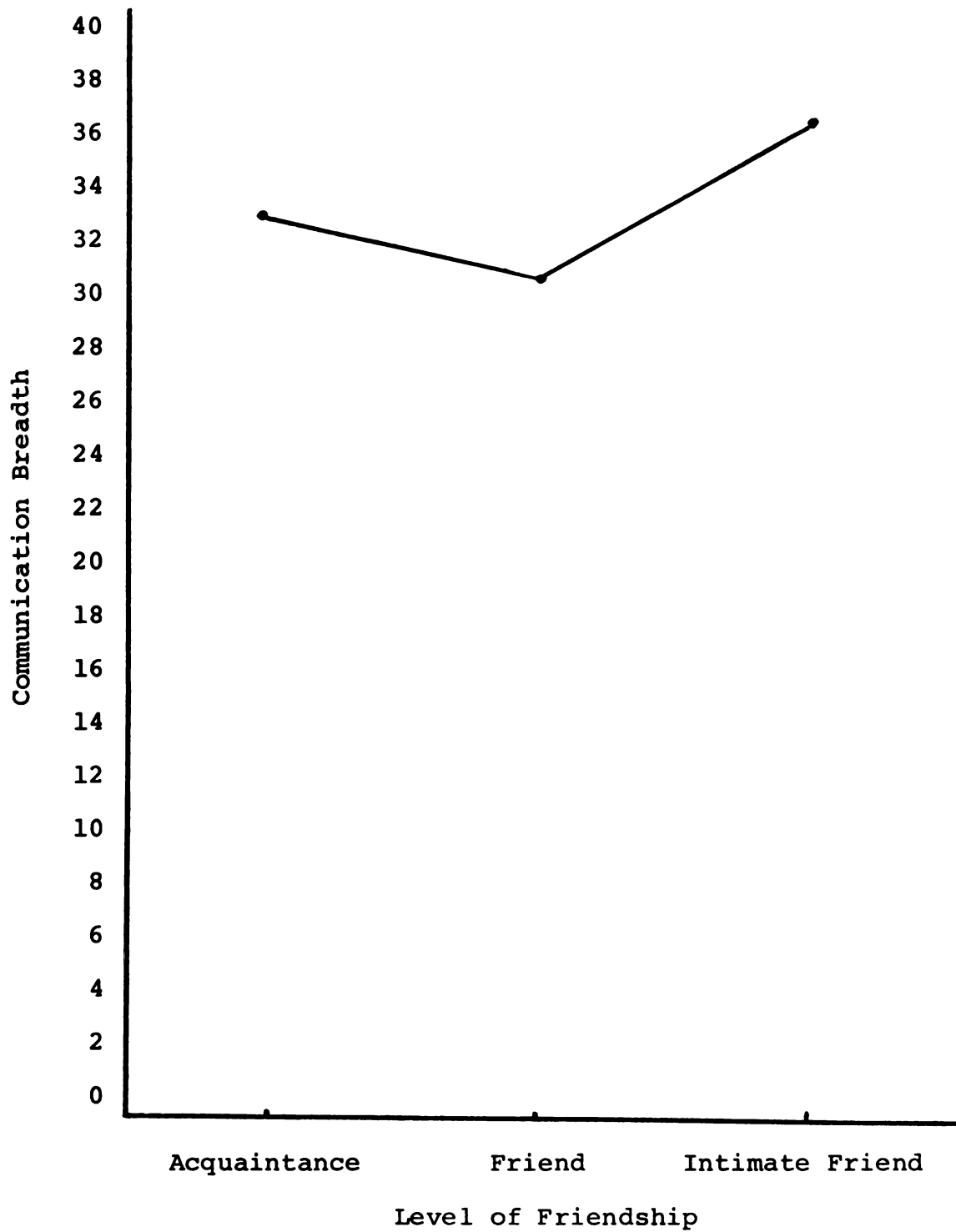


Figure 3. Means for communication breadth by friendship level for non-decay relationships.

Thus, the results of this study failed to provide consistent findings for the second hypothesis linking relational development with communication breadth. When using perceived closeness as an indicant of relationship development, the results supported the hypothesis. The results stemming from the analysis across levels of friendship tend toward rejection of the hypothesis.

In addition to the test of the hypothesis, a number of sex differences with respect to communication breadth were examined. Female participants reported a greater breadth ($\underline{M} = 24.01$, $\underline{SD} = 10.84$) in their relationships than did male participants ($\underline{M} = 20.11$, $\underline{SD} = 9.10$). As one might expect given the sizes of these two groups, this difference was significant, $t(245) = 2.97$, $p < .025$. Same-sex relationships among females also exhibited greater breadth ($\underline{M} = 25.08$, $\underline{SD} = 10.63$) than same-sex friendships among males ($\underline{M} = 21.66$, $\underline{SD} = 9.02$). This difference was also statistically significant, $t(197) = 2.37$, $p < .025$. The final comparison was between same- and opposite-sex friendships. Again, the differences in the sizes of these two groups precluded a statistical test of differences between the two groups. Although it could not be tested, a difference between these two groups was found. Participants involved in same-sex friendships reported a greater breadth ($\underline{M} = 23.67$, $\underline{SD} = 10.12$) than did persons involved in opposite-sex friendships ($\underline{M} = 17.11$, $\underline{SD} = 9.51$).

These findings suggest that the reported breadth of communication in friendship partially depends on: 1) the sex of the participant; 2) whether the dyad is same- or opposite-sex; and perhaps 3) whether a same-sex dyad is female or male.

Communication frequency. A positive relationship between the frequency of face-to-face communication and relational development was hypothesized. However, it was noted that the frequency of communication would also be a function of other factors. Chief among these was the distance separating the participants. In order to examine these relationships two correlations were considered. First, the zero-order correlation between frequency and closeness was examined. Although this correlation, $\underline{r} = .16$, $\underline{p} < .01$, was statistically significant, its magnitude was not large enough to provide strong support for the hypothesis. Second, the partial correlation between frequency and closeness controlling for distance was examined. This correlation was also in the expected direction and statistically significant, $\underline{r} = .17$, $\underline{p} < .01$. Again, this result is not particularly supportive of the hypothesis and its significance is probably best interpreted in terms of a large sample size rather than in terms of theoretic importance. As one might expect given these results, distance was essentially uncorrelated with either frequency, $\underline{r} = -.08$, n.s., or perceived closeness, $\underline{r} = .07$, n.s.

As Table 11 reveals, however, significant differences in communication frequency were found across the three levels of friendship. Rates ranged from about four times a week for acquaintances to almost once a day for intimate friends. Although these differences are statistically significant, $F(2/104) = 4.13$, $p < .05$, this outcome can not be interpreted as substantial support for the hypothesis. First of all, given the size of the groups ($n = 53$) even a rather small difference among the conditions would achieve statistical significance. Moreover, means for the three groups all fell between two scale values (see Figure 4). In terms of magnitude, then, differences between the three levels of friendship were not especially large--even though they were statistically significant.

As a result relatively little support for the hypothesis positively relating communication frequency and relational development was found in this study.

As with previous hypotheses several potential sex differences were examined. Although there was a slight tendency for females to report greater frequencies of communication ($M = 26.75$, $SD = 24.77$) than males ($M = 23.13$, $SD = 23.89$), this difference was not statistically significant, $t(245) = 1.15$, n.s. A comparison of female and male same-sex dyads yielded similar results. While female dyads exhibited a somewhat greater rate of communication ($M = 29.85$, $SD = 25.15$) than male same-sex dyads ($M = 26.76$, $SD = 24.87$), the

Table 11

Analysis of Variance: Communication Frequency

Source of Variation	SS	df	MS	F	p
Between People	40155.98	52	772.23		
Within People	55253.67	106	521.26		
Between Levels	4068.52	2	2034.26	4.13	<.05
Residual	51185.15	104	492.16		
Total	95409.65	158	603.86		

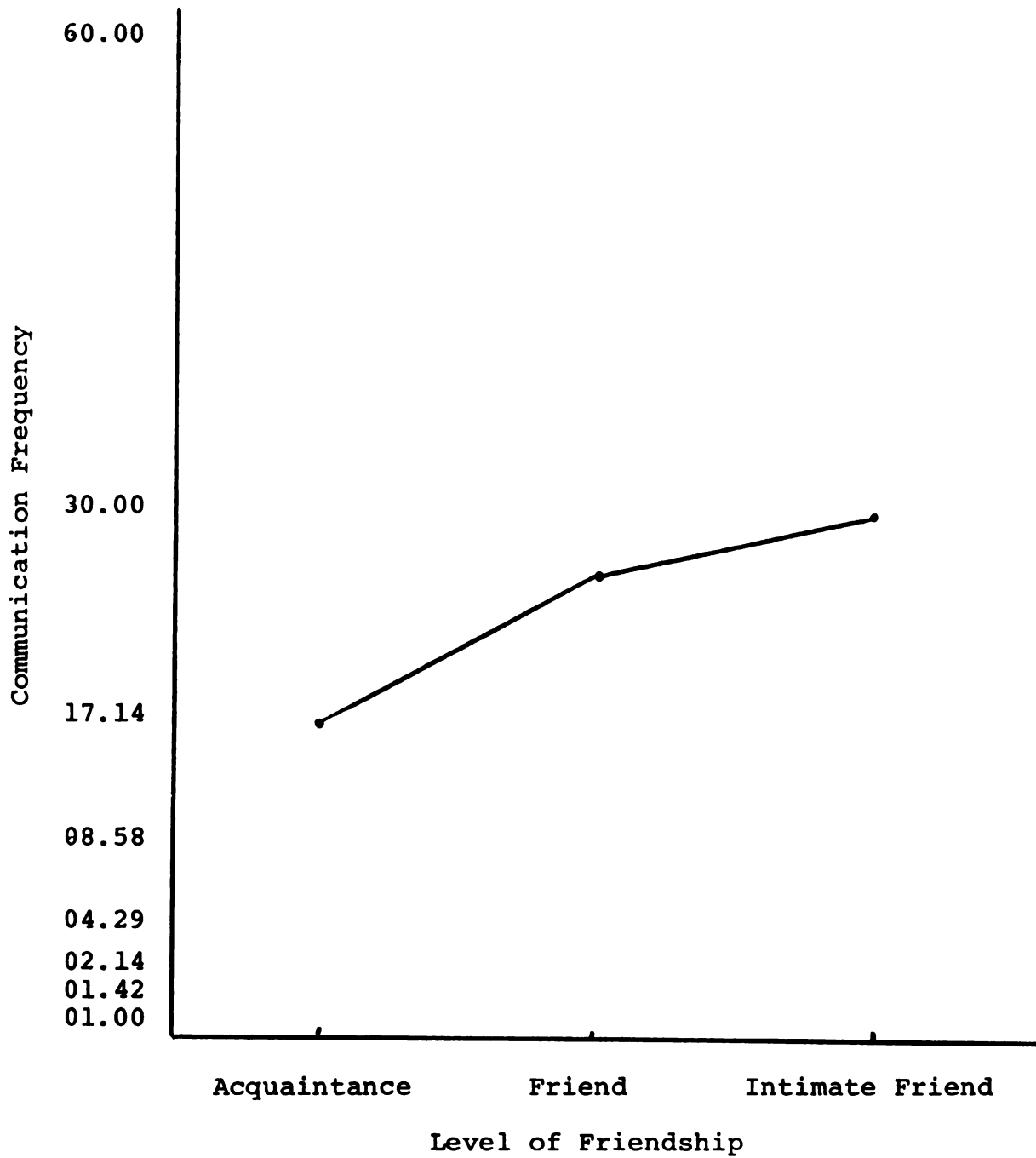


Figure 4. Means for communication frequency by friendship level for non-decay relationships.

differences in group sizes, the difference in communication frequency between same- and opposite-sex was much larger. The frequency of communication in same-sex friendships ($M = 28.58$, $SD = 25.02$) was more than twice as great as the frequency of communication in opposite-sex friendships ($M = 11.46$, $SD = 15.66$). While the massive difference in the size of the two groups (199 vs. 48) precluded an adequate test, these findings at least suggest the value of further, more rigorous research into the area.

The results of this study, then, failed to support hypothesis concerning differences in frequency of communication across levels of friendship or the relationship between frequency and closeness. Distance appeared to be essentially unrelated with either frequency or perceived closeness. With the exception of the difference between opposite- and same-sex friendships, few substantial sex differences were observed with respect to the frequency of communication.

Frequency of metacommunication. A global measure of the frequency of verbal metacommunication was employed in this study. The mean on a nine-point scale was 3.61 ($SD = 2.44$), suggesting that the frequency of metacommunication across all 247 non-decay relationships was rather low.

Despite the rather low levels of metacommunication observed, the frequency of metacommunication was found to be strongly and positively associated with perceived closeness, $r = .59$, $p < .001$. An analogous result emerged from a test

of differences in the frequency of metacommunication across the three levels of friendship. As Table 12 indicates, differences between the three levels were significant, $F(2/104) = 17.63$, $p < .0001$. Means for the three levels are graphically portrayed in Figure 5. An increasing, generally linear function relating the frequency of metacommunication with the level of friendship development is displayed. This figure also illustrates the rather low level of metacommunication frequency across all sets of relationships.

Keeping the limited range of the operationalization of metacommunication frequency in mind, the results of this study's analyses provide support for a hypothesis positively relating the frequency of metacommunication with the level of relationship development.

Several sex differences in the frequency of metacommunication were also found. Female participants reported greater frequencies of metacommunication ($M = 3.95$, $SD = 2.45$) than did male participants ($M = 3.11$, $SD = 2.36$). Although the magnitude of this difference was not large, it was statistically significant, $t(245) = 2.69$, $p < .01$. A similar result emerged from a comparison of same-sex female and same-sex male friendship dyads. Greater frequencies of metacommunication were reported by members of all female dyads ($M = 4.13$, $SD = 2.51$) than by members of all male dyads ($M = 3.21$, $SD = 2.45$). This difference was also statistically significant, $t(197) = 2.57$, $p < .025$. A slight difference

Table 12

Analysis of Variance: Metacommunication Frequency

Source of Variation	SS	df	MS	F	p
Between People	401.73	52	7.73		
Within People	527.16	106	4.97		
Between Levels	133.48	2	66.74	17.63	<.0001
Residual	393.68	104	3.79		
Total	928.90	158	5.88		

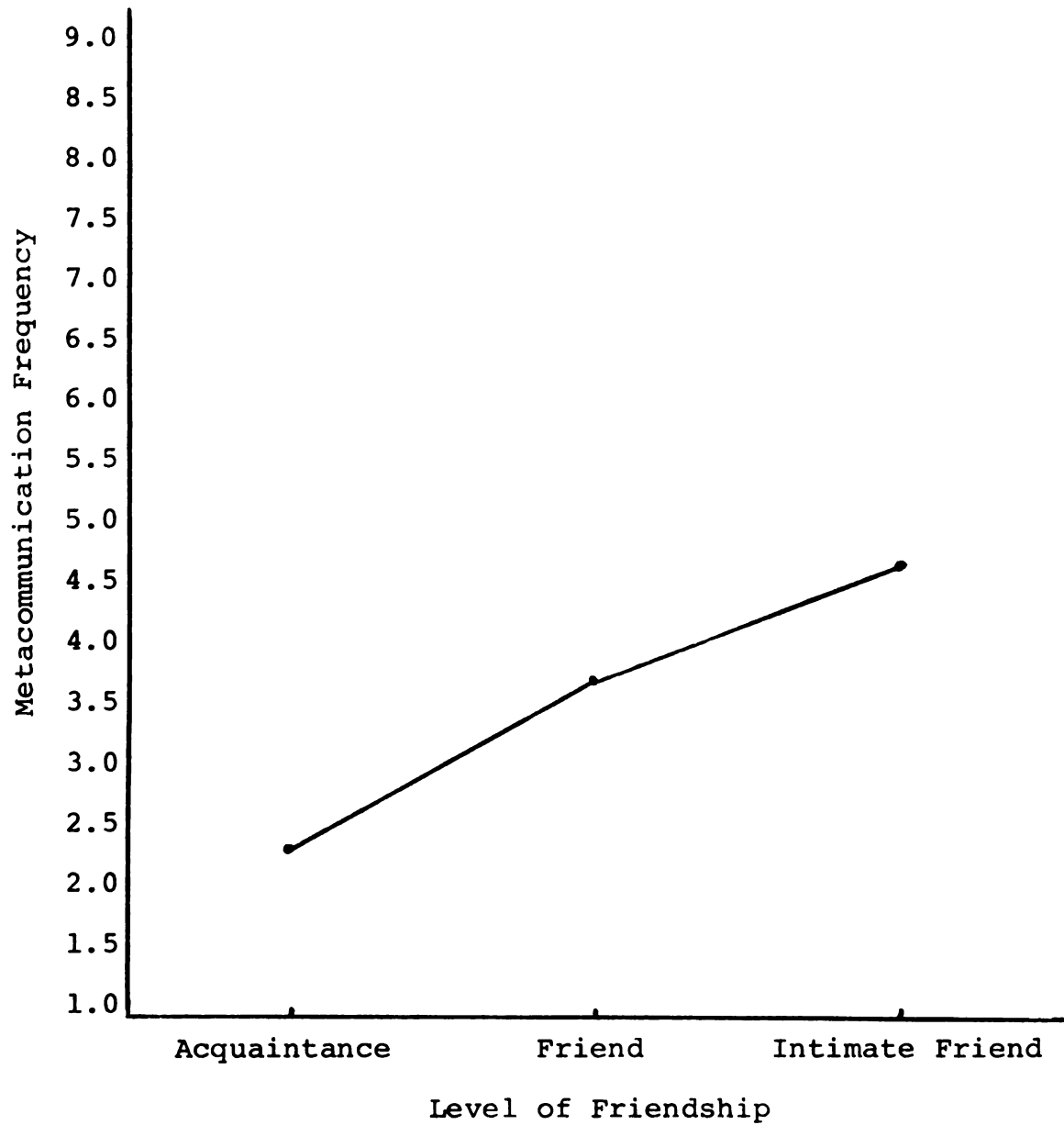


Figure 5. Means for metacommunication frequency by friendship level for non-decay relationships.

was also found in a comparison of same- and opposite-sex dyads. The frequency of metacommunication was somewhat greater in same-sex friendship dyads ($\underline{M} = 3.75$, $\underline{SD} = 2.52$) than in opposite-sex friendships ($\underline{M} = 2.99$, $\underline{SD} = 2.00$). Again, these findings are more suggestive than conclusive. They do testify, however, to the merit of further research in the area of sex differences in the relational development process.

Uncertainty. A negative association between uncertainty and the level of relational development was hypothesized. Lower scores on this variable were indicative of greater uncertainty, while higher scores were indicative of lower uncertainty or greater predictability. As hypothesized a large negative correlation between uncertainty and perceived closeness was observed, $\underline{r} = -.79$, $\underline{p} < .001$.

An analogous finding was observed across the three levels of friendship. A significant difference in the level of uncertainty or predictability was observed as Table 13 indicates, $\underline{F}(2/104) = 74.17$, $\underline{p} < .0001$. Figure 6 illustrates the relationship among the means across the three levels. Keeping in mind that higher scores are indicative of greater predictability (i.e., lower uncertainty), the findings are very similar to those involving the perceived closeness measure. Both analyses lend credibility to a hypothesis of a negative association between uncertainty and the level of relational development.

Table 13

Analysis of Variance: Uncertainty/Predictability

Source of Variation	SS	df	MS	F	p
Between People	37524.64	52	721.63		
Within People	92318.00	106	870.92		
Between Levels	54270.83	2	27135.42	74.17	<.0001
Residual	38047.17	104	365.84		
Total	129842.64	158	821.79		

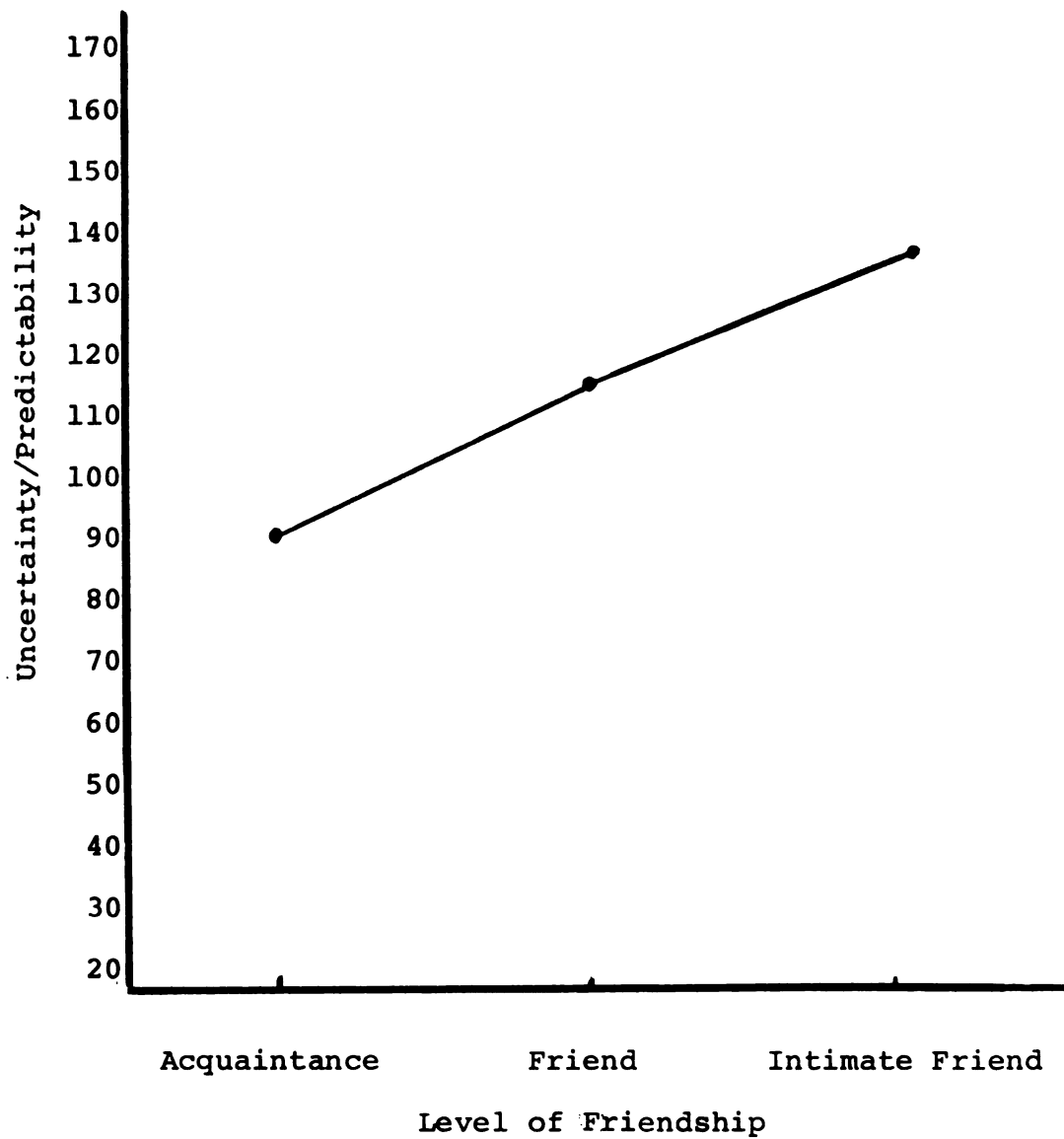


Figure 6. Means for uncertainty/predictability by friendship level for non-decay relationships.

No significant sex differences were observed. Males tended to report slightly greater uncertainty about others ($\underline{M} = 112.25$, $\underline{SD} = 26.69$) than females ($\underline{M} = 113.09$, $\underline{SD} = 33.87$), but this difference was not significant, $t(245) = 0.21$, n.s. Participants in male same-sex relationships ($\underline{M} = 115.24$, $\underline{SD} = 26.44$) and participants in female same-sex relationships ($\underline{M} = 115.22$, $\underline{SD} = 33.52$) reported almost the same level of uncertainty, $t(197) = 0.00$, n.s. Although it could not be directly tested, a somewhat larger difference was found in a comparison of same- and opposite-sex friendship dyads. Greater uncertainty was reported in opposite-sex dyads ($\underline{M} = 102.44$, $\underline{SD} = 30.55$) than in same-sex dyads ($\underline{M} = 115.23$, $\underline{SD} = 30.73$). In general these findings would not support a notion of hypothesized sex differences with regard to uncertainty--although it should be stressed that the topic has not been fully explored in this research.

Perceived understanding. Closely related to the discussion of uncertainty was the hypothesis suggesting a positive association between the level of perceived understanding and the level of relational development. As Table 5 indicates, a large positive association, $r = .87$, $p < .001$, between perceived understanding and perceived closeness was observed. This was the largest zero-order correlation observed in the matrix linking perceived closeness with the other research variables.

The analysis of variance summarized in Table 14 indicated significant differences in perceived understanding across the three levels of friendship, $F(2/104) = 56.82$, $p < .0001$. Figure 7 portrays the relationships among the means across these three levels of friendship. The level of perceived understanding was found to increase with level of friendship.

Taken together both analyses provide evidence supporting the hypothesis of a positive association between perceived understanding and the level of relationship development. This appeared to be the case for both the perceived closeness and level of friendship measures of relationship development.

Males and females did not appear to differ significantly with respect to the level of perceived understanding in their relationships. A non-significant difference, $t(245) = 0.98$, n.s., was observed between male participants ($M = 6.20$, $SD = 2.00$) and female participants ($M = 6.47$, $SD = 2.24$). The difference between same-sex male dyads ($M = 6.46$, $SD = 1.88$) and same-sex female dyads ($M = 6.65$, $SD = 2.25$) also proved to be non-significant, $t(197) = 0.62$, n.s. A larger difference, however, was observed between same- and opposite-sex friendship dyads. A greater level of perceived understanding was reported for same-sex friendships ($M = 6.57$, $SD = 2.10$) than for opposite-sex friendships ($M = 5.47$, $SD = 2.00$). Although a statistical test of this difference was not possible, the magnitude of the difference would seem to merit further exploration.

Table 14

Analysis of Variance: Perceived Understanding

Source of Variation	SS	df	MS	F	p
Between People	135.23	52	2.60		
Within People	503.67	106	4.75		
Between Levels	262.99	2	131.50	56.82	<.0001
Residual	240.68	104	2.31		
Total	638.90	158	4.04		

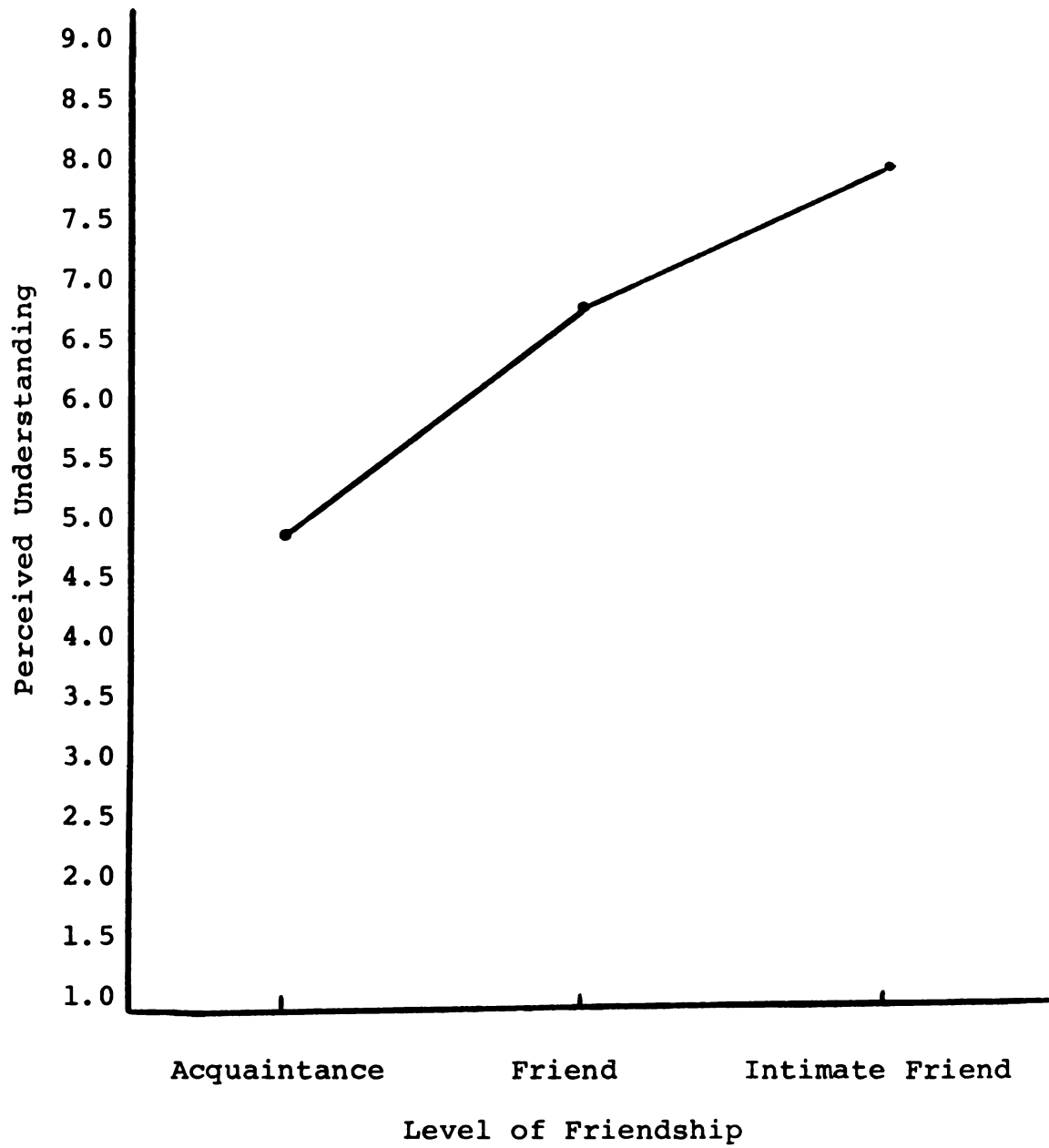


Figure 7. Means for perceived understanding by friendship level for non-decay relationships.

Perceived uniqueness. It was hypothesized that a positive association existed between the level of relationship development and the level of perceived uniqueness. Despite the low reliability of the latter variable, an examination of the correlation between perceived closeness and perceived uniqueness, $r = .60$, $p < .001$, supports this hypothesis. Results of the analysis of variance comparing the level of perceived uniqueness across the three levels of friendship also revealed significant differences as Table 15 indicates, $F(2/104) = 22.21$, $p < .0001$. Figure 8 reveals an almost linear increase in perceived uniqueness as the "level" of friendship increases.

Several sex differences with respect to perceived uniqueness were observed. Female participants reported higher levels of perceived uniqueness in their relationships ($M = 5.26$, $SD = 2.24$) than did male participants ($M = 4.50$, $SD = 2.24$). This difference was statistically significant, $t(245) = 2.61$, $p < .01$. A similar finding from a comparison of female and male same-sex friendships. Participants in same-sex female friendships expressed greater perceived uniqueness ($M = 5.22$, $SD = 2.25$) than did participants in same-sex male friendships ($M = 4.56$, $SD = 2.31$). This difference was also significant, $t(197) = 2.02$, $p < .05$. A comparison of same- and opposite-sex relationships revealed almost no difference in the levels of perceived uniqueness. Values for same-sex friendships ($M = 4.95$, $SD = 2.29$) and

Table 15

Analysis of Variance: Uniqueness

Source of Variation	SS	df	MS	F	p
Between People	339.60	52	6.53		
Within People	410.50	106	3.87		
Between Levels	122.86	2	61.43	22.21	<.0001
Residual	287.64	104	2.77		
Total	750.10	158	4.75		

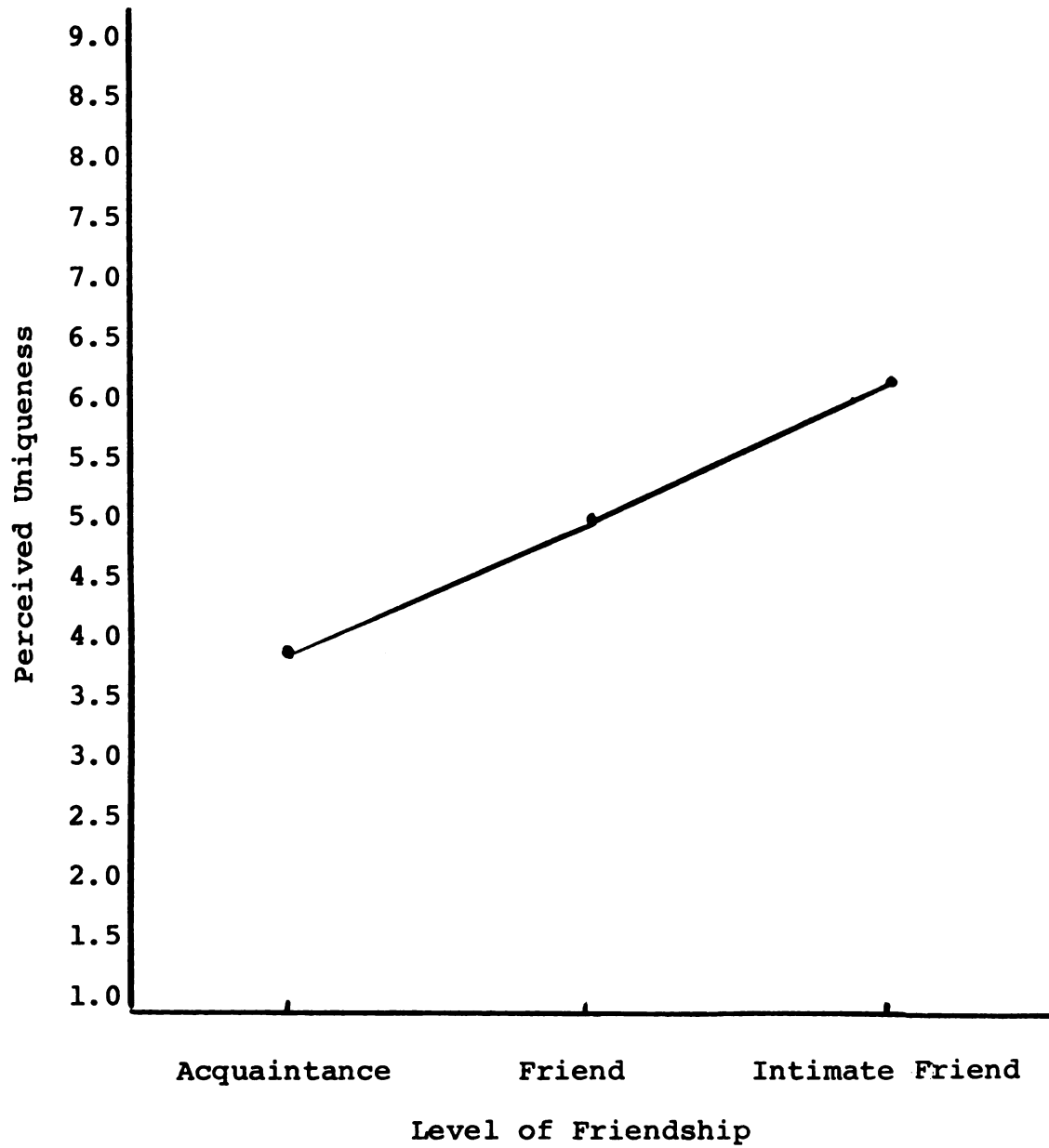


Figure 8. Means for perceived uniqueness by friendship level for non-decay relationships.

opposite-sex friendships ($\underline{M} = 4.95$, $\underline{SD} = 2.19$) were almost exactly the same.

While differences between female and male individuals and dyads were statistically significant, their magnitude was not particularly great. The large sample size must be recognized as having an important influence on these findings. A thorough assessment of the impact of these findings awaits more systematic research.

History. Although no specific hypothesis was addressed to the relationship between the duration or history of a friendship and the level of relationship development, analyses were conducted for their descriptive and exploratory value. A moderate positive correlation, $\underline{r} = .38$, $\underline{p} < .001$, was observed between the duration of the relationship and the level of perceived closeness.

An analysis of variance (Table 16) of history across the three levels of friendship also produced an overall significant difference, $\underline{F}(2/104) = 11.55$, $\underline{p} < .0001$. The relationship among the means for history across these levels is portrayed in Figure 9. Increases in the level of friendship were associated with increases in the duration of the relationship.

Males tended to report that their relationships had been in existence for a longer time ($\underline{M} = 4.13$, $\underline{SD} = 4.62$) than did females ($\underline{M} = 2.81$, $\underline{SD} = 3.82$). This difference was statistically significant, $\underline{t} (245) = 2.45$, $\underline{p} < .025$, as one might

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Table 16

Analysis of Variance: History

Source of Variation	SS	df	MS	F	p
Between People	1318.94	52	25.36		
Within People	1877.85	106	17.72		
Between Levels	341.37	2	170.69	11.55	<.0001
Residual	1536.47	104	14.77		
Total	3196.78	158	20.23		

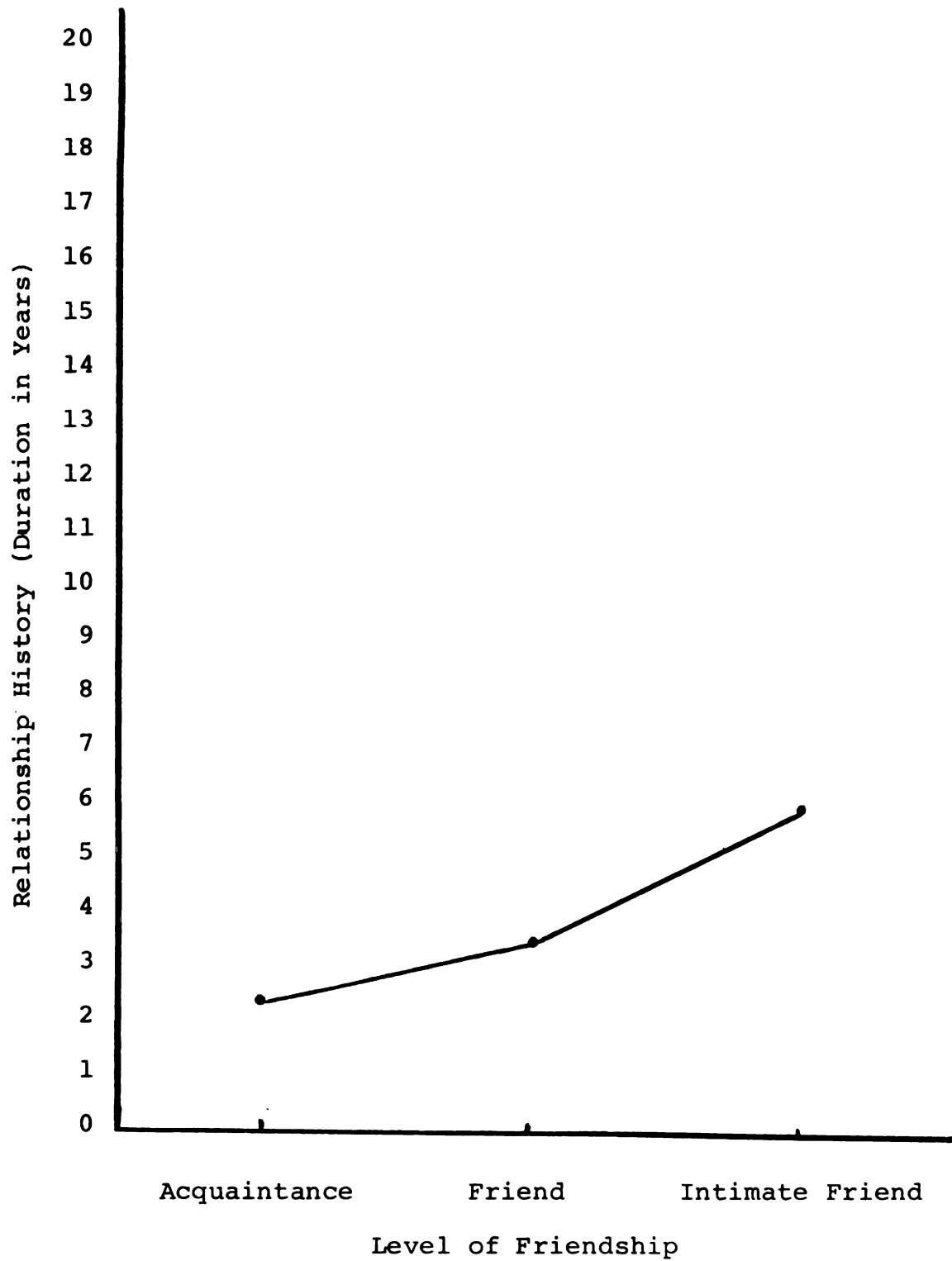


Figure 9. Means for relationship history by friendship level for non-decay relationships.

expect given the size of the two groups. Similarly, participants in same-sex male relationships reported a greater history ($\underline{M} = 4.40$, $\underline{SD} = 4.78$) than did participants in same-sex female relationships ($\underline{M} = 2.89$, $\underline{SD} = 3.84$). This difference was also significant, $t(197) = 2.47$, $p < .025$. Overall, same-sex friendships were characterized by a greater duration ($\underline{M} = 3.51$, $\underline{SD} = 4.31$) than were opposite-sex friendships ($\underline{M} = 2.72$, $\underline{SD} = 3.74$).

Multivariate Variable Relations

The previous section examined several correlates of relational development. As indicants of the same overall process, one might expect that at least some of these variables would be interrelated. And, in fact, almost all of the predictor variables are highly interrelated. Table 5 presents the correlation matrix for these variables. If one utilizes the typical critical alpha ($p = .05$), approximately three of the 55 correlations in the matrix could be expected to be statistically significant by chance alone. However, an examination of the table reveals that 44 of the 55 correlations achieved this level of statistical significance. This observation implies that the variables in the matrix are highly interrelated. Clearly relationships among the variables extend far beyond those hypothesized in the first chapter.

Such a high degree of intercorrelation proved to be problematic. It had been hoped that regression procedures could be applied to isolate the most powerful predictors of

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perceived closeness. The examination of the zero-order correlation matrix (Table 5), however, indicated a high degree of multicollinearity between the potential independent variables. Substantial multicollinearity tends to make estimated regression coefficients quite imprecise and creates severe interpretation problems (Neter & Wasserman, 1974). As a result, the planned regression analysis appeared to be impracticable and was not conducted.

In order to more fully explore the relationships among the various independent variables, a factor analytic approach was taken. Eight variables were subjected to factor analysis: 1) communication breadth; 2) communication frequency; 3) average depth of communication; 4) uncertainty; 5) metacommunication frequency; 6) distance; 7) perceived uniqueness; and 8) perceived understanding.

These variables were selected since they were encased in the research hypotheses.

A principal-factor solution isolated two factors. Factor loadings and communalities are presented in Table 17. With the exception of the frequency of communication all variables loaded considerably higher on the first factor than on the second factor. In fact the first factor accounted for 90.6% of the variance, while the second factor accounted for the remaining 9.4%. This appeared to be essentially a one factor solution. Almost all of the loadings are quite distinct--i.e., most load very clearly on the first factor.

Table 17

Factor Loadings and Communalities

Variables	Factor 1	Factor 2	Communality
Breadth	.94336	-.27220	.96401
Average Depth	.88581	-.29233	.87012
Uncertainty	.83780	.06728	.70644
Uniqueness	.62169	.33308	.49744
Communication Frequency	.16760	-.22799	.08007
Metacommunication Freq.	.64640	.19555	.45607
Distance	.09969	-.00077	.00994
Understanding	.82093	.19999	.71392

These results further confirmed the high degree of inter-relationship among these variables. As a set they do not appear to break down into any statistically identifiable subsets. This was believed to preclude further attempts to treat these variables independently at this time. Several implications of these findings for future research and theoretical development will be discussed in the following chapter.

Given that attempts to isolate specific independent variables or sets of independent variables were not particularly successful, it was decided to examine the relationship between perceived closeness and the other independent variables as a unified set. This process involved three steps.

First, another factor analysis was conducted. This factor analysis differed from the first in two ways. Instead of using the distance variable, it was decided to use the history variable. This was done because the latter variable was more highly correlated with the other variables in the set. Most importantly, the second factor analysis was conducted with the intent of obtaining a one factor solution. That is, a single factor was requested. Results of this analysis in terms of factor loadings and communalities are portrayed in Table 18.

Second, factor scores for each of the variables were also computed. These are also reported in Table 18. These scores were then utilized to form a composite index. This index was the sum of the products of each variable's factor

Table 18

One Factor Solution: Loadings, Communalities and Scores

Variable	Factor Loading	Communality	Factor Score
Metacommunication Frequency	.65610	.43046	.10718
Uniqueness	.61425	.37730	.07794
Understanding	.82842	.68627	.22508
Average Depth	.85061	.72354	.05978
Breadth	.91730	.84144	.47747
Uncertainty	.85774	.73571	.17529
History	.39179	.15350	-.00016
Communication Frequency	.12656	.01602	-.04442

score and their standardized values.

Finally, in order to explore the relationship between this overall index and perceived closeness, the two were correlated. As expected, this resulted in a large positive correlation, $r = .85$, $p < .001$, between the two variables for the 247 non-decay relationships. As a group, then, these variables accounted for approximately 72% of the variance in the perceived closeness measure. To the extent that perceived closeness can be viewed as a valid measure of relational development, then, the variables examined in this study appeared to be highly related to the developmental process as a group.

Decay Analyses

The final portion of the chapter is devoted to an exploratory analysis of the relationships in which some sort of decay was indicated. Of the 315 relationships sampled, a total of 68 were identified as exhibiting decay. This section examines these 68 relationships.

These 68 relationships were identified by asking participants if their relationship with the other party had ever been "better" than it was at the present time. Relationships for which an affirmative response were given were considered as "decay" relationships. For each of these relationships participants were asked to provide a brief written explanation of what had happened to change the

relationship. Ten of the 68 received no written explanation. This left 58 written responses for analysis. These responses have been listed in Appendix VI.

Coding Written Responses

As noted in the previous chapter, each written response was independently coded by two female coders. Neither coder was familiar with the nature of the study.

Coders were instructed to use as many or as few of the eight code categories as they believed appropriate. Definitions of the categories and examples have been outlined in Appendix VI.

Coder Agreement

Of the 58 written responses, coders totally agreed on 34 (59%). In cases where more than one code had been used for an item, it was necessary for all of the codes used by the two coders to agree in order for the response to be included in the agreement category. In an effort to focus only on those responses which could be reliably coded, further analysis dealt only with the subset of 34 responses for which total coder agreement existed.

Distribution of Coders

Table 19 summarizes the distribution of codes across the eight code categories. Almost all of the codes fell into the first three categories which represented generalized exchange categories. The most frequently given reason for relational

Table 19

Distribution of Decay Codings^a

Category	Raw Frequency	Relative Frequency
1. Reduced Rewards	5	.122
2. Enhanced Costs	24	.585
3. Attractive Alternative Relationships	9	.220
4. Enhanced Uncertainty	0	.000
5. Reduced or Imbalanced Disclosure	0	.000
6. Decreased Meta-communication	0	.000
7. Decreased Communication Idiosyncrasy	0	.000
8. Other	3	.071
	<hr/> 41	<hr/> .998

^an = 41 which exceeds the total number of written responses upon which coders totally agreed as a result of several responses being multiply coded.

decay (58.5% of the responses) was "enhanced costs." This category generally pertained to increases in the amount of effort--either physical or mental--necessary to maintain the relationship. Specific examples given to coders were: 1) an increase in the physical distance separating the participants; and 2) the development of undesirable attitudes or behaviors in the other. Inspection of the responses coded into this category revealed that the majority (20 of 24) dealt with a theme of geographic mobility or physical distance. Thus, when all responses are viewed as a set, the most commonly given reason for relational decay was mobility or distance.

The second most commonly given reason for relational decay was the presence of alternative relationships. Responses often described decay in terms of both increased distance and the development of alternative relationships. A common theme was that as persons moved away from each other they sought new friendships which ultimately replaced older relationships. Responses which fell into one or both of these categories accounted for about 80% of the total.

The next most commonly given reason for relational decay was "reduced rewards." Responses were coded into this category if they mentioned some aspect of the relationship which appeared to be attractive at one time, but which was no longer attractive or available. Typical of the responses in these categories were reasons mentioning changed personalities or

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interests. Approximately 12% of the written responses were coded in this category.

It is worth noting that none of the 34 responses which were reliably coded fell into the categories dealing with contract or communication factors (categories 4-7). These categories were used by the coders, but did not enter into any of the responses for which there was total coder agreement.

Evaluation of Coding Scheme

The analysis of the written responses pertaining to relationship decay was primarily intended as an exploratory device. The goal was to identify major themes in the reasons participants provided for changes in their friendships. Although a major theme of distance or mobility was identified, the overall coding scheme proved to be problematic in several ways.

First of all, the categories were so general and so interrelated that coding was often difficult. This is undoubtedly reflected in the fact that only 59% of the responses could be reliably coded into one or more of the categories.

Second, the coding scheme did not appear to be particularly sensitive to contract related decay factors. At least none of the responses for which agreement existed fell into these categories. There are, of course, several potential explanations for this. It could be that contract factors play only a secondary role in relationship decay or that

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persons do not tend to describe decay in these terms. It might also be that the categories were too vaguely defined to permit reliable identification. Other potential explanations exist, but it is clear that contract factors were not evident in the decay process either because they play a secondary role or because of the inability of the coding scheme to detect them.

Finally, although the "other" category was only infrequently used, it is not at all clear that this was because the coding scheme was adequate. It may have been that this category was rarely used because the other categories were so vague or so general that almost any response could be coded into them.

In short, while the coding scheme did identify a number of reasons participants gave for relationship decay, it was of generally limited utility. While it may have served its purpose as an exploratory device, further research will require the development of more precise and clearly differentiated terms.

Chapter 4

SUMMARY AND DISCUSSION

This chapter summarizes the investigatory journey of earlier chapters and discusses the implications of the journey for further research and theory. The first part of the chapter summarizes the major findings of the study, acknowledges their limitations and suggests several specific avenues for future research. The final portion of the chapter outlines a number of general implications or directions for research and theory.

Summary of Major Findings

Research Hypotheses

The theoretical discussion in the opening essay led to seven hypotheses. Findings relevant to these are summarized below.

Depth of communication. The first hypothesis posited a positive relationship between the depth of communication and the level of relational development. Depth was operationalized both in terms of maximum and average measures. Perceived closeness and level of friendship were employed as indicators of the level of relational development. This combination of variables allowed four tests of the hypothesis. With the

exception of the test comparing differences in maximum communication depth across the three levels of friendship all of the comparisons provided support for the hypothesized relationship. A test for differences in maximum depth across the three levels of friendship revealed no significant overall difference.

Obviously a measure of maximal depth and a measure of average depth are not completely comparable. Since it is possible, if not probable, that persons can achieve greater depth in one area than another, the average depth measure is perhaps a more accurate general measure. It provides a more overall representation of communicative depth for the relationship as a whole.

The general pattern of results was gratifying largely because of the fashion in which the concept of relational change was explicated. Depth of communication was conceptualized as a defining characteristic of relationships. The fact that it was generally related to other indicants of relational change (i.e., perceived closeness and level of friendship) does not deny the belief that relationships and relational change processes can be usefully conceptualized in terms of depth of communication.

However, one important qualification on these results deserves mention. Discussion categories were arbitrarily, though randomly, selected by the investigator. The earlier theoretic discussion noted a need to examine depth and

breadth in terms of topics directly relevant to a given relationship. It is possible that the categories used in this study were not particularly relevant to the general communication patterns of the participants. Because such a possibility questions the generalizability of one's findings, future research should include some sort of check on the relevance of topics used.

Breadth of communication. The second hypothesis suggested a positive association between the breadth or variety of communication and the level of relational development. Interpretation of results was problematic. Although perceived closeness and breadth were strongly correlated in the expected direction, the overall comparison of breadth at each of the three levels of friendship revealed no significant differences.

A discrepancy of this type should not occur if perceived closeness and level of friendship are both general indicators of the same overall process. Such an assumption has clearly been made in this research. The evidence for the assumption came from two sources. First, the pretest data indicated that persons could scale the various social designations for friendship in terms of closeness. The pretest data, however, dealt with the labels in the abstract, while the main study focused on specific persons within each social designation. Second, a significant difference in the level of perceived closeness was observed across the three levels of friendship

(Table 7). However, it is possible that such a result could occur without perceived closeness and level of friendship being strongly associated. To test this possibility an Omega-Squared procedure (Hays, 1973) was employed. The results of this procedure showed that the two variables were only minimally associated, $\Omega^2 = .097$. These considerations would lead one to believe that the two measures are not comparable indicators of relational development.

It is possible that social designations such as "friend" or "acquaintance" imply qualitative distinctions above and beyond the quantitative difference in perceived closeness. A comparison of the average depth and breadth results may be insightful in this regard. Acquaintances discussed a relatively large number of topics at a relatively low level of depth. Friends, however, seemed to have somewhat more focused relationships in which fewer topics were discussed, but those that were discussed were dealt with at a deeper level. With intimate friendship may come a combination of great variety and depth. This interpretation might indicate the presence of some sort of filtering effect. Although such speculation obviously requires direct investigation, it is at least consistent with the findings concerning breadth and average depth across the three levels of friendship.

It should also be noted that the two analyses did not use identical subjects. The relationship between perceived closeness and breadth was computed over all 247 non-decay

relationships. The comparison for friendship level were computed for subjects who indicated no decay in any of the three relationships. The first analysis examined 247 relationships across 105 subjects, while the second examined a subset of 159 relationships across 53 subjects. Thus, some 87 relationships examined in the first analysis were ignored in the second. It may be that persons who report decay in their relationships form quantitatively different relationships with others. In general those who did not experience decay in any of their relationships reported greater breadth than the sample as a whole.

Thus, both conceptual and sample differences can be observed. Given such discrepancies, little support for the second hypothesis can be provided by this study.

Frequency of communication. Relatively little evidence supporting the hypothesized relationship between the frequency of communication and perceived closeness or level of friendship was found in this study. Although the relationship between frequency and each of the indicators of relational development was statistically significant, the findings are perhaps best interpreted in terms of a large sample size rather than substantive theoretic import. Acquaintances, for example, reported a communication frequency of about four times a week, while intimate friends reported an only slightly greater rate--about once a day. While the difference was statistically significant, it is not clear that a difference

of this magnitude would have an impact on the relational development process.

When distance was used as a control variable, the relationship between perceived closeness and frequency did not appreciably change. A fair test of the hypothesis may have been confounded by the large differences in the variances of the measures. The ratio of the variances for distance and closeness was massive, $F_{\max}(314) = 238,736.94$, $p < .001$. So was the ratio of the distance and frequency variances, $F_{\max}(314) = 1,796.07$, $p < .001$. Differences between variances for the frequency and closeness measures were also significant, $F_{\max}(314) = 132.92$, $p < .001$. Specific variances for each of these measures can be computed from Table 4. Gross violations of the homogeneity of variances assumption such as those witnessed here obviously reduce the probability of isolating statistically significant relationships. An adequate test of the hypothesis could be attained with more careful attention to the comparability of scales. The comparisons done in this study were probably not capable of providing such a test.

Future research might also extend the operationalization of communication frequency to include forms other than face-to-face communication (e.g., telephone conversations, correspondence, use of third parties). A more theoretically relevant measure of frequency might be one that assessed frequency in terms of specific topics. Such a measure would promote a systematic comparison of the frequency, depth and

breadth dimensions.

Frequency of metacommunication. A positive association between the frequency of metacommunication and the level of perceived closeness and the level of friendship was posited in the fourth hypothesis. Support for this relationship was found for both indicants of relational development.

These results should not, however, be interpreted as a complete test of the hypothesis. First, the test dealt only with verbal metacommunication. Given that a substantial amount of metacommunication is presumed to be nonverbal (Condon, 1966), future research should attempt to develop nonverbal measures. Second, the measure used was quite general. More confidence might be placed in findings derived from specific, behavioral operationalizations of the variable.

Uncertainty. A negative association between the level of uncertainty and the level of relationship development was hypothesized. Support for this hypothesis was found for both indicators of relational development. These results were consistent with the general hypothesis linking uncertainty and relational development suggested by Berger and Calabrese (1975).

The uncertainty measure used in this study was a general one. It would be interesting to develop an uncertainty measure which was more directly tied to the four informational and negotiation requirements outlined in the opening essay. At least such a measure could be more clearly integrated with

the conceptualization of relationship development offered in the first chapter.

Perceived understanding. Conceptually, the sixth hypothesis was closely related to the fifth. A positive association between the level of perceived understanding and the level of relational development was hypothesized. Both analyses supported this hypothesis.

This finding testifies to the value of further research involving understanding. The measure utilized here was an extremely global one. As such, it may be difficult to conceptually or empirically distinguish from a general measure of uncertainty. At least the two variables were highly related in this study, $r = -.76$, $p < .001$. Although the point will be more fully explored later in this discussion, future research should strive for more precise operationalizations of understanding. Moreover, future research should also attempt to employ measures of actual understanding. Actual understanding, rather than perceived understanding, is more clearly implicated in the conceptualization of developmental processes offered earlier.

Perceived uniqueness. In the final research hypothesis, a positive association between the level of perceived uniqueness and the level of relational development was posited. Both analyses supported the hypothesis.

The nature of the reasoning leading up to this hypothesis must be recognized when interpreting these findings. It was

hypothesized that as relationships develop their normative or rule systems become more particularized. As a consequence of greater particularization, it was suggested that participants would come to view the relationship as more unique--unlike any they had ever had. The association actually tested was that between the level of relational development and perceived uniqueness. While the results of this test do not necessarily imply that the underlying chain of reasoning was valid, neither do they disconfirm it. Thus, the results were gratifying to the extent that they at least did not rule out the reasoning outlined above. A failure to support the hypothesized relationship between relational development and perceived uniqueness would have clearly questioned the validity of this chain of reasoning.

History. No specific hypotheses regarding the relationship of history (i.e., how long the relationship had existed) to the level of relational development were offered. When these analyses were conducted, a positive association between history and the indicators of relational development was observed.

One might speculate that these results question the validity of discussions of "instant" relationships or "instant" intimacy. Among non-decay relationships, the achievement of greater levels of relational development was observed to require significantly more time than the establishment of lower level relationships. While a number of situational or

individual variables might influence the rate of relational development, the general pattern is for relationships to develop over time with greater levels of development requiring more time than lower levels of development.

Multivariate Relations Among Variables

Findings. As an examination of the correlations among the research variables (Table 5) reveals, the various correlates of relationship development were highly interrelated. Factor analytic attempts to isolate statistically independent sets of variables were unsuccessful. When a composite index of several of these hypothesized correlates was compared to perceived closeness, a large positive association was observed. Taken together these variables accounted for approximately 72% of the variance in the perceived closeness measure.

Discussion. These findings contain at least two implications for future empirical and conceptual efforts. First, most of the variables were conceptualized in a rather global fashion. More precise and specific treatments might contribute much to the process of isolating and relating specific aspects of the developmental process. Second, future theoretic and empirical efforts could benefit from a more rigorous specification of the relationships among variables. The findings of this study were limited to tests of association. Although this is essential information, the next step toward theory will involve the specification of time-order

and the impact of extraneous variables.

Sex Differences

Findings. Sex differences in the values of each of the major variables were explored in comparisons of three sets of sexual groupings: 1) male vs. female participants; 2) same-sex male dyads vs. same-sex female dyads; and 3) same-sex dyads vs. opposite-sex dyads.

Findings for the first two comparisons were extremely similar as one might expect. Females as individuals and as participants in same-sex relationships were found to: 1) achieve greater average depth; 2) greater communication breadth; 3) metacommunicate more often; and 4) perceive their relationships as more unique than did males. Males tended to report a higher level of history than females in general and with other males in particular. All of these differences were statistically significant. No differences were found for maximum depth, uncertainty or perceived understanding.

Although not amenable to a statistical test, several substantial differences between same-sex and opposite-sex relationships were observed. Same-sex dyads tended to: 1) achieve greater maximum and average depth of communication; 2) greater breadth of communication; 3) communicate more frequently; and 4) perceive higher levels of understanding than did opposite sex dyads. Greater uncertainty, however, was exhibited in opposite-sex friendships. Differences for the other research variables were either quite small or virtually

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non-existent.

Discussion. The investigation of sex differences was exploratory owing to the fact that there were more female than male participants and more same-sex than opposite-sex relationships in the sample. This precluded a systematic evaluation of sex differences in the relational development process.

Still, the findings do suggest a need for further study of sex differences. Along several of the dimensions employed in this study, females as individuals and as participants in same-sex relationships reported higher values. Some observers (e.g., Brenton, 1974; Jourard, 1971) have suggested that males are not as expressive or disclosing as females. Cozby (1973) has reviewed a large number of conflicting studies of sex differences in self-disclosure. He notes that studies either show greater disclosure by females or no difference and concludes:

The fact that no study has reported greater male disclosure may be indicative of actual sex differences. The nature of any sex differences might be found if researchers were to pay greater attention to the types of items which reliably discriminate between males and females, and types of situations in which males and females would or would not differ in disclosure output (p. 76).

Berger and Larimer (1974) report that although females and males do not differ in terms of the number of words spoken during initial interactions, females appear to be more informative about themselves.

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Together with the findings of this study, these findings might suggest that females are more facile in forming relationships. That is, they may be able to achieve greater levels of breadth and depth with each other more rapidly than males. The fact that females reported a lower level of history than males would appear to support the viability of this hypothesis.

Moreover, future research might also examine fruitfully differences in same- and opposite-sex friendships. Again, the structure and rate of the developmental process may differ as a function of sexual composition.

In short, although the comparisons made in this research were not directly linked to the developmental process, they do indicate that sex differences exist in a number of variables which are involved in the developmental process.

Decay Analyses

Findings. Of the 68 relationships in which some level of decay was indicated, written responses were obtained for 58 and of these 34 were consistently coded. These 34 were used for analysis.

The most frequent reasons given for relational decay were distance or mobility coupled with the development of alternative friendships. Almost all the consistently coded responses dealt with the exchange factors. Although changes in exchange relations may have a secondary impact on contract or communication factors, the coding scheme was distinctly

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insensitive to this latter set of factors. The coding scheme's generality and vagueness imposed major limitations.

Discussion. Even with these rather severe limitations, the analysis of participants' responses was useful in terms of identifying at least one major factor in the decay process. This was the theme of mobility or distance and the development of alternative relationships as a result. Although a student sample like this one exhibits greater mobility than the populace as a whole (Packard, 1972; Parks, 1975), mobility has become a major theme in contemporary American culture (Packard, 1972; Toffler, 1970). While the popular press has given this phenomenon a good deal of attention, very little systematic research has been devoted to exploring the impact of mobility on interpersonal relationships. The findings of the decay analyses testify to the social value of research on this topic.

Several specific lines of inquiry can be suggested. First, studies which systematically examine rates of relational formation and decay in terms of differences in mobility or distance might be instructive. Do highly mobile persons, for example, form or attempt to form relationships at a faster rate than less mobile individuals? Is sheer distance linearly related to the probability of decay or is there some non-linear "cutoff" point at which the probability of decay increases dramatically? Second, studies which attempt to isolate how persons compensate or cope with mobility or distance would further illuminate the process. Under what

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conditions do persons increase their use of other channels of communication when face-to-face communication is reduced? Is there some minimal level of relational development that must be attained before individuals expend effort to maintain the relationship? Under what conditions do persons still consider a relationship to exist even when contact is reduced? Is there a limit to the number of relationships at a given level of development that one can maintain at once? Each of these issues would appear relevant to an explanation of the general process of relational decay.

General Methodological and Theoretic Implications

Methodological Priorities

In several ways the methodology of this study was limited and exploratory. Four general methodological suggestions for future research are discussed below.

First, replication of these findings is necessary--owing to the large sample size which allowed even very small differences to attain statistical significance. Although this factor was recognized in the interpretation of the results, further tests are necessary to examine the robustness and generalizability of the findings. This is especially true with respect to the study of sex differences.

Second, comparable research which extends the findings of this study to relationships other than friendship is necessary. The conceptualization offered in the opening essay

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was assumed to be a general one--not limited to any specific form of social designation for relationships. To test such an assumption obviously requires replications with other socially designated types of relations such as dating, marriage and business associations. Investigations of this nature would also help identify situational variables which influence the relational life cycle.

Third, future investigators should attempt to employ more precise operationalizations of variables. To a great extent, the operationalizations used in this study were limited by the generally low level of conceptualization found in this area. Nonetheless, several operational improvements can be made independent of conceptual refinement. Several of the variables are amenable to direct behavioral measurement. The breadth, depth and frequency of communication, for example, could all be more or less directly observed. Moreover, operationalizations tailored to specific aspects of relationships or to specific relational objectives. The overall level of uncertainty, for instance, may not be as important as the level of uncertainty about aspects of the relationship which are central to the participants. Such an assumption, of course, brings us squarely to an important theoretical issue. But to resolve the issue will require alternative operationalizations which can be systematically compared.

Finally, investigations employing longitudinal designs are needed. Although the cross-sectional design used here

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offers a useful and economical first step, it is incapable of truly capturing the processual nature of relational change processes. It requires one to assume that different relationships are similar across different levels of relational development or decay. That is, one must assume that an acquaintance with one person and an intimate friendship with another differ only in terms of the level of relational development. This is, of course, a rather large and perhaps dubious assumption. Although it obviously entails its own unique limitations, a longitudinal design avoids this assumption. In doing so, it allows for more precise examinations of change processes and of individual differences.

In future research, then, methodologies which replicate the present study with different populations and with a variety of different types of relationships, which employ more precise and varied operationalizations, and which utilize a longitudinal approach might most fully contribute to the development of a theory of relational change processes.

Theoretic Priorities

Although further methodological refinement in the study of relational change processes is clearly necessary, little benefit will be derived unless it is accompanied by substantial theoretic development. Aside from its substantive findings the present study has been useful in terms of emphasizing this need. This final section contains several modifications of the conceptualization offered in the opening essay.

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The concept of relationship. The concept of relationship offered in the first chapter included the frequency, breadth (i.e., variety), and depth (i.e., subjective value) of social exchange as well as a number of "communication contract" factors which generally focused on the question of uncertainty reduction. The utility of this conceptualization can be questioned on several grounds.

First, the concept of exchange frequency appears to be at a distinctly lower level of abstraction than the concepts of breadth and depth. That is, it is difficult to imagine a situation in which increases in breadth or depth do not necessarily involve an increase in the amount of exchange (frequency or duration) almost by definition. If two people talk about a greater variety of things or if they add discussions of more personal topics to their discussion, for example, an increase in the duration or frequency of communication would almost automatically occur. Thus, a change in the frequency or duration of exchange is perhaps more of an artifact of conceptualization than a separate conceptual component.

The concept of exchange frequency loses much of its appeal as a defining characteristic of a relationship when one attempts to consider it as a separate conceptual component. Suppose, for instance, that we are interested in an exchange between a butcher and a customer. For some period of time the customer has been making a purchase from the butcher

once a week. Now let's suppose that the customer increases his frequency of purchase from once a week to three times a week. Certainly the frequency of exchange has increased. But would we say that there was now "more" of a relationship between butcher and customer? Probably not. Rather, we would say that the relationship had become more developed if, and only if, the two parties began to talk about a greater variety of things or about some topic more personal than the simple purchase of hamburger. When viewed in isolation frequency does not seem to be closely related to our intuitive meaning for the concept of relationship. Frequency or the amount of exchange has a different status as a variable than breadth or depth of exchange. Because of its lower level of abstraction, and because of the fact that changes in breadth or depth almost necessarily imply changes in frequency, the concept of frequency or amount of exchange can be eliminated from our definition of what a relationship is.

A second general source of ambiguity lies in the concept of contracting. The notion of a communication contract was used in the first chapter to encompass a variety of variables. Chief among these was uncertainty. It may be that the contract notion is simply too broad to be useful in a definitional sense. While it has a certain intuitive appeal to it, it includes several variables which are perhaps most useful when excluded from the definition of what a relationship is. Uncertainty is a prime example of such a variable. It might

be more parsimonious to examine the relationship between the level of uncertainty and breadth or depth of exchange than to search for variables which predicted changes in the entire complex of definitional variables including breadth, depth and uncertainty. The issue of concern is, of course, how one chooses to draw the line between what is and is not included within the definition of what a relationship is. When definitions are too inclusive, theoretically important relationships may be confused or ignored.

Like frequency, the uncertainty variable loses much of its intuitive appeal when it is considered in isolation. Most of us would probably be hesitant to say that a change in uncertainty implies that there is any "more" or "less" of a relationship. It would seem to make better sense to say that a change in uncertainty altered the relationship if, and only if, it had some impact on the exchange process. This is not to say that uncertainty is unrelated to relational change processes. Rather, it is to imply that greater parsimony and clarity might be obtained if uncertainty is viewed as an antecedent to relational change, rather than as a defining characteristic of the relationship itself.

If the concept of exchange frequency or its broader version, amount of exchange, and if the notion of contract factors is removed from the definition of what a relationship is, one is left with a simplified conceptualization. This conceptualization explicates the concept of relationship in

terms of the variety and subjective value of exchange. A relationship can be said to exist when individuals enter into exchange. Relational development is then conceptualized as an increase in the variety or subjective value of exchange. Relational decay is conceptualized as a decrease in the variety or subjective value of exchange. Variety and subjective value are viewed as conceptually independent components of relationships.

This modified explication offers several theoretic advantages. First, and most important, it is sufficiently narrow to allow systematic examination of relationships with antecedent or consequent variables. To a great extent the original conceptualization offered in this report precluded or confused such an examination. Second, the modified conceptualization is more compatible with existing uses of the concept. This latter point becomes clear when we examine exchanges involving communication.

Both the original and the modified conceptualizations of what a relationship is are general in that they apply to exchange relations of all types. The central concern for the communication scholar is, of course, the exchange of verbal communication behavior. In addition to being an important class of behavior in its own right, verbal communication has the quality of being a marker for other types of behavior. This is simply to say that people talk about their actions and that a change in the nature of nonverbal behaviors is

often reflected in a change in verbal behavior. An increase in the variety of behaviors exchanged, for example, will probably be reflected by a corresponding increase in the variety of conversational topics. Whether one studies communication in its own right or whether one studies verbal communication as a general symptom or indicator of broader exchange relations, the study of changes in the breadth or depth of verbal communication will provide one of the broadest perspectives of relational change processes.

Many of the more common views of relational change processes reflect this orientation. Altman and Taylor (1973), for example, talk about verbal indicators of intimacy--breadth (the variety of topics discussed) and depth (how personal or private topics of discussion are). Conceptualizations of relational development in terms of self-disclosure also reflect this orientation. While it is capable of encompassing other types of behavior as well, the conceptualization of relational change in terms of changes in the breadth and depth of communication is compatible with most existing conceptualizations.

Given this further specification, the relationship between relational change as it was conceptualized above and the other indicators of change can now be discussed. These indicators were: 1) the level of perceived closeness; and 2) the level of friendship. Much of the value of this research rested on its ability to validate the definitional

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aspects of the conceptualization of relational change. Such an ability, of course, rests on the validity of the criterion or indicator variables. Several limitations on these indicators can be noted.

Perceived closeness, for example, typically presumes a positive affective orientation among participants. That is, we rarely describe relationships with persons we dislike as close. Yet one can easily imagine relationships in which there is both substantial negative affect and great depth and breadth. Although both breadth and depth were found to be strongly and positively correlated with perceived closeness in this study, perceived closeness is a limited indicator of the relational change process. It is perhaps most appropriate as a criterion when positive affect can be assumed.

A further, more serious, limitation of perceived closeness lies in its monadic nature. Perceived closeness is an individual perception. One party's perception of closeness bears no necessary relationship to another party's perception of closeness. Breadth and depth, however, are dyadic in nature. They represent externally observable and common aspects of interaction. There is a difference in the locus of conceptualization and there is no reason to believe that the levels should necessarily be related.

Level of friendship is also subject to several limitations as a general criterion variable. Most importantly, the social

designations of friendship may contain qualitative aspects which are independent of the level of relational development as conceptualized here. This point was made earlier in our discussion of the interpretation of the findings regarding communication breadth. In general, social designations for relationships may reflect a number of factors in addition to the level of relational development. They may, for example, reflect a content factor in exchange. Or, they may reflect some unique configuration of breadth and depth. In any case, there is little justification for arguing that increases in breadth and depth lead to systematic changes in the social labels for relationships.

A second limitation of the "social label" approach to assessing relational development is the fact that it is not generalizable. Other forms of relationships (e.g., courtship, marriage, business associations) may not have socially recognized or comparable labels.

Third, social designations for the developmental aspects of the relational life cycle may not be comparable to decay aspects of the cycle. Although friends can be "demoted" in terms of the social designations, it is not clear changes in social designation on the developmental side of the cycle mean the same thing as those on the decay side.

Finally, as Weiss and Lowenthal (1975) point out, persons often come to think of others as close friends simply because the relationship has lasted for a considerable duration. In

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such cases, it is not so much a change in the level of development that creates a change in social designation as the simple fact that the relationship has endured.

In summary, while perceived closeness and level of friendship were generally found to enter into the predicted relationships with variables involved in the relational change process, they should be recognized as limited indicators of the relational change process as it has been conceptualized here. Moreover, perceived closeness and level of friendship can not be presumed to be similar indicators--as the results of the Omega-Square procedure demonstrated.

Antecedents and consequents of relational change. Having substantially restricted the conceptualization of what a relationship is, it is now possible to focus more systematically on those variables which might predict relational change. That is, the following paragraphs will attempt to explicate the relationship between several of the other variables discussed earlier and breadth and depth of exchange.

Although the ambiguity of the concept of a communication contract may limit its conceptual utility, several of the variables which were discussed in contract terms are still extremely relevant to relational change processes.

Perhaps the most central of these is uncertainty. In the earlier discussion of exchange management, it was suggested that goal-achievement was dependent on information regarding the behavioral alternatives and preferences of the

participants. Information of this type was presumed necessary because it reduced uncertainty. Understanding can also be viewed in similar terms. The ability to generate explanations for the behavior of others is another general way in which uncertainty is reduced. A recent discussion of levels of interpersonal knowledge (Berger, et al., in press) further clarifies the relationship between understanding and uncertainty. This discussion outlines three levels of interpersonal knowledge: 1) description--the ability to describe or identify behaviors or identities of others; 2) prediction--the ability to anticipate responses of others to situations or persons; and 3) explanation--the ability to generate causal explanations for the behaviors of others. Understanding is probably most clearly related to this third level of interpersonal knowledge. Knowledge at any of the three levels can be viewed as reducing uncertainty. As one moves from description through prediction to explanation, the magnitude of uncertainty reduction is increased.

Following Berger and Calabrese's (1975) theory of developmental interpersonal communication, it was hypothesized that decreases in uncertainty or increases in understanding would be associated with increases in the level of relational development. The results of this study supported the hypothesized association.

A finding of association does not, of course, fully specify the relationship between uncertainty and relational

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development (i.e., increases in breadth and depth). Most often, the relationship is conceptualized as a recursive causal one in which decreases in uncertainty lead to increases in the breadth and depth of communication (cf. Berger & Calabrese, 1975). However, one could also hypothesize that increases in breadth or depth lead to decreases in uncertainty. An increase in depth, for example, may reduce uncertainty by providing information which allows the person to develop explanations of the other's behavior. Increases in breadth might well provide information regarding the level of consistency in the other's behavior or attitudes. That is, increases in breadth of exchange--especially verbal communication--result in an increase in the amount of data one has about the other. This in turn may allow for uncertainty reduction.

From this reasoning one would hypothesize that the relationship between uncertainty and breadth and depth is one of nonrecursive causation. Decreases in uncertainty lead to increases in breadth and/or depth which in turn feed-back creating further reductions in uncertainty. Obviously, a finding of simple negative association in this study does not support this more complex hypothesis. On the other hand, the finding does not rule out such a hypothesis. Future research which attempts to offer a full test of this hypothesis is clearly warranted.

The conceptualization of the relationship between uncertainty and relational development (i.e., increases in breadth and depth) implies a major alteration in the way we generally view the relational life cycle. Some other perspectives (e.g., Berger & Calabrese, 1975) conceptualize the relationship to be recursive. The conceptualization of the relationship as non-recursive, however, implies that relational change is self-generating with respect to these variables. In this perspective relational growth will continue to occur until it is decelerated or reversed by the influence of some other set of variables. This conceptualization would also extend this dynamic to include relational decay processes as well. That is, a decrease in breadth or depth or an increase in uncertainty should launch the relationship along a spiral of ever greater decay if unchecked. This perspective represents a quite different outlook from several existing conceptualizations of relational change processes--including the developmental theory of interpersonal communication offered by Berger and Calabrese (1975) and Altman and Taylor's (1973) social penetration theory. Neither of these perspectives views relational change as a self-generating process. This difference underscores the need for research which fully tests the hypothesized relationship between uncertainty reduction and relational change. Moreover, it calls attention to the need for research which identifies variables which function as antecedents to uncertainty or the level of

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relational development. Variables like the favorability of actual or projected outcomes, for example, serve such a function within social penetration theory.

The frequency or amount of metacommunication was also conceptualized to be a contract factor. If we use Giffin and Patton's (1971, p. 7) definition of metacommunication as "qualifiers or interpretational signals about the verbal message" which specify "what is really meant or how it is to be understood," then it becomes clear that metacommunication serves an uncertainty reduction function. In fact it might be difficult to distinguish this conceptualization from a general conceptualization of communication. Rossiter and Pearce (1975), however, suggest a somewhat more specific conceptualization of metacommunication. One of the ways these authors discuss the concept is in terms of communication which specifically focuses on the topic of the relationship. Although the operationalization used in this study requires further refinement, it appears to be closely related to this latter use of the concept. It refers to the extent to which participants talk about the state or nature of their relationship. Metacommunication in this sense is hypothesized to be negatively associated with the level of uncertainty. The results of this study provided support for this hypothesis. It is necessary to clearly distinguish the different meanings of the concept. A general one (e.g., Giffin & Patton's definition) is of little utility because it can not

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be distinguished clearly from communication in general. A more specific conceptualization of communication explicitly focused on a discussion of the nature or state of the relationship has a more justifiable status as an independent variable.

A final component of the contracting notion articulated in the first chapter was something which can loosely be called "the level of agreement about exchange sequence or structure." This is a conceptually distinct aspect of the contract idea. That is, it is possible that participants could have little uncertainty regarding each other's options and preferences, but still disagree about the course that exchange relations should take. Although it is a conceptually distinct variable, one could hypothesize that it was negatively associated with the level of uncertainty. That is, an increase in the level of agreement regarding exchange sequence or structure should lead to a decrease in the level of uncertainty experienced in the relationship. This relationship is hypothesized to be causal, negative and recursive.

This hypothesis was not examined in this study and warrants direct investigation. One of the primary research challenges is to develop the concept to the point where clear operationalizations can be derived. In this regard, we can fruitfully ask if actual and perceived agreement function in the same way with respect to uncertainty. Although an increase in the actual level of agreement would most

obviously reduce uncertainty, an increase in the level of perceived agreement should also at least temporarily reduce uncertainty. Studies which seek to clarify the relative importance of these two types of agreement in uncertainty reduction are necessary.

Summary

This work has sought to conceptualize the nature of relational change processes and then to examine the empirical relations among its components. It has probably been most useful as a stimulus for examining a number of conceptual and empirical difficulties in the study of relational change processes.

A central problem raised early in this report was the general ambiguity with which the concepts of "relationship" and "relational change" were used. The present work began by noting this problem and offering a general perspective on the concepts. This perspective suggested that persons entered into, maintained and terminated relationships for the purpose of goal-achievement. Exchange theory was utilized as a perspective for conceptualizing the interface of individuals' goal-seeking activities. From this orientation, relational change was conceptualized in terms of changes in the breadth, depth and frequency of exchange and in terms of changes in the ways in which exchange was managed over time.

On the basis of this conceptualization several of its component variables were empirically related to what were

presumed to be general indicators of relational development. When perceived closeness was used as an indicator of relational development, it was found that as perceived closeness increased in value the perceived uniqueness, breadth of communication, average and maximum depth of communication, frequency of metacommunication and perceived understanding exhibited in the relationship also increased in a statistically significant fashion. Perceived closeness and uncertainty were strongly and negatively associated. When the level of friendship was used as an indicator of relational development, it was found that increases in the level of friendship were accompanied by increases in the average depth of communication, the frequency of metacommunication, perceived understanding and perceived uniqueness. Level of friendship was found to be negatively associated with the level of uncertainty experienced in the relationship.

Factor analytic attempts to isolate statistically independent sets of component variables met with failure--suggesting that these variables comprised a highly interrelated set as a whole.

Frequency of communication was found to be essentially unrelated to the other variables conceptualized as part of or as indicators of relational development. Although extreme violations of the assumption of homogeneous variances largely precluded an adequate test of the role of communication frequency, the entire usefulness of the variable can be

questioned. It was noted that frequency operated at a lower level of abstraction than communication breadth and depth. Future research might benefit from attempts to examine the role of frequency when depth and breadth were controlled. This is especially important in light of the results of the decay analyses. These demonstrated the role of mobility or separation as causes of relational decay. Sheer frequency is obviously a component in the effects of physical separation or spatial mobility

The study also focused attention on several potential sex differences in the relational development process. Although the design of the study did not allow for a comprehensive examination of sex differences, it did show that males and females differed in terms of the average depth and breadth of communication, the frequency of metacommunication and the level of uncertainty experienced in the relationship. Several of these variables also differed as a function of whether the relationship was composed of same- or opposite-sex persons. Since the model of relational change proposed here includes these variables, these results are suggestive of sex differences in the patterns of relational change. Further, more systematic, research is needed to fully examine this issue.

It is probably fair to say that both the conceptualization offered in the opening essay and the findings of this study are exploratory. The last several sections of this

report have attempted to refine the conceptualization of relational change. It was argued that the original conceptualization was too broad and ambiguous to be maximally useful in theory construction. In an effort to rectify this difficulty the conceptualization of relational change was restricted to focus only on changes in the variety (breadth) and/or subjective value (depth) of exchange. Having made such a restriction, it became easier to provide a more precise specification of the impact of several antecedent and consequent variables. When these refinements are coupled with the several methodological suggestions made earlier in this chapter, it is hoped that progress can be made on a general theory of relational change processes.

APPENDIX I

PILOT STUDY QUESTIONNAIRE

APPENDIX I

PILOT STUDY QUESTIONNAIRE

FRIENDSHIP STUDY

MICHIGAN STATE UNIVERSITY

Department of Communication

Dear Participant:

We are presently beginning a study which will explore communication patterns across different levels of friendship. That is, we will be examining differences in communication between different types of friends--casual friends, good friends, etc.

In preparing for that study, we need to gather some very basic--but very important--information from you. The questions on the following pages provide information which will help us to better design the larger study.

All information you give will be kept strictly confidential.

In return for your participation, you will receive 1 hour's worth of extra credit.

WHEN YOU HAVE COMPLETED THE QUESTIONNAIRE, PLEASE EITHER:

1. Return it to me at 423 South Kedzie Hall; or
2. Give it to your Comm. 100 instructor at the next class meeting.

IN ORDER TO EARN THE EXTRA CREDIT YOU MUST RETURN THIS TO ME OR TO YOUR COMM. 100 INSTRUCTOR ON OR BY THE DAY OF THE NEXT CLASS MEETING.

Thank you for your cooperation. We hope that this is an interesting as well as easy task for you.

Sincerely,

Mac Parks
Principal Investigator

APPENDIX I

PILOT STUDY QUESTIONNAIRE

Col.

1-2 Subject I.D. #

4-5 1. Your AGE IS: ____ Years

7 2. Your SEX IS: ____ Male ____ Female (Check one)

9 3. Your YEAR IN SCHOOL IS: (Check one)

____ Freshman ____ Senior

____ Sophomore ____ Other

____ Junior

11 4. Your MARITAL STATUS IS: (Check one)

____ Single, never married

____ Presently Married

____ Divorced or Separated

____ Other

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13 5. Can a person have more than one best friend? (Check one)

____ Yes

____ No

In the space below, briefly explain why you answered the last question the way you did:

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INSTRUCTIONS:

People use many different terms to describe their friendships--"casual friend," "good friend," "just a friend," etc. Most of us can distinguish between these terms along a general dimension of "closeness." That is, some types of friendship are "closer" than others.

You will find several of these terms for levels of friendship below. YOUR JOB IS TO INDICATE HOW "CLOSE" EACH OF THE LEVELS OF FRIENDSHIP IS.

Below each of the terms you will find a line. At the left end of the line is the phrase "Not Close At All." On the right end of the line you will see the phrase "Extremely Close." FOR EACH TYPE OF FRIENDSHIP, YOU SHOULD DRAW A SLASH ("/") THROUGH THE LINE TO SHOW HOW CLOSE YOU THINK THAT PARTICULAR TYPE OF FRIENDSHIP IS. The farther you put the slash to the left, the LESS close the relationship is. The farther you put the slash to the right, the MORE close you think the relationship is. Be sure to read and think about items carefully.

Col.

15-16 6. INTIMATE FRIENDS.Not Close
At All

Extremely
Close17-18 7. ACQUAINTANCE.Not Close
At All

Extremely
Close20-21 8. FRIENDNot Close
At All

Extremely
Close22-23 9. BEST FRIENDNot Close
At All

Extremely
Close

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REMEMBER TO READ AND CONSIDER EACH ITEM CAREFULLY. . . .

Col.

25-26 10. CLOSE FRIENDS

Not Close _____ Extremely
At All _____ Close

27-28 11. JUST FRIENDS

Not Close _____ Extremely
At All _____ Close

30-31 12. CASUAL FRIENDS

Not Close _____ Extremely
At All _____ Close

32-33 13. GOOD FRIENDS

Not Close _____ Extremely
At All _____ Close

35-36 14. CASUAL ACQUAINTANCES

Not Close _____ Extremely
At All _____ Close

37-38 15. VERY GOOD FRIENDS

Not Close _____ Extremely
At All _____ Close

THANK YOU. NOW PLEASE CONTINUE ON TO THE NEXT PAGE.

NOW WE WOULD LIKE YOU TO EVALUATE THESE TERMS FOR FRIENDSHIP
IN A DIFFERENT WAY. THESE TERMS WERE:

Col.

40-41	1. Close friends	52-53	6. Friends
42-43	2. Best friends	55-56	7. Casual friends
45-46	3. Just friends	57-58	8. Acquaintances
47-48	4. Casual acquaintances	60-61	9. Intimate friends
50-51	5. Good friends	62-63	10. Very good friends

PLEASE KEEP THESE TERMS IN MIND. NOW, ASSUME THAT TWO PEOPLE START OUT
AS TOTAL STRANGERS. FURTHER, ASSUME THAT OVER TIME THEY DEVELOP THE
VERY HIGHEST LEVEL OF FRIENDSHIP POSSIBLE. OBVIOUSLY, THIS DEVELOPMENT
WOULD GO THROUGH SEVERAL STATES.

YOUR JOB IS TO TELL US WHAT STAGES A FRIENDSHIP GOES THROUGH BETWEEN
TOTAL STRANGER AND THE HIGHEST LEVEL POSSIBLE. YOU WILL FIND 10 BLANKS
BELOW. IN THE FIRST BLANK, YOU SHOULD WRITE IN THE LEVEL OF FRIENDSHIP
WHICH YOU THINK WOULD COME FIRST. IN THE SECOND BLANK, YOU SHOULD
WRITE IN THE LEVEL OF FRIENDSHIP WHICH YOU THINK WOULD COME NEXT.
CONTINUE THIS PROCESS UNTIL YOU REACH WHAT YOU THINK IS THE HIGHEST
LEVEL OF FRIENDSHIP.

KEEP TWO POINTS IN MIND AS YOU DO THIS:

1. YOU DO NOT NEED TO USE ALL 10 TERMS--USE AS MANY OR AS FEW AS
YOU THINK YOU NEED TO DESCRIBE THE DEVELOPMENT OF A FRIENDSHIP.
2. USE TERMS ONLY FROM THE LIST ABOVE.

* * * * *

- | | |
|----------|----------|
| a. _____ | f. _____ |
| b. _____ | g. _____ |
| c. _____ | h. _____ |
| d. _____ | i. _____ |
| e. _____ | j. _____ |

661

65-

67-

70-

72-

75-

INSTRUCTIONS:

One thing that characterizes friendship is "doing favors" or helping a friend. The following questions are about favors friends might do for each other.

Some favors require more EFFORT than others. That is, it may take more of your time or energy or money to do some favors than others.

YOUR JOB IS TO INDICATE HOW MUCH EFFORT EACH OF THE TASKS BELOW WOULD TAKE. BELOW EACH TASK YOU WILL FIND A LINE. AT THE ENDS OF THE LINE YOU WILL FIND THE PHRASES "VERY LITTLE EFFORT" AND "A LOT OF EFFORT." YOU SHOULD PUT A SLASH ("/") THROUGH THE LINE TO SHOW HOW MUCH EFFORT YOU THINK EACH TASK WOULD TAKE. REMEMBER THAT WE ARE USING THE TERM "EFFORT" IN A VERY GENERAL SENSE. IT INCLUDES TIME, ENERGY AND MONEY CONSIDERATIONS.

PLEASE READ AND CONSIDER EACH TASK CAREFULLY BEFORE RESPONDING. BE SURE YOU RESPOND TO ALL ITEMS.

* * * * *

Col.

65-66 16. MAILING A LETTER FOR A PERSON.

Very Little		A Lot Of
Effort	_____	Effort

67-68 17. HELPING A PERSON MOVE FROM ONE PART OF TOWN TO ANOTHER.

Very Little		A Lot Of
Effort	_____	Effort

70-71 18. LENDING \$1 TO A PERSON.

Very Little		A Lot Of
Effort	_____	Effort

72-73 19. ARRANGING A DATE FOR A PERSON.

Very Little		A Lot Of
Effort	_____	Effort

75-76 20. LENDING A RECORD TO A PERSON.

Very Little		A Lot Of
Effort	_____	Effort

Col.

77-78 21. LENDING \$10 TO A PERSON.

Very Little
Effort

A Lot Of
Effort

Card 2 (1-2: Subject I.D., 4 = 2 as Constant.)

6-7 22. TELLING A "WHITE LIE" TO HELP A PERSON OUT OF TROUBLE.

Very Little
Effort

A Lot Of
Effort

8-9 23. HELPING A PERSON WITH HIS OR HER HOMEWORK.

Very Little
Effort

A Lot Of
Effort

11-12 24. LENDING ANOTHER PERSON YOUR CAR FOR THE EVENING.

Very Little
Effort

A Lot Of
Effort

13-14 25. PICKING UP CLASS NOTES FROM THE INSTRUCTOR FOR A PERSON.

Very Little
Effort

A Lot Of
Effort16-17 26. GOING TO A MOVIE THAT YOU DO NOT PARTICULARLY WANT TO
SEE WITH A PERSON WHO DOES NOT WANT TO GO ALONE.Very Little
Effort

A Lot Of
Effort

18-19 27. LENDING \$5 TO A PERSON.

Very Little
Effort

A Lot Of
Effort

Col.

21-22 28. MIND THE TELEPHONE FOR A PERSON FOR A COUPLE OF HOURS.

Very Little	_____	A Lot Of
Effort		Effort

23-24 29. GOING ACROSS CAMPUS TO HAND IN A PAPER FOR A SICK PERSON.

Very Little	_____	A Lot Of
Effort		Effort

26-27 30. HELPING A PERSON TYPE A TERM PAPER.

Very Little	_____	A Lot Of
Effort		Effort

28-29 31. COUNTERSIGNING A LOAN FOR A PERSON.

Very Little	_____	A Lot Of
Effort		Effort

31-32 32. LENDING ANOTHER PERSON YOUR CAR FOR THE WEEKEND.

Very Little	_____	A Lot Of
Effort		Effort

33-34 33. INVITING A PERSON TO A PARTY AT YOUR HOUSE.

Very Little	_____	A Lot Of
Effort		Effort

36-37 34. BABYSITTING A PERSON'S CHILD WHILE HE OR SHE IS OUT OF TOWN FOR THE DAY.

Very Little	_____	A Lot Of
Effort		Effort

38-39 35. TAKING CARE OF A PERSON'S HOUSE PLANTS WHILE HE OR SHE IS OUT OF TOWN FOR THE WEEKEND.

Very Little	_____	A Lot Of
Effort		Effort

0

4

4

4

4

5

5

5

5

Col.

- 41-42 36. BUYING SOMETHING WITH YOUR OWN MONEY FOR A PERSON WHO
WILL REPAY YOU BUT IS TOO BUSY TO GET IT THEMSELVES.

Very Little A Lot Of
Effort _____ Effort

- 43-44 37. GOING ACROSS CAMPUS TO RETURN A LIBRARY BOOK FOR A PERSON.

Very Little Effort _____ A Lot Of Effort

- 46-47 38. SPENDING AN EVENING TALKING ABOUT ANOTHER PERSON'S PERSONAL PROBLEMS.

Very Little Effort _____ A Lot Of Effort

- 48-49 39. LOANING AN ARTICLE OF CLOTHING TO ANOTHER PERSON.

Very Little Effort _____ A Lot Of Effort

- 51-52 40. LENDING \$20 TO A PERSON.

Very Little Effort _____ A Lot Of Effort

- 53-54 41. TAKING A PERSON TO THE HEALTH CENTER WHEN YOU HAVE AN
IMPORTANT TEST TO STUDY FOR.

Very Little

A Lot Of

Effort **Effort**

- 56-57 42. LETTING A PERSON STAY AT YOUR HOUSE FOR THE WEEKEND.

Very Little Effort _____ A Lot Of Effort

- 58-59 43. INVITING A PERSON TO DINNER AT YOUR HOUSE.

Very Little Effort _____ A Lot Of Effort

Col.

61-62 44. DRIVING A PERSON TO AN APPOINTMENT DURING YOUR SPARE TIME.

Very Little	_____	A Lot Of
Effort		Effort

63-64 45. CANCELING A DATE WITH SOMEONE IN ORDER TO HELP A PERSON WITH HIS OR HER PERSONAL PROBLEMS.

Very Little	_____	A Lot Of
Effort		Effort

66-67 46. CALLING A PERSON'S EMPLOYER TO NOTIFY THE EMPLOYER OF THE PERSON'S SICKNESS.

Very Little	_____	A Lot Of
Effort		Effort

68-69 47. LOANING ONE OF YOUR TEXTBOOKS FOR A CLASS YOU ARE PRESENTLY TAKING TO A PERSON FOR 4-5 DAYS.

Very Little	_____	A Lot Of
Effort		Effort

71-72 48. DRIVING A PERSON TO AN APPOINTMENT WHEN YOU ARE VERY BUSY.

Very Little	_____	A Lot Of
Effort		Effort

73-74 49. LENDING A PERSON YOUR CLASS NOTES THE DAY BEFORE THE EXAM.

Very Little	_____	A Lot Of
Effort		Effort

76-77 50. BEING INVOLVED IN A PERSON'S WEDDING IF THEY ASKED YOU.

Very Little	_____	A Lot Of
Effort		Effort

PLEASE LOOK BACK THROUGH THE QUESTIONNAIRE NOW TO MAKE SURE THAT YOU HAVE ANSWERED EACH QUESTION TO THE BEST OF YOUR ABILITY.

CHECK TO MAKE SURE YOU HAVE NOT MISSED ANY ITEMS.

GO ON TO THE NEXT AND LAST PAGE.

FRIENDSHIP STUDY

MAC PARKS

SUBJECT RECORD SHEET

THANK YOU VERY MUCH FOR YOUR PARTICIPATION. IT WAS GREATLY APPRECIATED.

PLEASE REMEMBER THAT YOU MUST TURN THIS QUESTIONNAIRE IN TO ME OR TO
YOUR COMMUNICATION 100 INSTRUCTOR BY THE DAY OF YOUR NEXT CLASS.

THIS SHEET WILL BE KEPT SO THAT YOUR EXTRA CREDIT FOR PARTICIPATION IS
RECORDED. TO DO THIS WE NEED:

1. YOUR NAME: _____
Please Print Clearly

2. YOUR STUDENT NUMBER: _____

3. YOUR COMM. 100 INSTRUCTOR'S NAME(S)

APPENDIX II
WAVE ONE QUESTIONNAIRE

APPENDIX II

WAVE ONE QUESTIONNAIRE

FRIENDSHIP STUDY

MICHIGAN STATE UNIVERSITY

Department of Communication

Dear Participant;

You are being asked to participate in a study which deals with the development of communication patterns in friendship. This is a seldom studied area of great importance in communication.

Participating in the study has at least three benefits. First, you will have a chance to learn more about yourself and your relationships with others. Participating in the study will give you the opportunity to think about the quality and nature of your relationships with others. You will also be given a more extensive description of the study when it is finished. Second, you will be helping us to better understand the process of communication in friendships.

Further, you will be given extra-credit for participating. In return for your help, you will receive 4 hours worth of extra-credit. In order to get this credit, you must complete a series of 3 questionnaires over the next 3-4 weeks. Each will be as long or a bit shorter than this one. No extra-credit will be given unless all 3 questionnaires are fully completed and returned to me.

All of the information you provide will be kept strictly confidential. We will be asking some questions of a personal nature. However, the responses you give will be kept private. No one will have access to the information. Please answer completely and honestly.

WHEN YOU HAVE COMPLETED THIS QUESTIONNAIRE, RETURN IT TO YOUR COMM. 100 INSTRUCTOR OR TO MY OFFICE (423 South Kedzie Hall).

IT MUST BE RETURNED BY: _____

IF IT IS NOT RETURNED BY THIS TIME, WE WILL ASSUME THAT YOU ARE NOT PARTICIPATING IN THE STUDY.

Thank you,

Mac Parks
Principal Investigator

PLEASE READ ALL ITEMS CAREFULLY AND COMPLETELY BEFORE YOU RESPOND.

First, since this study involves three questionnaires, we need some information so that we can keep track of you. This will also help us make sure you get your extra credit.

- a. YOUR NAME IS: _____
(Please Print Clearly)
- b. YOUR COMM. 100 INSTRUCTOR IS: _____
(Print)
- c. YOUR TELEPHONE NUMBER IS: _____

Col.

- 7-8 1. YOUR AGE IS: _____
- 10 2. Your Sex is: _____ Male _____ Female (Check one)
- 12 3. Your Year in School is: (Check one)
 _____ Freshman _____ Junior _____ Other
 _____ Sophomore _____ Senior
- 14 4. Your Marital Status is: (Check one)
 _____ Single, Never married _____ Separated, Divorced,
 _____ Presently married or Widowed

On the following pages you will find a number of statements. Each represents a commonly held opinion. There are no right or wrong answers. You will probably disagree with some items and agree with others. Read each statement carefully. Then indicate the extent to which you agree by writing in a number in the space beside each statement. The numbers and their meaning are indicated below:

- 7 = Strongly agree with the statement
 6 = Agree somewhat with the statement
 5 = Agree slightly with the statement
 4 = Neutral--neither agree nor disagree with the statement
 3 = Disagree slightly with the statement
 2 = Disagree somewhat with the statement
 1 = Disagree strongly with the statement

READ EACH STATEMENT, DECIDE IF YOU AGREE OR DISAGREE. DECIDE THE STRENGTH OF YOUR OPINION. THEN WRITE IN THE APPROPRIATE NUMBER. USE ONLY ONE NUMBER PER STATEMENT. GIVE YOUR OPINION FOR EVERY STATEMENT.

Col.

- 16 5. ____ Never tell anyone the real reason you did something
unless it is useful to do so.
- 17 6. ____ The best way to handle people is to tell them what
they want to hear.
- 18 7. ____ One should take action only when sure it is morally
right.
- 19 8. ____ Most people are basically good and kind.
- 21 9. ____ It is safest to assume that all people have a vicious
streak and it will come out when they are given a chance.
- 22 10. ____ Honesty is the best policy in all cases.
- 23 11. ____ There is no excuse for lying to someone else.
- 24 12. ____ Generally speaking, people won't work hard unless
they're forced to do so.
- 26 13. ____ All in all, it is better to be humble and honest than
to be important and dishonest.
- 27 14. ____ When you ask someone to do something for you, it is best
to give the real reasons for wanting it rather than
giving reasons which carry more weight.
- 28 15. ____ Most people who get ahead in the world lead clean,
moral lives.
- 29 16. ____ Anyone who completely trusts anyone else is asking for
trouble.
- 31 17. ____ The biggest difference between most criminals and other
people is that the criminals are stupid enough to get
caught.
- 32 18. ____ Most persons are brave.
- 33 19. ____ It is wise to flatter important people.
- 34 20. ____ It is possible to be good in all respects.
- 36 21. ____ P.T. Barnum was wrong when he said that there's a
sucker born every minute.
- 37 22. ____ It is hard to get ahead without cutting corners here
and there.
- 38 23. ____ People suffering from incurable diseases should have
the choice of being put painlessly to death.
- 39 24. ____ Most people forget more easily the death of their
father than the loss of their property.
- 41 25. ____ I would rather decide things when they come up than
always try to plan ahead.
- 42 26. ____ I have always felt pretty sure my life would work out
the way I wanted it to.
- 43 27. ____ I seem to be the kind of person that has more bad
luck than good luck.

Col.

- 44 28. ____ I never have any trouble making up my mind about
important goals.
- 46 29. ____ I have always felt that I have more will power than
most people have.
- 47 30. ____ There's not much use for me to plan ahead because
there's usually something that makes me change my plans.
- 48 31. ____ I nearly always feel pretty sure of myself even when
people disagree with me.
- 49 32. ____ I have often had the feeling that it's no use to try
to get anywhere in this life.

End
Card

#1 PLEASE CHECK BACK TO MAKE SURE THAT YOU HAVE ANSWERED EACH ITEM.

____ NOW WE ARE READY TO GET TO THE QUESTIONS ABOUT FRIENDSHIPS.

GO ON TO THE NEXT PAGE . . .

Col.

1-3 S.ID. ____
5 Card 2 ____
7-9 R.ID. ____
11 RELLEV = 3

NAME A PERSON WHO IS CURRENTLY AN INTIMATE FRIEND OF YOURS. THIS PERSON MAY LIVE LOCALLY OR SOME DISTANCE AWAY--BUT MUST BE AN INTIMATE FRIEND. DO NOT LIST A PERSON WHOM YOU ARE DATING, ENGAGED OR MARRIED TO. SUCH PERSONS MAY BE INTIMATE FRIENDS, BUT ARE MANY OTHER THINGS AS WELL. AS A RESULT, WE WILL NOT BE STUDYING THOSE RELATIONSHIPS. BE SURE TO LIST A PERSON ONLY IF HE OR SHE IS AN INTIMATE FRIEND. IT IS UP TO YOU TO DECIDE IF A PERSON IS OR IS NOT SUCH A FRIEND.

YOU NEED NOT LIST THE PERSON'S FULL NAME--JUST ENOUGH SO THAT YOU CAN RECOGNIZE IT ON FUTURE QUESTIONNAIRES. PLEASE PRINT CLEARLY.

NAME OF INTIMATE FRIEND: _____

Now we have a series of questions about your relationship with this person. Please answer honestly. All of the information you give is confidential.

Col.

13-17 1. How long have you known this person?

_____ Years _____ Months

19-23 2. On the average, how often do you talk face-to-face with this person during the school year?

(Check one)

_____ Once a month or less

_____ About once every three weeks

_____ About once every two weeks

_____ About once each week

_____ About twice a week

[Please give your best estimate.]

_____ About 4 times a week

_____ Once a day

_____ Two or more times each day.

LOOK OVER THE ITEMS BELOW. THEY DEAL WITH DIFFERENT ISSUES, BUT THEY ARE ALL CONSTRUCTED IN A SIMILAR WAY.

FOR EACH ITEM, YOUR JOB IS TO CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CIRCLE ONLY ONE NUMBER PER ITEM. READ EACH ITEM CAREFULLY.

Col.

- 25 3. How "close" is your relationship with this person?

Not Close										Extremely
At All	1	2	3	4	5	6	7	8	9	Close

- 26 4. How frequently do the two of you actually talk about the state or nature of your relationship?

Almost										Quite
Never	1	2	3	4	5	6	7	8	9	Frequently

- 27 5. How well do you think this person understands what kind of a person you are?

Not Well										Extremely
At All	1	2	3	4	5	6	7	8	9	Well

- 28 6. How unique--different from all others--is this relationship?

Very										Not
Unique	1	2	3	4	5	6	7	8	9	Unique

- 29 7. Suppose you told this person something personal about yourself. How sure are you that it would be kept confidential?

Not Sure										Very
At All	1	2	3	4	5	6	7	8	9	Sure

[Check to be sure that you have circled just one number]

ON THE NEXT TWO PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS, YOU HAVE NOT DISCUSSED.

8. ____ Numbers of brothers and sisters.
9. ____ Your nationalities.
10. ____ Favorite hobbies.
11. ____ Sports in which one or both of you participate.
12. ____ Types of magazines that one or both of you enjoy.
13. ____ Types of food one or both of you dislike.
14. ____ The TV programs that interest one or both of you.
15. ____ How the sight of blood effects one or both of you.
16. ____ The place of religion in everyday life.
17. ____ Opinions on the best way to solve racial problems.
18. ____ Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
19. ____ Most satisfying job or work experiences.
20. ____ Feelings about people who are careless in picking up after themselves.
21. ____ Whether or not religion should be able to influence politics.
22. ____ Feelings about going to the doctor.
23. ____ Whether or not one or both of you ever pokes fun at others.
24. ____ Pet peeves of one or both of you.
25. ____ How often one or both of you go out on dates with others.
26. ____ Views on borrowing money from friends.
27. ____ Qualities in other people that you find annoying.
28. ____ Views about people who try to take advantage of one or both of you.
29. ____ Whether or not there are situations in which lying is O.K.

30. ____ The kinds of things that make you or the other person just furious.
31. ____ Possible misfortunes that you or the other person worries about.
32. ____ How you or the other person feels when you lose a game or contest.
33. ____ Feelings about responsibilities and obligations.
34. ____ If you or the other person gets panicky in tight situations.
35. ____ How often you or the other person has spells of the blues and what they are about.
36. ____ How smart you or the other person is compared to others.
37. ____ What feelings, if any, you or the other person has trouble expressing or controlling.
38. ____ Whether or not you or the other has ever lied to an employer.
39. ____ Whether or not you or the other has ever cried when sad (as an adult).
40. ____ Which of your parents you like best or feel closest to.
41. ____ Lies you or the other person has told to parents.
42. ____ Disappointments or bad experiences in love affairs.
43. ____ How often you or the other person has sexual relations.
44. ____ Feelings about your adequacy in sexual behavior.
45. ____ Things the two of you dislike about your mothers.
46. ____ Things in the past or present that one or both of you feel most guilty about.
47. ____ Persons with whom you or the other person has had sexual experiences.

Cols.

31-32: Num.

34-38: H.L.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT
ANOTHER RELATIONSHIP. GO ON TO THE NEXT PAGE.

End
Card
#2

NAME A PERSON WHO IS PRESENTLY AN ACQUAINTANCE OF YOURS. THIS PERSON MAY LIVE LOCALLY OR SOME DISTANCE AWAY. YOU CAN CHOOSE ANYONE YOU WISH--AS LONG AS HE OR SHE IS AN ACQUAINTANCE. DO NOT LIST A PERSON WHO HAS A DIFFERENT TYPE OF RELATIONSHIP WITH YOU.

AGAIN, YOU NEED NOT LIST THE PERSON'S FULL NAME--JUST GIVE ENOUGH SO THAT YOU CAN RECOGNIZE IT ON FUTURE QUESTIONAIRES.

Col.

1-3 S.ID.
5 Card 3
7-9 R.ID.
11 RELLEV 1

NAME OF ACQUAINTANCE: _____

Please Print

NOW WE WOULD LIKE TO ASK A SERIES OF QUESTIONS ABOUT YOUR RELATIONSHIP WITH THIS PERSON.

13-17 1. How long have you known this person?

_____ Years _____ Months

19-23 2. On the average, how often do you talk face-to-face with this person during the school year?

(Check one)

_____ Once a month or less

_____ About once every three weeks

_____ About once every two weeks

_____ About once each week

_____ About twice a week

_____ About 4 times a week

_____ Once a day

_____ Two or more times each day.

[Please give
your best
estimate.]

LOOK OVER THE ITEMS BELOW. THEY DEAL WITH DIFFERENT ISSUES, BUT THEY ARE ALL CONSTRUCTED IN A SIMILAR WAY.

FOR EACH ITEM, YOUR JOB IS TO CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CIRCLE ONLY ONE NUMBER PER ITEM. READ EACH ITEM CAREFULLY.

Col.

- 25 3. How "close" is your relationship with this person?

Not Close										Extremely
At All	1	2	3	4	5	6	7	8	9	Close

- 26 4. How frequently do the two of you actually talk about the state or nature of your relationship?

Almost										Quite
Never	1	2	3	4	5	6	7	8	9	Frequently

- 27 5. How well do you think this person understands what kind of a person you are?

Not Well										Extremely
At All	1	2	3	4	5	6	7	8	9	Well

- 28 6. How unique--different from all others--is this relationship?

Very										Not
Unique	1	2	3	4	5	6	7	8	9	Unique

- 29 7. Suppose you told this person something personal about yourself. How sure are you that it would be kept confidential?

Not sure										Very
At All	1	2	3	4	5	6	7	8	9	Sure

[Check to be sure that you have circled just one number.]

ON THE NEXT TWO PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS YOU HAVE NOT DISCUSSED.

8. ____ Numbers of brothers and sisters.
9. ____ Your nationalities.
10. ____ Favorite hobbies.
11. ____ Sports in which one or both of you participate.
12. ____ Types of magazines that one or both of you enjoy.
13. ____ Types of food one or both of you dislike.
14. ____ The TV programs that interest one or both of you.
15. ____ How the sight of blood effects one or both of you.
16. ____ The place of religion in everyday life.
17. ____ Opinions on the best way to solve racial problems.
18. ____ Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
19. ____ Most satisfying job or work experiences.
20. ____ Feelings about people who are careless in picking up after themselves.
21. ____ Whether or not religion should be able to influence politics.
22. ____ Feelings about going to the doctor.
23. ____ Whether or not one or both of you ever pokes fun at others.
24. ____ Pet peeves of one or both of you.
25. ____ How often one or both of you go out on dates with others.
26. ____ Views on borrowing money from friends.
27. ____ Qualities in other people that you find annoying.
28. ____ Views about people who try to take advantage of one or both of you.
29. ____ Whether or not there are situations in which lying is O.K.

30. ____ The kinds of things that make you or the other person just furious.
31. ____ Possible misfortunes that you or the other person worries about.
32. ____ How you or the other person feels when you lose a game or contest.
33. ____ Feelings about responsibilities and obligations.
34. ____ If you or the other person gets panicky in tight situations.
35. ____ How often you or the other person has spells of the blues and what they are about.
36. ____ How smart you or the other person is compared to others.
37. ____ What feelings, if any, you or the other person has trouble expressing or controlling.
38. ____ Whether or not you or the other has ever lied to an employer.
39. ____ Whether or not you or the other has ever cried when sad (as an adult).
40. ____ Which of your parents you like best or feel closest to.
41. ____ Lies you or the other person has told to parents.
42. ____ Disappointments or bad experiences in love affairs.
43. ____ How often you or the other person has sexual relations.
44. ____ Feelings about your adequacy in sexual behavior.
45. ____ Things the two of you dislike about your mothers.
46. ____ Things in the past or present that one or both of you feel most guilty about.
47. ____ Persons with whom you or the other person has had sexual experiences.

Cols.

31-32: Num.

34-38: H.L.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT STILL
ANOTHER RELATIONSHIP. BEAR WITH US, YOU ARE ALMOST FINISHED.

End
Card
#3

GO ON TO THE NEXT PAGE . . .

Col.

1-3 S.ID.
 5 Card 4
 7-9 R.ID.
 11 RELLEV 2

NAME A PERSON WHO IS PRESENTLY A FRIEND OF YOURS. THIS PERSON MAY LIVE LOCALLY OR SOME DISTANCE AWAY. YOU CAN NAME ANYONE YOU CHOOSE--AS LONG AS HE OR SHE IS SIMPLY A FRIEND. DO NOT LIST A PERSON WHO HAS A DIFFERENT TYPE OF RELATIONSHIP WITH YOU.

AGAIN, YOU NEED NOT LIST THE PERSON'S FULL NAME--JUST GIVE ENOUGH SO THAT YOU CAN RECOGNIZE IT ON FUTURE QUESTIONNAIRES.

NAME OF FRIEND: _____
 Please Print

NOW WE WOULD LIKE TO ASK YOU THE SAME QUESTIONS WE ASKED ABOUT THE OTHER TWO RELATIONSHIPS. RMEMBER, ALL OF THE FOLLOWING QUESTIONS DEAL JUST WITH YOUR RELATIONSHIP WITH THIS FRIEND OF YOURS.

13-17 1. How long have you known this person?

_____ Years _____ Months

19-23 2. On the average, how often do you talk face-to-face with this person during the school year?

(Check one)

_____ Once a month or less

_____ About once every three weeks

_____ About once every two weeks

_____ About once each week

_____ About twice a week

_____ About 4 times a week

_____ Once a day

_____ Two or more times each day.

[Please give
 your best
 estimate.]

YOU ARE PROBABLY BECOMING FAMILIAR WITH THESE QUESTIONS BY NOW. JUST REMIND YOURSELF THAT YOUR JOB IS TO CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL ABOUT EACH ITEM. BE SURE TO CIRCLE ONLY ONE NUMBER PER ITEM. READ EACH ITEM CAREFULLY.

Col.

- 25 3. How close is your relationship with this person?

Not Close											Extremely
At All	1	2	3	4	5	6	7	8	9	Close	

- 26 4. How frequently do the two of you actually talk about the state or nature of your relationship?

Almost										Quite
Never	1	2	3	4	5	6	7	8	9	Frequently

- 27 5. How well do you think this person understands what kind of a person you are?

Not Well										Extremely
At All	1	2	3	4	5	6	7	8	9	Well

- 28 6. How unique—different from all others—is this relationship?

Very										Not
Unique	1	2	3	4	5	6	7	8	9	Unique

- 29 7. Suppose that you told this person something personal about yourself. How sure are you that it would be kept confidential?

Not Sure										Very
At All	1	2	3	4	5	6	7	8	9	Sure

[Check to be sure that you have circled just one number.]

ON THE NEXT TWO PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. YOU SHOULD ALREADY BE FAMILIAR WITH THESE. THIS TIME, YOUR JOB IS TO CHECK THOSE THAT YOU HAVE DISCUSSED WITH THE PERSON WHO IS YOUR FRIEND. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS YOU HAVE NOT DISCUSSED.

8. ____ Numbers of brothers and sisters.
9. ____ Your nationalities.
10. ____ Favorite hobbies.
11. ____ Sports in which one or both of you participate.
12. ____ Types of magazines that one or both of you enjoy.
13. ____ Types of food one or both of you dislike.
14. ____ The TV programs that interest one or both of you.
15. ____ How the sight of blood affects one or both of you.
16. ____ The place of religion in everyday life.
17. ____ Opinions on the best way to solve racial problems.
18. ____ Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
19. ____ Most satisfying job or work experiences.
20. ____ Feelings about people who are careless in picking up after themselves.
21. ____ Whether or not religion should be able to influence politics.
22. ____ Feelings about going to the doctor.
23. ____ Whether or not one or both of you ever pokes fun at others.
24. ____ Pet peeves of one or both of you.
25. ____ How often one or both of you go out on dates with others.
26. ____ Views on borrowing money from friends.
27. ____ Qualities in other people that you find annoying.
28. ____ Views about people who try to take advantage of one or both of you.
29. ____ Whether or not there are situations in which lying is O.K.
30. ____ The kinds of things that make you or the other person just furious.
31. ____ Possible misfortunes that you or the other person worries about.

32. ____ How you or the other person feels when you lose a game or contest.
33. ____ Feelings about responsibilities and obligations.
34. ____ If you or the other person gets panicky in tight situations.
35. ____ How often you or the other person has spells of the blues and what they are about.
36. ____ How smart you or the other person is compared to others.
37. ____ What feelings, if any, you or the other person has trouble expressing or controlling.
38. ____ Whether or not you or the other has ever lied to an employer.
39. ____ Whether or not you or the other has ever cried when sad (as an adult).
40. ____ Which of your parents you like best or feel closest to.
41. ____ Lies you or the other person has told to parents.
42. ____ Disappointments or bad experiences in love affairs.
43. ____ How often you or the other person has sexual relations.
44. ____ Feelings about your adequacy in sexual behavior.
45. ____ Things the two of you dislike about your mothers.
46. ____ Things in the past or present that one or both of you feel most guilty about.
47. ____ Persons with whom you or the other person has had sexual experiences.

Cols.

31-32: Num. JUST A COUPLE MORE QUESTIONS . . .
 34-38: H.L.

End
 Card
 #4

S. Name: _____
 S.ID.: _____
 R.ID.: _____
 RELLEV: _____

AS PART OF THE STUDY, WE WOULD LIKE TO CONTACT ONE OF THE PERSONS YOU HAVE NAMED IN THIS STUDY. WE WOULD LIKE TO ASK THAT PERSON SOME OF THE SAME QUESTIONS WE HAVE ASKED YOU.

THIS PART OF THE STUDY IS ENTIRELY OPTIONAL FOR YOU. WHETHER OR NOT YOU ALLOW US TO CONTACT ONE OF THE PERSONS IS ENTIRELY UP TO YOU. IT WILL NOT EFFECT YOUR EXTRA-CREDIT. THIS ASPECT OF THE STUDY IS ENTIRELY VOLUNTARY.

- a. Do you mind if we contact one of the persons you have named?

____ Yes, I would prefer that you did not.

____ No, you may contact one of the people.

- b. If you answered "No" to the question above, please give us the following information about the person you select. We will contact one person of your choice.

FULL NAME: _____
 Please Clearly Print

ADDRESS: _____

 _____ Zip: _____

TELEPHONE: _____

- c. This person is a: (Check one)

____ Intimate Friend

____ Friend

____ Acquaintance

* * * * *

THIS COMPLETES PART I OF THE STUDY. YOU WILL RECEIVE PART II IN 7-10 DAYS.

1. PLEASE LOOK BACK THROUGH THE QUESTIONNAIRE TO MAKE SURE THAT YOU HAVE ANSWERED EVERY ITEM.
2. RETURN IT TO ME (423 S. Kedzie) OR TO YOUR COMM. 100 INSTRUCTOR BY

APPENDIX III
WAVE TWO QUESTIONNAIRE

APPENDIX III

WAVE TWO QUESTIONNAIRE

FRIENDSHIP STUDY - PART TWO

MICHIGAN STATE UNIVERSITY

Department of Communication

Dear _____

Here is the second questionnaire in the friendship study. There will only be one more after this one. Like the last questionnaire, this questionnaire begins with some questions about you and then asks several questions about each of the relationships you listed last time.

Again, it is extremely important that you answer all questions completely and honestly. Remember that all of the information you give us will be kept strictly confidential.

PLEASE READ EACH QUESTION CAREFULLY AND COMPLETELY BEFORE YOU ANSWER. BE SURE TO ANSWER ALL ITEMS.

If you have any difficulties with the questionnaire or if you find any part of it confusing, please call me and I will try to help. My office phone is 355-1862 and my home phone is 355-0789.

WHEN YOU HAVE COMPLETED THIS QUESTIONNAIRE, RETURN IT TO YOUR COMM. 100 INSTRUCTOR OR TO MY OFFICE (423 South Kedzie Hall). THERE IS AN ENVELOPE FOR QUESTIONNAIRES OUTSIDE MY OFFICE.

THIS QUESTIONNAIRE MUST BE RETURNED NO LATER THAN MONDAY, APRIL 26TH. Please remember that you must complete all three questionnaires in order to receive any extra credit.

Your time and effort is deeply appreciated.

Thank you.

Mac Parks
Principal Investigator

[1-3 S.ID ____]
[5 Card 5]

PLEASE READ ALL ITEMS CAREFULLY AND COMPLETELY BEFORE YOU RESPOND.

First of all, we would like you to give us some general information about your relationships with others. We are interested in finding out how many of several different types of friends you have. We would also like to find out how many you want.

Below, we have listed five types of relationships. Your job is to indicate how many persons you have that fit each type of relationship. Also, we would like you to indicate how many friends of each type you optimally desire. You may want more or less of a given type of friend than you already have. Or, you may be satisfied with the present number. We realize that it is difficult to think of exact numbers. But please think about your answer and give us your best possible estimate. Do not count a given person for more than one type of relationship.

Col.

- | | | | |
|-------|--|-------|-------------------------------------|
| | | | [Write in
your best
estimate] |
| 7-8 | 1. How many INTIMATE FRIENDS do you presently have? | _____ | |
| 10-11 | 2. In the best of all worlds, how many INTIMATE FRIENDS would you <u>like</u> to have at any one time? | _____ | |
| 13-14 | 3. How many GOOD FRIENDS do you presently have? | _____ | |
| 16-17 | 4. In the best of all worlds, how many GOOD FRIENDS would you <u>like</u> to have at any one time? | _____ | |
| 19-20 | 5. How many FRIENDS do you presently have? | _____ | |
| 22-23 | 6. In the best of all worlds, how many FRIENDS would you <u>like</u> to have at any one time? | _____ | |
| 25-27 | 7. How many CASUAL FRIENDS do you presently have? | _____ | |
| 29-31 | 8. In the best of all worlds, how many CASUAL FRIENDS would you <u>like</u> to have at any one time? | _____ | |
| 33-35 | 9. How many ACQUAINTANCES do you presently have? | _____ | |
| 37-39 | 10. In the best of all worlds, how many ACQUAINTANCES would you <u>like</u> to have at any one time? | _____ | |

End
Card
#5

PLEASE CHECK TO MAKE SURE THAT YOU HAVE GIVEN
YOUR BEST AND MOST REALISTIC RESPONSE TO EACH
ITEM ABOVE.

Col.

1-3 S.ID. _____
 5 Card = 6
 7-9 R.ID. _____
 11 RELLEV = 3

ALL OF THE QUESTIONS ON THE NEXT FEW PAGES DEAL WITH YOUR
 RELATIONSHIP WITH THE PERSON YOU NAMED AS AN INTIMATE FRIEND.

THIS PERSON IS: _____

- 13-14 1. This person's AGE is: _____
- 16 2. This person's SEX is: ____ Male ____ Female (Check one)
- 18 3. This person's YEAR IN SCHOOL is: (Check one)
- ____ Freshman ____ Junior ____ Other, or not
 ____ Sophomore ____ Senior in school
- 20 4. This person's MARITAL STATUS is: (Check one)
- ____ Single, Never Married ____ Separated, Divorced
 ____ Presently Married or Widowed
- 22 5. Has this person ever been a better friend than he or she
currently is?
- ____ Yes
 (Check one)
 ____ No

IF YOU ANSWERED "YES" TO THE LAST QUESTION, BRIEFLY EXPLAIN
 IN THE SPACE BELOW WHAT HAPPENED TO CHANGE THE RELATIONSHIP:

Col.

6. How many MILES does this person presently live away from you? Please give your very best estimate. If you need to indicate fractions, please use decimal form--i.e., 12.25 rather than "12 1/4."

24-31 LIVES _____ MILES FROM ME AT THE PRESENT TIME.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS WHICH DEAL WITH HOW WELL YOU COULD PREDICT VARIOUS ASPECTS OF THIS PERSON'S ATTITUDES, FEELINGS OR BEHAVIOR. FOR EACH OF THE ITEMS BELOW, YOUR JOB IS TO WRITE IN THE WHOLE NUMBER WHICH BEST INDICATES YOUR LEVEL OF CONFIDENCE. WRITE IN ANY WHOLE NUMBER BETWEEN 1 AND 9.

1 = I am not at all confident of my answer.

9 = I am extremely confident of my answer.

YOU CAN USE ANY WHOLE NUMBER BETWEEN 1 AND 9. THE BIGGER THE NUMBER YOU WRITE, THE MORE CONFIDENT IN YOUR ANSWER YOU ARE. THE SMALLER THE NUMBER YOU WRITE, THE LESS CONFIDENT YOU ARE IN YOUR ABILITY TO ACCURATELY ANSWER THE QUESTION.

YOU ARE NOT REQUIRED TO ANSWER THE QUESTION. YOU JUST HAVE TO SAY HOW CONFIDENT IN YOUR ANSWER YOU WOULD BE IF YOU DID ANSWER THEM.

- 33 7. ____ What is this person's age?
- 34 8. ____ In what way would this person like to live after marriage?
- 35 9. ____ How does this person feel about gambling?
- 36 10. ____ What is this person's lucky number?
- 38 11. ____ What is this person's view on the present U.S. government--President, courts, campaigns, etc.?
- 39 12. ____ Which does this person value more--friendship or money?
- 40 13. ____ Did this person's parents spank him/her as a child?
- 41 14. ____ What was this person's date of birth?
- 43 15. ____ How strong (physically) is this person?
- 44 16. ____ What things would this person never tell his/her girlfriend/boyfriend?

Col.

- 45 17. ____ How religious is this person, compared to most other people?
- 46 18. ____ What long-range worries or concerns does this person have about his/her health, e.g., cancer, ulcers, heart trouble, etc.?
- 48 19. ____ What would this person do if he/she caught his or her girlfriend/boyfriend playing around with another man/woman?
- 49 20. ____ How much trouble did this person get into at school as a child?
- 50 21. ____ How does this person feel about telling lies to get out of an uncomfortable situation?
- 51 22. ____ Would this person like to move about the country and live in different places?
- 53 23. ____ How would this person feel about leaving children with a babysitter?
- 54 24. ____ What different kinds of play and recreation does this person enjoy?
- 55 25. ____ What is this person's general attitude about school?

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE THE ONE NUMBER WHICH INDICATES HOW YOU FEEL. BE SURE TO CONSIDER THEM CAREFULLY.

- 56 26. How "close" is your relationship with this person?

Not Close											Extremely
At All	1	2	3	4	5	6	7	8	9	Close	

- 58 27. I expect this relationship to continue far into the future.

Strongly											Strongly
Agree	1	2	3	4	5	6	7	8	9	Disagree	

- 59 28. I would try to maintain this relationship even if it became inconvenient to do so.

Strongly											Strongly
Disagree	1	2	3	4	5	6	7	8	9	Agree	

GO ON TO THE NEXT PAGE . . .

Col.

60 29. How frequently do the two of you actually talk about
the state or nature of your relationship?

Almost											Quite
Never	1	2	3	4	5	6	7	8	9	Frequently	

61 30. Suppose you told this person something personal about
yourself. How sure are you that it would be kept
confidential?

Not Sure											Very
At All	1	2	3	4	5	6	7	8	9	Sure	

63 31. How much do you like this person?

Not Well											Extremely
At All	1	2	3	4	5	6	7	8	9	Well	

* * * * *

65-69 32. On the average, how often do you talk face-to-face with
this person during the school year?

(Check one)

_____ Once a month or less

_____ About once every 3 weeks

_____ About once every 2 weeks

_____ About once each week

_____ About twice a week

_____ About 4 times a week

_____ Once a day

_____ Two or more times each day.

[Please give your
best estimate.]

End
Card

THIS CONCLUDES OUR QUESTIONS ABOUT THIS RELATIONSHIP.

PLEASE GO ON TO THE NEXT PAGE . . .

Col.

1-3 S.ID. _____
 5 Card = 6
 7-9 R.ID. _____
 11 RELLEV = 1

ALL OF THE QUESTIONS ON THE NEXT FEW PAGES DEAL WITH YOUR
 RELATIONSHIP WITH THE PERSON YOU NAMED AS AN ACQUAINTANCE.

THIS PERSON IS: _____

- 13-14 1. This person's AGE is: _____
- 16 2. This person's SEX is: _____ Male ____ Female (Check one)
- 18 3. This person's YEAR IN SCHOOL is: (Check one)
- _____ Freshman _____ Junior _____ Other, or not
 _____ Sophomore _____ Senior _____ in school
- 20 4. This person's MARITAL STATUS is: (Check one)
- _____ Single, Never Married _____ Separated, Divorced
 _____ Presently Married _____ or Widowed
- 22 5. Has this person ever been a better friend than he or she
currently is?
- _____ Yes
- _____ No

IF YOU ANSWERED "YES" TO THE LAST QUESTION, BRIEFLY EXPLAIN
 IN THE SPACE BELOW WHAT HAPPENED TO CHANGE THE RELATIONSHIP:

Col.

6. How many MILES does this person presently live away from you? Please give your very best estimate. If you need to indicate fractions, please use decimal form--i.e., 12.25 rather than "12 1/4."

24-31 LIVES _____ MILES FROM ME AT THE PRESENT TIME.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS WHICH DEAL WITH HOW WELL YOU COULD PREDICT VARIOUS ASPECTS OF THIS PERSON'S ATTITUDES, FEELINGS OR BEHAVIOR. FOR EACH OF THE ITEMS BELOW, YOUR JOB IS TO WRITE IN THE WHOLE NUMBER WHICH BEST INDICATES YOUR LEVEL OF CONFIDENCE. WRITE IN ANY WHOLE NUMBER BETWEEN 1 AND 9.

1 = I am not at all confident of my answer.

9 = I am extremely confident of my answer.

YOU CAN USE ANY WHOLE NUMBER BETWEEN 1 AND 9. THE BIGGER THE NUMBER YOU WRITE, THE MORE CONFIDENT IN YOUR ANSWER YOU ARE. THE SMALLER THE NUMBER YOU WRITE, THE LESS CONFIDENT YOU ARE IN YOUR ABILITY TO ACCURATELY ANSWER THE QUESTION.

YOU ARE NOT REQUIRED TO ANSWER THE QUESTIONS. YOU JUST HAVE TO SAY HOW CONFIDENT IN YOUR ANSWER YOU WOULD BE IF YOU DID ANSWER THEM.

- 33 7. _____ What is this person's age?
- 34 8. _____ In what way would this person like to live after marriage?
- 35 9. _____ How does this person feel about gambling?
- 36 10. _____ What is this person's lucky number?
- 38 11. _____ What is this person's view on the present U.S. government--President, courts, campaigns, etc.?
- 39 12. _____ Which does this person value more--friendship or money?
- 40 13. _____ Did this person's parents spank him/her as a child?
- 41 14. _____ What was this person's date of birth?
- 43 15. _____ How strong (physically) is this person?
- 44 16. _____ What things would this person never tell his/her girlfriend/boyfriend?

Col.

- 45 17. ____ How religious is this person, compared to most other people?
- 46 18. ____ What long-range worries or concerns does this person have about his/her health, e.g., cancer, ulcers, heart trouble, etc.?
48. 19. ____ What would this person do if he/she caught his or her girlfriend/boyfriend playing around with another man/woman?
49. 20. ____ How much trouble did this person get into at school as a child?
50. 21. ____ How does this person feel about telling lies to get out of an uncomfortable situation?
- 51 22. ____ Would this person like to move about the country and live in different places?
- 53 23. ____ How would this person feel about leaving children with a babysitter?
- 54 24. ____ What different kinds of play and recreation does this person enjoy?
- 55 25. ____ What is this person's general attitude about school?

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CONSIDER THEM CAREFULLY.

- 56 26. How "close" is your relationship with this person?
- | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|-------|-----------|
| Not Close | | | | | | | | | | | Extremely |
| At All | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Close | |
- 58 27. I expect this relationship to continue far into the future.
- | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|----------|----------|
| Strongly | | | | | | | | | | | Strongly |
| Agree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Disagree | |
- 59 28. I would try to maintain this relationship even if it became inconvenient to do so.
- | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|----------|----------|
| Strongly | | | | | | | | | | | Strongly |
| Agree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Disagree | |

GO ON TO THE NEXT PAGE.

Col.

60 29. How frequently do the two of you actually talk about the
state or nature of your relationship?

Almost											Quite
Never	1	2	3	4	5	6	7	8	9	Frequently	

61 30. Suppose you told this person something personal about
 yourself. How sure are you that it would be kept
confidential?

Not Sure										Very
At All	1	2	3	4	5	6	7	8	9	Sure

63 31. How much do you like this person?

Not Well										Extremely
At All	1	2	3	4	5	6	7	8	9	Well

65-69 32. On the average, how often do you talk face-to-face with
this person during the school year?

(Check one)

- ☐ Once a month or less
 - ☐ About once every 3 weeks
 - ☐ About once every 2 weeks
 - ☐ About once each week
 - ☐ About twice a week
 - ☐ About 4 times a week
 - ☐ Once a day
 - ☐ Two or more times each day
- [Please give your best estimate.]

End
Card

THIS CONCLUDES OUR QUESTIONS ABOUT THIS RELATIONSHIP.

PLEASE GO ON TO THE NEXT PAGE . . .

Col.

1-3 S. ID. _____
 5 Card = 7 _____
 7-9 R. ID. _____
 11 RELLEV = 2 _____

ALL OF THE QUESTIONS ON THE NEXT FEW PAGES DEAL WITH YOUR
 RELATIONSHIP WITH THE PERSON YOU NAMED AS A FRIEND.

THIS PERSON IS: _____

- 13-14 1. This person's AGE is: _____
- 16 2. This person's SEX is: _____ Male _____ Female (Check one)
- 18 3. This person's YEAR IN SCHOOL is: (Check one)
- _____ Freshman _____ Junior _____ Other, or not
 _____ Sophomore _____ Senior _____ in school
- 20 4. This person's MARITAL STATUS is: (Check one)
- _____ Single, Never Married _____ Separated, Divorced
 _____ Presently Married _____ or Widowed
- 22 5. Has this person ever been a better friend than he or
 she currently is?
- _____ Yes (Check one)
 _____ No

IF YOU ANSWERED "YES" TO THE LAST QUESTION, BRIEFLY EXPLAIN
 IN THE SPACE BELOW WHAT HAPPENED TO CHANGE THE RELATIONSHIP:

Col.

6. How many MILES does this person presently live away from you? Please give your very best estimate. If you need to indicate fractions, please use decimal form--i.e., 12.25 rather than "12 1/4."

24-31 LIVES _____ MILES FROM ME AT THE PRESENT TIME.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS WHICH DEAL WITH HOW WELL YOU COULD PREDICT VARIOUS ASPECTS OF THIS PERSON'S ATTITUDES, FEELINGS OR BEHAVIOR. FOR EACH OF THE ITEMS BELOW, YOUR JOB IS TO WRITE IN THE WHOLE NUMBER WHICH BEST INDICATES YOUR LEVEL OF CONFIDENCE. WRITE IN ANY WHOLE NUMBER BETWEEN 1 AND 9.

1 = I am not at all confident of my answer.

9 = I am extremely confident of my answer.

YOU CAN USE ANY WHOLE NUMBER BETWEEN 1 AND 9. THE BIGGER THE NUMBER YOU WRITE, THE MORE CONFIDENT IN YOUR ANSWER YOU ARE. THE SMALLER THE NUMBER YOU WRITE, THE LESS CONFIDENT YOU ARE IN YOUR ABILITY TO ACCURATELY ANSWER THE QUESTION.

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- 34 8. ____ In what way would this person like to live after marriage?
- 35 9. ____ How does this person feel about gambling?
- 36 10. ____ What is this person's lucky number?
- 38 11. ____ What is this person's view on the present U.S. government--President, courts, campaigns, etc.?
- 39 12. ____ Which does this person value more--friendship or money?
- 40 13. ____ Did this person's parents spank him/her as a child?
- 41 14. ____ What was this person's date of birth?
- 43 15. ____ How strong (physically) is this person?
- 44 16. ____ What things would this person never tell his/her girlfriend/boyfriend?

Col.

- 45 17. ____ How religious is this person, compared to most other people?
- 46 18. ____ What long-range worries or concerns does this person have about his/her health, e.g., cancer, ulcers, heart trouble, etc.?
- 48 19. ____ What would this person do if he/she caught his or her girlfriend/boyfriend playing around with another man/woman?
- 49 20. ____ How much trouble did this person get into at school as a child?
- 50 21. ____ How does this person feel about telling lies to get out of an uncomfortable situation?
- 51 22. ____ Would this person like to move about the country and live in different places?
- 53 23. ____ How would this person feel about leaving children with a babysitter?
- 54 24. ____ What different kinds of play and recreation does this person enjoy?
- 55 25. ____ What is this person's general attitude about school?

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CONSIDER THEM CAREFULLY.

- 56 26. How "close" is your relationship with this person?

Not Close											Extremely
At All	1	2	3	4	5	6	7	8	9	close	

- 58 27. I expect this relationship to continue far into the future.

Strongly											Strongly
Agree	1	2	3	4	5	6	7	8	9	Disagree	

- 59 28. I would try to maintain this relationship even if it became inconvenient to do so.

Strongly											Strongly
Agree	1	2	3	4	5	6	7	8	9	Disagree	

GO ON TO THE NEXT PAGE.

Col.

60 29. How frequently do the two of you actually talk about the
state or nature of your relationship?

Almost												Quite
Never	1	2	3	4	5	6	7	8	9			Frequently

61 30. Suppose you told this person something personal about
 yourself. How sure are you that it would be kept
confidential?

Not Sure												Very
At All	1	2	3	4	5	6	7	8	9			Sure

63 31. How much do you like this person?

Now Well												Extremely
At All	1	2	3	4	5	6	7	8	9			Well

65-69 32. On the average, how often do you talk face-to-face with
this person during the school year?

(Check one)

- ☐ Once a month or less
- ☐ About once every 3 weeks [Please give your
best estimate.]
- ☐ About once every 2 weeks
- ☐ About once each week
- ☐ About twice a week
- ☐ About 4 times a week
- ☐ Once a day
- ☐ Two or more times each day

End
Card

THIS CONCLUDES OUR QUESTIONS ABOUT THIS RELATIONSHIP.

PLEASE GO ON TO THE NEXT PAGE . . .

THIS COMPLETES THIS QUESTIONNAIRE.

*** PLEASE LOOK BACK THROUGH THE QUESTIONNAIRE TO MAKE SURE THAT YOU HAVE ANSWERED EACH AND EVERY ITEM TO THE BEST OF YOUR ABILITY.

*** REMEMBER THAT THIS QUESTIONNAIRE MUST BE RETURNED NO LATER THAN MONDAY, APRIL 26TH. Please be sure to turn it in on time, since you must be dropped from the study if you do not. YOU MAY BRING THE QUESTIONNAIRE TO MY OFFICE (423 S. Kedzie) OR TO YOUR COMM. 100 INSTRUCTOR.

YOU WILL RECEIVE THE THIRD (AND FINAL) QUESTIONNAIRE IN ABOUT 10 DAYS.

APPENDIX IV
WAVE THREE QUESTIONNAIRE

APPENDIX IV

WAVE THREE QUESTIONNAIRE

FRIENDSHIP STUDY - PART THREE

MICHIGAN STATE UNIVERSITY

Department of Communication

Dear _____

Here is the third and final questionnaire in the friendship study. Once you have completed this questionnaire, you will have completed your participation in the study.

As in the past, it is extremely important that you answer all questions completely and honestly. Remember that all of the information you give us will be kept strictly confidential.

Some of the questions will seem familiar to you. Please go ahead and answer them. It is important that you read each question carefully and completely before you answer. EVEN THOUGH SOME OF THE QUESTIONS MAY SEEM FAMILIAR TO YOU, IT IS IMPORTANT THAT YOU RESPOND TO ALL ITEMS.

Within a couple of weeks, you will be given a handout which will more fully explain the nature of the study. Since we have collected so much information, however, it will be some time until the final results of the study are available.

If you have any difficulties with the questionnaire or if you find any part of it confusing, please call me and I will try to help. My office phone is 355-1862 and my home phone is 355-0789.

WHEN YOU HAVE COMPLETED THIS QUESTIONNAIRE, RETURN IT TO YOUR COMM. 100 INSTRUCTOR OR TO MY OFFICE (423 South Kedzie Hall). THERE IS AN ENVELOPE FOR QUESTIONNAIRES OUTSIDE MY OFFICE.

THIS QUESTIONNAIRE MUST BE RETURNED NO LATER THAN WEDNESDAY, MAY 5TH

PLEASE REMEMBER THAT YOU MUST TURN IN THIS QUESTIONNAIRE ON TIME AND COMPLETELY FILLED OUT IN ORDER TO RECEIVE ANY EXTRA-CREDIT FOR YOUR WORK.

Your time, effort and cooperation has been sincerely and deeply appreciated.

Thank you,

Mac Parks
Principal Investigator

PLEASE READ ALL ITEMS CAREFULLY AND COMPLETELY BEFORE YOU RESPOND.

First of all, we would like you to give us some general information about your relationships with others. We are interested in finding out how many of several different types of friends you have. We would also like to find out how many you want.

Below, we have listed five types of relationships. Your job is to indicate how many persons you have that fit each type of relationship. Also, we would like you to indicate how many friends of each type you optimally desire. You may want more or less of a given type of friend than you already have. Or, you may be satisfied with the present number. We realize that it is difficult to think of exact numbers. But please think about your answer and give us your best possible estimate. Do not count a given person for more than one type of relationship.

Col.

- | | | | |
|-------|-----|---|-------------------------------------|
| | | | (Write in
your best
estimate) |
| 7-8 | 1. | How many INTIMATE FRIENDS do you presently have? | _____ |
| 10-11 | 2. | In the best of all worlds, how many INTIMATE FRIENDS would you <u>like</u> to have at any one time? | _____ |
| 13-14 | 3. | How many GOOD FRIENDS do you presently have? | _____ |
| 16-17 | 4. | In the best of all worlds, how many GOOD FRIENDS would you <u>like</u> to have at any one time? | _____ |
| 19-20 | 5. | How many FRIENDS do you presently have? | _____ |
| 22-23 | 6. | In the best of all worlds, how many FRIENDS would you <u>like</u> to have at any one time? | _____ |
| 25-27 | 7. | How many CASUAL FRIENDS do you presently have? | _____ |
| 29-31 | 8. | In the best of all worlds, how many CASUAL FRIENDS would you <u>like</u> to have at any one time? | _____ |
| 33-35 | 9. | How many ACQUAINTANCES do you presently have? | _____ |
| 37-39 | 10. | In the best of all worlds, how many ACQUAINTANCES would you <u>like</u> to have at any one time? | _____ |

End
Card
#9

PLEASE CHECK TO MAKE SURE THAT YOU HAVE
GIVEN YOUR BEST AND MOST REALISTIC RE-
SPONSE TO EACH ITEM ABOVE.

5 Card = 10⁻

11 RELLEV = $\overline{3}$

THIS PERSON IS: _____

____ Years _____ Months

LIVES MILES FROM ME AT THE PRESENT TIME.

Strongly Agree	1	2	3	4	5	6	7	8	9	Strongly Disagree
----------------	---	---	---	---	---	---	---	---	---	-------------------

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

Not Well At All	1	2	3	4	5	6	7	8	9	Extremely Well
--------------------	---	---	---	---	---	---	---	---	---	-------------------

Col.

- 31 6. How well do you think this person understands what kind of a person you are?
- | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|------|-----------|
| Not Well | | | | | | | | | | | Extremely |
| At All | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Well | |
- 32 7. How unique--different from all others--is this relationship?
- | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|--------|
| Very | | | | | | | | | | Not |
| Unique | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Unique |

(Please check to be sure you circled just one number per item)

ON THE NEXT COUPLE OF PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS YOU HAVE NOT DISCUSSED.

- ___ 8. Numbers of brothers and sisters.
- ___ 9. Your nationalities.
- ___ 10. Favorite hobbies.
- ___ 11. Sports in which one or both of you participate.
- ___ 12. Types of magazines that one or both of you enjoy.
- ___ 13. Types of food one or both of you dislike.
- ___ 14. The TV programs that interest one or both of you.
- ___ 15. How the sight of blood affects one or both of you.
- ___ 16. The place of religion in everyday life.
- ___ 17. Opinions on the best way to solve racial problems.

- ___ 18. Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
- ___ 19. Most satisfying job or work experiences.
- ___ 20. Feelings about people who are careless in picking up after themselves.
- ___ 21. Whether or not religion should be able to influence politics.
- ___ 22. Feelings about going to the doctor.
- ___ 23. Whether or not one or both of you ever poke fun at others.
- ___ 24. Pet peeves of one or both of you.
- ___ 25. How often one or both of you go out on dates with others.
- ___ 26. Views on borrowing money from friends.
- ___ 27. Qualities in other people that you find annoying.
- ___ 28. Views about people who try to take advantage of one or both of you.
- ___ 29. Whether or not there are situations in which lying is O.K.
- ___ 30. The kinds of things that make you or the other person just furious.
- ___ 31. Possible misfortunes that you or the other person worries about.
- ___ 32. How you or the other person feels when you lose a game or contest.
- ___ 33. Feelings about responsibilities and obligations.
- ___ 34. If you or the other person gets panicky in tight situations.
- ___ 35. How often you or the other person has spells of the blues and what they are about.

GO ON TO THE NEXT PAGE . . .

- ___ 36. How smart you or the other person is compared to others.
- ___ 37. What feelings, if any, you or the other person has trouble expressing or controlling.
- ___ 38. Whether or not you or the other has ever lied to an employer.
- ___ 39. Whether or not you or the other has ever cried when sad (as an adult).
- ___ 40. Which of your parents you like best or feel closest to.
- ___ 41. Lies you or the other person has told to parents.
- ___ 42. Disappointments or bad experiences in love affairs.
- ___ 43. How often you or the other person has sexual relations.
- ___ 44. Feelings about your adequacy in sexual behavior.
- ___ 45. Things the two of you dislike about your mothers.
- ___ 46. Things in the past or present that one or both of you feel most guilty about.
- ___ 47. Persons with whom you or the other person has had sexual experiences.

Cols.

34-35: Num. ___

37-41: H.L. ___

THIS CONCLUDES OUR QUESTIONS ON THIS

End
Card
#10

RELATIONSHIP. PLEASE GO ON TO THE NEXT PAGE. . . .

Col.

1-3 S. ID. _____
 5 Card = 11 _____
 7-9 R. ID. _____
 11 RELLEV = 1 _____

ALL OF THE QUESTIONS ON THE NEXT FEW PAGES DEAL WITH YOUR
 RELATIONSHIP WITH THE PERSON YOU NAMED AS AN ACQUAINTANCE.

THIS PERSON IS: _____

- 13-17 1. How long have you known this person? Estimate the time in months and years and write in the appropriate numbers:

_____ Years _____ Months

- 19-26 2. How many MILES does this person presently live away from you? Please give your very best estimate. If you need to indicate fractions, please use decimal form--i.e., 12.25 rather than "12 1/4."

LIVES _____ MILES FROM ME AT THE PRESENT TIME.

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CONSIDER EACH CAREFULLY.

- 28 3. I expect this relationship to continue far into the future.

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

- 29 4. I would try to maintain this relationship even if it became inconvenient to do so.

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

- 30 5. How much do you like this person?

Not Well At All 1 2 3 4 5 6 7 8 9 Extremely Well

Not Well At All	1	2	3	4	5	6	7	8	9	Extremely Well
--------------------	---	---	---	---	---	---	---	---	---	-------------------

Very Unique	1	2	3	4	5	6	7	8	9	Not Unique
-------------	---	---	---	---	---	---	---	---	---	------------

ON THE NEXT COUPLE OF PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS YOU HAVE NOT DISCUSSED.

- _____ 8. Number of brothers and sisters.
- _____ 9. Your nationalities.
- _____ 10. Favorite hobbies
- _____ 11. Sports in which one or both of you participate.
- _____ 12. Types of magazines that one or both of you enjoy.
- _____ 13. Types of food one or both of you dislike.
- _____ 14. The TV programs that interest one or both of you.
- _____ 15. How the sight of blood affects one or both of you.
- _____ 16. The place of religion in everyday life.
- _____ 17. Opinions on the best way to solve racial problems.

- ___ 18. Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
- ___ 19. Most satisfying job or work experiences.
- ___ 20. Feelings about people who are careless in picking up after themselves.
- ___ 21. Whether or not religion should be able to influence politics.
- ___ 22. Feelings about going to the doctor.
- ___ 23. Whether or not one or both of you ever poke fun at others.
- ___ 24. Pet peeves of one or both of you.
- ___ 25. How often one or both of you go out on dates with others.
- ___ 26. Views on borrowing money from friends.
- ___ 27. Qualities in other people that you find annoying.
- ___ 28. Views about people who try to take advantage of one or both of you.
- ___ 29. Whether or not there are situations in which lying is O.K.
- ___ 30. The kinds of things that make you or the other person just furious.
- ___ 31. Possible misfortunes that you or the other person worries about.
- ___ 32. How you or the other person feels when you lose a game or contest.
- ___ 33. Feelings about responsibilities and obligations.
- ___ 34. If you or the other person gets panicky in tight situations.
- ___ 35. How often you or the other person has spells of the blues and what they are about.

GO ON TO THE NEXT PAGE. . . .

- ___ 36. How smart you or the other person is compared to others.
- ___ 37. What feelings, if any, you or the other person has trouble expressing or controlling.
- ___ 38. Whether or not you or the other has ever lied to an employer.
- ___ 39. Whether or not you or the other has ever cried when sad (as an adult).
- ___ 40. Which of your parents you like best or feel closest to.
- ___ 41. Lies you or the other person has told to parents.
- ___ 42. Disappointments or bad experiences in love affairs.
- ___ 43. How often you or the other person has sexual relations.
- ___ 44. Feelings about your adequacy in sexual behavior.
- ___ 45. Things the two of you dislike about your mothers.
- ___ 46. Things in the past or present that one or both of you feel most guilty about.
- ___ 47. Persons with whom you or the other person has had sexual experiences.

Cols.

34-35: Num: _____ THIS CONCLUDES OUR QUESTION ON THIS

37-41: H.L. RELATIONSHIP. PLEASE GO ON TO THE NEXT PAGE

End
Card
#11

1-3 S. ID. _____
5 Card = 12 _____
7-9 R. ID. _____
11 RELLEV = 2 _____

THIS PERSON IS:

- 13-17 1. How long have you known this person? Estimate the time in months and years and write in the appropriate numbers:

Years Months

- 19-26 2. How many MILES does this person presently live away from you?
Please give your very best estimate. If you need to indicate fractions, please use decimal form--i.e., 12.25 rather than "12 1/4."

LIVES MILES FROM ME AT THE PRESENT TIME.

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE THE ONE NUMBER WHICH BEST
INDICATES HOW YOU FEEL. BE SURE TO CONSIDER EACH CAREFULLY.

- 28 3. I expect this relationship to continue far into the future.

Strongly Agree 1 2 3 4 5 6 7 8 9 Strongly Disagree

- 29 4. I would try to maintain this relationship even if it became
inconvenient to do so.

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

- 30 5. How much do you like this person?

Not Well At All	1	2	3	4	5	6	7	8	9	Extremely Well
--------------------	---	---	---	---	---	---	---	---	---	-------------------

Col.

- 31 6. How well do you think this person understands what kind of a person you are?
- | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|------|-----------|
| Not Well | | | | | | | | | | | Extremely |
| At All | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Well | |

- 32 7. How unique--different from all others--is this relationship?
- | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|--------|
| Very | | | | | | | | | | Not |
| Unique | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Unique |

[Please check to be sure you circled just one number per item]

ON THE NEXT COUPLE OF PAGES YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS YOU HAVE NOT DISCUSSED.

- ___ 8. Numbers of brothers and sisters.
- ___ 9. Your nationalities.
- ___ 10. Favorite hobbies
- ___ 11. Sports in which one or both of you participate.
- ___ 12. Types of magazines that one or both of you enjoy.
- ___ 13. Types of food one or both of you dislike.
- ___ 14. The TV programs that interest one or both of you.
- ___ 15. How the sight of blood effects one or both of you.
- ___ 16. The place of religion in everyday life.
- ___ 17. Opinions on the best way to solve racial problems.

- ___ 18. Weather that frightens one or both of you (Winds, thunder, tomados, etc.)
- ___ 19. Most satisfying job or work experiences.
- ___ 20. Feelings about people who are careless in picking up after themselves.
- ___ 21. Whether or not religion should be able to influence politics.
- ___ 22. Feelings about going to the doctor.
- ___ 23. Whether or not one or both of you ever poke fun at others.
- ___ 24. Pet peeves of one or both of you.
- ___ 25. How often one or both of you go out on dates with others.
- ___ 26. Views on borrowing money from friends.
- ___ 27. Qualities in other people that you find annoying.
- ___ 28. Views about people who try to take advantage of one or both of you.
- ___ 29. Whether or not there are situations in which lying is O.K.
- ___ 30. The kinds of things that make you or the other person just furious.
- ___ 31. Possible misfortunes that you or the other person worries about.
- ___ 32. How you or the other person feels when you lose a game or contest.
- ___ 33. Feelings about responsibilities and obligations.
- ___ 34. If you or the other person gets panicky in tight situations.
- ___ 35. How often you or the other person has spells of the blues and what they are about.

GO ON TO THE NEXT PAGE

- ___ 36. How smart you or the other person is compared to others.
- ___ 37. What feelings, if any, you or the other person has trouble expressing or controlling.
- ___ 38. Whether or not you or the other has ever lied to an employer.
- ___ 39. Whether or not you or the other has ever cried when sad (as an adult).
- ___ 40. Which of your parents you like best or feel closest to.
- ___ 41. Lies you or the other person has told to parents.
- ___ 42. Disappointments or bad experiences in love affairs.
- ___ 43. How often you or the other person has sexual relations.
- ___ 44. Feelings about your adequacy in sexual behavior.
- ___ 45. Things the two of you dislike about your mothers.
- ___ 46. Things in the past or present that one or both of you feel most guilty about.
- ___ 47. Persons with whom you or the other person has had sexual experiences.

Cols.

34-35: Num. _____

37-41: H.L. _____

THIS CONCLUDES OUR QUESTION ON THIS
RELATIONSHIP. PLEASE GO ON TO THE NEXT PAGE. . . .

End
Card
#12

WE ARE NOW FINISHED WITH THE SPECIFIC QUESTIONS ABOUT YOUR
RELATIONSHIPS. PERHAPS YOU HAVE SOME ADDITIONAL THOUGHTS OR
COMMENTS ABOUT THE STUDY. ABOUT YOUR RELATIONSHIPS. PLEASE
FEEL FREE TO WRITE ANY COMMENTS YOU MIGHT HAVE IN THE SPACE
BELOW:

GO ON TO THE NEXT PAGE. . . .

Friendship Study
M. Parks
Spring, 1976

STUDENT PARTICIPATION RECORD

AS YOU KNOW, YOU ARE RECEIVING 2.5 HOURS OF EXTRA CREDIT FOR YOUR PARTICIPATION. IF YOU HAVE COMPLETELY FILLED OUT ALL 3 QUESTIONNAIRES AND RETURNED THEM TO ME YOU WILL GET THIS EXTRA CREDIT.

THIS SHEET WILL BE THE OFFICIAL RECORD OF YOUR PARTICIPATION. PLEASE PROVIDE THE INFORMATION BELOW IN ORDER TO MAKE OUR RECORDS COMPLETE:

YOUR NAME: _____

YOUR COMM. 100 INSTRUCTOR: _____

THIS PAGE WILL BE TURNED IN FOR YOU. DO NOT TEAR IT OFF.

APPENDIX V
MAIL QUESTIONNAIRE

APPENDIX V

MAIL QUESTIONNAIRE

FRIENDSHIP STUDY

MICHIGAN STATE UNIVERSITY

Department of Communication

Dear Participant:

You are being asked to participate in a study which deals with the development of communication patterns in friendship. This is a seldom studied area of great importance in communication. Only recently have researchers become interested in the way in which friendships and other close relationships grow and change over time. By participating you will help us better understand this area.

In addition to helping us pursue our scientific studies, your participation will benefit you directly. By participating in the study you will have the opportunity to think about the quality and nature of your relationships with others.

All of the information you provide will be kept strictly confidential. We will be asking a few questions of a personal nature. However, the responses you give will be kept private. No one will have access to the information. This includes the person who named you as a friend. Please answer completely and honestly.

PLEASE FILL OUT THIS QUESTIONNAIRE AT YOUR EARLIEST CONVENIENCE. WHEN YOU HAVE COMPLETED THIS QUESTIONNAIRE, SIMPLY SLIP IT INTO THE RETURN ENVELOPE AND MAIL IT BACK TO ME.

IT IS IMPORTANT THAT YOU RETURN THE QUESTIONNAIRE AS SOON AS YOU POSSIBLY CAN.

Your time, effort and cooperation are deeply appreciated.

Thank you,

Mac Parks
Principal Investigator

PLEASE ANSWER ALL QUESTIONS FULLY

1-3 S. ID. _____
5 Card = 1
7-9 R. ID. _____
11 RELLEV = _____

ALL OF THE QUESTIONS ON THE FOLLOWING PAGES DEAL
WITH YOUR RELATIONSHIP WITH:

- 13 1. This person is a: (Check one)
- ___ Intimate Friend ___ Acquaintance
- ___ Friend ___ Other
- 15-19 2. How LONG have you known this person? Estimate the time
 in months and years and write in the appropriate
 numbers:
- ___ Years ___ Months
- 21 3. Has this person ever been a BETTER friend that he or
 she CURRENTLY is?
- ___ Yes
- (Check one)
- ___ No

IF YOU ANSWERED "YES" TO THE LAST QUESTION, BRIEFLY
EXPLAIN IN THE SPACE BELOW WHAT HAPPENED TO CHANGE THE
RELATIONSHIP:

Col.

NOW WE WOULD LIKE TO ASK SOME QUESTIONS WHICH DEAL WITH HOW WELL YOU COULD PREDICT VARIOUS ASPECTS OF THIS PERSON'S ATTITUDES, FEELINGS OR BEHAVIOR. FOR EACH OF THE ITEMS BELOW, YOUR JOB IS TO WRITE IN THE ONE WHOLE NUMBER WHICH BEST INDICATES YOUR LEVEL OF CONFIDENCE. WRITE ANY WHOLE NUMBER BETWEEN 1 AND 9.

1 = I am not at all confident of my answer.

9 = I am extremely confident of my answer.

YOU CAN USE ANY WHOLE NUMBER BETWEEN 1 AND 9. THE BIGGER THE NUMBER YOU WRITE, THE MORE CONFIDENT IN YOUR ANSWER YOU ARE. THE SMALLER THE NUMBER YOU WRITE, THE LESS CONFIDENT YOU ARE IN YOUR ABILITY TO ACCURATELY ANSWER THE QUESTION.

YOU ARE NOT REQUIRED TO ACTUALLY ANSWER THE QUESTIONS. YOU JUST HAVE TO SAY HOW CONFIDENT IN YOUR ANSWER YOU WOULD BE IF YOU DID ANSWER THEM.

- 23 ____ 4. What is this person's age?
- 24 ____ 5. In what way would this person like to live after marriage?
- 25 ____ 6. How does this person feel about gambling?
- 26 ____ 7. What is this person's lucky number?
- 28 ____ 8. What is this person's view on the present U.S. government--President, courts, campaigns, etc.?
- 29 ____ 9. Which does this person value more--friendship or money?
- 30 ____ 10. Did this person's parents spank him/her as a child?
- 31 ____ 11. What was this person's date of birth?
- 33 ____ 12. How strong (physically) is this person?
- 34 ____ 13. What things would this person never tell his/her girlfriend/boyfriend?
- 35 ____ 14. How religious is this person, compared to most other people?
- 36 ____ 15. What long-range worries or concerns does this person have about his/her health, e.g., cancer, ulcers, heart trouble, etc.?

Col.

- 38 ____ 16. What would this person do if he/she caught his or her girlfriend/boyfriend playing around with another man/woman?
- 39 ____ 17. How much trouble did this person get into at school as a child?
- 40 ____ 18. How does this person feel about telling lies to get out of an uncomfortable situation?
- 41 ____ 19. Would this person like to move about the country and live in different places?
- 43 ____ 20. How would this person feel about leaving children with a babysitter?
- 44 ____ 21. What different kinds of play and recreation does this person enjoy?
- 45 ____ 22. What is this person's general attitude about school?

LOOK OVER THE ITEMS BELOW. THEY DEAL WITH DIFFERENT ISSUES, BUT THEY ARE ALL CONSTRUCTED IN A SIMILAR WAY.

FOR EACH ITEM, YOUR JOB IS TO CIRCLE THE ONE NUMBER WHICH BEST INDICATES HOW YOU FEEL. BE SURE TO CIRCLE ONLY ONE NUMBER PER ITEM. PLEASE READ EACH ITEM CAREFULLY. ANSWER ALL QUESTIONS.

- 47 23. How "close" is your relationship with this person?

Not Close											Extremely
At All	1	2	3	4	5	6	7	8	9	Close	

- 48 24. How frequently do the two of you actually talk about the state or nature of your relationship?

Almost										Quite
Never	1	2	3	4	5	6	7	8	9	Frequently

- 49 25. How well do you think this person understands what kind of a person you are?

Not Well										Extremely
At All	1	2	3	4	5	6	7	8	9	Well

Col.50 26. How unique--different from all others--is this relationship?

Very											Not
Unique	1	2	3	4	5	6	7	8	9	Unique	

51 27. Suppose you told this person something personal about yourself. How sure are you that it would be kept confidential?

Not Sure											Very
At All	1	2	3	4	5	6	7	8	9	Sure	

52 28. I expect this relationship to continue far into the future.

Strongly											Strongly
Agree	1	2	3	4	5	6	7	8	9	Disagree	

53 29. I would try to maintain this relationship even if it became inconvenient to do so.

Strongly											Strongly
Agree	1	2	3	4	5	6	7	8	9	Disagree	

54 30. How much do you like this person?

Not Well											Extremely
At All	1	2	3	4	5	6	7	8	9	Well	

* * * * *

56-60 31. On the average, how often do you talk face-to-face with this person during the school year?

(Check one)

____ Once a month or less

____ About once every 3 weeks

____ About once every 2 weeks

____ About once each week

____ About twice a week

____ About 4 times a week

____ Once a day

____ Two or more times each day

[Please give your
best estimate.]

YOU WILL FIND SEVERAL DIFFERENT TOPICS OF CONVERSATION BELOW. CHECK THOSE THAT YOU HAVE DISCUSSED WITH THIS PERSON. YOU NEED NOT HAVE DISCUSSED THEM RECENTLY OR EXTENSIVELY. JUST AS LONG AS THE TWO OF YOU HAVE TALKED ABOUT THEM AT SOME TIME. DO NOT CHECK ANY TOPICS THAT YOU HAVE NOT ACTUALLY DISCUSSED.

32. ___ Numbers of brothers and sisters.
33. ___ Your nationalities.
34. ___ Favorite hobbies.
35. ___ Sports in which one or both of you participate.
36. ___ Types of magazines that one or both of you enjoy.
37. ___ Types of food one or both of you dislike.
38. ___ The TV programs that interest one or both of you.
39. ___ How the sight of blood affects one or both of you.
40. ___ The place of religion in everyday life.
41. ___ Opinions on the best way to solve racial problems.
42. ___ Weather that frightens one or both of you (Winds, thunder, tornados, etc.)
43. ___ Most satisfying job or work experiences.
44. ___ Feelings about people who are careless in picking up after themselves.
45. ___ Whether or not religion should be able to influence politics.
46. ___ Feelings about going to the doctor.
47. ___ Whether or not one or both of you ever poke fun at others.
48. ___ Pet peeves of one or both of you.
49. ___ How often one or both of you go out on dates with others.
50. ___ Views on borrowing money from friends.
51. ___ Qualities in other people that you find annoying.
52. ___ Views about people who try to take advantage of one or both of you.
53. ___ Whether or not there are situations in which lying is O.K.

54. ___ The kinds of things that make you or the other person just furious.
55. ___ Possible misfortunes that you or the other person worries about.
56. ___ How you or the other person feels when you lose a game or contest.
57. ___ Feelings about responsibilities and obligations.
58. ___ If you or the other person gets panicky in tight situations.
59. ___ How often you or the other person has spells of the blues and what they are about.
60. ___ How smart you or the other person is compared to others.
61. ___ What feelings, if any, you or the other person has trouble controlling or expressing.
62. ___ Whether or not you or the other has ever lied to an employer.
63. ___ Whether or not you or the other has ever cried when sad (as an adult).
64. ___ Which of your parents you like best or feel closest to.
65. ___ Lies you or the other person has told to parents.
66. ___ Disappointments or bad experiences in love affairs.
67. ___ How often you or the other person has sexual relations.
68. ___ Feelings about your adequacy in sexual behavior.
69. ___ Things the two of you dislike about your mothers.
70. ___ Things in the past or present that one or both of you feel most guilty about.
71. ___ Persons with whom you or the other person has had sexual experiences.

Cols.

62-63: Num. ___ THIS CONCLUDES THE QUESTIONNAIRE. PLEASE RETURN
 65-69: H.L. ___ IT AS SOON AS POSSIBLE. USE THE ENCLOSED RETURN
 ENVELOPE.

End
Card

YOUR HELP IS VERY DEEPLY AND SINCERELY APPRECIATED!

APPENDIX VI
CODING INSTRUCTIONS AND DATA ON DECAYED RELATIONSHIPS

APPENDIX VI

CODING INSTRUCTIONS AND DATA ON DECAYED RELATIONSHIPS

CATEGORIES:

- | | |
|--|------------------|
| 1 = Reduced Rewards | Exchange Factors |
| 2 = Enhanced Costs | |
| 3 = Attractive Alternative Relationships | |
| 4 = Enhanced Uncertainty | Contract Factors |
| 5 = Reduced or Imbalanced Disclosure | |
| 6 = Decreased Metacommunication | |
| 7 = Decreased Communication Idiosyncrasy | |
| 8 = Other | |

EXPLANATION AND EXAMPLES:

Note: More than one code category can be used for any given item.

1. Reduced Rewards: Aspects of the relationship which were once attractive are no longer available at previous levels. Examples:
 - a) Person has gained undesirable weight.
 - b) Person has stopped taking part in common or previously shared activities.
 - c) Person has developed different attitudes or interests.
2. Enhanced Costs: The amount of effort--in physical or mental terms--that is necessary to maintain the relationship has increased. Examples:
 - a) Person has moved.
 - b) Person has developed undesirable or intolerable attitudes or behaviors. Note: if they are just different, then code it as a reduced reward; but if they are undesirable to the person, then code it as an enhanced cost.

3. Attractive Alternative Relationships: One or more of the individuals has developed or found another, alternative relationship.
Examples:
 - a) Person gets married.
 - b) Person is involved in alternative dating relationship.
 - c) Person develops a new or different set of friends.
4. Greater Uncertainty: The other person changes in unspecified ways and the person is now less predictable in their attitudes or behavior. Examples:
 - a) Person becomes unpredictable--subject reports being unable to predict what the other is going to do.
 - b) Person can not be explained--i.e., subject reports being unable to understand or explain why the other is behaving or feeling the way he or she is.
5. Reduced Disclosure or Imbalanced Disclosure: One or both of the parties have lessened the level of self-disclosure in the relationship. This can be mutual or just apply to one party.
Examples:
 - a) Person has decreased the frequency of communication about their personal life. Note: This is not the general level of communication, but is just communication about personal matters.
 - b) Person expects other to disclose more about himself or herself than person is willing or able to disclose.
6. Decreased Metacommunication: Metacommunication is communication about communication--or, about how two persons get along. A decrease in metacommunication, then, would be a decrease in the overall level of discussion of the relationship. Examples:
 - a) Person has become less willing to give the other feedback about the relationship.
 - b) Person has become less willing to talk about problems in the general relationship.
 - c) Person has become less willing or able to discuss either good or bad aspects of the relationship.
7. Decreased Communication Idiosyncrasy: As relationships develop they frequently exhibit special words, phrases or gestures. The meaning of these is fully understood only by the participants. As relationships decay, persons may reduce the use of these special languages. Examples:
 - a) Person seems to talk to other in a formal way.
 - b) Person seems "distant" in the communication situation.
 - c) Person seems to disregard special meanings and understandings.

8. Other: If, and only if, you can not clearly place the statement in one or more of the above categories, then place it in this category. Use this category if:

- a) Person simply says that the relationship has decayed.
- b) Person does not provide a clear reason for the decay.

NOTES:

1) Remember that you can use as many or as few of the categories as you think are appropriate for any given item.

2) In the examples above, the phrase "person" has been used. This can either be the person who wrote the item or the other person involved in the relationship.

3) You should first decide if a given item (or part of it) refers to exchange factors or contract factors. Exchange factors refer to the rewards or costs persons experience in the relationship or in alternative relationships. Contract factors refer to the way in which persons communicate so as to experience these rewards and costs. Once you have made this distinction, then you are ready to think in terms of the specific categories.

DECAY DATA

_____ S = 122, R = 366, Rellev = 2

"She graduated a half semester ahead of me, and there was a 6 month lapse in communicating."

_____ S = 021, R = 062, Rellev = 3

"Although we are intimate now, before I came here we were closer. Being apart and having made more friends has let us drift apart. When I go home on breaks her boyfriend who is also at MSU is home so we aren't able to spend as much time together."

_____ S = 023, R = 068, Rellev = 3

"A year ago we used to date only each other. Now we both both decided to date other people and are just very good friends."

_____ S = 132, R = 397, Rellev = 1

"When I lived in the apartment, she did also and we both had a common employer. We saw each other more frequently. Now, although we still see [each] other, the visits aren't so frequent."

_____ S = 132, R = 395, Rellev = 3

"Although we are exceptionally close friends, we do not share an apartment any longer. I have since moved into a sorority. Although we are very close, we do not have the daily communication we did before. Now it's more of a 3 times per week talk."

_____ S = 060, R = 179, Rellev = 3

"I left home to go to school and he stayed home and worked. It's hard to get together when I go home."

S = 033, R = 099, Rellev = 2

"We were very close in high school. But now we are both too busy and preoccupied with other things. I also used to accept her faults (e.g., being late, forgetting to call). Now I don't want to be bothered with them."

S = 032, R = 096, Rellev = 2

"lost touch"

S = 062, R = 186, Rellev = 2

"We were best of friends in elementary and junior high school, and we both moved to different cities (about 15 miles away). We stayed in contact with each other, but we developed different attitudes and had totally different friends. I was a big jock in high school and Jim was involved in the bands program where he went to school. This lapse of time helped mainly to change the relationship."

S = 032, R = 097, Rellev = 1

"interests changed"

S = 039, R = 117, Rellev = 2

"We played varsity baseball in high school and were good friends. But as with Lynn, I haven't been able to see him very much although when we do get together we have a good time."

S = 060, R = 181, Rellev = 1

"I left for school, we have different interests now. He does things that I don't care to do and that [go] against my beliefs."

S = 039, R = 116, Rellev = 3

"I left for college and he is working back home. As a result I hardly ever see him. But I would think that when summer comes we will become the way we were before."

_____ S = 003, R = 009, Rellev = 1

"When I was in high school I was around her more. I sometimes stayed with her."

_____ S = 031, R = 093, Rellev = 2

"I don't see her as much as I once did since I'm up at school and she's still at home."

_____ S = 001, R = 002, Rellev = 2

"I was a year ahead of her in school. Our interests were different. She and I had different friends."

_____ S = 053, R = 158, Rellev = 3

"I haven't seen him much lately, he attends another school."

_____ S = 031, R = 094, Rellev = 1

"I used to live with her, since I moved out I haven't had much time to see her."

_____ S = 030, R = 089, Rellev = 3

"Onetime seriously dating each other."

_____ S = 040, R = 121, Rellev = 1

"We were much more intimate than we are now."

_____ S = 043, R = 129, Rellev = 2

"Out of touch, moved out of state."

_____ S = 035, R = 105, Rellev = 2

"She is at a different school and we don't see each other as often."

_____ S = 120, R = 361, Rellev = 1

"We both drifted apart from one another in 10th grade. We were very close in 9th grade, but are now lucky to talk 2 or 3 times a year. We're both attending different colleges."

_____ S = 131, R = 393, Rellev = 3

"We both got married and now don't spend as much time together because of more and varied responsibilities. Also, our wives are totally different and as [a] result don't get together as couples as often."

_____ S = 008, R = 024, Rellev = 1

No Reason Given

_____ S = 130, R = 391, Rellev = 1

"It was a very close relationship and then her feelings went to another guy. However, after her change she has felt it was the wrong thing to do. But its all in the past."

_____ S = 005, R = 014, Rellev = 2

"She's living in another state and I don't talk to her very often."

_____ S = 044, R = 133, Rellev = 1

"I am going to school and he works back home. Because of that our interests and friends have changed enormously."

_____ S = 005, R = 013, Rellev = 3

"Both our personalities changed and we took on different interests."

_____ S = 102, R = 305, Rellev = 3

"The distance that separates us, as well as the time, has changed the relationship. As time passes, I make new friends and the memory of his friendship recedes into my mind further and further, which has caused a definite change, that will remain as long as we are not in contact."

_____ S = 084, R = 253, Rellev = 2

"I used to know the other guys he lives with really well and go to their house. I don't go there now. I see Larry occasionally on campus."

_____ S = 084, R = 251, Rellev = 3

"We live in different dorms which changed our circle of friends. We don't see each other nearly as often as we did at home."

_____ S = 102, R = 306, Rellev = 2

"Again, the change in space and time (this person now lives in South Dakota, while I'm presently residing at MSU) has definitely affected the "closeness" of our relationship. Also, various changes in attitudes and behavior have affected us--i.e., towards school, dope, etc."

_____ S = 101, R = 302, Rellev = 3

"Both went own way after high school."

_____ S = 129, R = 386, Rellev = 3

"I had personal problems."

S = 114, R = 341, Rellev = 3

"College life has changed both of us. I feel that I have become a more serious, studious person, and the most important thing to me right now is doing well in school. Partying and going to bars don't interest me as much as they used to, although I still like a good time. Joany goes to a community college in our area, but college life has changed her in a different way. Her family and long-time friends have noticed changes in her, too. All she is interested in is having plenty of boyfriends, going to bars, and keeping her hair perfectly curled at all times. Her attitudes are hard for me to accept because she never used to be like that at all. I hope she is just going through a stage, but I don't know. Whenever I go home, she wants me to do "fun" things with her, and she doesn't understand how I could possibly want to stay home with my family. Needless to say, this has put a tremendous strain on our relationship."

S = 115, R = 346, Rellev = 1

"I don't see her as much lately. We must have conflicting schedules or something or we are both busy with other things."

S = 093, R = 278, Rellev = 3

"I moved away to college, whereas she's going to a college near her home. Consequently, we don't see much of each other anymore."

S = 099, R = 298, Rellev = 1

"At one time we were roommates. Then I moved out and we both just weren't around each other that much anymore, we began to hang out in different crowds."

S = 091, R = 272, Rellev = 3

"A. My going to college out of town. B. Extreme personal problems in her life affected her attitude toward me, as well as others."

S = 099, R = 297, Rellev = 2

"Right now, we live very far apart--[farther] than when we were in high school. We still write each other but our relationship has slightly decayed since we aren't around each other as much."

_____ S = 112, R = 335, Rellev = 3

"A lot of buried feelings came out one night. There was a four month separation then I started communication again."

_____ S = 119, R = 356, Rellev = 3

"My relationship with my boyfriend. He is married with 3 children, and she can't see my way of thinking about this situation. I won't say it's wrong, however, I can't say it's right. She can make a stiff decision--wrong. No ifs, ands or buts about it. But I feel there is an exception to everything."

_____ S = 119, R = 357, Rellev = 2

"She moved, in junior high to a different school, quite far away. Distance broke our relationship apart. Nothing else. We're still friends, just not so close."

_____ S = 087, R = 062, Rellev = 1

"The relationship changed when I quit working with her to move up to M.S.U. We are still acquaintances, but our relationship was better when we were together more."

_____ S = 081, R = 242, Rellev = 3

"Got me a job."

_____ S = 110, R = 331, Rellev = 1

"We used to live on the same floor and talk with each other once in awhile. Now we very rarely do. We were never close to begin with anyways."

_____ S = 110, R = 330, Rellev = 2

"We were roommates for a term last year and now she's off campus. We don't see each other very much and so we aren't as close as we used to be."

_____ S = 075, R = 224, Rellev = 3

"We go to colleges that are over 1100 miles apart. I don't get to see him that often--except for the summer. However, we do keep in touch during the school year."

_____ S = 108, R = 323, Rellev = 3

"I became involved with him too much (physically & emotionally) and it caused our relationship to change because he wasn't ready for it (not with me and still with no one else)."

_____ S = 107, R = 320, Rellev = 3

"Seems to feel she doesn't have time or need to make time for people since she wants to devote her time to her study."

_____ S = 107, R = 321, Rellev = 2

"She just got married a year ago and her attitude has seemed to change. She doesn't seem to need the close friend I used to be."

_____ S = 029, R = 088, Rellev = 1

"I haven't seen her in about 3 weeks, she has been busy with her boyfriend."

_____ S = 028, R = 083, Rellev = 3

"During the course of this past few months, Ronda has done things which I do not approve of. I still value her friendship, but I think less of her after these actions."

_____ S = 024, R = 072, Rellev = 2

"I went away to school and we lost the opportunities to have talks."

_____ S = 013, R = 040, Rellev = 1

"At times in the past she has been more interested I would say than she is now. She lives across the street from me, but we now go to different schools and although I speak to her she really acts rather indifferent, which is her choice of course. I am not too bothered by the distance, she was never a close friend of mine, but hung around the same group I did in high school."

_____ S = 010, R = 028, Rellev = 3

"We don't do as much together as we used to. I've been hanging around with another girlfriend lately because she likes doing more social things than Cheryl. I've been relating to this other friend more often."

_____ S = 044, R = 131, Rellev = 3

"Susan got married."

_____ S = 050, R = 151, Rellev = 1

"I rarely see her anymore."

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