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Relationship History and Friendship Development in Adolescence

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Abstract

Adolescents in grades 8, 10, 12, and college (13-22 year olds) completed the Relationship Closeness Inventory (RCI) (Berscheid, Snyder, & Omoto, 1989), a written relationship development narrative, and a graph of major relationship events for a designated friend in a same-sex and cross-sex relationship. Data collection was done in separate sessions for each relationship type, with order of completion randomly assigned.

Age and relationship differences were found for total score on the Relationship Closeness Inventory (RCI), indicating that closeness in same-sex relationships increases gradually with age, whereas closeness in cross-sex relationships does not increase until later adolescence. When asked to describe a same-sex and cross-sex relationship, students in grade 8 (13-14 year-olds) used instrumental terms (e.g., shared activities, physical features of the other). However, with an increase in age, descriptions become more expressive (e.g., self-disclosure, shared feelings, emotional closeness). This transition occurs between grade 12 and the college years (19-22 year-olds) for males and between grades 10 and 12 for females. A similar developmental pattern emerges when adolescents are asked to place significant relationship events on a

timeline and indicate their involvement level for each event. Contrary to expectations, cross-sex involvement level increased faster with age than same-sex involvement level, suggesting that perception of relationship involvement may not necessarily be related to one's description of the relationship. That is, involvement level may be independent of how one views the relationship. Relationship status (i.e. close friendship, casual friendship, nonexclusive dating, exclusive dating) plays a limited role in the adolescent friendship, with more exclusive relationships being more affective.

Overall, when self-reporting on same-sex and cross-sex relationships, younger males are more concrete and report their relationships as less involved than older males and females. Older males become less concrete and report increased involvement, but gender differences still exist.

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CHAPTER 1

Introduction

Statement of the Problem

Friendship can be viewed as a relationship in which reciprocity and commitment exist between individuals who see themselves as equals. This definition of friendship is one which most researchers tend to support (Hartup & Sancilio, 1986). While age and gender differences are consistently reported in the friendship research (e.g., Berndt, Hawkins, & Hoyle, 1984; Furman & Berman, 1984), the processes underlying the formation of friendships, the origin of a friendship, and the transition from an acquaintanceship to a close, personal relationship is unclear. The aim of this study is to examine the process of relationship development as portrayed in relationship histories of adolescents in grades 8 (13-14 year-olds), 10 (15-16 year olds), 12 (17-18 year olds), and college (19-22 years).

Literature   Review

A Theoretical Approach to Friendship Development

According to Sullivan (1953), peer relationships, or

"chumships", provide children with the opportunity to acquire mutual

respect, equality, and reciprocity.   But Sullivan contends that early

childhood friendships are insensitive to peers, and therefore quality

friendships cannot be formed.   This insensitive condition lasts until

approximately preadolescence (around 9-12 years of age), when

relationships tend to become less oriented toward the family unit

and more focused on peers (Lahey, 1992). It is during

preadolescence that the "... need for intimate exchange, for

friendships, or for -in its high refinement- the love of another

person" emerges (Sullivan, 1953, p. 291).   A major component of the

"need for intimate exchange" is the preadolescent's developing

ability to form "collaborations" with another same-sex peer.   In

contrast to the self-centered exchange of earlier relationships, a

collaborated relationship displays equality among participants, and

is more reciprocal in nature (Rubin & Coplan, 1992).   In

preadolescence, collaborated friendships continue to revolve around common shared activities.

Following preadolescence, individuals transcend into adolescence. Adolescence "can be roughly defined as the period from the onset of puberty until the attainment of adulthood, about ages twelve to twenty" (Byer & Shainberg, 1991, p. 371). During adolescence the quality of relationship exchange shifts from a behaviorally defined, egocentric transaction in childhood to a sociocentric, relationship-centered exchange. This relationship-centered exchange is characterized by reciprocity of ideas, concern for the welfare of others, and increasing self-disclosure and empathy (Buhrmester & Furman, 1986; Epstein, 1986; Kon, 1981).

The establishment of collaborative relationships during adolescence contributes to the evolution of several important social competencies. Among these are self-disclosure, trust, empathy towards others, altruism, and the ability to anticipate the effects of one's actions on others (Buhrmester & Furman, 1986; Selman, 1980). While these skills are of great importance, Sullivan (1953) emphasized the emergence of consensual validation. According to

Sullivan, consensual validation grows out of an intimate chumship. Consensual validation allows the individual to learn that he/she is not different from others, and that his/her friends have similar private lives (Reis, 1990). Sullivan concluded that having a chum can make an individual feel important simply because he/she is important to someone else. Furthermore, while preadolescents continue to desire group acceptance, consensual validation begins to serve as a replacement for public status (Buhrmester & Furman, 1986).

During the adolescent period, cross-sex peer relationships become increasingly more important (Buhrmester & Furman, 1987). Sullivan (1953) described this period as a "lusting" for members of the opposite sex. The peer group plays a key role in establishing a cross-sex relationship. Peers tend to form crowds of about 15 to 30 members that come together to attend parties, dances, and other organized activities. A crowd permits the transition from same-sex to cross-sex activities. Individuals use the skills practiced and learned in their same-sex relationships and apply them to their

newly formed cross-sex relationships (Buhrmester & Furman, 1986; Lewis, 1993; Papalia & Olds, 1986; Sullivan, 1953). Once adolescents have firmly established a cross-sex relationship, they tend to break away from the crowd and become dating couples (Dunphy, 1963; Sasse, 1997). The adolescent has developed from a self-centered, egocentric child to an individual that can care for, and take the perspective of another.

<div align="center">Empirical Evidence</div>

The empirical evidence relating to adolescent friendship formation tends to support Sullivan's theory.

The Developing Friendship

Sullivan theorized that the developing friendship is characterized by the movement away from self-centered interaction patterns towards interactions which reflect empathy, self-disclosure, intimacy, and reciprocity. Further, friendship development seems to be a function of age, undergoing a transition from egocentric to sociocentric to empathic (Bigelow & La Gaipa, 1975). Evidence of this age related transition can be seen in preadolescent and adolescent descriptions of friendship. For

example, the preadolescent's description of friendship generally changes from sharing common activities (e.g., playing) to an admiration of the other. From here, a sense of loyalty and commitment develop into an adolescent feeling of closeness and intimacy (Bigelow, 1977; Buhrmester, 1990; Youniss, 1980). While the number of comments about sharing intimate thoughts (Berndt, 1982; Berndt, Hawkins, & Hoyle, 1986; Furman & Bierman, 1984), and ratings of intimacy level in ongoing friendships tend to increase with age (Hunter & Youniss, 1982), the exact point at which this increase takes place is not as clear (Buhrmester & Furman, 1986). Perhaps having individuals of different ages reconstruct the developmental history of their friendships would aid in identifying some of these qualitative differences. Although data on the developmental history of friendships are lacking, Sullivan's (1953) concept of collaborative friendships and consensual validation seem to have found empirical support.

Same-sex to opposite-sex friend transition. As the child moves from preadolescence to adolescence, it is assumed that he/she will become increasingly more interested in making contacts

with members of the opposite sex. According to Sullivan (1953) adolescents apply skills acquired within the same-sex framework to an opposite-sex peer. Opposite sex contacts are often made through membership within a heterosexual group, such as a crowd. Members eventually pair up and break away from the group (Berger & Thompsen, 1995; Dunphy, 1963). Although it has been found that cross-sex relationships become salient to the adolescent, same-sex relationships continue to maintain a functional importance. Same-sex relationships continue to provide a context for shared activities, emotional closeness, trust, and intimate exchange (Grinder, 1973; Lempers & Clark-Lempers, 1993; Papalia & Olds, 1986). For example, Sharabany, Gershoni, & Hofman (1981) found significant age differences for overall intimacy levels in same- and opposite-sex friendships. At all grade levels (5th, 7th, 9th, and 11th) same-sex intimacy was rated the highest. Only among the oldest children, however, was the intimacy of a friendship with a member of the opposite-sex comparable to the intimacy of a friendship with a member of the same-sex. For younger participants, intimacy with opposite-sex friends was much lower than with same-sex friends,

although it was found to increase linearly with age (Furman &
Buhrmester, 1992). Furthermore, other aspects of a same-sex
friendship, such as trust, sharing, and common activities remained
stable throughout adolescence (Sharabany et. al, 1981). Therefore,
it appears that opposite-sex friendships tend to gain increasing
importance with age, but these friendships add to, rather than
replace, earlier intimate relationships (Steinberg, 1989). These
studies tend to support Sullivan's view of intimate relations with
same-sex peers as a prerequisite for opposite-sex intimacy.
However, caution must be exercised because evidence suggests that
by late adolescence, same- and cross-sex relationships share in
functional importance by satisfying many social needs (Lempers &
Clark-Lempers, 1993).

One of the problems with the evidence pointing to a same-sex
to cross-sex transition in adolescence has been the method of data
collection. Much of the data has been obtained from questionnaires
(Blyth, Hill, & Thiel, 1982; Roscoe, Kennedy & Pope, 1987), rating
scales (Feeney, Noller & Patty, 1993; Feeney & Noller, 1992), or very

specific open ended questions/sentence completion tasks (Hansell, 1987; LaVoie, Molzen, Felton, & Snyder 1992). Relatively few studies have examined the evolution of individual friendships over time by reconstructing the unique developmental history of the friendship. This type of qualitative measurement is needed to understand how preadolescents and adolescents transfer the skills gained within their same-sex relationships to a cross-sex relationship. A major objective of this study was to examine the relationship histories of adolescent same- and cross-sex friendships.

Gender Differences

Differences in same-sex friendships. From an early age, gender differences are apparent in same-sex friendships. Boys tend to be more competitive and dominant, whereas girls are more sociable and altruistic. Boys also play in larger groups, taking up greater amounts of space. Girls, on the other hand, show more interest in reciprocated dyadic friendships and assemble in private homes or yards (Hansell, 1987; Maccoby, 1990). During childhood, both sexes report having more trust in their same-sex friends.

Females, however, report sharing more secrets with their same-sex peers than do males (Rotenberg, 1986).

Gender differences continue into preadolescence and adolescence. Males look for same-sex friendships in which they can assume responsibility and leadership roles. They tend to view shared experiences and activities as more important in their relationships than self-disclosure or emotional closeness (Bakken & Romig, 1992; Camarena, Sarigiani, & Petersen, 1990). When Monsour (1992) asked participants to define the meaning of intimacy, a greater proportion of males than females viewed same-sex intimacy in terms of shared activities, while females stressed self-disclosure.

Females tend to have a greater capacity for intimacy and attach more emotional importance to their relationships than do males (Paul & White, 1990; Sasse, 1997). This capacity for intimacy appears to emerge at an early age. Sharabany et al. (1981) discovered that by fifth grade, girls reported higher levels of same-sex intimacy than boys, and continued to do so through the eleventh grade. The same pattern seems to be present at young adulthood and

mid-life (Fiebert & Wright, 1989; Fox, Gibbs, & Auerbach, 1985; Tesch, 1983).

Differences in cross-sex friendships. Maccoby (1990) suggests that children tend to make friends with children of their own sex. One reason for this sex discrimination may be the different styles of play and communication skills between the sexes. First, boys like "rough and tumble" play, whereas girls prefer less competitive types of interaction. Second, girls try to communicate through polite suggestions, while boys are more direct and demanding. Given this difference, "... girls find it aversive to try to interact with someone who is unresponsive and that they [females] begin to avoid such partners" (Maccoby, 1990, p. 515).

Upon entering adolescence, individuals become more interested in forming opposite-sex relationships. However, it is believed that the interaction styles formed within same-sex groups during childhood are applied to adolescent opposite-sex relationships. Therefore, males will be more task oriented and less self-disclosing, whereas females will engage in more socioemotional behavioral styles of interaction (Maccoby, 1990). This pattern is

believed to influence the roles that males and females enact within their opposite-sex relationships. Males have been found to take on more instrumental characteristics. They seem more concerned with occupational identity, control, and achievement. Females, on the other hand, are more expressive. They value closeness in their relationships, and tend to take on a more traditional, less assertive role (Bakken & Romig, 1992; Lempers & Clarke-Lempers, 1993). These differences are possibly due to the types of measures that males and females are given. Most studies tend to focus on global aspects of friendships and on the expressive rather than instrumental characteristics (Wright & Scanlon, 1991). When looking at relationships on a more basic day by day level, gender differences continue to exist, but they are less prevalent. The literature indicates that both males and females find self-disclosure and friendship enjoyment contribute to friendship satisfaction (Jones, 1991). The main difference is that women tend to report that they invest more emotional resources in their friendships. In addition, females' friendships tend to be both instrumental and expressive, while males tend to describe their

friendships as more instrumental. Self-disclosure in males friendship tends to be more indirect and of the "matter-of-fact" type, while female are more direct and emotional with their personal information (Duck & Wright, 1993; Wright & Scanlon, 1991).

In the present study participants describe their friendships in their voice. The different types of descriptions and terms used in the friendship histories should clarify how males and females view the functional importance of their same-sex and cross-sex friendships.

The Present Research

The present study examined the developmental patterns of same- and cross-sex relationships in preadolescents and adolescents. The design of this study is very similar to that used by Huston, Surra, Fitzgerald, and Cate (1981) and Huston (1994) in their investigation of relationship development among romantic couples from their first date to their wedding day. Huston et al. (1981) and Huston (1994) asked each member of the couple to place the milestones that led to marriage, as well as the probability of marriage, along a timeline (See Appendix A). With this information,

Huston and his colleagues were able to construct graphs of the various relationships, from which they identified several different developmental relationship patterns.

The design of the present study also incorporated a technique from Levinger's (1980) study of same- and cross-sex relationships. Levinger (1980) asked the participants to write essays on their same- and cross-sex relationships, focusing on the "ups and downs". The participants were also asked to plot changes in their involvement in the relationship from the time they met until the present moment (See Appendix B). Levinger's data showed that females were significantly more involved in their same-sex relationships, and used more words to describe their relationships than males.

In the study to be reported, preadolescents and adolescents were asked to construct narratives on the developmental histories of their current same- and cross-sex relationships. The rationale for this procedure is that it should reveal the development and idiosyncrasies of each individual relationship. Therefore these narratives should uncover "...traces of intimates' past and present

struggles that may not surface on scales" (Murray & Holmes, 1994, p. 660). The narratives were used by the participants to construct a timeline of their relationships. Use of timelines enabled similarities and differences to be examined. In addition, the participants completed questionnaires on relationship closeness and attachment style.

The specific goals of this research were to: (a) obtain a topology of same- and cross-sex friendships, based upon the participants' perception of the evolution of their friendship from its inception to present; and (b) examine the contribution of age, gender, relationship characteristics, and attachment style to this topology.

Three hypotheses were evaluated in the study.

Hypothesis 1: An age by relationship category (same- or cross-sex) interaction was expected for total relationship closeness. Based on the work of Sharabany et. al (1981) and Lempers and Clark-Lempers (1993), same-sex relationship closeness was expected to be higher than cross-sex relationship closeness at younger ages. With an increase in age, relationship closeness should reflect the increasing importance of the cross-sex friendship.

Hypothesis 2: An age by gender interaction was expected for narrative content and involvement level as measured by the timeline. Younger males were expected to describe their friendships in more instrumental terms (e.g., shared activities), while females were expected to use more expressive terms (e.g., self disclosure, emotional closeness). At the older ages, all participants were expected to use more expressive terms, with males using more instrumental terms than females (Bakken & Romig, 1992; Fox, Gibbs, & Auerbach, 1985; Lempers & Clark-Lempers, 1993; Monsour, 1992; Sharabany et. al 1981; Wright & Scanlon, 1991).

Hypothesis 3: Attachment style is associated with the total RCI score. Based on the work by Hazen and Shaver (1987, 1990), it was expected that securely attached participants would have the closest relationships. Relationships of adolescents with an avoidant attachment style would be less close than relationships of securely attached participants. Anxious/ambivalent participants would have relationships characterized by the lowest relationship closeness.

CHAPTER 2

Method

Participants

A total of 172 students (62 males, 110 females) reported on same- and cross-sex relationships. Nine participants were dropped from the study because of absence from school during a return session. Each of the following age levels were represented: grade 8, (13-14 year-olds; 17 males, 29 females); grade 10, (15-16 year-olds; 14 males, 29 females); grade 12, (17-18 year-olds; 17 males, 27 females); and unmarried college, (19-22 year-olds; 14 males, 25 females). These age levels were selected because they represent the early adolescent through late adolescent periods (Lahey, 1992; Byer & Shainberg, 1991) and adolescence is the time at which cross-sex relationships become important. All participants were recruited from area junior and senior high schools, and a local university and complete the proper parent consent and assent forms (Refer to Appendix C for the IRB Approval letter). Any participant who did not have both a current same- and cross-sex friendship was excluded from the study.

Materials

Relationship Closeness Inventory (RCI)

The RCI (Berscheid, Snyder, & Omoto, 1989) is a checklist inventory that assesses the closeness of individual interpersonal relationships (see Appendix D). The RCI consists of three subsections: Frequency (number of minutes spent together per day), Diversity (number of activities done exclusively together, within the past week), and Strength (statements on the partner's influence on the participant's thoughts, feelings, and behaviors that are rated on a 7-point Lickert-type scale). The raw scores from each of the three subsections are summed separately and converted to three scaled scores (See Appendix D for scoring criteria). Each scaled score, Frequency, Diversity, and Strength, provides a measure of a distinct aspect of relationship closeness. Berscheid et. al (1989) reports acceptable test-retest reliability, as well as internal reliability (coefficient alpha): Frequency, $r=.56$; Diversity, $r=.87$; Strength, $r=.90$; and Overall , $r=.62$ for the RCI. The instrument also has acceptable convergent validity (e.g., Subjective Closeness Index, $r=.20$), and Strength scores correlate with other well-developed

instruments (e.g., Rubin's Loving and Liking scales, r =.45, p<.01).

Discriminant validity (e.g., Emotional Tone Index, r=.04) is

acceptable as well.

Relationship Narrative

All participants were asked to write a brief essay on a close

same-and cross -sex friendship. The narrative instructions were

organized into six parts which gave the participants some structure

when writing to increase the likelihood that more descriptive data

would be provided. Some of the topics which the respondents wrote

about were feelings (e.g., "I care for him", "she seems to understand

me"), relationship milestones (e.g., "He took me to our first movie",

"We began to hang out together after school"), and conflicts (e.g.,

"She began to 'space me off' around her other friends", "We both

wanted to date the same girl") (See Appendix E for a sample).

Narrative scoring. Narratives were coded for two content

categories: instrumental or expressive content. The types of

instrumental categories reported by the participants were: having

things in common, experiencing shared activities together, talking

on the phone, working at the same job, and casual dating. The types

of expressive categories reported by the participants were: self-disclosure and emotional closeness, commitment to a romantic relationship, commitment to a nonromantic relationship, candidness and confidentiality, and helping the other through a problem or traumatic event.

Scoring reliability. Six developmental psychology graduate ✓ students raters read the same 20 percent of the narratives to provide inter-rater agreement. All raters were trained and given instructions about the issues and statements which were to be placed into instrumental or expressive categories. An Analysis of Variance was performed on the data with each rater representing a different level of the independent variable and rater percent of instrumental or expressive terms found in the narratives by rater as the dependent variable. It is assumed that a nonsignificant effect for rater shows that the raters did not differ significantly in their category assignments. The analysis revealed nonsignificant results, $F(5, 138)=.111$, $p>.990$. Hence, interater reliability was considered to be acceptable. The percent assignment of instrumental and expressive terms for each rater can be found in Appendix F.

Adult Attachment Type (AAT)

The Adult Attachment Type (AAT) was used to measure adolescent attachment. The AAT is a series of three descriptive paragraphs created by Hazen and Shaver (1987) in which participants self-classify the attachment style (A; avoidant, B; secure, or C; anxious/avoidant) they display (see Appendix G). Self-classifications have been found to correlate highly with separate measures of romantic love, social relationships, relationship to parents (Hazen & Shaver, 1987), and work satisfaction (Hazen & Shaver, 1990), indicating satisfactory convergent validity. A second study, using a different sample, found proportions of the three attachment styles to be similar to that of study 1: secure, 56% versus 56%; avoidant, 23% versus 25%; and anxious/ambivalent, 20% vs. 19%. This instrument is commonly used and widely accepted when doing attachment research.

Timeline and involvement level

The timeline instructions were attached to the essay question (See Appendix H). The x-axis represented time from the point that the participants met their friend, to the time of data collection. The

y-axis represented involvement level, from low to high involvement .

Involvement level is defined as: a) Low Involvement - "You are mere

acquaintances; you only talk about superficial things whenever you

see each other (i.e. the weather, the game last night, your favorite

band)", b) Moderate-Low Involvement - "This person is a better

friend than just an acquaintance; you may plan to do some activities

together (e.g., going to a football game, going shopping together).

While you enjoy this person's company, the conversation centers

around what is going on in the here and now, you do not feel

comfortable sharing any private information about yourself with

this person", c) Moderate Involvement -" You have become good

friends. You can tell this person some private things (e.g.,

embarrassing things from your past, who you want to date) but you

still do not feel comfortable sharing some of your more private

secrets", d) Moderate-High involvement-"You feel that this person is

becoming a very good friend; you feel somewhat emotionally close to

this person; you can tell this person increasingly private things (e.g.,

your fears and dreams about the future, your fantasies and craziest

ambitions), you have a lot of trust in this person", and e) High

Involvement-"This person has become one of your very best friends; you feel very close to this person; you can tell this person everything (e.g., your deepest fears and wildest ambitions, things about yourself that few, if any, people know); you spend most of your free time with this person" (See Appendix I).

Using a hash mark, participants were asked to plot major events in their relationship as noted in their essays along the timeline in chronological order. For each major event, the participants indicated how long they had been in the relationship (e.g., 1 week, 2 months, 1 year). In addition, they placed an "X" above each event, indicating the involvement level (0-20) at the time. These data were plotted to show the developmental progression (or regression) of the relationship.

The relationships narrative, timeline and involvement measures rely mostly upon retrospective information which has limitations. The limitations of retrospective data include memory distortion (Brehm & Kassin, 1990), social desirability problems, preexisting attitudes (Bordens & Abbott, 1988), and recall reliability (Huston & Robins, 1982). But the problems of collecting

retrospective data are minimized in this study for two reasons. First, the nature of a socially desirable response is probably not very well defined in issues dealing with friendship development. To reduce false accounts, the instructions emphasized that there are no preconceived notions as to what is expected. Relationships develop in unique patterns, and that is what we are interested in (Huston et al., 1981). Secondly, participants were asked about major milestones and events, with an emphasis of placing these events in a sequential pattern as the relationship develops. The respondent is asked about events that moved the friendship to the next level, not about minor details.

Participants indicated their involvement level, from zero to twenty, for each event reported on the timeline. Average involvement level for each relationship was then calculated.

Independent and Dependent Variables

The independent/categorical variables in this study were: age, gender, relationship category (same- or cross-sex), and attachment style. The dependent variables were: narrative content, the timeline and involvement level measures, and RCI scores.

Procedure

Two separate sessions were required for this study. In the first session, the participants were randomly assigned to either a same-sex or a cross-sex relationship condition. In the second session, the participants completed the materials for their other relationship. The separation of the two conditions helped to alleviate fatigue and time constraints, and kept the respondents focused on the specific relationship. In the first session, the participants were administered the RCI, AAT, the narrative question, and timeline task. The order of these measure was randomized. The instructions for both sessions were similar, with the exception of the relationship type change, and in the second session the AAT was not needed.

The instructions for the RCI focused the participants on the specific relationship type. The respondents were told to follow the instructions printed on the RCI, and that the questions asking for the amount of time spent together are for each day, not per week. They were told to think about their respective relationship throughout the session. When the RCIs were complete, the AAT was administered.

The participants read the printed instructions about completing the narrative question and timeline measures. The narrative question asked the participant to write about feelings (e.g., trust, emotional closeness), milestones, major events, and good/bad times encountered in the relationship. Participants were reminded to transfer these events to the timeline, and to include involvement level and time elapsed from their first meeting. A transparency of a sample narrative and timeline were displayed on an overhead during the instructions (See Appendices J and K). The transparency continued on the screen for the first five minutes of narrative writing. As soon as two or three participants began to work on the timeline, the timeline transparency was displayed for a five minute period. Writing the narrative and transferring information to the timeline is a complex task for adolescents in this age group. It was believed that the benefits of using transparencies to clarify the task greatly outweighed the risks of potentially influencing their response. When the participants finished the session they were reminded of their scheduled second session. Debriefing was given at the completion of the second session.

CHAPTER 3

Results

Relationship Closeness Inventory (RCI)

The RCI inventory was modified to make it more age appropriate. The original inventory, which was developed for an adult population, contains a few adult questions (i.e. sexual relations, going to the bar), which were deleted. A total of 172 participants (62 Males, 101 Females) completed the RCI for a Same- and Cross-Sex relationship.

RCI Reliability

Modifications to the original RCI and it's use with a different age group necessitated a re-analysis of the reliability which was performed on the closeness index score. The internal reliability (coefficient alpha) across the three subscales (e.g., Frequency, Diversity, and Strength) was = .87, which is considerably higher than original reliability of =.62 as reported by Berscheid et. al (1989).

Relationship Closeness Inventory (RCI) Total Index Score- Analysis of Variance

Hypothesis 1 predicted an age by relationship type (same-sex vs. cross-sex) interaction for RCI total index score. Based on the work of Sharabany et. al (1981) and Lempers and Clark-Lempers (1993) indicating age as a major predictor of closeness and relationship type, only age was included in this analysis. A mixed ANOVA was performed on RCI index scores with age as the between subjects factor and relationship type as a within subjects factor. A significant Age by Relationship Type interaction was found F (3, 159) = 18.61, $p<.000$; =.255, accounting for approximately 25.5% of the variance was found. Table I contains the means and standard deviations for the variables and Table II displays the Analysis of Variance summary. The plot for this interaction appears in Figure 1.

The simple effects analysis of the interaction revealed no significant age differences for same-sex RCI index score, F (3,159) = .81, $p>.05$, MSE= 10.96. However, significant age differences, F (3, 159) = 20.41, $p<.001$, were found for cross-sex relationships. Multiple comparisons using the Tukey B significant comparison test

revealed that college students, as well as those in grade 12, reported significantly higher closeness scores for cross-sex relationships than students in grades 8 and 10 ($p<.01$), and 10th grade students reported closer relationships

than students in grade 8 ($p< .05$).

Across relationship types, grade 8 students reported that they felt closer to their same-sex friends ($p<.001$), whereas the grade 12 and college students reported closer relationships with cross-sex friends ($p<.001$).

Relationship Closeness Inventory (RCI) Total Index Score -
Regression Analysis

Relationship status with a friend influenced the type of information provided by the RCI. The RCI requires the participant to indicate the status of the relationship about which they are reporting (i.e. close friend, romantic); therefore, participants reporting on same-sex relationships could be assigned to categories of Close friendship or Casual friendship relationship status. Close friendship included nonromantic close friendships, whereas casual friendship included nonromantic casual friendships. Because no

Table I

Means and Standard Deviations for RCI Index Score by Age and Relationship Type.

	SAME-SEX		CROSS-SEX	
	Mean	S.D	Mean	S.D.
Overall	16.33	4.11	16.87	4.04
Males	15.95	3.68	16.54	4.15
Females	16.52	4.24	17.08	3.87
Grade 8	16.76[a,a]	3.84	13.50[a,a]	4.26
Males	16.25	4.15	13.00	4.51
Females	17.10	3.64	13.83	4.13
Grade 10	16.17[a,a]	4.31	15.26[b,c]	4.30
Males	14.13	2.99	13.31	4.46
Females	17.27	4.55	16.48	3.82
Grade 12	15.76[a,a]	4.11	19.00[c,c]	4.02
Males	16.83	3.38	19.13	3.68
Females	15.07	4.45	18.93	4.26
College	16.64[a,a]	4.19	19.72[c,c]	3.59
Males	16.60	4.19	20.73	3.94
Females	16.67	4.32	19.08	3.28

Note. Different subscripts for column means are significant $p < .05$ (Tukey B significant difference comparison). Different subscripts for row means are significant $p < .05$ (Tukey B significant difference comparison).

Table II

The Age by Relationship Type Interaction for RCI Total Index Score.

Source	df	$\underline{F}$ RCI Total Index Score
Between subjects		
Age (A)	3	8.78***
$\underline{S}$ within-group error	159	(21.52)
Within subjects		
RCI Total (R)	1	3.21
A x R	3	18.61***
R x $\underline{S}$ within-group error	159	(10.80)

Note. Values enclosed in parentheses represent mean square errors. $\underline{S}$ = subjects.

***$\underline{p}$ < .001.
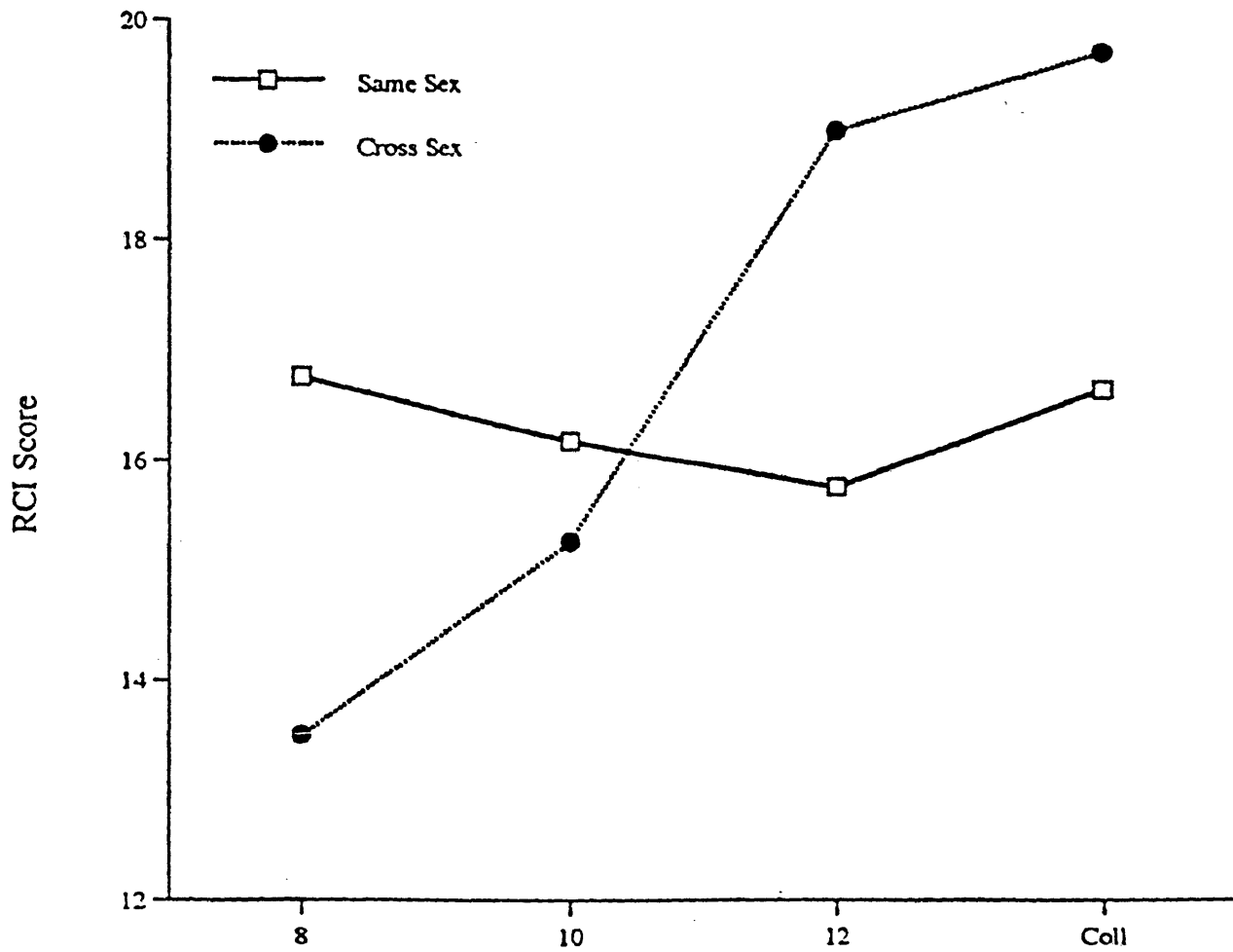
Figure 1. Relationship Closeness Inventory Total Index Score by Age and

predictions were made regarding Relationship status, analyses were run on total RCI Index scores. Scores were not segregated by age or gender. A multiple regression using the RCI Same-Sex Score as the dependent variable and Relationship Status as a predictor variable revealed significant differences for relationship status, R = .15 and R^2 = .0236, accounting for just under 2.5% of the variance. Table III shows the regression summary, and Table IV presents the means and standard deviations for the variables in the equation. Adolescents with close friendships reported higher relationship closeness scores than those with casual friendships.

A second regression analysis, using Cross-sex RCI Total Index Score as the dependent variable and Relationship Status (Close Friend, Casual Friend, Exclusive Dating, and Nonexclusive Dating) as a predictor variable, produced significant differences R = .38 and R^2 = .14, accounting for over 14% of the variance. Table III presents the means and standard deviations for the variables, and Table IV displays the regression summary. Multiple comparisons revealed that close friendships, nonexclusive dating, and exclusive dating

Table III

Means and Standard Deviations for RCI Index Score for Same-and Cross-Sex Relationship Status.

	Same-Sex		Cross-Sex	
	Mean	S.D	Mean	S.D.
Close Friend	16.55a	3.87	15.53a	3.91
Casual Friends	14.55b	5.39	11.63c	4.23
Exclusive Dating	- - . - -	- . - -	19.72b	3.38
Nonexclusive Dating	- - . - -	-.--	16.33a	5.13

Note. Different subscripts for column means are significant $p < .05$ (Tukey B significant difference comparison).

Table IV

Regression Summary for Relationship Status as Predictors of Same-and Cross-Sex RCI Index.

	Same-Sex			Cross-Sex		
Variable	B	SE B	Beta	B	SE B	Beta
Relationship Status	-2.00	.962	-.153*	-10.98	4.15	-.2053*

Note. Same-sex R =.15; R^2 = .02. Cross-sex R = .21; R^2 = .04.

*$p < .05$.

relationships were more involved (i.e. perceived as closer) than casual friendships (p<.01); and exclusive dating relationships were more involved (i.e. percieved as closer) than close friendships and nonexclusive dating relationships (p<.05).

Length of Friendship. (Months)

Relationship Type. Total months in the friendship was influenced by the type of relationship type with a designated friend. Using information from the RCI, an analysis of variance examined length of friendship using age and gender as independent variables and relationship type as a repeated measure.

The Age by Relationship Type (same-sex, cross-sex) interaction was significant , F (3, 153) = 21.96, p<.000;   = .03, accounting for about 3 % of the variance. Table V contains the means and standard deviations, and Table VI displays the ANOVA summary table. The plot for this interaction appears in Figure 2.

Simple effects analysis of this interaction showed significant differences for age in same-sex relationships F (3, 153) = 14.64, p< .001. Multiple comparisons indicated that college-aged (19-22 year-olds) students were in longer term relationships than

Table V

Means and Standard Deviations for Total Months in Friendship by Relationship Type.

	SAME-SEX		CROSS-SEX	
	Mean	S.D	Mean	S.D.
Overall	76.72	52.65	45.13	49.15
Males	68.51	48.29	43.89	40.90
Females	82.94	53.44	45.71	52.48
Grade 8	53.26a,a	38.32	41.22a,a	38.47
Males	42.75	37.27	41.37	40.99
Females	60.27	38.01	41.11	37.40
Grade 10	60.93a,a	52.98	35.76a,a	39.00
Males	49.31	33.87	47.00	43.62
Females	67.13	50.81	28.81	35.14
Grade 12	74.65a,a	52.98	41.50a,b	53.36
Males	77.44	64.93	28.87	29.32
Females	72.86	44.98	48.52	62.33
College	118.05b,a	73.26	62.05a,b	65.77
Males	96.53	57.09	58.33	49.68
Females	131.50	79.96	64.38	75.04

Note. Different subscripts for the first column means are significant $p < .05$ (Tukey B significant difference comparison). Different subscripts for second column means are significant $p < .05$ (Tukey B significant difference comparison).

Table VI

Analysis of Variance Summary for Total Months in Friendship by Relationship Type.

Source	df	$\underline{F}$ RCI Total Index Score
Between subjects		
Age (A)	3	11.29***
Gender (G)	1	02.23
A x G	3	00.63
$\underline{S}$ within-group error	153	(2600.58)
Within subjects		
Relationship Type (RT)	1	21.96***
A x RT	3	02.76*
G x RT	1	01.36
A x G x RT	3	00.96
RT x $\underline{S}$ within-group error	153	(2679.42)

Note. Values enclosed in parentheses represent mean square errors. $\underline{S}$ = subjects.

*p <.05 ***p < .001.
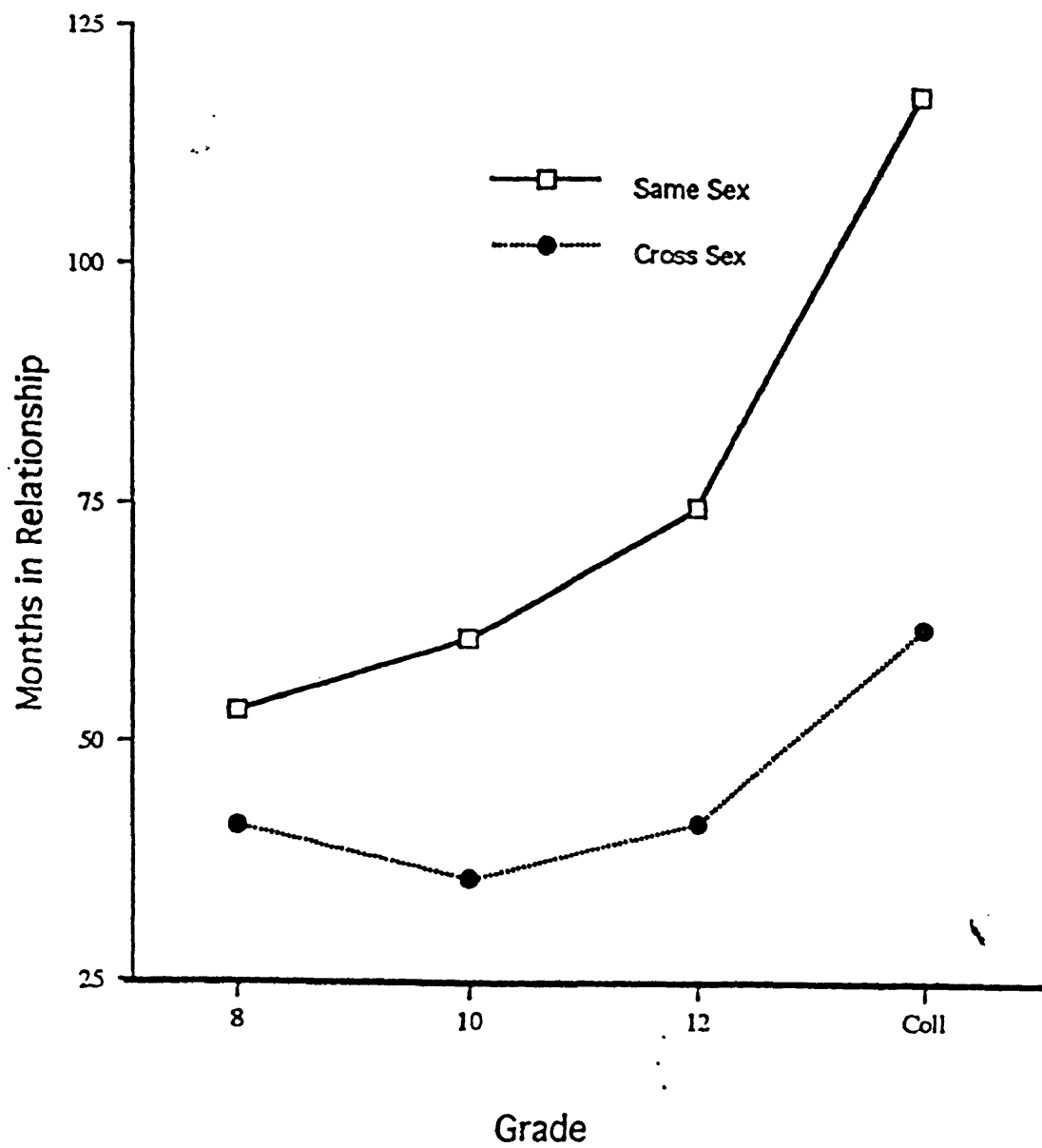
Figure 2. Length of Friendship (Months) by Age and Relationship Style

adolescents in grades 8, 10 or 12 (13-18 year-olds) ($\underline{p}$< .01). The simple effects analysis also revealed significant differences for relationship type (same-sex vs. cross-sex) at grade 12 $\underline{F}$ (1, 153) = 7.90, $\underline{p}$< .01 and at college $\underline{F}$(1,153) = 24.68, $\underline{p}$< .001. Multiple comparisons showed that 12th grade and college students had longer term same-sex than cross-sex relationships ($\underline{p}$<.01).

<u>Relationship status.</u> A separate multiple regression analysis used length of relationship as a dependent variable and relationship status as the predictor. Same-sex relationship status (close friend, casual friend) was found to be nonsignificant. However, cross-sex relationship status (casual friend, close friend, nonexclusive dating, exclusive dating) was a significant predictor of length of relationship, $\underline{R}$ = .21 and a $\underline{R}^2$ = .04, accounting for about 4% of the variance. Table VII contains the means and standard deviations for the relationship status variable, and Table VIII displays the regression summary table. Multiple comparisons indicated that duration of close friendships were longer than nonexclusive dating relationships ($\underline{p}$<.05).

Table VII

Means and Standard Deviations for Total Months in Friendship by Relationship Status.

	SAME-SEX		CROSS-SEX	
	Mean	S.D	Mean	S.D.
Close Friendships	77.26a	58.31	57.70a	.62.36
Casual Friendships	53.25a	50.48	45.66	35.09
Exclusive Dating	--.--	--.--	37.37	44.56
Nonexclusive Dating	--.--	--.--	12.83b	10.52

Note. Different subscripts for column means are significant $p < .05$ (Tukey B significant difference comparison).

Table VIII

Regression Table for Same- and Cross-sex Relationship Status as a Predictor of Total Months in Friendship.

	Same-Sex			Cross-Sex		
Variable	B	SE B	Beta	B	SE B	Beta
Relationship Status	-22.11	14.50	.1293	-10.98	4.15	-.2053**

Note. Same-sex $R = .11$; $R^2 = .01$. Cross-sex $R = .21$; $R^2 = .04$.

**$p < .01$.

Relationship Narratives

Hypothesis 2 predicted an age by gender interaction for the two narrative content categories: instrumental and expressive . A mixed Analysis of Variance using age and gender as between subject variables, and relationship type (same- or cross-sex) as a within subject variable was performed on the percent of instrumental or expressive terms used in the narratives.

Instrumental Terms

The three-way interaction involving age, gender, and relationship type approached significance, $F(3, 152) = 2.36$, $p<.07$, =.02, accounting for about 2% of the variance. The plot for this interaction appears in Figure 3. Table IX contains the means and standard deviations for the variables in the interaction, and Table X displays the Analysis of Variance summary table. Because the Age by Gender by Relationship Type interaction was assumed to reveal important information about relationship closeness, further simple effects analyses of this interaction was performed.

<u>Same-sex relationships.</u> A significant Age by Gender effect was found, F (3,152) = 7.22, p<.001. Further analysis revealed an age effect among males, F (3,152) = 25.66, p<.001, and an age effect among females, F (3,152) = 9.51, p<.001. Multiple comparisons showed that college-aged (19-22 year-olds) males used significantly fewer instrumental terms than 8th-, 10th-, or 12th-grade (13-18 year-olds) males (p<.01). College-aged (19-22 year-olds) females, as well as those in grades 10 and 12 (15-18 year olds), used significantly fewer instrumental terms than 8th grade (13-14 year olds) females (p<.05). College-aged (19-22 year olds) females used significantly fewer instrumental terms than 10th grade (15-16 year olds) females (p<.05); 10th grade females used significantly fewer instrumental terms than 10th grade males (p<.001); and 12th grade (17-18 year-olds) females used significantly fewer instrumental terms than 12th grade males (p<.001).

Table IX

Means and Standard Deviations for Instrumental Terms by Age, Gender, and Relationship Type.

	SAME-SEX		CROSS-SEX	
	Mean	S.D.	Mean	S.D.
Overall	55.15	25.69	57.45	25.39
Males	67.84	23.18	65.77	26.52
Females	52.70	22.05	52.70	23.08
Grade 8	72.87	24.83	77.92	26.18
Males	78.29a,-,a	21.36	80.18a	24.00
Females	69.31-,a,a	26.62	76.44	27.82
Grade 10	65.58	30.83	67.00	31.25
Males	90.48b,-,a	20.37	85.36a	26.73
Females	53.56-,b,b	27.82	56.51	29.19
Grade 12	53.19	31.04	49.17	25.86
Males	75.88b,-,a	35.81	58.33b	31.19
Females	39.41-,c,b	16.99	44.43	21.78
College	28.96	16.07	35.69	18.26
Males	26.69c,-,a	15.16	39.19c	24.15
Females	30.38-,c,a	16.76	33.41	13.54

Note. Different subscripts for the first column means are significant for males $p < .05$ (Tukey B significant difference comparison). Different subscripts for the second column means are significant for females $p < .05$ (Tukey B significant difference comparison). Different subscripts for the third column means are significant gender differences within grade $p < .05$ (Tukey B significant difference comparison).

Figure 3. Percent of Instrumental Terms by Age, Gender and Relationship
Type

Table X

Analysis of Variance Summary for percentage of Instrumental Terms.

Source	df	F RCI Total Index Score
Between subjects		
Age (A)	3	40.03***
Gender (G)	1	26.77***
A x G	3	05.41***
S within-group error	152	(727.46)
Within subjects		
Relationship Type (RT)	1	00.16
A x RT	3	02.05
G x RT	1	02.28
A x G x RT	3	02.36*
RT x S within-group error	159	(433.70)

Note. Values enclosed in parentheses represent mean square errors. S = subjects.

*p < .07. ***p < .001.

Multiple Regression analysis using percentage of instrumental terms as the dependent variable and relationship status (i.e., casual friendship, close friendship) as the predictor did not yield any significant results. Table XI contains the mean percentages for relationship type by relationship status.

Cross-sex relationships. A significant age effect among males was found, F (3, 152) = 14.25, $p<$ .001. Multiple comparisons showed that 12th grade (17-18 year-olds) males used significantly fewer instrumental terms than 8th or 10th grade (13-16 year olds) males, and college-aged (19-22 year-olds) males used fewer instrumental terms than males in grades 8, 10, or 12 ($p<.05$).

A multiple Regression analysis using percent of instrumental terms as the dependent variable and relationship status as the predictor did not yield any significant results. Table XI contains the means for the variables.

Expressive Terms

The same mixed ANOVA used for the instrumental analysis was performed on percentage of expressive terms used in the narrative. Main effects were found for age, F (3,152) = 15.57, $p<$ .001,   =.204

Table XI

Mean Percent of Instrumental and Expressive Terms by Relationship Type and Status.

	Instrumental	Expressive
	Mean	Mean
Same-Sex Relationships	59.29	43.77
Close Friendship	53.24	49.87
Casual Friendship	66.04	31.54
Cross-Sex Relationships	58.19	41.80
Close Friendship	55.59	44.41
Casual Friendship	81.79	18.21
Nonexclusive Dating	51.64	48.34
Exclusive Dating	52.27	47.73

Note. All means are nonsignificant.

and gender, F (1,152) = 11.44, p< .001,   =.04. Table XII contains the

means and standard deviations for the variables, and Table XIII

displays the Analysis of Variance summary. Subsequent multiple

comparisons for age revealed that college students used more

expressive terms than 8th- and 10th- grade (13-16 year-olds)

students (p<.01), as well as 12th-grade (17-18 year-olds) students

(p<.05). Females used more expressive terms than males (p<.001).

A multiple Regression analysis using percent of expressive

terms as the dependent variable and relationship status as the

predictor did not yield any significant results. Table XI contains the

means for the variables.

Relationship Origin Initial Meeting

Students were asked where they first met their same-sex

and cross-sex friend. The first meeting for 45.6 percent of same-

sex relationships occurred during the early school years, and another

17.39 percent originated at an organized event. For cross-sex

relationships, 29.09 percent originated at school, with another

17.92 percent established through a mutual friend. A log-linear

analysis was used to test the possible models using age and gender

Table XII

Means and Standard Deviations for Expressive Terms by Age, Gender, and Relationship Type.

	SAME-SEX		CROSS-SEX	
	Mean	S.D	Mean	S.D.
Overall	44.99	52.05	42.81	25.18
Males-,a	32.17	23.18	34.20	26.44
Females-b	59.33	55.39	47.28	23.09
Grade 8a,-	27.13	24.83	22.08	26.18
Males	21.71	21.36	19.82	24.00
Females	30.68	26.62	23.56	27.82
Grade 10a,-	34.55	30.48	34.05	30.71
Males	09.52	20.37	14.48	26.43
Females	46.44	27.82	43.49	29.19
Grade 12a,-	46.81	31.04	50.81	25.55
Males	24.12	35.81	41.67	31.19
Females	60.59	16.99	55.57	21.78
Collegeb,-	71.47	117.86	64.31	18.26
Males	73.31	15.16	60.81	24.15
Females	69.62	150.11	66.49	13.54

Note. Different subscripts for the first column means are significant for grade $p < .05$ (Tukey B significant difference comparison). Different subscripts for the second column means are significant for gender $p < .05$ (Tukey B significant difference comparison).

Table XIII

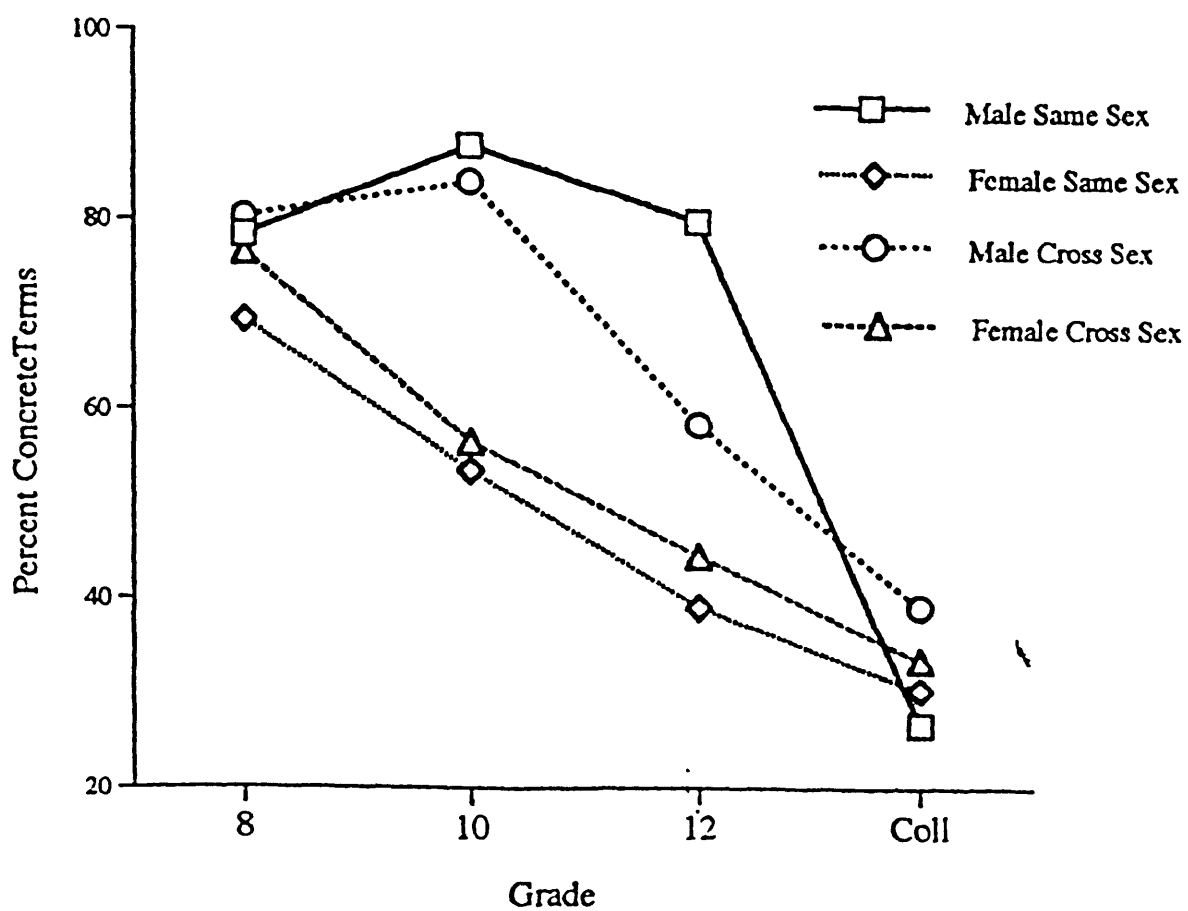Analysis of Variance Summary for Expressive Terms.

Source	df	F RCI Total Index Score
Between subjects		
Age (A)	3	15.57***
Gender (G)	1	11.44***
A x G	3	00.93
S within-group error	152	(2569.18)
Within subjects		
Relationship Type (RT)	1	00.83
A x RT	3	01.60
G x RT	1	02.04
A x G x RT	3	00.27
RT x S within-group error	159	(1957.62)

Note. Values enclosed in parentheses represent mean square errors. S = subjects.

***p < .001.

as classification variables for the reported setting in which same-sex and cross-sex friends were met. The Chi-Square value for each of the three models was significant, so the saturated model (Age X Gender) for same-sex friends, X^2 (20, N= 168) = 60.78, p<.01, and cross-sex friends, X^2 (20, N=168)=159.20, p<.01 was examined further. In a log linear analysis, a series of models is fitted to the data, and a non-significant effect for any model indicates a good fit. Given that all of the models were significant, the saturated model becomes the default model. Table XIV contains the frequencies for the five most frequently reported first contact for each relationship type.

The saturated model involves both age and gender, and is analogous to an interaction in analysis of variance terms because a log linear analysis is somewhat similar to an analysis of variance (Kennedy, 1983). A simple effects analysis, similar to that performed with an analysis of variance, was applied to the reported

Table XIV

Frequency of Location of First Meeting for Same-Sex and Cross-sex Relationships by Age and Gender of the Respondent.

| | Same-Sex | | | | | Cross-Sex | | | | |
| | Category | | | | | Category | | | | |
	1	2	3	4	5	1	2	3	4	5
Overall	54	31	40	33-	10-,-	42	87	23	10	05
Males	27	12	16	07a	04	17	40	09	01	01
Females	27	19	24	25b	06	25	47	14	09	04
Grade 8	18	09	12	02-	01-,a	16a	20	10	02	00a
Males	10	04	06	01-	00	07	10	03	01	00
Females	08	05	06	07-	01	09	10	07	01	00
Grade 10	14	06	10	09-	00-,a	09b	21	06	02	00a
Males	06	04	02	02-	00	05	09	03	00	00
Females	08	02	08	07-	00	04	12	03	02	00
Grade 12	14	09	10	07-	03-,a	15a	21	04	02	01a
Males	08	03	04	00-	01	05	08	02	00	00
Females	06	06	06	07-	02	10	13	02	02	01
College	08	07	08	09-	06-,b	02b	25	03	04	04b
Males	03	01	04	04-	03	00	13	01	00	01
Females	05	06	04	05-	03	02	12	02	04	03

Note. Same-sex relationships: Frequencies with different subscripts for the first column are significant for gender p < .01. Frequencies with different subscripts for the second column are significant for grade p<.05. Cross-sex relationships: Frequencecies with different subscripts for the first column are significant for grade p<.05.

Categories. 1=met at school recently; 2=met at school over five years ago; 3=met at a group activity; 4=met through a mutual friend; 5=met at work

first meeting data. A log linear analysis was used to examine each

meeting category separately for same-sex and cross-sex

relationships, using age and gender as the classification factors.

Same-sex relationships. The analyses of the first meeting

data for same-sex relationships revealed significant effects for

gender for meeting the other through a mutual friend, X^2 (1,

n=33)=11.64, p<.01. More females than males reported that they

first met their same-sex friend through a mutual friend. Age was a

significant factor for meeting a friend through work, X^2 (3,

n=10)=9.77, p<.05. More 19-22 year olds met their same-sex friend

at work than 13-18 year olds. No significant differences were found

among adolescents when meeting a same-sex friend at school

recently, at school over 5 years ago, or at a group activity, and the

age by gender interaction was nonsignificant for all locations.

Cross-sex relationships. The analysis of first meeting data

for cross-sex relationships indicated significant effects for age for

adolescents meeting their cross-sex friend at school recently, X^2 (3,

n=41)=15.17, p<.01, and at work, X^2 (3, n=5)=8.86, p<.05. More 13-14

and 17-18 year olds reported that they first met their cross-sex friend recently at school, and more 19-22 year olds reported their first meeting at work. No significant age differences were found for meeting at school over 5 years ago, at a group activity, or through a mutual friend, and both gender and the interaction between age and gender were nonsignificant.

Attachment Style

Hypothesis 3 predicted that securely attached participants would have closer relationships as reflected by higher RCI scores. A One-way ANOVA, using attachment style as the classification variable revealed a significant effect for same-sex RCI score, F (2, 168) = 4.02, $p<.01$, but not for cross-sex RCI score, F (2, 152) = 1.07, $p>.05$. Table XV contains the means and standard deviations for the three attachment styles, and Table XVI displays the ANOVA summary table. Multiple comparisons using Tukey B showed that securely attached participants had significantly higher same-sex RCI scores than participants with an avoidant or anxious attachment style ($p<.05$).

Timeline and Involvement Level

A multiple regression procedure was performed on the timeline measure with involvement level as the dependent variable and an age by gender interaction variable, relationship status, length in the relationship, and RCI total index score as predictor variables. Involvement level was measured by having participants plot information from their narrative along a graph-like timeline in chronological order. For each piece of information, they graphed their involvement level, from 0 (lowest) to 20 (highest).

Same-sex relationships. Involvement level for same-sex relationships indicated an age by gender interaction, $R= .32$, $R^2 =.11$, accounting for approximately 11 percent of the variance. Table XVII contains the means and standard deviations, and Table XVIII displays the regression summary table. The plot for this interaction appears in Figure 4.

Simple effects analysis revealed an age effect among males, $F (3,142) = 7.03$, $p<.01$ and females, $F (3,142) = 3.84$, $p<.025$. Multiple comparisons for males found that college students reported higher

Table XV

Means and Standard Deviations of RCI Score by Attachment Style.

	Same-sex		Cross-Sex	
	Mean	S.D	Mean	S.D.
Avoidant	14.58a	4.07	16.05a	4.85
Secure	16.78b	3.86	16.74a	4.78
Anxious	14.00a	3.16	19.6a	5.32

Note. Different subscripts for column means are significant for $p < .05$ (Tukey B significant difference comparison).

Table XVI

Analysis of Variance Summary Table for Attachment Style by Same- and Cross-Sex RCI Score.

		F	
Source	df	Same-sex RCI Total Index Score	Cross-sex RCI Index Score
Within subjects			
Attachment Style	2	4.02*	1.07
S within-group error	168	(16.00)	(23.53)

Note. Values enclosed in parentheses represent mean square errors. S = subjects.
*$p < .05$.

involvement levels than grades 8, 10, and 12 ($p<.01$). Multiple comparisons for females found that college students reported higher involvement levels than grade 8 ($p<.01$) and grade 10 ($p<.05$).

Cross-sex relationships. The multiple regression analysis for involvement level in cross-sex relationships showed an age by gender interaction, $R= .35$, $R^2 =.12$, accounting for 12% of the variance. When RCI total score was added, R^2 change accounted for an additional 4% of variance. Table XVII contains the means and standard deviations, and Table XVIII displays the regression summary table. The plot for this interaction appears in Figure 5.

Simple effects analysis for the age by gender interaction revealed an age effect among males, F (3,142) = 5.06, $p<.01$ and females, F (3,142) = 4.25, $p<.01$. Multiple comparisons for males found that college students reported higher involvement level than grade 8 ($p<.01$), as well as grades 10, and 12 ($p<.05$). Multiple comparisons for females indicated that college and grade 12 students reported higher involvement level than grade 8 ($p<.05$).

Events Associated With an Increase in Involvement Level

In constructing the time-line graph of involvement level for each relationship type, the participants identified major events in the sequential order in which they occurred during the development of the relationship. These events were taken from the narrative account of the relationship that they had just written. The events were plotted on the X axis and the involvement level on the Y axis. The mean and standard deviation for the involvement scores for each relationship type for each participant were computed, and those events which increased involvement level 1 SD or more were identified as first, second, or third event, depending on the order of increase, for each participant.

The frequencies of these major events were then subjected to a log linear analysis to test the possible models, using age and gender as the classification variables for each relationship type.

Table XVII

Means and Standard Deviations for the Age by Gender Interaction by Total Relationship
Involvement Level.

	Same-Sex			Cross-Sex	
	Mean	S.D.		Mean	S.D
Overall	11.43	2.73		11.24	2.9
Males	10.94	2.57		11.22	3.21
Females	11.72	2.79		11.28	2.74
Grade 8	10.59	2.47		09.57	2.68
Males	10.60	2.53		09.68a,-	2.87
Females	10.58	2.46		09.51-,b	2.61
Grade 10	10.58	3.13		10.78	3.14
Males	09.44	2.85		10.69a,-	4.07
Females	11.20	3.15		10.83-,-	2.59
Grade 12	11.38	2.64		11.53	2.66
Males	10.61	2.32		11.06a,-	2.58
Females	11.87	2.76		11.82-,b	2.72
College	13.18	2.69		13.11	3.12
Males	13.10	2.58		13.42b,-	3.30
Females	13.23	2.81		12.92-,b	3.05

Note. Different subscripts for the first column means are significant $p < .05$ (Tukey B
significant difference comparison).

Table XVIII

Regression Table for Same- and Cross-sex Age by Gender Interaction, Total Months in Friendship, Relationship Status, and Total RCI Index Score as Predictors of Total Relationship Involvement Level.

Variable	Same-Sex			Cross-sex		
	B	SE B	Beta	B	SE B	Beta
Age x Gender	.337	.104	.286***	.340	.119	.248**
Length in Relationship	.007	.004	.141	.005	.005	.077
Relationship Status	1.12	.723	.123	-.175	.062	-.597
RCI Total	.039	.056	.055	.156	.062	.223**

Note. Same-sex, Age x Gender Interaction R = .32; R = .11. Cross-sex, Age x Gender Interaction R =.35; R = .12; R change= 4%.

**p< .01. ***p<.001.
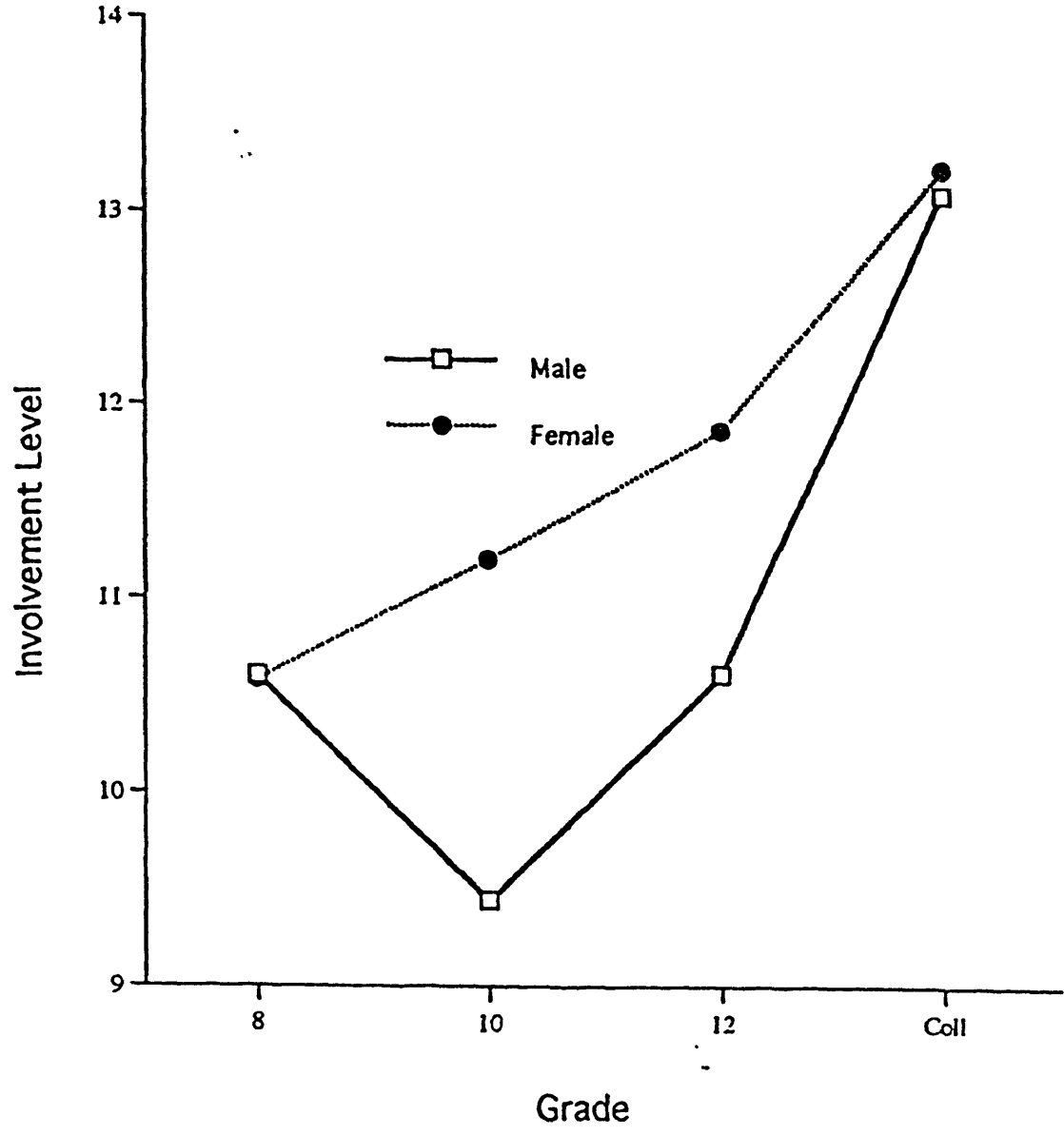
Figure 4. Same-sex Total Involvement Level by Age and Gender
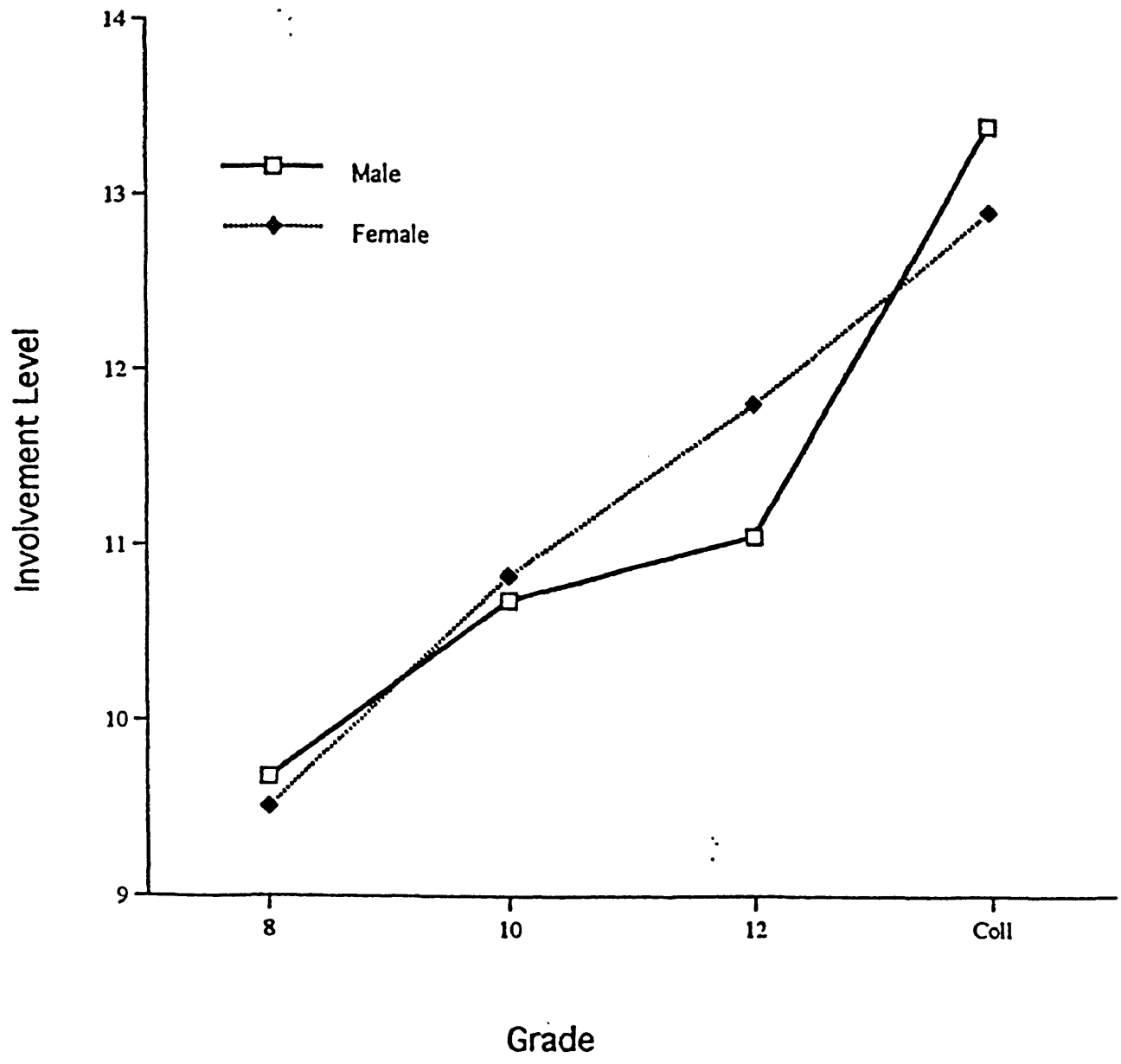
Figure 5 Cross-sex Total Involvement Level by Age and Gender

First Major Event.

The log linear analysis indicated significant chi-square values for each of the three models for same-and cross-sex relationships. Therefore, the saturated model (age x gender) for same-sex relationship X^2(30, $\underline{N}$=168)=127.36, $\underline{p}$ <.01 and cross-sex relationships, $\underline{X}^2$(30, $\underline{N=168}$)=188.97, $\underline{p}$<.01 was analyzed further. A simple effects analysis, similar to that performed with an analysis of variance, was applied to each of the events identified as producing the first 1 SD increase in involvement level. A hiloglinear analysis, using age and gender as classification factors, examined the frequency of each of the events. Tables XIX and XX present the event frequencies by and gender for same- and cross-sex relationships.

Same-sex relationships. The types of major events identified by the participants were: (1) increase in shared activities; (2) increase in self-disclosure and emotional closeness; (3) increase in group activities; (4) helping the other with personal problems; (5) resolution of a disagreement; and (6) reunion after an argument.

Age, but not gender, was a significant factor for an increase in shared activities, X^2(3, n=32)=20.98, p<.0001. More 13-14 year olds reported that this event increased their involvement level. Gender, but not age, was a significant factor for an increase in self-disclosure and emotional closeness, X^2(1, n=45)=6.58, p<.01. More females reported this event. No age or gender differences were found for the frequency with which increased group activities was reported as a major event. Both age, X^2(3, n=10)=9.77, p <.05, and gender, X^2 (1, n=10)=3.86, p<.05, were significant factors in the frequency with which helping the other with a personal problem was listed as a major event. More 19-22 year olds and more females indicated this event increased involvement level. Age was a significant factor in which resolution of an argument increased involvement level, X^2(3, n=14)=8.20, p<.05. More 15-16 and 17-18 year olds reported this event. Gender was not a factor. Only gender,

Table XIX.

Frequency of Major Events in the Same-sex Relationships Which Increased Involvement Level 1 Standard Deviation or More.

	FIRST MAJOR EVENT						SECOND MAJOR EVENT					
	Category						Category					
	1	2	3	4	5	6	1	2	3	4	5	6
Overall	32	45	06	14	10	20	16	16	03	06	06	07
Males	14 -,-	14-,a	02-,-	07-,-	03-,a	04-,a	07-,-	04 -,a	01-,-	04-,-	00-,-	04 -,-
Females	18 -,-	31-,b	02-.-	07-,-	07-,b	16-,b	09-,-	12 -,b	02-,-	02-,-	02-,-	03 -,-
Grade 8	15b,-	10-,-	04 -,-	00 -,a	00 -,a	08-,-	06a,-	05a,-	01-,-	00-,-	00-,-	02-,-
Males	07	03	02	00	00	01	02	01	00	00	00	00
Females	08	07	02	00	00	07	04	04	01	00	00	02
Grade 10	08a,-	09-,-	00-,-	05 -,a	03-,b	02-,-	06a,-	02a,-	01-,-	01-,-	01-,-	00-,-
Males	05	00	00	01	01	01	03	00	01	00	00	00
Females	03	09	00	04	02	01	03	02	00	01	01	00
Grade 12	09b,-	11-,-	01-,-	05 -,a	01-,b	06-,-	04a,-	01a,-	00-,-	02-,-	01-.-	02-,-
Males	02	05	01	04	00	00	02	00	00	02	00	01
Females	07	06	00	01	01	06	02	01	00	00	01	01
College	00b,-	15-,-	01-,-	04 -,b	06-,c	04-,-	00b,-	08b,-	01-,-	03-,-	00-,-	03-,-
Males	00	06	00	02	01	02	00	03	00	02	00	02
Females	00	09	01	02	05	02	00	05	01	01	00	01

Note. First major event: Frequencies with different subscripts for the first column are significant for gender $p < .01$. Frequencecies with different subscripts for the second column are significant for grade $p<.05$. Second major event: Frequencecies with different subscripts for the first column are significant for gender $p<.05$. Frequencecies with different subscripts for the second column are significant for grade $p<.05$.

Categories. 1) Increased Shared Activities; 2) Increase in self-disclosure and emotional closeness; 3) Increase in group activities; 4) helping the other with personal problems; 5) resolution of a disagreement; 6) reunion after an argument and commitment.

Table XX

Frequency of Major Events in the Cross-sex Relationships Which Increased Involvement Level 1 Standard Deviation or More.

	FIRST MAJOR EVENT						SECOND MAJOR EVENT					
	Category						Category					
	1	2	3	4	5	6	1	2	3	4	5	6
Overall	52	41	12	05	06	08	29	13	03	00	02	04
Males	20 -,-	13a,-	03 -,-	03 -,-	00-,-	03-,-	11-,a	06-,-	01-,-	00-,-	00-,-	00-,-
Females	32 -,-	28b,-	09 -,-	02 -,-	06-,-	05-,-	18-,b	07-,-	02-,-	00-,-	02-,-	04-,-
Grade 8	16-,a	10-,a	03-,a	01-,-	02-,a	04-,-	09-,a	01-,a	01-,-	00-,-	00-,-	01-,-
Males	06	03	01	01	00	02	03	01	00	00	00	00
Females	10	07	02	00	02	02	06	00	01	00	00	01
Grade 10	14-,a	09-,a	01-,a	00-,-	00-,a	03-,-	09-,a	03-,a	00-,-	00-,-	00-,-	02-,-
Males	08	02	00	00	00	00	04	01	00	00	00	00
Females	06	07	01	00	00	03	05	02	00	00	00	02
Grade 12	18-,a	03-,a	08-,b	01-,-	00-,a	01-,-	05-,a	06-,b	01-,-	00-,-	01-,-	01-,-
Males	06	01	02	00	00	01	02	03	00	00	00	00
Females	07	06	00	01	01	06	02	01	00	00	01	01
College	04-,b	19-,b	00-,a	00-,-	04-,b	00-,-	06-,b	03-,a	01-,-	00-,-	01-,-	00-,-
Males	00	07	00	03	00	00	02	01	01	00	00	00
Females	04	12	00	00	04	00	04	02	00	00	01	00

Note. First major event: Frequencies with different subscripts for the first column are significant for gender p < .01. Frequencecies with different subscripts for the second column are significant for grade p<.05. Second major event: Frequencecies with different subscripts for the first column are significant for grade p<.05. Frequencecies with different subscripts for the second column are significant for gender p<.05.

Categories. 1) Increased Shared Activities; 2) Increase in self-disclosure and emotional closeness; 3) Increase in group activities; 4) helping the other with personal problems; 5) onset of exclusive dating; 6)resolution of disagreement and reunion.

X^2(1, n=20)=7.71, p< .01, was associated with the frequency of reported reunion after a conflict and commitment as increasing involvement level. More females reported this event.

Cross-sex relationships. The major events leading to an increase in involvement level were: (1) increase in shared activities; (2) increase in self-disclosure and emotional closeness; (3) increase in group activities; (4) helping the other with personal problems; (5) onset of exclusive dating; and (6) resolution of disagreement and reunion. Age, X^2(3, n=52)=11.00, p<.02, but not gender was a significant factor in the frequency of those reporting an increase in shared activities as a major event. More adolescents in grades 8-12 (13-18 year olds) indicated that involvement level increased after this event. Both age, X^2(3, n=41)=13.24, p<.01 and gender, X^2(1, n=41)=5.62, p<.05, were associated with reporting an increase in self-disclosure and emotional closeness as a major event. More 19-22 year olds and females reported this event. Age, X^2 (3, n=10) =15.51, p<.01, but not gender, was significant for the onset of

exclusive dating. More college-aged (19-22 year-olds) reported this event.

Second Major Event

The log linear analysis for the second major event to increase involvement level 1 SD or more revealed significant effects for the three models for same- and cross-sex relationships. The Age x Gender default model was again used for further analysis of same-sex, X^2(30, N=168)=334.31, p<.01, and cross-sex relationships, X^2(30, N=168)=303.89, p<.01. Simple effects analysis, using hiloglinear, was used to examine the frequencies of the major events producing a second increase of 1 SD or more in involvement level. Tables XIX and XX show the age by gender frequencies for each of the categories.

Same-sex relationships. Age, X^2(3, n=16)=9.73, p<.05, but not gender, was a significant factor for an increase in involvement level. An increase in shared activities was associated with an increase in involvement level for adolescents in grades 8-12 (13-18 year olds). Age, X^2(3, n=16)=7.78, p<.05, and gender, X^2(1, n=16)

=4.19, $\underline{p}$<.05 were significant for an increase in self-disclosure and emotional closeness. More college-age students (19-22 year olds) and females indicated increased involvement level for this event. No significant effects for age or gender were found for adolescents reporting an increase in group activities, helping with personal problems, resolution of a disagreement, or reunion after an argument, and commitment.

Cross-sex relationships. Age, $\underline{X}^2$(1, $\underline{n}$=16)=9.73, $\underline{p}$<.05 and gender $\underline{X}^2$(1,$\underline{n}$=16)=4.19, $\underline{p}$<.05 differences were present for frequency of adolescents reporting an increase in shared activities as increasing involvement level. More adolescents in grades 8, 10, and 12 (13-18 year olds) and females reported this event. Age, $\underline{X}^2$(3, $\underline{n}$=16)=7.77, $\underline{p}$<.05 was a significant factor for an increase in self-disclosure and emotional closeness. More adolescents in grade 12 (17-18 year olds) reported this event as increasing involvement level. No significant age or gender differences were found for the frequencies of an increase in group activities, helping the other with

personal problems, the onset of exclusive dating, or resolution of disagreement and reunion.

Third Major Event

Less than 1% of the participants identified major events which produced a third increase in involvement level of 1 SD or more, so no analyses were performed.

CHAPTER 4

Discussion

The relationship history pattern emerging from this study is one in which relationship type (same-sex or cross-sex), age, and gender each play a significant individual role as well as a component of an interaction. While age and relationship differences were found for most dependent variables, gender differences were present for the relationship narratives, relationship origins, and timeline and involvement level.

The age and relationship differences found for the RCI total index score suggest that same-sex closeness increases gradually across age, while closeness in cross-sex relationships does not occur until late adolescence (i.e.,17-22 year olds). Age and gender differences were also found in the analysis of narrative content. Younger adolescents (i.e., 13-16 year olds) described their relationships in instrumental terms (i.e. shared activities, physical features of the other). Relationship descriptions became more expressive (i.e. self-disclosure, emotional closeness) in the narratives of older adolescents. The transition occurs between

grade 12 and college (18-22 year-olds) for males and between grade 10 and grade 12 (15-18 year-olds) for females. A similar age pattern is found when adolescents are asked to place significant events on a timeline and indicate their involvement level for each event. Overall, younger adolescents (13-16 year-olds) viewed their relationships as less involved than older adolescents (17-22 year-olds). However, cross-sex involvement level increased faster with age than same-sex involvement level, suggesting that adolescents are able to transfer skills acquired in a same-sex relationship to a cross-sex relationship.

<u>Relationship Closeness</u>

The absence of significant age differences among same-sex relationships suggest that 13-22 year-old adolescents feel a closeness in their same-sex relationships, which remains constant across this age period. These findings support Steinberg's (1989) claim that, in many aspects, the same-sex relationship remains stable throughout adolescence. Cross-sex relationships, on the other hand, were found to increase in closeness with age. These findings are consistent with Furman and Buhrmester (1992) and

Sharabany et. al (1981) who reported lower levels of closeness and intimacy within opposite-sex friendships for younger adolescents (13-16 year olds), with closeness and intimacy increasing linearly with age.

Same-sex and cross-sex relationships also differ in other ways. Lempers and Clark-Lempers (1993) found that 12-18 year-olds attributed greater importance to their same-sex friendships because these relationships provided more intimacy, companionship, and support than their cross-sex friends. Some support for this argument can be found in the data of younger adolescents in the present study. Students in grade 8 (13-14 year olds) reported feeling significantly closer to their same-sex friends; however adolescents in grade 12 and college (17-22 year olds) felt closer to their cross-sex friends. This age-mediated relationship difference seems to support the view that adolescents need to practice and master social skills within a same-sex relationship before transferring these skills to a cross-sex partner (e.g. Burhmester & Furman, 1986; Lewis, 1993; Papalia & Olds, 1986; Sullivan, 1953). The point of this transition appears to occur around grade 12 (17-18

years of age), according to the data in the present study. Sullivan (1953) contended that adolescents begin to "lust" for members of the opposite sex, borrowing skills learned in same-sex relationships and applying them to cross-sex dating relationships.

The data in the present study also revealed that the adolescent's relationship status with their friend influenced their feeling of closeness. Newcomb and Baginell (1995) found that children reportedly spent more time with, and were closer to their friends than nonfriends. Consistent with Newcomb and Baginell (1995), adolescents in the present study who identified their friendship as a "nonromantic close friendship" felt significantly closer to their friend than those adolescents who reported on a casual friendship (e.g. a "nonromantic casual friendship"). These findings are also consistent with Sullivan's (1953) theory of consensual validation. According to Sullivan, consensual validation develops out of an intimate friendship by permitting the individual to realize that he/she shares many similarities with another. This realization can make each partner feel valued simply because he/she is important to someone else. Therefore, those adolescents who

reported a closeness to their friend may be reflecting consensual validation whereas those adolescents who reported on a casual friendship had not yet developed this consensual validation.

The cross-sex relationship analysis showed that close friendships, exclusive dating relationships ("dating only this person", "living together", and "engaged"), and nonexclusive dating relationships ("dating this person and others") reported closer feelings than those adolescents in more casual cross-sex friendships. Sullivan's consensual validation concept is also supported by these data. Dating relationships and close friendships provide more opportunities for intimate exchange than a casual friendship, and the intimate exchange increases a feeling of importance to the other, resulting in a more intense feeling of closeness. The analysis of exclusive dating relationships provides further support for consensual validation. Adolescents in exclusive dating relationships indicated that they felt closer to each other than adolescents in close friendships or nonexclusive dating relationships. Exclusive dating relationships facilitate greater

opportunity for intimate exchange, and this relationship provides the most emotional closeness of all adolescent cross-sex relationships.

Relationship Length

Same-sex relationships were significantly longer in duration than cross-sex relationships among the 18-22 year olds. According to Sullivan (1953), adolescents must first develop and practice relationship skills with a same-sex peer before transferring these skills to a cross-sex partner. Cross-sex friendships embellish rather than replace same-sex friendships (Papalia & Olds, 1986; Steinberg, 1989;), which may explain why age differences were not found until grade 12 and college (17-22 year olds). College-age adolescents had longer duration same-sex relationships than adolescents in grades 8, 10, or 12 (13-18 year-olds). Same-sex friendships are maintained throughout adolescence and into early adulthood, whereas several cross-sex relationships have been experienced during this time period. As noted in previous studies (e.g., Parker & de Vries, 1993), same-sex relationships have longer durations than cross-sex relationships.

Longer durations for close relationships occurred in cross-sex relationships than for nonexclusive dating relationships. Cross-sex close friendships remain stable, whereas in a nonexclusive dating relationship, the partners make fewer commitments to one another, resulting in a relationship of shorter duration. Exclusive dating relationships were expected to be significantly longer in duration than close friendships, but this assumption was not supported. Perhaps adolescents have many exclusive dating relationships before adulthood, whereas a cross-sex close friendship, much like a same-sex close friendship, is more stable. Further, adolescents in cross-sex exclusive dating relationships may experience a more intense feeling of closeness although they are not in the relationship for a very long duration. These explanations also tend to support Sullivan's (1953) notion of adolescents "lusting" for members of the opposite sex.

Relationship Narratives

Narratives provide data on the qualitative aspects of a relationship. In this study the use of instrumental events versus the

use of expressive terms provides some insight into the affective qualities of the relationship.

Instrumental Terms

Age differences in the use of instrumental events (e.g. sharing of activities, talking on the phone) were present for same-sex relationships. Older adolescents (17-22 year-olds) used significantly fewer instrumental terms than younger adolescents (13-16 year-olds). These findings support previous research (e.g., Bigelow, 1977; Berndt, Hawkins, & Hoyle, 1986; Buhrmester, 1990) showing that adolescent friendships evolve from instrumental events toward less instrumental, more intimate exchanges. Among males, this transition seems to take place between grade 12 and college (17-22 year-olds). In the present study, males in grades 8, 10 and 12 (13-18 year-olds) were significantly more instrumental in describing their same-sex friendships than college-aged (19-22 year-olds) males. Data from other studies (e.g., Bakken & Romig, 1992; Camarena, Sarigiani, & Petersen, 1990; Monsour, 1992) suggest that males view same-sex intimacy in terms of shared activities and experiences rather than self-disclosure or emotional

closeness. Although the students were instructed specifically to report on events that increased trust and emotional closeness within their relationship, the age differences remained. Females in grade 12 and college (17-22 year-olds) used significantly fewer instrumental terms than females in grade 8 or 10 (13-16 year-olds). Because of their relationship experiences from an early age, females view their relationships in more intimate and emotional terms at earlier ages than males (Paul & White, 1990). Further support for this gender difference can be found in the data of females in grades 10 and 12 (16-18 year olds) who used significantly fewer instrumental terms than males in grades 10 and 12 (16-18 year olds).

Age differences in the use of instrumental events (e.g. group oriented activities, talking on the phone, etc.) were found for cross-sex relationships as well. Males in grade 12 (17-18 year-olds) used significantly fewer instrumental terms than males in grades 8 or 10 (13-16 year-olds), and college-aged (19-22 year-olds) males used significantly fewer instrumental terms than males in grades 8, 10, or 12 (13-18 year-olds) to describe their cross-sex relationships.

According to earlier studies, (e.g., Sharabany et. al, 1981), cross-sex relationships become increasingly more important during late adolescence. Given these findings, it appears that, for males, the ability to describe their relationships with a cross-sex partner becomes less instrumental around grade 12 (ages 17-18), and this change in perception continues into the early college years. It has been argued (e.g. Steinberg, 1996) that males first experience emotional closeness in cross-sex relationships unlike females who have this experience in their same-sex relationships. Contrary to previous research (e.g., Maccoby, 1990; Lempers & Clarke-Lempers, 1993) which contended that males and females interact in different ways with opposite-sex partners, with males taking on more instrumental characteristics, gender was not a factor in the frequency of instrumental events reported. Duck and Wright (1993) found that females described their relationships in both instrumental and expressive terms, whereas males used primarily instrumental terms. Given this finding, there should be no gender differences in percentage of instrumental terms used, but percentage of expressive terms reported should differ.

Expressive Terms

The use of expressive terms differed according to age. College-aged (19-22 year-olds) students used significantly more expressive terms than students in grades 8, 10 and 12 (13-18 year-olds). This age pattern fits with the existing literature (e.g., Berndt, 1982; Furman & Burman, 1984; Hunter & Youniss, 1982) which suggests that self-reports of friendships increase in expressiveness and intimacy with age. One of the goals of the current study was to determine the age at which this change occurs. The data suggest that a significant increase in the use of expressive terms occurs between early college years (ages 18-22) and grades 8, 10, and 12 (ages 13-18). But a gradual increase in percent of expressive terms was found at each age level.

Females used significantly more expressive terms than males at all ages, suggesting that females have a greater capacity than males to experience and report expressive qualities of relationships from an early age through young adulthood. As reported in the literature (e.g. Paul & White, 1990; Fiebert & Wright, 1989; Tesch, 1983), females tend to define their relationships in both

instrumental and expressive terms, whereas males only use instrumental terms.

Overall, the narrative content analysis revealed age and gender differences. With an increase in age, adolescents describe their same-sex and cross-sex relationships in less instrumental, more expressive terms. Instrumental interactions, such as shared activities, continue to occur but, expressive facets of the relationship, such as self-disclosure and emotional closeness are being formed as well.

Contrary to expectations, no significant differences were found for relationship type (Same-sex vs. Cross-sex) and narrative content because the use of instrumental and expressive terms apply to both relationship types.

Relationship Status

As the relationship develops, whether it be same- or cross-sex, the content changes from a social focus to a more affective focus. However, as noted in the data analysis, both age and gender were more important determinants of relationship content than status. The absence of content differences in the relationship

status is baffling. One would expect casual friendships to differ from close same-sex friendships in content just as one would expect non-dating cross-sex relationships to differ from exclusive dating cross-sex relationships. However, no significant differences were found in the use of instrumental or expressive terms. Apparently the affective tone associated with the relationship is more important than the content. The analyses of the closeness index of the Relationship Closeness Inventory showed that adolescents in close same-and cross-sex relationships felt more involved, more intimate, and more effectively connected to the other than those adolescents in more casual relationships. The more exclusive the relationship, the greater the felt affectivity.

Relationship Origin- Initial Meeting

Most adolescents in grades 8, 10, and 12 (13-18 year olds) reported meeting both same-sex and cross-sex friends at school. This finding supports Papalia and Olds (1986) who noted that school is the major socialization medium for adolescents in grades 8-12. The major portion of an adolescent's day is at school, which enables him/her to seek out others with similar interests. College-aged

(19-22 year-olds) adolescents reported that they met their same-sex friend through another person or at work significantly more frequently than 13-18 year olds. Older adolescents are more mobile and more likely to be working part or full time which gives them more exposure to others in the workplace. Finally, more adolescents in grade 8 (13-14 year olds) reported meeting their cross-sex friend at a group activity significantly more frequently than adolescents in grade 12 or college (17-22 year-olds). This age pattern supports Dunphy's (1963) and Sasse's (1997) contention that adolescents initially meet at group activities, eventually pairing and forming a cross-sex dyad. The data in the present study indicate that this dyad formation occurs around grade 10 (15-16 year of age).

Attachment Style

Securely attached adolescents in same-sex relationships viewed their relationships as closer than those with an avoidant attachment or anxious/ambivalent style. The attachment literature (e.g., Bartholomew & Horowitz, 1991; Feeny, Noller, & Patty, 1993) has reported that securely attached adolescents have closer, more intense relationships which are characterized by higher levels of

self-disclosure than adolescents with an avoidant or anxious/ambivalent attachment style. Securely attached adolescents are more comfortable with their same-sex relationships, as reflected in their reported closeness level. Consistent with Mikulincer & Nachshon (1991), avoidant and anxious/ambivalent attached adolescents reported lower same-sex closeness, suggesting a desire to maintain distance from others.

Attachment style did not differ significantly among cross-sex relationships. This paper has discovered that adolescents take what they acquire in their same-sex relationships and transfer these skills to their cross-sex relationships, usually around 17-22 years of age. Younger adolescents (13-16 year old) may be reporting their cross-sex relationships as less close, regardless of attachment style, resulting in nonsignificant findings.

Timeline and Involvement Level

Age differences were found for the perception of involvement level. These age differences appear to compliment the findings from the relationship narratives discussed earlier.

<u>Same-sex relationships.</u> Among males, college-aged (19-22 year olds) adolescents assigned a higher involvement rating to their same-sex relationships than adolescents in grades 8, 10, or 12 (13-18 year-olds). Other studies (e.g., Bigelow, 1977; Berndt et. al, 1986; Buhrmester, 1990), have suggested that males view same-sex relationships in more instrumental terms until the early college years at which time they become more expressive . One explanation for the age change is that males first experience emotional closeness in cross-sex relationships. College-age females (19-22 year-olds) reported higher involvement levels than those in grades 8 and 10 (13-16 year-olds), but not grade 12 (17-18 year-olds). This age difference is also consistent with earlier findings, as well as other studies (e.g., Paul & White, 1990; Sharabany et. al, 1981), in which it has been shown that females view their same-sex relationships in more intimate and emotional terms at earlier ages than males. Perceived involvement level in adolescent same-sex relationships closely parallels the context which they view that relationship. As instrumental reports of the adolescent same-sex relationship become more expressive with an increase in age,

perceived involvement level within that particular relationship tends to increase. This pattern shows that relationship content and involvement or intimacy are closely related. The change in involvement level in the present study occurred earlier for females (17-18 years of age) than for males (19-22 years of age).

Cross-sex relationships. The pattern for cross-sex involvement for males is very similar to that for same-sex relationships. College-aged adolescents (19-22 year-olds) gave higher involvement ratings to their cross-sex relationships than adolescents in grades 8, 10, or 12 (13-18 year-olds). The involvement difference between college-aged adolescents (19-22 year-olds) and those in grades 10 and 12 (15-16 year-olds) was not as large as that for grade 8 (13-14 year-olds), indicating a gradual increase in reported involvement level with age. The data in this study, as well as that from other studies (e.g., Furman & Buhrmester, 1992), suggest a linear increase with age in cross-sex closeness and intimacy. Cross-sex involvement level for females is similar to that for same-sex involvement level. Adolescents in grade 12 and college (17-22 year-olds) saw their relationships as more involved

than those in grade 8 (13-14 year-olds). These findings support Furman and Buhrmester (1992), who suggested a linear increase of cross-sex closeness and intimacy, as well as Sharabany et. al (1981), who reported that females acquire a capacity for intimacy at a younger age than males. This capacity for intimacy takes place at 15-16 years of age for females and 17-22 years of age for males, according to the data in the present study.

The data presented in this study suggest that adolescents report an increase in involvement level in their cross-sex relationships at an earlier age than for their same-sex relationships. This relationship pattern contradicts findings previously reported in this study, as well as other studies (e.g., Lempers & Clark-Lempers, 1993; Lewis, 1993), which showed that adolescents must first practice and master social skills within a same-sex relationship before applying these skills to a cross-sex relationship. However, perceptions of involvement in a relationship may not accurately reflect the true relationship. When asked to discuss or rate specific facets of their relationships (i.e. narratives, RCI), adolescents in the present study consistently reported their

same-sex relationships to be closer and more important than cross-sex relationships until the early college years (ages 19-22). The age discrepancy may fit Sullivan's (1953) contention that younger adolescents begin to "lust" for those of the opposite sex, which may distort their perception of the involvement with the other.

Events Associated with an Increase in Involvement Level

Participants identified major events in the sequential order in which they occurred during the development of the relationship. Events that raised relationship involvement level one Standard Deviation or more were examined.

First Major Event

Same-sex relationships. More adolescents in grade 8 (13-14 year-olds) reported an increase in shared activities as raising involvement level one Standard Deviation or more. The increase in shared activities tends to support earlier findings that younger adolescents (13-16 year-olds) used more instrumental terms (i.e. shared activities) when constructing a narrative on their same-sex relationship. This finding also supports previous research (e.g. Buhrmester, 1990) suggesting that younger adolescents have less

intimate, more instrumental friendships than older adolescents (18-22 year olds), and that for younger adolescents, shared activities are a major finding of same-sex friendships. More females in this study reported that an increase in self-disclosure and emotional closeness increased involvement level. The narrative data revealed that females used less instrumental terms in their narratives than males. Consistent with the findings of Paul and White (1990) and Sharabany et. al (1981), females view their same-sex relationships as more intimate than males. More 19-22 year olds and more females indicated that helping another friend with a personal problem increased involvement level. This pattern is very similar to the report of emotional closeness and self-disclosure. Helping another with a personal problem presumes a higher level of intimacy, which older adolescents and females tend to possess. More adolescents in grades 10 and 12 (15-18 year olds) indicated that resolving an argument increased involvement level. Other research (e.g. Laursen, 1993) found that adolescents in romantic relationships felt closer after an argument. The focus of this study was not on adolescent relationship conflict. However, it may be

possible that when this age group (15-18 year-olds) experiences conflict within their same-sex relationship, they develop strategies to resolve it, therefore strengthening the relationship. Whereas younger adolescents (13-14 year-olds) may simply dissolve the friendship and older adolescents (19-22 year-olds) may already have conflict avoidance strategies within their repertoire. More females reported that a reunion and commitment to the relationship after an argument increased involvement level, which fits the notion that females value the intimate aspects of a relationship more than males.

Cross-sex relationships. More adolescents in grades 8-12 (13-18 year-olds) reported that an increase in shared activities raised relationship involvement one Standard Deviation or more. Conversely, more college-aged (19-22 year-olds) adolescents and females indicated that an increase in self-disclosure and emotional closeness was a major event that increased involvement level. This pattern is much like that found in the relationship narratives. College-aged males (19-22 year-olds) and females used fewer expressive terms when describing a cross-sex relationship, whereas

adolescents in grades 8-12 (13-18 year olds) used more instrumental terms. This pattern supports previous findings (e.g., Sharabany et. al, 1981; Duch & Wright, 1993) that adolescents perceive their cross-sex relationships as becoming more emotionally close around grade 12 (17-18 years of age) and into college (19-22 years of age). Consistent with the literature (e.g., Paul & Wright, 1990; Fiebert & Wright, 1989), females have a greater capacity for intimacy than males, and consequently reported that events pertaining to intimacy (e.g., self-disclosure and emotional closeness) served to raise their relationship involvement level. Age was a significant factor for the onset of exclusive dating. More college-aged students (19-22 year-olds) reported that this event increased involvement level, showing that exclusive dating relationships reflect extreme closeness. The age difference is also consistent with Dunphy's (1963) contention that once adolescents possess the ability to transfer skills from their same-sex relationships, they eventually break away from others and form a dyad which facilitates dating.

Second Major Event

Same-Sex Relationships. Age again was a significant factor for an increase in shared activities. More adolescents in grades 8-12 (13-18 year-olds) reported increased involvement levels when engaged in shared activities. Conversely, more college-aged adolescents (19-22 year-olds), as well as females, reported that an increase in self-disclosure and emotional closeness increased involvement level. While this pattern is similar to the first major event, somewhat older adolescents (15-18 year-olds) are now reporting self-disclosure and emotional closeness as a significant event. Apparently as 15-18 year-olds acquire the ability to view their same-sex friendships in more expressive, intimate terms, they continue to view them in instrumental terms. Consistent with expectations, females are more expressive and intimate than males.

Cross-sex relationships. Age and gender differences were present for frequency of adolescents reporting an increase in shared activities as increasing involvement level. More adolescents in grades 8, 10, and 12 (13-18 year olds) reported this event. This pattern is consistent with that found for the first major event. More

females than males reported that an increase in shared activities raised involvement level. While initially this seems inconsistent with previous findings, the literature (e.g., Duck & Wright, 1993; Wright & Scalon, 1991) suggests that females tend to be both expressive and instrumental in their relationships. But females may simply be revealing their instrumental characteristics. Finally, more adolescents in grade 12 (17-18 year-olds) reported an increase in self disclosure and emotional closeness as an event that raised involvement level. These same adolescents were also reporting an increase in shared activities. This finding is consistent with the narratives for which 17-18 year olds used significantly fewer instrumental terms than 13-16 year olds but more than 19-22 year-olds. As earlier literature suggests (e.g., Sharabany et. al, 1981), grade 12 is a time of transition from an instrumental relationship to an intimate, emotional relationship.

Limitations

Writing ability is a major limitation of the present study. College students probably can express ideas in writing more clearly and fluently than younger adolescents. One can therefore argue that

the narrative results can be attributed to the superior writing ability of the older adolescents rather than a developmental pattern. To address this limitation, the percent of instrumental or expressive terms used in the narrative content was analyzed rather than the number of terms mentioned. By analyzing for percent of terms used, differences in writing ability should be reduced. Because a younger adolescent could write a significantly shorter narrative than an older adolescent and still use the same percent of instrumental or expressive terms, the importance of writing ability was minimized.

Another limitation involves the use of the timeline/involvement level measure. A measure of this type has not previously been used with adolescents. The measures in the present study were given to groups of 10 to 30 adolescents, making monitoring more difficult. Many of the timelines contained incomplete or inadequate information, which made accurate scoring difficult. Because most of the RCIs and narratives were complete, it appears that at least some adolescents had difficulty understanding the task or became fatigued. For future studies, the timeline

measure should be given to groups of three to five adolescents in order to provide more assistance. This procedure will ensure greater reliability in the data.

Conclusions

Overall, the existing literature on adolescent friendship development was supported by the data in this study. Age and gender differences do exist in adolescent friendships. Older adolescents reported their friendships to be closer, more involved, and more intimate than younger adolescents. Female friendships experienced the transition at earlier ages than males. Same-sex friendships were reported to be more important then cross-sex friendships until later adolescence (19-22 years of age). Relationship status plays a limited role in the adolescent friendship, with more exclusive relationships being more affective.

Clear patterns of friendship development emerged in the study. One can predict the developmental stage of a friendship (e.g., amount of closeness, depth of instrumental/expressiveness in which it is viewed, and intensity of perceived involvement) by examining the age and gender of the participants, as well as the relationship type

(same- or cross-sex). The data also contributes to our knowledge about romantic relationships. Cross-sex relationships do not develop emotionally until one's same-sex relationships have attained a necessary level of involvement and closeness. When examining the difficulties some adolescents experience in their romantic relationships, it may be useful to examine the participant's same-sex relationships. The present research suggests that adolescents who experience difficulty with romantic relationships have never developed a close, involved same-sex friendship.

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Appendix A

An Example of Huston's (1994) Graphing Procedure.
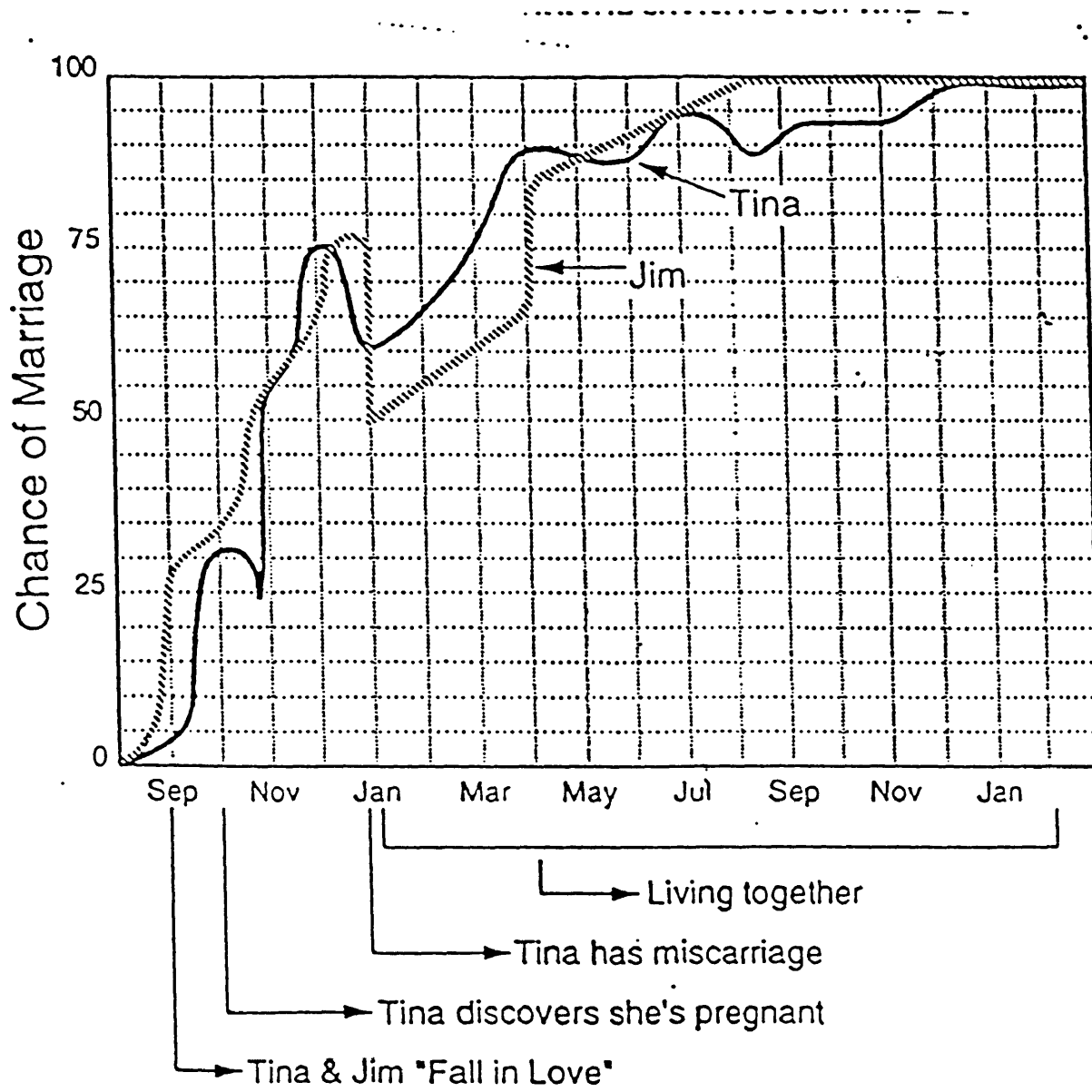
Appendix B

An Example of Levinger's et al. (1980) Graphing Procedure.
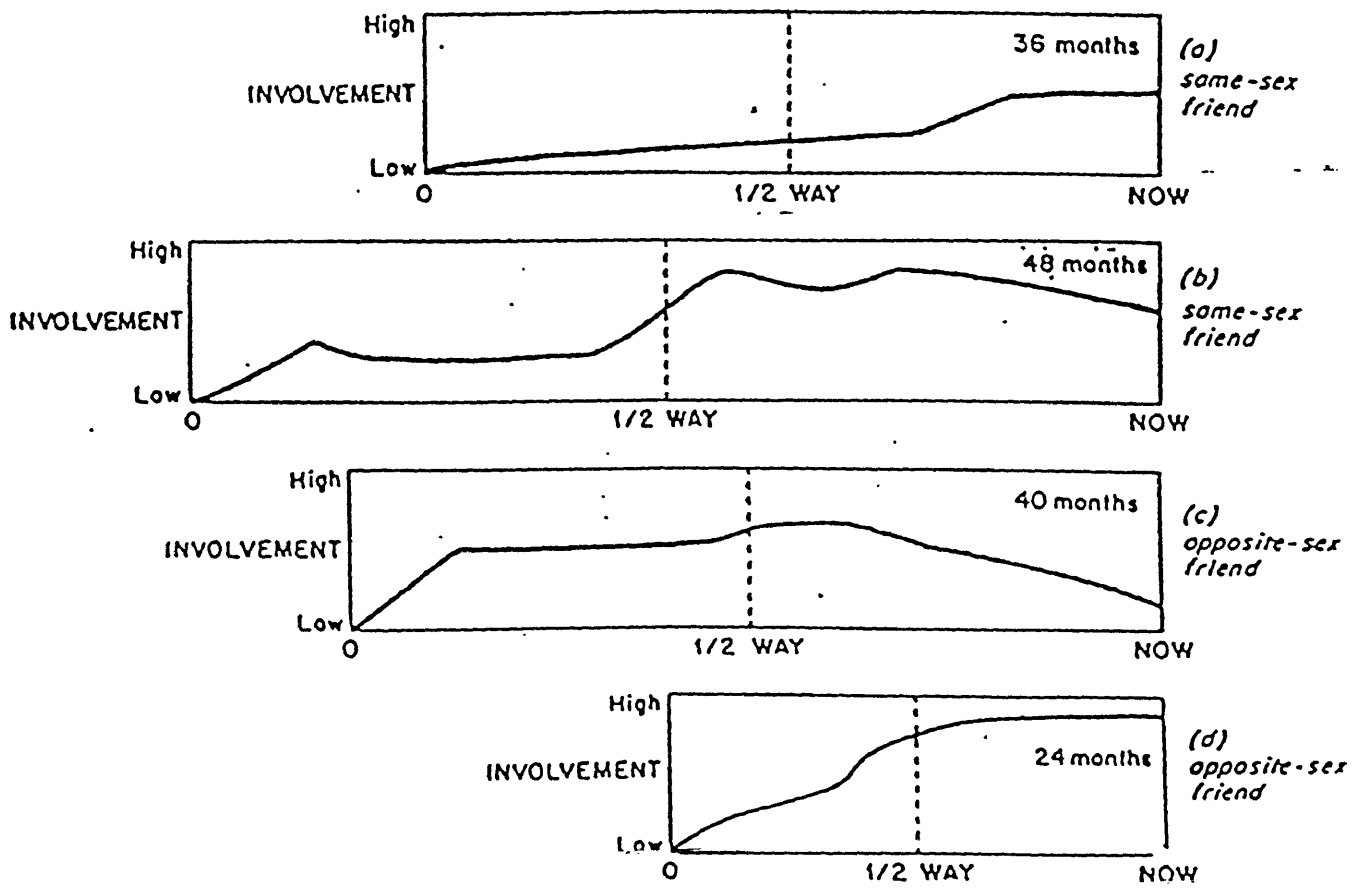
(a) same-sex friend — 36 months

(b) same-sex friend — 48 months

(c) opposite-sex friend — 40 months

(d) opposite-sex friend — 24 months

University of Nebraska

Nebraska's Health Science Center

Institutional Review Board
For the Protection of
Human Subjects

April 19, 1996

Jay Ringle
Joseph LaVoie, PhD
Psychology
UNO - 0274

IRB #: 268-95

TITLE OF APPLICATION/PROTOCOL: The Development of Friendship in Preadolescence and Adolescence

DATE OF EXPEDITED REVIEW   04/18/96

VALID UNTIL   04/18/97

The Institutional Review Board for the Protection of Human Subjects has completed its review of the Application for Continuing Review of your research project and has expressed it as their opinion that you have provided adequate safeguards for the rights and welfare of the subjects involved in this study and are in compliance with DHHS Regulations for the Protection of Human Subjects (45 CFR 46). This letter constitutes official notification of the continuance of approval of your research project by the IRB. You are therefore authorized to continue this study accordingly.

We wish to remind you that, under the provisions of the General Assurance from the University of Nebraska to DHHS on the protection of human subjects, the principal investigator is directly responsible for keeping this Board informed of any changes involved in the procedures or methodology in the protocol and for immediately reporting to the Board any unanticipated problems involving risks to the subjects or others. This project is subject to periodic review and surveillance by the IRB and, as part of their surveillance, the IRB may request periodic reports of progress and results. For projects which continue beyond one year from the starting date, it is also the responsibility of the principal investigator to initiate a request to the IRB for Continuing Review of the research project each year the project is in effect.

Sincerely,

Ernest D. Prentice, PhD
Vice Chair, IRB

EDP:jlg

RELATIONSHIP (...   INVENTORY
REVISED (Form B)

We are currently investigating the nature of interpersonal relationships. As part of this study, we would like you to answer the following questions about your relationship with another person. Specifically, we would like you to choose the one person with whom you have the closest, deepest, most involved, and most intimate relationship, and answer the following questions with regard to this particular person. For some of you, this person may be someone that you are dating or someone with whom you have a romantic relationship. For others, this person maybe a close personal friend, family member, or companion. It makes no difference exactly who this person is as long as he or she is the one person with whom you have the closest, deepest, most involved, and most intimate relationship. Please select this person very carefully since this decision will affect the rest of this questionnaire.

With this person in mind, please respond to the following questions:

1. Who is this person? (initial of first name only): _____
   a. What is this person's age? _____ What is your age?_____
   b. What is the person's sex? _____ What is your sex? _____

2. Which one of the following best describes your relationship to this person?
   (Check only one)
   Friend:
   _____ close-friend (Non-romantic) _____ casual friend
   Family:
   _____ parent _____ sister/brother_____aunt/uncle
   _____ cousin
   Romantic:
   _____ married _____ engaged _____ living together
   _____dating: only this person _____dating: this person and others
   Other:
   _____ (please specify_____)

3. How long have you known this person/ Please indicate the number of years and/or months (for example, __3__years and _8__months)
   _____years _____ months

We would like you to estimate the amount of time you typically spend alone with this person (referred to below as "X") during the day. We would like you to make these estimates by breaking the day into morning, afteroon, and evening. Think about a typical week and write in the average amount of time, per day that you would spend alone with X, no one else around, during each time period. If you would not spend any time with X in a time period write _0_hour(s) _0_minutes.

5. DURING A TYPICAL WEEK, what is the average amount of time, per day, that you spent alone with X in the MORNING (e.g.: between the time you wake and 12 noon)
_____ hour(s) _____minutes

6. DURING A TYPICAL WEEK, what is the average amount of time, per day, that you spent alone with X in the AFTERNOON (e.g.: between 12 noon and 6 pm)
_____ hour(s) _____minutes

7. DURING A TYPICAL WEEK, what is the average amount of time, per day, that you spent alone with X in the EVENING (e.g.: between 6 pm and your bedtime)
_____ hour(s) _____minutes

The following is a list of different activities that people may do over the course of a week. For each of the activities listed please chek all if those that you have engaged in alone with X in a typical week. Check only those done alone with X, not done with X and others.

In a typical week, I will do the following activities alone with X: (Check all that apply)
_____laundry
_____prepared a meal
_____watched TV
_____went to an auction/antique show
_____attended a non-class lecture or presentation
_____went out to eat
_____went to the grocery store
_____went for a walk/drive
_____discussed things of a personal nature
_____went to a museum/art show
_____planned a party /social event
_____attended class
_____went on a trip (e.g.: vacation/weekend)
_____cleaned house/apartment /room
_____went to church/religious function
_____worked on homework
_____went to a clothing store
_____talked on the phone
_____went to a movie
_____ate a meal
_____participated in a sporting event outdoor recreation
_____went to a play
_____visited family
_____visited friends
_____went to a department, book, hardware store
_____played cards/board game
_____attended a sporting event
_____exercised

_____went to the zoo, picnic, beach, some kind of outing
_____went to a concert
_____went dancing
_____went to a party
_____played music/sang

Please list any other activities or behaviors that you and the person you have chosen engage in during a typical week:

_____

_____

The following questions concern the amount of influence X has on your thoughts, feelings, and behavior. Using the 7-point scale below, please indicate the extent to which you agree or disagree by writing the appropriate number in the space corresponding to each item.

1	2	3	4	5	6	7
I strongly disagree						I strongly agree

1. _____X does not influence everyday things in my life.
2. _____Xinfluences important things in my life.
3. _____X influences parties and other social functions that I attend.
4. _____X influences the extent to which I accept responsibilities in our relationship.
5. _____X does not influence how much time I spend cleaning (e.g.: room, apartment).
6. _____Xdoes not influence how I spend my money..
7. _____X influences the way I feel about myself.
8. _____X does not influence my moods.
9. _____X influences the basic values that I hold.
10. _____X does not influence the opinions that I have of other important people in my life.
11. _____X does not influence when I see or the amount of time I spend with my family.
12. _____X influences when I see and the amount of time I spend with my friends.
13. _____X does not influence which of my friends I see.
14. _____X does not influence my career choice.
15. _____X influences or will influence how much time I devote to my career.
16. _____X does not influence my chances of getting a good job in the future.
17. _____X influences the way I feel about the future.
18. _____X does not have the capacity to influence how I act in various

_ situations.

19._____X influences and contributes to my overall happiness.
20._____X influences how I spend my free time.
21._____X influences when I see X and the amount of time the two of us
spend together.
22._____X does not influence the way I dress.
23._____X influences how I decorate my room (e.g.; apartment, house
etc.).
24._____X does not influence how I live.
25._____X influences what I watch on TV.

Now we would like you to tell us how much X affects your future plans and goals. Using the 7-point scale below, please indicate the degree to which your futre plans and goals are effected by X by writing the appropriate number in the space corresponding to each item. If an area does not apply to you (e.g.; you have no plans in that area), write the number 1.

1	2	3	4	5	6	7
not at all					a great deal	

1._____ my vacation plans
2._____ my future marriage plans
3._____ my plans to have children
4._____ my plans to buy a car
5._____ my plans to join a club, social organization, church etc.
6._____ my short term school related plans
7._____ my plans for achieving financial security in the future
8._____ my plans to go out of state to college
9._____ my plans regarding my future
10._____ my plans regarding what kind of career I will pursue
11._____ my plans regarding whether I work or go to school
12._____ my plans regarding where I want to live in the future

Thank you very much for participating. Please go back and make sure that you have answered all of the questions.

Scoring Criteria for Relationship Closeness
Inventory Scales

Scale score	Frequency (No. of min)	Diversity (No. of activity domains)	Strength (strength total)
1	0–12	0	34–53
2	13–48	1	54–73
3	49–108	2–3	74–93
4	109–192	4–6	94–113
5	193–300	7–9	114–133
6	301–432	10–13	134–153
7	433–588	14–18	154–173
8	589–768	19–24	174–193
9	769–972	25–30	194–213
10	973–1200	31–38	214–238

Appendix E

<u>Narrative Instructions.</u>

DO YOU FEEL THAT THIS FRIENDSHIP IS ONE WHICH

WILL LAST FOR SEVERAL YEARS?

(Circle One):   YES   NO

Please think of your **same-sex** friend.   Please write a short narrative below about your friendship.   Please try to include these things in your narrative:

a)   How did you and your friend first meet?   What sorts of things did you two do at first?   **b)**   When or how did you first know that you could place trust in this friend?   **c)**   When did you first share personal information with this friend? How did you know that your friend would keep this information confidential?   Please try to recall <u>specific events</u>.   **d)**   When did you first experience a feeling of emotional closeness to you friend?   Exactly what happened that made you feel this emotional closeness?   **e)**   Can you list some other major events that have occurred during your friendship?
f)   List some of the fights or conflicts that you and your friend have had.   How did you resolve these conflicts?

<u>NOTE:</u>   We realize that everybody's friendships are different.   We are not interested in how your friendship is like others, but in how it might be different or special.

BEGIN WRITING HERE: (USE THE BACK IF YOU NEED TO)

Appendix F

Overall Percent Assignment of Instrumental and Expressive Terms for Each Rater.

	Instumental	Expressive
Rater 1	64.96	35.04
Rater 2	61.69	38.31
Rater 3	64.30	35.70
Rater 4	64.77	35.23
Rater 5	63.08	36.92
Rater 6	65.10	34.90

Appendix G

The Adult Attachment Type (AAT).

Please read each of the following descriptive paragraphs, and decide which paragraph best describes your feeling. If paragraph "A" best describes your feelings, circle A; if paragraph "B" best describes your feelings, circle B; if paragraph "C" best describes your feelings, circle C.

A.   I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often special others want me to be more intimate than I feel comfortable being.

B.   I find it relatively easy to get close to others and I am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me.

C.   I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to merge completely with another person, and this desire sometimes scares people away.

Appendix H

Timeline/Involvement Level Instructions.

Please think of the paragraphs that you wrote concerning your **cross -sex** friend. On the timeline, please place when these events (the events from letters a-f) occurred. Be sure to indicate when you first felt that you could trust this friend, when you first felt comfortable enough to tell this friend personal information about yourself, when you first felt emotionally close to this friend, and also the conflicts or fights that you have had.

To do this, put a slash on the timeline and put how long it had been since you met this person when these events took place (example: We met at school; 1st day, He/she asked me over to his/her house after school; 3 weeks). Next, put an "X" above each slash indicating your involvement level with this person (please see the definitions of involvement given to you).

P.S. YOUR INVOLVEMENT LEVEL WITH THIS PERSON IS ALLOWED TO GO UP   AND DOWN OVER TIME

IF YOU HAVE <u>ANY</u> QUESTIONS OR DO NOT UNDERSTAND SOMETHING
<u>PLEASE ASK</u> !!

Appendix I

Involvement Level Definitions.

INVOLVEMENT LEVEL DEFINITIONS

LOW INVOLVEMENT
You are mere acquaintances; you only talk about superficial things whenever you see each other (i.e. the weather, the game last night, you favorite band).

MODERATE-LOW INVOLVEMENT
This person is a better friend than just an acquaintance; you may plan to do some activities together (i.e. going to a football game, going shopping together). While you enjoy this person's company, the conversation centers around what is going on in the here and now, you don't feel comfortable sharing any private information about yourself with this person.

MODERATE-INVOLVEMENT
You have become good friends. You can tell this person some private things (i.e. embarrassing things from your past, who you want to date) but you still do not feel comfortable sharing some of your more private secrets.

MODERATE-HIGH INVOLVEMENT
You feel that this person is becoming a very good friend; you feel somewhat emotionally close to this person; you can tell this person increasingly private things (i.e. your fears and dreams about the future, your fantasies and craziest ambitions), you have a lot of trust in this person.

HIGH INVOLVEMENT
This person has become one of your very best friends; your relationship is very emotionally close; you can tell this person everything (i.e. your deepest fears and wildest ambitions, things about yourself that few, if any, people know); you spend most of your free time with this person.

DO YOU FEEL THAT THIS FRIENDSHIP IS ONE WHICH
WILL LAST FOR SEVERAL YEARS?

(Circle One): (YES)   NO

WHO HAS THE MOST INFLUENCE? (WHO MAKES THE MOST DECISIONS ABOUT WHAT YOU DO?)

(Circle One)

My friend makes all them   My friend makes most of them   It's about equal.   (I make most of them)   I make all of them

Please think of your <u>same-sex</u> friend. Please write a short narrative below about your friendship. Please try to include these things in your narrative:

a) How did you and your friend first meet? What sorts of things did you two do at first? b) When or how did you first know that you could place trust in this friend? c) When did you first share personal information with this friend? How did you know that your friend would keep this information confidential? Please try to recall <u>specific events</u>. d) When did you first experience a feeling of emotional closeness to you friend? Exactly what happened that made you feel this emotional closeness? e) Can you list some other major events that have occurred during your friendship?
f) List some of the fights or conflicts that you and your friend have had. How did you resolve these conflicts?

<u>NOTE:</u> We realize that everybody's friendships are different. We are not interested in how your friendship is like others, but in how it might be different or special.

BEGIN WRITING HERE: (USE THE BACK IF YOU NEED TO)

I met my friend when I was in the seventh grade. It was the first time I really was with many different people. He and I were in the same Health class. I knew him a little from playing basketball. We started talking and spending time and I found he was a lot like myself. The teacher split us up because we talked so much.

...in basketball season course we were on different teams but that didn't hurt our relationship. We still played together on other occations. Now days, we do everything together. Whenever I might be going somewhere he comes along. We tr...

X 19.5

X 13

X 9

X 6

X 4.5

X 5

X 1.5

TIME

- Present day. Spend most of time w/him

- 8th grade. Classes together

- Summer. Do everything together (7 month)

- B.ball season (6 month)

- Split up because we talked a lot (5th month)

- A lot like myself. Spend time (2 month)

- Same class, talked occasionally. Knew him from B ball (1st month)

- The time we met (1st Day) Didn't know many people

INVOLVEMENT LEVEL

High

Medium High

Medium

Medium Low

Low