Assessing the Social and Developmental Significance of Young Adolescents' Shared Leisure Activities

by

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Abstract

The Core and Balance Model of Family Functioning (Johnson, Zabriskie, & Hill, 2206; Smith, Freeman, and Zabriskie, 2009) was used as a conceptual framework for exploring ways in which shared leisure activities with close friends and dating partners offer early adolescents an interpersonal context to develop satisfying relationships, build interpersonal competence, and engage in identity processing work through relationship behaviors (communication and emotional support). The Core and Balance Model of Family Functioning suggests there are two interrelated categories of leisure involvement which families use to facilitate outcomes of cohesion and adaptability. The largely African American sample (71%) ranged from age 11-15 with a mean age of 13. Results indicated that relationship behaviors (communication and emotional support) within close peer relationships matter for young adolescents' satisfaction within these relationships, as well as for their broader social competence and identity work. Core shared leisure activities with friends and dating partners were positively associated with communication and emotional support within relationships. In contrast, balance leisure activities were negatively associated with the communication and emotional support within the close peer relationships. Relationship behaviors directly predicted relationship satisfaction, interpersonal competence, and identity work and mediated associations between core leisure activities and relationship satisfaction. Limited moderation by gender and relationship type (close friend versus dating partner) were found. Core activities were most beneficial for developing satisfying relationships, building interpersonal competence, and engaging in identity work.

Dedication

This dissertation is dedicated to three individuals who had and continue to have a significant influence in my life from their heavenly home: my mother, the late Ella Mary Tuggle who instilled in me the importance of education, hard work, and commitment to finish anything you begin; my father, the late Bobby Louis Tuggle who taught me that I had the potential and capacity to accomplish anything I desired and who unwaveringly supported every one of my dreams, risks, and challenges , and my cousin Ron Romale Tuggle, through his unconventional ways provided a living example of self-discipline and perseverance in the face of adversity. I am blessed and grateful for my relationship with each of you and the memories we individually and collectively shared will forever bind us. Thank you for inspiring, believing, and encouraging me to NEVER GIVE UP!

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"Everything you need, you've got…it's there, perfect, complete – maybe not yet realized, but perfect and complete." – Beah Richards

"Risk more than other think is safe, care more than others think is wise, dream more than others think is practical, expect more than others think is possible." – Cadet Maxim

"When you get, give. When you learn, teach". – Maya Angelou

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"Keep the dream alive don't let it die
If something deep inside keeps inspiring you to try, don't stop
And never give up, don't ever give up on YOU"
– Yolanda Adams

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I. INTRODUCTION

Leisure provides a context for adolescents to choose their daily activities actively, direct their courses of action, and influence their own development (Larson, 2000). These activities stand out from other domains of adolescents' daily lives, offering opportunities for adolescents to be cognitively, emotionally, and socially challenged and engaged in ways they may not be in other parts of their lives (Larson, 2000). Because of the autonomy to exert voluntary control through leisure, these activities may be important to adolescent social and developmental outcomes.

Although numerous studies have examined leisure activities and adolescent outcomes in areas such as academics (Bartko & Eccles, 2003; Mahoney & Cairns, 1997) and problem behaviors (Bartko & Eccles, 2003; Darling, Caldwell, & Smith, 2005; Katims, & Zapata, 1999), the vast majority of research on unstructured leisure has focused on negative outcomes. Relatively few studies have investigated positive associations between leisure activities and adolescents' normative social or developmental outcomes. In the present study, therefore, we explore social and developmental outcomes associated with leisure activities engaged in by adolescents. We specifically focus on two types of salient peer relationships (i.e., close friend or romantic partner) with whom the adolescents are sharing these activities. In the present study, we will use the term "close peers" when we intend to refer to both close friends and romantic partners without distinguishing between them.

Throughout childhood and adolescence, youth participate in a number of relationships, including those with parents, friends, and romantic partners that provide diverse opportunities for development. As youth face different developmental tasks with increasing age and maturity, relationships with parents and peers undergo significant transformations in their prominence in youths' daily lives (Buhrmester & Furman, 1987; Laursen & Colins, 2009). During the rapidly shifting developmental period of adolescence, youth are constantly challenged to negotiate relationships with parents and peers, and develop new skills for relating interpersonally, while also managing the, at times, intense emotions that

arise during this period of development (Collins & Steinberg, 2006). Adolescents' perceptions of parents as primary sources of social/emotional support often decline as perceived support from close peers increases such that close peer relationships are perceived as providing support that is similar to and sometimes greater than that of parents (Furman & Buhrmester, 1992; Helson, Vollebergh, & Meus, 2000). Two salient types of interdependent peer relationships, those with close friends and those with dating partners, play an important role in shaping the general course of development and social adjustment during adolescence (Connolly, Pepler, Craig, & Taradash, 2000) and are the focal relationships examined in the present study. Because a large portion of adolescents' time is spent engaging in shared leisure activities with close peers (Mathur & Berndt, 2006), the overarching premise of the present study is that adolescents' shared leisure activities with close friends and dating partners affect experiences within these relationships and ultimately influence the quality of these relationships and adolescents' developmental outcomes.

Shared Leisure and Adolescent Development

Adolescent development researchers have argued that peer activities have the potential to provide a context for forming identity (Shaw, Kleiber, & Caldwell 1995; Younis, McLellan, Su, & Yates, 1999), cultivating emotional competence and regulation skills (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 1999), and fostering communication, negotiation, and conflict management skills (Catalano et al., 2004; Dubas & Snider, 1993; Dworkin, Larson, & Hansen, 2003). Rogoff, Baker-Sennett, Lacasa, and Goldsmith (1995) suggest that learning occurs through collaborative participation in activities of shared interest. Adolescents' shared leisure activities are important to assess because they provide a context in which relationship experiences associated with developmental tasks can be both learned and tested, providing critical interpersonal competencies and self-theories that have a proclivity to shape development and later close relationships. Samadahl and Jekubovich (1997) found that the most influential factor for shaping leisure time was social relationships, and the desire many people have to share leisure with a partner. Despite the noted developmental significance of adolescent peer relationships and adolescent leisure activities, associations among adolescent shared leisure activities with peers and

their developmental significance have largely remained unexplored. Consequently, we know very little about how shared leisure activities with close friends and dating partners affect relationship experiences within the relationship and developmental outcomes, particularly among young adolescents.

In the current study, we examine the ways in which shared leisure activities with close friends and dating partners provide early adolescents with an interpersonal context to develop satisfying relationships, build interpersonal competence, and engage in identity formation. We also assess how shared leisure activities with these close peers offer young adolescents a context to develop and practice relationship behaviors such as communication and emotional support. The conceptual framework for our central thesis that shared leisure is associated with peer relationship behaviors and adolescent outcomes is the *Core and Balance Model of Family Functioning* (Johnson, Zabriskie, & Hill, 2006; Smith, Freeman, & Zabriskie, 2009). This model suggests that there are two interrelated categories of leisure involvement (core and balance) which families use to facilitate outcomes of cohesion and adaptability. For adolescents, *core* leisure activities are characterized by common everyday unstructured, informal, "hanging out" types of activities that often involve a high level of communication (e.g., hanging out each other's houses, eating meals together, text messaging, and talking on the phone). In contrast, *balance* leisure activities are characterized as novel and challenging experiences that generally require planning and effort (e.g., going to community-based events like a dance, party, or movie, or playing some kind of game or physical activity). In the present study we extrapolate from the central tenets of the core and balance model to suggest that core and balance leisure activities relate differently to two types of adolescents' intimate relationship behaviors (i.e., communication and emotional support within their close peer relationships and to the outcomes of relationship satisfaction, interpersonal competence, and identity formation).

Shared Leisure and Relationship Behaviors

We first look within a specific peer relationship to examine how shared leisure is directly associated with relationship experiences such as communication and emotional support. Communication refers to open discourse with someone whom one finds easy to talk to, and feeling listened to. Emotional support consists of behaviors such as helping each other through difficult times, comforting one another

when needed, and helping each other solve problems. A considerable body of literature suggests that sharing activities with close others may be an important pathway for creating intimacy (Fehr, 2004; Radmacher & Azmitia, 2006). Generalizing from this idea, we suggest that communication and emotional support are relationship-specific intimate experiences that are cultivated through adolescents' shared leisure activities with close peers. This view is consistent with theorizing by Reis and Shaver (1988) who hold that shared leisure activities provide an opportunity for relationship partners to communicate, provide support, and maintain intimacy (defined as mutual openness and responsiveness). Assessing associations among shared leisure activities, communication, and emotional support matters because the more time people spend together, the more opportunity they have to influence each other's thoughts and behaviors, interpersonal competence, and social interactions.

Figure 1 shows expected associations among the core and balance leisure activities, communication and emotional support with close peers

Specifically, we hypothesize that:

HO1: Both balance and core leisure activities with close peers will be positively related to communication and emotional support. Balance leisure activities will be stronger predictors than core leisure activities of emotional support and core leisure activities will be stronger predictors than balance leisure activities of communication.

Insert Figure 1 here

Shared Leisure, Relationship Behaviors, and Relationship Satisfaction

To extend our examination of associations among adolescent's shared leisure activities and relationship experiences within specific peer relationships, we explore relationship satisfaction within these relationships. Reis and Shaver (1988) suggest that relationship experiences such as communication and emotional support matter for relationship satisfaction.

Relationship satisfaction is about feeling that the relationship is good and meeting expectations. Relationship satisfaction combines the cognitive and emotional relationship experiences of interpersonal interactions to shape how partners attach meaning to the messages they exchange (Priem, Solomon, &

Steuber, 2009). Thus, relationship satisfaction is an indication of the degree to which the relationship provides generally beneficent experiences (Collins, 2003). Relationship satisfaction is an important outcome to assess because relationship experiences that conform to idealized scripts heighten positive emotions (Collins) and provide a secure base for identity exploration, a central developmental task during adolescence (Pittman, Keiley, Kerpelman, & Vaughn, 2011).

The family leisure literature has consistently demonstrated positive relationships between family leisure/recreation and aspects of family functioning such as satisfaction and bonding (Hawks,1991; Holman & Epperson, 1984; Orthner & Mancini,1991; Zabriskie & McCormick, 2003). Research examining associations between shared leisure activities and relationship satisfaction in adolescent samples (Carlson & Rose, 2010; Feiring, 1996) indicates that engagement in out-of-school activities is positively associated with relationship satisfaction. Balance leisure activities, in particular, predict relationship satisfaction because of the planning required and the greater time, effort, and/or money invested (Johnson, Zabriskie, Hill, 2006). Dworkin, Larson, and Hansen (2003) found that while engaged in various leisure activities, youth were provided opportunities to listen to and communicate with one another. This finding is consistent with other research showing that adolescents who are better at disclosing their feelings and offering support have more intimate friendships (Buhrmester & Furman, 1987). Furthermore, engaging in certain types of shared leisure activities requires planning and may signal an investment in the relationship. Existing research suggests that relationship partners who invest their time in novel and challenging activities (i.e., balance leisure) typically report a high level of satisfaction in their relationships with one another (Carlson & Rose, 2010; Feiring et al.,1996; Hawkes et al., 1991). Collectively, results from adolescent and adult studies suggest that shared leisure activities provide opportunities for relationship partners to reveal new aspects of themselves to one another and create new opportunities for understanding one another, and enjoying each other's company.

Based on previous theory and research (Buhrrmester & Furman, 1987; Levesque, 1993; Tuggle, Kerpelman, & Pittman, 2014; Reis & Shaver, 1988), we propose that communication and emotional support directly predict relationship satisfaction. If shared leisure experiences are directly associated with

communication and emotional support and if partner communication and emotional support in turn influence relationship satisfaction, we tentatively expect communication and emotional support will mediate associations between leisure activities and relationship satisfaction.

Figure 2 shows expected associations among the core and balance leisure activities, communication and emotional support with close peers and relationship satisfaction.

Specifically, we hypothesize that:

HO2: Core and balance leisure activities with close peers will be positively related to adolescents' reports of relationship satisfaction with balance leisure activities being a stronger predictor than core leisure activities of relationship satisfaction.

HO3: Communication and emotional support will be positively associated with relationships satisfaction.

HO4: Communication and emotional support will mediate associations between leisure activities and relationship satisfaction.

Insert Figure 2 here

In the next sections, we take a look outside the dyadic relationship to examine how shared leisure activities and the relationship behaviors of communication and emotional support help explain broader outcomes (interpersonal competence and identity formation) relevant to adolescent development. We propose the relationship behaviors within close peer relationships have implications for interpersonal relationships in the broader social network. Thus, we expect that skills and perspectives gained within a close peer relationship have the potential to foster competencies outside that specific relationship.

Shared Leisure, Relationship Behaviors, and Interpersonal Competence

One important area relevant to adolescent development found to be associated with engagement in leisure is that of interpersonal competence. Longitudinal findings from Armistead, Forehand, Beach, and Brody (1995), indicate that by late adolescence, perceived competence in close relationships emerges as a reliable component of self-perceptions of general competence. Shared leisure activities can provide a context for the development of general interpersonal competence in that they provide a foundation for

forming new connections with, and learning about, oneself and others. In the process of coming together around the achievement of a goal (such as playing video games or board games; or working together on a creative project), it is believed relationship partners learn to communicate, cooperate, handle each other's emotions, divide responsibilities, and give and take feedback. This can generalize across peer relationships and serve as a transferable skill in later peer relationships.

Adolescent leisure activities provide a setting in which adolescents can develop interpersonal competencies such as *initiative*, which Larson (2000) defines as the capacity to direct attention and effort over time toward a challenging goal (which may include initiation of interactions and relationships with others). Larson suggests that by engaging in leisure activities, adolescents are afforded opportunities to learn about how to make plans, overcome obstacles, and achieve desired ends. Furthermore, research conducted by Dworkin et al., (2003) suggests that adolescents' shared leisure activities provide a context for developing *assertiveness* as relationship partners learn to take and give feedback which may also include asserting displeasure with another's actions. Lastly, work by Catalano et al., (2004), and by Dubas and Snider (1993) indicates that leisure activities provide adolescents opportunities to develop *conflict management skills*, including learning to cooperate with others and work through disagreements.

Figure 3 shows associations among the core and balance leisure activities, communication and emotional support with the three areas of interpersonal competence. Specifically it is hypothesized that:

HO5: **Core and balance leisure activities with close peers will be positively related to all three areas of interpersonal competence; balance leisure activities will show stronger associations than core leisure activities.**

Because prior research shows that intimacy is associated with interpersonal competence (Chow, Ruhl, & Buhrmester, 2013), and communication and emotional support are relationship behaviors associated with intimacy, we expect that:

HO6: **Communication and emotional support will be positively related to all three of the interpersonal competencies.**

Finally, we will examine the following tentative mediation hypothesis:

HO7: Communication and emotional support will mediate associations between leisure activities and interpersonal competence.

Insert Figure 3 here

Shared Leisure, Relationship Behaviors, and Identity Styles

In addition to fostering interpersonal competence, leisure activities also can provide adolescents with opportunities for identity formation (Shaw & Kleiber, 1995; Youniss & McLellan, 1999). During adolescence, shared leisure activities provide input for emerging identity commitments to be considered and reconsidered. Waterman (1984) noted that experimentation, suggestions from peers, and feedback from significant others are all sources for identity development. Although Waterman does not explicitly state that adolescents try out different leisure activities as part of their process of identity explorations, in the present study we suggest that shared leisure activities are a primary source of peer input for identity exploration. Through participation in shared leisure activities, adolescents are afforded opportunities to draw meaning from their actions and interactions that tell them about themselves. Shared leisure activities with close peers function as a catalyst for identity exploration by promoting adolescents' exploration of interests, commitments, and self-theories. Waterman's (1992; 1993; 2004) discovery model of identity theorizes that identity work occurs through experimentation with different activities to discover or identify activities that provide an individual with subjective experiences of personal expressiveness. Specifically during early adolescence when identity construction is getting underway, young adolescents are likely to use shared leisure activities to explore and discover their intrapersonal and interpersonal interests and commitments.

Although shared leisure activities may facilitate identity exploration, the heterogeneity among adolescents suggests that adolescents may use various orientations or styles to facilitate identity formation. Berzonsky (1990; 2011) presented a constructivist epistemological perspective that outlines the social-cognitive process individuals use to formulate self-theories. Berzonsky postulated three distinct identity styles individuals use to engage or avoid dealing with identity conflicts and issues. Individuals who use an *informational* style are skeptical of their own self-views and deliberately seek out, evaluate,

and utilize identity relevant information to personally resolve identity conflicts. Individuals who prefer a *normative* style more automatically adopt a collective sense of identity by internalizing the standards and prescriptions of significant others. Lastly, the *diffuse-avoidant* style involves a reluctance to confront and deal with identity conflicts and issues, and to delay identity-related decisions as long as possible.

We expect that adolescents who tend to emphasize an informational style will be open to exploring their emerging identity through their leisure experiences; whereas those emphasizing a normative style will assess whether information gained from leisure experiences goes with what is comfortable and consonant with an emerging sense of self within prescribed norms. We further expect that adolescents preferring a diffuse-avoidant style will be likely to use leisure to meet immediate needs (i.e. to belong, to be active, to socialize) and may be less inclined to use leisure activities to engage in identity exploration or deal with identity conflicts that arise through participation in shared leisure activities.

Operating from the core and balance model, we clearly do not expect that all shared leisure activities in which young adolescents participate will provide equal experiences for identity formation. The common core activities that are unstructured, informal hanging out kinds of activities that frequently involve high levels of communication activities may facilitate the social relatedness aspect of identity exploration, self-discovery, and self-validation, whereas the novelty and challenge involved in balance activities may provide young adolescents opportunities to explore options and alternatives to their emerging identities and self-theory. According to Kliber, Larson, and Csikszentmihayli (1986), the kinds of leisure activities that may be most beneficial developmentally for adolescents are those that involve challenge, effort, and concentration (i.e., balance activities). While shared leisure activities may directly relate to adolescents' approach to processing identity relevant experiences, quality of communication and emotional support with close peers also may be instrumental in identity exploration. Coatsworth et al. (2005) suggest that interactions with peers that reinforce positive self-exploration may facilitate youth identity formation and that the developmental benefits of shared leisure activities depend on the kinds and qualities of interactions and peer behaviors that occur during these experiences. Furthermore, Pittman et

al. (2011) note that significant others may at times provide feedback that is discrepant from an individual's current identity beliefs, while at other times be instrumental in helping an individual counter discrepant identity feedback from a third source. For example, while engaged in shared leisure activities with close peers, the close friend or dating partner can threaten the other relationship partner's self-theory by making discrepant comments (e.g., "you're not as good at tennis as you think you are"), or that same close friend or dating partner may redress discrepant feedback a relationship partner has experienced by communicating emotional support that validates the partner's self- theory (e.g., "I don't care what she says about you, we both know you are good at chess"). Identifying the types of shared leisure activities and the approaches adolescents take in identity exploration is important, because a clear sense of identity is considered essential for a smooth transition from adolescence to adulthood (Erikson, 1964, 1968).

Figure 4 shows exploratory associations among the core and balance leisure activities, communication, and emotional support and the three identity processing styles. Specifically it is hypothesized that:

HO8: **Core and balance leisure activities with close peers will be positively related to informational and normative identity styles.** However, balance leisure activities will show a stronger association with informational style than core leisure activities will. Both core and balance leisure activities will be negatively related to diffused-avoidant identity styles.

HO9: As prior research has shown a significant association between intimacy and identity styles (Pittman, Kerpelman, Soto, & Adler-Baeder, 2012; Kerpelman et al., 2012), we predict that **communication and emotional support will be positively related to informational and normative identity styles, and negatively related to diffused-avoidant identity style.**

We also will test the following tentative mediation hypothesis:

HO10. Communication and emotional support will mediate associations between leisure activities and identity styles.

Insert Figure 4 here

Moderation

Exploring associations among shared leisure and adolescent relationship behaviors according to gender and relationship type and the interaction of gender and relationship type may further elucidate how leisure, relationship behaviors and social/developmental outcomes are associated. Gender was selected as a moderator because of the body of leisure research with adolescent and adult samples that suggests leisure activities differ by gender (e.g., Huston, Carpenter, Atwater, & Johnson, 1986; Mathur & Berndt, 2006; Larson, Richards, Sims, & Dworkin , 2001). Furthermore, gender socialization theories suggest that boys and girls are likely to prefer engaging in different activities (Gibbons, Lynn, & Stiles, 1997; McHale, Kim, Whiteman, & Crouter, 2004; McHale, Shanahan, Updegraff, Crouter, & Booth, 2004). Girls tend to engage in more social conversation and self-disclosure with friends (e.g., Buhrmester & Furman, 1987), whereas boys are likely to spend their time engaging in group-based physical activities such as sports (e.g., Gibbons et al., 1997; Huston et al., 1986). Other research (Camarena, Sarigiani, & Peterson, 1990; McNelles & Connolly, 1999; Radmacher & Azmitia, 2006) assessing pathways to intimacy in adolescent and young adult samples has found that males and females differ in the manner in which intimacy is established, with boys more often manifesting intimacy in the context of shared activities and girls more likely than boys to attain intimacy through discussion and self-disclosure. Existing empirical literature suggests that there may be variations among associations between core and balance leisure activities and communication, emotional support and our outcomes of interest (Buhrmester, Furman, Wittenberg, & Reis,1988; Kerpelman et al., 2012; Montgomery, 2005). For example, the research of Shaw, Kleiber, and Caldwell (1995) showed participation in sports and physical activities predicted identity development for females but not for males. Our analyses will help determine whether any of the associations among core and balance leisure activities, communication and emotional support, and the focal adolescent outcomes differ in strength according to gender.

Relationship type also was selected as a moderator because adolescent respondents either reported on their experiences within a close friendship or a dating relationship. Comparing these two types of relationships offers the opportunity to examine whether associations among the variables of

interest differ in strength according to relationship type. Finally, it may be the interaction of gender and relationship type that matters for qualifying the strength of associations among the variables (see Tuggle et al., 2013 for an example).

Controlling for age and race

Only a few studies have assessed age differences associated with leisure activities and aspects of intimacy, interpersonal competence, or identity. In their two studies comparing fourth and eighth graders, Mathur and Berndt (2006) found that the older students participated in more core activities than the younger students did. Furthermore, Carlson and Rose (2010) found that eighth and eleventh graders engaged in more out of school activities than did fifth graders. Other studies assessing adolescent leisure activities have failed to examine differences in association by age (e.g., Bohernert et al., 2008; Larson et al., 2001; Smith, Freeman, & Zabriske, 2009). Studies assessing aspects of intimacy have yielded mixed results. McNelles and Connolly (1999) found that intimacy increases as adolescents become older. However, Buhrmester (1990) found that pre-adolescents self-rated intimacy was higher than older adolescents. Studies assessing age differences among interpersonal competence and identity styles have not found significant differences. Although findings for age differences vary across studies, controlling for age is important because of the developmental differences across adolescents during the middle school years.

The leisure literature has been rather limited in examining the importance of race in leisure motivation, satisfaction, and participation. Although several leisure science theories provide theoretical explanations for racial differences in leisure behaviors (see Phillip, 1995; Washbourne, 1978; West 1995 for detailed review), a consistent body of research in support of these theories has not emerged. In the only study we found assessing racial differences in adolescent leisure activities, Phillip (1998) examined race and gender differences in adolescent peer group approval of leisure activities among a sample of 11th and 12th grade students. They found significant racial differences among 10 of the 20 (50%) assessed leisure activities. Black youth indicated significant stronger approval for activities such as: playing basketball, going to the mall, dancing, and singing in the choir; whereas White youth indicated significant

stronger approval for activities such as: playing soccer, horseback riding, water skiing, camping, fishing, and golfing. Both racial groups showed similarly peer group approval for watching television. Interestingly, Black adolescents reported that their peer group had an overall weaker influence on their choice of leisure activities than did White adolescents. Given these findings suggesting adolescent Black peer groups function differently than White peer groups, race will be controlled in all primary analyses.

Summary

In order to elucidate knowledge on the developmental and social significance of adolescent shared leisure with close friends and dating partners, in the present study we first look within the close peer relationship to determine how shared leisure predicts the exchange of communication, and emotional support. Second, we examine how associations among shared leisure activities, communication and emotional support help to explain satisfaction within that relationship. Third, our study extends beyond the specific close peer relationship to examine implications for broader adolescent outcomes, specifically in the areas of interpersonal competence and identity exploration (i.e., identity styles). Fourth, mediation of the associations between leisure and the focal adolescent outcomes through the relationship behaviors of communication and emotional support will be examined. Fifth and finally, moderation of the associations in the model by gender, relationship type and their interaction are explored.

II. REVIEW OF LITERATURE

The purpose of this chapter is to: (1) provide a conceptual framework addressing leisure and adolescent outcomes; (2) review relevant empirical research on adolescent shared leisure activities; (3) discuss associations among shared leisure, communication and emotional support, and focal adolescent outcomes (relationship satisfaction, interpersonal competence, and identity formation); and (4) summarize the aims of the current study.

Conceptual framework

In the present study, we draw on the Core and Balance Model of Family Leisure Functioning (Zabriskie & McCormick, 2001; 2003). We suggest that shared leisure activities with close friends and dating partners provide young adolescents with a context in which they can be producers of their own development. For example, by engaging in shared leisure activities with close peers, a young adolescent may develop personally by exploring his or her emerging identity. The adolescent may develop interpersonally by developing initiative and conflict management skills. This approach is consistent with Berzonsky's (1990; 2011) self-constructivist framework of identity development and Larson's (2000) psychology of positive youth development.

The Core and Balance Model of Family Leisure Functioning combines Kelley's (1999) notion of two different types of leisure with Iso-Ahola's (1984) concept of the need for both stability and change (Zabriskie & McCormick, 2001; 2003). The model is grounded in family systems theory and is a commonly used framework in family leisure research (Christiansen, Zabriskie, Eggett, & Freeman, 2006; Freeman & Zabriskie, 2003; Smith et al., 2009). The model not only explains how family leisure involvement influences families, but suggests that different kinds of family leisure activities are related to different aspects of family functioning.

The model proposes that *core* family leisure addresses a family's need for familiarity and stability (Zabriskie & McCormick, 2003). Core family leisure promotes stability and is depicted in the common every day, low-cost, relatively accessible, and often home-based activities such as watching television and videos together, playing board games, playing together in the yard, or exercising. Core activities often

require little planning and resources and are quite spontaneous and informal. Core family leisure is common, spontaneous, and generally nonthreatening because of the regular and familiar environment in which they generally occur (Zabriskie & McCormick, 2003).

On the other hand, *balance* family leisure addresses a family's need for novelty and change by providing new processes that provide the input necessary for a family unit to be challenged, to collectively develop, and to ultimately progress into a working unit. Balance family leisure includes activities that are generally less common and less frequent than core activities and therefore provide novel experiences. Balance activities usually require greater investment of time, effort, and money and typically are not home based (Zabriskie & McCormick, 2003). Balance activities include activities such as family vacations, outdoor recreation (camping, fishing, hunting, boating), trips to theme parks, fine art activities (museums, plays, theatre) or other special events.

Although the Core and Balance Model of Family Functioning has proven valuable in research on adult couple relationships (Johnson et al., 2006; Zabriskie & McCormick,2003) it has yet to be used in the study of shared leisure activities within adolescent close peer relationships. However, we believe this framework offers a useful conceptual framework for assessing the developmental significance of young adolescents' shared leisure activities with close friends and dating partners. The kinds of free time activities that may be beneficial developmentally for adolescents are those which involve challenge, effort, and concentration (Barber, Stone, Hunt, & Eccles, 2005; Duerden, Widmer, Taniguchi, & McCoy 2009; Kleiber et al., 1986). This notion of challenge implies personal investment and alternatives testing. Shared leisure activities that involve challenge and effort are highly characteristic of balance leisure activities in that they provide novel experiences, usually require greater investment of resources and planning, and therefore are less spontaneous and formalized. For adolescents, balance leisure might include going to community-based events such as a school dance, a movie, or a party. They also may include activities such as playing video games, playing sports together, or playing cards or board games.

Adolescent shared leisure activities that involve social relatedness are highly characteristic of core leisure in that they address an adolescent's need for familiarity and stability by providing predictable

experiences that foster feelings of closeness/belonging. For adolescents, core leisure might include informal hanging out activities such as watching television, sharing a meal, and communicating via phone, text, or social media. Since different kinds of activities may have different effects on adolescent development, the need to distinguish between core (informal hanging out kinds of activities and communication activities) and balance (e.g., going to community-based events and playing games) is evident.

Adolescents' need both stability and change during this developmental period of growth and transformation when they are trying to maintain meaningful connections with their past, establish relatively stable goals for the future, and develop interpersonal relationships in the present. In the current study, we argue that this model provides a useful framework for examining the significance of adolescent shared leisure activities. We examine two interrelated types of leisure (core and balance), which young adolescent close peers (friends and current dating partners) use to meet needs of stability and change, and ultimately facilitate developmental outcomes of establishing satisfying relationships, developing interpersonal competence, and constructing identities. It is important to note that although most adolescent leisure activities tend to fall into either core or balance categories, it is possible that activities may fall into sub-groups within these two categories. For example, balance activities that included going to community-based events may be structurally different that balance activities that consist of playing games or engaging in physical activity. Similarly, informal core activities like hanging out may be structurally different than communication based core activities.

Adolescent Leisure

Adolescent leisure often is defined in terms of structured extracurricular activities (Bohnert, Richards, Kolmodin, & Lakin, 2008; Caldwell & Witt, 2011; Watts & Caldwell, 2008). However, leisure activities for adolescents typically encompass a range of unstructured or loosely structured activities (Bohert et al., 2008). Research has linked participation in structured leisure activities to high levels of desirable behaviors and low levels of undesirable behaviors (Bohnert et al., 2008). For example, researchers have found positive associations between participation in highly structured adult surpervised

activities and academic achievement (Bartko & Eccles, 2003), high school completion (Mahoney & Cairns, 1997), self-concept (Bartko & Eccles, 2003), educational aspirations (Guest & Schneider, 2003), and social adjustment (Harrison & Narayan, 2003).

The majority of adolescent activities with close peers take place without formal rules or directions from adult leaders, feature few goals related to skill development and occur relatively spontaneously. Although previous research has indicated that time spent 'hanging out' and lack of involvement in organized activities (i.e. unstructured activities) are predictive of delinquency (Yin, Katims, & Zapata, 1999), conduct problems, depression symptoms, poorer school grades (Bartko & Eccles, 2003; McHale, Crouter, & Tucker, 2001), and substance use (Demant & Ostergaard, 2007), other researchers have argued that unstructured time is important for healthy development and self-expression (Caldwell & Witt, 2011; Kleiber et al., 1986). Kleiber et al. argue that the value of leisure for development (whether structured or unstructured) lies in the particular experiences derived from those leisure activities. Such experiences can fulfill a need for autonomy, competence, self-expression, or relatedness, as well as address age-related tasks that are generative of development and self-actualization. Bohnert et al. (2008) examined the daily discretionary leisure activities (active structured, passive structured, active unstructured, and passive unstructured) of 246 young urban African American adolescents in fifth through eighth grade (ages ranged from 10-15). They found the majority of young urban African American adolescent discretionary time was spent in unstructured activities (less than 1% of their time was spent engaged in structured activities) but somewhat equally distributed across active unstructured activities and passive unstructured activities. Socializing activities were the most common active unstructured activity whereas watching television was the most common passive unstructured activity. The authors did not explore differences associated with age.

Mathur and Berndt (2006) conducted two studies to examine age and sex differences in friends' activities and relations of participation in these activities to perceived friendship quality. The first study assessed adolescents' shared leisure activities with their best friends. The second study examined perceived friendship quality and frequency of participation in 40 diverse leisure activities. It is important

to note that none of the students who participated in the second study participated in the first study. The sample for study one was comprised of 26 fourth graders (M=11, 13 females and 13 males) and 26 eighth graders (M=14, 13 females and 13 males) who self –identified as White. The sample for the second study was comprised of 54 fourth graders (M=11, 22 boys and 32 girls) and 51 eighth graders (M=14, 21 boys and 30 girls) who self-identified as White. Results across the two studies revealed that eighth graders participated in more activities indicative of core activities than fourth graders did. Boys who participated in more activities characterized as balance activities (i.e., sports) perceived more positive features in their friendships.

In another study addressing young adolescents' engagement in leisure, Larson et al. (2001), assessed the amount of time youth spent in different activities to assess variations by location, activity type, and companionship in a sample of 253 urban, African American 5th- 8th graders in Chicago from diverse socioeconomic family backgrounds. Results from their study found 50% of adolescents' leisure time was spent at home, 28% was spent at school, and 22% was spent in public locations. The amount of time students spent in each location did not differ significantly by sex, grade, family income, or parent's education. Results addressing variation by type of activities showed that 22% of students' time was spent engaged in a category the authors labeled "productive" activities (i.e., classwork, homework, working for pay, or religious activities). Twenty-four percent of time was spent engaged in maintenance activities (i.e. eating, resting, and completing chores and errands). The remaining 54% of adolescents' time was spent engaged in leisure activities (with the majority of these activities characteristic of core leisure patterns; i.e., watching TV and talking). Although leisure activities accounted for over half of the waking hours of males and females, boys reported significantly more of their time than girls in leisure activities. Time budget data examining companionship provide a gauge of how often these urban young adolescents' activity and attention were structured or influenced by different types of people. Study findings revealed that 20% of adolescents' time was spent with classmates, 38% with family members, 21% alone, 18% with friends, and the remaining 3% was spent with others (i.e. teachers, coaches, and babysitters).

The current study views leisure as a context containing a variety of intrapersonal and interpersonal developmental experiences. Specifically, we propose that leisure activities provide unique opportunities for personal and social integration, shaping of competence, and identity formation orientations. Additionally, we suggest that communication and emotional support occurring during shared leisure activities with close peers offer experiences that make leisure activities valuable for adolescent development.

Shared Leisure and Relationship Behaviors

Sharing activities with close others is an important pathway for creating intimacy (Fehr, 2004; McNeles & Connolly, 1999; Radmacher & Azmitia, 2006). Reis and Shaver (1988) proposed that intimacy is an interpersonal process that occurs when a person communicates or discloses inner feelings and experiences to a receptive responsive listener. The listener's responsiveness and emotional support engender trust and validation in the disclosure. Communication refers to the self-disclosure and personal expressions adolescents make to either close friends or dating partners (Levesque, 1993).

Communication, therefore, provides pertinent and necessary exchanges that allow the relationship to deepen. Emotional support refers to affectionate feelings, responsiveness to another's needs, and the ability to support a close friend or dating partner through difficult times (Levesque, 1993). McNelles and Connolly (1999) and Fehr (2004) suggest that the recurrence of intimate behaviors such as participating in shared activities is necessary to produce expressive intimacy (i.e., communication and emotional support).

Sixty years ago, Sullivan (1953) discussed similar interpersonal processes to support his proposal that the unique qualities of preadolescents' and adolescents' peer relationships make them an important context for self-exploration and development. More recently, Radmacher and Azmitia (2006) suggested that sharing activities, communication (i.e., self-disclosure), and emotional support lead to feelings of intimacy through mutual understanding. Furthermore, McNelles and Connolly (1999) and Fehr (2004) argued that affective bonds (i.e., communication and emotional support) develop through the experience of intimate behaviors within the relationship. McNelles and Connolly's longitudinal observational study assessed intimate affect and behaviors in social interactions among a largely Euro-Canadian sample of

ninth, tenth, and eleventh grade adolescents (72% Euro-Canadian, 11% Caribbean Canadian, 11% Asian Canadian, with the remaining students identifying as other). They found for both boys and girls intimacy based on discussion and self-disclosure increased between ninth and tenth grades. Girls were more likely to develop intimacy through discussion and self-disclosure whereas boys were more likely to develop intimacy through shared activities.

In the current study, we postulate adolescents' shared leisure activities with close friends and dating partners have the proclivity to foster increased communication and emotional support. However, we do not expect that all types of shared leisure activity will be equally associated with communication and emotional support. According to Garton and Pratt (1987) social activities which constitute a large component of adolescent free time are thought to be developmentally beneficial because they facilitate social relatedness and provide youth opportunities to develop social skills through collaborative participation in activities of shared interest. Given that many core activities involve "socializing" in which co-participants engage in regular conversation (Zabriskie & McCormick, 2001) we expect core activities to provide opportunities for communication behaviors within relationships. In contrast, we expect balance activities to provide novel and challenging experience that provide opportunities for relationship partners to provide emotional support to one another.

Smith, Freeman and Zabriske (2009) used a sample of 95 youth ages 11-17 (98% Caucasian and 2% Hispanic) from 25 different states in the United States to examine family communication within the core and balance model of family leisure functioning. The convenience sample was obtained via e-mail invitations to different family and youth agencies. Differences in association by age were not assessed. Results from their study indicated that family communication mediated a positive relationship between family leisure activities and family functioning. Core activities had a direct influence on family cohesion and indirectly influenced family flexibility through family communication. Balance activities had a direct influence on family flexibility and indirectly affected family cohesion through family communication. Interestingly, they found that core family leisure involvement had a stronger relationship to family functioning (measured by the *Family Adaptability and Cohesion Evaluation Scales*; Olsen, Russell, &

Sprinkle, 1983) than balance family leisure involvement. It is important to note that (1) the outcome variables assessed in Smith et al. differ from the outcome variables assessed in the present study and (2) the current study uses Core and Balance Model as a framework for explaining how and why various leisure activities relate differently to adolescent outcomes assessed in the present study. In our first hypothesis **(HO1): we hypothesize both core and balance leisure activities will be positively related to communication and emotional support. Specifically, we expect associations between core leisure activities and communication to be stronger than associations between balance leisure activities and communication** because core activities are more likely than balance activities to involve participants engaging in regular conversation in familiar settings that can be naturally conducive to positive interactions. In contrast, balance activities, which often occur in novel or challenging settings, provide a greater investment in effort, planning, and physical, mental, and emotional resources, therefore, **we expect balance activities will reveal stronger emotional support than will core activities.**

Past research indicates that adolescents who are better at disclosing their feelings and offering support to others have more intimate friendships (Buhrmester, 1990). Buhrmester's study used a sample of preadolescents (N=133, 5th and 6th grade students with a mean age of 11 years; 68 girls) and adolescents (N=100, 8th and 9th grade students with a mean age of 14 years; 44 girls) to examine hypothesis that intimacy and competence in close relationships was more integral to development during adolescence than preadolescence. Results indicated intimacy of friendship was consistently related to adjustment and interpersonal competence during adolescence and the ability to establish close intimate friendships became increasingly important as adolescents developed. Girls rated friendships as more intimate than boys. Contrary to their predictions, pre-adolescents self-rated intimacy was higher than that of older adolescents.

In a sample of 148 eighth grade female and 130 eighth grade male students, Camarena, Sarigiani, and Peterson (1990) found for girls, opportunities for self-disclosure (e.g. communication) predicted closeness, whereas for boys, both self-disclosure and shared activities predicted closeness. In an older sample of 41 early adolescents and 96 emerging adults, Radmacher and Azmitia (2006) assessed age and

gender related patterns in early adolescents' and emerging adults' conceptions of intimacy in friendships. Emerging adults' qualitative narratives recounting a time when they felt close to a friend contained more self-disclosure and fewer shared activities than did early adolescents' narratives. No gender differences in conceptions of intimacy were found.

Shared Leisure, Relationship Behaviors, and Relationship Satisfaction

Past scholarship provides a starting point for determining which relationship behaviors are associated with relationship satisfaction. Quality of communication and emotional support are two constructs that consistently have shown a positive association with relationship satisfaction in samples of both adolescents and adults (Berscheid, Snyder, & Omoto, 1989; Levesque, 1993; Tuggle et al., 2014). In a sample of 300 predominantly Caucasian high school students with a mean age of 17, Levesque, who focused only on romantic relationships, found that communication predicted relationship satisfaction for boys but not for girls, whereas emotional support predicted relationship satisfaction for both males and females. Also addressing communication, emotional support and relationship satisfaction Tuggle et al. assessed how associations among these three relationship variables varied by gender and relationship type (close friend versus dating partner) in a sample of middle school adolescents. They found that communication was a positive and significant predictor for females reporting on relationships with friends and for males reporting on relationships with dating partners. Emotional support was a positive and significant predictor for females reporting on friends and dating partners and males reporting on friends. The present study expects to extend the findings of Tuggle et al.

In a recent study that spanned a broad age range of adolescents, Carlson and Rose (2010) examined adolescent self-reported engagement with romantic partners on 32 normative day-to-day activities (for example going to the movies, going out to eat, going to dances and concerts, and talking about personal and non-personal things) among 223 fifth, eighth, and eleventh grade youth (95 boys, 128 girls) in five middle-class Midwestern school districts (86% European Americans, 6% African American, the other 8 % self-identified as other) to assess grade differences in adolescent shared activities and associations with relationship satisfaction. On their survey instrument, youth indicated whether they and

their romantic partner had engaged in activities which were grouped into five categories: (a) in-school activities, (b) out-of-school activities in a group, (c) out-of-school activities as a couple, (d) other out-of-school activities not specified, and (e) communication activities.

The assessed in-school (i.e. sitting together at lunch and hanging out in school) and communication (i.e. talking on the phone and social networking) activities were characteristic of core activities while the out-of-school activities (i.e. going to the movies, doing an outdoor activity, and playing video games) were characteristic of balance activities. None of the in-school or out-of-school group activities were related to relationship satisfaction. However, dyadic activities like going to the movies and going out to eat were related to relationship satisfaction. Over half of the out-of-school balance category activities (i.e., doing an outdoor activity, going to dances, hanging out at the mall, and going to concerts), which required planning and may signal investment, were related to relationship satisfaction. In addition, communication activities characteristic of core activities that involved talking about personal and non-personal things were related to relationship satisfaction. Findings revealed important grade level differences in activity involvement, with eighth and eleventh graders reporting higher activity engagement than fifth graders, especially for out-of-school activities and are consistent with the Core and Balance model, which holds that balance activities contribute to relationship satisfaction by providing investment of resources and core activities contribute to relationship satisfaction by fostering increased personal relatedness, feelings of closeness and cohesion.

Zabriskie and McCormick (2003) used a sample of 179 families (90% European American; 77% married with a modal income of $61,000-$70,000) to examine associations between family leisure involvement and satisfaction with family life. They found family leisure to be a strong positive predictor of family satisfaction. Extrapolating from Zabriskie and McCormick, for our second hypothesis **(HO2) we expect core and balance activities with close peers to be positively related to adolescents' reports of relationship satisfaction with balance leisure activities being a stronger predictor of relationship satisfaction than core leisure activities** because they require more planning, greater investment of resources such as time, effort, or money, and may signal an investment in the relationship.

Because balance leisure activities require adolescents to be exposed to new and unexpected stimuli from the outside environment, they provide optimal experiences for partners to provide emotional support as partners negotiate and adapt to new experiences and challenges. Previous research has found direct associations between shared leisure activities and relationship satisfaction (Carlson & Rose, 2010) as well as associations among communication, emotional support and relationship satisfaction (Levesque, 1993; Tuggle et al., 2014). **We also expect communication and emotional support to be positively associated with relationship satisfaction (HO3), and expect emotional support and communication to mediate the associations between leisure activities and relationship satisfaction (HO4)** based on research conducted by Tuggle et al.

Studies assessing adult samples have found no significant difference in men's and women's reports of shared leisure activity and relationship satisfaction (Orthner & Mancini, 1991; Johnson, Zabriskie, & Hill, 2006). Men and women consistently report positive associations between shared leisure activities and relationships satisfaction. Studies assessing shared leisure activity and relationship satisfaction in adolescent samples (Carlson and Rose, 2010; Feiring, 1996) have not explored variations by gender. In the present study we do not pose any predictions for variations by gender, relationship type, or the interaction of gender and relationship type, but we will explore whether any of these conditions moderate associations among leisure, relationship behaviors and relationship satisfaction.

Shared Leisure, Relationship Behaviors, and Interpersonal Competence

In addition to fostering communication, emotional support, and relationship satisfaction, shared leisure activities have the potential to foster interpersonal competence. Interpersonal competence historically has been defined as the ability of individuals to interact effectively with others (Bochner & Kelly, 1974), a definition which still holds true in contemporary time. Interpersonal competence is an important construct to assess because adolescent development is influenced by interpersonal relationships formed with significant others (Buhrmester & Furman, 1986; Sulivan, 1953). During adolescence, relationship experiences with friends and dating partners increase in intimacy and are thought to influence psychosocial development and provide a prototype for later close relationships (Furman and Wehner,

1994; Furman & Shaffer, 2003; Hartup, 1996). Longitudinal findings indicate by late adolescence, self-perceived competence in close relationships emerges as a reliable component of self-perceptions in general competence (Masten et al., 1995). Masten et al. examined the structure and coherence of competence from childhood (8-12) to adolescence (17-23) in a sample of 191 predominantly Caucasian youth. Forty-five percent of participants lived in two-parent families. They found in childhood, competence had three distinct dimensions (social, conduct, and academic) and five in adolescence (social, conduct, academic, romantic, and job). Social competence in childhood only explained 5% of the romantic competence in adolescence. Perhaps this is because not until adolescence do youth begin to develop peer relationships that involve romantic intimacy. In a study with college students that also examined types of competence, Buhrmester, Furman, Wittenberg, and Reis (1988) investigated the utility of distinguishing among different domains of interpersonal competence in peer relationships and found that within various domains (e.g., initiation, assertiveness, and conflict management) competence generalized across friendships and romantic relationships. Drawing from their and others' findings, we propose that competencies learned and practiced through young adolescents' dyadic relationships with close friends and dating partners affect broader social and developmental outcomes in young adolescents' global interpersonal relationships.

To a greater extent than is true of younger children, adolescents must be capable of initiating conversations and relationships, asserting their personal rights, opinions, and dissatisfaction with others, and effectively manage interpersonal conflict within their close peer relationships (Burhmester, 1990). Burhmester suggests that the aforementioned interpersonal competencies (initiation, assertiveness, and conflict management) are similar to the competencies called for in mature adult romantic relationships and only partially overlap with playmate competencies demanded in early childhood. According to this reasoning, the skills one develops in close peer relationships during adolescence might be expected to influence social competence in more general interpersonal relationships throughout adolescence and into adulthood. In adolescence, interpersonal competence implies that one has access to and is able to apply

appropriate cognitions, emotions, and behaviors in interpersonal situations (Asher & Parker, 1989; Gullotta, Adams, & Montemayer, 1990).

Initiation refers to one's ability to initiate activities, interactions, and relationships (Buhrmester et al., 1988). Current theories and previous research do not lead to a firm hypothesis about how adolescent leisure activities are associated with the development of relationship initiation. However, existing research on adolescent leisure behavior and adolescent peer relationships provide a starting place for theoretically exploring such associations. Zabriske and McCormick (2001) proposed that the interactive nature of leisure provides a critical mechanism for developing and strengthening necessary communication skills because communication in a leisure context is often less threatening and demanding and more open and relaxed. Extrapolating to adolescent shared leisure activities, the self-disclosure exchanged in close peer relationships (via core and balance activities) has the potential to teach youth how to open up, verbally express their thoughts and feelings, and practice beginning and ending conversation topics and developing conversation topics. In subsequent interpersonal relationships, these same communication skills can be used to initiate interactions and relationships. Consequently, we expect shared leisure activities (core and balance), emotional support and communication to be associated with initiation competence.

Assertiveness is the ability to stand up for oneself, assert one's personal rights, or refuse unreasonable demands in a relationship (Buhrmester, 1990). Existing research has not examined associations between shared leisure activities, communication, emotional support, and assertiveness competence. In the present study we suggest that the self-directed experiences provided through shared leisure activities may create optimal opportunities for adolescents to practice communicating and expressing their personal desires. However, as adolescents negotiate and compromise shared leisure activities, they may feel pressure from close peers to engage in activities they do not desire, specifically when these interactions involve socially interactive technologies (i.e. sexting, e-banging, etc.). For young adolescents, assertiveness is an important competency to develop because the inability to stand up for one's self may result in engagement in risky behavior when faced with pressure situations and over time

may limit one from achieving their personal goals and stunting personal development. As adolescents practice communication skills through shared leisure activities, they are likely to become more comfortable with verbally expressing their wants, desires, and displeasure. As adolescent close peers experience intimacy through their emotional disclosures, they are likely to develop emotional regulation skills, become more skilled at managing interactions, and feel more at ease with standing up for their rights without denying the rights of others. As such, we expect shared leisure activities (core and balance), communication and emotional support to be positively associated with assertiveness competence.

Conflict management refers to one's ability to appropriately manage interpersonal conflicts that arise in close relationships. Although shared leisure activities with close peers are generally characterized by positive affect, peers can also be a source of negative affect (Hand & Furman, 2009). When adolescents engage in shared leisure activities they are required to coordinate their interpersonal and intrapersonal goals. As a consequence of increased need for coordination, they are expected to experience some conflict in their relationships. Conflict management involves refining the use of compromise, negotiation, and mitigation with peers. Past research indicates that adolescents' conflict management skills are related to less conflict and discord in peer relationships. For example, Thayer, Udegraff, and Delgado (2008) assessed associations between conflict resolution and friendship quality in a sample of Mexican American adolescents with a mean age of 13 and found that solution oriented conflict resolution strategies were most frequently used, non-confrontation strategies were used less than solution oriented strategies but more than control strategies, and control strategies were the least likely used. Girls were more likely than boys to use solution oriented strategies.

From a social exchange perspective (Thibaut & Kelley, 1959), relationships occur because partners can provide each other with resources and benefits they each need. Social resources may include intimacy, companionship, social status, and perspective taking (Hand & Furman, 2009). Adolescent shared leisure activities are unique in that they have the ability to facilitate each of the aforementioned resources as relationship partners coordinate leisure activities. Some theorists predict that as a

consequence of an increased need for coordination, individuals will experience more conflict in close relationships, (Berschield & Ammazzalorso, 2004; Laursen & Collins, 1994). The communication skills developed through shared leisure activities create opportunities for adolescents to learn to negotiate and take turns. Emotional support may help partners feel comfortable rehearing appropriate responses to conflict. In a study examining the effect of empathy on friendship quality among a sample of 10th grade same sex friends, Chow, Ruhl, and Buhrmester (2013) found that empathy (defined as ability to accurately perceive and experience the feelings and thoughts of others) was positively related to intimacy and conflict management competences. Adolescents higher in intimacy and conflict management competence had more friendship closeness and less discord. This finding validates social exchange theory by suggesting that adolescents perceive intimacy in close peer relationships as investments/rewards in the relationship. As a result, they are intrinsically motivated to minimize conflict within these relationships. As such, we expect shared leisure activities, communication, and emotional support to be positively associated with conflict management competence.

Our fifth hypothesis (HO5) is that core and balance leisure activities with close peers will be positively related to all three areas of interpersonal competence and that balance activities will show stronger associations than core leisure activities will because they offer opportunities to direct attention and effort over time toward a challenging goal, to make plans, overcome obstacles, take and give feedback, and cooperate with others and work through disagreements (Larson, 2000; Dubas & Snider, 1993) all of which are necessary skills for developing initiation, assertiveness, and conflict management competence. Findings from Buhrmester (1990) and Masten et al. (1995) support our sixth hypothesis **(HO6) that communication and emotional support will predict the three interpersonal competencies positively.** Although studies have examined adolescent leisure activities (Bohnert et al., 2008; Carlson & Rose 2010; Larson et al., 2001), intimacy (Radmacher & Azmitia, 2006), and social competence (Buhmester, 1998; Masten et al., 1995; Thayer et al., 2008), this line of research has yet to consider communication and emotional support as mediators of the associations between shared leisure activities and interpersonal competence. However, integrating past research suggesting associations

between interpersonal competence, shared leisure activities, and intimacy; **we propose that the links between adolescent shared leisure activities and interpersonal competence may be mediated by communication and emotional support (HO7).** Finally, we will explore the moderating roles of gender and relationship type. One older study (Buhrmester et al., 1988) showed in a sample of college students that participants reported greater initiation, assertiveness, and conflict management competence when interacting with same-sex friends as opposed to romantic partners. Men reported greater initiation competence than women when interacting with a romantic partner, women reported greater assertiveness competence than men in romantic relationships, and women reported greater conflict management competence when interacting with friends rather than romantic partners. Given findings of mean differences, we will explore whether gender or relationship type also moderate associations among leisure, relationship behaviors, and interpersonal competence.

Shared Leisure, Relationship Behaviors, and Identity Styles

During adolescence, individuals are engaging in a central developmental task of identity formation (Erikson, 1968). Berzonsky (1990, 2011) conceptualizes identity as an implicit theory of self. Self-theories provide a conceptual frame for encoding, organizing, and understanding experiences and identity relevant information. *Identity processing style* refers to the strategies that individuals utilize when dealing with identity conflicts constructing identities. The present study focuses on relationship behaviors that young adolescents perform in normal day-to-day interactions with close peers and assesses associations between these relationship behaviors and young adolescents' identity styles. Berzonsky (1990; 2005; 2011), outlines three approaches (i.e. identity styles) to identity exploration. Individuals using an *informational style* deliberately seek out, process, and evaluate identity relevant information. They function as scientific self-theorists who want to learn new things about themselves and to obtain accurate self-diagnostic information. Individuals preferring a *normative style* internalize and adhere to goals, values, and prescriptions appropriated from significant others and referent groups in a relatively automatic manner. They tend to have a low tolerance for ambiguity and a high need to maintain structure. Individuals that employ a diffused-avoidant style are reluctant to confront or deal with identity conflicts

and issues. They assume a present-oriented, self-serving perspective that highlights immediate rewards and social concerns when making choices and interpreting events.

Kroger (2007) argued that a greater understanding regarding the role of context in identity development was needed to determine contexts that have the greatest positive impact on identity development. For the context of leisure, Caldwell and Wit (2011), suggested that because leisure pursuits are internally motivated, self-determined, personally meaningful and expressive, and offer a chance to build competencies, leisure provides a prime context for adolescents to discover and tryout self-identities in relation to others and the world around them. To date, we could only find two empirical studies that specifically examined the relationship between participation in leisure activities and identity development (i.e., Duerden et al., 2009; and Shaw, Kleiber, & Caldwell, 1995).

Shaw et al. (1995) examined the relationship between adolescent identity development (Psycho-Social Development Scale developed by Rosenthal, Gurney, & Moore, 1981) and participation in leisure activities in a sample of 93 10th grade students with a mean age of 15.8 years. Study results showed that level of participation in sports and physical activities was positively associated with identity development for females but for males. Participation in social and other free time activities (e.g, core activities such as watching television, participating in socializing activities) was not significantly associated with identity development for either gender. Findings from their study suggest that different leisure activities have different effects on identity development and are consistent with our conceptual framework (e.g. Core and Balance Model of Family Functioning). Different patterns of leisure activity related differently to different aspect of development. The Shaw et al. findings also suggest that challenging and structured activities, which are highly characteristic of balance leisure activities, may facilitate identity development.

In the only study to focus on leisure and identity styles, Duerden et al. (2009) examined the effect of an adventure recreation program on adolescent identity development program in a sample of 43 male and 45 female 11-15 year old youth (72% White, 22% Hispanic, 6% Other). The Identity Styles Inventory (ISI-6G; White, Wampler, & Winn, 1998) was used to assess informational, normative, and diffuse-avoidant approaches to identity formation. Results indicated that adventure recreation participants

experienced positive psychosocial growth across industry, identity, and intimacy stages in comparison to the control group. Participants in the wilderness adventure recreation program showed increased levels of informational and normative style processing and decreased levels of diffuse-avoidant style processing. Males and females showed similar levels of identity development. Age related differences in associations were not assessed.

Findings from these two studies provide preliminary support for the efficacy of leisure contexts for facilitating identity formation with a specific focus implicating challenging activities that involve an element of risk (e.g., balance leisure activities) as stronger catalysts of identity exploration and development. We suggest that because social activities often have high levels of personal expressiveness (Waterman, 2004) and can promote the developmental task of self-discovery and self-validation, core leisure activities are expected to be associated with identity style use particularly since the vast majority of adolescent leisure time is spent in unstructured socializing activities. It is conceivable that the kinds of leisure activities in which adolescents spend the most time are also the activities that they select the most to define themselves. Since shared leisure activities (core and balance) provide a forum for exploring, expressing, and refining one's identity, **our eighth hypothesis (HO8) proposes that core and balance leisure activities with close peers will be positively related to informational and normative identity styles. However, we expect that,** because of the unique growth experiences afforded through balance activities (e.g., novel experiences, challenge, and concentration), **balance leisure activities will show stronger pathway to informational style than core activities will. Additionally we expect both core and balance leisure activities to be negatively related to diffuse-avoidant identity style** because adolescents' greater use of this approach indicates a reluctance to confront or deal with identity conflicts, issues, or information.

Published theoretical and empirical papers show that intimacy and identity formation are interrelated (Kerpelman et al., 2012; Montgomery, 2005). Kerpelman et al. examined the interface of identity and intimacy during adolescence with a diverse sample of 2,178 middle adolescents with a mean age of 16 years. The sample was primarily African American (35%) and European American (54%).

Kerpelman et al. assessed direct, indirect, and moderated associations among identity and romantic attachment constructs. Identity styles were found to have direct associations with identity commitment. Identity formation and experiences associated with intimacy regarding romantic attachments were linked. Strategies for engaging in identity exploration (i.e., identity style) were significantly associated with anxiety and avoidance about romantic attachments. Gender, race, and relationship status (i.e., dating, not dating) had no influence on associations of identity styles and identity commitments. Their findings supported the notion that identity processing and formation of intimacy were simultaneously occurring.

In a sample (87% White, 7% Hispanic, 3% Black, and 3% Other) of 493 adolescents (87 male, 96 female middle school adolescents grades 7-9; 81 male, 91 female high school adolescents grades 10-12; 69 male, 69 female emerging adult college students and young adults), Montgomery (2005) explored associations in patterns of behavior and experience, cognitive beliefs, affective involvement, and psychosocial functioning. Results suggested that older adolescents and young adults indicated more dating experiences, times in love, passion, identity, and intimacy than did younger adolescents. Across all grades, females indicated fewer times in love and less tendency to believe in love at first sight but greater intimacy and self-consciousness. For both males and females, greater psychosocial intimacy was associated with advanced psychosocial identity.

Thus, it is theoretically sound to hypothesize that leisure activities may be directly associated with intimacy and identity, and that intimacy is directly associated with identity. For example, shared leisure activities provide opportunities to develop intimate relationships with close peers as well opportunities for intrinsic exploration of identity elements such as roles, beliefs, and values (Klieber & Krshnit, 1991). Alternatively, the intimacy created through engagement in shared leisure activities provide unique exposure to identity alternatives, which Waterman (1994) identified as antecedents to identity development. Although there are compelling theoretical arguments supporting the intersection of identity and intimacy during adolescence and early adulthood (Montgomery, 2005; Pittman, Keiley, Kerpelman, & Vaughn, 2011), relatively few efforts have empirically examined these associations.

McNelles and Connolly (1999) suggest that identity goals come to the forefront in adolescence, once adolescents have begun to experience intimacy in relationships, and Kerpelman et al. (2012) proposed that during adolescence while identity and intimacy are co-evolving, current relationship experiences color one's perspectives about both identity and intimacy. One important conclusion drawn from the Kerpelman et al. study was that adolescents who found it difficult to experience closeness with partners may be disadvantaged in their capacity to make decisions about who they are becoming and that current relationship experience influenced young adolescents' perspectives about both identity and intimacy. Inferring from existing literature documenting positive associations between intimacy and identity, our ninth hypothesis **(HO9) suggests that communication and emotional support (relationship behaviors shown to be associated with intimacy) will be positively related to the informational identity style** because youth who endorse this process orientation are likely to seek out, process, and evaluate identity relevant information acquired through all interpersonal experiences. **Emotional support and communication also will be positively related to normative identity style** as adolescents' who favor this processing style are likely to use communication with and emotional support of close friends to reinforce social expectations for self . **Both communication and emotional support will be negatively related to diffuse-avoidant identity styles** as individuals who endorse this processing style are reluctant to actively consider identity relevant information. Research and theory supporting associations between intimacy and identity styles (Kerpelman et al., 2012; Pittman et al., 2011) leads us to pose our final hypothesis **(HO10) that communication and emotional support will mediate associations between leisure activities and identity styles.** We also will explore whether gender or relationship type moderate associations among leisure activities, relationship behaviors, and identity styles, however, past research (Duerden et al., 2009; Kerpelman et al., 2012; Montgomery, 2005) assessing the moderating role of gender on young adolescent's identity development suggests invariance across gender and is silent on the moderating role of relationship type.

Summary and Study Aims

The overall aim of the current study is to assess how varying types of leisure activity (core and balance) relate to critical aspects of adolescent development. Previous research leads us to expect that early adolescents' shared leisure activities will be associated with relationship satisfaction (Carlson & Rose, 2010; Feiring,1996), interpersonal competence (Bradley & Inglis, 2012), and identity styles (Duerdan et al., 2009). To assess the significance of adolescent shared leisure activities, we test four models. In the first model, we look within the close peer relationship to explore associations between shared leisure activities and communication and emotional support (hypothesis 1). In the second model we extend our examination within adolescent close peer relationships to examine associations between shared leisure activities, communication and emotional support, and relationship satisfaction (hypothesis 2-4). In the third model we look beyond the specific relationships with close friends and dating partners to examine associations between shared leisure activities, communication, emotional support, and interpersonal competence (hypothesis 5-7). In the fourth model, we examine associations between shared leisure activities, communication, emotional support, and identity exploration (hypothesis 8-10). Because shared leisure activities have the proclivity to facilitate relationship behaviors associated with intimacy (i.e., communication and emotional support), and some existing research has found intimacy to be directly related to relationship satisfaction (Tuggle et al., 2014; Levesque, 1993), interpersonal competence (Chow, Ruhl, & Buhrmester, 2013), and identity styles (Pittman et al., 2010; Kerpelman et al., 2012), we expect communication and emotional support to mediate associations between shared leisure activities and our focal outcomes. As such, in models 2-4 we test for mediation in associations between adolescent shared leisure activities and relationship satisfaction, interpersonal competence, and identity exploration through the intimate relationship behaviors of communication and emotional support. Finally, moderation by gender, relationship type, and the interaction of gender and relationship type is explored.

III. METHOD

Sample

The data for the present study were collected during spring and fall 2010 from 2,134 6th, 7th, and 8th grade students in public schools across a southeastern state. Study participants with missing data on all study variables were removed (N= 116) from the sample as were participants missing data on the gender and relationship type variables (N= 298), and participants age 10 (N=20) and 16-17 (N=4). The final sample for analysis consisted of 1,696 young adolescents who ranged in age from 11 to 15 years (Mean = 12.85; SD = .99). The sample was 66% female; 71% of participants self-identified as African American, 22% self-identified as European American, with the remaining 7% of participants identifying as other (Hispanic/Latino, Asian American, or Native American). Fort-two percent of participants were in the 8th grade, 47% in 7th grade, and 11% in 6thgrade. Participants were given a choice to think about a close friend or a dating partner when responding to the questions about participation in shared leisure activities, communication, emotional support, and relationship satisfaction. Among the participating youth, 53% reported that they answered these questions based on a current relationship with a close friend and 47% reported that they answered them based on a relationship with a current dating partner. The analysis sample was compared to the excluded sample on all of the study variables using chi-square tests and t-tests. Results did not reveal and significant differences between these two groups which suggests that no bias was introduced into the study by the sample exclusions.

Measures

The measures for the current study were drawn from previously established scales. All items used in the study can be found in Appendix A.

Leisure activities. To assess the diversity of young adolescents' shared leisure activities, the Relationship Closeness Inventory (RCI) developed by Berscheid, Snyder, and Omoto (1989) was used to assess different activities relationship partners performed together in the past week. After indicating whether they were reporting on a relationship with a close friend or dating partner, respondents noted whether they had participated in each of the 22 shared activities on the checklist. If youth checked the

activity, a 1 was assigned; if youth did not check the activity, a 0 was assigned. An exploratory factor analysis (EFA) was conducted to determine how the leisure activity items grouped together. It was expected there would be at least one core and one balance factor.

Table 1 presents the EFA results of the shared leisure activities showing that the 22 assessed activities organized into five unique factors (*core unstructured activities*, *core communication activities*, *core in school activities*, *balance community-based activities*, and *balance sports/games*). The two core in-school activities (doing homework and walking to class) were dropped since they did not appear to capture leisure in the same way that the other two core areas did where the adolescents were more clearly choosing how to spend time with the partner. After dropping the two core-in-school activities, we created two core variables and two balance variables by summing the items (i.e., we summed the "yes" responses coded at "1" for each category). The *core unstructured activities* category (e.g., watching television, hanging out at one another's house, sharing meals together) was the sum of eight items; the *core communication activities* category (e.g., text messaging, e-mailing, talking on the phone, communicating via Facebook) was the sum of four items; the *balance community-based activities* category (e.g., going to a concert, going to a party, going to the movies, going to the mall) was the sum of six items, and the *balance sports/games activities* category (e.g., playing video games, playing board or card games, playing a sport) was the sum of four items. Reliability estimates for the leisure activity composites were not calculated because a yes (1) or no (0) response to a specific activity within a given category was not necessarily associated with participation in another activity within that category (e.g., attending a concert with the close peer the prior week did not make it more likely one also would have attended a party or movie). Thus, each leisure category score represents the number of different types of activities participated in within a category with the close peer during the past week. Higher scores represent participation in more activities. The scores do not represent frequency or duration of activities within a given category. See Table 1 for the correlations among the four leisure category areas.

Insert Table 1 here

Communication and emotional support. The same communication and emotional support subscales from the Relationship Experience Measure (REM) developed by Levesque (1993) were used to assess communication and emotional support. Communication was a latent factor indicated by 5 items (3items representing the actor's communication toward the partner, communication giving, and 2 items representing the actor's receipt of communication from the partner, communication getting), emotional support was a latent factor indicated by 6 items (3 items representing the actor's emotional support toward the partner, emotional support giving, and 3 items representing the actor's receipt of emotional support from the partner, emotional support getting). For both communication and emotional support, respondents used a 5-point Likert-type scale (1= Strongly Disagree; 5 = Strongly Agree). Higher scores indicate more communication or emotional support. Sample questions for communication giving and getting are: "I find it easy to tell this person how I feel" and "This person listens to me when I need someone to talk to," respectively. Sample questions for emotional support giving and getting are: "I help this person through difficult times" and "This person comforts me when I need comforting," respectively. Levesque found acceptable reliability for these subscales (communication- α =.78, present study α=.81; and emotional support- α=.83 α=.87, present study) and his five stages of validity testing found the measures validly tapped psychosocial and phenomenological reality (see Levesque,1993 for a detailed description of validity testing).

Relationship satisfaction. To assess relationship satisfaction, the same satisfaction subscale of the Relationship Experience Measure (REM) developed by Levesque (1993) was used. Respondents used a 5-point Likert-type scale (1=Strongly Disagree; 5=Strongly Agree) to indicate the extent to which the adolescent felt positively about being in the dating relationship or friendship (higher scores indicate greater relationship satisfaction); a sample question is "In general I am satisfied with our relationship." The four items of the relationship satisfaction subscale had good reliability in the current sample (α=.85). Levesque also found this subscale to be reliable (α = .88) and valid (Fletcher, Finchman, Crane, &Heron, 1987; Hendrick, Hendrick, & Adler, 1988).

Interpersonal competence. The Interpersonal Competence Questionnaire-ICQ (Buhrmester, Furman, Wittenberg, and Reis,1988) was used to assess different domains of interpersonal competence. For this study, we used the same five indicators from the subscales used in Paulk et al. (2011). The original ICQ used eight indicators for each subscale. Paulk et al. used 5 indicators from the original ICQ items and found that the five indicators captured 85% of the original ICQ items with a reliability of (α=.81 for initiation, α=.82 for negative assertion, and α=.77 for conflict management). Reliabilities for the present study were, α=.77 for initiation, α=.82 for negative assertion, and α=.80 for conflict management). Respondents used a 5-point Likert-type scale (1=Poor; 5= Very Good) to indicate the extent to which adolescents' felt competent managing social situations (higher scores indicate greater perceived competency). Latent constructs of initiation, negative assertion (assertiveness), and conflict management were each indicated by 5 observed indicators. Sample items for the domains of interpersonal competence follow: *initiation*, ''Finding and suggesting things to do with new people who you find interesting and attractive;'' *assertiveness*, ''Telling a close companion you don't like a certain way s/he has been treating you;' and *conflict management*, ''Being able to put begrudging (resentful) feelings aside when having a fight with a close companion. Higher scores indicate greater interpersonal competence.

Identity styles. Six items from each of the style subscales of the Identity Style Inventory-III (Berzonsky, 1992) were used to assess the informational, normative, and diffuse-avoidant styles. For this study, we used the same six indicators from the subscales used in Paulk et al. (2011). The six items selected per scale were based on the results of a factor analysis conducted with a college sample (N = 291). For the college sample, the reliabilities for the 6-item scales ranged from 0.65 to 0.75 (and were similar to the alpha coefficients found for the full scales); correlations between the six item scale and the full scale ranged from 0.79 to 0.94. Paulk et al. used 6 indicators from each of the sub-scales and found that the six indicators from each sub-scale adequately captured the original ISI-III items with a reliability of (α=.65 informational, α=.74 normative, and α=. 74 diffuse avoidant). Reliabilities for the present study were .78, .70, .73 informational, normative, and diffuse-avoidant identity styles respectively. All items were answered on a 5-point scale ranging from 1 (not at all like me) to 5 (very much like me). Higher

scores indicate greater use of a given style. Latent factors for each of the styles were indicated by their six observed indicators. *Informational style* example item: When I have to make a decision, I like to spend a lot of time thinking about my options. *Normative style* example item: I think it's better to have a firm set of beliefs than to be open minded. *Diffuse-Avoidant style* example item: When I try to make a decision, I try to wait as long as possible in order to see what will happen. Higher Scores indicate greater use of each style.

Moderators. **Gender** was treated as a dichotomous variable (female = 1; male = 0); **Relationship type** was also treated as a dichotomous variable (close friend =1; current dating partner=0;

Control Variables: Age was assessed in years and self-reported by the respondents. Race was indicated by two dummy variables: White (White = 1, Other = 0), and Other Ethnicities (NonBlack/NonWhite = 1, Other = 0) with Black serving as the reference group. Gender and relationship type were included as control variables when not serving as moderators.

Analytic Plan

To determine whether the shared leisure activities align with our conceptual framework, an exploratory factor analysis (EFA) was conducted in SPSS to determine whether the examined shared leisure activities fit into the expected core and balance categories (refer to measures section for detailed explanation of steps taken to conduct EFA). The observed summed scores for the five unique factors (core unstructured, core communication, balance community based activities, and balance sports/games were used in each tested model. Mean differences according to (a) gender, (b) relationship type, and (c) the interaction of gender and relationship type in the different leisure categories were examined using a 2x2 analysis of variance (ANOVA).

Confirmatory factor analyses (CFAs) was conducted to assess the loadings and fit of the measurement models for each of the latent factors that will be included in the models that were fit to address the study hypotheses; see Figures 1-4 for the hypothesized models and models 5-9 for final fitted models. The CFAs allow us to determine whether all of the indicators load significantly onto their respective factor and to examine covariances among the latent factors. Examination of the hypothesized

paths in the four structural models was performed using SEM in Mplus (Muthén & Muthén, 1998-2009). Gender, relationship type, age and race were controlled for in all analyses on relationship behaviors and ultimate outcome in each model; gender and relationship type were removed as controls when testing moderation because they were used as grouping variables. Using SEM framework allows one to analyze associations among constructs and disattenuate true score from error thereby yielding more accurate regression coefficients. To make use of all available data, and account for missing and incomplete data, Full Information Maximum Likelihood (FIML) was used. To evaluate model fit, we used the chi square statistic. Since chi square is sensitive to sample size and often significant with large samples, we examined the Tucker Lewis Index (TLI), the Comparative Fit Index (CFI), and the Root Mean Squared Error of Approximation (RMSEA) to assess model fit. According to Hu and Bentler (1999), combined cutoff values close to .95 for CFI and TLI, and a non-significant RMSEA with a value of approximately .06 or smaller indicate good model fit.

IV. RESULTS

The overall aim of the current study was to assess how varying types of shared leisure activity (core and balance) relate to communication and emotional support (relationship behaviors) within close peer relationships and how both leisure and relationship behaviors related to adolescent development (relationship satisfaction, interpersonal competence, and identity processing styles). This section will present descriptive, bivariate and CFA results, followed by the results of analyses that test each of the study hypotheses associated with Models 1-4.

Preliminary Analyses

Table 2 shows the descriptive statistics for the predictor and outcome variables used in the present study. As can be seen in Table 2, all of the skewness values were less than 1.7. Although according to Kline (2011), a skewness value of less than 3 should not pose a problem for subsequent analyses, the variables were transformed using square-root transformation and models were fit with and without the transformed variables (side by side comparisons can be found in Appendix C). The results were virtually the same. Given these results, hypothesis testing was addressed using the non-transformed variables.

Insert Table 2 here

Mean Differences in Adolescent Shared Leisure Activities

Table 3 shows mean differences in participation across leisure activity categories by gender, relationship type, and the interaction of gender and relationship type. In general, young adolescent males reported higher levels of participation in shared core unstructured activities and shared balance sports/games than did young adolescent females. Not surprisingly, young adolescent females reported higher levels of participation in shared core communication activities than did young adolescent males. Interestingly, both males and females reporting on relationships with dating partners noted higher levels of participation in shared core unstructured activities, core communication activities, and balance community-based activities, than did males and females reporting on relationships with close friends. Although for core communication and balance community-based activities adolescents reporting on

relationships with dating partners had higher means than adolescents reporting on relationship with close friends, it was the males reporting on relationships with close friends who had the highest mean for balance sports/games. However, males and females reporting on relationships with close friends reported higher levels of participating in balance sports/games than did males and females reporting on relationships with dating partners. Table 4 shows estimated means and standard deviations for the latent constructs by gender, relationship type, and the interaction of gender and relationship type. Here we see that the only difference is that males reporting on a relationship with a dating partner are engaged in greater identity work than females reporting on a relationship with a friend.

Insert Table 3 and 4 here

Examination of the bivariate associations (See Appendix B for the correlation tables 1 - 14) showed that the intercorrelations among items representing a single construct were positive and significant. Looking across constructs, relatively few significant correlations between the four leisure categories and the adolescent outcomes (relationship satisfaction, interpersonal competence, and identity styles) were found. This result was unexpected. However, associations among relationship behaviors and the outcomes were consistently significant and positive as expected. Communication and emotional support (i.e., relationships behaviors) were found to relate differently to core and balance leisure activities. As expected, core unstructured activities and core communication activities showed positive associations with relationship behaviors. Counter to our expectations, few correlations were found between balance community-based and balance sports/games activities and relationship behaviors. When correlations were found between balance activities, they tended to be negative.

After examining the descriptive statistics and bivariate associations, we fit measurement models for our four models (see Appendix D for individual latent factor CFAs). Overall, CFA results from each model indicated that the factors for each of the measured constructs were consistent with expectations and fit statistics indicated the models fit the data well. Across models, factor loadings of the indicators on each respective construct were statistically significant, however, factor loadings for the CFA examining communication and emotional support for Model 1revealed a strong standardized covariance (.90, $p <$.

001) and the need to create a single latent factor for relationship behaviors (See Table 5). To create the single factor for relationship behaviors we used four indicators (2 giving communication, 3 getting communication,3 giving emotional support, and 3 giving emotional support). The single factor for relationship behaviors was used in all subsequent analysis (see Table 6).

Insert Tables 5 and 6 here

Factor loadings for the CFA examining our third model with interpersonal competence as the outcome also revealed strong covariances among the three competencies (all >.70) with the covariance between assertiveness and conflict management being the strongest (.93, $p < .01$, see Table 7). Given the strong covariances, we created a single latent factor for interpersonal competence. To create the single latent factor for interpersonal competence we used the mean scores from the initiative, assertiveness, and conflict management scales to create three composites indicators. The single factor for interpersonal competence was used in all subsequent analysis (see Table 8).

Insert Tables 7 and 8 here

Finally, the factor loadings for the CFA examining the model with identity styles as the outcomes showed that informational and normative identity styles had a strong standardized covariance (.97, $p < .001$, see Table 9) and indicated the need to create a single latent factor from the normative and informational identity styles. To create the single factor, we re-fit the measurement model with two latent factors one comprised by using the mean scores of informational and normative styles serving as indicators of a single latent factor *identity work* and diffuse-avoidant style as the other latent factor (comprised of using the mean scores of the 6 diffuse-avoidant indicators). Examination of fit statistics for the model with identity work and diffused-avoidant style revealed a moderately strong covariance (.60, $p < .001$) and poor fit (see Table 10) and suggested the need to focus only on the identity work outcome (see Table 11). Subsequently, hypothesis 8-10 were addressed using the model with identity work as the final outcome.

Insert Table 9, 10, and 11 here

Primary Analyses

Four models were used to address the research hypotheses. Model 1 addressed associations between the four leisure activity areas and relationship behaviors. Model 2 extended Model 1 and included relationship satisfaction as the final outcome. Models 3 and 4 focused on alternative final outcomes, interpersonal competence for Model 3 and engagement in identity work for Model 4. Age and race were included as controls in all models. Gender and relationship type were also included as controls except when testing for moderation.

Shared Leisure Activities and Relationship Behaviors

The first hypothesis served as the base model for subsequent tested models and addressed whether shared leisure activities had direct effects on young adolescents' relationship behaviors. Findings from our analysis showed that core unstructured leisure (i.e. watching TV) and core communication leisure activities (text messaging) were positively and significantly related to adolescents' relationship behaviors (i.e. reports of giving and getting communication and emotional support). Counter to expectation, balance sports/games (i.e. playing video games) were negatively and significantly related to adolescents' relationship behaviors. Also counter to expectation, the balance community-based leisure activities (i.e. going to a movie) were not associated with adolescents' relationship behaviors (see Figure 5). As can be seen in Figure 5, the variance explained in relationship behaviors was 6% and fit statistics indicate the model fit the data well. The first hypothesis also stated that balance and core activities would differ in their strength of association with the relationship behaviors. To test whether there were strength differences we constrained one core and one balance path at a time to equality and conducted delta chi square tests to determine whether the constrained paths reduced the fit of the model. Results indicated that the core activities were stronger predictors of the relationship behaviors than were the balance activities ($\Delta X^2 = 8.09$ for core communication – balance community-based; $\Delta X^2 = 11.61$ for core communication – balance games/sports; $\Delta X^2 = 9.09$ for core unstructured – balance community-based; $\Delta X^2 = 18.22$ for core unstructured – balance games/sports; see Figure 5 for specific path coefficients and

fit statistics). Taken together, examination of the structural paths indicated partial support for our hypothesized associations.

Insert Figure 5 here

Shared Leisure Activities, Relationship Behaviors, and Relationship Satisfaction

Hypothesis 2 stated core and balance leisure activities with close friends and dating partners would be positively related to adolescents' reports of relationship satisfaction with balance leisure activities being a stronger predictor than core leisure activities of relationship satisfaction because they require more planning and signal more investment in the relationship. As expected, core unstructured activities and core communication positively and significantly predicted relationship satisfaction. Unexpectedly, balance community-based and balance sports/games negatively and significantly predicted relationship satisfaction (see Table 12, Panel A). To compare the strength of associations among the leisure activities and relationship satisfaction, delta chi square tests were performed to determine whether constraining paths to be equal (comparing two paths at a time) reduced the fit of the model. As was found for Model 1 in the prediction of relationship behaviors, it was found that core leisure activities were significantly different from one another balance leisure activities ($\Delta X^2 = 11.69$ for core communication – balance community-based; $\Delta X^2 = 9.50$ for core communication – balance games/sports; $\Delta X^2 = 8.18$ for core unstructured – balance community-based; $\Delta X^2 = 11.12$ for core unstructured – balance games/sports; see panel A of Table 12 for specific path coefficients).

For hypothesis 3, it was expected that communication and emotional support would be positively associated with relationship satisfaction. Results indicated relationship behaviors were a positive and significant predictor of relationship satisfaction. Thus, more communication and emotional support within the close peer relationship was associated with greater satisfaction with that relationship; hypothesis 3 was fully supported (see Table 12, Panel C).

Hypothesis 4 posed that communication and emotional support (i.e., relationship behaviors) would mediate associations between shared leisure activities and relationship satisfaction. In assessing for

mediation, we followed the guidelines of Baron and Kenny (1986). First, we determined whether relationship behaviors were associated significantly with core leisure activities and balance leisure activities. Results indicated core unstructured, core communication, and balance sports/games leisure categories were each significantly associated with relationship behaviors (see Table 12, Panel B). Second, we determined whether relationship satisfaction was associated significantly with each leisure category. Results indicated that the leisure activity areas were all significantly associated with relationship satisfaction (see Table 12, Panel A). Third, we found relationship behaviors significantly predicted relationship satisfaction (see Table 12, Panel C).

Insert Table 12 here

Results from our analyses indicated that three paths met the criteria for testing mediation. Specifically these were the paths from core unstructured leisure activities to relationship satisfaction, core communication to relationship satisfaction, and balance sports/games to relationship satisfaction. Figure 6 shows that, with relationship behaviors in the model, all three of these formerly significant paths became non-significant. The next step required assessing whether the inclusion of relationship behaviors in the model significantly decreased or made non-significant the relation between the examined shared leisure category and adolescent relationship satisfaction (full mediation is indicated when such an association goes from significant to non-significant) (see Figure 6). To statistically confirm mediation we conducted delta chi-square tests. If the critical value is not exceeded this confirms mediation. First, we constrained the path from core unstructured to relationship satisfaction to zero keeping all other paths in the model unconstrained. Then we conducted a delta chi square test to determine whether the critical value for 1 degree of freedom (3.84) was exceeded when the model with the constrained path was compared to the model with the direct path free to be estimated. Results from the ΔX^2 test indicated a value of .32, indicating full mediation. We followed the same procedures to statistically confirm mediation for the path from core communication to relationship satisfaction and balance sports/games. Results indicated a value of .77, supporting full mediation. Results from the ΔX^2 test examining the path from balance sports/games to relationship satisfaction indicated a ΔX^2 value of .78. Thus full mediation was confirmed. This means

that core unstructured, core communication, and balance sports/games are associated with relationship satisfaction by way of relationship behaviors. Figure 6 shows the full model with the mediated associations. As can be seen in Figure 6, the variance explained in relationship satisfaction was 63%. The variance explained in relationship behaviors was 8%. Fit statistics indicate the model fit the data well.

Insert Figure 6 here

The results of our mediation tests confirm that relationship behaviors is the path through which core unstructured, core communication, and balance sports/games influence adolescents' relationship satisfaction with friends and dating partners. Collectively our analysis found partial support for HO2, full support for HO3, and almost partial support for HO4.

Shared Leisure Activities, Relationship Behaviors, and Interpersonal Competence

To address our fifth hypothesis, we fit a structural model (Model 3) examining associations among shared leisure activities, relationship behaviors and interpersonal competence. Due to the strong covariance among the interpersonal competence constructs (initiation, assertiveness, and conflict management), we fit a model using the indicators of the latent factor interpersonal competence as the final outcome. Results indicated that none of the leisure activity areas were related to interpersonal competence (see Table 13, Panel A). In addition to the already established significant associations among the leisure activity categories and relationship behaviors (see Table 12, Panel B), full support was found for hypothesis 6 showing that the relationship behaviors were positively and significantly related to interpersonal competence (see Table 13, Panel B).

Insert Table 13 here

Hypothesis 7 predicted communication and emotional support would mediate associations between leisure activities and interpersonal competence, however, none of the paths met the criteria for examining mediation. Figure 7 shows the full model that includes the leisure activities, relationship behaviors and interpersonal competence. As can be seen in Figure 7, the variance explained in interpersonal competence is 12% and fit statistics indicate the model fit the data well.

Insert Figure 7 here

Although none of the paths in the model met the criteria for testing mediation, we tested for indirect effects from the two core leisure activity categories and from the balance sports/games category to the interpersonal competence outcomes by way of relationship behaviors given that relationship behaviors were significantly related to these three leisure activity categories and to interpersonal competence. In our calculation of the indirect effects, we found that core unstructured leisure activities had a significant indirect association with interpersonal competence (B=.01, SE=.00, β=.06***) through relationship behaviors. Core communication activities had a significant indirect association with interpersonal competence (B=.02, SE=.01, β=.05***) through relationship behaviors. Balance sports/games had a significant indirect association with interpersonal competence (B= -.02, SE=.01, β= -.05***) through relationship behaviors. Collectively the analyses indicated no support for hypothesis HO5, full support for HO6, and partial support for HO7 (indirect effects but no mediation).

Shared Leisure Activities, Relationship Behaviors, and Identity Work

In our fourth and final model we hypothesized that core and balance leisure categories with close peers would be related to the identity styles (HO8), that relationship behaviors would be related to the identity styles (HO9), and relationship behaviors would mediate associations between leisure categories and the identity styles (HO10). Due to the strong covariances among the identity styles, we fit a model using informational and normative styles indicators of the latent factor identity work as the final outcome. For Model 4, none of the shared leisure activities directly predicted engagement in identity work. We found consistent associations among relationship behaviors and shared leisure categories (see Table 12, Panel B). Relationship behaviors positively and significantly predicted engagement in identity work (see Table 14, Panel B).

Insert Table 14 here

None of the examined paths met the criteria for testing mediation (see Table 14 Panels A and B) and therefore hypothesis 10 could not be tested. Figure 8 shows the full model assessing associations between shared leisure activities, relationship behaviors, and identity work. As can be seen in Figure 8,

the variance explained in identity work was 7%; the variance explained in relationship behaviors was 6% and fit statistics indicate the model fit the data well.

Insert Figure 8 here

Although we could not test mediation, we were able to calculate indirect effects and found that core unstructured activities (B=.01, SE=.00, β=.05***), core communication activities (B=.02, SE=.01, β=.04***), and balance sports/games activities (B= -.02, SE=.01, β= -.04***) each had an indirect effect on identity work through relationship behaviors. Collectively for Model 4, no support was found for HO8, full support was found for HO9, and partial support was found for H10 (indirect effects but no mediation)

Examining Gender and Relationship Type as Moderators

For testing moderation, multi-group analyses were used to examine variations by (a) gender, (b) relationship type, and (c) the interaction of gender and relationship type. Delta chi square tests were conducted to determine which paths significantly differed from one another across tested models. Initially, we tested for measurement invariance between males and females and between close friends and dating partners. If the chi-square difference statistic did not reveal a reduction in fit from the original to the constrained-equal models, we concluded that the model had measurement invariance across groups. For each measurement model, we checked for equality and found that the constrained measurement models did not reduce model fit. To test for significant differences in parameters across groups (i.e., males versus females; dating partner versus friendship) in all four models, we systematically constrained each pair of paths to equality and examined change in the chi-square to determine whether the critical value for one degree of freedom, X^2 (1) = 3.84, was exceeded. If the critical was exceeded, it indicates that the imposed constraint sufficiently damaged the fit and the paths are in effect different between the groups. For the interaction of gender and relationship type, we constrained all four paths to be equal. If the delta chi square test with 3 degrees of freedom, X^2 (3) = 7.82, suggested the assessed parameters were not all equal, we compared each possible pair to determine where the differences were. Measurement models remained constrained when conducting SEM analysis.

Moderating Effects of Gender and Relationship Type

In Model 1we examined associations among shared leisure activities and relationship behaviors (communication and emotional support). In Model 2 we examined how associations among shared leisure activities and relationship behaviors explain relationship satisfaction. Model 3 and 4 extended beyond the close peer relationship and examined implications for interpersonal competence and identity work respectively. Across all four models, the same path was found to be moderated by gender. Specifically, the path between relationship behaviors and balance community-based activities was negative and significant for females and non-significant for males. For Model 1(ΔX^2=6.07; see Table 15); for Model 2 (ΔX^2=5.86; see Table 16); for Model 3 (ΔX^2=4.27; see Table 17); and for Model 4 ((ΔX^2=6.24; see Table 18). No other paths were moderated by gender in any of the models.

Insert Tables 15, 16, 17 and 18 here

Next we examined the moderating effects of relationship type. For Model 1, none of the paths were found to differ significantly (See Table 15). For Model 2, only one path differed significantly. This was the path from relationship behaviors to relationship satisfaction (ΔX^2=4.72). Specifically this path was positive and significant for adolescents' reporting on relationships with friends and dating partners but stronger for those reporting on relationships with friends (See Table 16). One path also was found to be moderated by relationship type in Model 3. This was the path from relationship behaviors to interpersonal competence (ΔX^2=6.80). Similar to the finding for relationship satisfaction (Model 2), this path was positive and significant for adolescents reporting on relationships with friends and dating partners and stronger for dating partners compared to friends (See Table 17). Finally, in the fourth model, only one path differed significantly. This was the path from relationship behaviors to identity work (ΔX^2=5.30), Specifically this path was positive and significant for both adolescents reporting on relationships with dating partners and adolescents reporting on relationships with close friends but was stronger for those reporting on relationships with dating partner (See Table 18).

Moderating Effects of the Interaction between Gender and Relationship Type

To examine moderating effects of the interaction between gender and relationship type, we first confirmed that constraining the measurement models for the four groups did not significantly reduce fit. Subsequently, to statistically test whether the interaction of gender and relationship type moderated the relationships across each path in the model, as each path was constrained across the four groups, we examined change in chi-square to determine whether the critical value for three degrees of freedom $X^2(3) = 7.82$ was exceeded. If the critical value was exceeded, it indicated that the imposed constraint sufficiently damaged the model fit and the path was different in the groups.

Results for Model 1 indicated that none of the paths differed significantly (See Table 19 for path coefficients, effect sizes, and fit statistics). For Model 2, results indicated that only one path differed significantly. This was the path from relationship satisfaction to relationship behaviors. This finding qualified our one way interaction finding examining moderation by relationship type. To see which specific groups differed from each other, additional multi-group analyses were conducted where we compared each possible pair using the critical value for X^2 (1) = 3.84. Results indicated that the path from relationship behaviors to relationship satisfaction significantly differed for female adolescents reporting on relationships with friends and female adolescents reporting on relationship with dating partners ($\Delta X^2=21.55$) and for male and female adolescents reporting on relationships with dating partners ($\Delta X^2=7.02$). Although this path was significant and positive across the groups being compared, it was stronger for females reporting on relationships with friends compared to females reporting on relationships with dating partners, and stronger for males reporting on relationships with dating partners compared to females reporting on relationships with dating partners. (See Table 20).

Insert Tables 19 and 20 here

For Model 3 only one path differed significantly across our four groups. This was the path from relationship behaviors to interpersonal competence ($\Delta X^2=7.96$), qualifying our one way findings for relationship type. Again, to see which specific groups differed we conducted additional multi-group analyses to compare each possible pair. Results indicated that the path from interpersonal competence to relationship behaviors significantly differed for females reporting on relationships with close friends and

those reporting on relationships with dating partners. Specifically, this path was positive and significant for both groups but stronger for adolescent females reporting on relationships with dating partners compared to those reporting on relationships with close friends (See Table 21). In Model 4, none of the paths differed significantly (See Table 22). Across the four models, we found few differences in the strength and direction by the moderating effects of gender, relationship type, and the interaction of gender and relationship type.

Insert Tables 21 and 22 here

V. DISCUSSION

In the present study we used the Core and Balance Model of Family Leisure Functioning as a conceptual framework for exploring ways in which shared leisure activities with close friends and dating partners offer early adolescents an interpersonal context to develop satisfying relationships, build interpersonal competence, and engage in identity processing work. Overall, the findings show that relationship behaviors (communication and emotional support) within close peer relationships matter for young adolescents' satisfaction within these relationships, as well as for their broader social competence and identity work. Engagement in core leisure activities with a close peer is positively associated with communication and emotional support (relationship behaviors) within that relationship. These activities emphasize understanding and togetherness, and are positive influences on the communication and emotional support within the peer relationship. In contrast, balance leisure activities that emphasize competition (i.e., sports/games) are negatively associated with relationship behaviors and, thus, appear to undermine the communication and support within the close peer relationships.

When relationship behaviors and the leisure activities were considered together, we found that relationship behaviors directly predict relationship satisfaction, interpersonal competence, and identity work, whereas the leisure activities show indirect relationships with these outcomes through relationship behaviors. Collectively our findings suggest that adolescent shared leisure activities with close friends and dating partners are developmentally significant in that they may contribute to a context for adolescents to develop socially by exchanging communication and emotional support. These relationship behaviors, in turn, positively predict key developmental outcomes (i.e. relationship satisfaction, interpersonal competence, and engagement in identity processing work) associated with adolescence. Our findings are consistent with previous research suggesting adolescent leisure is developmentally beneficial (Caldwell & Wit, 2011; Coatsworth et al., 2005; Duerden et al., 2009; Dworkin, Larson, & Hansen, 2003; Garton & Pratt, 1987; Shaw, Klieber, & Caldwell, 1995).

The models showed a few consistent moderation effects. Relationship behaviors are negatively associated with balance community-based activities for females and these variables are unrelated for

males. Relationship behaviors have a stronger influence on the adolescent outcomes (interpersonal competence, and identity work) among adolescents reporting on relationships with dating partners compared to adolescents reporting on relationships with friends. Relationship behaviors were found to have a stronger influence on the adolescent's perception of relationship satisfaction among adolescents reporting on friends compared to those reporting on relationships with dating partners. The interaction of gender and relationship type showed that satisfaction in a relationship is strongest when the adolescent was reporting on a relationship with a female partner (assuming most friends were same-sex and most dating partners were opposite-sex among our early adolescent participants), and relationship behaviors have a stronger association with interpersonal competence among females reporting on relationships with dating partners compared to females reporting on relationships with close friends.

Applying the Core and Balance Model to Adolescent Shared Leisure with Close Peers

The present study is the first we know of to use Zabriske and McCormick's (2001; 2003) Core and Balance Model of Family Leisure Functioning to examine adolescent shared leisure activities. At the theoretical level, this model, grounded in family systems theory, has been applied to family leisure and family functioning. Empirically, the model has been used to examine how leisure is associated with adult couples' perceptions of their relationships (e.g., marital satisfaction), as well as how adults and youth view leisure and family cohesion and adaptability. In contrast, the present study focused on early adolescents' experiences of shared leisure with peers and addressed perceptions of relationship behaviors and adolescent outcomes at the individual level. Extrapolating from Zabriske and McCormick's work, we expected the examined leisure activities to fit into overall core and balance categories. We found the shared leisure activities fell into four sub-categories (core unstructured, core communication, balance community-based, and balance sports/games) suggesting structural or meaning differences among each category, providing evidence that types of core and balance activities may relate differently to young adolescents' development. Core unstructured activities like hanging out are different than communication- based core activities, and balance activities that include going to community events and settings are different than activities that consist of playing sports and games. Core leisure activities,

unstructured and communication-based, operate similarly to what has been found in past research, whereas balance leisure activities do not.

Conceptually, the balance activities examined in the present study differ from, and do not fully capture the qualities of, the balance activities examined by Zabriske and McCormick (2001). Balance activities in their studies consisted of more complex activities such as family vacations, outdoor recreation (camping, fishing, hunting, boating), trips to theme parks, fine art activities (museums, plays, theatre) or other special events. In contrast, balance activities in the current study were those that adolescents can independently share with their peers (going to community based events like a dance, concert, or movie, as well as playing sports and games). The less complex shared balance leisure activities examined in the present study may explain discrepancies in our findings from those seen in the family leisure literature. Although the activities we addressed may offer less challenge and novelty than those in the family leisure literature, they represent the kinds of balance activities typically engaged in by early adolescents with their similar-age peers. Such activities are accessible to young adolescents who are likely limited in financial resources, access to transportation and overall autonomy in how they spend their time away from home. Thus, the balance activities we assessed may approximate but not fully satisfy Zabriske and McCormick's definition of the category of balance leisure. Our findings suggest that young adolescents engage in a variety of shared leisure activities with close friends and dating partners, with core activities having the potential to facilitate relationship behaviors and promote relationship satisfaction, or conversely, have greater potential to occur in relationships that are emotionally close and satisfying. In contrast, the balance activities appear to either be irrelevant to relationship behaviors and satisfaction or have the potential to undermine intimacy and satisfaction.

Shared Leisure and Relationship Behaviors

We postulated that adolescents' shared leisure activities with close friends and dating partners would be associated with communication and emotional support behaviors essential to interpersonal relationships. We found a strong association between communication and emotional support, suggesting that young adolescents are not distinguishing between the two constructs. This suggests that young

adolescent's may not have the cognitive sophistication or experience to differentiate these constructs. Levesque (1993) assessed the love experiences of high school aged adolescents to identify correlates and predictors of satisfying love relationships. Results from the factor analysis of Levesque's Relationship Experience Measure (REM) in a sample of older adolescents found communication and emotional support were well differentiated constructs. Advancement in psychosocial development (Erikson, 1968) across early to late adolescence may, in part, explain why communication and emotional support are highly correlated in our early adolescent sample. Future research comparing younger and older adolescent cohorts or examining adolescents longitudinally from early to late adolescence could help address this developmental question.

Of the four leisure activity categories, we found that participation in core unstructured activities (informal hanging out type of activities) and core communication (social/communication activities) are significant positive predictors of relationship behaviors. The positive link between core leisure and communication and emotional support within close peer relationships is consistent with existing research (Fehr, 2004; Radmacher & Azmitia, 2006) which suggests that sharing activities with close others is an important pathway for creating intimate experiences. This finding also is consistent with the core and balance model which suggests that activities that involve "socializing" provide opportunities for communication behaviors in relationships (Smith, Freeman, & Zabriske, 2009; Zabriske & McCormick, 2001). Our results offer empirical support for Garton and Pratt (1987) who proposed that social activities are potentially beneficial because they have the propensity to facilitate social relatedness and provide youth opportunities to develop social skills through collaboratively participating in activities of shared interest.

Interestingly, balance activities were either not related or negatively related to relationship behaviors. One plausible explanation for this unexpected finding is that when participating in balance activities, young adolescents may be more focused on achieving a goal or experiencing the event being attended rather than engaging in meaningful connection with the accompanying peer. If this is the case, for young adolescents, balance leisure activities may function similarly to what Orthner and Mancini

(1990) describe as parallel activities. Parallel activities are characterized by individual participation in the same activity at the same time. According to Orthner and Mancini, this type of shared activity calls for little or no communication (or particularly supportive interchanges between dyad). This may explain why we did not find any association between relationship behaviors and balance activities that involved going to community based events and settings (i.e. movies, mall, concerts). Orthner and Mancini conclude that leisure activities that involve little or no communication provide little benefit and may actually represent a false front that suggests togetherness when the reality in the relationship is quite the opposite. Grounded in Reis and Shaver's (1988) work explicating intimacy as an interpersonal process, engagement in balance activities that do not involve high levels of communication minimize opportunities for transactional interpersonal behaviors to occur. If individuals are not communicating (disclosing personal information, thoughts, feelings) they are less likely to receive an emotionally supportive response from a partner (Laurencean et al., 1998). If this is the case, it suggests that even when balance activities provide opportunities for relationship partners to engage in experiences that involve planning and/or challenge, if these experiences do not foster communication, they are less beneficial in terms of strengthening closeness and intimacy.

To explain the negative association between balance games/sports and relationship behaviors, it may be that often games and sports are competitive and include communication that is not supportive or not designed to strengthen the relationship. Spirited or aggressive communication, such as when youth are trying to win a competition, may contribute to feelings of inadequacy on the part of one or both partners and undermine the closeness in the relationship. Furthermore, young adolescents are less likely to have had opportunities to learn the skills required to manage challenging situations within intimate relationships. Early adolescents' participation with close peers in more complex balance activities that afford opportunities to co-build competencies, likely require parental/adult approval, support and facilitation. This alternative explanation suggests that balance leisure activities function differently across periods of development primarily because they are more likely than core activities to change across periods of development. Thus, the less complex and challenging balance leisure activities of young

adolescents that we assessed compared to the more multifaceted, educational, and/or novel balance activities described in the family leisure literature may best explain why balance activities did not yield similar outcomes in the current study focused on young adolescents.

Existing research on young adolescents certainly suggests that group/team-based balance activities such as playing sports are developmentally beneficial at the individual level (Barber et al., 2005; Darling et al., 2005; Shaw et al., 1995). Perhaps during early adolescence, adult supervised, team activities may be developmentally more beneficial as they are more likely to provide opportunities for positive communication and emotional support to be exchanged. Overall, findings from the present study suggest shared leisure activities that offer opportunities for relationship partners to give and get communication and emotional support are developmentally important as they may cultivate relationship behaviors that matter for adolescent's relationship satisfaction, interpersonal competence, and engagement in identity work.

Shared Leisure, Relationship Behaviors, and Relationship Satisfaction

Based on our conceptual framework, findings from Carlson and Rose (2010), and the family leisure literature which has consistently demonstrated positive relationships between leisure/recreation and aspects of satisfaction and bonding (Hawks, 1991; Holman & Epperson, 1984; Orthner & Mancini, 1991) we expected core and balance activities to directly predict relationship satisfaction, and relationship behaviors to mediate this relationship. When only leisure and relationship satisfaction were examined together, results indicated that core leisure activities positively predict relationship satisfaction as expected, whereas community-based balance activities are unrelated to relationship satisfaction, and balance sports/games activities negatively predict relationship satisfaction. However, when relationship behaviors are included in the model, they mediate associations between core unstructured, core communication, and balance games/physical activities and relationship satisfaction.

Our findings are consistent with existing research suggesting quality of communication and emotional support are relationship behaviors consistently shown to have positive associations with relationship satisfaction in samples of adolescents and adults (Berscheid, Snyder, and Omoto, 1989;

Levesque, 1993; Tuggle, et al., 2014). Our findings are also partially consistent with Carlson and Rose (2012) who found that balance activities such going to the movies, doing an outdoor activity, and playing video games are not related to adolescents' relationship satisfaction. Where Carlson and Rose found no association between these activities and relationship satisfaction, we found either no association (i.e., balanced community-based activities) or a negative association for balance games/sports activities and relationship satisfaction. Other activities assessed collectively as balance community-based activities in our study but assessed individually in Carlson and Rose (going to dances, hanging out at the mall, going to concerts) were related to relationship satisfaction in Carlson and Rose's study. Given these differences, it is important to note that Carlson and Rose assessed relationship satisfaction using the Network Relationship Inventory (NRI) developed by Furman and Buhrmester (1992) and the present study used the Relationship Experience Measure (REM) developed by Levesque (1993). Thus, our studies may be differently nuanced in our assessment of relationships satisfaction. Finally the finding that the balance games/sports category was negatively associated with relationship satisfaction, further suggests that the nature of the interactions during these, often competitive, activities may foster negative feelings within the dyad.

Shared Leisure, Relationship Behaviors, and Interpersonal Competence

We hypothesized that core and balance leisure activities would be associated with interpersonal competence. Initially we predicted separate outcomes of initiative, conflict management and assertiveness, but found strong covariances among these three areas of interpersonal competence. Just as developmental stage may help explain the high covariance found between communication and emotional support, it also may explain the high covariances among the three areas of interpersonal competence. In a different sample of high-school age adolescents, Paulk et al. (2013) examined associations between dimensions of security in romantic relationships and interpersonal competence among dating and non-dating high school students and did not find high covariances among initiation, assertiveness, and conflict management. Buhrmester et al. (1988) investigated the utility of distinguishing among different domains of interpersonal competence in college students' peer relationships and did not find high covariances

among initiation, assertiveness, and conflict management. Developmentally, it seems plausible that young adolescents may not have the cognitive maturity to differentiate these constructs. As adolescents get older and engage in more complex social interactions with peers and adults, they may have both the cognitive capacity and experience to better differentiate the interpersonal competencies of initiative, assertiveness and conflict management.

Counter to our expectations, none of the shared leisure categories were directly associated with interpersonal competence. Previous work suggests that shared leisure activities are associated with initiative (Larson, 2000), assertiveness (Dworkin et al., 2003), and conflict management (Catalano, et al., 2004; Dubas & Snider, 1993). However, Larson presented a conceptual framework to describe associations between adolescent leisure and initiative; Dworkin and colleagues used focus groups with samples of high school students to explore "growth experiences" that emerged from adolescent leisure activities; and Dubas and Snider assessed the role that structured community youth groups played in enhance learning and social skills. None of these studies empirically tested a model with validated instruments to assess the associations between leisure and interpersonal competence. Unlike our study, none of the prior work addressed leisure activities shared with close peers. Although current theories and existing research do not elucidate how adolescent leisure activities influence the development of interpersonal competence, we proposed that the interpersonal interactions in adolescent close peer relationships (via core and balance activities) would assist adolescents' capacities to verbally express themselves, stand-up for themselves, and manage interpersonal conflict. Although we did not find direct associations among any of the shared leisure activities and interpersonal competence, we did discover that relationship behaviors which are associated with adolescents' share leisure with peers are a positive and significant predictor of interpersonal competence.

It is important to note that in the previous models (i.e., Models 1 & 2) we looked at shared leisure within a specific dyadic relationship. In Model 3, we examined how shared leisure activities and relationship behaviors within a specific relationship help explain the broader outcome of interpersonal competence. We found that participation in shared leisure activities within the close peer relationship is

indirectly associated with interpersonal competence beyond that specific relationship by way of relationship behaviors. Dyadic relationships provide ongoing opportunities for relationship partners to develop mastery for giving and getting communication and emotional support. While the skills gained through participating in shared leisure activities in the dyadic relationship provide experiences to develop competencies, in broader relationships outside the dyad, these skills (although transferable) must be routinely adapted for less intimate interpersonal relationships. It may be by fostering communication and emotional support, shared leisure activities indirectly foster interpersonal competence for young adolescent relationships by enhancing relationship behaviors that extend beyond the dyadic close peer relationship.

Shared Leisure, Relationship Satisfaction, and Identity Styles

When examining our fourth and final model addressing leisure, relationship behaviors and identity styles, we found that use of the styles was not well differentiated among the early adolescents, particularly the use of informational and normative identity styles. Although developing a sense of identity is the key developmental task associated with adolescence (Erikson, 1968), findings from our study suggest that young adolescents may not have reached the point in development where they have formed a preference for a particular identity style. Also, when they do engage in identity work, they may rely heavily on the views of parents and respected others (normative style) while also considering some of their own thoughts about the identity information they are receiving (informational style). Furthermore, young adolescents may not have the social pressure or cognitive maturity to engage in extensive identity work, which may explain the moderately strong positive association between the diffuse/avoidant style and the other two styles. It is important to note that the absence of a preferred identity style does not indicate failure to engage in identity relevant work. Berzonsky, Dunkel, Soenens, and Papini (2011) report that identity exploration styles begin forming in childhood experiences with their parents. Kerpelman et al. (2012) suggest that the emergence of identity exploration styles may initially be informed by experiences with parents and friends and later by experiences with dating partners. Studies examining identity processing styles in samples of older adolescents (Saint-Eloi Cadley, Pittman,

Kerpelman, & Adler-Baeder, 2011; Kerpelman et al., 2012) have found moderate to non-significant covariances among the styles. Thus, it is likely that identity style preference does not emerge until later in adolescence.

We found that none of the shared leisure activities are associated with engagement in identity work. Existing but limited research examining the relationship between participation in leisure activities and identity development (Duerden et al., 2009; Shaw, Kleiber, & Caldwell, 1995) suggests that leisure activities can provide adolescents with opportunities for identity formation. Waterman's (2004) discovery model of identity theorizes that identity work occurs through experimentation with different activities, where such activities foster introspection and interpersonal feedback. Shaw and colleagues used the psycho-social development scale (not the same as identity styles) developed by Rosenthal, Gurney, and Moore (1981) with a sample of 10^{th} grade students and found that participation in sports and physical activities is positively associated with identity development. They used recall time estimates (hours and minutes) to assess frequency of engagement in activities. Interestingly, they found that participating in activities such as watching television and socializing are not related to identity formation. The authors did not assess whether activities were conducted alone or with a peer. In our study, we found that communication and emotional support are relationship behaviors through which shared core unstructured (i.e. watching television, sharing meals together, hanging out at each other's houses) and core communication (text messaging, e-mailing, communicating via Facebook) are indirectly related to engagement in identity processing, thus our findings partially support the findings of Shaw and colleagues.

In a separate study, Duerden and colleagues (2009) assessed the effect of a structured adventured recreation program on adolescent identity development in a sample of 11-15 year old adolescents. They found that program participants experienced significant identity development from pre-test to post-test when compared with the comparison group. The Duerden et al. study is different from the present study in that identity was assessed as part of a structured program which likely was designed to assist adolescents engage in identity work, whereas the present study assessed young adolescents' engagement

in identity work as influenced by their normative day-to-day shared leisure activities with close peers. Consistent with previous models assessing the social and developmental significance of young adolescents' shared leisure activities, we found relationship behaviors to be a positive and significant predictor of engagement in identity work. This finding is consistent with existing literature that shows intimacy and identity formation are interrelated (Kerpelman et al., 2012; Montgomery, 2005).

Similarities and Differences across Gender and Relationship Type

In the four models examined, there was similarity across gender and relationship type, however a few noteworthy differences emerged. When looking at the strength of associations among the variables in our models, it was found across all four models that the only path that differed by gender is the path from balance community-based activities to relationship behaviors. This path is negative and significant for females and non-significant for males suggesting that for females greater reports of attending community-based events are associated with fewer reports of giving and getting communication and emotional support. This finding makes sense given that adolescents are less likely to be communicating or providing emotional support while engaged in these types of activities. Compared to males, females typically are more likely to desire exchanges of communication and emotional support when interacting with close peers (Camarena et al., 1990). For females, who often have a social desire to receive communication and emotional support from a close peer, engaging in shared leisure activities that limit these opportunities appear to have a negative impact on relationship behaviors. For males, who may not have a social desire or expectation to give or receive communication and emotional support when engaged in balance community-based activities, participation in these activities does not appear to matter for communication and emotional support. Overall the findings suggest young adolescents' shared leisure activities with close peers appear to provide valuable interpersonal experiences for both males and females. Findings from the present study are consistent with Camarena et al. who found opportunities for shared activities and self-disclosure predicted levels of closeness for male and female eighth grade students.

When examining relationship type as a moderator, the path from relationship behaviors to the adolescent outcome in each model was significantly different in strength. Specifically in the model predicting relationship satisfaction (Model 2), this path is positive and significant for adolescents reporting on relationships with both friends and dating partners but is stronger for adolescents reporting on relationships with close friends. However, this main effect is qualified by the interaction of gender and relationship type. Specifically, the path from relationship behaviors to relationship satisfaction is stronger for adolescent females reporting on relationships with close friends compared to females reporting on relationships with dating partners, and stronger for adolescent males reporting on relationships with dating partners compared to females reporting on relationships with dating partners. Assuming the vast majority of the early adolescents were reporting on dating relationships with an opposite-sex peer and friendships with a same-sex peer, the association between relationship behaviors and relationship satisfaction may matter more when one is in a relationship with a female as opposed to a male. Collectively findings for our second model are consistent with previous research implicating communication and emotional support as constructs that have consistently shown a positive association with relationship satisfaction in samples of adolescents and adults (Berscheid, Snyder, & Omoto, 1989; Levesque, 1993; Tuggle et al., 2014).

In the third model, the path from relationship behaviors to interpersonal competence is significant and positive for adolescents reporting on relationships with friends and dating partners but stronger for those reporting on relationships with dating partners. This effect was further qualified in that it is stronger for girls reporting on relationships with dating partners than for girls reporting on relationships with close friends. Our findings here suggest that relationship behaviors may have the greatest developmental impact on interpersonal competence for adolescents reporting on relationships with dating partners, and in particular for girls reporting on relationships with dating partners. Although having a female partner for both males and females appears to strengthen the association between relationship behaviors and relationship satisfaction, for female adolescents' interpersonal competence, it is the girls reporting on relationships with dating partners (likely male) who seem to benefit more than the girls reporting on

relationships with friends (likely female). Specifically for young female adolescents, interacting with a male dating partner offers advantages for developing general interpersonal competence skills. In gender comparisons, males tend to score higher in instrumental skills whereas girls tend to score higher in expressive skills (Wood 2005; 2011). Thus, it may be that girls are strengthening their instrumental skills (i.e., assertiveness, conflict management, initiative) when interacting with male dating partners. Findings from Model 3 also provide further support for Collins and Sternberg (2007) suggesting that intimacy (characterized by communicating a mutual openness and responsiveness) may enhance other aspects of psychosocial development like interpersonal competence and contributes to the scant body of literature examining interpersonal competence in adolescents.

In our fourth and final model, the path from relationship behaviors to identity work is stronger for those reporting on relationships with dating partners compared to those reporting on relationships with friends. This suggests that adolescents in relationships with dating partners (most likely peers of the opposite-sex) seem to engage in more identity work than adolescents in relationships with close friends (most likely peers of the same-sex). Erikson (1963) states "adolescent love is an attempt to arrive at a definition of one's identity by projecting one's diffused ego image on another and by seeing it thus reflected and gradually clarified'' (p. 262). Pittman et al. (2011) suggest that significant others, including intimate partners, play an important role in delivering and redressing the effects of discrepant identity feedback because they (1) carry more weight than those of others and (2) are likely to be effective and work in tandem with identity maintenance efforts. Because young adolescents are very new to dating relationships, if they have any experience at all, these novel interpersonal experiences provide prime opportunities to experiment with different personal identities. This finding supports empirical research suggesting adolescent romantic relationships are associated with identity development (Collin, 2003; Kerpelman et al., 2012). Findings from Model 4 provide further support for empirical literature using adolescent samples that implicate intimacy with close peers in the development of identity (Kerpelman et al., 2012; Montgomery, 2005; Pittman et al., 2011).

Limitations and Future Directions for Research and Practice

Several limitations should be noted for the current study. First, self-report measures were used to assess adolescent's shared leisure. This is a limitation because it relied on young adolescent's memory recall from the past week. Second, all we know is whether an adolescent did or did not participate in an activity. We do not know the frequency in which they participated in the activity nor do we know if they participated in the activity simply as a dyad or if they participated in the activity as part of a larger peer group or whether or not adults were present. We also do not know anything about the quality of the experience when engaging in a shared leisure activity with a close peer. Third, the data are cross-sectional; direction of effects could not be directly tested thus we do not know whether engagement in shared leisure activities influence the development of relationship behaviors or if adolescents who are better at communication and emotional support are more likely to have opportunities to engage in shared leisure with close peers. We also cannot test the direction of influence between relationship behaviors and relationship satisfaction, interpersonal competence or identity work. Fourth, secondary data were used, which limited the information available on the adolescents' peer relationships. Specifically, respondents only reported on one type of relationship (closest friend or current dating partner) of their choosing; ideally participants should have been randomly assigned to the condition of reporting on a close friendship or a romantic relationship. In addition, we could not distinguish between same sex and other sex relationship partners since the gender of the close friend or dating partner was not reported.

Despite the study limitations, the findings from the current study provide general support for our central thesis that adolescent shared leisure activities have social and developmental significance. Study findings are consistent (with a few exceptions) across male and female adolescents' relationships with close friends and dating partners. The associations between relationship behaviors and relationship satisfaction, interpersonal competence, and identity work are particularly important because they highlight intimate interpersonal experiences in a racially diverse sample of young adolescents and suggest interpersonal roots of emerging intimacy during early adolescence that predict relationship satisfaction, interpersonal competence, and identity work. Importantly, our results support the meaningful role that

adolescents' normative day-to-day shared leisure activities with close friends and dating partners play in early adolescents' development.

Future research should further examine the frequency and quality of adolescents shared leisure activities with close peers. Future work also should identify the sex of the relationship partner and assess the social context of the leisure, such as whether or not activities took place in the dyad alone or as part of a larger peer group. Additional research examining variables such as neighborhood effects on adolescent shared leisure opportunities and parental support or control of young adolescent's shared leisure activities with close peers also is needed since the broader social context can enhance or constrict engagement in certain activities. Longitudinal studies are needed to more precisely assess how adolescent peer relationships with close friends and dating partners grow and change throughout adolescence, with a specific focus on how leisure activities change over time and how participation in leisure influences relationship behaviors and adolescent developmental outcomes. Given the negative associations we found between balance sports/games leisure and our outcomes of interest, longitudinal research also could examine the developmental benefits of balance leisure activities over time since young adolescent relationship partners do not appear to gain the same benefits from these types of leisure activities that adult relationship partner's gain. It also is possible that complexity and quality of balance activities are more likely to differ than are the core activities across adolescence and adulthood development.

We know of no studies that have examined variations in adolescent leisure activities among adolescent peers and dating partners. Qualitative research with adolescents may yield useful data for helping develop theoretical frameworks for how and why shared leisure activities contribute to adolescent development. Although the present study has expanded the literature by using the Core and Balance Model of Family Functioning to examine associations among young adolescents' shared leisure activities, relationship behaviors, and developmentally-relevant outcomes, additional research and theory development is needed to further explore the types of activities that matter for relationship experiences and that contribute to adolescent development. Since peer relationships are an important part of adolescent development and have the propensity to influence their developmental trajectories, it is

important for researchers and practitioners to understand the types of shared activities that foster developmental growth experiences.

Given the important role relationship behaviors were found to play in connecting adolescent shared leisure activities with relationship satisfaction, interpersonal competence, and engagement in identity work, it is important that these young adolescents learn how to choose appropriate relationship partners (as friends and dating partners) and develop healthy peer relationships. This is particularly important because during adolescence, youth are learning the skills needed to form positive, healthy, and satisfying relationships with others. According to social learning theory (Bandura, 1971), models of healthy relationships serve as a source for learning what to expect and how to think, feel and act. Specifically for youth, knowledge acquired through relationship education can reinforce healthy relationship behaviors or cultivate change for unhealthy relationships. For young adolescents, this is an ideal time to promote healthy relationships and prevent negative behavior patterns that can last into adulthood. Previous studies evaluating the effectiveness of youth-focused relationship education have shown adolescents who receive relationship education programming are better able to identify unhealthy relationship patterns, endorse fewer faulty relationship beliefs, and report lower rates of verbal aggression than their peers who have not received such education (Adler-Baeder, Kerpelman, Schramm, & Higgenbotham, 2007; Kerpelman, Pittman, Adler-Baeder, Eryigit, & Paulk, 2009; Kerpelman, Pittman, Adler-Baeder, Stringer, Eryigit, Cadely, & Harrell-Levy, 2010). Given that shared leisure activities were instrumental in predicting relationship behaviors and relationship behaviors were associated with relationship satisfaction, interpersonal competence, and engagement in identity work, youth focused relationship education should emphasize teaching adolescents appropriate methods for engaging nurturing, caring, and supportive behaviors, practical strategies for dealing with differences in healthy ways, and ways to care for one's self physically, sexually, and emotionally. Relationship education and youth development programs could consider how incorporating shared leisure activities with close peers may help adolescents develop skills needed to give and receive age appropriate communication and emotional support.

Additional research that could inform social workers, public health educators, and youth development specialists should address practical questions like (1) How do relationships behaviors associated with shared leisure help young adolescents develop self-esteem, build interpersonal competence, or explore identity? (2) What specific types of shared leisure activities enhance young adolescent's physical and mental health, promote interpersonal competence or support effective decision making? (3) Under what conditions do shared leisure activities become risk factors for adolescent development? Answers to questions such as these, examined using intervention and control groups with randomized assignment or tested with quasi-experimental designs, have the potential to shape youth-relevant health and education policies, as well as provide input to curricula and programming designed to build youth competencies and promote resilience. Increased efforts to understand the leisure context, especially the less structured leisure young adolescents engage in with their closest peers, can provide a window into valuable ways that practitioners and parents can assist youth in promoting healthy development.

In sum, we emphasize that these findings are a beginning to understanding young adolescent's normative day-to-day shared leisure activities with close peers. Our findings provide evidence that shared leisure activities with close peers provides a context for young adolescents to develop and practice intimate relationships behaviors (communication and emotional support) associated with relationship satisfaction, interpersonal competence, and engagement in identity processing. Up until now, researchers have only provided conceptual ideas to explain how and why leisure supports adolescent development. Our research begins to answer key questions regarding associations between adolescent shared leisure activities and their developmental benefits. By understanding what adolescents gain from participating in shared leisure activities with close peers, youth development professionals, researchers, and policy makers can better assess the developmental benefits and expand the opportunities made available for youth to experience personal growth through promoting shared leisure activities.

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Table 1. Exploratory Factor Analysis of Shared Leisure

Shared Leisure Activity	Component				
	1	2	3	4	5
Core Unstructured					
Activities done with partner/friend-- hung out at my house	**.727**	.129	.178	.066	-.090
Activities done with partner/friend-- watched TV	**.698**	.072	.341	.155	-.004
Activities done with partner/friend-- hung out at his/her house	**.696**	.236	.079	.012	-.050
Activities done with partner/friend-- rode in a car	**.694**	.061	.236	.106	.099
Activities done with partner/friend-- visited with family members	**.602**	.242	.189	.079	.141
Activities done with partner/friend-- ate a meal	**.597**	.047	.225	.103	.249
Activities done with partner/friend-- went for a walk	**.572**	.211	.021	.118	.073
Activities done with partner/friend-- visited with friends	**.562**	.239	.172	.079	.145
Balance Community-Based					
Activities done with partner/friend-- went to a dance	.127	**.694**	.026	.162	.242
Activities done with partner/friend-- went to a concert	.056	**.676**	.212	.048	.087
Activities done with partner/friend-- went to a party	.321	**.619**	.123	.134	-.019
Activities done with partner/friend-- went to a movie	.309	**.601**	.077	.194	-.020
Activities done with partner/friend-- went to the mall	.382	**.554**	.175	.232	-.021
Activities done with partner/friend- went to the bowling alley	.098	**.536**	.404	.072	-.058
Balance Sports/Games					
Activities done with partner/friend-- played video games	.302	.064	**.711**	.011	-.031
Activities done with partner/friend-- played cards/board game	.182	.254	**.645**	-.006	.054
Activities done with partner/friend-- played a sport	.298	.051	**.605**	.032	.190
Activities done with partner/friend-- went bike riding	.157	.338	**.539**	-.044	-.014

Table 1. continued

Core Communication					
Activities done with partner/friend-- Facebook/MySpace messages	.037	.051	.095	**.738**	.082
Activities done with partner/friend-- text messaged	.152	.090	-.043	**.706**	-.100
Activities done with partner/friend-- e-mailed	.020	.265	.162	**.657**	.060
Activities done with partner/friend-- talked on the phone	.249	.149	-.172	**.603**	.088
Core School-related					
Activities done with partner/friend-- walked to a class	.051	.032	-.022	.007	**.876**
Activities done with partner/friend-- worked on homework	.238	.185	.316	.097	**.511**

Bivariate Associations Among Leisure Variables

	1	2	3	4
1. C. Unstructured	1			
2. C. Communication	.335**	1		
3. B. Community- Based	.572**	.418**	1	
4. B. Sports/Games	.562**	.131**	.485**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2. Descriptive Statistics for Predictor and Outcome Variables (Means, Standard Deviations, and Skew Statistics (N=1,696)

Variable	M	SD	Skewness
Core Unstructured Activities	3.44	2.78	.22
Core Communication Activities	2.41	1.30	-.37
Balance Community-Based Activities	1.41	1.71	1.13
Balance Sports/Games Activities	.96	1.18	.06
Communication			
Indicator 1	3.34	1.56	.60
Indicator 2	4.10	1.25	-1.26
Indicator 3	3.91	.36	-.99
Indicator 4	3.75	1.42	-.81
Indicator 5	4.02	1.27	-1.12
Emotional Support			
Indicator 1	3.93	1.29	-1.02
Indicator 2	3.93	1.26	.06
Indicator 3	4.04	1.30	.06
Indicator 4	3.80	1.30	-.83
Indicator 5	3.89	1.34	-.97
Indicator 6	4.31	1.14	-1.69
Initiation			
Indicator 1	3.04	1.24	-.06
Indicator 2	3.42	1.20	.07
Indicator 3	3.49	1.28	-.41
Indicator 4	3.19	1.32	-.19
Indicator 5	3.08	1.34	-.09
Assertiveness			
Indicator 1	3.61	1.23	-.46
Indicator 2	3.86	1.18	-.73
Indicator 3	3.65	1.23	-.53
Indicator 4	3.56	1.23	-.43
Indicator 5	3.58	1.22	-.47
Conflict Management			
Indicator 1	3.51	1.24	-.44
Indicator 2	3.53	1.24	-.40
Indicator 3	3.64	1.19	-.48
Indicator 4	3.68	.14	-.54
Indicator 5	3.55	1.16	-.39

Table 2. contd.

Variable	M	SD	Skewness
Informational Identity Style			
Indicator 1	4.05	1.07	-.91
Indicator 2	3.75	1.14	-.60
Indicator 3	3.84	1.12	-.70
Indicator 4	3.86	.14	-.70
Indicator 5	3.51	1.27	-.46
Indicator 6	3.90	1.09	-.73
Normative Identity Style			
Indicator 1	3.67	1.21	-.60
Indicator 2	3.75	.18	-.63
Indicator 3	3.39	1.36	-.36
Indicator 4	3.46	1.19	-.30
Indicator 5	3.34	1.20	-.25
Indicator 6	3.81	1.08	-.58
Diffused-Avoidant Identity Style			
Indicator 1	3.38	1.26	-.33
Indicator 2	3.38	1.22	-.34
Indicator 3	3.29	1.29	-.28
Indicator 4	3.04	1.37	-.05
Indicator 5	2.85	1.33	.10
Indicator 6	3.47	1.31	.07

Table 3. Mean Differences (standard error in parenthesis) among Adolescent Shared Leisure Activities by Gender, Relationship Type, and Interaction of Gender x Relationship type

	Males	**Females**	**Friends**	**Dating Partners**	**Males Reporting on Friends**	**Males Reporting on Dating Partners**	**Females Reporting on Friends**	**Females Reporting on Dating Partners**
Core Unstructured Activities	**3.65 (.12)**	**3.33 (.09)**	3.46 (.10)	3.52 (.10)	3.60 (.17)	3.71 (.17)	3.32 (.11)	3.34 (.13)
Core Communication Activities	**2.24 (.06)**	**2.50 (.04)**	**2.07 (.05)**	**2.68 (.05)**	**1.86 (.08)**[bcd]	**2.63 (.08)**[ac]	**2.27 (.05)**[abd]	**2.73 (.06)**[ac]
Balance Community-Based Activities	1.49 (.07)	1.38 (.05)	**1.19 (.06)**	**1.67 (.06)**	**1.15 (.12)**[bd]	**1.82 (.10)**[acd]	**1.22 (.07)**[bd]	**1.53 (.08)**[abc]
Balance Sports/Games Activities	**1.26 (.05)**	**.81 (.04)**	**1.14 (.04)**	**.88 (.04)**	**1.49 (.07)**[bcd]	**1.03 (.07)**[acd]	**.88 (.05)**[ab]	**.74 (.05)**[ab]

Significant differences ($p < .05$) for males versus females and for those reporting on friends versus dating partners are bolded

[a] Different from males reporting on friends

[b] Different from males reporting on dating partners

[c] Different from females reporting on friends

[d] Different from females reporting dating partners

Table 4. Estimated Means and Standard Deviations for the Latent Constructs for the Full Sample. Mean comparisons by Gender, Relationship Type, and the Interaction of Gender and Relationship Type.

	Mean (SD)	**Male to Female†**	**Friend to Dating Partner†**	**Male Friend to Male Dating Partner†**	**Male Friend to Female Friend†**	**Male Friend to Female Dating Partner†**	**Male Dating Partner to Female Friend†**	**Male Dating Partner to Female Dating Partner†**	**Female Friend to Female Dating Partner†**
Relationship Behaviors	3.56 (.79)	.23	-.78	-.83	.09	.24	.88	.52	-.38
Relationship Satisfaction	4.15 (.58)	-.27	.38	.47	.03	.27	-.38	.07	.22
Interpersonal Competence	3.83 (.57)	.51	.20	.99	1.06	.71	.15	-.32	-.32
Identity Work	2.98 (.65)	-.44	.82	-.05	.32	.00	-1.34*	-1.08	.39

†Numbers in the table are discrepancies between the two categories being compared. When significant, a positive number indicates the second category is greater than the first category, and a negative number indicates the first category is greater than the second category.
*$p < .05$

Table 5. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis Relationship Behaviors Latent Factors (Model 1)

	Unstandardized (SE)	Standardized
Communication		
Indicator 1	1.00 (.00)	.36***
Indicator 2	1.68 (.12)	.76***
Indicator 3	1.86 (.13)	.77***
Indicator 4	1.82 (.13)	.72***
Indicator 5	1.79 (.13)	.79***
Emotional Support		
Indicator 1	1.00 (.00)	.74***
Indicator 2	.97 (.03)	.74***
Indicator 3	.83 (.04)	.61***
Indicator 4	1.01 (.03)	.75***
Indicator 5	1.06 (.04)	.76***
Indicator 6	.81 (.03)	.68***
Communication WITH Emotional Support	.49 (.04)	**.90*** **
Fit Statistic		
Chi Square	372.66***	
DF	43	
CFI	.96	
TLI	.95	
RMSEA	.07 *(ns)*	

***p<.001

Table 6. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Relationship Satisfaction Latent Factors (Model 2)

	Unstandardized (SE)	Standardized
Relationship Satisfaction		
Indicator 1	1.00 (.00)	.80***
Indicator 2	.95 (.03)	.76***
Indicator 3	.96 (.03)	.74***
Indicator 4	1.03 (.04)	.70***
Relationship Behaviors		
Indicator 1	1.00 (.00)	.77***
Indicator 2	1.12 (.04)	.76***
Indicator 3	1.05 (.03)	.82***
Indicator 4	1.09 (.03)	.86***
Relationship Behaviors WITH Relationship Satisfaction	.60 (.03)	.78***
Fit Statistic		
Chi Square	123.50***	
DF	19	
CFI	.99	
TLI	.98	
RMSEA	.06 *(ns)*	

***p<.001

Table 7. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Interpersonal Competencies Latent Factors (Model 3)

	Unstandardized (SE)	Standardized
Relationship Behaviors		
Indicator 1	1.00 (.00)	.76***
Indicator 2	1.14 (.04)	.76***
Indicator 3	1.07 (.03)	.83***
Indicator 4	1.11 (.03)	.85***
Initiation		
Indicator 1	1.00 (.00)	.66***
Indicator 2	1.01 (.05)	.69***
Indicator 3	1.09 (.05)	.70***
Indicator 4	1.07 (.05)	.66***
Indicator 5	.80 (.05)	.49***
Assertiveness		
Indicator 1	1.00 (.00)	.64***
Indicator 2	.98 (05)	.66***
Indicator 3	1.09 (.05)	.70***
Indicator 4	1.12 (.05)	.72***
Indicator 5	1.07 (.05)	.68***
Conflict Management		
Indicator 1	1.00 (.00)	.58***
Indicator 2	1.09 (.06)	.64***
Indicator 3	1.12 (06)	.68***
Indicator 4	1.09 (.06)	.68***
Indicator 5	1.10 (.06)	.68***
Initiation WITH		
Assertiveness	.46 (.03)	**.72*** **
Conflict Management	.42 (.03)	**.71*** **
Assertiveness WITH		
Conflict Management	.52 (04)	**.93** **
Fit Statistic		
Chi Square	622.99***	
DF	146	
CFI	.96	
TLI	.95	
RMSEA	.04*(ns)*	

***p<.001

Table 8. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Interpersonal Competence as a Single Latent Factor (Model 3)

	Unstandardized (SE)	Standardized
Relationship Behaviors		
Indicator 1	1.00 (.00)	.76***
Indicator 2	1.14 (.04)	.76***
Indicator 3	1.07 (.03)	.83***
Indicator 4	1.11 (.03)	.85***
Interpersonal Competence		
Indicator 1	1.00 (.00)	.65***
Indicator 2	1.31 (.05)	.86***
Indicator 3	1.24 (.05)	.85***
Interpersonal Competence WITH Relationship Behaviors	.34 (.03)	.34***
Fit Statistic		
Chi Square	47.061***	
DF	13	
CFI	.99	
TLI	.95	
RMSEA	.04*(ns)*	

****p*<.001

Table 9. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Identity Style Latent Factors (Model 4)

	Unstandardized (SE)	Standardized
Relationship Behaviors		
Indicator 1	1.00 (.00)	.76***
Indicator 2	1.14 (.04)	.76***
Indicator 3	1.07 (.03)	.83***
Indicator 4	1.11 (.03)	.85***
Informational Style		
Indicator 1	1.00 (.00)	.65***
Indicator 2	1.03 (.00)	.63***
Indicator 3	1.10 (.00)	.68***
Indicator 4	.99 (.05)	.60***
Indicator 5	.81(.06)	.44***
Indicator 6	.95 (.05)	.60***
Normative Style		
Indicator 1	1.00 (,00)	.50***
Indicator 2	.99 (.07)	.51***
Indicator 3	.79 (.07)	.35***
Indicator 4	.99 (.07)	.51***
Indicator 5	.98 (07)	.49***
Indicator 6	1.15 (.07)	.65***
Diffused Avoidant Style		
Indicator 1	1.00 (.00)	.49***
Indicator 2	1.07 (.00)	.54***
Indicator 3	1.42 (.10)	.67***
Indicator 4	1.45 (.12)	.64***
Indicator 5	1.06 (.09)	.48***
Indicator 6	.97 (.08)	.45***
Informational Style WITH		
Normative Style	.40 (.00)	**.97*** **
Diffused-Avoidant Style	.19 (.02)	.44***
Normative WITH		
Diffused-Avoidant Style	.25 (.00)	**.69*** **
Fit Statistic		
Chi Square	1254.85***	
DF	203	
CFI	.89	
TLI	.88	
RMSEA	.06*(ns)*	

***$p<.001$

Table 10. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Identity Work and Diffused Avoidant Identity Style (Model 4)

	Unstandardized (SE)	Standardized
Relationship Behaviors		
Indicator 1	1.00 (.00)	.76***
Indicator 2	1.14 (.04)	.76***
Indicator 3	1.07 (.03)	.83***
Indicator 4	1.11 (.03)	.85***
Identity Work		
Indicator 1	1.00 (.00)	.71***
Indicator 2	1.26 (.07)	.94***
Diffused Avoidant Style		
Indicator 1	1.00 (.00)	.49***
Indicator 2	1.07 (.08)	.54***
Indicator 3	1.38 (.10)	.66***
Indicator 4	1.42 (.10)	.64***
Indicator 5	1.05 (.09)	.49***
Indicator 6	.97 (.08)	.46***
Identity Work WITH		
Diffused-Avoidant Style	.20 (.02)	**.60*** **
Fit Statistic		
Chi Square	2086.19***	
DF	76	
CFI	.74	
TLI	.69	
RMSEA	.13**	

***p<.001

Table 11. Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Relationship Behaviors and Identity Work (Model 4)

	Unstandardized (SE)	Standardized
Relationship Behaviors		
Indicator 1	1.00 (.00)	.76***
Indicator 2	1.14 (.04)	.76***
Indicator 3	1.07 (.03)	.83***
Indicator 4	1.11 (.03)	.85***
Identity Work		
Indicator 1	1.00 (.00)	.82***
Indicator 2	.95 (.12)	.81***
Identity Work WITH	.26 (.03)	.26***
Relationship Processes		
Fit Statistic		
Chi Square	38.827***	
DF	8	
CFI	.99	
TLI	.99	
RMSEA	.05*(ns)*	

***p<.001

Table 12 (Model 2). Direct Associations among the Shared Leisure Categories and Relationship Satisfaction (PANEL A); the Shared Leisure Categories and Relationship Behaviors (PANEL B); and Relationship Behaviors and Relationship Satisfaction (PANEL C).

PANEL A	Unstandardized (SE)	Standardized
Relationship Satisfaction ON		
Core Unstructured	.05 (.03)	.12***
Core Communication	.06 (.02)	.08*
Balance Community-Based	-.04 (.02)	-.08*
Balance Sports/Games	-.06 (.03)	-.08*
Age	-.06 (.03	-.06*
Gender	.11 (.05)	.06*
Relationship Type	.26 (.05)	.14***
Other	-.02 (.10)	-.01
White	.15 (.06)	.07*
R-Square		
Relationship Satisfaction	.05***	
Fit Statistic		
Chi Square	80.12***	
DF	29	
CFI	.98	
TLI	.97	
RMSEA	.03(*ns*)	

*p<.05, **p<.01, ***p<.001

Panel B	Unstandardized (SE)	Standardized
Relationship Behaviors ON		
Core Unstructured	.05 (.01)	.16***
Core Communication	.07 (.02)	.11***
Balance Community-Based	-.02 (.02)	-.04
Balance Sports/Games	-.05 (.02)	-.08*
Age	.02 (.02)	.02
Gender	.22 (.05)	.13***
Relationship Type	.18 (.04)	.11***
Other	.09 (.08)	.03
White	.18 (.05)	.09***
R-Square		
Relationship Behaviors	.08***	
Fit Statistic		
Chi Square	143.29***	
DF	29	
CFI	.97	
TLI	.95	
RMSEA	.05(*ns*)	

*p<.05, **p<.01, ***p<.001

Table 12 contd.

PANEL C	Unstandardized (SE)	Standardized
Relationship Satisfaction ON		
Relationship Behaviors	.90 (.03)	.79***
Age	-.07 (.02)	-.07***
Gender	-.09 (.04)	-.04*
Relationship Type	.08 (.04)	.04*
Other	-.10 (.07)	-.03
White	-.00 (.05)	-.00
R-Square		
Relationship Satisfaction	.62***	
Fit Statistic		
Chi Square	201.87***	
DF	49	
CFI	.98	
TLI	.97	
RMSEA	.04(*ns*)	

*p<.05, **p<.01, ***p<.001

Table 13 (Model 3). Direct Associations among the Shared Leisure Categories and Interpersonal Competence Variable (PANEL A) and Relationship Behaviors and Interpersonal Competence Variable (PANEL B).

PANEL A	Unstandardized (SE)	Standardized
Interpersonal Competence ON		
Core Unstructured	.01 (.01)	.06
Core Communication	.02 (.02)	.04
Balance Community-Based	-.02 (.01)	-.05
Balance Sports/Games	-.01 (.02)	-.01
Age	.01 (.02)	.02
Gender	.18 (.04)	.14***
Relationship Type	.07 (.04)	.06*
Other	-.04 (.07)	-.02
White	-.02 (.04)	-.01
R-Square		
Interpersonal Competence	.03**	
Fit Statistic		
Chi Square	123.67***	
DF	18	
CFI	.94	
TLI	.91	
RMSEA	.06(*ns*)	

*p<.05, **p<.01, ***p<.001

Panel B	Unstandardized (SE)	Standardized
Interpersonal Competence ON		
Relationship Behaviors	.24 (.03)	.24***
Age	.01 (.02)	.01
Gender	-.12 (.05)	-.07*
Relationship Type	.19 (.05)	.12***
Other	.03 (.09)	.01
White	-.09 (.06)	-.04
R-Square		
Interpersonal Competence	.13***	
Fit Statistic		
Chi Square	211.32***	
DF	38	
CFI	.97	
TLI	.95	
RMSEA	.05(*ns*)	

*p<.05, **p<.01, ***p<.001

Table 14 (Model 4). Direct Associations among the Shared Leisure Categories and Identity Work (PANEL A) and Relationship Behaviors and Identity Work (PANEL B).

PANEL A	Unstandardized (SE)	Standardized
Identity Work ON		
Core Unstructured	.01 (.01)	.01
Core Communication	-.00 (.02)	-.05
Balance Community-Based	-.03 (.02)	-.04
Balance Sports/Games	-.02 (.02)	.01
Age	.04 (.02)	.03
Gender	.17 (.05)	.06
Relationship Type	-.05 (.04)	-.02
Other	-.04 (.07)	-.01
White	-.10 (.04)	-.03
R-Square		
Identity Work	.01	
Fit Statistic		
Chi Square	9.396	
DF	8	
CFI	.99	
TLI	.99	
RMSEA	.01(*ns*)	

PANEL B	Unstandardized (SE)	Standardized
Identity Work ON		
Relationship Behaviors	.20 (.03)	.24***
Age	.04 (.02)	.06*
Gender	.12 (.05)	.08**
Relationship Type	-.07 (.04)	-.05
Other	-.11 (.08)	-.04
White	-.06 (.05)	-.04
R-Square		
Identity Work	.07***	
Fit Statistics		
Chi Square	126.694***	
DF	28	
CFI	.98	
TLI	.92	
RMSEA	.05(*ns*)	

*p<.05, **p<.01, ***p<.001

Table 15. Standardized and Unstandardized Estimates for Gender and for Relationship Type with Relationship Behaviors as Outcome (Model 1)

	GENDER				RELATIONSHIP TYPE			
	Males (N=570)		Females (N=1126)		Friend (N=903)		Dating Partner (N=793)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Relationship Behaviors ON								
Core Unstructured	.07 (.02)	.22***	.04 (.01)	.13**	.04 (.02)	.15**	.05 (.01)	.18***
Core Communication	.05 (.03)	.09	.09 (.02)	.13***	.07 (.03)	.12**	.09 (.03)	.15***
Balance Community-Based	**.05 (.03)**	**.10**	**-.04 (.02)**	**-.09***	-.04 (.03)	-.07	-.00 (.02)	-.01
Balance Sports/Games/	-.10 (.04)	-.15*	-.05 (.03)	-.07	-.12 (.04)	-.15***	-.03 (.03)	-.04
Age	.03 (.04)	.03	.03 (.03)	.03	-.02 (.03)	-.02	.04 (.03)	.06
Other	-.18 (.18)	-.04	.15 (.09)	.05	.15 (.11)	.05	.04 (.11)	.01
White	.03 (.09)	.02	.23 (.06)	.12***	.13 (.07)	.06	.24 (.07)	.13***
R-Squares								
Relationship Behaviors	.09***		.05***		.04**		.09***	
Fit Statistic								
Chi Square	227.703***				267.637***			
DF	56				56			
CFI	.95				.94			
TLI	.94				.93			
RMSEA	.06(*ns*)				.06(*ns*)			

* $p < .05$, ** $p < .01$, *** $p < .001$, Bolded paths are significantly different from one another.

Table 16. Standardized and Unstandardized Estimates for Gender and for Relationship Type with Relationship Satisfaction and Relationship Behaviors as Outcomes (Model 2)

	GENDER				RELATIONSHIP TYPE			
	Males (N= 570)		Females (N=1126)		Friend (N=903)		Dating Partner (N=793)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Relationship Satisfaction ON								
Relationship Behaviors [b]	.92 (.05)	.83***	.91 (.04)	.77***	**.94 (.04)**	**.80*** **	**.83 (.05)**	**.77*** **
Core Unstructured	-.00 (.02)	.01	.01 (.01)	.02	.01 (.01)	.02	.01 (.01)	.03
Core Communication	-.03 (.03)	-.05	.02 (.02)	.03	-.02 (.02)	-.03	.01 (.02)	.02
Balance Community-Based	-.03 (.03)	-.05	-.02 (.02)	-.03	-.04 (.02)	-.06	-.01 (.02)	-.03
Balance Sports/Games	-.01 (.03)	-.02	-.03 (.03)	-.03	.02 (.03)	.02	-.03 (.03)	-.03
Age	-.07 (.03)	-.08*	-.07 (.03)	-.07**	-.06 (.03)	-.05*	-.09 (.03)	-.04***
Other	-.02 (.15)	-.00	-.13 (.08)	-.04	-.25 (.10)	-.06*	.12 (.11)	.04
White	.04 (.08)	.02	-.06 (.06)	-.02	-.02 (.07)	-.01	-.01 (.07)	-.00
Relationship Behaviors ON								
Core Unstructured	.07 (.02)	.22***	.04 (.01)	.13**	.05 (.02)	.15**	.05 (.01)	.18***
Core Communication	.05 (.03)	.09	.08 (.02)	.13***	.07 (.03)	.12**	.09 (.03)	.15***
Balance Community-Based [a]	**.05 (.03)**	**.10**	**-.04 (.02)**	**-.08***	-.04 (.03)	-.07	-.00 (.02)	-.01
Balance Sports/Games Activities	-.10 (.04)	-.15*	-.05 (.03)	-.07	-.11 (.04)	-.15***	-.03 (.03)	-.04
Age	.03 (.04)	.03	.03 (.03)	.03	-.02 (.03)	-.02	.04 (.03)	.06
Other	-.18 (18)	-.04	.15 (.09)	.05	.15 (.11)	.05	.04 (.12)	.01
White	.03 (.09)	.02	.23 (.06)	.12	.13 (.08)	.07	,24 (.07)	.13***
R-Squares								
Relationship Satisfaction	.67***		.60***		.64***		.59***	
Relationship Behaviors	.09***		.05***		.04**		.09***	
Fit Statistics								
Chi Square	381.46***				433.26***			
DF	136				138			
CFI	.97				.96			
TLI	.96				.95			
RMSEA	.05(*ns*)				.05(*ns*)			

* $p < .05$, ** $p < .01$, *** $p < .001$, Bolded paths are significantly different from one another. [a]= males and females are significantly different from one another. [b]= friends and dating partners are significantly different from one another.

Table 17.Standardized and Unstandardized Estimates for Gender and for Relationship Type with Interpersonal Competence and Relationship Behaviors as Outcomes (Model 3)

	GENDER				RELATIONSHIP TYPE			
	Males (N=570)		Females (N=1126)		Friend (N=903)		Dating Partner (N=793)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Interpersonal Competence ON								
Relationship Behaviors [b]	.24 (.04)	.34***	.24 (.03)	.31***	**.20 (03)**	**.29*** **	**.40 (.06)**	**.38*** **
Core Unstructured	.01 (.02)	.02	.00 (.01)	.01	-.00 (.01)	-.01	.00 (.02)	.04
Core Communication	-.04 (.02)	-.02	.01 (.02)	- 04	.00 (.02)	.01	-.00 (.03)	-.02
Balance Community-Based	-.01 (.02)	-,01	-.01 (.02)	-.03	.00 (.02)	.00	-.03 (.03)	-.09
Balance Sports/Games	.03 (.03)	.07	-.01(.02)	-.03	-.01 (.03)	-.01	.05 (.04)	.04
Age	.02 (.03)	.04	.00 (.02)	.00	.01 (.02)	.02	-.00 (.04)	-.00
Other	.04 (.18)	.01	-.10 (.07)	-.05	-.14 (.08)	-.06	.10 (.15)	.03
White	.01 (.07)	.01	-.07 (.05)	-.05	-.04 (.05)	-.03	-.09 (.09)	-.04
Relationship Behaviors ON								
Core Unstructured	.06 (.02)	.21***	.04 (.01)	.13**	.04 (.02)	.14**	.05 (.01)	.18***
Core Communication	.03 (.03)	.05	.08 (.02)	.12***	.06 (.03)	.09*	.08 (.03)	.15**
Balance Community-Based [a]	**.03 (.03)**	**.06**	**-.04 (.02)**	**-.09***	-.05 (.03)	-.08	-.00 (.02)	-.01
Balance Sports/Games	-.06 (.04)	-.09	-.05 (.03)	-.06	-.06 (.04)	-.09	-.02 (.03)	-.03
Age	.02 (.04)	.03	.02 (.03)	.03	.00 (.03)	.00	.04 (.03)	.06
Other	-.12 (.17)	-.03	.16 (.09)	.06	.14 (.11)	.04	.02 (.11)	.01
White	.10 (.09)	.05	.23 (.06)	.12***	.15 (.07)	.07	.23 (.07)	.13***
R- Squares								
Interpersonal Competence	.14***		.10***		.12***		.15***	
Relationship Behaviors	.12***		.05***		.07***		.10***	
Fit Statistic								
Chi Square	442.49***				509.33***			
DF	120				120			
CFI	.94				.93			
TLI	.92				.91			
RMSEA	.05(*ns*)				.04(*ns*)			

* $p < .05$, ** $p < .01$, *** $p < .001$, Bolded paths are significantly different from one another. [a]= males and females are significantly different from one another. [b]= friends and dating partners are significantly different from one another.

Table 18.Standardized and Unstandardized Estimates for Gender and for Relationship Type with Identity Work and Relationship Behaviors as Outcomes (Model 4)

	GENDER				RELATIONSHIP TYPE			
	Males (N=570)		Females (N=1126)		Friend (N=903)		Dating Partner (N=793)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Identity Work ON								
Relationship Behaviors	.25 (.05)	.28***	.19 (.03)	.21***	**.17 (.03)**	**,23*** **	**.30 (.05)**	**.31*** **
Core Unstructured	-.01 (.02)	-.06	.00 (.01)	.02	-.01 (.01)	-.04	.01 (.02).	.06
Core Communication	.04 (.03)	.02	-.03 (.02)	.01	-.00 (.02)	-.00	.01 (.03)	.02
Balance Community-Based	-.07 (.03)	-.12*	-.02 (.02)	-.02	-.02 (.02)	-.04	-.05 (.02)	-.12*
Balance Sports/Games	.02 (.04)	.05	.01 (.03)	.04	-.00 (03)	-.00	.02 (.03)	.03
Age	.00 (.03)	-.01	.06 (.03)	.06	.06 (.03)	.10*	-.01 (.03)	-.02
Other	.04 (.16)	.00	-.13 (.09)	-.05	-.06 (.10)	-.02	-.14 (.13)	-.05
White	-.02 (.09)	.03	-.10 (.06)	-.03	-.08 (.06)	-.05	-.05 (.08)	-.03
Relationship Behaviors ON								
Core Unstructured	.07 (.02)	.22***	.04 (.01)	.13**	.05 (.01)	.15**	.05 (.01)	.18***
Core Communication	.06 (.03)	.09	.09 (.02)	.14***	.07 (.03)	.11**	.09 (.03)	.15***
Balance Community-Based [a]	**.05 (.03)**	**.10**	**-.04 (.02)**	**-.09***	-.04 (.03)	-.07	-.01 (.02)	-.01
Balance Sports/Games	-.10 (.04)	-.15*	-.05 (.03)	-.07	-.11 (.03)	-.15**	-.03 (.03)	-.04
Age	.03 (.04)	.03	.03 (.03)	.03	-.02 (.03)	-.02	.04 (03)	.06
Other	-.18 (.18)	-.04	.15 (.09)	.05	.16 (.11)	.05	.04 (.11)	.01
White	.03 (.09)	.02	.22 (.06)	.12***	.13 (.07)	.06	.24 (.07)	.13***
R-Square								
Relationship Behaviors	.09***		.05***		.04**		.09***	
Identity Work	.09**		.06**		.07***		.10***	
Fit Statistics								
Chi Square	292.647***				338.280***			
DF	86				86			
CFI	.95				.94			
TLI	.94				.92			
RMSEA	.05(*ns*)				.06(*ns*)			

* $p < .05$, ** $p < .01$, *** $p < .001$, Bolded paths are significantly different from one another. [a]= males and females are significantly different from one another. [b]= friends and dating partners are significantly different from one another.

Table 19: Standardized and Unstandardized Estimates for Gender X Relationship Type with Relationship Behaviors as Outcomes (Model 1)

	Male Friend (N=279)		Male Dating Partner (N=291)		Female Friend (N=624)		Female Dating Partner (N=502)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Relationship Behaviors ON								
Core Unstructured	.08 (.03)	.24*	.05 (.02)	.21*	.03 (.02)	.10*	.04 (.02)	.18*
Core Communication	-.01 (.05)	-.01	.06 (.04)	.12	.07 (.03)	.12*	.09 (.03)	.16**
Balance Community-Based	.02 (.05)	.04	.03 (.03)	.08	-.06 (.03)	-.12*	-.03 (.03)	-.06
Balance Sports/Games	-.09 (.07)	-.14	-.03 (.05)	-.05	-.07 (.04)	-.09	-.02 (.04)	-.02
Age	-.01 (.06)	-.01	.06 (.04)	.09	.01 (.04)	.01	.03 (.04)	.04
Other	-.15 (.24)	-.04	-.14 (.25)	-.03	.22 (.13)	.07	.04 (.13)	.02
White	-.09 (.13)	-.05	.35 (.12)	.17**	.27 (.09)	.13**	.17 (.08)	.10*
R-Squares								
Relationship Behaviors	.04		.15***		.05**		.07**	
Fit Statistic								
Chi Square	433.42***							
DF	122							
CFI	.91							
TLI	.90							
RMSEA	.07(*ns*)							

* $p < .05$, ** $p < .01$, *** $p < .001$;

Table 20: Standardized and Unstandardized Estimates for Gender X Relationship Type with Relationship Satisfaction and Relationship Behaviors as Outcomes (Model 2)

	Male Friend (N=279)		Male Partner (N=291)		Female Friend (N=624)		Female Partner (N=502)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Relationship Satisfaction ON								
Relationship Behaviors	**.86 (.06)**	**.76*** **	**.99 (.07)** [d]	**.91*** **	**.99(.05)** [d]	**.82*** **	**.72 (.05)** [bc]	**.68*** **
Core Unstructured	.02 (.03)	.06	-.02 (.02)	-.06	.00 (.02)	.01	.02 (.02)	.06
Core Communication	-.06 (.05)	-.09	-.01 (.03)	-.02	.00 (.03)	.00	.03 (.03)	.05
Balance Community-Based	-.05 (.04)	-.07	-.02 (.03)	-.04	-.02 (.03)	-.04	-.02 (.03)	-.04
Balance Sports/Games	-.01 (.06)	-.01	-.03 (.04)	-.04	-.02 (.04)	-.02	-.02 (.04)	-.03
Age	-.05 (.05)	-.05	-.09 (.04)	-.11*	-.07 (.03)	-.06*	-.08 (.04)	-.10*
Other	-.11 (.21)	-.03	.12 (.22)	.03	-.30 (.11)	-.08**	.15 (.12)	.05
White	-.01 (.11)	-.01	.06 (.11)	.03	-.06 (.08)	-.02	-.03 (.08)	-.02
Relationship Behaviors ON								
Core Unstructured	.08 (.03)	.25*	.05 (.02)	.20*	.03 (.02)	.10	.05 (.02)	.18*
Core Communication	-.01 (.05)	-.02	.06 (.04)	.11	.07 (.03)	.11*	.09 (.03)	.15**
Balance Community-Based	.02 (.05)	.04	.03 (.04)	.08	-.06 (.03)	-.12	-.03 (.03)	-.06
Balance Sports/Games	-.09 (.07)	-.14	-.03 (.05)	-.05	-.07 (.04)	-.09	-.02 (.04)	-.02
Age	-.01 (.06)	-.01	.06 (.04)	.09	.01 (.04)	.01	.03 (.04)	.04
Other	-.15 (.24)	-.04	-.14 (.25)	-.03	.22 (.13)	.07	.03 (.13)	.01
White	-.09 (.13)	-.05	.36 (.13)	.17**	.27 (.09)	.13**	.18 (.08)	.10*
R-Squares								
Relationship Satisfaction	.59***		.78***		.67***		.49***	
Relationship Behaviors	.04		.15***		.05**		.07**	
Fit Statistics								
Chi Square	710.06***							
DF	292							
CFI	.94							
TLI	.93							
RMSEA	.06(*ns*)							

* $p < .05$, ** $p < .01$, *** $p < .001$; [a]= Different from males reporting on friends, [b]=Different from males reporting on dating partners [c]=Different from females reporting on friends [d]= Different for females reporting on dating partners

Table 21. Standardized and Unstandardized Estimates for Gender X Relationship Type with Interpersonal Competence and Relationship Behaviors as Outcomes (Model 3)

	Male Friend (N=279)		Male Partner (N=291)		Female Friend (N=624)		Female Partner (N=502)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Interpersonal Competence ON								
Relationship Behaviors	.22 (.05)	.32***	.30 (.07)	.37***	**.19 (.04)** [d]	**.27*** **	**.35 (.05)** [c]	**.39 *** **
Core Unstructured	.02 (.02)	.08	-.00(.02)	-.01	-.01 (.01)	-.04	.02 (.02)	.06
Core Communication	-.02 (.04)	-.04	-.03 (.04)	-.06	.01 (.03)	.02	.00 (.03)	.01
Balance Community-Based	.01 (.04)	.02	-.02 (.03)	-.06	.00 (.02)	.00	-.03 (.03)	-.10
Balance Sports/Games	-.00 (.05)	-.00	.06 (.04)	.13	-.02 (.03)	-.03	- .01(.04)	-.03
Age	.05 (.04)	.09	-.02 (.04)	-.03	-.01 (.03)	-.01	.01 (.04)	.02
Other	-.10 (.17)	-.04	.25 (.21)	.07	-.16 (.09)	-.08	.03 (.13)	.01
White	-.00 (.09)	-.00	-.01 (.12)	.01	-.06 (.07)	-.04	-.09 (.08)	-.06
Relationship Behaviors ON								
Core Unstructured	.08 (.03)	.24*	.05 (.02)	.20*	.03 (.02)	.10	.04 (.02)	.18*
Core Communication	-.00 (.05)	-.01	.06 (.04)	.11	.07 (.03)	.11*	.09 (.03)	.16**
Balance Community-Based	.02 (.05)	.04	.03 (.03)	.08	-.06 (.03)	-.12*	-.03 (.03)	-.07
Balance Sports/Games	-.09 (.07)	-.14	-.03 (.05)	-.04	-.07 (.04)	-.09	-.02 (.04)	-.02
Age	-.01 (.06)	-.01	.06 (.04)	.09	.01 (.04)	.01	.03 (.04)	.04
Other	-.14 (.24)	-.04	-.14 (.25)	-.03	.23 (.13)	.08	.04 (.13)	.02
White	-.08 (.13)	-.04	.35 (.12)	.17**	.27 (.09)	.13**	.17 (.08)	.10
R- Squares								
Interpersonal Competence	.13**		.14**		.08**		.16***	
Relationship Behaviors	.04		.15***		.05**		.07**	
Fit Statistic								
Chi Square	696.10***							
	234							
	.91							
	.90							
RMSEA	.06 (*ns*)							

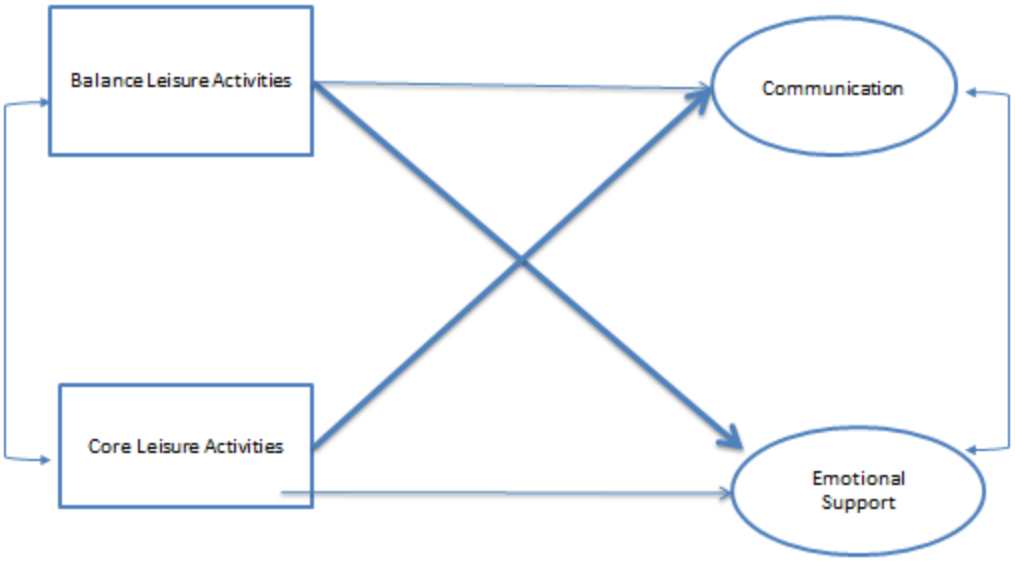
* $p < .05$, ** $p < .01$, *** $p < .001$; [a]= Different from males reporting on friends, [b]=Different from males reporting on dating partners [c]=Different from females reporting on friends [d]= Different for females reporting on dating partners

Table 22: Standardized and Unstandardized Estimates for Gender X Relationship Type with Identity Work and Relationship Behaviors as Outcomes (Model 4).

	Male Friends (N=279)		Male Partner (N=291)		Female Friend (N=624)		Female Partner (N=502)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Identity Work ON								
Relationship Behaviors	.21 (.06)	.27 ***	.33 (.08)	.33***	.14 (.04)	.19***	.29 (.06)	.29***
Core Unstructured	-.03 (.03)	-.13	.01 (.03)	.05	-.01 (.02)	-.02	.02 (.02)	.06
Core Communication	.03 (.04)	.07	.03 (.05)	.05	-.02 (.03)	-.04	-.01 (.04)	-.01
Balance Community-Based	-.09 (.04)	-.21*	-.06 (.04)	-.17	.00 (.03)	.01	-.04 (.03)	-.10
Balance Sports/Games	.05 (.05)	.11	.01(.05)	.02	.00 (.04)	.00	.03 (.04)	.05
Age	.06 (.05)	.08	-.07 (.05)	-.10	.08 (.03)	.12*	.03 (.04)	.04
Other	.12 (.20)	.04	-.16 (.27)	-.04	-.14 (.11)	-.06	-.12 (.15)	-.05
White	.00 (.12)	.00	-.06 (.14)	-.03	-.09 (.08)	-.05	-.07 (.09)	-.04
Relationship Behaviors ON								
Core Unstructured	.08 (.03)	.24*	.05 (.02)	.20*	.03 (.02)	. 10	.04 (.02)	.18*
Core Communication	-.00 (.05)	-.00	.07 (.04)	.12	.07 (.03)	.12	.09 (.03)	.16**
Balance Community-Based	.02 (.05)	.04	.03 (.03)	.08	-.06 (.03)	-.12	-.03 (.03)	-.07
Balance Sports/Games	-.09 (.07)	-.15	-.03 (.05)	-.05	-.07 (.04)	-.09	-.01 (.04)	-.02
Age	-.01 (.06)	-.01	.06 (.04)	.09	.01 (.04)	.01	.03 (.04)	.04
Other	-.14 (.24)	-.04	-.14 (.25)	-.03	.22 (.13)	.08	.04 (.13)	.02
White	-.08 (.13)	-.04	.35 (.12)	.17***	.27 (.09)	.13	.17 (.08)	.10*
R-Square								
Identity Work	.11*		.12**		.05*		.10**	
Relationship Behaviors	.04		.15***		.05**		.07**	
Fit Statistics								
Chi Square	563.537***							
DF	186							
CFI	.91							
TLI	.89							
RMSEA	.07(*ns*)							

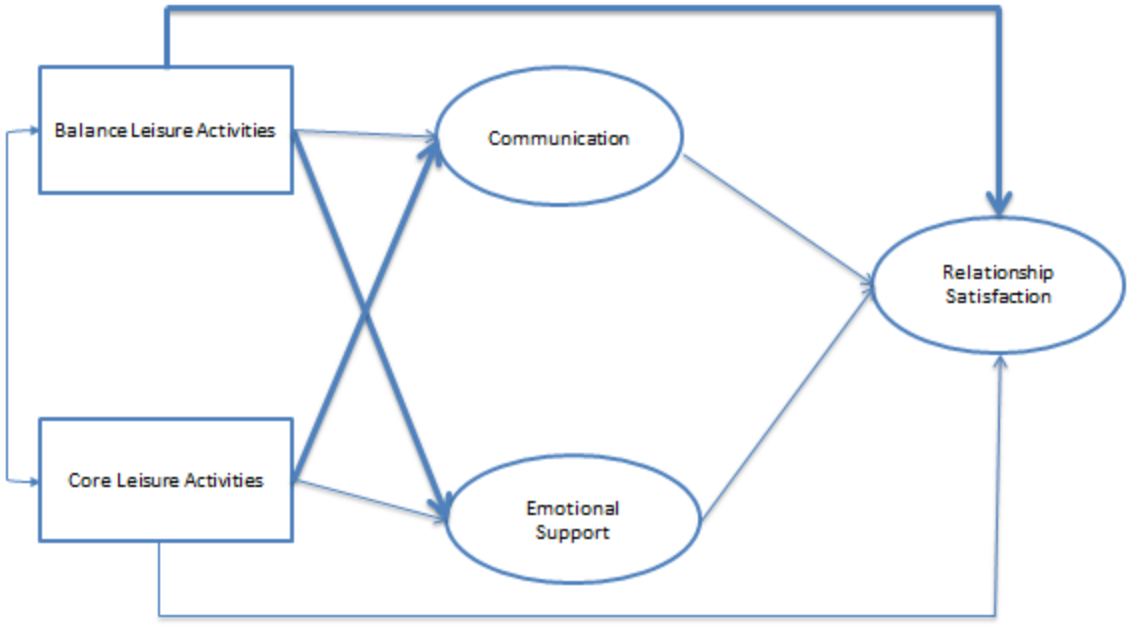
* $p < .05$, ** $p < .01$, *** $p < .001$

Figure 1. Hypothesized Model Predicting Relationship Satisfaction by Shared Leisure Activities and Communication and Emotional Support within Close Peer Relationships



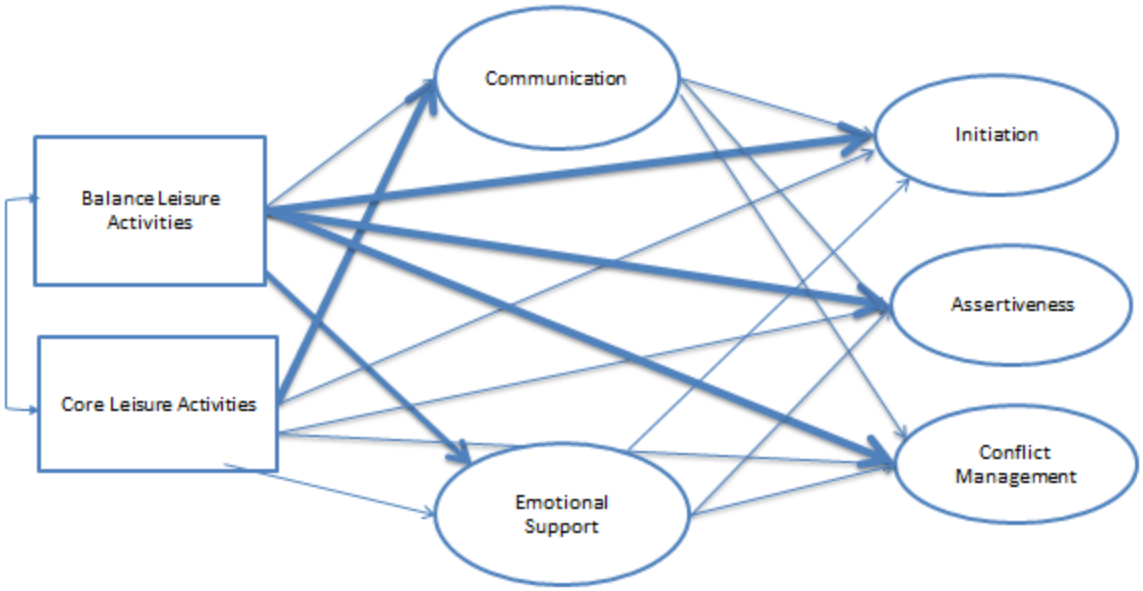
All associations are expected to be positive. Bolder paths indicate expected stronger associations.

Figure 2. Hypothesized Model Predicting Shared Leisure Activities by Communication and Emotional Support within Close Peer Relationships



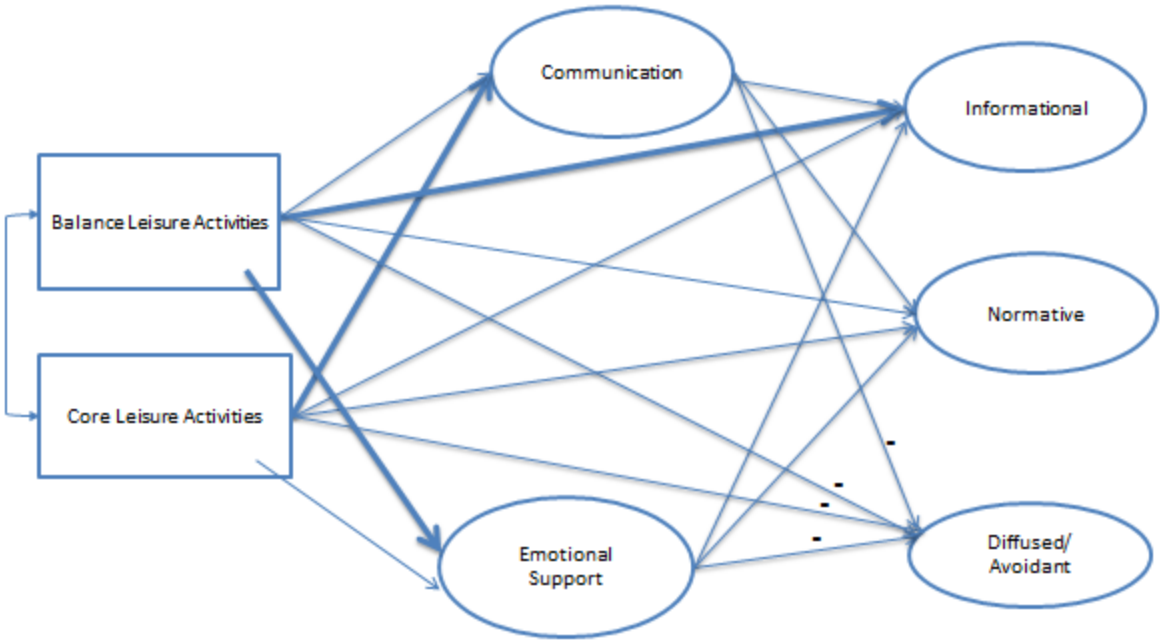
All associations are expected to be positive. Bolder paths indicate expected stronger associations.

Figure 3. Hypothesized Model Predicting General Interpersonal Competencies by Communication and Emotional Support and Shared Leisure Activities within Close Peer Relationships



All associations are expected to be positive. Bolder paths indicate expected stronger associations.

Figure 4. Hypothesized Model Predicting Identity Styles by Communication and Emotional Support and Shared Leisure Activities within Close Peer Relationships



Unless otherwise indicated, all associations are expected to be positive. Bolder paths indicate expected stronger associations.

Figure 5. Fitted Model Predicting Relationship Behaviors by Shared Leisure Activities within Close Peer Relationships. Standardized Path Coefficients and Unstandardized Coefficients in Parenthesis.

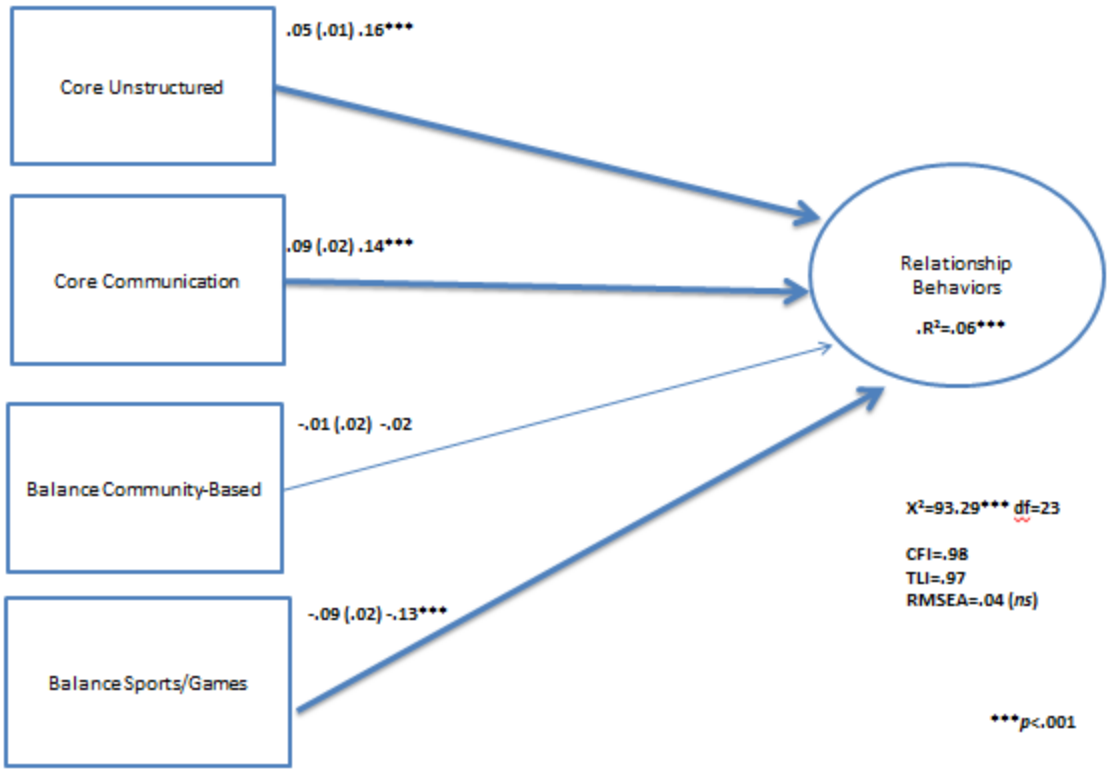


Figure 6. Fitted Model Predicting Relationship satisfaction by Relationship Behaviors and Shared Leisure Activities within Close Peer Relationships. Standardized Path Coefficients and Unstandardized Coefficients in Parenthesis.

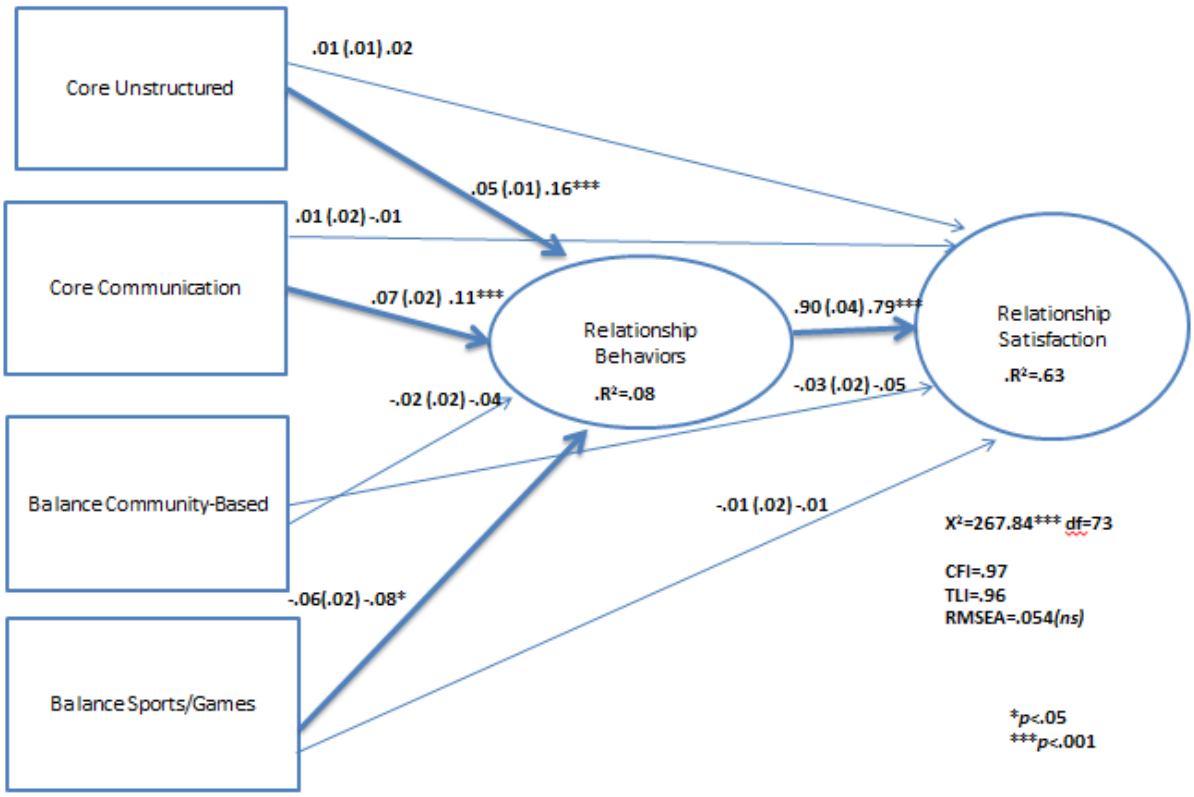


Figure 7. Fitted Model Predicting Interpersonal Competence by Relationship Behaviors and Shared Leisure Activities within Close Peer Relationships. Standardized Path Coefficients and Unstandardized Coefficients in Parenthesis.

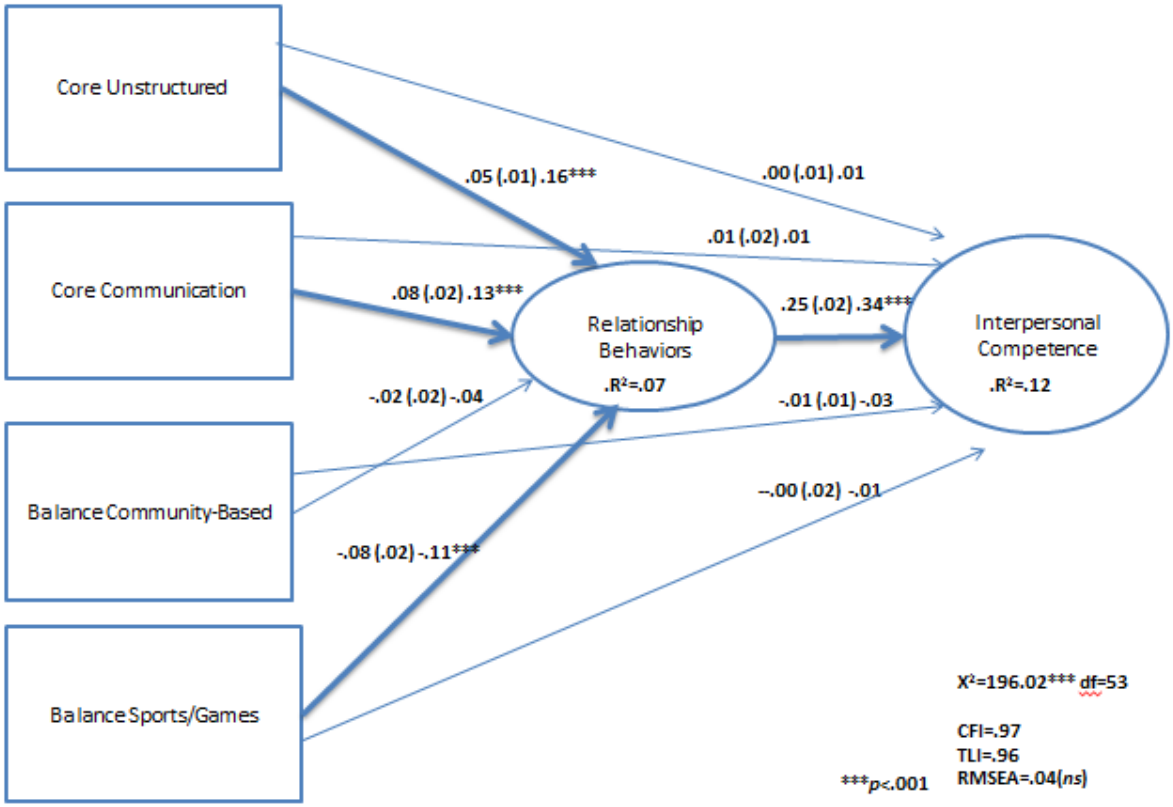
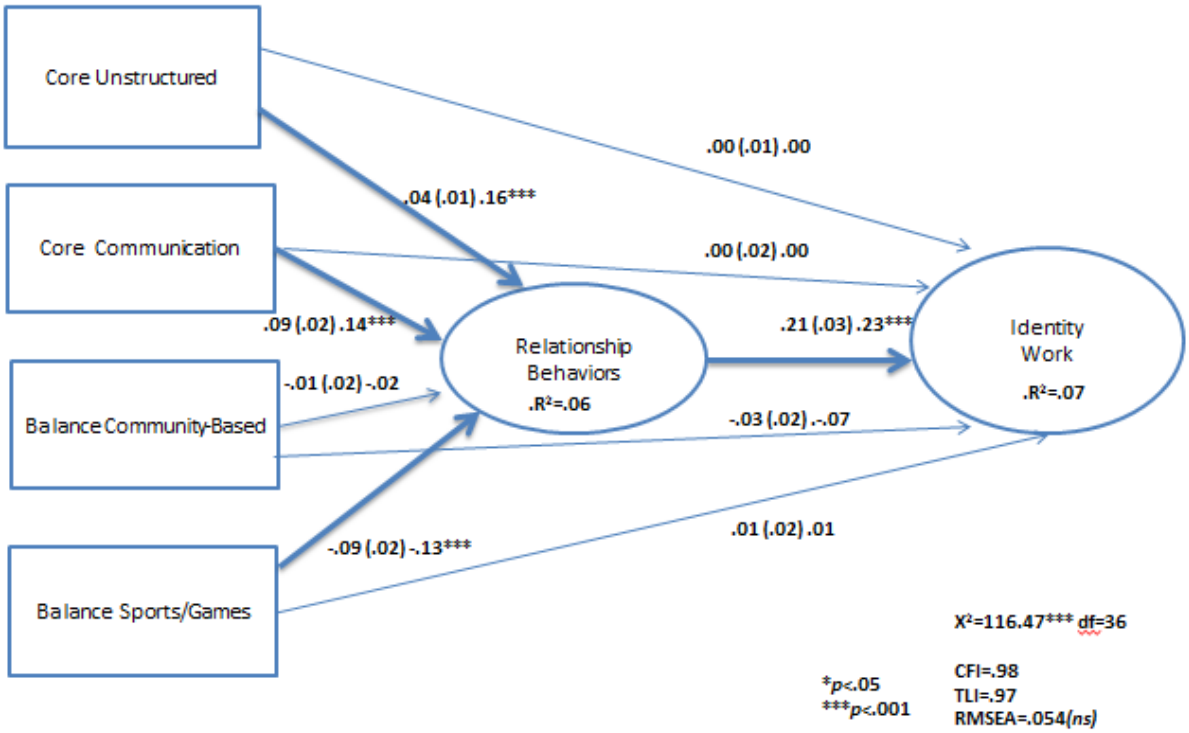


Figure 8. Fitted Model Predicting Identity Work by Relationship Behaviors and Shared Leisure Activities within Close Peer Relationships. Standardized Path Coefficients and Unstandardized Coefficients in Parenthesis.



Appendix A

Survey Items

Outcome Variables

Relationship Satisfaction

1=Strongly Disagree 5=Strongly Agree

1. In general I am satisfied with our relationship
2. Compared to other people's relationships, ours is pretty good
3. Our relationship has met my best expectations
4. Our relationship is just about the best relationship I could hope to have with anybody

Communication

1=Strongly Disagree 5= Strongly Agree

1. I have never had to lie to this person
2. This person listens to me when I need someone to talk to
3. I find it easy to tell this person how I feel
4. This person tells me about his/her weaknesses and strengths
5. This person finds it easy to tell me how she/he feels

Emotional Support

1=Strongly Disagree 5= Strongly Agree

1. I help this person through difficult times
2. I help make this person feel self-confident
3. I am concerned about how this person feels
4. This person helps me solve my problems
5. This person comforts me when I need comforting
6. This person tries to get me in a good mood when I am angry

Initiative

1-Poor 5= Very Good

1. Asking or suggesting to someone new that you get together and do something, for example go out
2. Finding and suggesting things to do with new people who you find interesting and attractive
3. Introducing yourself to someone you might like to get to know or date
4. Calling on the phone a new dating acquaintance to set up a time to get together and do something
5. Going to parties or gathering where you don't know people well in order to start up new relationships.

Assertiveness

1-Poor 5= Very Good

1. Telling a close friend you don't like a certain way s/he has been treating you
2. Standing up for your rights when a close friend is neglecting you or being inconsiderate
3. Confronting your close friend when s/he has broken a promise
4. Telling a close friend s/he has done something to hurt your feelings
5. Telling a date/acquaintance s/he has done something that made you angry

Conflict Management
1-Poor 5= Very Good

1. Being able to admit that you might be wrong when a disagreement with a close friend begins to build into a serious fight.
2. Being able to put bad feelings aside when having a fight with a close friend
3. When having a conflict with a close friend, really listening to his/her complaints and not trying to "read"his/her mood
4. Being able to take a close friend's perspective in a fight and really understand his/her point
5. When angry with a close friend, being able to accept that s/he has a valid point of view even if you don't agree with that view.

Informational Identity
1=Strongly Disagree 5= Strongly Agree

1. I've spent a lot of time thinking about what I should do with my life
2. When I talk with someone about a problem, I try to see it from their point of view
3. When I have a problem, I do a lot of thinking to understand it
4. When I make decisions, I take a lot of time to think about my choices
5. I lie to think through my problems and dal with them
6. When I have to make a big decision, I like to know as much as I can about it

Normative Identity
1=Strongly Disagree 5= Strongly Agree

1. I act the way I do because of the values I was brought up with
2. I was brought up to know what to work for
3. I've never had any serious doubts about my religious beliefs
4. It's better to have a firm set of beliefs than to be open to different ideas
5. It's better to have one set of values than to consider other value options
6. Once I know how to solve a problem, I like to stick with it

Diffused/Avoidant Identity
1=Strongly Disagree 5= Strongly Agree

1. I don't worry about values ahead of time, I decide things as they happen
2. When I have to make decisions, I try to wait as long as possible to see what will happen
3. I try not to think about or deal with problems as long as I can
4. I try to avoid problems that make me think
5. When I ignore a problem, things usually work out
6. When I know a problem is going to cause me stress, I try to avoid it.

Predictor Variables

Shared Leisure Activities (Last week I did the following activities with this person)

1=yes, 0= no

Core: Unstructured Out-of-School Activities

1. Activities done with partner/friend-- hung out at my house
2. Activities done with partner/friend-- watched TV
3. Activities done with partner/friend-- hung out at his/her house
4. Activities done with partner/friend-- rode in a car
5. Activities done with partner/friend-- visited with family members
6. Activities done with partner/friend-- ate a meal
7. Activities done with partner/friend-- went for a walk
8. Activities done with partner/friend-- visited with friends

Balance: Going to Community-based Activities

1. Activities done with partner/friend-- went to a dance
2. Activities done with partner/friend-- went to a concert
3. Activities done with partner/friend-- went to a party
4. Activities done with partner/friend-- went to a movie
5. Activities done with partner/friend-- went to the mall
6. Activities done with partner/friend- went to the bowling alley

Balance: Sport/Games Activities

1. Activities done with partner/friend-- played video games
2. Activities done with partner/friend-- played cards/board game
3. Activities done with partner/friend-- played a sport
4. Activities done with partner/friend-- went bike riding

Core: Communication Activities

1. Activities done with partner/friend-- Facebook/MySpace messages
2. Activities done with partner/friend-- text messaged
3. Activities done with partner/friend-- e-mailed
4. Activities done with partner/friend-- talked on the phone

Appendix B

Correlation Tables

Table 1. Bivariate Associations for Four Leisure Composite Variables, Communication, Emotional Support, and Relationship Satisfaction

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	C. Unstructured	1																		
2	C. Communication	.335**	1																	
3	B. Community Based	.572**	.418**	1																
4	B. Sports/Games	.562**	.131**	.485**	1															
5	Comm. Giving 1	-.004	-.017	-.010	-.025	1														
6	Comm Giving 2	.063*	.071**	.011	-.051*	.323**	1													
7	Comm Giving 3	.084**	.111**	.048	-.012	.292**	.599**	1												
8	Comm Getting 1	.133**	.155**	.091**	.016	.194**	.508**	.538**	1											
9	Comm Getting 2	.113**	.162**	.061*	-.010	.234**	.557**	.606**	.635**	1										
10	E, Support Giving 1	.118**	.119**	.041	-.004	.226**	.490**	.481**	.519**	.559**	1									
11	E. Suppport Giving 2	.075**	.076**	.034	.029	.283**	.506**	.487**	.499**	.495**	.615**	1								
12	E. Support Giving 3	.047	.090**	.001	-.050*	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1							
13	E. Support Getting 1	.122**	.095**	.053*	.017	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1						
14	E. Support Getting 2	.100**	.148**	.056*	-.076**	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1					
15	E. Support Getting 3	.045	.131**	.020	-.082**	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1				
16	Relationship Satisfaction 1	.060*	.081**	-.015	-.051*	.257**	.486**	.449**	.372**	.416**	.422**	.453**	.388**	.448**	.462**	.449**	1			
17	Relationship Satisfaction 2	.057*	.081**	.018	-.036	.250**	.465**	.421**	.360**	.411**	.389**	.434**	.340**	.403**	.431**	.415**	.640**	1		
18	Relationship Satisfaction 3	.076**	.099**	.019	.001	.228**	.437**	.404**	.335**	.397**	.380**	.420**	.318**	.438**	.432**	.406**	.581**	.545**	1	
19	Relationship Satisfaction 4	.073**	.046	.028	-.010	.273**	.456**	.416**	.364**	.408**	.363**	.392**	.350**	.409**	.423**	.383**	.535**	.503**	.573**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																			
	*. Correlation is significant at the 0.05 level (2-tailed).																			

Table 2. Bivariate Associations for Communication, Emotional Support, and Relationship Satisfaction

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Comm. Giving 1	1														
2	Comm. Giving 2	.323**	1													
3	Comm. Giving 3	.292**	.599**	1												
4	Comm. Getting 1	.194**	.508**	.538**	1											
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1										
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1									
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1								
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1							
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1						
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1					
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1				
12	R. Satisfcation 1	.257**	.486**	.449**	.372**	.416**	.422**	.453**	.388**	.448**	.462**	.449**	1			
13	R. Satisfaction 2	.250**	.465**	.421**	.360**	.411**	.389**	.434**	.340**	.403**	.431**	.415**	.640**	1		
14	R. Satisfaction 3	.228**	.437**	.404**	.335**	.397**	.380**	.420**	.318**	.438**	.432**	.406**	.581**	.545**	1	
15	R. Satisfaction 4	.273**	.456**	.416**	.364**	.408**	.363**	.392**	.350**	.409**	.423**	.383**	.535**	.503**	.573**	1
	**. Correlation is significant at the 0.01 level (2-tailed).															

Table 3. Bivariate Associations for Communication, Emotional Support, and Initiative

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Comm. Giving 1	1															
2	Comm. Giving 2	.323**	1														
3	Comm Giving 3	.292**	.599**	1													
4	Comm. Getting 1	.194**	.508**	.538**	1												
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1											
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1										
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1									
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1								
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1							
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1						
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1					
12	Initiation 1	.115**	.082**	.126**	.089**	.103**	.091**	.124**	.071**	.099**	.134**	.098**	1				
13	Initiation 2	.103**	.098**	.124**	.128**	.074**	.080**	.147**	.117**	.106**	.126**	.091**	.490**	1			
14	Initiation 3	.094**	.099**	.194**	.112**	.128**	.151**	.151**	.129**	.139**	.167**	.136**	.437**	.478**	1		
15	Initiation 4	.058*	.079**	.132**	.081**	.104**	.066*	.098**	.076**	.105**	.126**	.136**	.480**	.426**	.455**	1	
16	Initiation 5	.001	.070**	.104**	.089**	.044	.079**	.093**	.076**	.086**	.094**	.087**	.302**	.324**	.325**	.368**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																
	*. Correlation is significant at the 0.05 level (2-tailed).																

Table 4. Bivariate Associations for Communication, Emotional Support, and Assertiveness

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Comm. Giving 1	1															
2	Comm. Giving 2	.323**	1														
3	Comm. Giving 3	.292**	.599**	1													
4	Comm. Getting 1	.194**	.508**	.538**	1												
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1											
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1										
7	E. support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1									
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1								
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1							
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1						
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1					
12	Assertiveness 1	.087**	.134**	.131**	.098**	.118**	.136**	.140**	.126**	.163**	.172**	.147**	1				
13	Assertiveness 2	.120**	.153**	.145**	.099**	.131**	.149**	.176**	.157**	.145**	.144**	.159**	.456**	1			
14	Assertiveness 3	.078**	.115**	.141**	.087**	.109**	.138**	.145**	.149**	.144**	.161**	.158**	.454**	.459**	1		
15	Assertiveness 4	.108**	.176**	.176**	.137**	.163**	.158**	.197**	.177**	.170**	.193**	.181**	.487**	.428**	.496**	1	
16	Assertiveness 5	.091**	.130**	.168**	.144**	.116**	.148**	.148**	.134**	.154**	.168**	.165**	.422**	.421**	.454**	.527**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																

Table 5. Bivariate Associations for Communication, Emotional Support, and Conflict Management

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Comm. Giving 1	1															
2	Comm. Giving 2	.323**	1														
3	Comm. Giving 3	.292**	.599**	1													
4	Comm. Getting 1	.194**	.508**	.538**	1												
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1											
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1										
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1									
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1								
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1							
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1						
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1					
12	Conflict Management 1	.112**	.088**	.147**	.104**	.110**	.138**	.173**	.162**	.129**	.123**	.121**	1				
13	Conflict Management 2	.118**	.127**	.155**	.124**	.144**	.150**	.165**	.156**	.151**	.167**	.155**	.378**	1			
14	Conflict Management 3	.123**	.125**	.187**	.106**	.124**	.161**	.168**	.162**	.139**	.179**	.151**	.405**	.451**	1		
15	Conflict Management 4	.107**	.174**	.184**	.148**	.167**	.175**	.203**	.167**	.199**	.206**	.196**	.356**	.416**	.448**	1	
16	Conflict Management 5	.075**	.128**	.147**	.173**	.134**	.149**	.161**	.160**	.178**	.148**	.149**	.377**	.456**	.455**	.491**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																

Table 6. Bivariate Associations for Four Leisure Composite Variables and Initiation

		1	2	3	4	5	6	7	8	9
1	C. Unstructured	1								
2	C. Communication	.335**	1							
3	B. Community Based	.572**	.418**	1						
4	B. Sports/Games	.562**	.131**	.485**	1					
5	Initiation 1	.019	.086**	.042	.010	1				
6	Initiation 2	.047	.079**	.050	.036	.490**	1			
7	Initiation 3	.043	.086**	.052	.051	.437**	.478**	1		
8	Initiation 4	.074**	.114**	.081**	.049	.480**	.426**	.455**	1	
9	Initiation 5	.098**	.089**	.103**	.044	.302**	.324**	.325**	.368**	1
	**. Correlation is significant at the 0.01 level (2-tailed).									

Table 7. Bivariate Associations for Four Leisure Composite Variables and Assertiveness

		1	2	3	4	5	6	7	8	9
1	C. Unstructured	1								
2	C. Communication	.335**	1							
3	B. Community Based	.572**	.418**	1						
4	B Sports/Games	.562**	.131**	.485**	1					
5	Assertiveness 1	-.015	.057*	.003	-.064*	1				
6	Assertiveness 2	.018	.004	-.043	-.009	.456**	1			
7	Assertiveness 3	.009	.028	-.042	-.059*	.454**	.459**	1		
8	Assertiveness 4	.011	.052	.001	-.052	.487**	.428**	.496**	1	
9	Assertiveness 5	.016	.073**	.017	-.024	.422**	.421**	.454**	.527**	1
	**. Correlation is significant at the 0.01 level (2-tailed).									
	*. Correlation is significant at the 0.05 level (2-tailed).									

Table 8. Bivariate Associations for Four Leisure Composites Variables and Conflict Management

		1	2	3	4	5	6	7	8	9
1	C. Unstructured	1								
2	C. Communication	.335**	1							
3	B. Community Based	.572**	.418**	1						
4	B. Sports/Games	.562**	.131**	.485**	1					
5	Conflict Management 1	.008	-.015	-.039	.015	1				
6	Conflict Management 2	.020	.026	-.017	-.018	.378**	1			
7	Conflict Management 3	-.011	.009	-.032	-.024	.405**	.451**	1		
8	Conflict Management 4	.018	.021	-.024	.007	.356**	.416**	.448**	1	
9	Conflict Management 5	.044	.033	.017	-.014	.377**	.456**	.455**	.491**	1
	**. Correlation is significant at the 0.01 level (2-tailed).									

Table 9. Bivariate Associations for Communication, Emotional Support, and Informational Identity Processing Style

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Comm. Giving 1	1																
2	Comm. Giving 2	.323**	1															
3	Comm Giving 3	.292**	.599**	1														
4	Comm. Getting 1	.194**	.508**	.538**	1													
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1												
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1											
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1										
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1									
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1								
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1							
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1						
12	Informational Identity Style 1	.044	.094**	.125**	.073**	.090**	.086**	.148**	.111**	.124**	.104**	.117**	1					
13	Informational Identity Style 2	.074**	.092**	.113**	.068*	.088**	.126**	.159**	.069*	.114**	.117**	.113**	.416**	1				
14	Informational Identity Style 3	.097**	.117**	.096**	.110**	.115**	.141**	.179**	.116**	.145**	.147**	.132**	.446**	.409**	1			
15	Informational Identity Style 4	.024	.069*	.069*	.103**	.073**	.063*	.113**	.040	.072**	.103**	.067*	.346**	.361**	.450**	1		
16	Informational Identity Style 5	.062*	.041	.065*	.035	.057*	.080**	.079**	.061*	.077**	.042	.081**	.279**	.245**	.247**	.241**	1	
17	Informational Identity Style 6	.091**	.069*	.101**	.081**	.095**	.083**	.139**	.105**	.112**	.117**	.116**	.422**	.343**	.395**	.365**	.391**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																	
	*. Correlation is significant at the 0.05 level (2-tailed).																	

Table 10. Bivariate Associations for Communication, Emotional Support, and Normative Identity Processing Style

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Comm. Giving 1	1																
2	Comm. Giving 2	.323**	1															
3	Comm. Giving 3	.292**	.599**	1														
4	Comm. Getting 1	.194**	.508**	.538**	1													
5	Comm. Getting 2	.234**	.557**	.606**	.635**	1												
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1											
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1										
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1									
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1								
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1							
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1						
12	Normative Identity Style 1	.058*	.109**	.091**	.130**	.082**	.140**	.153**	.093**	.123**	.118**	.121**	1					
13	Normative Identity Style 2	.060*	.095**	.086**	.112**	.049	.084**	.142**	.061*	.099**	.076**	.104**	.293**	1				
14	Normative Identity Style 3	.051	.103**	.087**	.071**	.085**	.132**	.143**	.063*	.101**	.097**	.099**	.226**	.213**	1			
15	Normative Identity Style 4	.065*	.092**	.110**	.087**	.100**	.080**	.083**	-.008	.117**	.078**	.067*	.225**	.236**	.269**	1		
16	Normative Identity Style 5	.016	.059*	.049	.022	.040	-.012	.017	-.019	.053	.046	.035	.168**	.236**	.167**	.405**	1	
17	Normative Identity Style 6	.066*	.081**	.091**	.095**	.109**	.102**	.141**	.113**	.110**	.111**	.124**	.292**	.337**	.232**	.297**	.283**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																	

Table 11. Bivariate Associations for Communication, Emotional Support, and Diffuse-Avoidant Identity Processing Style

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Comm. Giving 1	1																
2	Comm. Giving 2	.323**	1															
3	Comm Giving 3	.292**	.599**	1														
4	Comm Getting 1	.194**	.508**	.538**	1													
5	Comm Getting 2	.234**	.557**	.606**	.635**	1												
6	E. Support Giving 1	.226**	.490**	.481**	.519**	.559**	1											
7	E. Support Giving 2	.283**	.506**	.487**	.499**	.495**	.615**	1										
8	E. Support Giving 3	.205**	.413**	.406**	.345**	.398**	.440**	.478**	1									
9	E. Support Getting 1	.264**	.559**	.532**	.491**	.497**	.562**	.537**	.440**	1								
10	E. Support Getting 2	.282**	.529**	.526**	.450**	.518**	.520**	.526**	.457**	.582**	1							
11	E. Support Getting 3	.221**	.482**	.495**	.384**	.502**	.464**	.460**	.464**	.472**	.585**	1						
12	Diffuse-Avoidant 1	.014	.042	.029	.045	.022	.023	.051	.006	.070*	.050	.067*	1					
13	Diffuse-Avoidant 2	.010	.083**	.093**	.063*	.059*	.058*	.053	.027	.095**	.113**	.056*	.329**	1				
14	Diffuse-Avoidant 3	-.001	.014	.028	.018	.032	.007	.024	.021	.022	.021	.038	.257**	.323**	1			
15	Diffuse-Avoidant 4	-.053	-.032	-.006	-.028	-.003	-.023	-.031	.000	.016	.040	.029	.276**	.336**	.516**	1		
16	Diffuse-Avoidant 5	-.039	-.029	.002	.002	.000	-.049	-.001	-.026	.015	-.026	.034	.262**	.201**	.321**	.345**	1	
17	Diffuse-Avoidant 6	.024	.042	.030	.012	.046	.022	.045	.025	.044	.058*	.063*	.200**	.212**	.278**	.266**	.341**	1
	**. Correlation is significant at the 0.01 level (2-tailed).																	
	*. Correlation is significant at the 0.05 level (2-tailed).																	

Table 12. Bivariate Associations for Four Composite Leisure Variables and Informational Identity Style

		1	2	3	4	5	6	7	8	9	10
1	C. Unstructured	1									
2	C. Communication	.335**	1								
3	B. Communnity Based	.572**	.418**	1							
4	B. Sports/Games	.562**	.131**	.485**	1						
5	Informational Identity Style 1	-.044	-.002	-.046	-.043	1					
6	Informational Identity Style 2	.016	-.015	-.023	-.021	.416**	1				
7	Informational Identity Style 3	-.031	.018	-.084**	-.056*	.446**	.409**	1			
8	Informational Identity Style 4	-.005	.023	-.037	-.029	.346**	.361**	.450**	1		
9	Informational Identity Style 5	-.007	.005	-.021	-.018	.279**	.245**	.247**	.241**	1	
10	Informational Identity Style 6	-.019	-.005	-.052	-.046	.422**	.343**	.395**	.365**	.391**	1
	**. Correlation is significant at the 0.01 level (2-tailed).										
	*. Correlation is significant at the 0.05 level (2-tailed).										

Table 13. Bivariate Associations for Four Composite Leisure Variables and Normative Identity Processing Style

		1	2	3	4	5	6	7	8	9	10
1	C. Unstructured	1									
2	C. Communication	.335**	1								
3	B. Community Based	.572**	.418**	1							
4	B. Sports/Games	.562**	.131**	.485**	1						
5	Normative Identity Style 1	.011	-.005	-.030	-.034	1					
6	Normative Identity Style 2	.021	.039	.052	-.004	.293**	1				
7	Normative Identity Style 3	.003	-.007	-.025	-.002	.226**	.213**	1			
8	Normative Identity Style 4	.016	.074**	-.003	.055*	.225**	.236**	.269**	1		
9	Normative Identity Style 5	.046	.071**	.036	.021	.168**	.236**	.167**	.405**	1	
10	Normative Identity Style 6	-.001	.000	-.025	-.012	.292**	.337**	.232**	.297**	.283**	1
	**. Correlation is significant at the 0.01 level (2-tailed).										
	*. Correlation is significant at the 0.05 level (2-tailed).										

Table 14. Bivariate Associations for Four Composite Leisure Variables and Diffuse-Avoidant Identity Processing Style

		1	2	3	4	5	6	7	8	9	10
1	C. Unstructured	1									
2	C. Communication	.335**	1								
3	B. Community Based	.572**	.418**	1							
4	B. Sports/Games	.562**	.131**	.485**	1						
5	Diffuse-Avoidant Identity Style	.071**	.050	.082**	.054*	1					
6	Diffuse-Avoidant Identity Style	.047	.041	.029	.021	.329**	1				
7	Diffuse-Avoidant Identity Style	.045	.091**	.066*	-.002	.257**	.323**	1			
8	Diffuse-Avoidant Identity Style	.069*	.067*	.078**	-.006	.276**	.336**	.516**	1		
9	Diffuse-Avoidant Identity Style	.042	.040	.094**	.012	.262**	.201**	.321**	.345**	1	
10	Diffuse-Avoidant Identity Style	.027	.068*	.050	.009	.200**	.212**	.278**	.266**	.341**	1
	**. Correlation is significant at the 0.01 level (2-tailed).										
	*. Correlation is significant at the 0.05 level (2-tailed).										

Appendix C

Table 1. Comparison of Direct Associations among Shared Leisure Activities and Relationship Behaviors with transformed and untransformed variables.

	Untransformed Variables		Transformed Variables	
Path	Unstandardized (SE)	Standardized	Unstandardized (SE)	Standardized
Relationship Behaviors on				
Core Unstructured	.05 (.01)	.18***	-.05 (.01)	.18***
Core Communication	.09 (.02)	.14***	.08 (.02)	.13***
Balance	-.02 (.02)	-.03	-.02 (.02)	-.03
Community-Based Balance	-.10 (.02)	-.14***	-.10 (.02)	-.14***
Sports/Games				
Fit Statistic				
Chi Square	96.15***		97.16***	
DF	14		14	
CFI	.97		.97	
TLI	.96		.96	
RMSEA	.06 (*ns*)		.06 (*ns*)	

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 2. Comparison of Direct Associations among Shared Leisure Activities, Relationship Behaviors (as one latent variable), and Relationship Satisfaction with transformed and untransformed variables.

	Untransformed Variables		Transformed Variables	
Path	Unstandardized (SE)	Standardized	Unstandardized (SE)	Standardized
Relationship Satisfaction on				
Relationship Behaviors	.90 (.04)	.79***	-.30 (.01)	-.79***
Core Unstructured	.00 (.01)	.00	-.00 (.00)	-.01
Core Communication	-.00 (.02)	-.00	.00 (.01)	.01
Balance	-.02 (.02)	-.04	.01 (.01_	-.03
Community-Based Balance	-.10 (.02	.01	-.01 (.01)	-.02
Sports/Games				
Relationship Behaviors on				
Core Unstructured	.05 (.01)	.18***	.05 (.01)	.18***
Core Communication	.08 (.02)	.13***	.08 (.02)	.13***
Balance	-.02 (.02)	-.03	-.02 (.02)	-.03
Community-Based Balance	-.10 (.02)	-.14***	-.10 (.02)	-.14***
Sports/Games				
Fit Statistic				
Chi Square		196.23***		194.06***
DF		43		43
CFI		.98		.98
TLI		.97		.97
RMSEA		.05 (*ns*)		-05 (*ns*)

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 3. Comparison of Direct Associations among Shared Leisure Activities, Relationship Behaviors (as one latent variable), and Interpersonal Competencies with transformed and untransformed variables.

	Untransformed Variables		Transformed Variables	
Path	Unstandardized (SE)	Standardized	Unstandardized (SE)	Standardized
Initiative on				
Relationship Behaviors	.23 (.03)	.23***	-.07 (.01)	-.24***
Core Unstructured	-.01 (.01)	-.03	.00 (.00)	.03
Core Communication	.05 (.02)	.09*	-.02 (.01)	-.08*
Balance	.02 (.02)	.04	-.01 (.01)	-.05
Community-Based Balance	.04 (.03)	.05	-.01 (.01)	-.05
Sports/Games				
Assertiveness on				
Relationship Behaviors	.31 (.03)	.31***	-.10 (.01)	-.31***
Core Unstructured	.00 (.01)	.01	.00 (.00)	-.00
Core Communication	.02 (.02)	.02	-.00 (.01)	-.02
Balance	-.01 (.02)	-.02	.00 (.01)	.01
Community-Based Balance	-.03 (.02)	-.05	.01 (.01)	.05
Sports/Games				
Conflict Management on				
Relationship Behaviors	.32 (.03)	.36***	-.10 (.01)	-.34***
Core Unstructured	.00 (.01)	.01	-.00 (.00)	-.03
Core Communication	-.01 (.02)	-.02	.01 (.01)	.05

Table 3 (contd.)				
Balance	-.02 (.02)	-.05	.00 (.01)	.02
Community-Based Balance	-.10 (.02)	.02	.00 (.01)	.02
Sports/Games				
Relationship Behaviors on				
Core Unstructured	.05 (.01)	.18***	-.05 (.01)	.18***
Core	.09 (.02)	.14***	.08 (.02)	.14***
Communication				
Balance	-.02 (.02)	-.03	-.02 (.02)	-.03
Community-Based Balance	-.10 (.02)	-.14***	-.10 (.02)	-.14***
Sports/Games				
Fit Statistic				
Chi Square		735.50***		878.53***
DF		206		206
CFI		.95		.94
TLI		.94		.93
RMSEA		.04 (*ns*)		.04 (*ns*)

* $p < .05$, ** $p < .01$, *** $p < .001$

Appendix D

Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Latent Factors

Table 1.Standardized and Unstandardized Parameter Estimates, Standard Errors for Confirmatory Factor Analysis of Latent Factors

Panel A		
	Unstandardized (SE)	Standardized
Communication		
Indicator 1	1.00 (.00)	.34***
Indicator 2	1.70 (.13)	.73***
Indicator 3	1.96 (.15)	.77***
Indicator 4	1.94 (.15)	.73***
Indicator 5	1.91 (.15)	.80***
Fit Statistic		
Chi Square	89.70***	
DF	5	
CFI	.97	
TLI	.94	
RMSEA	.10	

Panel B		
	Unstandardized (SE)	Standardized
Emotional Support		
Indicator 1	1.00 (.00)	.74***
Indicator 2	.98 (.03)	.74***
Indicator 3	.85 (.04)	.62***
Indicator 4	1.01 (.04)	.74***
Indicator 5	1.07 (.04)	.76***
Indicator 6	.81 (.03)	.68***
Fit Statistic		
Chi Square	141.41***	
DF	9	
CFI	.97	
TLI	.94	
RMSEA	.09*	

Panel C		
	Unstandardized (SE)	Standardized
Relationship Satisfaction		
Indicator 1	1.00 (.00)	.80***
Indicator 2	.95 (.03)	.76***
Indicator 3	.96 (.03)	.74***
Indicator 4	1.01 (.04)	.69***
Fit Statistic		
Chi Square	44.89***	
DF	2	
CFI	.98	
TLI	.95	
RMSEA	.11*	

Panel D		
	Unstandardized (SE)	Standardized
Initiation		
Indicator 1	1.00 (.00)	.69***
Indicator 2	.96 (.05)	.68***
Indicator 3	.10 (.05)	.67***
Indicator 4	1.05 (.05)	.68***
Indicator 5	.76 (.05)	.49***
Fit Statistic		
Chi Square		
DF	24.01***	
CFI	.99	
TLI	.98	
RMSEA	.05(*ns*)	

Panel E		
	Unstandardized (SE)	Standardized
Assertiveness		
Indicator 1	1.00 (.00)	.67***
Indicator 2	.01 (.05)	.64***
Indicator 3	1.03 (.05)	,69***
Indicator 4	1.09 (.05)	.73***
Indicator 5	1.01 (.05)	.68***
Fit Statistic		
Chi Square	23.13***	
DF	5	
CFI	.99	
TLI	.98	
RMSEA	.05(*ns*)	

Panel F		
	Unstandardized (SE)	Standardized
Conflict Management		
Indicator 1	1.00 (00)	.56***
Indicator 2	1.15 (00)	.65***
Indicator 3	1.15 (00)	.68***
Indicator 4	1.09 (.06)	.66***
Indicator 5	1.16 (.07)	.70***
Fit Statistic		
Chi Square	11.76***	
DF	5	
CFI	.99	
TLI	.99	
RMSEA	.03(*ns*)	

Panel G		
	Unstandardized (SE)	Standardized
Informational Style		
Indicator 1	1.00 (.00)	.65***
Indicator 2	.98 (.06)	.60***
Indicator 3	1.09 (.06)	.68***
Indicator 4	.97 (.06)	.59***
Indicator 5	.81 (.06)	.45***
Indicator 6	.99 (.05)	.63***
Fit Statistic		
Chi Square	70.60***	
DF	9	
CFI	.97	
TLI	.94	
RMSEA	.07(*ns*)	

Panel H		
	Unstandardized (SE)	Standardized
Normative Style		
Indicator 1	1.00 (.00)	.46***
Indicator 2	1.08 (.09)	.51***
Indicator 3	1.02 (.10)	.42***
Indicator 4	1.21 (.11)	.57***
Indicator 5	1.11 (.10)	.51***
Indicator 6	1.12 (.09)	.58***
Fit Statistic		
Chi Square	82.01***	
DF	9	
CFI	.93	
TLI	.88	
RMSEA	.08*	

Panel I		
	Unstandardized (SE)	Standardized
Diffused-Avoidant Style		
Indicator 1	1.00 (.00)	.44***
Indicator 2	1.08 (.00)	.49***
Indicator 3	1.57 (.12)	.67***
Indicator 4	1.73 (.14)	.70***
Indicator 5	1.23 (.10)	.51***
Indicator 6	1.04 (.10)	.44***
Fit Statistic		
Chi Square	94.07***	
DF	9	
CFI	.94	
TLI	.89	
RMSEA	.08*	

* $p < .05$, ** $p < .01$, *** $p < .001$

Appendix E

Direct Associations among the Shared Leisure Categories and Identity Work and Diffused Avoidant Identity Variable (PANEL A) and Identity Work and Diffused-Avoidant Identity Processing Variable (PANEL B).

PANEL A	Unstandardized (SE)	Standardized
Identity Work ON		
Core Unstructured	.01 (.01)	.03
Core Communication	.02 (.01)	.05
Balance Community-Based	-.02 (.01)	-.05
Balance Sports/Games	-.00 (.02)	.00
Age	.04 (.02)	.06*
Gender	.19 (.05)	.13***
Relationship Type	-.02 (.04)	-.02
Other	-.09 (.08)	-.04
White	-.06 (.05)	-.04
Diffused-Avoidant Identity ON		
Core Unstructured	.01 (.01)	.05
Core Communication	.03 (.02)	.06
Balance Community-Based	.03 (.02)	.09*
Balance Sports/Games	-.03 (.02)	-.06
Age	.03 (.02)	.05
Gender	-.07 (.04)	-.06
Relationship Type	.09 (04)	.07*
Other	-.01 (.07)	-.01
White	-.14 (.05)	-.10**
R-Square		
Identity Work	.00**	
Diffused-Avoidant	.02***	
Fit Statistic		
Chi Square	316.18***	
DF	43	
CFI	.90	
TLI	.86	
RMSEA	.06***	

PANEL B	Unstandardized (SE)	Standardized
Identity Work ON		
Relationship Behaviors	.16 (.02)	.23***
Age	.02 (.03)	.04
Gender	.04 (.03)	.04
Relationship Type	-.02 (.03)	-.02
Other	-.07 (.06)	-.04
White	-.01 (.04)	-.01
Diffused Avoidant ON		
Relationship Behaviors	.05 (.03)	.05
Age	.03 (.02)	-.05
Gender	-.07 (.04)	.09
Relationship Type	.11 (.04)	.09**
Other	-.01 (.08)	-.00
Table 14 (contd.)		
White	-.15 (.05)	-.10***
R-Square		
Relationship Behaviors	.05***	
Fit Statistic		
Chi Square	500.82***	
DF	96	
CFI	.94	
TLI	.92	
RMSEA	.05(*ns*)	

*$p < .05$, **$p < .01$, ***$p < .001$

Standardized and Unstandardized Estimates for Gender and for Relationship Type with Identity Work and Diffused-Avoidant Identity Style and Relationship Behaviors as Outcomes (Model 4)

	GENDER				RELATIONSHIP TYPE			
	Males (N=570)		Females (N=1126)		Friend (N=903)		Dating Partner (N=793)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Identity Work ON								
Relationship Behaviors	.21 (.04)	.30***	.15 (.03)	.22***	.13 (.03)	,21***	.23 (.04)	.29***
Core Unstructured	-.01 (.02)	-.06	.00 (.01)	.02	-.01 (.01)	-.05	.01 (.01).	.06
Core Communication	.01 (.02)	.02	.00 (.02)	.01	.01 (.02)	.01	.01 (.02)	.02
Balance Community-Based	-.04 (.02)	-.12	-.01 (.02)	-.02	-.01 (.02)	-.03	-.03 (.02)	-.10
Balance Sports/Games	.03 (.03)	.05	.02 (.02)	.04	.01 (.02)	-.03	.02 (.03)	.04
Age	-.00 (.03)	-.01	.04 (.02)	.06	.04 (.02)	.08	-.02 (.03)	-.03
Other	.01 (.13)	.00	-.12 (.07)	-.05	.00 (.08)	.00	-.20 (.10)	-.08
White	.05 (.07)	.03	-.04(.05)	-.03	-.02 (.05)	-.01	-.01 (.06)	-.01
Diffused Avoidant Identity ON								
Relationship Behaviors	.09 (.04)	.13*	.02 (.03)	.03	-.01 (.03)	-.01	.11 (.04)	.13*
Core Unstructured [b]	.03 (.02)	.15*	.01 (.01)	.03	**-.01 (.01)**	**-.03**	**.04 (.01)**	**.19****
Core Communication	.00 (03)	.00	.04 (.02)	.07	.03 (.02)	.06	.00 (.03)	.01
Balance Community-Based	.01 (.03)	.02	.04 (.02)	.10	.02 (.02)	.05	.02 (.02)	.05
Balance Sports/Games [b]	-.09 (.03)	-.20**	-.01 (.03)	-.02	**.02 (.03)**	**.05**	**-.07 (.03)**	**-.14***
Age	.03 (.03)	.05	.03 (.02)	.05	.05 (.03)	.07	.01 (.03)	.01
Other	.07 (.14)	.02	-.05 (.08)	-.02	.03 (.09)	.01	-.12 (.11)	-.05
White	-.13 (.08)	-.09	-.17 (.06)	-.11**	-.23 (.06)	-.16***	-.06 (.07)	-.04
Relationship Behaviors ON								
Core Unstructured	.07 (.02)	.22***	.04 (.01)	.13**	.05 (.01)	.15**	.05 (.01)	.18***
Core Communication	.06 (.03)	.09	.09 (.02)	.14***	.07 (.03)	.11**	.09 (.03)	.15***
Balance Community-Based [a]	**.05 (.03)**	**.10**	**-.04 (.02)**	**-.09***	-.04 (.03)	-.07	-.01 (.02)	-.01
Balance Sports/Games	-.10 (.04)	-.15*	-.05 (.03)	-.07	-.11 (.03)	-.15**	-.03 (.03)	-.04
Age	.03 (.04)	.03	.03 (.03)	.03	-.02 (.03)	-.02	.04 (03)	.06
Other	-.18 (.18)	-.04	.15 (.09)	.05	.16 (.11)	.05	.04 (.11)	.01
White	.03 (.09)	.02	.22 (.06)	.12***	.13 (.07)	.06	.24 (.07)	.13***

Table 18 (contd.)

R-Square				
Identity Work	.09**	.06***	.05**	.10***
Diffused-Avoidant Identity	.06*	.04**	.04*	.06**
Relationship Behaviors	.09***	.05***	.04**	.09***
Fit Statistics				
Chi Square	15390.69***		15416.34***	
DF	291		291	
CFI	.28		.27	
TLI	.16		.16	
RMSEA	.05*		.05*	

* $p < .05$, ** $p < .01$, *** $p < .001$, Bolded paths are significantly different from one another. [a]= males and females are significantly different from one another. [b]= friends and dating partners are significantly different from one another.

Standardized and Unstandardized Estimates for Gender X Relationship Type with Identity Work and Diffused-Avoidant Identity Style and Relationship Behaviors as Outcomes (Model 4).

	Male Friends (N=279)		Male Partner (N=291)		Female Friend (N=624)		Female Partner (N=502)	
Path	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.	Unstd (SE)	Std.
Identity Work ON								
Relationship Behaviors	.16 (.06)	.25 ***	.28 (.07)	.35***	.12 (.03)	.19***	.21 (.05)	.26***
Core Unstructured	.04 (.02)	-.18	.01 (.02)	.07	-.00 (.01)	-.01	.01 (.02)	.06
Core Communication	.01 (.03)	.02	.01 (.04)	.02	.01 (.02)	.02	.00 (.03)	.01
Balance Community-Based	-.06 (.03)	-.17	-.04 (.03)	-.13	.01 (.02)	.03	-.03 (.02)	-.09
Balance Sports/Games	.07 (.04)	.17	.01(.04)	.02	.00 (.03)	.00	.04 (.04)	.07
Age	.05 (.04)	.09	-.07 (.04)	-.13	.05 (.03)	.09*	.02 (.03)	.03
Other	.16 (.16)	.07	-.26 (.21)	-.08	-.06 (.09)	-.03	-.18 (.12)	-.08
White	.08 (.08)	.07	-.04 (.12)	-.03	-.06 (.06)	-.04	-.01 (.07)	-.01
Diffused Avoidant Identity ON								
Relationship Behaviors	.03 (.05)	.04	.15 (.07)	.20*	-.01 (.04)	-.01*	.08 (.05)	.10
Core Unstructured	.02 (.03)	.08	.05 (.02)	.26*	-.01 (.02)	-.04	.03 (.02)	.15
Core Communication	.01 (.04)	.03	-.03 (.04)	-.08	.03 (.03)	.06	.04 (.03)	.07
Balance Community-Based	-.04 (.04)	-.09	.00 (.03)	.01	.03 (.03)	.08	.03 (.03)	.06
Balance Sports/Games	**-.08 (.05)** [c]	**-.18**	**-.06 (.04)**	**-.13**	**.07 (.04)** [a,d]	**.11**	**-.09 (.04)** [c]	**-.17***
Age	.06 (.05)	.10	-.02 (.04)	-.04	.04 (.03)	.06	.03 (.04)	.04
Other	.06 (.19)	.02	.05 (.23)	.02	.02 (.11)	.01	-.16 (.14)	-.07
White	-.18 (.09)	-.14	-.05 (.13)	-.03	-.27 (.08)	-.18***	-.05 (.09)	-.04
Relationship Behaviors ON								
Core Unstructured	.08 (.03)	.24*	.05 (.02)	.20*	.03 (.02)	. 10	.04 (.02)	.18*
Core Communication	-.00 (.05)	-.00	.07 (.04)	.12	.07 (.03)	.12	.09 (.03)	.16**
Balance Community-Based	.02 (.05)	.04	.03 (.03)	.08	-.06 (.03)	-.12	-.03 (.03)	-.07
Balance Sports/Games'	-.09 (.07)	-.15	-.03 (.05)	-.05	-.07 (.04)	-.09	-.01 (.04)	-.02
Age	-.01 (.06)	-.01	.06 (.04)	.09	.01 (.04)	.01	.03 (.04)	.04
Other	-.14 (.24)	-.04	-.14 (.25)	-.03	.22 (.13)	.08	.04 (.13)	.02
White	-.08 (.13)	-.04	.35 (.12)	.17***	.27 (.09)	.13	.17 (.08)	.10*

Table 22 (contd.)

R-Square				
Identity Work	.11*	.13**	.05*	.09**
Diffused-Avoidant Identity	.07	.09*	.07**	.06*
Relationship Behaviors	.04	.15***	.05**	.07**
Fit Statistics				
Chi Square	15840.95***			
DF	607			
CFI	.27			
TLI	.18			
RMSEA	.24**			

* $p < .05$, ** $p < .01$, *** $p < .001$; [a]= Different from males reporting on friends, [b]=Different from males reporting on dating partners [c]=Different from females reporting on friends [d]= Different for females reporting on dating partners