ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

THE RELATIONSHIP BETWEEN INTIMACY AND MEDIATED

COMMUNICATION AMONG ADOLESCENTS AT TAYTAY FIRST CHURCH OF

THE NAZARENE IN RIZAL, PHILIPPINES

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In Partial Fulfillment of the Requirements for the Degree

Masters of Arts in Christian Communication

BY

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

WE HEREBY APPROVE THE THESIS

SUBMITTED BY

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AS PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE

MASTER OF ARTS IN CHRISTIAN COMMUNICATION

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ABSTRACT

This thesis investigated the relationship between computer-mediated communication (CMC) and perceived level of intimacy (PLI) of adolescents of Taytay First Church of the Nazarene (TFCN), Taytay, Rizal Philippines. The researcher used a survey questionnaire adopted from Natalie Pennington's "Building and Maintaining Relationships in the Digital Age: Using Social Penetration Theory to Explore Communication through Social Networking Sites" (Pennington, 2015). Spearman's Correlation Coefficient was utilized to examine the relationship between the TFCN adolescents' age, gender and PLI; perceived type of relationship and PLI; depth and breadth of communication and PLI; and the use of other communication forms and PLI.

The purpose of this study was to examine the perceived levels of intimacy in CMC among adolescents in Taytay, Rizal, First Church of the Nazarene, Philippines. The study was quantitative in approach. The researcher conducted a survey for measuring the PLI between 60 respondents and their CMC friends. This research asked the respondents to choose a CMC friend (person with whom they communicate on a daily basis using CMC) and investigated the respondents' PLI via CMC.

Summarizing the research findings, respondents' PLI had no correlation with the respondents' age, depth of communication, or breadth of communication. Meanwhile, the respondents' PLI correlated with the respondents' gender, respondents' perceived type of relationship, and the use of CMC and other forms of communication.

Based on the findings, the thesis suggested that TFCN should consider CMC as a platform for adolescents to express themselves and at the same time continue to
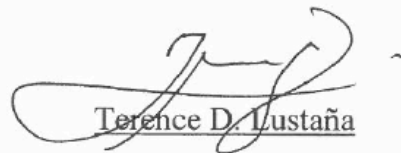
encourage face-to-face meetings and interactions such as cell groups, Bible study groups,

and accountability partners.

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DECLARATION

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Terence D. Lustaña   April 28, 2018

DEDICATION

This thesis is dedicated to churches who may find this research relevant to their youth ministry.

This thesis is dedicated to thesis writers who feels like giving up; to those who find this journey difficult and painful. Do not give up! You are and will never be alone in this journey! God will be with you even in the most stressful and isolating moments of your thesis writing.

This thesis is dedicated to the glory of our God.

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THE PROBLEM AND ITS BACKGROUND

Background of the Problem

Technology is everywhere. Whether it is hiking in the mountains, eating out with friends, or on a school campus, communication through it is everywhere. Even in situations when one wants to unplug and enjoy nature, it can often be difficult to resist the temptation to capture the experience virtually and share it on social media. However, can technology replace in-person experience when it comes to making connections? It has become a rare occurrence to see a group going out for dinner and none of them whip out their phone or camera. Even a church hosting a meeting about how to connect with its community is often punctuated with participants attending to their tablets rather than each other.

We are in a world where almost everybody seems to use technology to communicate. We are in an age where information is one click away. We are at a point in time where we are "always on" and panic sets when we temporarily lose the ability to communicate; like, for example**,** when we lose Data connection on our mobile phones (Sterkenburg 2012, 1). It is a time where communicating with loved ones who are far away is made easier for many people**,** and sending a text message is done within just a few seconds. Not only is technology used as a medium, but it has also evolved into an avenue where people meet and develop relationships (Beebe, Beebe and Redmond 2011, 13). There has been a shift in the way people communicate; rather than face-to-face interaction, they prefer mediated communication (Keller 2013). "We'd rather e-mail than meet; we'd rather text than talk on the phone" (Keller 2013). But the level of intimacy

developed in computer-mediated communication devices is still a mystery. Computer-mediated communication, or CMC, is defined as any human communication that occurs through the use of two or more electronic devices (McQuail 2005). Although there are studies that argue the detrimental effects of CMC to interpersonal intimacy (e.g., Kraut 2009, Valkenburg and Peter 2009, Stoll 1995; Turkle 1996); the possibility is open for finding positive benefits to CMC.

A study by Almond Aguila shows that CMC produced virtual closeness and allowed dynamic relationships despite the distance CMC has helped long-distance parents maintain their relationship and intimacy with their family in the Philippines (Aguila 2006, 5). In addition to that, it seems that CMC has assisted the development and maintenance of intimacy in relationships. CMC has presented to people more opportunities to interact despite physical distance. (Aguila 2006, 11). It seems communication via the Internet has led to more social relationships by "freeing people from the constraints of geography or isolation brought on by stigma, illness, or schedule" (Aguila 2006, 12). According to Katz and Aspden (1997), and Rheingold (1993), the Internet allows people to join groups on the basis of common interests rather than convenience. According to Haythornthwaite and Wellman, the more relevant the relationship is, the more media connection the communicators share.

The present research seeks to examine the level of intimacy achieved by adolescents in Taytay First Church of the Nazarene, Rizal, Philippines via CMC. Taytay First Church of the Nazarene (TFCN) is the second largest Church of the Nazarene in the Philippines. TFCN is located in the Municipality of Taytay, Philippines, the third most populous municipality in the country with a population of 315,104 (Census of Population

2015). Taytay is known for its quality ready-made dresses and woodworks, earning the title "Garments and Woodworks Capital of the Philippines." TFCN has been serving the municipality of Taytay through its creative outreach programs since 1987. The Church strives to be relevant to its surrounding communities continues to develop. One of TFCN's fastest growing ministries is the teenager and youth ministry, which ranges between 150–250 in attendance during any given Sunday evening service.

Theoretical Framework

The theory of social penetration provides a framework for describing the development of interpersonal relationships. Social penetration theory (SPT) "refers to the reciprocal behaviors that occur among individuals in the development of an interpersonal relationship" (Altman and Taylor 1973, 79). These behaviors include exchange of information (e.g., attitudes, values, biographical-demographic and, personal data), exchange of expressions of positive and negative effect, and mutual activities (sports, dating, studying, etc.) (Altman and Taylor 1973, 79). SPT proposes that as relationships develop interpersonal communication moves from relatively shallow, non-intimate levels to deeper, more intimate ones (Griffin 2011, 26). The framework provides a guide for assessing and identifying the level of intimacy developed in CMC.

SOCIAL PENETRATION
THEORY
(ALTMAN AND TAYLOR 1973)

ORIENTATION
EXPLORATORY
AFFECTIVE
EXCHANGE

AFFECTIVE
EXCHANGE
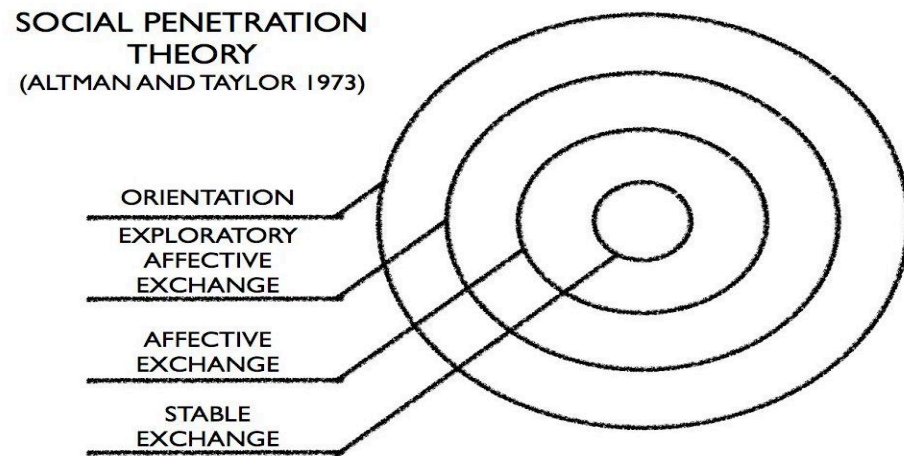
STABLE
EXCHANGE

Figure 1: Theoretical Framework

Altman and Taylor discuss four stages of relational development: 1) orientation 2) exploratory 3) affective and 4) stable stage. The orientation stage is where simple and small talk begins, where harmless clichés like "Yeah, me too" or "Good for you" are often used. At this stage, people tend to just follow the social norm of appropriateness and act a desirable behavior so that they can make a good first impression, and so they can get what they want. The exploratory affective stage is where individuals start to explore one another deeper. It is a process of revealing themselves and expressing their feelings towards moderate topics, such as the government, education, politics and personal problems. At this stage, people will not be comfortable enough to share some of their deeper and more intimate feelings. This can be regarded as a casual friendship. The affective stage is where intimacy, trust, and thus comfort with exchanging secrets develop. Individuals start to share secluded thoughts and expressions by this stage. Criticism, which is rare before, now starts to rise. Arguments become common. At the

stable exchange stage, there is an immediate connection of feelings. In other words, relationships are somewhat linked, knowing each other's feelings by just looking at simple signs (face expression, body language) of the other person. The relationship reaches a plateau in which personal things are shared and each can predict the emotional reactions of the other person (Altman and Taylor 1973, 73).

Conceptual Framework

The conceptual framework (Figure 2) for this research involves four elements: the participants (A and B), computer-mediated communication, depth of communication and levels of intimacy. Person A was the main participant from Taytay First Church of the Nazarene. "Person B" participants were chosen by "Person A" as a specific friend that they constantly interacted with through a medium. Computer-mediated communication was the medium of choice where Person A and B communicated. The final variable was the levels of intimacy. This research examined the level of intimacy of Person A and B, by testing the depth of communication provided in a data-gathering questionnaire.
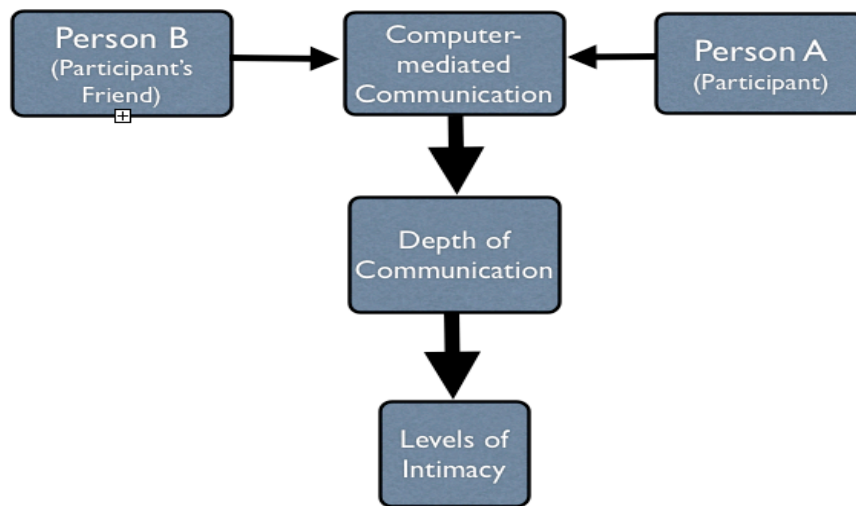
Figure 2: Conceptual Framework

Statement of the Problem

What are the perceived levels of intimacy achieved by computer-mediated communication (CMC) relationships of adolescents in Taytay First Church of the Nazarene, Taytay, Rizal Philippines? The following are the sub-problems of the study:

Sub-problems

1. What are the characteristics of the adolescents in Taytay First Church of the Nazarene in terms of the following?

    a. Age

    b. Gender

    c. Type of relationship

    d. Length of relationship

2. What is the correlation between age and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?

3. What is the correlation between gender and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?

4. What is the correlation between type of relationship and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?

5. What is the correlation between length of relationship and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?

6. What is the correlation between depth and breadth of communication and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines via computer-mediated communication (CMC)?

7. What is the correlation between the percent of CMC use versus other forms of communication and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines?

<div align="center">Null Hypotheses</div>

The following are the null hypotheses of the study:

1. There is no correlation between age and perceived level of interpersonal intimacy via CMC.

2. There is no correlation between gender and perceived level of interpersonal intimacy via CMC.

3. There is no correlation between the type of relationship and perceived level of interpersonal intimacy via CMC.

4. There is no correlation between length of relationship and perceived level of interpersonal intimacy via CMC.

5. There is no correlation between depth and breadth of communication and perceived level of interpersonal intimacy via CMC.

6. There is no correlation between the percent of CMC use versus other forms of communication and perceived level of interpersonal intimacy.

Significance of the Study

This research determines the level of intimacy in computer-mediated communication (CMC) achieved by teenagers in Taytay First Church of the Nazarene, Philippines. This thesis examines interactions through social media and accounts for possible additional variables, age, gender, type of relationship, and length of relationship that affect relational development and maintenance online as a result. By determining the level of intimacy in CMC, the church will be able to understand how the relationships of the teenagers develop in the virtual world. This research suggests a fresh understanding toward TFCN adolescents' engagement in CMC and a contextualized approach in discipling them.

In a broader sense, this study adds to the body of knowledge in the discipline of communication studies. Computer-mediated communication is a significant and important aspect of our lives and this study examines an important demographic,

adolescents, who are growing up with this technology, and investigates its impact on their interpersonal intimacy. This is a growing area of research in the discipline.

Assumptions

This research has the following assumptions: that Social Penetration Theory (SPT) assumes a known audience, which is to say, Person A is aware that Person B is the person they are sharing with in order to form a relationship. Second, this research assumes that as adolescents age, gender and perceived type of relationship affects adolescents' perception of intimacy via CMC. Third, that the respondents are honest and open in their responses; and finally, that this research is important and significant to understanding Filipino adolescents' engagement in CMC.

Scope and Delimitations

This research was limited to Filipino youth ages 13–19 years old. This research was only conducted with the young people of Taytay First Church of the Nazarene (TFCN), Taytay, Rizal Philippines. The researcher chose TFCN as it was the only Nazarene church in the Metro Manila district that had a sufficient number of teenagers, ranging from 60 to 300 attendees on any given Sunday. This research was limited to young people who used cellular phones, laptops, iPads, iPhones, tablets, Facebook accounts, Instagram, other trending social media applications and who did not have gadgets but had Facebook accounts.

This research utilized a self-reporting questionnaire (see Appendix A) from Natalie Pennington's, "Building and Maintaining Relationships in the Digital Age: Using Social Penetration Theory to Explore Communication through Social Networking Sites" (Pennington 2015, 104). The researcher gained the informed consent of the church,

parents and adolescent respondents. The questionnaire was answered by the adolescents of TFCN. There were 60 responses to the questionnaire. The researcher administered the questionnaire on October 21, 2017 during the church's youth service. The questionnaire was used to assess the level of intimacy of the respondents' relationship to one particular person.

Definition of Terms

Adolescents—teenagers ages 13–19 years old (Long and Chen 2007, 99).

Asynchronous Communication—is the "exchange of messages, such as among the hosts on a network or devices in a computer, by reading and responding as schedules permit rather than according to some clock that is synchronized for both the sender and receiver or in real time. It is usually used to describe communications in which data can be transmitted intermittently rather than in a steady stream" (Bellevue Linux Users Group 2005, np).

Computer-Mediated Communication (CMC)—communication that is given or received by a means other than face-to-face. This includes email, Facebook, texting, tweeting, phone calls, skype/video calls, blogs, instant messaging (such as WeChat or Facebook chat) TV, Radio/music, and Internet articles (Green 2012, 2).

Depth of Communication—is the range of areas in an individual's life being disclosed or the range of topics discussed. For instance, one segment could be family, a specific romantic relationship, or academic studies (Altman and Taylor 1973, 75).

Gender—is either male or female.

Length of Relationship—is the time the respondents have known the target person that they chose for this research.

Intimacy—from the Latin words *intimus* (innermost) and *intimare* (to make the innermost known); an act of disclosing oneself to another more personally (Altman and Taylor 1973, 76).

Self-disclosure—the process of telling another about one's intimate feelings, attitudes, and experiences. It has been described as progressing in a relatively systematic fashion, beginning with breadth of disclosure and moving toward greater depth of disclosure (Altman and Taylor 1973, 74).

Type of Relationship—either acquaintance, friends or romantic.

Summary

This chapter has described the background of the study, the theoretical framework, conceptual framework, the statement of the problem, assumptions, null hypothesis, and scope and delimitations. The next chapter will discuss the review of related literature and studies.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains how CMC can affect the development and maintenance of online adolescent relationships. This chapter also includes studies about interpersonal intimacy, the texting culture of the Philippines, and how this culture affects Filipino adolescents' relationships. Lastly, this chapter discusses further Social Penetration Theory (SPT) and computer-mediated communication (CMC).

Technology in the Philippines

Technology has changed the social features of our lives. It has altered the way we view the social dimensions of relationships and dictated new ways for people to relate with one another (Estuar 2003, 1). It has established social differences and is used to carry out various aspects of social life (Plant 2000). Moreover, newer forms of technology such as the Internet and the cellular phone have mediated the problem of the shift from an oral (face-to-face) culture to a "teleliterate" culture, one where communication is conducted through electronic, audio-visual and multimodal means (Mezrach 1999). With the availability of interactivity without the sense of immediacy, these technologies have paved the way for a horizontal shift in communication (Estuar 2003, 1). In the Philippines today, Internet penetration is up to 46% from 44% in 2015 (Castro 2016). It is, on one level, a mass medium, disseminating messages to multiple communicators and allowing immediate feedback (depending on internet speed). A computer is now a tool for interpersonal communication by providing interactivity through text messages which also includes the cellular phone since it is, after all, a small

computer and visual cues as web cameras for the Internet and video phones are becoming readily available and affordable (Aguila 2006, 7). Pernia (2004), from the University of the Philippines, also emphasizes the duality of the Internet as both a medium and a message. Internet communication presents varied opportunities for information exchange, including a wide range of possibilities for symbol creation (Pernia 2004, 106). At the same time, it leaves a visible trail of symbols and artifacts that can be examined and analyzed (therefore, it is a message) (Pernia 2004, 106).

The world has 3.42 billion internet users, 2.31 billion social media users, 3.79 and billion mobile users (We Are Social 2016). Next to Brazil, the Philippines tops the world for most time spent on the Internet through laptops or desktops. The Philippines social media penetration was up from 40% to 47% in the year 2016. The Philippines is number one in most time spent on social media. The millennial tops the world for time spent on social media, followed by the 13–19-year-olds and then the 30–39-year-olds (Castro 2016, np). The millennial are people born in between 1980's to early 2000's. The millennials are also referred to as "Echo Boomers due to major surge in birth rates in the 1980's and 1990's (Strauss and Howe 2000, np). According to the Pew Research Center, 78% of teens aged between 12 and 17 in America have mobile phones. Mobile phones have become a venue for building and maintaining relationship (Ito, Horst, Bittanti; and Boyd 2008, 1). Furthermore, Filipinos consume about 150 thousand terabytes of mobile data annually and an average Filipino spends 3.2 hours on mobile and 5.2 hours on desktop and tablet daily (On Device Research 2014). Research shows that the top activity that 47% of Filipinos do on their mobiles or computers is engaging social media (On

Device Research 2014). They are creating their own circle of community (Livingstone 2008, 4).

Filipino Culture and Texting

According to the late Josefina Lichauco, former Transportation and Communication secretary of the Philippines, "The Philippines is known as the texting capital of the world due to the large volume of Short Messaging System (SMS) traffic exchange in the country." Because of the highly social nature of the Philippine culture and the affordability of SMS, texting has quickly become a popular tool for Filipinos to keep in touch with their friends and loved ones. Texting combines the informality of speech with the reflectiveness of writing (Goggin 2006, 73). Text messaging has developed its own terminology, customs and social norms (Goggin 2006, 73). Teenagers and young upwardly mobile professionals have developed their own text language (Josefina 2001, 1). Like for example, to save space, one is allotted only to 164 characters per text, texters have developed their own abbreviation vocabulary to express themselves complete with "emoticons," a combination of symbols and punctuations, thus results to a texting language (Josefina 2001, 1). An entire text messaging dialect has arisen just for texting (Mina 2011, 1). Emotions are added by using the usual punctuation marks (e.g. a telling phrase that needs to be emphasized makes use of question mark, a phrase that needs to be emphasized makes use of an exclamation point). Others resort to emotion icons (emoticons) such as the smiley face for additional emotional meaning (Estuar 2003, 104).

Texting has made it easier for Filipinos to establish contact without the burden of space (one can text anywhere) and time (one can text anytime). "The Filipinos found a

sense of community that drives them to stay connected and texting or SMS allows them to do so" (Lichauco 2001, 1). From the young student to the busy professional, from the housewife to the policeman in the street, from the farmer to the soldier in a remote rural area, text messaging is the way to connect. Filipinos are known to be expressive people and texting is another platform for them to exemplify this (Lichauco 2001, 1). It is interesting to note how text messaging has given the Filipinos a medium to express themselves in a nonconfrontational way, which is a common Filipino trait (Lichauco 2001, 2).

Text messaging has captured a lot of people's attention, especially the teenagers. Text messaging has captured the interest of the youngest generation, and like the Television and the internet, it has established itself as part of the adolescent's everyday life as a teenager (Goggin 2006, 73). A large number of teenagers carry a cell phone or a smartphone wherever they go. Texting is an activity done in many places at any time of the day. An average Filipino adolescent sends a minimum of 100 text message a day (Snow 2010, 2). Texting has surpassed email, phone, and face-to-face conversation as the main communication vehicle for 12–17-year-olds (Snow 2010, 1). Text messages now outrank phone calls as the dominant form of communication among millennials (Howe 2015, 1). The absence of some social cues pushed companies to experiment with more visually-based texting apps (Howe 2015, 2). Facebook messenger (FM) in particular gives its user an opportunity to express a message with a certain emotion. FM is an instant messaging service and software application which proves text and voice communication, developed by Facebook, Inc. Some of Facebook messengers popular features are stickers, emoticons or emojis, gif and memes.

Why text? What certain opportunities does instant messaging provide? A large part of this generation's social and emotional development is occurring while on the Internet and on cell phones (O'Keeffe and Pearson 2011, 800). They feel as comfortable in online spaces as they do in offline ones (Palfrey and Glasser as cited in Haugen and Musser 2013, 39). Teenagers find it more comfortable to express their opinions via text messaging (Goggin 2006, 73). According to Abregana, Udarbe and Valbuena (2003), the mode of communication among the youth has shifted to computer-mediated technologies such as a Cellular phone. Cellular phones were found to be a tool used to maintain relationships (Abregana, Udarbe and Valbuena 2003). A research revealed that one of the explicit reasons why the Filipino youth like to text was, relationship maintenance (Estuar 2003, 114).

Computer-Mediated Communication

Mediated-communication is not new; people have been communicating without being face-to-face for centuries: sending letters and writing messages to others is an age-old human way of relating to others. And even before written communication was widespread, humans used media such as smoke signals or drum beats to communicate via long distance (Beebe, Beebe and Redmond 2011, 13). The use of mediated-communication was mainly to deliver a message, warning, awareness and information. However today, we do not just use mediated-communication to deliver simple information; we use it to make and keep friends, to self-disclose, to listen and respond to and confirm and support others, and to coordinate other interactions (Beebe, Beebe and Redmond 2011, 13). With the addition of computers to mediated communication, there are so many different ways of immediately connecting with someone, such as using

cellular phone, social networking applications (such as Facebook, Twitter and Snapchat etc.), text messages, e-mail, instant messaging, video messages on YouTube or hosts of other Internet-based ways of developing and maintaining interpersonal relationships (Beebe, Beebe and Redmond 2011, 13). Indeed, CMC has become ingrained in the Filipinos daily life especially in the lives of the younger generation (Cabrera and Orbe 1997; Coloma and Villa 1999; Pertierra 2007).

Since the creation of computer-mediated communication, teenager's way of communicating has developed. Social networking sites enable communication among ever-widening circles of contacts, and they invite convergence among the hitherto separate activities of email, messaging, website creation, diaries, photo albums, and music/video uploading and downloading. Computer-mediated communication has affected the perspective of its users towards themselves. To some extent, these features are the avenue for users to express themselves in a way they would prefer (Lin and Lu 2000 and Cheung, Chiu and Lee 2010).

Social media has provided new opportunities for self-expression, sociability, community engagement, creativity and new literacies (Livingstone 2008, 4). We use CMC to share information that ranges from the dramatic to the routine (Beebe, Beebe and Redmond 2011, 13). But as the engagement with CMC grow, people have become less aware of what they share or communicate. It seems like high-speed internet has influenced many to be impulsive responders. The interest is not in the message per se, but getting the messages across (Beebe, Beebe and Redmond 2011, 13). There is less interest in what is meant and more interest in how people mediate what they say (Ess 2001, 54). Many studies have already been conducted with regard to the effects of mediated

communication to interpersonal relationship since the dawn of cell phones and social

media uses (Beebe, Beebe and Redmond 2011, 20). The researchers have found that

communicating relational and emotional messages via the Internet is possible, but it may

take longer to express the messages that are typically communicated with facial

expressions and tone of voice (Beebe, Beebe and Redmond 2011, 19). A key difference

between face to face and CMC is the rate at which information reaches you (Beebe,

Beebe and Redmond 2011, 19). During an in-person conversation, you process a lot of

information quickly; you process the words you hear as well as the many nonverbal cues

you see (facial expression, gestures, and body posture) and hear (tone of voice and the

use of pauses) (Beebe, Beebe and Redmond 2011, 19). Meanwhile, in CMC, information

processing takes time (Beebe, Beebe and Redmond 2011, 19).

Recent advancements in communication technology have enabled billions of

people to connect more easily with other people, yet little has been known about how the

frequent presence of these devices in social settings influences face-to-face interactions

(Przybylski and Weinstein 2013, 1). A research done by Martha Perry of the University

of Kentucky, reports CMC as an inferior medium of communication because of the

reduced cues (Perry 2010, 4). Perry argues that mediated communication is a leaner

environment for communication and is often an avenue for miscommunication (Perry

2010, 4). Media Naturalness Theory states that since our ancestors had communicated

face-to-face, evolutionary pressures have led to the development of a brain that is

consequently designed for that form of communication (Kock 2004, 327). In other words,

Kock's theory argues that people are designed to communicate face-to-face and it should

remain that way.

Another theory that argues CMC's inferiority is Richard L. Daft and Robert H. Lengel's Media Richness Theory (MRT). MRT is a framework used to describe a communication medium's ability to reproduce the information sent over it (Daft and Lengel 1986, 554). Information richness is defined as the ability of information to change understanding within a time interval. Communication transactions that can overcome different frames of reference or clarify ambiguous issues to change understanding in a timely manner are considered rich. Communication that requires a long time to enable understanding or that cannot overcome different perspectives are lower in richness. In a sense, richness pertains to the learning capacity of a communication (Daft and Lengel 1984, 559–560). The absence of non-verbal cues in CMC delays understanding and immediate feedback. Thus, the delay makes CMC a less rich medium. In August of 1998, news of the results of a study sent shock waves through the internet community and, to no small extent, through public discourse about the social impact of internet.

Robert Kraut and his colleagues had found that social media use in a sample of 93 families had resulted in small but significant increases in loneliness, social isolation, and depression over a 2-year period (Kraut in Walther and Parks 2002, 529). The researchers asserted that the cause of these decrements in well-being was that online relationships do not sustain social support, and the substitution of online relationships for stronger, offline relationships led to these negative outcomes (Kraut in Walther and Parks 2002, 529).

Furthermore, Joseph Walther's Cues-filtered-Out theory pointed out that CMC lacks the non-verbal cues that are typically used in face-to-face settings to express purpose, setting, decorum, roles, relative status, and affect. Researchers argue that the absence of verbal cues would result in communicators becoming absorbed in the task,

overly focused on the self, and become disinhibited and hostile (Walther and Parks 2002, 532). Without non-verbal cues, communicators are less able to "alter the mood of a message, communicate a sense of individuality, or exercise dominance of charisma" (Walther and Parks 2002, 532).

Media that facilitate shared meaning is different from those that facilitate the exchange of large of data (El-Shinnaway and Markus 1992, 92). The fundamental claim of MRT is that, for effective communication, individuals should match media to communication tasks. Media high in richness, such as face-to-face interaction and telephone calls, enable negotiation, clarification, explanation and exchange of subject views (El-Shinnawy and Markus 1992, 92). This theory reports that mediated communication is a less rich communication medium due to the absence of social cues that satisfy different communication needs.

Furthermore, Cues-filtered-out Theory suggests that CMC's lack of non-verbal cues and other social information makes it an unfit avenue for rich communication (Beebe, Beebe and Redmond 2011, 17). Impersonality in CMC is an effect of the lack of nonverbal cues (Walther 2011, 7). The absence of nonverbal cues, which convey personal and emotional information in face-to-face conversations, was said to affect users' interpersonal impression information and their perception of the communication context and to constrain users' selection and interpretation of messages (Beebe, Beebe and Redmond 2011). Computerized communication steers away users from consideration of irrelevant interpersonal and theoretical issues by focusing attention on the process and content of problem-solving discussion (Walther 2011, 7). Thus, our interactions on social media tend to be weak ties that is, we do not feel as personally connected to the people at

the other end of our communication as we do when we are face-to-face. So while people

are communicating more, they may not necessarily be building relationships as strongly

(Keller 2013). One study shows that the use of CMC has evolved. It is no longer just a

road for moving data from one place to another, but a boulevard where people pass each

other occasionally meet and decide to travel together (Beebe, Beebe and Redmond 2011,

20). In other words, it has become an avenue for people to grow and develop a

relationship. Growing numbers of reports are appearing that reflect more personal CMC

interaction, sometimes just as personal as face-to-face interaction (Walther 2011, 3).

CMC grew from simple relay systems into planned applications for group

communication (Hiltz and Turoff 1991). Contrary to its beginnings, CMC is no longer

being used just to transmit simple information between people (Walther 2003, 3). The

following researchers argue that developing and maintaining a relationship is not

impossible in CMC. Teenagers seem to lean towards CMC devices to express themselves

and in communicating to others. Filipinos are known to be highly social and CMC

devices have just provided a new platform for them to amplify this trait. Mediated-

communication seems to fill the confrontational gap that makes face-to-face

communication challenging to accomplish by Filipinos.

Today's generation of adolescents is unique from the adolescents of the past.

They have been born into a world of the Internet, smartphones and advanced technology

or high-tech gadgets. CMC has invaded schools, houses, offices and churches. There is

never a time where CMC is frequently used, till today and it is reshaping the way people

communicate to one another. This reshaping has significantly affected adolescents. The

adolescents' involvement and engagement in texting and Social Networking Sites are

increasing. The researcher believes that as the world continues to change and progress, the church has the responsibility to learn and understand it. The church must intentionally develop its discipleship program for the adolescents today. The researcher has heard this comment so many times, that children today are problematic. They spend hours on their gadget doing nothing. The church must not conclude that this is a problem until it has been proven as a problem. As the church of our Lord Jesus Christ, we must approach every individual, race, or age group with compassion and mercy. Apostle Paul beautifully expresses what the church should be through his personal experience in 1 Corinthians 9:20–22 (NIV), "To the Jews I became like a Jew, to win the Jews. To those under the law, I became like one under the law (though I myself am not under the law), so as to win those under the law. To those not having the law, I became like one not having the law (though I am not free from God's law but am under Christ's law), so as to win those not having the law. To the weak I became weak, to win the weak. I have become all things to all people so that by all possible means I might save some." This is what I want to communicate as a researcher—that Taytay First Church of the Nazarene should be all things for all ages. Studying adolescents and their engagement in mediated-communication can be instrumental in producing an effective discipleship strategy for this age group.

Social Penetration Theory

The term Social Penetration Theory (SPT) was formulated by psychology professors Irwin Altman and Dalmas Taylor in 1973, to describe the dynamics of relational closeness (McCarthy 2009, 6). Relational closeness can progress from superficial to intimate. Social penetration theory explains why relationships are formed,

why they end, and the process that they must go through to prosper (McCarthy 2009, 6).

Closeness develops through self-disclosure. Closeness varies according to the following

factors: rewards versus benefits, costs versus vulnerability, satisfaction, stability and

security ((McCarthy 2009, 6). SPT suggests that there are changes (often increases) in the

depth and breadth of self-disclosure as relational partners move through the stages of

relational development (Pennington 2015, 5). There are many factors closely associated

with increased depth and/or breadth, including amount of time spent engaging with a

relational partner, commitment (satisfaction with the relationship), environment, and the

perceived costs and rewards of disclosure (Pennington 2015, 5). SPT suggests that as the

development progresses, the shallowness of the relationship becomes deep. Using

interpersonal communication, one can explain another's behavior or make predictions

about behavior based on psychological data, which comes from knowing an individual

well (McCarthy 2009, 6). As individuals get to know each other more, they eventually

pass through what Altman and Taylor call as levels of intimacy.

Over the years CMC has been a catalyst for developing and maintaining

relationships. A study by Rianne C. Farrugia explains that social media gives couples the

chance to find out information or history about one another (Farrugia 2013, 22).

Disclosing personal information in Social Networking Sites (SNS) (Facebook, Twitter,

Instagram etc.) has been a trend for teenagers. SNS has been an avenue for adolescents to

express themselves and give others an opportunity to get to know them. And as each

stage of relationship passes, individuals share more information about themselves

(Farrugia 2013, 22). Pennington calls this the breadth category. It refers to general areas

of information or topics that may be discussed; one may begin to peel away layers but

there are also distinct segments as well (Pennington 2015, 7). Allensworth (1996) further explains breadth category as the number of topics made available to another person as the relationship develops.

As more information is disclosed, the intimacy level goes up. On the other hand, frequent disclosing of information does not always guarantee increase of intimacy; the other person has to disclose information as well. The exchange must be mutual. Both parties must work out a give and take relationship in order to achieve an increase in intimacy level. Allensworth argues that the time spent and categories discussed may not always be mutual between relational partners because it typically evens out as disclosure on one end typically begets disclosure by the other partner. Allensworth explains that people in a relationship are not necessarily the same rate level of penetration or disclosure at the same time (Allensworth 1996, 9). This again goes back to weighing the cost/reward of the relationship—it is possible that one person may attempt to share more and more across various categories (breadth) while the other party does not have interest in developing the relationship beyond its current stage (Allensworth 1996, 6). But in order to develop a deeper level of intimacy, relationships must move further from breadth to depth of topics or information. Altman and Taylor describe the depth dimension as an "onion skin" structure (Altman and Taylor 1973, 17). Personality is thought of as a series of onion layers which differ as you move from peripheral (outer) layers to the central (inner) layers (Allensworth 1996, 8). The outer layers are usually superficial information about a person such as family, background, geographic history, likes and dislikes, etc. It is hypothesized that more information is given out of these peripheral layers early in the relationship and even as the relationship grows (Allensworth 1996, 8). In other words,

more information is always given in the outer layers. The central layers are thought of as core characteristics of a person and his or her personality. They do relate to the outer layers because they influence many of a person's ideas and feelings about certain topics.

Rewards and Costs

In understanding Social Penetration Theory (SPT) it is important that we deal with the rewards and costs of a relationship and how they affect its progression and/or dissolution. SPT argues that following each interaction between two potential relational partners (and even those already beginning to establish a relationship) there exists both an evaluation and a *forecast* regarding future interactions (Pennington 2015, 11). "Rewards refer to the pleasures, satisfaction, and gratifications the person enjoys, the provision of a means whereby a drive is reduced or a need fulfilled constitutes reward" (Allensworth 1996, 10). This section raises the question of satisfaction with the interaction—was it an enjoyable experience, or did something negative occur that makes it unlikely that one relational partner would want to interact again? "In this case, where one or both parties see the previous encounter as favorable the potential reward of a follow up is seen as higher than the cost" (Pennington 2015, 11).

Cost refers to any factors that operate to inhibit or deter a performance of sequence behavior (Allensworth 1996, 10). In this section individuals will decide whether or not future encounters are "worth it"— was the unfavorable perception caused by something that could be prevented in the future, or is it impossible to overcome? Is the uncertainty worth the risk? When both the evaluation and forecast are viewed as potentially rewarding (favorable) for an individual, he or she then can decide to continue developing or maintaining that particular relationship (Pennington 2015, 11).

Stages of Intimacy

The following is an overview of the stages of intimacy from Altman and Taylor's

Social Penetration Theory, which is used as the theoretical framework of this study.

Orientation stage is known as the "getting to know you" stage. Here individuals engage

in surface level interactions on small range topics. This is a public stage and can require

more than one encounter to move past, though is typically short-lived as assessments are

made quickly (Altman and Taylor 1973, 33). In this stage, there is a highly ritualized

conversation and mainly superficial information is disclosed (Allensworth 1996, 11).

Farrugia defines this stage as a way for people to begin to develop a relationship by

revealing basic information about themselves to others (2013). Orientation can be

awkward because there is not enough shared information to generate conversation. This

stage will not be addressed in depth in this study, as the act of choosing a particular friend

would suggest that users have already met and desire to move past the orientation stage

as they get to know each other more.

In the exploratory stage, a depth of discussion begins to enter the periphery and

intermediate layers (depth), and the breadth covers a wider range of topics (Pennington

2015, 30). According to Altman and Taylor (1973) this stage is where the majority of

relationships that individuals have in life are maintained, because in the process of

weighing the costs and rewards of a new relationship, the effort to share outweighs any

potential reward of having a close friend (Altman and Taylor 1973, 33). This is where

people begin to gain a better understanding of the personality of the individual they are

conversing with. The information has passed the basic phase and becomes more detailed

(Farrugia 2013, 6).

In the third stage, affective exchange, the depth of interaction reaches the central layer of disclosure but is often inconsistent and on a small range of topics (Taylor and Altman 1973, 34). This is where the relationship becomes more intimate. The exchange of conversation includes more personal information and the pair conversing is comfortable with the exchange (Farrugia 2013, 6). Due to the increased intimacy and time spent developing this type of tie, the risks associated with disclosing central information can be seen as more beneficial than harmful, but there may still be hesitance to have full disclosure (Altman and Taylor 1973, 34).

Finally, there is the stable exchange stage. Here communication is efficient and any topic can be discussed (Allensworth 1996, 12). It is not until the stable exchange stage that full depth and breadth is achieved for all layers and possible topics. There is an element of trust and confidence in conversations. This is where the relationship is the strongest. There is complete openness to talk about all aspects of life. This stage takes time and effort to achieve, and only a few reach this stage both in online and offline relationships (Allensworth 1996, 12). Very few relational partners make it to this stage, but those who do, favor openness in the relationship, with disclosure seen as benefiting the relationship (Taylor and Altman 1973, 34). The fear of keeping a secret and the tendency of telling a lie is eliminated in this stage. Trust between relational partners is at its highest.

Each stage helps support the earlier analogy of breadth, depth, and the "onion skin" structure. In the first stage of penetration, individuals would most likely have low breadth category, low breadth frequency and be communicating in the peripheral layers of the onion. As the relationship grew, breadth category and breadth frequency would

increase and there would be movement from the outer layers of the onion to the innermost parts. Ideally, if stable exchange were reached there would be a high breadth category, high breadth frequency, and the central core of our framework (see Figures 1 and 2 on pages 4 and 6, respectively) would be penetrated.

Interpersonal Intimacy

Some theorists have defined intimacy as a quality of interactions between persons. Individuals emit reciprocal behaviors that are designed to maintain a comfortable level of closeness (Argyle and Dean 1965). Others define it focusing on the motivation to seek intimate experiences: People vary considerably in the strength of their need for warm, close, and validating experiences with other people (McAdams 2001). A recently developed model of intimacy (Reis and Shaver 1988) integrates these multiple perspectives by describing intimacy as a product of a transactional, interpersonal process in which self-disclosure and partner responsiveness are key components. Intimacy results from a process that is initiated when one person (the speaker) communicates personally relevant and revealing information to another person (the listener) (Laurenceau, Barrett and Pietromonaco 1988, 16). In this view, intimacy develops through a dynamic process whereby an individual discloses personal information, thoughts, and feelings to a partner; receives response from a partner; and interprets that response as understanding, validating, and caring.

Some theorists propose that intimacy develops primarily through self-disclosure (Derlega, Metts, and Petronio; Perlman and Duck 1987). They suggest that constant face-to-face communication is needed to develop intimacy. In addition to the development of intimacy, there must be a disclosure of personal experiences from both parties. Additional

components, such as a partner's level of responsiveness, contribute significantly to the development of intimacy in relationships. Berg argues that in order for intimacy to develop, the person who is a recipient of the personal disclosure must respond with interest and care (Berg 1987, 68). Furthermore, intimacy has been conceptualized both as a state or end product of a relationship and as moment-to-moment outcome of a process reflecting movement or fluctuation through time (Duck and Sants 1983, 41). Intimacy is a term widely used by marriage counselors and educators. Since the beginning of the marriage and family enrichment movement precipitated by the "human potential" or "growth" movement, has developed a continually growing awareness of intimacy in relationships (Schaefer and Olson 1981, 47). Research by Schaefer and Olson explores the nature and multi-dimensional aspects of intimacy, delineates fundamental assumptions about it, demonstrates what is known about intimacy and describes a newly developed assessment measure of concept called the Personal Assessment of Intimacy in Relationships or PAIR (Schaefer and Olson 1981, 47). The two scholars point out that intimacy has a relationship with distance, eye contact, environment and verbal behavior (Schaefer and Olson 1981, 48). Meanwhile interpersonal communication is a distinctive, transactional form of human communication involving mutual influence, usually for the purpose of managing relationships. In a simpler definition, interpersonal communication is communication that occurs when two people interact face to face. But today, it is also defined by the quality of the communication and not just the number of people that communicate (Beebe, Beebe and Redmond 2011, 3). Therefore, interpersonal intimacy is an intimate relationship developed through interpersonal communication. It is a kind of relationship that is produced by face-to-face communication.

Adolescent Perception of Intimacy

Intimate close friendships, found across the life span, first appear during early adolescence. Developmental studies of friendship intimacy emphasized the increasing significance of self-disclosure, closeness, and mutual assistance during the adolescent years (Shulman, Laursen, Kalman and Karpovsky 1997, 2). The ability to balance closeness and individuality heralds a mature form of friendship intimacy that typically does not emerge until adolescence (Selman 1990, 63). Working from this theoretical foundation, two studies of adolescent friendship intimacy are described. The first examines age and gender differences in intimacy across adolescence. The second explores differences between types of adolescent friendships in expression of intimacy (Shulman, Laursen, Kalman and Karpovsky 1997, 2). An area where the adolescent's self-perceptions become more differentiated is in the matter of peers. This is not surprising since peer relationships become increasingly important in adolescence (Buhrmester and Furman 1987, 1107). Not only do adolescents begin to spend more time with peers than with family members, friendships during adolescence become the most important source of self-disclosure and support (Furman and Buhrmester 1992; Parker and Gottman 1989, 1108). Indeed, it has been suggested that close friendships in adolescence function as a secure base from which intellectual, social and identity issues can be explored (Schharf and Hertz-Lazarowitz 2003, 852). It may be that it is from within these friendships that the adolescent's self perception as a close friend develops. Bukowski and Hoza (1989) suggest that the experience of having close friends provides the foundation from which interpersonal confidence is established.

Research in Asian psychology has suggested that collectivist societies such as Japan, facilitate self-perceptions that are defined by social connections (Rothbaum 2000, 356). Self is defined, not by uniqueness, but by connectedness, context, and interpersonal responsibility. Similarly, Indonesian and American youth rated friends as primary sources of intimacy (French 2001). Chan (1997) found that among Chinese adolescents, self-perception as a close friend was rated highest in importance among eight domains of self-perception, including scholastic competence, social acceptance, athletic competence, physical appearance, job competence, romantic appeal, behavioral conduct, and close friendship. Despite the seeming universality of a strong peer orientation among adolescents, it has been suggested that children's relationships (and their self-perceptions in those relationships) are influenced by their cultural context. While peer relationships are important for both female and male adolescents, how the genders perceive themselves as close friends may differ. Stein and Bentler (1992) found that self-perceptions of communality (connection with others) in late adolescence predicted self-esteem in early adulthood for females, but not for males.

A research examining adolescents' perception of intimacy reveals that age differences in perception of intimacy were mainly found between 13–19-year-old adolescents (Shulman, Laursen, Kalman and Karpovsky 1997, 10). These are 7th graders and between 9th and 11th graders. Teachers speculate that it is probably during the transition to adolescence their children change their perceptions of close relationships. After being more involved with peers, older adolescents learn more how to balance their own needs as well as the needs of others (Shulman, Laursen, Kalman and Karpovsky 1997, 7). Meanwhile, gender differences emerged in various aspects of intimacy. Most of

the findings are in line with the well-established notion that females are more emotionally involved in close relationships than males (Jones and Dembo 1989, np). Females also reported more balanced relatedness, wherein one partner respects the views of the other. Despite these group differences, it should be noted that closeness and balanced relatedness were the most important features of males' friendships also. Though it can be claimed that the intensive experience of females in close relationships leads to a capacity for resolving differences between individual needs, more studies are needed to disentangle relative and absolute differences in characteristics of male and female friendships (Shulman, Laursen, Kalman and Karpovsky 1997, 9). Feminist theorists have suggested that women's development and self-representations revolve around caring and interpersonal connection, whereas men's development and positive self-representations revolve around a sense of competence and autonomy (Chodorow, Rocah, and Cohler 1989, 357). Professor Carol Gilligan further adds an updated discussion that both sexes have the capacity to see ethical issues from the two perspectives, but they tend to select one focus or the other depending on how they view themselves (Giligan 1982, 81).

This chapter explained Filipino culture and texting, interpersonal intimacy with emphasis on intimacy nature of growth and development, computer-mediated communication, and adolescent perception of intimacy. The next chapter will discuss the research methods and procedures of the current study.

CHAPTER III
RESEARCH METHODS AND PROCEDURES

This study examined the levels of intimacy in CMC among adolescents in Taytay, Rizal, First Church of the Nazarene, Philippines. This chapter contains the method of the study, sources of data, research-gathering procedures, data-gathering instruments, and the statistical treatment of data to accomplish the objectives of the study.

Method of the Study

This study is descriptive in design and quantitative in approach. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The core objective of this research is to test the level of intimacy in mediated-communication relationships of the adolescents in Taytay First Church of the Nazarene. A descriptive methodology through correlational survey was used for this research to measure how CMC shaped the perceived level of intimacy (PLI) of adolescents in TFCN.

The researcher conducted the following procedures for measuring the PLI between two people via CMC. The researcher asked the participants to choose a friend or a companion that they interact on a daily basis using their CMC devices. The respondents were asked to focused on this relationship all throughout the remainder of the survey. Second, the respondents answered a brief survey about that relationship they chose. Finally, they answered a self-reporting questionnaire that examined the level of intimacy. The questionnaire is adapted from Natalie Pennington's dissertation "Building and Maintaining Relationships in the Digital Age: Using Social Penetration Theory to Explore Communication through Social Networking Sites" (Pennington 2015, 105).

The researcher ensured validity and reliability by administering a pilot test. The researcher performed member check. Member check is a procedure of taking data and tentative interpretations back to the people from whom they were derived and asking if they are plausible (Merriam 2009, 229). After conducting two-member check procedure, the researcher conducted the survey with the adolescent's of TFCN. After the data was gathered, the researcher communicated with the participants and made sure they understood the test and that the researcher represented their views adequately. Second, the researcher conducted peer review/examination. This included discussions with colleagues, his adviser, and statistician regarding the process of study, the congruency of emerging findings with the raw data, and tentative interpretations (Merriam 2009, 229).

Sources of Data

For this study, how the researcher selected the participants was based on a stratified sampling method. Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata (Myers and Lorch 2010, 415). TFCN youth leaders assisted the researcher with the following: first identifying participants that were 13–19-years-old and were active CMC users; and placing them in groups 13–14, 15–16, 17–19; and provided the researcher a list of the names of the participants. The sample group's ages fell exactly in the expected 13–19. Furthermore, participants were familiar with and used CMC devices in communicating and making relationships with others.

Data gathered from the adolescents of Taytay First Church of the Nazarene, are 13 to 19 years of age and are CMC users. The attendance of the youth service in Taytay

First Church of the Nazarene in the day the data was gathered were 80–100 young

people. The researcher expected a minimum of 150 respondents but only 36 were

available and passed the requirements needed for the participants to join. The researcher

then conducted another data-gathering session with the adolescents of TFCN the next

Sunday and got 24 more respondents. There were 60 overall respondents that answered

the data-gathering questionnaire. The researcher did not attempt another survey for the

number of respondents were suffice for the research.

<div align="center">Data-Gathering Procedures</div>

This study was conducted in this process. After the thesis proposal defense, the

researcher worked on revisions according to the panel's suggestions. One of the

significant revisions that the researcher prioritized were the necessary alterations in the

research questionnaire and the process of doing the pilot test. The significant changes that

the researcher did in the research questionnaire was writing statements two and seven on

a positive note. The adviser checked and approved the research questionnaire for

translation. The researcher had the questionnaire translated by a professional and local

Tagalog (see Appendix B) speaker into TFCN's adolescents' context language which was

Tagalog and used it for the pilot test. The pilot test was done by two male and two female

adolescents aged 13 to 19 years old from TFCN. The pilot test participants were not

allowed to participate in the actual data gathering. The researcher met the pilot test

participants and conducted the pilot test. The participants gave significant suggestions

and changes to the research questionnaire that strengthened its clarity and

understandability. The pilot test respondents suggested to add a purpose statement at the

beginning of the survey to clarify the intent of the questionnaire. The pilot test

respondents' other suggestion was to simply the instructions for Part 1 thus:

> Please help me in examining the level of intimacy that you have with the people
> that you interact with on your Smartphone or social media. Kindly provide the
> needed information in the spaces provided. Please do not leave any question
> unanswered. Thank you. This questionnaire will test the level of intimacy you
> have with your friend via asynchronous CMC. The purpose of this questionnaire
> is to contribute to TFCN's GenCon discipleship resources and programs.

After conducting the pilot test, the researcher applied significant changes and

suggestions for improvement. The researcher then sent the research questionnaire to his

thesis adviser and the thesis adviser checked and approved the research questionnaire.

Data gathered from the pilot test was not included in the actual tabulation of research

data.

After the research questionnaire was approved the participants were identified the

researcher met and presented to the leaders of TFCN the research. After the presenting

the research to the leaders of TFCN, they gave their approval and support to proceed to

do the data gathering. After the TFCN leaders approved the research, the researcher

presented the research to the identified participants. The presentation was about the

research's importance and relevance and how the adolescent respondents can contribute

to the researchers' study. Another item that was included in the presentation was the

presentation of the research questionnaire, the objective of the study and consent forms

that was used in the research. After the researcher presented the research, he gave out the

informed consent for the participants' (see Appendix C) parents and for the participants.

Stated in the form was the permission to use the data collected in the questionnaire.

Commitment to not disclose any private information to non-significant personnel

(significant personnel are the panel, researcher, respondents and respondents' parents)

was emphasized in the parental consent (see Appendix D) and participant's consent who participated in the study. The participants were given an opportunity to ask questions before signing the consent form and were allowed to further ask questions in the process and after answering the survey questionnaire. But the participants did not ask questions about the consent form and neither during and after the survey.

After the participants signed the consent form, the researcher proceeded to the printing the research questionnaire and did the actual data-gathering of the research. During the survey, the participants were first asked to complete a brief survey about the friendship they selected. Participants were randomly assigned to three age groups (13–14, 15–16 and 17–19) to one of three possible scenarios for selecting a friend, with definitions crafted to correspond with key details known about each SPT stage based on the existing literature: "This is a person you share your thoughts and feelings with on a regular basis. This is one of the first people you would tell if something really good or really bad happened in your day" (corresponding with stable exchange), "This is a person you either haven't known very long or have drifted apart over the years but are still friends within Facebook. You would not feel comfortable disclosing your most personal thoughts and feelings with them at this time" (corresponding with exploratory stage), and, finally, "This is a person with whom you wouldn't share your most personal life stories with, but with whom you are comfortable interacting on a semi-regular/regular basis through Facebook; you would write on their status updates or wall if you thought they shared something interesting" (corresponding with affective exchange). This process ensured that the four primary relationship stages of SPT are represented equally in the sample for testing hypotheses and answering the research questions. Participants self-

reported four types of relationships: acquaintance, friendship, romantic tie, and extended family member.

Finally, all data was gathered and analyzed. The self-report questionnaire was divided into two parts: (1) information about the person the participant focused on and (2) the relationship between that person and the participant. The researcher found a professional statistician for assistance in interpreting the data. Finally, the researcher proceeded to work with chapter four of his thesis; presentation and interpretation of data and chapter five the summary, conclusions and recommendations.

Data-Gathering Instrument

The main data gathering instrument is a self-report survey questionnaire adapted from Natalie Pennington's research on "Building and Maintaining Relationships in the Digital Age: Using Social Penetration Theory to Explore Communication through Social Networking Sites" (Pennington 2015, 104–107). The questionnaire was divided into three parts. Part One was "about you." It tracks the demographic characteristics of the respondents. Part two is about "Your Friend; the friendship they selected. Participants were asked to pick a friend from either their social networking sites, text/instant messaging, social media or smartphones, to focus on all throughout the entire study. Part three was about "Your Relationship," this part of the questionnaire was used to assess the level of intimacy the people have in the relationship. This mirrored the stages of relationships according to Knapp's (2002) staircase model. Items from this scale were used to correspond to the primary stages of SPT used in this study: orientation, exploratory, affective and stable exchange.

The following statements were reworded with permission from Dr. Natalie Pennington. The statements were reworded into a positive wording to create uniformity in voice. The following statements are: S17: I don't know much about him/her into I know much about his or her interests; S28: I would never tell this person anything intimate or personal about myself into I tell this person everything intimate or personal about myself; and S26: I try to keep my personal judgments to myself when this person says or does something with which I disagree online into I do not keep my personal judgments to myself when this person says or does something with which I disagree online.

The following items corresponded to the Orientation Stage: S22 our communication online is not limited to just a few topics, S23 our communication covers issues that go well beyond the topic of any single site or group, and S12 once we get started talking online we move easily from one topic to another.

The following items were used to correspond to the Exploratory Affective Stage: S1 we talk about what we have in common, S13 we contact each other in a variety of ways besides the Internet, S21 I am interested in getting to know him or her, S17 I know much about his or her interests, S2 we have in-depth conversations, S15 I feel quite close to this person, S27 I have told this person what I like about him or her and S6 I spend most of my time with him or her.

The following items were used to correspond to Affective Stage: S4 we share secrets, S5 I am comfortable asking for or doing favors for him or her, S18 I tell him or her things I would only tell a close friend, S19 we use nicknames and private terms with each other, S14 we communicate through more than just one site online, S24 Our

communication ranges over a wide variety of topics, S10 We exchange tokens of affection for each other, S25 I usually tell this person exactly how I feel when we talk online and S30 our communication online doesn't stay on the surface of most topics.

The following items were used to correspond to Stable Exchange: S7 I feel totally committed to him or her, S8 his or her needs are just as important as mine are, S20 we freely talk about anything, S9 I trust him or her completely, S11 we understand how each other feels without asking, S28 I tell this person everything intimate or personal about myself, S26 I do not keep my personal judgments to myself when this person says or does something with which I disagree online, S3 we confidently share our deepest fears to each other, S16 I feel I could confide in this person about almost anything and S29 I have told this person things about myself that he or she could not get from any other source.

Statistical Treatment of Data

The respondents were asked to rate the statements on the Likert Scale where strongly Agree is worth 5 points and strongly Disagree is worth 1 point to measure information disclosure in relationships on CMC devices, and the mean was derived from the answers of the respondents which can be interpreted according to Altman and Taylor's Social Penetration Theory.

After the survey questionnaires were answered, the researcher gathered survey questionnaires from the participants. The researcher then checked each one for error. Errors are unanswered questions and answers not related to the questions. The researcher reviewed all gathered data and checked if the number of questionnaires matched the

number of the sample group. Data on demographic characteristics were analyzed and described using frequencies, averages, and percentages.

In treating the null hypothesis, the following statistical treatment was employed. For null hypothesis number one which says, "There is no correlation between age and perceived level of interpersonal intimacy via CMC;" a Pearson Correlation Coefficient technique was applied to infer whether to reject or accept the null hypotheses. Correlation Coefficient technique is a is a numerical index that reflects the strength of relationship between two continuous variables (Higgins 2006, np).

Null hypothesis number two that says, "There is no correlation between gender and perceived level of interpersonal intimacy via CMC;" a Pearson Correlation Coefficient technique will be applied to infer whether to reject or accept the null hypotheses (Higgins 2006, np).

For null hypothesis three which says, "There is no correlation between the type of relationship and perceived level of interpersonal intimacy via CMC;" a Pearson Correlation Coefficient technique will be applied to infer whether to reject or accept the null hypotheses (Higgins 2006, np).

For null hypothesis four which says, "There is no correlation between length of relationship and perceived level of interpersonal intimacy via CMC;" Pearson Correlation Coefficient technique will be applied to infer whether to reject or accept the null hypotheses (Higgins 2006, np).

For null hypothesis five which says, "There is no correlation between depth and breadth of communication and perceived level of interpersonal intimacy via CMC;"

Pearson Correlation Coefficient technique will be applied to infer whether to reject or

accept the null hypotheses (Higgins 2006, np).

For null hypothesis six which says, "There is no correlation between the percent

of CMC use versus other forms of communication;" Pearson Correlation Coefficient

technique will be applied to infer whether to reject or accept the null hypotheses (Higgins

2006, np).

Finally, the researcher asked assistance from a statistician for professional data

interpretation and consultation. This chapter discussed the methodology and instrument

of this research the next section will discuss the presentation and interpretation of data.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

This chapter includes the analysis and interpretation of the data findings of the present research, which examines the perception of the adolescent respondents of Taytay First Church of the Nazarene, Philippines, towards their interpersonal intimacy in asynchronous mediated-communication. In order to present the data gathered through the research questionnaire, the researcher used graphs and tables as they serve to show valuable information about the respondents and their perceptions towards interpersonal intimacy in asynchronous mediated-communication. An interpretation follows with the explanation of the purpose of the data for the graphs and tables. As mentioned in the researcher's Chapter 3, to cater to the objectives of the study in terms of statistical treatment, quantitative data were accumulated and tabulated for analysis. Correlation coefficient was applied to the accumulated data to treat the statistical aspect of the sub-problems of this research, as well as to identify the answers for the null hypotheses. This chapter contains two major sections, namely, demographics and the interpretation of data. The first section deals with the demographic characteristics of the respondents. This addresses the first sub-problem of this thesis. The first section is divided into seven subsections: age of the respondents, gender of the respondents, age of the respondents' CMC friend, gender of the respondents' CMC friend, perceived type of relationship, age and type of relationship, and gender and type of relationship.

The second section discusses the analysis and interpretation of data. This section is divided into six subsections: age and perceived levels of intimacy, gender and perceived levels of intimacy, type of relationship and perceived levels of intimacy, depth

of communication and perceived levels of intimacy, breadth of communication and perceived levels of intimacy, and statement 13 and perceived levels of intimacy. This section presents the correlation between the respondents' age and gender compared to perceived levels of intimacy.

To determine the relationship between each pair of variables, the researcher used Pearson's *r* correlation coefficient. The estimated effect size are the following: if *r* equals +/- 0.5 it is large, if *r* equals +/- 0.3 it is medium, and if *r* equals +/- 0.1 it is small (Cohen 1988, 13). For this study the level of significance will be established at $|r| > 0.5$.

Demographic Characteristics of the Respondents

Age of the Respondents

At the time the research questionnaire was administered, the respondents ranged in age from 13 to 19 (see Figure 3). The total number of adolescents from TFCN who participated in this study were 60. At the time the data was gathered, these are the number of respondents according to age: seven respondents were aged 13, two respondents were aged 14, one was aged 15, thirteen were aged 16, ten were aged 17, fourteen were aged 18 and ten respondents were aged 19.

Figure 3: Age of Respondents
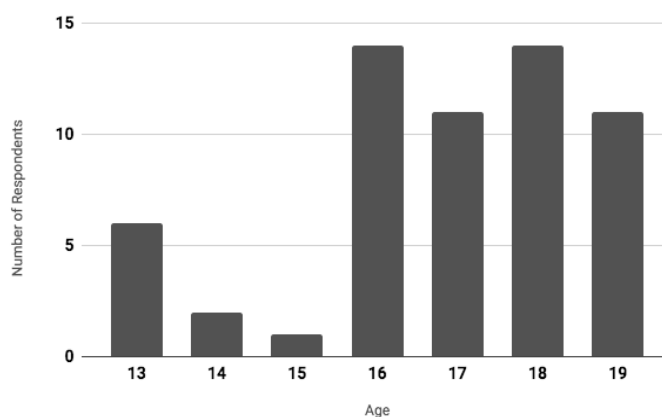
Gender of the Respondents

28 respondents were male or 47% of the total respondents and 32 were female or 53% of the total respondents (see Figure 4).

Figure 4. Gender of Respondents
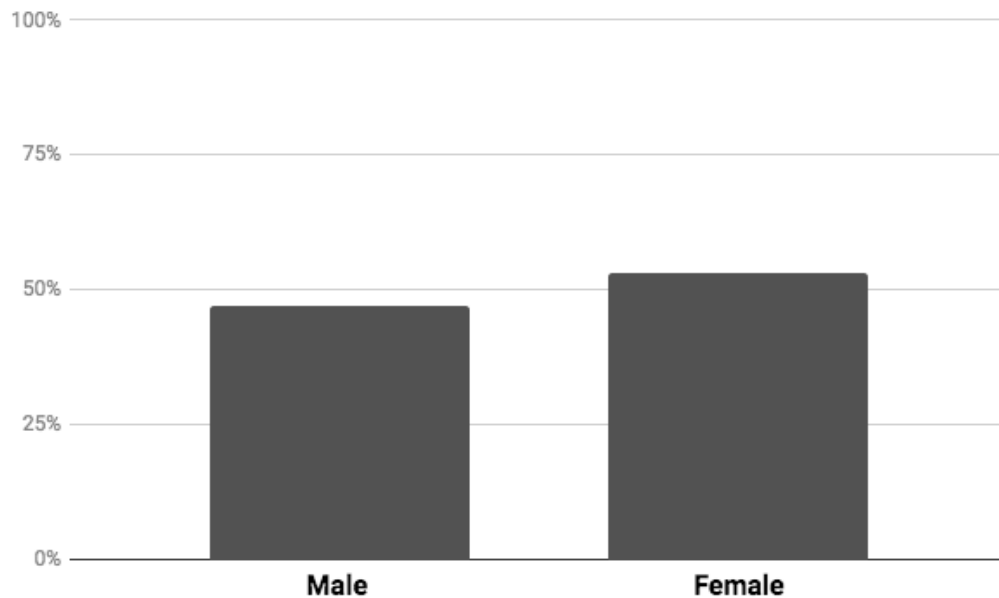
Age of the Respondents' CMC Friends

At the time the research questionnaire was administered, the respondents' CMC friend ranged in age from 13 to 19 (see Figure 5) The number of the respondents' CMC friends according to age are as follows: two were aged 13, two respondents were aged 14, one was aged 15, six were aged 16, twenty-two were aged 17, twelve were aged 18, nine were aged 19, two were aged 20, two were aged 21, and two were aged 25 (see Figure 5).

Figure 5. Age Graph of CMC Friends
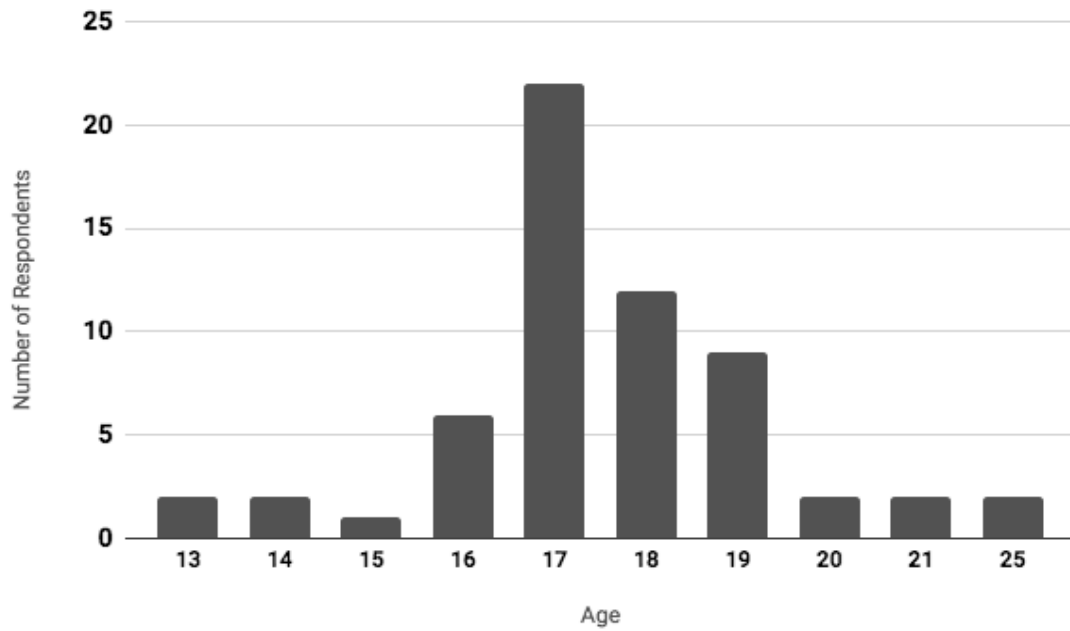
Gender of the respondents' CMC Friends

  24 CMC friends were male that or 40% of the total respondents and 36 were female or 60% of the total respondents (see Figure 6).

Figure 6. Gender of CMC Friends
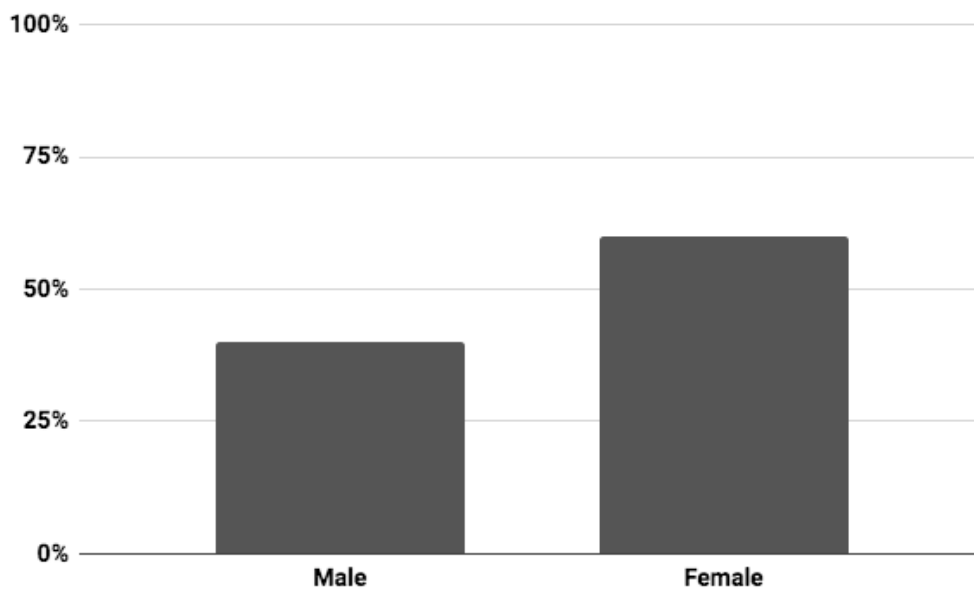
Perceived Type of Relationship

The respondents were asked to describe the type of relationship they perceived to have with their CMC friend. The respondents had three choices to choose from namely acquaintance, friends, and romantic. Data shows that six of the respondents perceived their relationship with their CMC friend as acquaintance, 42 perceived their relationship as friends and 12 perceived their relationship as romantic (see Figure 7).

Figure 7. Type of Relationship
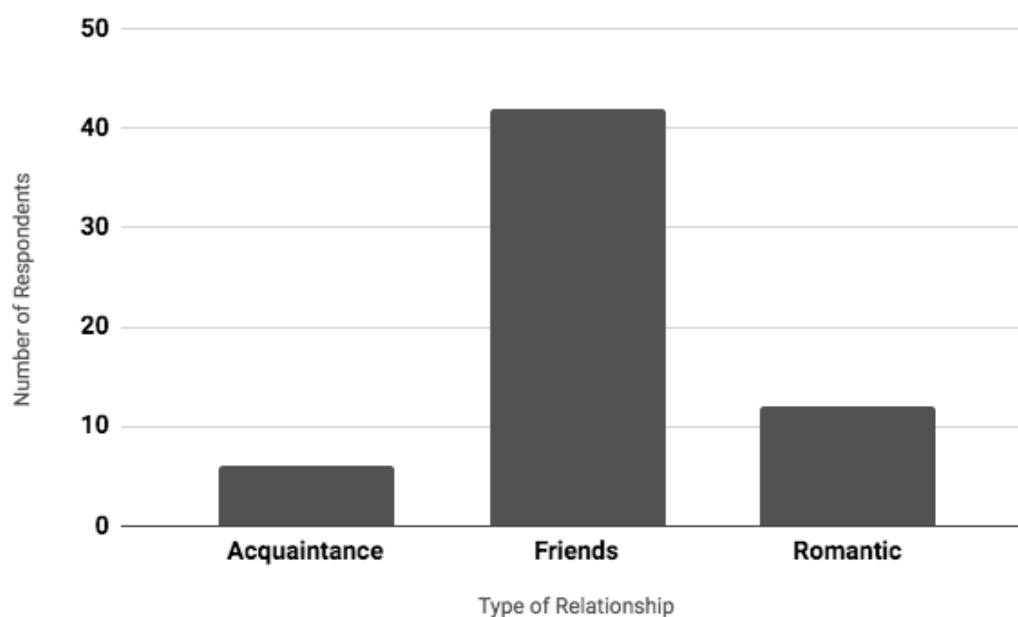
Age and Type of Relationship

The researcher compared the respondents' age and their perceived type of relationship. One 16-year-old respondent, three 17-year-old respondents, one 18-year-old, and one 19-year-old respondent perceived their relationship as acquaintance. Meanwhile, seven 13-year-old respondents, two 14-year-old respondents, one 15-year-old respondents, ten 16-year-old respondents, six 17-year-old respondents, eight 18-year-old

respondents, and eight 19-year-old respondents perceived their relationship as friends.

Meanwhile, three 16-year-old respondents, two 17-year-old respondents, five 18-year-old

respondents, and two 19-year-old respondents perceived their relationship as romantic.

The data demonstrates that majority of the respondents are inclined to perceived

their relationship in the friends category while the rest are distributed in the acquaintance

and romantic category (see Figure 8).

Figure 8. Age and Type of Relationship
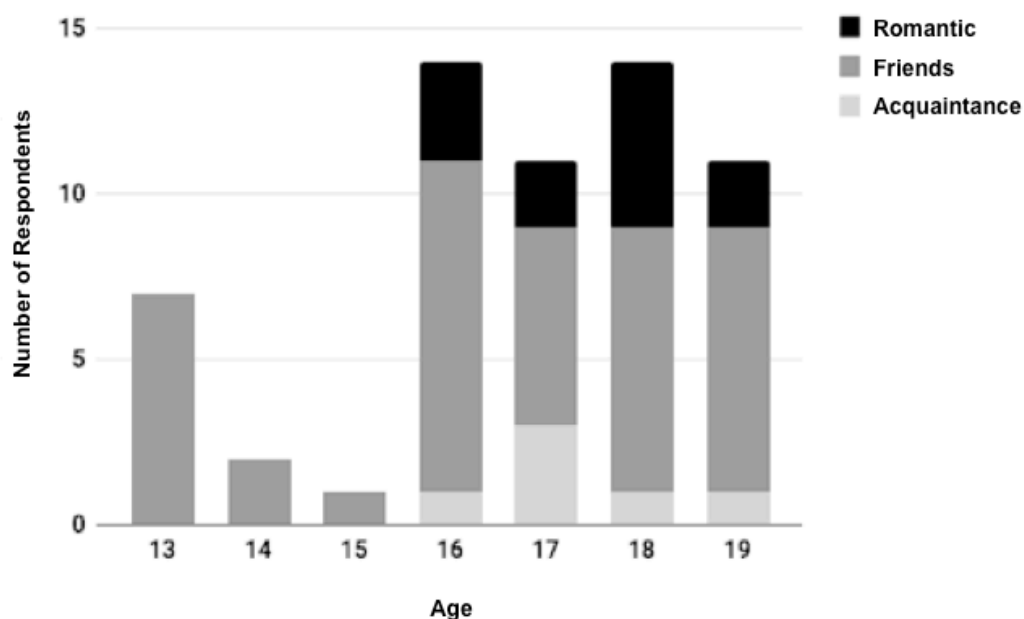
Gender and Type of Relationship

The researcher compared the respondents' gender and their perceived type of

relationship. Data reveals that majority of respondents in both genders classified their

relationship as "friends," a fair number classified "romantic," and the rest perceived

theirs as "acquaintance" (see Figure 9). While peer relationships are important for both

female and male adolescents, how the genders perceive themselves as close friends may

differ (Jones and Dembo 1989, np).

Figure 9. Gender and Type of Relationship
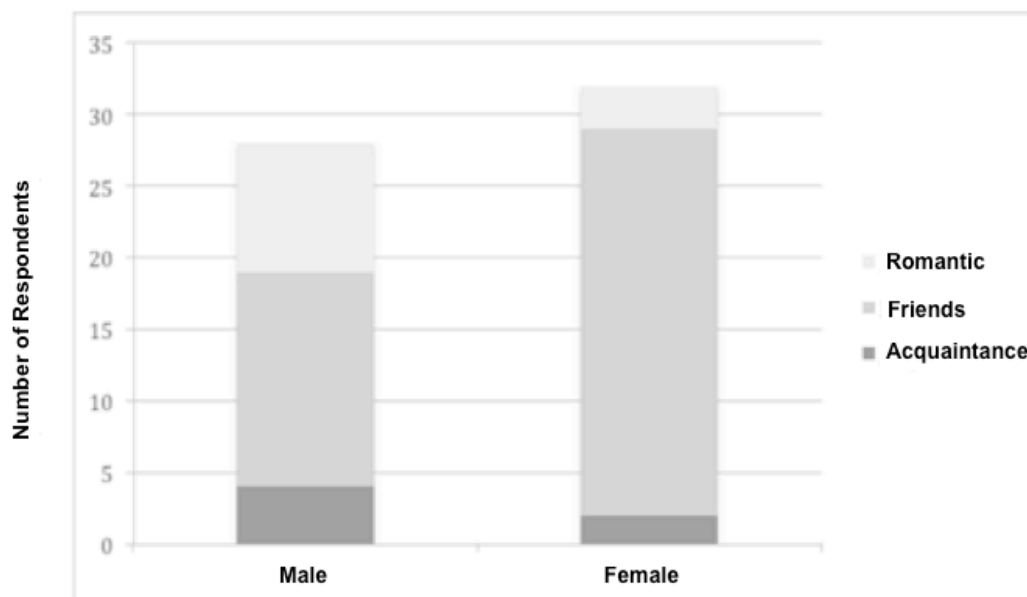
Analysis and Interpretation of Data

Age and Perceived Levels of Intimacy

This research hypothesizes that as adolescents age, their perception of intimacy via CMC either changes or develops.

The following statements from the data collection questionnaire (Appendix A) correspond to exploratory-affective level of intimacy: our communication online is not limited to just a few topics, our communication covers issues that go well beyond the topic of any single site or group, once we get started talking online we move easily from one topic to another, we talk about what we have in common, we contact each other in a variety of ways besides the Internet, I am interested in getting to know him or her, I know much about his or her interests, we have in-depth conversations, I feel quite close to this person, I have told this person what I like about him or her, and I spend most of my time with him or her.

The following statements from the questionnaire correspond to the affective level of intimacy: we share secrets, I am comfortable asking for or doing favors for him or her, I tell him or her things I would only tell a close friend, we use nicknames and private terms with each other, we communicate through more than just one site online, our communication ranges over a wide variety of topics, we exchange tokens of affection for each other, I usually tell this person exactly how I feel when we talk online, and our communication online doesn't stay on the surface of most topics.

The following statements from the questionnaire correspond to the stable level of intimacy: I feel totally committed to him or her, his or her needs are just as important as mine are, we freely talk about anything, I trust him or her completely, we understand how each other feels without asking, I tell this person everything intimate or personal about myself, I do not keep my personal judgments to myself when this person says or does something with which I disagree online, we confidently share our deepest fears to each other, I feel I could confide in this person about almost anything, and I have told this person things about myself that he or she could not get from any other source.

The researcher had to invert the exploratory-affective statement responses to get the proper high mean for this level of intimacy. The following statements were reworded from Pennington's negatively-formulated statements: S17: I don't know much about him/her into I know much about his or her interests; S28: I would never tell this person anything intimate or personal about myself into I tell this person everything intimate or personal about myself; and S26: I try to keep my personal judgments to myself when this person says or does something with which I disagree online into I do not keep my personal judgments to myself when this person says or does something with which I

disagree online. Since these questions were originally intended to show that the respondent has not progressed to a higher stage of intimacy, the researcher subtracted from five to get high numbers for relationships still in the lower levels of intimacy.

The data shows that 13-year-old adolescents in TFCN scored a mean of 2.80 for the exploratory-affective statements, 3.74 for affective, and 3.52 for stable. Respondents in this age perceived their relationship predominantly in the affective level of intimacy with some tending slightly more in the stable and exploratory-affective level of intimacy. The data shows that most 13-year-old respondents perceive their relationship with their CMC friend to have a high level of intimacy.

Evaluation of data pertaining to the 14-year-old respondents also revealed interesting results. Mean score are as follows: 3.30 for exploratory-affective, 4.30 for affective, and 3.92 for stable. Data reveals that 14-year-old respondents perceived their relationship with their CMC friend predominantly in the affective level of intimacy with some tending slightly more in the stable (as the second highest) and exploratory-affective. The high mean score in affective (4.30) shows that 14-year-old respondents are comfortable establishing and developing relationships with CMC as a significant component of interaction. The 3.92 mean score in stable also argues that some 14-year-old respondents perceive their relationship with their CMC friend to be achieving a deeper level of intimacy.

At the time the data was gathered only one 15-year-old participated in the survey. Although the researcher could have included the data from this respondent regarding age and PLI, he chose not to do so to protect the anonymity of the respondent. The researcher did include this respondent's data in places where privacy could be maintained.

Moving on to 16-year-old respondents, a mean score of 4.00 in exploratory-affective, 3.90 in affective and 3.35 in stable shows a drastic change in perception. Respondents in this age perceived their relationship with their CMC friend predominantly in the exploratory-affective level of intimacy with some tending slightly more in the affective (as the second highest level of intimacy) and stable. The significantly different perception presented by the 16-year-old respondent demonstrates that adolescents' perception of intimacy in this age tends to fall in a shallower level of intimacy according to Altman and Taylor's SPT.

In contrast to the 16-year-old respondents, 17-year-old respondents show an intriguing development in perception of intimacy with a mean score of 3.20 in exploratory-affective, 3.67 in affective and 3.37 in stable. Compared to the 16-year-olds, 17-year-olds perceived their relationship with their CMC friend predominantly on the affective level of intimacy. Adolescents perception of intimacy tends to fall on a deeper level of intimacy according to Altman and Taylor's SPT.

Another shift in perception was introduced by the 18-year-old adolescents of TFCN. Respondents in this age had a mean of 3.20 in exploratory-affective, 3.62 in affective and 3.37 in stable. Respondents in this age perceived their relationship with their CMC friend predominantly in the affective level of intimacy. The data shows that respondents' perception of intimacy in this age tends to be in a deeper level of intimacy according to Altman and Taylor's SPT.

The final shift happens with the 19-year-old respondents. Respondents in this age had a mean of 3.30 in exploratory-affective, 3.70 in affective and 3.50 in stable. 19-year-old respondents perceived their relationship with their CMC friend predominantly in the affective level of intimacy with some tending slightly in the stable (as the second highest) and exploratory-affective.

Figure 10. Age and Perceived Levels of Intimacy
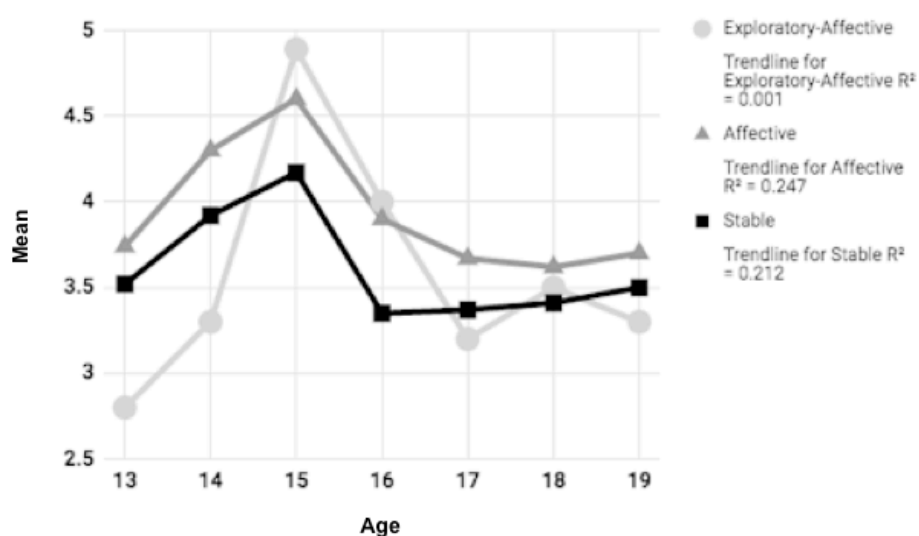
The data demonstrates that 19-year-old respondents perceive CMC as a useful medium to establish, maintain, and develop intimate relationships. Data from the TFCN respondents is consistent with the study of Shulman, Laursen, Kalman, and Karpovsky that as adolescents age, they learn how to balance their own needs as well as the needs of others, which is resulting in the different shifts in perception (Shulman, Laursen, Kalman and Karpovsky 1997, 7). With a weak correlation $r = 0.153$, the spikes in the data, and the shifts of perception, the data reveals that age does not affect adolescents' perception of intimacy. Therefore, the data accepts the first null hypotheses that says, "There is no correlation between age and perceived level of interpersonal intimacy via CMC."

Gender and Perceived Levels of Intimacy

There is a well-established notion that females are more emotionally involved in close relationships than males (Jones and Dembo 1989, np). This research hypothesized that female respondents would have a higher mean on the stable level of intimacy and lower mean on exploratory-affective compared to male respondents. The data shows that female had a mean of 3.41 in exploratory-affective, 3.76 in affective and 3.45 in stable.

Figure 11. Gender and Perceived Levels of Intimacy
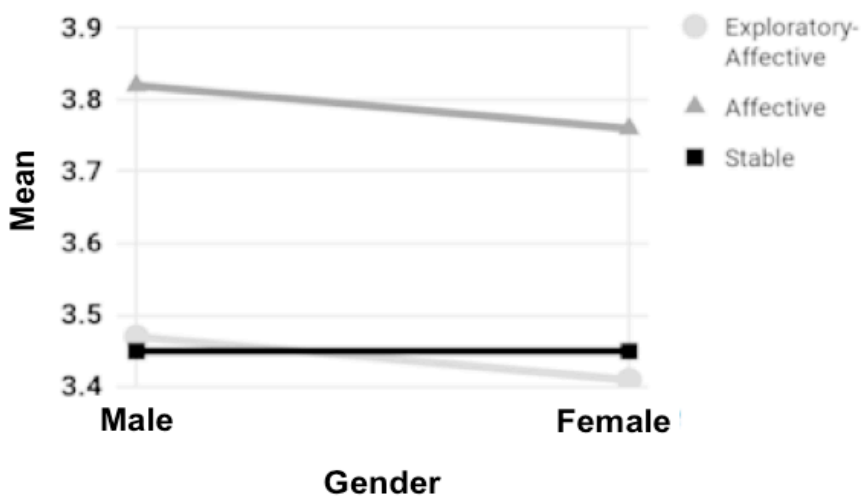
Meanwhile male respondents had a mean of 3.47 in exploratory-affective, 3.82 in affective and 3.45 in stable. Both genders tend to perceive their relationships predominantly in the affective range, with male tending slightly more toward the exploratory-affective side of the range (since the second highest for males is exploratory-affective) and females tending slightly more toward the stable side of the range (since the second highest for females is stable). Therefore, the data rejects null hypotheses two that says, "There is no correlation between gender and perceived level of interpersonal intimacy via CMC."

Type of Relationship and Perceived Levels of Intimacy

The data gathered reveals that respondents who perceived their relationship as "acquaintance" had a mean of 3.10 in exploratory-affective, 3.03 in affective and 2.50 in stable (see Figure 12). Meanwhile, respondents who perceived their relationship as "friends" had a mean of 3.44 in exploratory-affective, 3.81 in affective and 3.51 in stable. Respondents who perceived their relationship as romantic had a mean of 3.55 in exploratory-affective, 3.00 in affective and 3.67 in stable.

Figure 12. Type and Perceived Levels of Intimacy
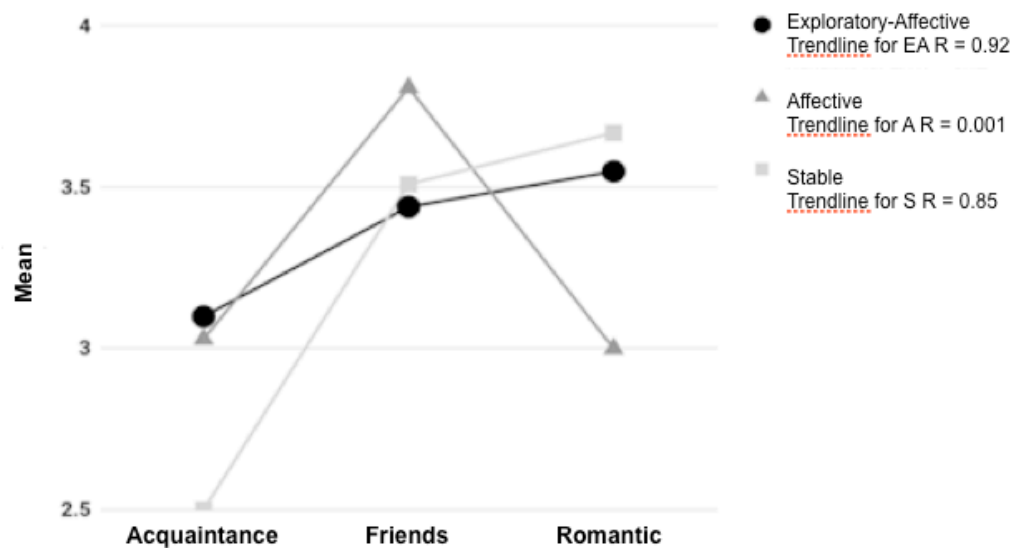
Respondents who perceived their relationship as "acquaintance" tend to perceive their relationship predominantly in the exploratory-affective level of intimacy. Respondents who perceived their relationship as "friends" tend to perceive their relationship predominantly in the affective level of intimacy. Respondents who perceived

their relationship as "romantic" perceived their relationship predominantly in the stable level of intimacy.

In sum, respondents who self-reported a CMC relationship as merely at the acquaintance level also report their PLI predominantly in the exploratory-affective range. Respondents who self-report a CMC relationship at the friends level also report their PLI predominantly in the affective range. Respondents who self-report a CMC relationship at the romantic level also report their PLI predominantly in the stable range. With a positive correlation of $r = 0.591$ and the consistency of the data to the Altman and Taylor's SPT, the researcher concludes that the type of relationship affects the adolescents of perception of intimacy. Therefore, the data rejects null hypothesis number three that says, "There is no correlation between the type of relationship and perceived level of interpersonal intimacy via CMC."

Length of Relationship

For null hypothesis number four that says, "There is no correlation between the length of relationship and perceived level of interpersonal intimacy via CMC," the researcher committed an error that made the data for this particular item irrelevant and unworkable. The researcher failed to clarify to the respondents to specify the number of years or months they have been interacting with their CMC friend. What the researcher could have done differently is to put specific choices such as: a) less than a month; b) more than a month; c) more than a year. This is a clear error from the researcher for the data for this could have further added more clarity to this research. Nonetheless this opens an opportunity for future researchers to carry on or complete what this research has missed.

Depth of Communication and Perceived Levels of Intimacy

The trendlines shown in the data (see Figure 13) display little correlation between the respondents' depth of communication mean scores and PLI mean scores. Although the trendlines for all three PLI slope upward, the data nevertheless displays a low $r =$
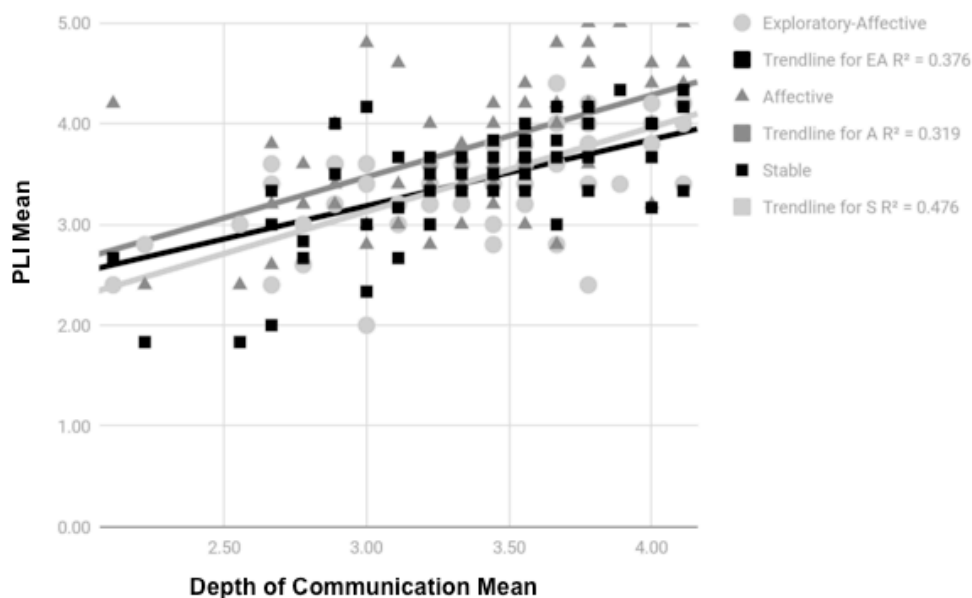
0.391 and thus little correlation between depth of communication and the respondents' perceived level of intimacy. Therefore, the data accepts null hypotheses five that says, "There is no correlation between depth and breadth of communication and perceived level of interpersonal intimacy via CMC."

Figure 13. Depth of Communication and Perceived Levels of Intimacy

Breadth of Communication and Perceived Levels of Intimacy

The trendlines in shown in data (see Figure 14) displays little correlation between the respondents' breadth of communication mean scores and PLI mean scores.

Although the trendlines for all three PLI slope upward, the data nevertheless

displays a low $r = 0.387$ and thus little correlation between breadth of communication

and the respondents' perceived level of intimacy. Therefore, the data leads the research to

accept null hypotheses six that says, "There is no correlation between breadth and breadth

of communication and perceived level of interpersonal intimacy via CMC."

Figure 14. Breadth and Perceived Levels of Intimacy
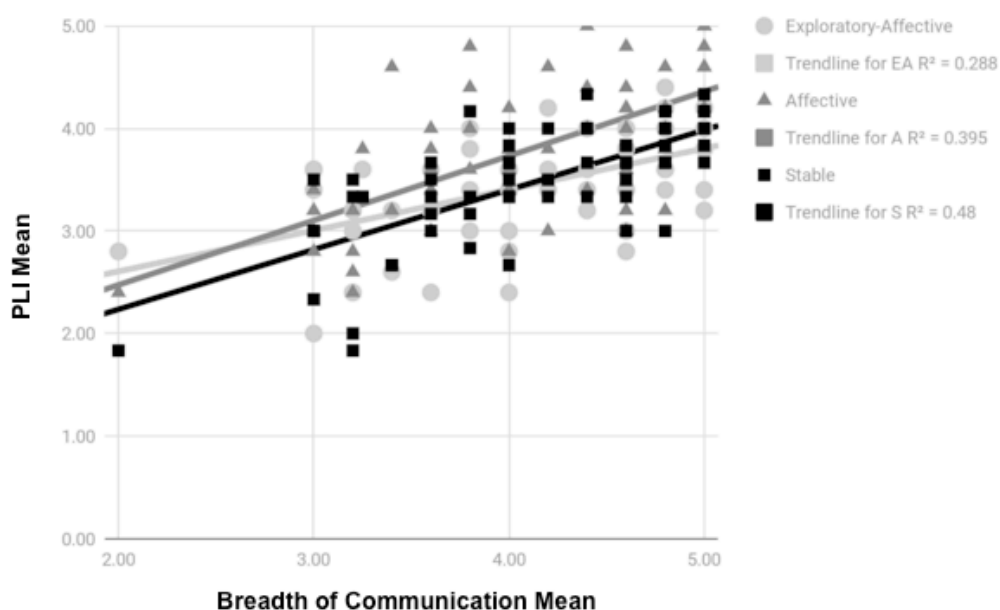
Statement 13 and Perceived Levels of Intimacy

Questionnaire statement 13 (S13) says, "We contact each other in a variety of

ways besides the Internet." A strong agreement with this statement would suggest that the

respondent's perception of intimacy is not dependent on CMC alone. Scoring a high

mean in S13 strongly suggests that the respondents' perceived level of intimacy has been

affected by face-to-face interaction or any other media of communication than CMC.

As reflected in Figure 15, respondents who scored "one" in response S13

perceived their relationship via CMC predominantly in the exploratory-affective level of

intimacy with a mean of 2.80, with some tending slightly more in affective (2.40). Respondents who scored "two" perceived their relationship predominantly in the affective level of intimacy with a mean of 3.10, with some tending slightly more in stable (2.91) Respondents who scored "three" perceived their relationship predominantly in the affective level of intimacy with a mean of 3.65, with some tending slightly more in stable (3.10) Respondents who scored "four" perceived their relationship predominantly in the affective level of intimacy with a mean of 3.66, with some tending slightly more in exploratory-affective (3.45) Respondents who scored "five" perceived their relationship predominantly in the affective level of intimacy with a mean of 4.20, with some tending slightly more in stable (3.85). The data displayed that respondents who interacted with their CMC friend beyond the context of CMC had a deeper perception of intimacy and those who scored low for S13 had low PLI. The data reveals a positive correlation between reported use of non-CMC forms of communication and PLI for all three stages of intimacy, with $r = 0.916$, 0.93, and 0.908 for exploratory-affective, affective, and stable, respectively. It is significant to note that, whereas the mean for exploratory-affective is the highest of the three for respondents who report little non-CMC use, it is the lowest of the three for those who report the highest non-CMC use. This means that, for the respondents of this study, use of CMC does not inhibit advancement to higher levels of intimacy, while at the same time, use of CMC and non-CMC together enhances the likelihood of advancement. The data rejects null hypotheses six which says, "There is no correlation between the percent of CMC use versus other forms of communication and perceived level of interpersonal intimacy."

Figure 15. CMC, Other Forms of Communication and PLI
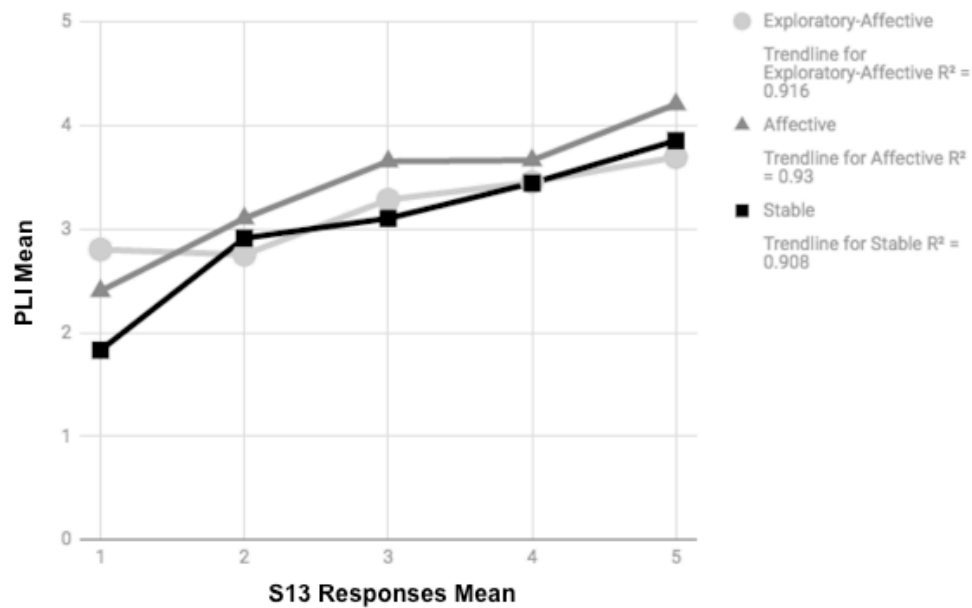
Summary

The data gathered reveals that the respondents' age and PLI has no correlation. Meanwhile data shows that the respondents' gender has a correlation with their PLI and respondents' perceived type of relationship has a correlation with the respondents' PLI.

Data further reveals that the respondents' depth of communication has no correlation with the respondents' PLI and the respondents' breadth of communication has no correlation with the respondents' PLI.

The data also demonstrates that respondents use of CMC and other forms of communication has a correlation with the respondents' PLI. This data suggests that the TFCN adolescents' perception of intimacy is not just affected by CMC alone.

This chapter discussed the presentation and interpretation of data. The next chapter discusses the summary, findings, conclusion and recommendations of this research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusions, and recommendations. This study was conducted for the purpose of investigating how adolescents from TFCN perceive interpersonal intimacy via CMC. This study was descriptive in design and quantitative in approach. A self-report survey questionnaire was used for collecting the data. 60 Adolescents from TFCN, who are 13–19 years old and are CMC users were the respondents. It is followed by a description of the findings, conclusions, and recommendations.

Summary

The findings of this research summarizes that adolescents' perception of interpersonal intimacy is impacted by their age, gender, perceived type of relationship and their use of other forms of communication. The findings of this research summarizes that a majority of the respondents perceived their CMC relationship to be in the affective level of intimacy regardless of their age. The findings of this research summarizes that both male and female respondents predominantly perceived their CMC relationship to be in the affective level of intimacy. The findings of this research summarizes that breadth of communication and depth of communication did not assure a deeper level of intimacy. This research further summarizes that respondents communication beyond CMC significantly affects the adolescents' perception of interpersonal intimacy.

Based on the gathered, analyzed and interpreted data, the researcher came up with the following findings presented in accordance with the research questions formulated in the statement of the problem.

First problem states, "What are the demographic characteristics of the adolescents in Taytay First Church of the Nazarene in terms of the following?" In terms of age, the respondents who participated were 13–19 years old. The total number of respondents that participated in this research was 60. The largest age group were 16-year-olds and 18-year-olds with 14 respondents each. The second largest age groups were 17-year-olds and 19-year-olds with 11 respondents each. The third largest age group was the 13-year-olds with 7 respondents. The fourth largest age group was the 14-year-olds with 2 respondents, and the age group with the least number of respondents was 15-year-old with 1 respondent.

In terms of gender, the respondents was quite equally divided. 32 (53%) were female and 28 (47%) were male respondents. Therefore the result of the survey can tell the balanced perception of intimacy of adolescents in TFCN in terms of gender.

In terms of type of relationship, six of the respondents perceived their relationship with their CMC friend as "acquaintance." 42 of the respondents perceived their relationship with their CMC friend as "friends." 12 of the respondents perceived their relationship with their CMC friend as "romantic." Thus, the majority of the respondents perceived their relationship with their CMC friend as "friends" which aligns with the findings of Burhmester and Furman that peer relationships become increasingly important in adolescence (Buhrmester and Furman 1987, 1107).

In terms of length of relationship, the information gathered for this item was irrelevant and unworkable. If this item had been further clarified and coordinated by the researcher, the data for this particular item could have been use to study the relationship between the length of relationship and perceived level of intimacy of the adolescents in

TFCN. Thus, opportunity remains for future researchers who would resume, continue on or complete what this research has overlooked.

Second problem states, "What is the correlation between age and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?" The level of intimacy with the highest mean as perceived by 13-year-old respondents was affective, with a 3.74 mean. The level of intimacy with the highest mean as perceived by 14-year-old respondents was affective, with a 4.30 mean. The data for age 15 has been omitted from this area of inquiry to preserve the anonymity of the single respondent (see chapter 4). The level of intimacy with the highest mean as perceived by 16-year-old respondents was exploratory-affective, with a 4.00 mean. The level of intimacy with the highest mean as perceived by 17-year-old respondents was affective, with a 3.67 mean. The level of intimacy with the highest mean as perceived by 18-year-old respondents was affective with a 3.62 mean. The level of intimacy with the highest mean as perceived by 19-year-old respondents was affective with a 3.70 mean. The level of intimacy with the highest mean as perceived by respondents age 13, 14, 17, 18, and 19 was the affective level, with means of 3.74, 4.30, 3.67, 3.62, and 3.70, respectively. Only respondents age 16 had a different highest mean, with a mean of 4.00 for exploratory-affective. The data for age 15 has been omitted from this area of inquiry to preserve the anonymity of the single respondent. Therefore, the data reveals that the respondents of most studied age groups (excluding only 16-year-olds) perceived their CMC relationship to be most characterized by the affective level of intimacy. The significantly different perception presented by the 16-year-old respondents

suggests that adolescents' perception of intimacy either changes or develops at this age. The data showed that there is no correlation between the respondents' age and their PLI.

Third problem states, "What is the correlation between gender and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?" The level of intimacy with the highest mean as perceived by male respondent was affective with a mean of 3.82, second was exploratory-affective with a mean of 3.47, and last was stable with a mean of 3.45. The level of intimacy with the highest mean as perceived by the female respondents was affective with a mean of 3.76, second was stable with a mean of 3.45, and last was exploratory-affective with a mean of 3.41. The data showed that there is a correlation between the respondents' gender and their PLI. Relationships reported by males tend to have a higher PLI mean, while those reported by females tend to have a lower PLI mean. This result disagrees with the expectation raised by the study of Jones and Dembo that females are more emotionally involved in close relationships than males (Jones and Dembo 1989, np).

Fourth problem states, "What is the correlation between type of relationship and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?
Respondents who perceived their relationship as "acquaintance" had the highest mean in the exploratory-affective level of intimacy with a mean of 3.10. Second was 3.03 for affective and last was 2.50 for stable. Respondents who perceived their relationship as "friends" had the highest mean in the affective level of intimacy with a mean of 3.81, second was 3.51 for stable, and last was 3.44 for exploratory-affective. Respondents who

perceived their relationship as "romantic" had the highest mean in the stable level of intimacy with a mean of 3.67, second was 3.55 for exploratory-affective, and last was 3.00 for affective. The data showed that there is a correlation between the respondents' perceived type of relationship and the respondents' PLI. Respondents who reported acquaintance as the perceived type of relationship displayed a higher PLI mean in exploratory-affective and lower PLI mean in affective and stable. Respondents who reported friends as the perceived type of relationship displayed a higher PLI mean in affective and lower PLI mean in exploratory-affective and stable. Respondents who reported romantic as the perceived type of relationship displayer a higher PLI mean in stable and lower PLI mean in exploratory-affective and affective.

Fifth problem states, "What is the correlation between length of relationship and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines, via computer-mediated communication (CMC)?" The data for this sub-problem was irrelevant and unworkable (see chapter 4).

Sixth problem states, "What is the correlation between depth and breadth of communication and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines via computer-mediated communication (CMC)?" A low depth and breadth of communication mean did not assure low PLI and, a high depth and breadth of communication mean did not assure high PLI. Some respondents with low breadth and depth had high PLI and vice versa. The data revealed that there is no correlation between breadth and depth of communication and the respondents' PLI. Altman and Taylor's SPT proposes that as relationships develop interpersonal communication moves from relatively shallow, non-intimate levels to deeper, more

intimate ones (Griffin 2011, 26). The findings for this data proposes a contrasting result. Respondents who reported a low breadth and depth of communication mean also reported a high PLI mean and vice versa. Thus, adolescents can report a low breadth and depth of communication but perceived their relationship on a deeper level of intimacy.

Seventh problem states, "What is the correlation between the percent of CMC use versus other forms of communication and perceived level of intimacy in adolescents in Taytay First Church of the Nazarene, Philippines?"

Respondents who answered "one" (i.e., who strongly disagreed with the statement, "We contact each other in a variety of ways besides the Internet") perceived their relationship via CMC predominantly in the exploratory-affective level of intimacy with a mean of 2.80. Respondents who answered "two" (i.e., who disagreed with the statement regarding use of non-Internet-based communication) perceived their relationship predominantly in the affective level of intimacy with a mean of 3.10. Respondents who answered "three" (i.e., who were undecided about use of non-Internet means of communication) perceived their relationship predominantly in the affective level of intimacy with a mean of 3.65. Respondents who answered "four" (i.e., who agreed that they use non-Internet forms of communication) perceived their relationship predominantly in the affective level of intimacy with a mean of 3.66. Respondents who answered "five" (i.e., who strongly agreed to the statement regarding use of non-Internet forms of communication) perceived their relationship predominantly in the affective level of intimacy with a mean of 4.20. The data found that there is a correlation between the respondents' use of CMC and other forms of communication the respondents' PLI. SPT suggests that relationships move to a deeper level of intimacy through self-disclosure

(including self-disclosures via CMC) however, there are many factors closely associated with increased intimacy, including amount of time spent engaging with a relational partner, commitment (satisfaction with the relationship), environment, and the perceived costs and rewards of disclosure (Pennington 2015, 5). Thus, other varying factors that affect adolescents' perception of intimacy is acknowledged by the data.

<div align="center">Conclusions</div>

Based on the findings of this study, the conclusions are presented below.

This research concludes that there is no correlation between respondents' age and their perception of interpersonal intimacy. The respondents' PLI varied across their ages. The majority of the respondents perceived their relationship predominantly in the affective level of intimacy. Therefore, adolescents in TFCN find intimacy across their adolescent years as would be expected (Shulman, Laursen, Kalman and Karpovsky 1997, 2). TFCN adolescents who predominantly perceived the affective level of intimacy supports the findings by Burhmester and Furman that peer relationship is as relevant in CMC as it is in face-to-face relationships (Buhrmester and Furman 1987, 1107).

This research concludes that there is a correlation between the respondents' gender and their perception of interpersonal intimacy. The respondents' PLI differ according to gender. Both gender predominantly perceived their relationship in the affective level of intimacy with a small but measured difference (the male respondents having a higher mean). The data is in contrast to the findings of Jones and Dembo that argued that females are more emotionally involved in close relationships than males (Jones and Dembo 1989, np).

This research concludes that there is a correlation between the respondents' perceived type of relationship and their perception of interpersonal intimacy. Relationships perceived as "acquaintance" were predominantly in an outer layer of Altman and Taylors' SPT (exploratory-affective). Relationships perceived as "friends" were in an inner layer of Altman and Taylor's SPT (affective). Relationships perceived as "romantic" were predominantly in the innermost layer of Altman and Taylor's SPT (stable). Therefore, adolescents' perceived type of relationship may initially identify the adolescents' perceived level of intimacy.

This research concludes that there is no correlation between TFCN adolescents' depth and breath of communication and perception of interpersonal intimacy. Therefore this study concludes that depth and breadth of communication cannot assure deeper PLI.

This research concludes that there is a correlation between TFCN adolescents' use of other forms of communication and their perception of interpersonal intimacy. PLI. Social media and other forms of communication today has provided new opportunities for self-expression, sociability, community engagement, creativity and new literacies (Livingstone 2008, 4). Adolescents use CMC to share information that ranges from the dramatic to the routine (Beebe, Beebe and Redmond 2011, 13). This research concludes that CMC alone has not assured a deeper level of intimacy among the adolescents of TFCN.

Recommendations

These recommendations are presented to Taytay First Church of the Nazarene for the better understanding of adolescents' perception of intimacy via CMC, age ranges 13–

19 years old who are active CMC users. All the recommendations were based in the research findings.

1. TFCN should consider CMC as a platform for adolescents to express themselves and at the same time continue to encourage face-to-face meetings and interactions such as cell groups, Bible study groups, accountability partners, and the like.

2. Since the majority of the respondents' PLI lean towards the affective level of intimacy, the research suggests that TFCN should observe and understand the nature of peer-to-peer interactions of adolescents in CMC. TFCN can incorporate the nature of peer-to-peer interactions in CMC to face-to-face interactions. For example, if adolescents disclose more about themselves through a medium because they can adjust what they are going to say before sending/speaking to a peer, then maybe TFCN can modify an interaction that gives adolescents the chance and freedom to adjust what they going to say during face-to-face interactions.

3. Based on findings, depth and breadth of communication via CMC did not assure a deeper PLI, the research suggests that TFCN should consider exploring other means of communicating with adolescents. Perhaps TFCN can give more emphasis one-on-one, face-to-face and intentional discipleship programs.

Recommendations for Further Study

1. Examine the correlation between the length of relationship and adolescents' perceived level of intimacy. Investigating the correlation between adolescents' perceived length of relationship and perception of intimacy may suggests that the

length of time the adolescents engage with their peers via CMC would result in a deeper level of intimacy.

2. The researcher suggests that future researchers would utilize a qualitative approach to this research. This research was done in a quantitative method and data was gathered through a self-reporting survey. The dynamic nature of interviews or group discussion may result in more intriguing finds. The opportunity to probe ("Help me understand why you feel that way") would enable the researcher to reach beyond initial responses and rationales. It is important to understand why adolescents feel, answer, and perceive certain issues.

3. The researcher recommends future research to investigate a more specific study on modern social media communication features that attempts to imitate face-to-face interactions. Disclosing personal information in Social Networking Sites (SNS) (Facebook, Twitter, Instagram, etc.) has been a trend for teenagers. SNS has been an avenue for adolescents to express themselves and give others an opportunity to get to know them. And as each stage of relationship passes, individuals share more information about themselves (Farrugia 2013, 22). SNS now has video calls, gifs, stickers, and emojis that make communication richer compared to asynchronous CMC. Investigating how adolescents interact through these new social media features may uncover more interesting or intriguing finds.

APPENDIX A

SURVEY QUESTIONNAIRE

Dear Respondent,

Please help me in examining the level of intimacy that you perceive to have with the people that you interact with on your Smartphone or social media. Kindly provide the needed information in the spaces provided. Please do not leave any question unanswered. Thank you.

This questionnaire will test the level of intimacy you perceive to have with your friend via asynchronous CMC. The purpose of this questionnaire is to contribute to TFCN's GenCon discipleship resources and programs.

PART I. ABOUT YOU:

1   What is your Gender? _____ Male _____ Female

2   What is your age?_____

PART II. ABOUT YOUR FRIEND:

1. Please enter the initials of the person that you will be focusing on for this study, and describe in your own words your relationship with them:

2. How long (in months/years) have you know this person online? _____

3. Please indicate their gender:
____ Male   ____Female

4. Please indicate his/her age: _____

5. How would you classify this relationship?
____ Acquaintance
____ Friend
____ Romantic

Other, Please Specify: _____

PART III. ABOUT YOUR RELATIONSHIP

Below are a series of statements that describe relationships. Rate your relationship with the person you have chosen in this study by placing a check in the answer of your choice.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
We talk about what we have in common.					
We have in-depth conversations.					
We confidently share our deepest fears to each other.					
We share secrets.					
I am comfortable asking for and doing favors for him/her.					
I spend most of my time chatting with him/her.					
I feel totally committed to him/her.					
His/her needs are just as important as mine are.					
I trust him/her completely.					
We exchange tokens of affection for each other.					
We understand how each other feels without asking.					
Once we get started talking online we move easily from one topic to another.					
We contact each other in a variety of ways besides the Internet.					
We communicate through more than just one site online.					
I feel quite close to this person.					
I feel I could confide in this person about almost anything.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I know much about his/her interests.					
I tell him/her things I would only tell a close friend.					
We use nicknames and private terms with each other.					
We freely talk about anything.					
I am interested in getting to know him/her.					
Our communication online is not limited to just a few topics.					
Our communication covers issues that go well beyond the topic of any single site or group.					
Our communication ranges over a wide variety of topics.					
I usually tell this person exactly how I feel when we talk online.					
I don't keep my personal judgments to myself when this person says or does something with which I disagree online.					
I have told this person what I like about him or her.					
I tell this person everything intimate or personal about myself.					
I have told this person things about myself that he or she could not get from any other source.					
Our communication doesn't stay on the surface of most					

topics.					

APPENDIX B

SURVEY QUESTIONNAIRE

SUPPLEMENT TO THE PILOT TEST: TAGALOG VERSION

Mahal na Tagasagot,

      Salamat sa iyong tulong sa pagsagot sa questionnaire na ito. Layon nito na malaman kung gaano kalapit ang nilalaman ng iyong komunikasyon sa ibang tao gamit ang iyong smartphone o ang social media. Ilagay ang sagot sa tamang patlang (blanks). Siguruhing walang tanong na hindi nasasagot. Maraming Salamat po.

      Ang questionnaire na ito ay susubukan ang level of intimacy na mayroon ka sa iyong pipiliin na kaibigan sa pamamagitan ng asynchronous CMC. Ang pagsagot mo sa questionnaire na ito ay maaring makapag ambag sa resources at programa ng pagdidisipolo ng TFCN GenCon.

UNANG BAHAGI. PERSONAL NA IMPORMASYON:

3   Ano ang iyong kasarian? _____ Lalaki _____ Babae

4   Ano ang iyong edad? _____

IKALAWANG BAHAGI. IMPORMASYON TUNGKOL SA IYONG KAIBIGAN:

1   1. Isulat ang unang titik ng bawat pangalan (initials) ng taong magiging sentro ng
2   pag-aaral na ito, at ilarawan ang kaugnayan mo sa
      kanya:_____
3   2. Ilang taon mo nang kakilala ang taong ito? _____
4   3. Ano ang kasarian ng taong ito? _____ Lalaki _____ Babae
5   4. Ano ang edad ng taong ito? _____
6   5. Paano mo mailalarawan ang kaugnayan o relasyon mo sa taong ito?
        ____ Di gaanong kakilala/Kilala lang sa mukha at pangalan
        (Acquaintance)
        ____ Pagiging magkaibigan (Friendship)
        ____ May nararamdaman para sa kanya (Romantic)
        ____ Para siyang kapamilya (Family)
        Iba pang sagot (Isulat sa patlang): _____
6. Ano ang distansya ninyo nang kayo ay unang nagkatagpo?:

____ Magkalapit lamang (Geographically Close)
____ Magkalayo (Long Distance)
Iba pang sagot (Isulat sa patlang): _____

7. Ano ang kasalukuyan niyong distansya ngayon sa isa't-isa?
Magkalapit lamang (Geographically Close)
____ Magkalayo (Long Distance)
Iba pang sagot (Isulat sa patlang): _____

IKATLONG BAHAGI. IMPORMASYON TUNGKOL SA IYO

Sa bandang ibaba ay mga pangungusap na naglalarawan ng klase ng relasyon mayroon ka sa taong pinag-uusapan sa questionnaire na ito. Piliin kung ikaw ay sang-ayon na sang-ayon, sang-ayon, di sigurado, di sang-ayon at matindi ang di pagsang-ayon sa bawat pangungusap. Markahan ng (X) sa kahon ng kategoriyang iyong pipiliin.

	Sang-ayon na Sang-ayon	Sang-ayon	Di Sigurado	Di Sang-ayon	Matindi ang Di Pagsang-ayon
Interesado akong makilala siya.					
Alam ko ang mga gusto niya.					
Pinag-uusapan namin ang mga bagay na gusto namin pareho.					
Mayroon kaming malalalimang pag-uusap.					
Ibinabahagi namin sa isat-isa ang aming matinding takot.					
Ibinabahagi namin ang aming mga sikreto sa isat isa.					
Nasasabi ko sa kanya ang mga					

bagay na nababanggit ko lamang sa isang matalik na kaibigan.					
Komportable akong humingi o gumawa ng pabor sa kanya.					
Magkasama kami palagi.					
Gamit namin ang aming nickname at mga pribadong tawagan sa isat isa.					
Nararamdaman kong laan ang sarili ko para sa kanya.					
Itinuturing kong kasinghalaga ng aking pangangailangan ang kanyang mga pangangailangan.					
Pinagkakatiwalaan ko siya ng lubusan.					
Napapag-usapan namin kahit anomang bagay sa buhay.					
Nagpapakita kami ng pagkalinga sa isat isa.					
Naiintindihan namin ang bawat isa kahit hindi kami nagtatanungan.					

	Sang-ayon na Sang-ayon	Sang-ayon	Di Sigurado	Di Sang-ayon	Matindi ang Di Pagsang-ayon
Ang aming komunikasyon sa internet ay di lamang limitado sa iilang bagay.					
Napapag-usapan namin ang mga isyu mula sa maraming internet sites o grupo.					
Ang aming komunikasyon ay malawak at sakop ang maraming isyu.					
Kapag nakapagsimula nang mag-usap online, madali sa amin ang mag-iba ng diskusyon.					
Kinokontak namin ang bawat isa sa iba pang paraan bukod pa sa internet.					
Gumagamit kami ng higit pa sa isang online site sa aming komunikasyon.					
Kalimitan kong nasasabi sa taong ito ang aking nararamdaman tuwing kami ay					

nag-uusap online.					
Hindi ko itinatago ang aking mga opinyon maging ang aking di pagsang-ayon kapag kausap ko ang taong ito online.					
Pakiramdam ko malapit ako (close) sa taong ito.					
Nasabi ko na sa taong ito na gusto ko siya.					
Pakiramdam ko maaari kong ilabas ang aking saloobin sa taong ito.					
Nagkukuwento ako ng mga bagay na personal o tungkol sa aking puso't buhay sa taong ito.					
Nakapagsabi na ako sa taong ito tungkol sa aking sarili na marahil ay hindi niya maririnig mula sa iba.					
Ang aming komunikasyon ay hindi nananatili sa mababaw na diskusyon.					

APPENDIX C

Informed Consent Form

I am conducting a research on the Relationship between Intimacy and Mediated-Communication to teenagers as a requirement for a degree in Masters of Christian Communication at Asia-Pacific Nazarene Theological Seminary. The following information is provided for you to decide whether you want to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty. My research is guided by two basic hypotheses: 1) mediated-communication has detrimental effect on interpersonal intimacy and 2) people have more breadth of relationship but less depth of relationship. The questions' intent is to measure the intimacy in mediated relationships. Questions that do not relate to study will not be asked. I would like to request an hour or two from you to present my thesis and for you to answer the questions provided. I promise to use all data gathered for research purposes only. Any private information provided concerning the participant will not be disclosed publicly or to personnel that is not part of the study. There is no compensation for your participation but your involvement will be greatly appreciated.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call 09165400737 or email terence@wmc-ap.org

I agree to take part in this study as a research participant. By my signature I affirm that I have received a copy of this Consent and Authorization Form.

_____   _____

Participant's Name   Date

_____

Participant's Signature

Sincerely in Christ,

Terence D. Lustaña
MA in Christian Communication at Asia-Pacific Nazarene Theological Seminary
Ortigas Ave. Ext. Taytay, Rizal 1920
(63)9165400737
terence@wmc-ap.org

APPENDIX D

Parental Permission for Participation of a Child in a Research Study
Asia-Pacific Nazarene Theological Seminary

Dear parent/guardian,

Greetings in the name of Christ!

I, Terence Lustaña, would like to request for your child's participation in a research study. The purpose of this research is to examine the level of intimacy of relationships in computer-mediated communication (e.g. Text messaging, social media or social networking sites, etc.) among teenagers today. Your child's participation will involve answering an initial survey and two sets of questionnaires. The amount of time required for your child's participation will be no longer than one hour and 30 minutes. There are no known risks associated with this research. Though your child may experience a slight discomfort when it comes to sharing personal information we will do our best to be very sensitive and you can withdraw your child from the research any time you want.

There are no known financial benefits to the child that would result from the child's participation in this research. But this research may help us to understand how your child relates to people in his or her smartphone and social media.

Participation in this research study is voluntary. You may refuse to allow your child to participate or withdraw your child from the study at any time. Your child will not be penalized in any way should you decide not to allow your child to participate or to withdraw your child from this study.

If you have any questions or concerns about this study or if any problems arise, please contact Terence Lustaña at Asia-Pacific Nazarene Theological Seminary: terence@wmc-ap.org. If you have any questions or concerns about your child's rights as a research participant, please contact Asia-Pacific Nazarene Theological Seminary at (632) 658-7632 / 658-5872

I have read this parental permission form and have been given the opportunity to ask questions. I give my permission for my child to participate in this study.

Participant's signature_____ Date:_____
Child's Name:_____
A copy of this parental permission form should be given to you.

APPENDIX E

Letter to the Pastor

Dear Pastor _____,

Greetings in the name of our Lord Jesus Christ!

My name is Terence D. Lustaña, a student of Asia-Pacific Nazarene Theological Seminary or APNTS. My major is in the field of Christian Communications and in fulfillment of my master's degree, I am required to write a thesis. My research is on the level of intimacy adolescents (13–19 years old) achieve via computer-mediated communication. This research has three objectives: 1) identify the degree of impact CMC is making in the lives of adolescents CMC; 2) understand the dynamics of adolescents' relationship in CMC and 3) this research hopes to provide the church a new strategic discipleship plan for the adolescents or improve the current.

In order to accomplish my thesis, I'd like to ask for your assistance in accomplishing this research by conducting my data-gathering (survey) with the young people of Generation Congregation (GenCon). Data-gathering procedure will only take a maximum of one hour and 30 minutes (including the orientation of the participants about the research for 20 minutes). The survey questionnaire is divided into three parts and is written in Tagalog (attach is the survey questionnaire for your reference).

The participants will not receive any financial incentives from with participation but the researcher has a party of appreciation planned for the participants after the research. If you wish to discuss privacy or other things related to the safety of the young people please feel free to contact me: terence@wmc-ap.org or 09165400737. The researcher is more than willing to further explain or present his thesis at your most convenient time. Thank you and blessings!

In His Service,

Terence D. Lustaña

Masters in Christian Communications

APPENDIX F

Descriptive Statistics for All Survey Respondents by Mean

Descending Order

Question	N	Minimum	Maximum	Mean	Std. Deviation
S1	60	2	5	4.43	.993
S25	60	2	5	4.33	1.023
S14	60	2	5	4.30	.808
S3	60	3	5	4.18	.700
S4	60	1	5	4.18	.892
S8	60	2	5	4.10	.951
S20	60	1	5	4.03	.801
S24	60	1	5	4.02	.853
S28	60	1	5	4.00	.974
S27	60	1	5	3.88	1.249
S15	60	1	5	3.93	1.039
S13	60	2	5	3.93	1.006
S30	60	1	5	3.93	.954
S29	60	1	5	3.88	1.059
S7	60	1	5	3.88	1.121
S19	60	2	5	3.83	.886
S16	60	1	5	3.82	1.016
S17	60	1	5	3.82	.965
S5	60	2	5	3.78	.865

S2	60	1	5	3.70	.944
S6	60	1	5	3.63	1.106
S9	60	1	5	3.60	1.168
S10	60	1	5	3.60	1.264
S18	60	1	5	3.53	1.171
S23	60	1	5	3.48	1.176
S12	60	1	5	3.43	1.226
S21	60	1	5	3.25	1.270
S11	60	1	5	3.22	1.236
S26	60	1	5	3.00	1.518
S22	60	1	5	2.93	1.424

APPENDIX G

Descriptive Statistics for All Survey Respondents by Mean

and Perceived Levels of Intimacy

	Respondent	Exploratory-Affective	Affective	Stable
Exploratory- Affective	20	**3.18**	3	2.7
	24	**3.27**	3.11	3.1
	46	**4.00**	3.67	3.4
	47	**4.09**	3.67	3.5
	54	**4.09**	3.89	4
	44	**4.36**	4.11	3.3
Affective	42	2.00	**2.56**	2.2
	25	2.64	**2.78**	2.3
	3	2.18	**3.22**	2.4
	4	2.36	**3.33**	3.1
	27	2.82	**3.33**	2.9
	35	3.09	**3.33**	3.3
	41	3.00	**3.44**	3.2
	15	2.80	**3.56**	3.4
	12	3.18	**3.56**	3.5
	1	3.27	**3.56**	3.3
	34	3.45	**3.56**	3.5

	18	3.00	**3.67**	2.8
	16	3.36	**3.67**	3.5
	22	3.64	**3.67**	3.3
	60	2.82	**3.78**	3.7
	31	3.45	**3.78**	3.1
	33	3.55	**3.78**	3.3
	49	3.55	**3.78**	3.3
	26	3.64	**3.78**	3.7
	6	3.64	**3.89**	3.6
	21	3.73	**3.89**	2.9
	2	3.82	**3.89**	3.3
	8	3.82	**3.89**	3.2
	5	3.73	**4**	2.8
	9	3.91	**4**	3.2
	57	2.09	**4.11**	2.8
	55	3.00	**4.11**	3
	56	3.73	**4.11**	3.3
	58	3.45	**4.22**	3.4
	40	3.82	**4.22**	3.6
	37	4.18	**4.22**	3.5
	52	2.73	**4.33**	3.6

	13	3.55	**4.33**	3.1
	28	4.27	**4.33**	3.2
	48	3.82	**4.44**	3.5
	19	3.91	**4.44**	3.1
	39	4.00	**4.44**	3.4
	23	4.18	**4.44**	3.6
	29	4.18	**4.44**	3.9
	30	3.91	**4.56**	3.5
	38	4.36	**4.56**	3.6
	45	4.09	**4.67**	3.8
	32	4.27	**4.67**	4.1
	36	4.45	**4.67**	4
	14	4.27	**4.78**	3.6
	10	4.45	**4.78**	3.7
	53	2.91	**4.89**	3.6
	17	4.00	**4.89**	3.4
	51	4.27	**5**	3.3
	59	4.27	**5**	3.8
	7	2.36	3	**3.1**
Stable	50	3.09	2.89	**3.5**
	11	3.64	3.78	**3.8**

	43	3.18	3.33	**3.9**

APPENDIX H

Descriptive Statistics by Research Question

and Classification

Descriptive statistics of all participants: Orientation Stage

	N	Minimum	Maximum	Mean	Std. Deviation
S17	60	1	5	3.82	.965
S19	60	2	5	3.83	.886
S20	60	1	5	4.03	.801
S2	60	1	5	3.70	.944

Descriptive statistics of all participants: Exploratory Stage

	N	Minimum	Maximum	Mean	Std. Deviation
S1	60	2	5	4.43	.993
S3	60	3	5	4.18	.700
S4	60	1	5	4.18	.892
S5	60	2	5	3.78	.865
S11	60	1	5	3.22	1.236
S25	60	2	5	4.33	1.023
S26	60	1	5	3.00	1.518

Descriptive statistics of all participants: Affective Stage

	N	Minimum	Maximum	Mean	Std. Deviation
S6	60	1	5	3.63	1.106
S7	60	1	5	3.88	1.121
S8	60	2	5	4.10	.951
S9	60	1	5	3.60	1.168
S10	60	1	5	3.60	1.264
S18	60	1	5	3.53	1.171
S21	60	1	5	3.25	1.270
S22	60	1	5	2.93	1.424
S30	60	1	5	3.93	.954

Descriptive statistics of all participants: Stable Stage

	N	Minimum	Maximum	Mean	Std. Deviation
S12	60	1	5	3.43	1.226
S13	60	2	5	3.93	1.006
S14	60	2	5	4.30	.808
S15	60	1	5	3.93	1.039
S16	60	1	5	3.82	1.016
S23	60	1	5	3.48	1.176
S24	60	1	5	4.02	.853
S27	60	1	5	3.88	1.249
S28	60	1	5	4.00	.974
S29	60	1	5	3.88	1.059

Descriptive statistics by Stage of Intimacy and Age

Orientation Stage

Age		Q17	Q19	Q20	Q2
13	Mean	4.14	4.14	4.14	3.43
	Std. Deviation	.899	1.069	1.573	1.272
14	Mean	4.00	4.00	4.50	4.00
	Std. Deviation	0	1.414	.707	1.414
15	Mean	5.00	5.00	5.00	5.00
	Std. Deviation	NaN	NaN	NaN	NaN
16	Mean	3.64	3.93	4.07	3.64
	Std. Deviation	1.150	.916	.730	1.00
17	Mean	3.45	3.63	3.73	3.45
	Std. Deviation	1.439	.924	.646	.820
18	Mean	3.86	3.57	3.93	4.00
	Std. Deviation	.534	.756	.730	.555
19	Mean	4.00	3.91	4.18	3.64
	Std. Deviation	.632	.831	.404	1.120

Exploratory Stage

Age		Q1	Q3	Q4	Q5	Q11	Q25	Q26
13	Mean	4.57	3.71	3.86	3.71	2.43	4.28	2.43
	Std. Deviation	.786	.951	1.463	.951	1.133	.756	1.812
14	Mean	4.50	4.00	5.00	5.00	4.50	5.00	4.00
	Std. Deviation	.707	0	0	0	.707	0	1.414
15	Mean	5.00	5.00	4.00	4.00	4.00	4.00	1.00
	Std. Deviation	NaN	NaN	NaN	NaN	NaN	NaN	NaN
16	Mean	4.50	4.43	4.50	3.86	2.86	4.28	3.28
	Std. Deviation	.650	.513	.650	1.099	1.231	.994	1.325
17	Mean	4.27	4.00	3.91	3.73	3.27	4.18	3.00
	Std. Deviation	.904	.774	.700	.646	1.348	.603	1.414
18	Mean	4.57	4.28	4.36	3.64	3.57	4.43	3.21
	Std. Deviation	.513	.611	.633	.744	1.089	.646	1.577
19	Mean	4.18	4.18	3.91	3.73	3.36	4.36	2.73
	Std. Deviation	.981	.750	1.136	.904	1.286	.924	1.600

Affective Stage

Age		Q6	Q7	Q8	Q9	Q10	Q18	Q21	Q22	Q30
13	Mean	4.2	4.16	4.5	3.5	4.17	3.75	2.50	2.50	4.00
	Std. Deviation	.408	.983	.837	1.378	1.169	1.505	1.974	1.974	.894
14	Mean	3.00	3.00	5.00	4.50	2.50	5.00	3.00	1.00	5.00
	Std. Deviation	1.414	0	0	.707	2.121	0	1.414	0	0
15	Mean	5	5	5	5	5	5	5	5	5
	Std. Deviation	NaN	NaN	NaN	NaN	NaN	NaN	NaN	NaN	NaN
16	Mean	3.64	4.00	4.07	3.60	3.64	4.00	3.43	3.43	4.00
	Std. Deviation	.928	1.109	.997	1.0893	1.336	.784	1.223	1.342	.961
17	Mean	3.20	3.64	3.64	3.64	3.82	3.27	3.00	2.82	3.20
	Std. Deviation	1.167	.809	.924	1.120	.981	1.103	1.095	1.328	1.168
18	Mean	3.61	3.85	4.00	3.40	3.41	3.10	3.31	3.00	4.07
	Std. Deviation	.960	1.214	1.000	1.261	1.182	1.187	1.182	1.000	.640
19	Mean	3.64	3.70	4.18	3.64	3.54	3.45	3.27	2.72	4.09
	Std. Deviation	1.629	1.567	.981	1.286	1.293	1.128	1.190	1.489	.831

Stable Stage

Age		Q12	Q13	Q14	Q15	Q16	Q23	Q24	Q27	Q28	Q29
13	Mean	4.00	4.17	4.00	4.16	4.33	3.16	3.33	3.33	3.66	3.66
	Std. Deviation	1.549	.753	1.264	1.329	.816	1.834	1.505	1.366	1.211	1.211
14	Mean	3.00	2.50	5.00	5.00	4.00	2.00	5.00	1.00	4.00	5.00

	Std. Deviation	0	.707	0	0	0	0	0	0	0	0
15	Mean	5.00	5.00	5.00	5.00	5.00	1.00	5.00	5.00	5.00	5.00
	Std. Deviation	NaN	NaN	NaN	NaN	NaN	NaN	NaN	NaN	NaN	NaN
16	Mean	3.14	3.57	4.28	3.43	3.64	3.57	4.14	3.92	3.93	4.00
	Std. Deviation	1.292	1.222	.726	1.157	1.150	1.283	.864	1.320	.997	1.109
17	Mean	3.36	3.81	3.90	3.81	3.90	3.81	3.81	4.27	3.63	3.73
	Std. Deviation	1.361	.750	.831	.750	.943	.873	.603	.646	1.026	1.103
18	Mean	3.46	4.23	4.38	4.15	3.76	3.76	3.92	4.23	4.23	3.84
	Std. Deviation	.967	.599	.506	.688	1.012	.832	.640	.725	.725	.898
19	Mean	3.36	4.00	4.45	3.81	3.54	3.18	4.27	3.90	4.00	3.63
	Std. Deviation	1.361	1.264	.934	1.250	1.128	1.078	.646	1.044	1.095	1.206

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