

8-2018

Deception from Parents to Romantic Partners

Xiaoti Fan

University of Arkansas, Fayetteville

Follow this and additional works at: <http://scholarworks.uark.edu/etd>

 Part of the [Child Psychology Commons](#), [Critical and Cultural Studies Commons](#), and the [Social Psychology Commons](#)

Recommended Citation

Fan, Xiaoti, "Deception from Parents to Romantic Partners" (2018). *Theses and Dissertations*. 2853.
<http://scholarworks.uark.edu/etd/2853>

This Thesis is brought to you for free and open access by ScholarWorks@UARK. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ScholarWorks@UARK. For more information, please contact scholar@uark.edu, ccmiddle@uark.edu.

Deception from Parents to Romantic Partners

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Communication

by

Xiaoti Fan
University of Kansas
Bachelor of Arts in Communication Studies, 2015

August 2018
University of Arkansas

This thesis is approved for recommendation to the Graduate Council.

Trish Amason, Ph.D.
Thesis Director

Myria Allen, Ph.D.
Committee Member

Lindsey Aloia, Ph.D.
Committee Member

Abstract

Deception plays an important role in every type of relationship, particularly for the two most intimate relationships: parent-child and romantic. People usually learn behaviors and communication strategies from their parents and enforce or adjust them in other types of relationships based on various personal as well as social influences. The purpose of this study is to examine the strategies and motives young adults use with their parents and romantic partners when they convey deceptive messages, and explore how people apply patterns of deception from their parent-child relationships to their romantic relationships. In this study, two aspects of deceptive behavior are examined: the use of different types of deception and the different deceptive motives for using each type of deceptive strategy. Participants were assigned to complete a survey after reading a series of scenarios.

Keywords: deception, omission, equivocation, distortion.

Acknowledgment

First of all, I would like to thank Dr. Allen and Dr. Aloia for being such great committee members who gave me so many valuable suggestions on my thesis. Moreover, I wanted to thank Dr. Amason for being an amazing advisor and teacher throughout my graduate study.

I also would like to thank the support from the Department of Communication, University of Arkansas. Lastly, I want to thank my family members for their support that helped me complete my program of study.

Table of Contents

Chapter 1: Introduction.....	1
Chapter 2: Review of Literature.....	3
2.1 Identifying Deception.....	3
2.2 Information Manipulation Theory.....	4
2.3 Deception in Close Relationships.....	5
2.4 Parents' Influences on Children's Romantic Relationships.....	6
2.5 Extent of Using Deception.....	8
2.6 Types of Deception	9
2.7 Motives for Using Deception	11
Chapter 3: Method.....	15
3.1 Sample.....	15
3.2 Procedures.....	16
3.3 Measures.....	17
Chapter 4: Results	21
4.1 Demographic Information.....	21
4.2 Motive Items.....	22
4.3 Categories of Motive Items	31
4.4 Compared Motives	38
Chapter 5: Discussion.....	47
5.1 Limitations	49
5.2 Strengths.....	50
5.3 Directions for Future Research	51

5.4 Conclusion.....	52
References.....	53
Appendix A: IRB Approval.....	56
Appendix B: Peterson (1996) Scale	57
Appendix C: Guthrie & Kunkel (2013) Codebook	59
Appendix D: Complete Survey	61

List of Tables & Figures

Table 1 Past, Committed, Long-term Romantic Partners Prior to Current Partner.....	22
Table 2 Motive Selections Total.....	23
Table 3 Motive Selections Individual Type.....	27
Table 4 Factor Analysis Relational Maintenance Initial.....	32
Table 5 Factor Analysis Relational Maintenance.....	34
Table 6 Factor Analysis Managing Face Needs	35
Table 7 Factor Analysis Negotiating Dialectic Tension	37
Table 8 Factor Analysis Establishing Relational Control	38
Table 9 Paired Samples T-test.....	40

List of Figures

Figure 1 Frequency of Selected Motives Parents.....	28
Figure 2 Frequency of Selected Motives Romantic Partners.....	31

Chapter 1: Introduction

According to DePaulo and Kashy (1998), deception occurs more often in close relationships than in distant relationships. We also deceive more often those whom we like compared to those whom we do not like (Bell & Depaulo, 1996). O’Hair and Cody (1994) state that deception is no different than other types of communication; it serves as a message strategy, and deception often is goal oriented. It is important to study the presence of deception in interpersonal relationships because it is so commonly used and accepted as a relational control strategy, and the purpose of deceit is the opposite to the purpose of most communication behaviors: to fulfill the goal of creating false impressions (O’Hair & Cody, 1994). A significant number of researchers studied the deceptive behaviors within romantic relationships (e.g., Cole, 2001; Guthrie & Kunkel, 2013; Hart, Curtis, Williams, Hathaway, & Griffith, 2014.). However, there is little research considering the origins of deceptive behaviors. There also are previous studies which investigated the influence that parents have on their children’s future behavior (Overbeek, Stattin, Vermulst, Ha & Engels, 2007; Scharf & Mayseless, 2008; Nosko, Tieu, Lawford & Pratt, 2011; Jarnecke & South, 2013). Both Classical Conditioning Theory and Social Learning Theory suggest that by observing a behavior (others or ourselves), and by constantly playing a role, learning takes place, and behaviors form (Bandura & Walters, 1976; Bandura, 2002; O’Conner et al., 2013). Therefore, parents can have a significant impact on their child’s communicative patterns in later romantic relationships, including their children’s deceptive communication behaviors. Thus, the way people interact with their parents can be adapted to the way they interact with romantic partners. If we can predict individuals’ patterns for using deception in their romantic relationships by looking at the deception patterns that they use in their parent-child relationships, it may be helpful for use in building a harmonious marriage in

the future and ultimately avoid conflicts caused by deception usage, as well as enhancing it. It is a significant step forward in addressing the gap between what is known about deceptive communication behaviors in involuntary family relationships and what is not known about the deceptive communication behaviors repeatedly occurring in romantic relationships. In this study, I will first examine previous research on the definition of deception, the basic theory of this study, the behavioral learning process, the use of deception, and the motives for using deception. Then, I will investigate whether people report using the same deceptive behaviors with their parents as with their romantic partners. Lastly, I will analyze the significance of those similarities and differences.

Chapter 2: Review of Literature

2.1 Identifying Deception

Scholars have conceptualized deception based on their interpretation and their studies of this communication phenomenon. Buller and Burgoon (in press) defined deception as “the intent to deceive a target by controlling information to alter the target’s beliefs or understanding in a way which the deceiver knows is false.” (p.3). This definition is very much like that provided by Knapp and Comadena (1979) that perceived deception as “the conscious alteration of information a person believes to be true in order to significantly change another’s perceptions from what the deceiver thought they would be without alternation.” (p.271). Ekman (1985) offered a similar point of view: “In my definition of a lie or deceit, then, one person intends to mislead another, doing so deliberately, without prior notification of this purpose, and without having been explicitly asked to do so by the target.” (p.28). These three conceptualizations all argue that deception is a conscious and intentional act done by the deceiver, with the goal of misleading the receiver.

From a cognitive and psychological perspective, researchers generalized deception as a communication strategy employed for specific purposes (O’Hair & Cody, 1994). Instead of viewing deception as an act of strategic behavior, O’Hair and Cody (1994) view it in a broader way; they believe deception is not only about alteration, but also includes unsuccessful communication transactions (e.g., the receiver suspects misleading behavior, etc.). Therefore, deception was defined as “the conscious attempt to create or perpetuate false impressions among other communicators” (O’Hair & Cody, 1994, p. 183). O’Hair and Cody (1994) also believed deception is a purposeful behavior, which is goal-oriented. Thus, deception cannot be an

unintended act; every deceiving behavior occurs for a purpose that works toward some kind of goal.

I believe all those definitions above are not complete. Deception must be intentional, although it does not have to be pre-planned, yet it is goal-orientated. Therefore, by combining all the definitions above, this study sees deception as “a purposeful delivery of a message that one intends to mislead another, with or without a plan to do so.”

2.2 Information Manipulation Theory

Information Manipulation Theory 1 (IMT1) by Steven McCornack (1992) serves as the foundation of this study, as it explains how deception occurs with individuals' use of different strategies. The theory was developed from Grice's Cooperative Principles, which suggests that during ordinary conversations, messages should follow four principles: *quantity*, *quality*, *relation*, and *manner*. In other words, individuals expect the messages they receive to be fully disclosed, truthfully presented, relevant to the preceding disclosure, and clearly presented. IMT1 explains deceptive messages as violations of these expectations or principles. The theory considers deception as information that is manipulated in at least four ways when producing messages: controlling the amount of information disclosed, presenting untruthful information, less disclosure of relevant information, and presenting unclear information. IMT1 also states how deceptive messages deceive. As a deceiver presents deceptive messages, the receiver is misled by believing all messages are fully cooperative, and by presuming additional false information on top of the original violation.

While IMT 1 presents the types of deception, Information Manipulation Theory 2 (IMT2) by McCornack, Morrison, Paik, Wisner, and Zhu (2014) explains not HOW but WHY people deceive. The central premise of IMT2 suggests that: (a) deceptive and truthful messages are

produced from the same system, and there is no difference in cognitive processing when deceiving and telling the truth; (b) the production of deceptive messages and truthful messages involves parallel-distributed-processing, so there is no decision made to deceive and there are no steps following that decision; (c) deception is all about creating quick solutions to problems using the most easily available and efficient information in the structure of working and long-term memory. According to IMT2, individuals would either deceive or tell the truth based on the availability of either the message or/and the efficiency of the message to solve a problem. In that case, when an individual faces a problem that he/she had successfully solved before using deceptive messages, this individual would be more likely to use the same type of message again since it is easier to access from his/her memory, and it is more effective to solve the problem based on past experiences. As a result, I propose that young adults would be more likely to adopt the same deceptive strategies that they use with their parents with their romantic partners when facing similar situations or motives because they are easier to use compared to constructing new strategies and risking potential negative consequences, even if they are truthful.

2.3 Deception in Close Relationships

Unfortunately, one must admit that we are more frequently and more likely to deceive the ones we love. The result of Bell and DePaulo's (1996) research shows that we tend to deceive more often the ones we like compared to the ones we do not like. We are unwilling to hurt the feelings of the people we like, so we exaggerate our likeness towards them or minimize our disagreement towards them even when we do not feel that way. When we consider those we like the most, we are considering people who are close to us. Our loved ones are those we trust, but they are normally those who deceive us the most. Interchangeably, we deceive them as well.

Parents and romantic partners are two of the most intimate relationships people have in their lives, therefore, deception is most likely to occur within these two types of relationships. Since most individuals experience a transition between moving on to romantic relationships from parent-child relationships, it is significant to examine the stage of this transition.

2.4 Parents' Influences on Children's Romantic Relationships

It is commonly believed that parents significantly impact their children's lives. However, most of us do not acknowledge what influences parents can make on their children's love lives. Individuals' behaviors in their parent-child relationships can influence behaviors in their romantic relationships. Scharf and Mayseless (2008) found that adolescent girls who have more autonomy in discussions with their mothers, engage in sexual intercourse with their romantic partners on a higher percentage. Furthermore, teenage girls' levels of perceived relatedness and autonomy in their parent-child relationships positively related to the quality of their romantic relationships (Scharf & Mayseless, 2008). Individuals' relationships with their parents also can be reflected in their relationships with romantic partners. A study shows how low-quality communication with parents results in low-quality romantic partnerships (Overbeek et al., 2007). Thus, individuals' behaviors, and qualities, within their parent-child relationships can predict their behaviors, and qualities within future romantic relationships, and it can be observed both cross-sectionally and longitudinally.

Although there is research investigating the correlation between individuals' relationships with parents and with their romantic partners, deception was not examined as a correlated behavior within these two types of relationships. Deception is an essential element to test within close relationships because it is a key variable that could affect relational satisfaction as previous studies show (e.g., Overbeek et al., 2007). Even though deceivers' behaviors are influenced by

the many types of relationships they have, parents ultimately are integral to forming their children's behavioral habits as they grow up, which includes the habit of deceiving in a certain way.

As a significant amount of studies have been done on children's behavior developmentally after experiencing certain traits in their involuntary family relationships (e.g., Overbeek et al., 2007; Scharf & Mayseless, 2008; Nosko et al., 2011; Jarnecke & South, 2013), little research has explored children's deceptive communication behaviors. Such communicative behaviors can be seen as learned behaviors associated with the unconditioned stimulus observed from parents as indicated from within the lens of Classical Conditioning Theory. To be specific, by observing parents' reactions and the consequences of communicating in certain ways, such as telling the truth or deceiving, children learn how to communicate in order to create better outcomes (i.e., to achieve certain communicative goals). Social Learning Theory describes how children learn from their real-life experiences to behave and to cognitively process information according to a certain schema. These experiences include observing their parents' communicative behaviors, as well as making sense of the outcomes of their own behaviors (Bandura & Walters, 1976; Bandura, 2002; O'Conner et al., 2013). When goals have been accomplished using observed and learned behavior, they are more likely to repeat these behavior in future situations, such as deceiving parents and future romantic partners. Thus, I believe children learn how and when to tell the truth, as well as deceive in different settings, for different purposes following their experiences interacting with their parents. As a result, they are more likely to continue these communicative behaviors in their future relationships. It is essential to explore one of the most often explored areas of deception, which is the frequency in which deception is used in human communication.

2.5 Extent of Using Deception

Human nature is filled with deception. We all learn to deceive as we grow up, and we use deception strategies frequently. Tuner, Edgley, and Olmstead (1975) discovered that about 62% of conversational statements made by subjects could be classified as deceptive. Venant (1991) report 97% of respondents in a nationwide survey of 5,700 people had deceived and almost one-third of the respondents reported they had cheated on their spouses. Hassett (1989) polled 88% of the 24,000 readers of *Psychology Today* and found they had told deceptive messages in the past year, and one-third of them deceived their best friends. By comparing three different studies, Serota, Levine, and Boster (2010) report that about 70%-75% of participants were deceptive at least once in the past 24 hours. Guthrie and Kunkel's (2013) research also showed that participants deceived their romantic partners 0.7 times a day on average. Obviously, deceiving is an everyday event. DePaul, Kashy, Kirkendol, Wyer, and Epstein (1996) argued that we cannot avoid deception either consciously or unconsciously. In their study, they sampled two groups. The 77 college student participants in the Depaul et al. study reported deceiving twice a day in approximately one out of every three of their social interactions. The second group consisted of persons living in a community, who admitted to using deceptive messages once a day, in one out of every five social interactions (DePaul et al., 1996). In spite of the fact that we all deceive in our everyday lives, most people think they are better deceivers than others around them, and they deceive more than they are being deceived (DePaulo et al., 1996). Most people also are more accepting of deception involving others than having deceptive messages that are told to them (Hart et al., 2014). O'Hair and Cody (1994) believe more people talk about deception today than in previous times because it appears to be a more commonplace strategy used and is thus less negatively evaluated. In this study, I will examine the frequency at which individuals report

using deception in both their parent-child relationships and in their long-term romantic relationships. Although everyone deceives extensively, individuals use different types of deception that target different receivers and different situations. Such types are explained below.

2.6 Types of Deception

Most of us may think of deception as lies and lies only. In fact, there is more than one type of deception. People usually ease their guilt by telling themselves “it is not a complete lie,” “I told a partial truth,” or “not saying anything does not make it a lie.” Nonetheless, several types of deception are present in previous research. Turner et al. (1975) divided deception into five categories: *Lies* (deceiver provides contradictory information to distort the truth), *Exaggeration*, *Half-truth* (deceiver controls the level of information disclosed), *Secrets* (deceiver remains silent), and *Diversions Responses* (deceiver changes the subject). Ekman (1985) specifies two categories of deception: *Concealment* (one person withholds the information), and *Falsification* (conceal true information and convey false information). Metts (1989) also discusses *Falsification* as occurring when the information being told completely denies the validity of the true information, or it is contradictory to the true information. *Distortion* happens when the deceiver manipulates the true information by exaggerating, minimizing, or equivocating the message that leads the receiver to an unknown aspect of the situation or causes the receiver to misinterpret the actual information. *Omission (secret)* exists when the sender completely withholds the information (Metts, 1989). Metts’ (1989) study shows that the type of deception used the most often is *Falsification*, with 47% of dating and married couples reporting using this type of deception, which accounted for almost one-half of the participants. *Falsification* is normally considered as complete lies. *Omission* is the second most frequently reported mode of deception, with 31% of the romantic couples repeatedly using this type of deception. Lastly,

Distortion is the least frequently used type of deception; only 21% of the participating couples indicating using *Distortion*. Peterson (1996) also talks about different types of deception in his study. Besides *Omission* and *Distortion*, he also describes *Half-truths*, *Blatant Lies*, *White Lies*, and *Failed Lies*. *White Lies* are commonly considered good lies; those are the lies people tell to make the other party feel good or benefit the other party. When compared to other types of deception, the *White Lie* is the most acceptable way to deceive, and most often is used according to Peterson's (1996) study of intimate romantic couples. Moreover, DePaulo et al. (1996) and Payne (2008) offer the following strategies: *Outright*, *Exaggerations*, *Subtle*, *Lying*, *Evading*, *Overstating*, and *Concealing*.

Hopper and Bell (1984) presented a six-dimensional taxonomy: *Fictions* (exaggeration, tall tale, white lie, make belief, irony, myth), *Playing* (joke, tease, kidding, trick, bluff, hoax), *Lies* (dishonesty, fib, lie, untruth, cheating), *Crimes* (con, conspiracy, entrapment, spy, disguise, counterfeit, cover-up, and forgery), *Makes* (hypocrisy, two-faced, back stabbing, evasion masking, concealment), and *Unlies* (distortion, mislead, false implication, misrepresent). Hopper and Bell's (1984) classification is too narrow to test in this study. Some of the categories like *Playing* and *Makes* are not generally acceptable as deception; furthermore, other categories like *Crimes* and *Unlies* are almost impossible to test in a study of this size. Two additional large categories of deception discussed in the field of philosophy (Chisholm & Feehan, 1977) are too broad. *Deception by Commission* is used when the agent actively engages in communication to cause a target to be deceived; whereas *Deception by Omission* occurs when the agent passively allows the target to be deceived. This study is intended to investigate different strategies used by individuals, and two categories are not enough to test; moreover, it is difficult to draw a line between "actively engaged" and "passively allows", especially for participants.

O'Hair and Cody (1994) classified deception into five types: *Lies*, *Evasion* (redirect communication away from sensitive topics), *Overstatement* (exaggerate the true information), *Concealment* (withholding partial or complete true information), and *Collusion* (deceiver and target cooperate on a false or misleading statement).

The four types of violations presented in IMT 1 (McCornack, 1992) are consistent with most studies, which are identified as *Blatant Lies*(*Falsification*), *Omission* (*Concealment*), *Evasion* (*Divisionary Responses*), and *Equivocation* (Turner et al., 1975; Ekman, 1985; Metts, 1989; O'Hair & Cody, 1994; Peterson, 1996; Depaulo et al., 1996; Payne, 2008). Some studies, however, categorized Violation of Quantity into complete violation (*Omission/Secret*) and partial violation (*Half-truth*). Additional strategies identified in most of the studies also include exaggerating or minimizing the truthful information (*Distortion, Overstatement/Subtle*), although some studies integrate *Equivocation* into *Distortion*. By combining IMT 1 and other studies that similarly adopt these strategies, I will categorize the types of deception into: *Half-truth* (partial violation of quantity), *Omission* (complete violation of quantity), *Blatant Lie* (violation of quality), *Evasion* (violation of relation), *Equivocation* (violation of manner), and *Distortion* (exaggerating or minimization). Knowing people choose different types of deception based on various social and personal factors, we need to explore further the reasons or the motives persons have for deceiving.

2.7 Motives for Using Deception

Identifying the motives for persons' using deception with parents and romantic partners is one of the most important aspects of the study of deceptive communication. Why do we deceive? The reasons often vary for everyone. In order to test for similar situations in which one interacts

with different targets (mentioned in IMT 2), we need to test for individuals' motives when we disclose such deceiving messages.

A high number of reasons for using deception were examined in multiple published studies, and most of them focused on the party being served. Metts (1989) first categorized the reasons for using deception into four groups based on the deceiver's party of focus: *Partner-Focused*, which includes avoiding hurt, maintaining face, the uncertainty about attitude, or exemption by prior behavior; *Teller-Focused* is used to protect the teller's image or role, to protect resources, avoid stress, or when feeling too confused to express; *Relationships-Focused* is used to avoid conflict, or avoid termination; and finally *Issue-Focused* focuses on issues that are too sensitive or too private. DePaulo et al. (1996) then classify individuals' intentions into *Self-Oriented* and *Other-Oriented*. Similarly, Ennis, Vrij, and Chance (2008) categorized deception into three types based on the deceiver's motives for deceiving: *Self-Centered*, *Other-Oriented*, and *Altruistic*. In other words, do individuals deceive for a purpose that benefits themselves, or benefits others? The 100 university students in their study reported telling *Self-Centered* deceptions mostly to strangers and telling altruistic deceptions mostly to close friends and romantic partners. These three categories are quite broad when considering people's motives because the human species is complex, especially for its cognitive activities. One piece of a deceptive message may involve more than one motives, also may be told for the purpose of benefiting more than more party. Sometimes, individuals may not even know why they deceive in the first place, or the motive changed throughout the deceiving process. Thus, it is not accurate to measure motives just by these three criteria.

Cole (2001) states that the behavior of deception also is related to the *Reciprocal Exchange of Information*, the *Desire to Avoid Punishment*, and *Individual's Attachment Beliefs*.

Besides those, there were six different motive categories emerging across Guthrie and Kunkel's (2013) diary entry study on romantic partners, which were much more detailed: *Engaging in Relational Maintenance*, which includes reasons for deceiving like avoiding relational turbulence, eliciting positivity, evoking negative feelings, and restoring equity; *Managing Face Needs* includes supporting positive face, and supporting negative face; *Negotiating Dialectical Tensions* involves balancing autonomy, openness, closeness, and novelty; *Establishing Relational Control* is to act coercive; *Continuing Previous Deception*, which is to cover an older deceiving message, and *Unknown*.

Topics that adolescents and early adults deceive their parents about also are discussed in some of the literature. The most often brought up topic is found in Jensen, Arnett, Feldman and Cauffman's (2004) study on adolescents, these topics are described: *Money, Sexual Behavior, Friends, Parties, Dating, and Alcohol and Drug Use*. Similar results found by Knox, Zusman, McGinty, and Gescheidler (2001) indicated that adolescents and emerging adults most likely deceive about questions like: "Where I was," "My sexual behaviors," "Who I was with," and "My alcohol use." A slightly different result showed in Villalobos and Smetana's (2012) research such that *Risk Prudential* and *Peer Issues* mostly appeared among participants self-reports. These topics, however, do not apply to romantic relationships, and topics are not necessarily motives.

Motives for deceiving have been categorized quite differently in numerous studies. There are basically two different types of classifications. One is the party being served such as *Partner-Focused, Teller-Focused, and Relational-Focused* (Metts, 1989; DePaulo et al., 1996; Ennis et al., 2008). This type of classification is relatively broad compared to the other kind. Cole (2001) and Guthrie and Kunkel (2013) divided motives for using deceptive messages into more detailed

categories. In this study, I will use Guthrie and Kunkel's six categories of motives since it is the most comprehensive and up-to-date classification of all studies examining deception. The motives are: *Relational Maintenance*, *Managing Face Needs*, *Negotiating Dialectical Tension*, *Establishing Relational Control*, *Continuing Previous Deception* and *Unknown*.

According to previous literature and in order to accomplish the goal of this study, several research questions and one hypothesis are proposed as following:

RQ1: What motives do individuals identify having when deceiving their parents?

RQ2: What motives do individuals identify having when deceiving their romantic partners?

RQ3: What motives do individuals report having when using each of the deception types with their parents?

RQ4: What motives do individuals report having when using each of the deception types with their romantic partners?

H1: Individuals will report having the same motives when using each of the types of deception strategies with their parents and with their romantic partners.

Chapter 3: Method

To answer these questions and test this hypothesis, the researcher conducted a survey to measure individuals' use of deception tactics. The population of interest is early adults from ages 18-24, who currently are in romantic relationships with other individuals. Since the research is investigating the phenomenon between parent-child relationships and romantic relationships, young adults are likely to maintain a close relationship both with parents and romantic partners at the same time. Furthermore, young adults are more likely to start transferring their closeness from their parents to their romantic partners. Thus, this population will benefit the most from this study.

3.1 Sample

IRB approval was gained before data collection (See Appendix A). The sampling frame for this study is university students because they are likely transitioning from dependence on their parents to more interdependence with others including romantic relationship partners. Approximately 350 college students were recruited, using convenience sampling in this research through the use of an online survey. The link to the online survey was distributed to persons attending the University of Arkansas, Fayetteville and the Northwest Arkansas Community College, Springdale. Course instructors in the Department of Communication were contacted to see if they would provide their students with access to the survey. Snowball sampling also was used as persons completing the survey were asked to forward the link to someone they know that fit the participant profile. The intention was to seek a diverse sample so persons outside the academic communities could participate as well as persons attending additional schools. Upon instructor approval, participants or persons who were referred were given the opportunity to complete the survey and earn extra credit for a course in which they were enrolled. To be eligible

to complete the survey, all participants were to be between the ages of 18-24, and currently involved in romantic relationships. Once participants completed the survey, they were directed to instructions for providing their names or the referral person's name, as well as this person's instructor's name. Then, the researcher sent the names of participants to the instructors for rewarding extra credit. After the survey was closed, the list of their names was destroyed.

3.2 Procedures

Surveys were used in this research to measure the reported frequency of and the motives for using deceptive behaviors. A pilot test of the survey was conducted with 11 individuals fitting the participant profile before distribution of the online link to the survey. These individuals were asked to meet together with the researcher in a classroom with their laptops. The survey used for this study was set up on Qualtrics, and the pilot test survey link was sent to the pilot testers after explaining the purpose of this pilot test. These testers were asked to take the test survey at the same time and raise their hands upon finishing, while the researcher recorded the estimated time to finish the survey (6-15 minutes). After every tester was finished, all of them were asked to bring up any concerns, questions, confusions, or suggestions.

Two additional research questions were planned before the pilot testing: "What types of deception do individuals report using with their parents?" and "What types of deception do individuals report using with their romantic partners?" After the pilot testing session, several problems were identified:

1. Pilot testers had problems understanding certain prompts. For example, they were not able to think about their own experiences, and rather got restrained by the exemplary scenarios. As a result, most of them claimed "I would never do this", or "my dad would find out if I dented his car," etc.

2. Pilot testers were unable to think about a period of time and the frequency for using each type of deception.

3. Pilot testers were unable to understand certain motives provided in the checkbox.

Because of the problems stated above, the questions that asked about frequencies (how often do you use this type of strategy with your parent/romantic partners?) were removed. Therefore, these two initial research questions were removed.

The researcher contacted instructors and professors teaching at the University of Arkansas to distribute the link to their students after making edits to the survey questions based upon pilot test responses. Participants were asked to read the informed consent form and agree to answer the survey questions before they could see the questions. Advancing to the beginning of the survey indicated implied consent. Participants who were under the age of 18 or over the age of 24 were prevented from answering further questions. Individuals who were not in a romantic relationship also were prevented from answering further questions. After data collection, the researcher provided instructors with the list of students who completed the survey to earn extra credit.

3.3 Measures

3.3.1 Demographic information. Questions sought general information about the participants. They provided their ages, the number of romantic partners they have had in the past prior to the current partner, what kind of family they are living in or grew up in (i.e. biological single-parent, one step-parent, etc.), and how often they typically meet their partners. These data were collected to screen out persons who accessed the survey but did not fit the desired participant profile, used in participant description, and served as providing additional variables for future studies.

3.3.2 Types of deception. Participants were given six exemplary scenarios representing each type of deception, and they were asked to think about their own experiences when they used similar deceptive techniques with their parents. The scale was adapted from the one provided by Peterson (1996). The original scale measured the link between the frequency of using different types of deception and satisfaction (see Appendix B). Four scenarios were used directly from Peterson's (1996) study (*Half-truth*, *Omission*, *Distortion*, and *Blatant Lie*) and two scenarios were created based on exemplary scenarios from McCornack's IMT 1 (*Equivocation* and *Evasion*). Appendix D presents the complete survey with all 12 scenarios created for different types of deception.

Half-truth was measured by the behavior of telling information that is partially true but not a complete truth (Peterson, 1996). *Omission* was measured by participants' behaviors of withholding or hiding the entire information (Mett, 1989). *Distortion* was measured by behaviors of telling information that is exaggerated or minimized so that the listener would not know the true information or would logically misinterpret the information provided (Mett, 1989). *Blatant Lie* was being measured by participants reporting their use of the behaviors of telling information that is entirely different from or contradicts the actual information (Mett, 1989; Peterson, 1996). *Equivocation* is measured by behaviors and messages that are vague or ambiguous in meanings (McCornack, 1992). *Evasion* was measured by use of messages that change the subject (Turner et al., 1974; Payne, 2008) or redirected from a sensitive topic (O'Hair and Cody, 1994). Similar sets of scenarios were used for the second part of the survey based on reality by changing the word "parent" to "romantic partners."

3.3.3 Motives for deception. Participants checked all applicable motives for using each type of deception with their parent after reading each scenario and thinking about their own

experiences. The motives were adapted from Guthrie and Kunkel (2013)'s diary study. The original study was a qualitative study that measured different deceiving motives based on participants' descriptions of deceptive scenarios in their own lives. The original codebook was adjusted into checkboxes for the purpose of this study. Participants were asked to "Please check one or more reason(s) below for engaging in such behaviors." *Relational Maintenance* was measured using motives of avoiding relational turbulence, avoiding confrontation, avoiding suspicion, avoiding negative reactions/feelings, avoiding punishment/serious consequences, making the other party happy, and restoring harmony after perceived relational transgression (Guthrie, & Kunkel, 2013). An example is: "You want to make your parent happy." *Managing Face Needs* was measured using motives of supporting one's own positive face, supporting the other's positive face, saving one's own negative face, and saving the other's negative face (Guthrie, & Kunkel, 2013). An example is: "You need to avoid embarrassment (save face) in front of your parents." *Negotiating Dialectical Tensions* was measured using motives of balancing autonomy/connection (independence vs. togetherness), balancing openness (open communication), balancing closeness, and balancing novelty/predictability (spontaneity vs. expected behaviors) (Guthrie, & Kunkel, 2013). An example item is: "You want to show closeness with your parent." *Establishing Relational Control* was measured using motives of ensuring the other party behaves or feels how one wants them to (Guthrie, & Kunkel, 2013). An example item is: "You want to make your parent act in a certain way." *Continuing Previous Deception* was measured using motives of trying to continue or maintain the deceptive message that has been told in the past (Guthrie, & Kunkel, 2013). An example item is: "You need to continue something you told your parent earlier." *Unknown* was measured using motives that cannot be identified. An example is: "I don't know what the reasons were." The original

codebook was created by Guthrie and Kunkel to code motives for deceptive behaviors (See Appendix C). The revised version of the scale consists of 24 (parents)/26(romantic partners) items, with checkboxes in front of each item (See Appendix D). The slightly adjusted sets of items repeated on the second part of the survey was due to adding two items that uniquely fit romantic relationships.

Chapter 4: Results

4.1 Demographic Information

There were 255 respondents that completely answered the full set of the questions of which fell between the ages of 18-24, and currently were in a romantic relationship. Among all responses, 71.4% (N=182) of the respondents identified having a domestic (local) romantic relationship, and 28.6% (N=73) of the respondents identified having long-distance relationships.

Table 1 shows the majority (71%) of the participants reported having one (N=105) or zero (N=76) romantic partners prior to the current partner, which aids in the validity of this study because these relationships are developing during the respondents' transition from their parent-child relationships to young adults in early romantic relationships. The local couples reported seeing each other on average of one to two times a week. Out of 73 long-distant relationships, 28.8% (N=21) of the respondent see their partners once a month; 24.7% (N=18) see them twice a month; 13.7% (N=10) see them four to eight times a month; and 11% (N=8) meet 0.3 times a month. Other than those most selected frequencies, 4.1% (N=3) only see their partners less than 0.3 times a month; 12.3% (N=9) see them anywhere between 0.3 times to once a month; 2.7% (N=2) of them fell between once to twice a month; and 2.7% (N=2) between two to four times a month.

Table 1

Past, Committed, Long-term Romantic Partners Prior to Current Partner

<u>Valid</u>	<u>Frequency</u>	<u>Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
0	76	29.8	29.8	29.8
1	105	41.2	41.2	71.0
10	2	.8	.8	71.8
2	50	19.6	19.6	91.4
3	13	5.1	5.1	96.5
4	4	1.6	1.6	98.0
5	3	1.2	1.2	99.2
7	1	.4	.4	99.6
8	1	.4	.4	100.0
Total	255	100.0	100.0	

For family structure, 249 responses were recorded, and six responses were missing. The majority of the participants (63.5%, N=158) are living in or grew up in a biological two-parent household; 20.1% (N=50) reported having a family structure that includes but not limited to a biological two-parent household; 6.4% (N=16) reported a mixed family structure that includes more than one type of structure; 6% (N=15) reported living in multiple households. Moreover, 2.8% (N=7) of the responses reported growing up in a biological single-parent household; and 1.2% (N=3) grew up with one step-parent.

4.2 Motive Items

In order to answer RQ1 (What motives do individuals identify having when deceiving their parents?), each motive item was summed up across all six scenarios for parents. As shown in Table 2 (a), 24 motives for all six deceptive strategies were calculated and compared. The table is arranged in an order from most selected motive to the least selected motive within each of the six motive categories from Guthrie and Kunkel (2013).

Table 2 (a)

Motive Selections Total

<u>Parent</u>			
	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>
<u><i>Relational Maintenance</i></u>			
P don't want fight	219	3.2283	1.51534
P make them happy	202	2.5594	1.50585
P don't want them to feel bad	201	2.5025	1.38609
P don't want them to be suspicious	196	2.5969	1.45560
P afraid being punished	188	2.8670	1.55415
P want them to hear what they want	149	1.9329	1.12505
P create a lighter mood	123	2.1220	1.32186
P make things good again after a fight	53	1.6981	1.20232
<u><i>Managing Face Needs</i></u>			
P want to look good in front of them	169	2.2544	1.30489
P want to save face	119	2.0336	1.17843
P want them to feel they look good	58	1.7414	1.23630
P don't want them to feel they look bad	54	1.5000	.94669
<u><i>Negotiating Dialectical Tension</i></u>			
P want to keep things private	164	1.8841	1.08192
P want to declare independence	107	1.5234	.81664
P want to have an open communication	89	1.4944	.89346
P want to show closeness	67	1.4478	.82174
<u><i>Establishing Relational Control</i></u>			
P I'm expected to behave like this	131	1.4656	.78738
P want to follow the norms	125	1.7120	1.12031
P want them to feel in a certain way	106	1.8113	1.19613
P want them to act in a certain way	62	1.5323	1.08216
<u><i>Continuing Previous Deception</i></u>			
P want to cover up something told earlier	87	1.5287	.98641
P want to continue something told earlier	50	1.3600	.80204
<u><i>Unknown</i></u>			
P I do not know	41	1.4634	.83957
P other	22	1.8182	1.05272

*P=Total motives counts across all six scenarios in use of deception with parent

From the table above, we can see that the most frequently used motives when individuals deceive their parents are: “I don’t want to cause a fight,” “I want to make my parent happy,” “I don’t want my parent to feel bad,” “I don’t want my parent to be suspicious,” and “I’m afraid of being punished.” Besides the *Relational Maintenance* motives described by Guthrie and Kunkel (2013), a few items from the *Dialectical Tension* and *Relational Control* instrument also appeared frequently (“I want to look good in front of them” “I want keep things private,” and “they expect me to behave in this way”).

To answer RQ2 (What motives do individuals identify having when deceiving their romantic partners?), each motive item was summed up across all six scenarios for romantic partners. As shown in Table 2 (b), 26 motives for all six deceptive strategies were calculated and compared. The table is arranged in an order from most selected motive to the least selected motive within each of the six motive category from Guthrie and Kunkel (2013). For romantic partners, the most frequently reported motives also cluster around the *Relational Maintenance* category, although not much was reported for the other two. The most selected motives are :“I don’t want to cause a fight,” “I want to make my partner happy,” “I don’t want my partner to feel bad,” “I don’t want my parent to be suspicious,” “I don’t want my partner to be jealous,” and “I’m afraid of being punished.”

Table 2 (b)

Motive Selections Total

<u>Romantic Partner</u>			
	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>
<u><i>Relational Maintenance</i></u>			
RP don't want fight	202	3.3317	1.64025
RP make them happy	171	2.5322	1.64240
RP don't want them to feel bad	168	2.8036	1.58307
RP don't want them to be suspicious	162	2.8148	1.55728
RP don't want them to be jealous	139	2.0432	1.05549
RP afraid being punished	135	2.2815	1.44889
RP want them to hear what they want	106	1.8679	1.14705
RP create a lighter mood	99	1.9899	1.22470
RP make things good again after a fight	39	1.8718	1.39886
<u><i>Managing Face Needs</i></u>			
RP want to look good in front of them	126	2.1032	1.30739
RP want to save face	114	1.8158	1.21616
RP want them to feel they look good	47	1.7021	1.06148
RP don't want them to feel they look bad	39	1.5641	.78790
<u><i>Negotiating Dialectical Tension</i></u>			
RP want to declare independence	87	1.4023	.72272
RP want to keep things private	87	2.0115	1.33377
RP want to have an open communication	51	1.6863	1.31894
RP want to show closeness	43	1.9302	1.33444
RP want to create surprise	23	1.3478	.77511
<u><i>Establishing Relational Control</i></u>			
RP want them to feel in a certain way	88	1.5795	1.11130
RP want to follow the norms	85	1.7882	1.11370
RP want them to act in a certain way	53	1.6226	1.06023
RP I'm expected to behave like this	52	1.4808	1.07540
<u><i>Continuing Previous Deception</i></u>			
RP want to continue something told earlier	37	1.4054	.83198
RP want to cover up something told earlier	36	1.4167	.99642
<u><i>Unknown</i></u>			
RP I do not know	44	2.0227	1.35524
RP other	27	2.9259	1.89992

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

Table 3(a) show the overall frequencies for each of the 24 items selected across each of the six type of deception usage with parents. This table is presented with each of the Gutheri and Kunkle's (2013) motive categories, but with the order that appears in the survey. The red numbers highlighted in the table indicated the most selected motives in each type of deception. As we can see in Table 3(a), RQ3 (What motives do individuals report having when using each of the deception types with their parents?) can be answered. The most frequently occurring motives for *Half-truth* are the first five at the top: "I want to make my parent happy," "I don't want to cause a fight," "I don't want my parent to be suspicious," "I don't want my parent to feel bad," "I'm afraid of being punished," as well as "I want to keep something private" towards the bottom. For *Omission*, similar results are shown: "I don't want to cause a fight," "I don't want my parent to feel bad," and "I'm afraid of being punished" are the three most used motives. *Distortion* type of deception shows the most frequent motives are "I want to make my parent happy," "I don't want to cause a fight," and "I want to look good in front of my parent." Most of the motives for *Blatant Lies* are "I don't want to cause a fight," "I don't want my parent to feel bad," and "I'm afraid of being punished." For *Equivocation*, "I want to make my parent happy," "I don't want to cause a fight," "I don't want my parent to be suspicious," and "I don't want my parent to feel bad" are the most often occurring motives. Lastly, participants reported having the motives of "I don't want my parent to be suspicious," "I want to declare independence from my parent," and "I want to keep something private" the most for *Evasion*.

Table 3 (a)

Motive Selections Individual Type

Parent	<u>Half-truth</u>	<u>Omission</u>	<u>Distortion</u>	<u>Blatant Lie</u>	<u>Equivocation</u>	<u>Evasion</u>
<i>Relational Maintenance</i>						
Happy	132	85	95	52	114	39
Fight	144	137	97	143	124	42
Suspicious	135	54	63	81	105	71
Feel Bad	120	121	52	90	89	31
Punished	114	119	49	139	73	45
Hear	68	44	60	29	73	14
Mood	54	45	55	33	53	21
Good	27	13	11	16	8	15
<i>Managing Face Needs</i>						
Look Good	85	54	83	67	65	27
Feel Look Good	29	9	19	14	14	16
Save Face	37	52	48	47	28	30
Feel Look Bad	23	14	9	10	16	9
<i>Negotiating Dialectical Tension</i>						
Independence	30	12	12	8	27	74
Closeness	26	12	18	11	15	15
Open	45	17	12	12	20	27
Private	107	27	19	29	58	69
<i>Establishing Relational Control</i>						
Norms	72	30	25	28	42	17
Expect	80	22	29	10	40	11
Act	10	10	23	11	9	32
Feel	30	33	34	20	21	54
<i>Continuing Previous Deception</i>						
Continue	28	6	10	4	11	9
Cover Up	53	12	11	18	21	18
<i>Unknown</i>						
Don't Know	2	12	12	7	7	20
Other	1	4	10	10	4	11

*Red color=most selected motives under each type of deception

To have a more direct visual presentation, Figure 1 shows an overall pattern across all six scenarios for parents. In this figure, the warm colors indicate a higher level of selection, and the cold colors indicate lower level selection. Apparently, *Relational Maintenance* was selected most across all six types of deception usage with parents.

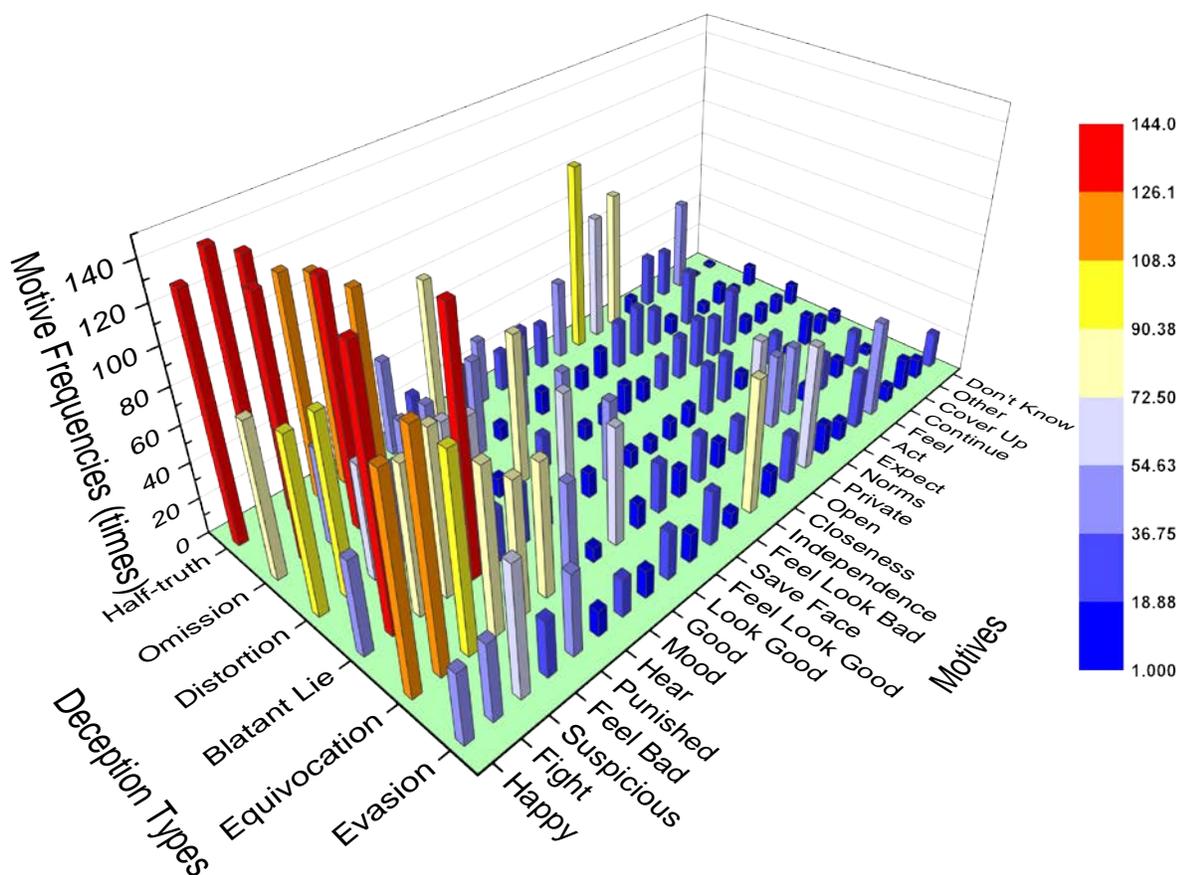


Figure 1: Frequency of selected motives for all six scenarios when deceiving parents. Color from red to blue indicates higher number of selection to lower number of selection.

Table 3(b) shows the overall frequencies for each of the 26 items selected across each of the six type of deception usage with romantic partners. This table is presented with each of the Guthrie and Kunkle's (2013) motive categories, but with the order that appears in the survey.

The red numbers highlighted in the table indicated the most selected motives in each type of deception.

RQ4 was answered (What motives do individuals report having when using each of the deception types with their romantic partners?) by this table. When using *Half-truth* as a deceptive strategy with romantic partners, the most often occurring motives for doing so include “I want to make my partner happy,” “I don’t want to cause a fight,” “I don’t want my partner to be suspicious,” “I don’t want my partner to feel bad,” and “I don’t want my partner to be jealous.” For *Omission*, the two most frequent motives are “I don’t want to cause a fight,” and “I don’t want my partner to feel bad.” “I want to make my partner happy,” and “I don’t want to cause a fight” are most frequently reported as motives for using *Distortion*. *Blatant Lies* are most often told because “I don’t want to cause a fight.” *Equivocation* is appearing mostly because “I don’t want to cause a fight,” “I don’t want my partner to be suspicious,” and “I don’t want my partner to be jealous.” *Evasion* is told mostly because “I don’t want my partner to be suspicious” “I want to declare independence from my partner,” and “I want my partner to feel in a certain way.”

Table 3 (b)

Motive Selections Individual Type

<u>Romantic Partner</u>						
	<u>Half-truth</u>	<u>Omission</u>	<u>Distortion</u>	<u>Blatant Lie</u>	<u>Equivocation</u>	<u>Evasion</u>
<i><u>Relational Maintenance</u></i>						
Happy	95	76	88	59	80	35
Fight	145	126	96	132	120	54
Suspicious	101	45	73	70	98	64
Feel Bad	86	109	63	81	89	43
Punished	37	51	27	65	75	53
Jealous	88	13	40	7	100	36
Hear	48	29	37	21	47	16
Mood	43	38	38	29	31	18
Good	10	11	14	10	12	16
<i><u>Managing Face Needs</u></i>						
Look Good	43	41	61	52	35	33
Feel Look Good	15	15	12	10	15	13
Save Face	20	40	22	63	28	34
Feel Look Bad	16	7	8	12	10	8
<i><u>Negotiating Dialectical Tension</u></i>						
Independence	13	3	11	10	27	58
Closeness	16	12	19	9	14	13
Open	17	10	14	11	10	24
Private	36	20	21	20	33	45
Surprise	7	3	8	4	6	3
<i><u>Establishing Relational Control</u></i>						
Norms	35	23	18	30	34	12
Expect	23	13	11	9	15	6
Act	9	11	16	9	8	33
Feel	15	11	29	14	13	57
<i><u>Continuing Previous Deception</u></i>						
Continue	12	2	9	6	17	6
Cover Up	10	9	5	12	10	5
<i><u>Unknown</u></i>						
Don't Know	12	11	16	16	11	23
Other	11	12	14	15	15	12

*Red color=most selected motives under each type of deception

To have a more direct visual presentation, Figure 2 shows an overall pattern across all six scenarios for romantic partners. In this figure, the warm colors indicate a higher level of selection, and the cold colors indicate lower level selection. Apparently, *Relational Maintenance* has been selected most across all six types of deception usage with romantic partners as well.

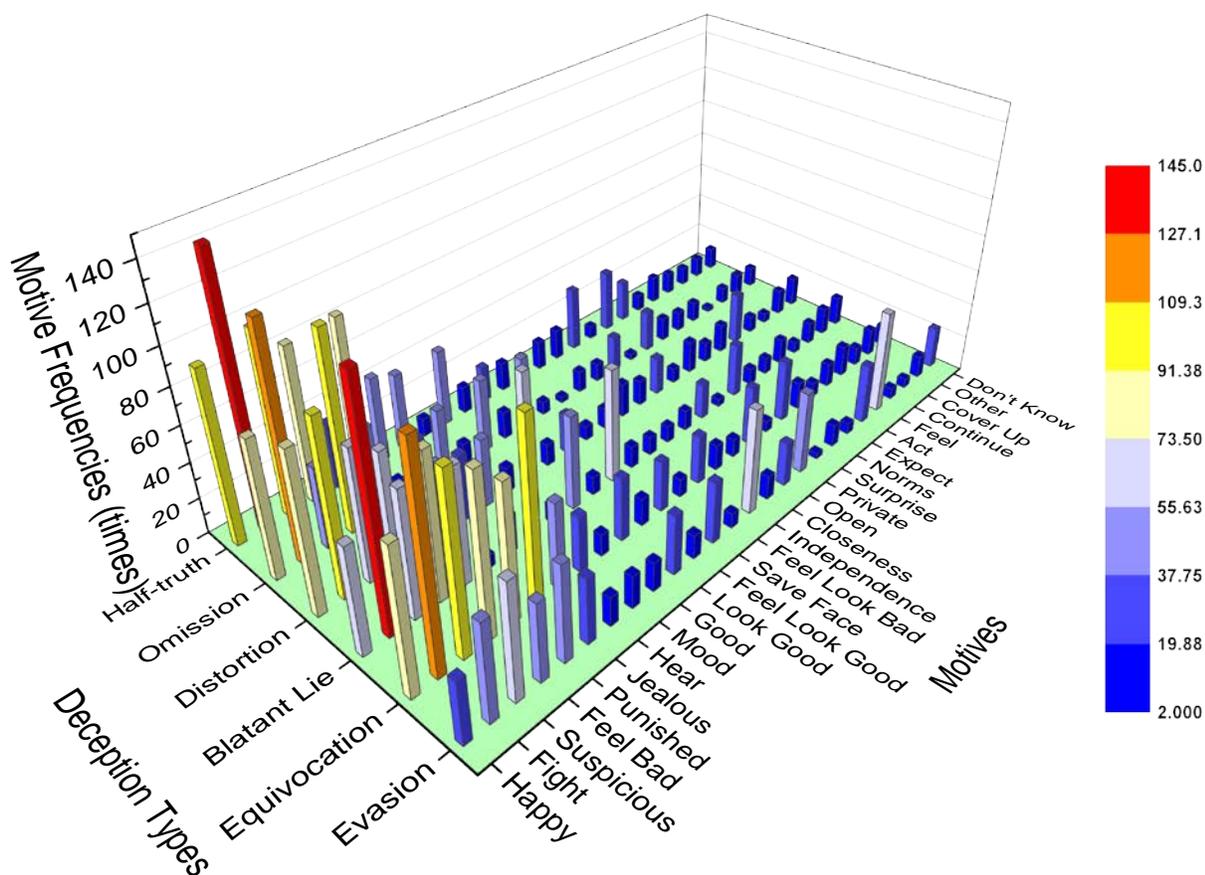


Figure 2: Frequency of selected motives for all six scenarios when deceiving parents. Color from red to blue indicated higher number of selection to lower number of selection.

4.3 Categories of Motive Items

In order to test for the hypothesis (Individuals will report having the same motives when using each of the types of deception strategies with their parents and with their romantic

partners.), individual items need to be put into larger categories. There were six categories in Guthrie and Kunkel's (2013) diary study, and in this study, items were categorized based on the results of the factor analysis of each category. Each category was compared between parents and romantic partners to determine which items should remain.

Table 4(a) and Table 4(b) show the initial factor analysis of the first category: *Relational Maintenance*. As we can see here, several items do not cluster across both relationships. Those items include: "I want them to hear what they want," "I want to lighten the mood," and "I want to make things good again after a fight."

Table 4(a)

Factor Analysis Relational Maintenance Initial

Parent	1	2
P make them happy	.707	-.200
P don't want fight	.744	.077
P don't want them to be suspicious	.768	-.357
P don't want them to feel bad	.765	-.380
P afraid being punished	.648	-.464
P want them to hear what they want	.756	.224
P create a lighter mood	.675	.556
P make things good again after a fight	.639	.634

*P=Total motives counts across all six scenarios in use of deception with parent

Table 4(b)

Factor Analysis Relational Maintenance Initial

Romantic Partner		
	1	2
RP make them happy	.607	.207
RP don't want fight	.694	-.372
RP don't want them to be suspicious	.827	-.234
RP don't want them to feel bad	.782	-.275
RP afraid being punished	.657	-.381
RP don't want them to be jealous	.674	-.212
RP want them to hear what they want	.451	.522
RP create a lighter mood	.691	.560
RP make things good again after a fight	.777	.400

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

After trying to group different combinations of these items, “mood” and “hear” were removed from further analysis for both relationships. The extra motive in romantic relationships (“I don’t want my partner to be jealous”) also was removed as it did not pertain to the purpose of this study. The final factor analysis is shown in Table 5(a) and Table 5(b). Therefore, the *Relational Maintenance* motives includes: “I want to make my parent/partner happy,” “I want to avoid conflict/fight,” “I don’t want my parent/partner to be suspicious,” “I don’t want them to feel bad,” “I’m afraid of being punished,” and “I want to make things good again after a fight” (N=6, $\alpha=.825$; N=6, $\alpha=.849$).

Table 5(a)

Factor Analysis Relational Maintenance

Parent	
	1
P make them happy	.712
P make them happy	.772
P don't want them to be suspicious	.839
P don't want them to feel bad	.784
P afraid being punished	.724
P make things good again after a fight	.538

*P=Total motives counts across all six scenarios in use of deception with parent

Table 5(b)

Factor Analysis Relational Maintenance

Romantic Partner	
	1
RP make them happy	.658
RP don't want fight	.798
RP don't want them to be suspicious	.805
RP don't want them to feel bad	.843
RP afraid being punished	.718
RP make things good again after a fight	.734

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

The second category *Managing Face Needs* includes items “I want to look good in front of them,” “I want them to feel they look good in front of me,” “I want to avoid embarrassment,”

and “I don’t want them to feel they look bad in front of me” (N=4, $\alpha=.585$; N=4, $\alpha=.692$). The factor analysis for both relationships are as shown in Table 6(a) and Table 6(b). It seems that the motive “I want to look good in front of my parent/romantic partner” is not aligned with the other three as strong, especially for romantic partners. I believe the reason is about respondents being more intimate and familiar with their parents than with their romantic partners. Furthermore, for their parent-child relationship and long-term committed romantic relationship, it is reasonable to believe that “I want to look good” is no longer an important thing to consider as they became more and more familiar with their parents and romantic partners.

Table 6(a)

Factor Analysis Managing Face Needs

<i>Parent</i>	
	1
P want to look good in front of them	.521
P want to save face	.728
P want them to feel they look good	.678
P don’t want them to feel they look bad	.785

*P=Total motives counts across all six scenarios in use of deception with parent

Table 6(b)

Factor Analysis Managing Face Needs

Romantic Partner		
	1	2
RP want to look good in front of them	.491	.830
RP want them to feel they look good	.884	.243
RP want to save face	.846	-.392
RP don't want them to feel they look bad	.740	-.394

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

The third category is *Negotiating Dialectic Tension*. The motive “I want to keep something private,” was removed from additional analysis based on the factor analysis for both relationships. The extra item: “I want to create a feeling of surprise/freshness” also was removed from the analysis of romantic relationships due to the purpose of this study. Moreover, the item “I want to declare independence from my parent/partner” showed to be the exact opposite to the other two items. Thus, I believe independence plays an opposite role in both relationships while individuals tried to maintain closeness and openness to their parents and romantic partners. As a result, this category only consists of two items: “I want to show closeness to my parent/partner,” and “I want to have open communication with my parent/partner” (N=2, $r=.569$; N=2, $r=.533$). See Table 7(a) and Table 7(b) for the final factor analysis.

Table 7(a)

Factor Analysis Negotiating Dialectic Tension

Parent	
--------	--

	1
P want to show closeness	.886
P want to have an open communication	.886

*P=Total motives counts across all six scenarios in use of deception with parent

Table 7(b)

Factor Analysis Negotiating Dialectic Tension

Romantic Partner	
------------------	--

	1
RP want to have an open communication	.875
RP want to show closeness	.875

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

For the fourth category *Establishing Relational Control*, two items were removed from further analysis based on the factor analysis: “I want to follow the norm between us,” and “I feel they expect me to behave in this way.” Thus, the two items included in this category are: “I want to make them act in a certain way,” and “I want them to behave in a certain way” (N=2, $r=.769$; N=2, $r=.767$) as shown in Table 8(a) and Table 8(b).

Table 8(a)

Factor Analysis Establishing Relational Control

Parent	
	1
P want them to act in a certain way	.941
P want them to feel in a certain way	.941

*P=Total motives counts across all six scenarios in use of deception with parent

Table 8(b)

Factor Analysis Establishing Relational Control

Romantic Partner	
	1
RP want them to act in a certain way	.940
RP want them to feel in a certain way	.940

*RP=Total motives counts across all six scenarios in use of deception with romantic partner

The fifth category, *Continuing Previous Deception*, is measured by two items: “I need to continue something I told earlier,” and “I need to cover up something I told earlier” (N=2, $r=.822$; N=2, $r=.006$). The last category is *Unknown*, which was measured by: “I don’t know what the reasons were.” There were 40 responses in the parent relationship and 44 responses in the romantic relationship that chose this motive.

4.4 Compared Motives

The hypothesis of this study proposes: Individuals will report having the same motives when using each of the types of deception strategies with their parents and with their romantic

partners. In order to test this, the study used paired samples t-tests to compare each motive for the two relationships under each type of deception used. With a 95% Confidence Interval of the Difference, the $p > .005$ indicates no significant difference, which means individuals do have the same motives when using the same types of deception with their parents and their romantic partners. To recall, the six types of deception are: *Half-truth*, *Omission*, *Distortion*, *Blatant Lie*, *Equivocation*, and *Evasion*. The six motives are: *Relational Maintenance*, *Managing Face Needs*, *Negotiating Dialectical Tension*, *Establishing Relational Control*, *Continuing Previous Deception*, and *Unknown*. For accuracy purpose, *Unknown* was not tested with the other five motives.

Table 9(a) shows the result of the first type of comparison (*Half-truth*). The last three motives: *Negotiating Dialectical Tension*, *Establishing Relational Control*, and *Continuing Previous Deception* were all proven to be not significantly different between parents and romantic partners while using the *Half-truth* type of deception. When using *Omission* as the deceptive strategy, individuals reported no significant difference between the two relationships for all five motives as indicated in Table 9(b). When using the *Distortion* type of deception, the same results as shown in Table 9(c), which all five motives were not significant different. When telling *Blatant Lies*, there was not a significant difference between parents and romantic partners for *Managing Face Needs*, *Negotiating Dialectical Tension*, *Establishing Relational Control*, and *Continuing Previous Deception* motives for engaging in this type of behavior (Table 9(d)); with the only exception being *Relational Maintenance*. All five motives were shown not significant different between two relationships in both *Equivocation* and *Evasion* types of deception usage (Table 9(e) and Table 9(f)).

Table 9(a)

Paired Samples T-test

Paired Difference: Half-truth

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	.53672	1.53373	4.656	176	.000
Pair 2	P Managing Face Needs- RP Managing Face Needs	.49091	.90006	4.045	54	.000
Pair 3	P Dialectical Tension - RP Dialectical Tension	.16667	.57735	1.000	11	.339
Pair 4	P Relational Control – RP Relational Control	-.11111	.33333	-1.000	8	.347
Pair 5	P Continue Previous- RP Continue Previous	.16667	.40825	1.000	5	.363

*P=Parent

*RP=Romantic Partner

Table 9(b)

Paired Samples T-test

Paired Differences: Omission

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	.29143	1.41449	2.726	174	.007
Pair 2	P Managing Face Needs- RP Managing Face Needs	-.05128	.75911	-.422	38	.675
Pair 3	P Dialectical Tension - RP Dialectical Tension	-.50000	.54772	-2.236	5	.076
Pair 4	P Relational Control – RP Relational Control	.09091	.30151	1.000	10	.341
Pair 5	P Continue Previous- RP Continue Previous	.20000	.44721	1.000	4	.374

*P=Parent

*RP=Romantic Partner

Table 9(c)

Paired Samples T-test

Paired Differences: Distortion

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	-.15789	1.52177	-1.197	132	.234
Pair 2	P Managing Face Needs- RP Managing Face Needs	.15789	.84069	1.418	56	.162
Pair 3	P Dialectical Tension - RP Dialectical Tension	-.22222	.44096	-1.512	8	.169
Pair 4	P Relational Control – RP Relational Control	-.06250	.57373	-.436	15	.669
Pair 5	P Continue Previous- RP Continue Previous	.66667	.57735	2.000	2	.184

*P=Parent

*RP=Romantic Partner

Table 9(d)

Paired Samples T-test

Paired Differences: Blatant Lies

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	.30303	1.31327	2.964	164	.003
Pair 2	P Managing Face Needs- RP Managing Face Needs	-.09524	.77697	-.973	62	.334
Pair 3	P Dialectical Tension - RP Dialectical Tension	.00000	.70711	.000	4	1.000
Pair 4	P Relational Control – RP Relational Control	-.10000	.56765	-.557	9	.591
Pair 5	P Continue Previous- RP Continue Previous	.28571	.48795	1.549	6	.172

*P=Parent

*RP=Romantic Partner

Table 9(e)

Paired Samples T-test

Paired Differences: Equivocation

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	-.10759	1.52092	-.889	157	.375
Pair 2	P Managing Face Needs- RP Managing Face Needs	-.14634	.65425	-1.432	40	.160
Pair 3	P Dialectical Tension - RP Dialectical Tension	.00000	.75593	.000	7	1.000
Pair 4	P Relational Control – RP Relational Control	.14286	.37796	1.000	6	.356
Pair 5	P Continue Previous- RP Continue Previous	-.14286	.37796	-1.000	6	.356

*P=Parent

*RP=Romantic Partner

Table 9(f)

Paired Samples T-test

Paired Differences: Evasion

		<u>Mean</u>	<u>Std. Deviation</u>	<u>t</u>	<u>df</u>	<u>p</u>
Pair 1	P Relational Maintenance- RP Relational Maintenance	-.23404	1.34744	-1.684	93	.096
Pair 2	P Managing Face Needs- RP Managing Face Needs	-.02778	.77408	-.215	35	.831
Pair 3	P Dialectical Tension - RP Dialectical Tension	.09091	.30151	1.000	10	.341
Pair 4	P Relational Control – RP Relational Control	-.08333	.50000	-1.000	35	.324

*P=Parent

*RP=Romantic Partner

From the results above, the hypothesis is mostly supported. With a 95% confidence interval of difference, the majority of the motives were proven to not be significantly different when using the same types of deceptive strategy with parents and romantic partners. The only three exceptions were: *Relational Maintenance* under *Half-truth*, *Omission*, and *Blatant Lie*, also *Managing Face Needs* under *Half-truth*. The key motive category is *Relational Maintenance*.

Chapter 5: Discussion

The main purpose of this study was to examine young adults' use of deception strategies with their parents and their romantic partners. There were four research questions asked and one hypothesis proposed. The first and the second research questions asked about the most used motives for deceiving overall for parents and romantic partners. Results demonstrated that: individuals most often have *Relational Maintenance* motives with their parents and romantic partners. Research questions three and four further broke down the previous questions into individual types of strategies, asking which motives were most frequently present for each strategy with parents and romantic partners. From the results, except for the strategy *Evasion*, all other types of deception were used due to motives falling into the *Relational Maintenance* category for both relationships. I believe that the main goal for deception usage in intimate relationships is to maintain the relationship, which is why the *Relational Maintenance* motive is the most selected motive for both relationships. The other five motives were not used as often for both relationships; therefore, we can see a similar pattern in individuals' use of deception with both parents and romantic partners. Although there were minor differences across each type of deception, and two types of relationships, overall, the most frequently occurring motive for young adults was the *Relational Maintenance* motive.

Individual items were categorized into six larger groups of motives based on the results of factor analysis. The classification system used in this study is different than the one used in Guthrie and Kunkel (2013)'s diary study, which is the result of the different methods (quantitative) used in this study. The original categorization was generated from the codebook of a qualitative study of self-reported real-life descriptions. The present study, however, is a

quantitative study that collected data with survey questions instead of scripts. This difference in method caused the alteration in categories as a result.

The hypothesis is mostly supported in this study, all motives under all types of deception strategies were proven to be no different from parents to romantic partners except for three pairs. Out of the three pairs, two fell under *Relational Maintenance* motives, and the reasons can be explained. Based on previous studies and theories, the way people communicate varies in different types of relationships and social settings. Although parents play an essential role in forming children's communicative habits, young adults learn to manage various relationships through interactions with additional models such as peers, teachers, mentors, and so forth. For instance, maintaining a relationship with our mom is different than maintaining a relationship with our partner; one is involuntary, the other one is voluntary; one is unlikely to be terminated, and the other one is more likely to be so. Thus, it is reasonable for individuals to vary when having *Relational Maintenance* motives when using some deceptive strategies. Furthermore, *Relational Maintenance* has been the most selected motive for deception usage in both relationships, which means it is the most encountered motive of all; therefore, there was a high chance for differences to occur due to this reason. On the other hand, the other five categories had much lower chances to expose to situations that might cause the difference in use of deception strategies. Moreover, *Relational Maintenance* involves both parties, not just the deceiver, but also involves the reactions of the receiver. Thus, there are many social and personal factors that could cause the differences we see here. For the other five motives, it is less likely to involve the receiver as one of the deceptive processes and it is not related to the types of relationships that much; so, it is less likely to see a difference in the use of deceptive strategies.

Overall, we see a pattern and similarities of having the same motives when deceiving parents and romantic partners using the same type of deception.

IMT 2 (McCornack et al., 2014) successfully explained the results of this study.

Deception strategy is all about quick problem solving, and individuals do tend to pick the most accessible strategy from their long-term memory when facing motives similar to those they have had in past situations. Social Learning Theory also was supported by the results of this study which demonstrated that individuals learn how to communicate (deceive in this case) from their interactions with their parents, and then apply it to their romantic relationships by evaluating possible outcomes. Therefore, these theories explained and supported the results seen in this study. Moreover, this study has extended these theories to a further path. Individuals constantly are learning new behaviors while interacting with different people, as well as maintaining and applying behaviors previously learned. However, when facing the same problems, they tend to use the stored problem-solving techniques.

5.1 Limitations

Despite the fact that the research questions were answered and the hypothesis is mostly supported, there were a number of limitations that should be pointed out. The first limitation of this study is the sample. Convenience sampling was used in this study, as the majority of participants were college students, and there was a great chance of bias involving their answers, especially for those who participated for the purpose of earning extra credits. Some students were filling out the survey with minimal effort just to get it done and earn extra credit; other students may have deceived the research as to their ages and relationship status just to enter the survey; some students may have asked their parents/friends to fill out the survey. Secondly, the scenarios and the choices for motives were quite similar and long, thus some students may not

have read everything thoroughly, or been able to understand the questions/choices clearly. Thirdly, the motive measurement was taken from a qualitative study and there were no specific questions asked in the original study, participants were only asked to write down what had happened. My borrowing the codebook and creating my own questions for this study may have been problematic. I had to delete some of the items based on the factors analysis of this survey. Lastly, the scenarios I provided in the survey failed to consider the severity of the consequences that those scenarios represented. For instance, the consequence of denting a car is much more severe than the consequence of breaking a vase, while both scenarios would represent *Blatant Lie*.

5.2 Strengths

Not only were there limitations, there also were strengths in this study. The first and most important one is that this study provides a platform for those who want to further look at the link between parent-child relationship communication patterns and romantic relationship communication patterns. It has been under investigated how children form their communicative habits based on their interactions with their parents, and how do these habits affect their future interactions with their romantic partners. Therefore, this study offered a start to scholars wishing to explore more on the life transitions and the use of those communication patterns. Furthermore, this study is the first study to investigate the transition in deception usage from parents to romantic partners. It also examined deception as a learned behavior that can be formed in individuals' long-term memory and then become accessible in their future relationships. Furthermore, the study provided a scale that was taken from the results of a qualitative study and revised into quantitative measurements. Lastly, this study features a broad test from deception strategy usages, to motives for using them, and identifies a link between these two variables for

two different types of relationships. Thus, the study has provided more than one discovery by using the same set of data.

5.3 Directions for Future Research

Although the research questions were answered and it successfully support the hypothesis of this study, there is more to be done for future research. From this study, future researchers may conduct research using random sampling instead of convenience sampling to achieve potentially a more accurate result. The same hypothesis also can be tested by conducting a diary study in order to collect more detailed real-life scenarios rather than recalling past experiences from participants' memories. Furthermore, we also can look at the influence of family structure on deception strategy usage among young adults, as well as the differences made from within both local relationships and long-distance relationships. For instance, instead of looking at parents, we can look at other primary caregivers that could possibly influence young adults' communicative behaviors. Moreover, culture is an interesting variable to consider for any communication topic; future researchers may collect data from different parts of the world and investigate whether culture makes differences in individuals' deception usage. Researchers can also explore the results or outcomes of the deception usage, to investigate whether or not these young adults successfully solved the problem they have with their romantic partners using the same deceptive strategies they learned from their parent-child relationship. With that being said, a longitudinal study would be a great choice to closely observe this phenomenon. One last suggestion I have for future studies is to investigate individuals' deceptive behaviors with their previous romantic partners and to see how much new behaviors they have learned from their prior partners in addition to their caregivers.

5.4 Conclusion

This study examined three areas of interpersonal deception: types of deception used by individuals (pretest), motives for using each type, and the relationships among these motives with parents and romantic partners. The most important discovery of this study is the support for the argument that deception is a learned behavior that individuals acquire from their past interactions with their parents, and ultimately apply to their interactions with romantic partners. When having the same motives, individuals choose to use the same type of deception strategy.

There are numbers of limitations that need to be fixed but also strengths to maintain in future research. Several suggestions were made to future researchers in the area of interpersonal deceptive communication. I hope there are more studies conducted on the transition of deceptive communication among various interpersonal relationships

References

- Bandura, A. (2002). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., & Walters, R. H. (1976). *Social learning and personality development*. New York: Holt, Rinehart and Winston.
- Buller, D. B., & Burgoon, J. K. (in press). Deception. In J. A. Daly & J. M. Wiemann (Eds.), *Communicating strategically: Strategies in interpersonal communication*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bell, K. L., & Depaulo, B. M. (1996). Liking and lying. *Basic and Applied Social Psychology*, 18, 243-266.
- Cole, T. (2001). Lying to the one you love: The use of deception in romantic relationships. *Journal of Social and Personal Relationships*, 18, 107-129.
- Chisholm, R. M., & Feehan, T. D., (1977). The intent to deceive. *Journal of Philosophy*, 74, 143-159.
- DePaulo, B. M., & Kashy, D. A. (1998). Everyday lies in close and casual relationships. *Journal of Personality and Social Psychology*, 74, 63-79.
- DePaulo, B. M., Kashy, D. A., Kirkendol, S. E., Wyer, M. M., & Epstein, J. A. (1996). Lying in everyday life. *Journal of Personality and Social Psychology*, 70, 979-995.
- Ekman, P. (1985). *Telling Lies*. New York: Norton.
- Ennis, E., Vrij, A., & Chance, C. (2008). Individual differences and lying in everyday life. *Journal of Social and Personal Relationships*, 25, 105-118.
- Grusec, J. E. (1992). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology*, 28(5), 776-786.
- Guthrie, J., & Kunkel, A. (2013). Tell me sweet (and not-so-sweet) little lies: Deception in romantic relationships. *Communication Studies*, 64, 141-157.
- Hassett, J. (1989). "But that would be wrong..." *Psychology Today*, pp. 34-53.
- Hopper, R., & Bell, R. A. (1984). Broadening the deception construct. *Quarterly Journal of Speech*, 70, 288-300.
- Jarnecke, A. M., & South, S. C. (2013). Attachment orientations as mediators in the intergenerational transmission of marital satisfaction. *Journal of Family Psychology*, 27, 550-555.

- Jensen, L. A., Arnett, J. J., Feldman, S. S., & Cauffman, E. (2004). The right to do wrong: Lying to parents among adolescents and emerging adults. *Journal of Youth and Adolescence, 33*, 101-112.
- Knox, D., Zusman, M., McGinty, K., & Gescheidler, J. (2001). Deception of parents during adolescence. *Adolescence, 36*, 611.
- Marelich, W. D., Lundquist, J., Painter, K., & Mechanic, M. B. (2008). Sexual deception as a social-exchange process: Development of a behavior-based sexual deception scale. *Journal of Sex Research, 45*, 27-35.
- McCornack, S. A. (1992). Information manipulation theory. *Communications Monographs, 59*, 1-16.
- McCornack, S. A., Morrison, K., Paik, J. E., Wisner, A. M., & Zhu, X. (2014). Information manipulation theory 2: a propositional theory of deceptive discourse production. *Journal of Language and Social Psychology, 33*, 348-377.
- Metts, S. (1989). An exploratory investigation of deception in close relationships. *Journal of Social and Personal Relationships, 6*, 159-179.
- Nosko, A., Tieu, T., Lawford, H., & Pratt, M. W. (2011). How do I love thee? Let me count the ways: Parenting during adolescence, attachment styles, and romantic narratives in emerging adulthood. *Developmental Psychology, 47*, 645-657.
- O'Connor, T. G., Matias, C., Futh, A., Tantam, G., & Scott, S. (2013). Social Learning Theory Parenting Intervention Promotes Attachment-Based Caregiving in Young Children: Randomized Clinical Trial. *Journal of Clinical Child & Adolescent Psychology, 42*, 358-370.
- O'Hair, H. D., & Cody, M. J. (1994). Deception. In W. R. Cupach & B. H. Spitzberg (Eds.), *The dark side of interpersonal communication* (pp. 181-214). New Jersey: Lawrence Erlbaum Associates, Inc.
- Overbeek, G., Stattin, H., Vermulst, A., Ha, T., & Engels, R. C. (2007). Parent-child relationships, partner relationships, and emotional adjustment: A birth-to-maturity prospective study. *Developmental Psychology, 43*, 429-437.
- Peterson, C. (1996). Deception in intimate relationships. *International Journal of Psychology, 31*, 279-288.
- Roisman, G. I., Booth-LaForce, C., Cauffman, E., & Spieker, S. (2009). The developmental significance of adolescent romantic relationships: Parent and peer predictors of engagement and quality at age 15. *Journal of Youth Adolescence, 38*, 1294-1303.

- Scharf, M., & Maysless, O. (2008). Late adolescent girls' relationships with parents and romantic partner: The distinct role of mothers and fathers. *Journal of Adolescence, 31*, 837-855.
- Serota, K. B., Levine, T. R., & Boster, F. J. (2010). The prevalence of lying in America: Three studies of self-reported lies. *Human Communication Research, 36*, 2-25.
- Turner, R. E., Edgley, C., & Olmstead, G. (1975). Information control in conversations: Honesty is not always the best policy. *Kansas Journal of Sociology, 11*(1), 69-89.
- Villalobos, M., & Smetana, J. G. (2012). Puerto Rican adolescents' disclosure and lying to parents about peer and risky activities: Associations with teens' perceptions of Latino values. *Journal of Adolescence, 35*, 875-885

Appendix A: IRB Approval



To: Xiaoti Fan
BELL 4188

From: Douglas James Adams, Chair
IRB Committee

Date: 02/22/2018

Action: **Exemption Granted**

Action Date: 02/22/2018

Protocol #: 1801094793

Study Title: Deception from Parents to Romantic Partners

The above-referenced protocol has been determined to be exempt.

If you wish to make any modifications in the approved protocol that may affect the level of risk to your participants, you must seek approval prior to implementing those changes. All modifications must provide sufficient detail to assess the impact of the change.

If you have any questions or need any assistance from the IRB, please contact the IRB Coordinator at 109 MLKG Building, 5-2208, or irb@uark.edu.

cc: Trish Amason, Investigator

Appendix B: Peterson (1996) Scale

Scenario 1 (Omission)

X had a precious vase she cherished. One day Y caught the vase with his sleeve and accidentally broke it. Later, when X came home, the wind was blowing fiercely. Seeing the fragmented vase on the floor, X exclaimed: "Oh dear I should have closed that window. The wind has blown over my vase." Y said nothing.

Scenario 2 (Failed Deception)

Y promised X he would buy groceries after work. But during the morning he decided he didn't want to go shopping. So he rang X and said. "I can't shop after work. The boss has just called a meeting for this evening." At the time he phoned, no meeting was scheduled. But, to Y's surprise, late in the afternoon the boss *did* actually call such a meeting.

Scenario 3 (Half-truth)

X asks Y where he was at lunchtime as she tried repeatedly to phone him and he never answered. Y actually spent most of his two-hour lunch break with a friend but he did not want X to know this. So he said: "Lunchtime today? Oh, yes. I took the car in for its service." In fact he *did* drop the car off at the garage en route to lunch with his friend.

Scenario 4 (White Lie)

X doesn't like the new haircut her boyfriend, Y, has just had. But she knows how self-conscious he is and thinks he feels it is too short. So, when he asks what she thinks, she says: "Your haircut looks very nice. Short hair suits you."

Scenario 5 (Distortion)

X sent Y to buy pickled onions for a new recipe she wanted to cook. Y took a little while to find the onions and then met a friend and got chatting until he completely lost track of the time. He worried that X would be annoyed at how long he'd taken. So when he got home he said: "I hope you appreciate these onions. It took me *ages* to find a shop that carried them."

Scenario 6 (Blatant Lie)

X borrowed Y's car and put a small dent in it. When Y asked about the dent she said: "The dent was already there when I took the car. You must have done it without noticing. Or maybe someone bumped it when you left it in the carpark yesterday."

Appendix C: Guthrie & Kunkel (2013) Codebook

Table 1 Themes and Subthemes of Deception Motives

Engaging in Relational Maintenance

Avoiding Relational Turbulence

Avoiding confrontation, avoiding suspicion, avoiding negative partner reaction

Eliciting Positivity

Lightening the mood, focusing on partner's wishes, making partner happy

Evoking Negative Feelings

Eliciting jealousy

Restoring Equity

Using deception to restore harmony after perceived relational transgression

Managing Face Needs

Supporting Positive Face

Supporting own and/or partner's positive face (protecting partner's feelings and self-presentation)

Supporting Negative Face

Supporting own and/or partner's negative face (avoiding unwanted activities and/or imposition)

Negotiating Dialectical Tensions

Balancing Autonomy=Connection

Balancing the need for independence versus the need for togetherness

Balancing Openness=Closeness

Balancing the need for open communication versus the need for privacy

Balancing Novelty=Predictability

Balancing the need for spontaneity versus the need for routine or expected behaviors

Establishing Relational Control

Acting Coercive

Ensuring partner behaves or feels how partner wants them to

Continuing Previous Deception

Participants indicated that they had lied about something in the past and the particular act of deception was a way of continuing or maintaining the lie

Unknown

Participants reported that they could not identify their motives for using deception

Appendix D: Complete Survey

Informed Consent

Principal Researcher:	Xiaoti Fan University of Arkansas Department of Communication 417 Kimpel Hall Fayetteville, AR 72703 email: xf002@uark.edu phone: 479-575-3046	Compliance Officer:	Ro Windwalker, CIP IRB Coordinator Office of Research Compliance 109 MLKG Building University of Arkansas Fayetteville, AR 72703 email: irb@uark.edu phone: 479-575-2208
--------------------------	---	------------------------	--

Description: The purpose of this study is to explore individuals' use of deception with their parents and romantic partners, moreover, how are these communicative behaviors related to each other. Four types of deceptive strategies and six categories of motives for using each strategy is going to be tested and compared.

Risks and Benefits: Participants may experience emotional discomfort when discussing this personal issue regarding their private life, or could be uncomfortable exposing their dishonesty behaviors. Participants will also have the opportunity to discuss their commutative behaviors with their families and partners, which give them a chance to discover the reason why they behave in such ways. This process would provide participants an opportunity to learn their own communicative pattern and better serve their personal life in the future.

Voluntary Participation: Your participation is completely voluntary.

Right to Withdraw: You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences – no penalty to you.

Confidentiality: This survey will be collected anonymously. All responses will be kept confidential to the extent allowed by law and University policy. If at any time you would like to see how your information has been used, please contact the principal researcher.

INFORMED CONSENT: You confirm by clicking the red button with the arrow below that you read the purpose of the study, the procedures to be used, the potential risks, the ways confidentiality will be maintained, as well as the option to withdraw from the study at any time, without penalty; and that each of these items has been explained to you by the investigator. The investigator has answered all of your questions regarding the study, and you believe you understand what is involved in your answering the survey questions. By clicking the red button, you freely agree to participate in this study. You may contact Dr. Patricia Amason at pamason@uark.edu/479-575-5959, the project director, if you have further questions; or Ro Windwalker at the address above.

Demographic Questions

1. What is your age?

- Below 18
- 18
- 19
- 20
- 21
- 22

- 23
- 24
- Above 24

2. Are you currently in a romantic relationship?

- Yes
- No

3. How many committed, long-term romantic partners have you had in the past prior to your current partner?

4. What is the current status of your romantic relationship?

- Long-distance
- Domestic

5. How often do you meet each other?

6. Do you live with your partner in the same household?

- Yes
- No

7. In what family structure did you grow up? Check all that apply.

- Biological Single-Parent One Step-Parent More Than
Two Grandparents
- Biological Two Parents Multiple Households Foster Family
More Than One Step
Parent. Please Specify.

- Adopted Single Parent Single Grandparent Other. Please Specify

- Adopted Two Parents Two Grandparents

Block 2

In the following section, you will read descriptions of interactions that you likely will find are similar to your own experiences talking to a parent/guardian. Once you read a description, there are questions for you to answer based on YOUR OWN similar interactions.

Please read the following scenarios and answer the questions.

8. Imagine that the following situation, or something similar, happens to you:

A parent/guardian asks you where you were last night as your parent tried repeatedly to phone you and you never answered. You actually spent most of the night drinking with friends but you did not want your parent to know this. So you said: “Last night? Oh, yes. I was sleeping over at a friend’s house.” In fact, you did sleep at your friend’s house last night after drinking.

Think about one time you only told PART of the truth in this or a similar interaction with one of your parent or guardian.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|---|--|
| <input type="checkbox"/> You want to make your parent happy. | <input type="checkbox"/> You want to make yourself look good in front of your parent. | <input type="checkbox"/> You want to follow the norms established between you and your parent (keep things as they usually are). |
| <input type="checkbox"/> You don’t want to cause an argument or fight. | <input type="checkbox"/> You want to make your parent feels he/she look good in front of you. | <input type="checkbox"/> You feel that your parent expects you to behave this way. |
| <input type="checkbox"/> You don’t want your parent to be suspicious | <input type="checkbox"/> You need to avoid embarrassment (save face) | <input type="checkbox"/> You want to make your parent ACT in a certain way. |

about what you did. in front of your parent.

- You don't want your parent to feel bad (sad, angry, upset, etc.).
- You don't want your parent to feel he/she/they look(s) bad in front you.
- You want to make your parent FEEL in a certain way.
- You are afraid of being punished.
- You want to declare your independence from your parent.
- You need to continue something you told your parent earlier.
- You think this is what your parent wants to hear.
- You want to show closeness with your parent.
- You need to cover up (maintain) something you told your parent earlier.
- You want to create a lighter mood around you and your parent.
- You want to have open communication with your parent.
- Other (please specify).
- You want to make things good again after a fight or an argument.
- You want to keep some private information from your parent.
- I don't know what the reason(s) was (were).

9. Imagine that the following situation, or something similar, happens to you:

A parent/guardian had a breakable object he/she cherished. One day you caught the object with your sleeve and accidentally broke it. Later, when your parent came home, the wind was blowing fiercely. Seeing the broken object on the floor, your parent exclaimed: "Oh dear I should have closed that window. The wind has blown it onto the floor." You said nothing.

Think about one time you withheld the ENTIRE truth in this or a similar interaction with one of your parent or guardian.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|---|--|
| <input type="checkbox"/> You want to make your parent happy. | <input type="checkbox"/> You want to make yourself look good in front of your parent. | <input type="checkbox"/> You want to follow the norms established between you and your parent (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your parent feels he/she look good in front of you. | <input type="checkbox"/> You feel that your parent expects you to behave this way. |
| <input type="checkbox"/> You don't want your parent to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your parent. | <input type="checkbox"/> You want to make your parent ACT in a certain way. |
| <input type="checkbox"/> You don't want your parent to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your parent to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your parent FEEL in a certain way. |

- You are afraid of being punished.
- You want to declare your independence from your parent.
- You need to continue something you told your parent earlier.
- You think this is what your parent wants to hear.
- You want to show closeness with your parent.
- You need to cover up (maintain) something you told your parent earlier.
- You want to create a lighter mood around you and your parent.
- You want to have open communication with your parent.
- Other (please specify).
- You want to make things good again after a fight or an argument.
- You want to keep some private information from your parent.
- I don't know what the reason(s) was (were).

10. Imagine that the following situation, or something similar, happens to you:

A parent/guardian sent you to buy pickled onions for a new recipe he/she wanted to cook. You took a little while to find the onions and you met a friend and got to chatting until you completely lost track of the time. You worried that your parent would be annoyed at how long it'd taken. So when you got home you said: "I hope you appreciate these onions. It took me ages to find a shop that carried them."

Think about one time you EXAGGERATED or MINIMIZED something in this or a similar interaction with one of your parent or guardian in order to mislead them.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|---|--|
| <input type="checkbox"/> You want to make your parent happy. | <input type="checkbox"/> You want to make yourself look good in front of your parent. | <input type="checkbox"/> You want to follow the norms established between you and your parent (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your parent feels he/she look good in front of you. | <input type="checkbox"/> You feel that your parent expects you to behave this way. |
| <input type="checkbox"/> You don't want your parent to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your parent. | <input type="checkbox"/> You want to make your parent ACT in a certain way. |
| <input type="checkbox"/> You don't want your parent to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your parent to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your parent FEEL in a certain way. |
| <input type="checkbox"/> You are afraid of being punished. | <input type="checkbox"/> You want to declare your independence from your parent. | <input type="checkbox"/> You need to continue something you told your parent earlier. |
| <input type="checkbox"/> You think this is what your parent wants to hear. | <input type="checkbox"/> You want to show closeness with your parent. | <input type="checkbox"/> You need to cover up (maintain) something you told your parent earlier. |
| <input type="checkbox"/> You want to create a lighter mood around you and your parent. | <input type="checkbox"/> You want to have open communication with your parent. | <input type="checkbox"/> Other (please specify).
<input type="text"/> |

- You want to make things good again after a fight or an argument.

 You want to keep some private information from your parent.

 I don't know what the reason(s) was (were).

11. Imagine that the following situation, or something similar, happens to you:

You borrowed a parent/guardian's car and put a small dent in it. When your parent asked about the dent you said: "The dent was already there when I took the car. You must have done it without noticing. Or maybe someone bumped it when you left it in the carpark yesterday."

Think about one time you told a COMPLETE LIE in this or a similar interaction with one of your parent or guardian.

Please check one or more reason(s) listed below for engaging in such behavior.

- You want to make your parent happy.

 You want to make yourself look good in front of your parent.

 You want to follow the norms established between you and your parent (keep things as they usually are).
- You don't want to cause an argument or fight.

 You want to make your parent feels he/she look good in front of you.

 You feel that your parent expects you to behave this way.
- You don't want your parent to be suspicious about what you did.

 You need to avoid embarrassment (save face) in front of your parent.

 You want to make your parent ACT in a certain way.

- You don't want your parent to feel bad (sad, angry, upset, etc.).
- You don't want your parent to feel he/she/they look(s) bad in front you.
- You want to make your parent FEEL in a certain way.
- You are afraid of being punished.
- You want to declare your independence from your parent.
- You need to continue something you told your parent earlier.
- You think this is what your parent wants to hear.
- You want to show closeness with your parent.
- You need to cover up (maintain) something you told your parent earlier.
- You want to create a lighter mood around you and your parent.
- You want to have open communication with your parent.
- Other (please specify).
- You want to make things good again after a fight or an argument.
- You want to keep some private information from your parent.
- I don't know what the reason(s) was (were).

12. Imagine that the following situation, or something similar, happens to you:

A parent/guardian asked you where you were last night as your parent tried repeatedly to phone you and you never answered. You did not want your parent to know you were drinking at the bar, so you said, "I'm sorry to have worried you, I was busy last night with some stuff, that's why I missed your call."

Think about one time you EQUIVOCATED in this or a similar interaction with one of your parent or guardian in order to mislead them.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|---|--|
| <input type="checkbox"/> You want to make your parent happy. | <input type="checkbox"/> You want to make yourself look good in front of your parent. | <input type="checkbox"/> You want to follow the norms established between you and your parent (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your parent feels he/she look good in front of you. | <input type="checkbox"/> You feel that your parent expects you to behave this way. |
| <input type="checkbox"/> You don't want your parent to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your parent. | <input type="checkbox"/> You want to make your parent ACT in a certain way. |
| <input type="checkbox"/> You don't want your parent to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your parent to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your parent FEEL in a certain way. |
| <input type="checkbox"/> You are afraid of being punished. | <input type="checkbox"/> You want to declare your independence from your parent. | <input type="checkbox"/> You need to continue something you told your parent earlier. |
| <input type="checkbox"/> You think this is what your parent wants to hear. | <input type="checkbox"/> You want to show closeness with your parent. | <input type="checkbox"/> You need to cover up (maintain) something you told your parent earlier. |

- You want to create a lighter mood around you and your parent.
 You want to have open communication with your parent.
 Other (please specify).
- You want to make things good again after a fight or an argument.
 You want to keep some private information from your parent.
 I don't know what the reason(s) was (were).

13. Imagine that the following situation, or something similar, happens to you:

A parent/guardian asked you where you were last night as your parent tried repeatedly to phone you and you never answered. Your parent was worried and went to your apartment. Instead of answering your parent's question, you said, "Why didn't you tell me you were coming!? I know you get paranoid sometimes, but driving all the way up here just to check up on me is a bit ridiculous, don't you think? How would you like it if I paid a sneak visit to you and acted like a jerk by asking you what you had been doing!?"

Think about one time you changed the subject in this or a similar interaction with one of your parent or guardian in order to avoid telling the truth.

Please check one or more reason(s) listed below for engaging in such behavior.

- You want to make your parent happy.
 You want to make yourself look good in front of your parent.
 You want to follow the norms established between you and your parent (keep things as they usually are).

- You don't want to cause an argument or fight.
- You want to make your parent feels he/she look good in front of you.
- You feel that your parent expects you to behave this way.
- You don't want your parent to be suspicious about what you did.
- You need to avoid embarrassment (save face) in front of your parent.
- You want to make your parent ACT in a certain way.
- You don't want your parent to feel bad (sad, angry, upset, etc.).
- You don't want your parent to feel he/she/they look(s) bad in front you.
- You want to make your parent FEEL in a certain way.
- You are afraid of being punished.
- You want to declare your independence from your parent.
- You need to continue something you told your parent earlier.
- You think this is what your parent wants to hear.
- You want to show closeness with your parent.
- You need to cover up (maintain) something you told your parent earlier.
- You want to create a lighter mood around you and your parent.
- You want to have open communication with your parent.
- Other (please specify).
- You want to make things good again after a fight or an argument.
- You want to keep some private information from your parent.
- I don't know what the reason(s) was (were).

In the following section, you will read descriptions of interactions that you likely will find are similar to your own experiences talking to your romantic partner. Once you read a description, there are questions for you to answer based on YOUR OWN similar interactions.

14. Imagine that the following situation, or something similar, happens to you:

Your partner asks you where you were at lunchtime as your partner tried repeatedly to phone you and you never answered. You actually spent most of the two-hour lunch break with a friend but you did not want your partner to know this. So you said: “Lunchtime today? Oh, yes. I took the car in for its service.” In fact, you did drop the car off at the garage on route to lunch with your friend.

Think about one time you only told PART of the truth in this or a similar interaction with your romantic partner.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|--|---|
| <input type="checkbox"/> You want to make your partner happy. | <input type="checkbox"/> You want to make yourself look good in front of your partner. | <input type="checkbox"/> You want to follow the norms established between you and your partner (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your partner feels he/she look good in front of you. | <input type="checkbox"/> You feel that your partner expects you to behave this way. |

- You don't want your partner to be suspicious about what you did.
- You need to avoid embarrassment (save face) in front of your partner.
- You want to make your partner ACT in a certain way.
- You don't want your partner to feel bad (sad, angry, upset, etc.).
- You don't want your partner to feel he/she/they look(s) bad in front you.
- You want to make your partner FEEL in a certain way.
- You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.)
- You want to declare your independence from your partner.
- You need to continue something you told your partner earlier.
- You don't want your partner to be jealous.
- You want to show closeness with your partner.
- You need to cover up (maintain) something you told your partner earlier.
- You think this is what your partner wants to hear.
- You want to have open communication with your partner.
- Other (please specify).
- You want to create a lighter mood around you and your partner.
- You want to keep some private information from your partner.
- I don't know what the reason(s) was (were).
- You want to make things good again after a fight or an argument.
- You want to create a feeling of surprise or freshness between you and your partner.

15. Imagine that the following situation, or something similar, happens to you:

Your partner had a breakable object that he/she cherished. One day you caught the object with your sleeve and accidentally broke it. Later, when your partner came home, the wind was blowing fiercely. Seeing the broken object on the floor, your partner exclaimed: “Oh dear I should have closed that window. The wind has blown over it.” You said nothing.

Think about one time you withheld the ENTIRE truth in this or a similar interaction with your romantic partner.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|---|--|---|
| <input type="checkbox"/> You want to make your partner happy. | <input type="checkbox"/> You want to make yourself look good in front of your partner. | <input type="checkbox"/> You want to follow the norms established between you and your partner (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your partner feel he/she look good in front of you. | <input type="checkbox"/> You feel that your partner expects you to behave this way. |
| <input type="checkbox"/> You don't want your partner to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your partner. | <input type="checkbox"/> You want to make your partner ACT in a certain way. |
| <input type="checkbox"/> You don't want your partner to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your partner to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your partner FEEL in a certain way. |

- You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.)
- You want to declare your independence from your partner.
- You need to continue something you told your partner earlier.
- You don't want your partner to be jealous.
- You want to show closeness with your partner.
- You need to cover up (maintain) something you told your partner earlier.
- You think this is what your partner wants to hear.
- You want to have open communication with your partner.
- Other (please specify).
- You want to create a lighter mood around you and your partner.
- You want to keep some private information from your partner.
- I don't know what the reason(s) was (were).
- You want to make things good again after a fight or an argument.
- You want to create a feeling of surprise or freshness between you and your partner.

16. Imagine that the following situation, or something similar, happens to you:

Your partner sent you to buy pickled onions for a new recipe he/she wanted to cook. You took a little while to find the onions and then met a friend and got chatting until you completely lost track of the time. You worried that your partner would be annoyed at how long it'd taken. So when you got home you said: "I hope you appreciate these onions. It took me ages to find a shop that carried them."

Think about one time you EXAGGERATED or MINIMIZED something in this or a similar interaction with your romantic partner in order to mislead them.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|--|--|---|
| <input type="checkbox"/> You want to make your partner happy. | <input type="checkbox"/> You want to make yourself look good in front of your partner. | <input type="checkbox"/> You want to follow the norms established between you and your partner (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your partner feels he/she look good in front of you. | <input type="checkbox"/> You feel that your partner expects you to behave this way. |
| <input type="checkbox"/> You don't want your partner to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your partner. | <input type="checkbox"/> You want to make your partner ACT in a certain way. |
| <input type="checkbox"/> You don't want your partner to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your partner to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your partner FEEL in a certain way. |
| <input type="checkbox"/> You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.) | <input type="checkbox"/> You want to declare your independence from your partner. | <input type="checkbox"/> You need to continue something you told your partner earlier. |
| <input type="checkbox"/> You don't want your partner to be jealous. | <input type="checkbox"/> You want to show closeness with your partner. | <input type="checkbox"/> You need to cover up (maintain) something you told your partner earlier. |

You think this is what your partner wants to hear. You want to have open communication with your partner. Other (please specify).

You want to create a lighter mood around you and your partner. You want to keep some private information from your partner. I don't know what the reason(s) was (were).

You want to make things good again after a fight or an argument. You want to create a feeling of surprise or freshness between you and your partner.

17. Imagine that the following situation, or something similar, happens to you:

You borrowed your partner's car and put a small dent in it. When your partner asked about the dent you said: "The dent was already there when I took the car. You must have done it without noticing. Or maybe someone bumped it when you left it in the carpark yesterday."

Think about one time you told a COMPLETE LIE in this or a similar interaction with your romantic partner.

Please check one or more reason(s) listed below for engaging in such behavior.

You want to make your partner happy. You want to make yourself look good in front of your partner. You want to follow the norms established between you and your partner (keep things as they usually are).

- You don't want to cause an argument or fight.
- You want to make your partner feels he/she look good in front of you.
- You feel that your partner expects you to behave this way.
- You don't want your partner to be suspicious about what you did.
- You need to avoid embarrassment (save face) in front of your partner.
- You want to make your partner ACT in a certain way.
- You don't want your partner to feel bad (sad, angry, upset, etc.).
- You don't want your partner to feel he/she/they look(s) bad in front you.
- You want to make your partner FEEL in a certain way.
- You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.)
- You want to declare your independence from your partner.
- You need to continue something you told your partner earlier.
- You don't want your partner to be jealous.
- You want to show closeness with your partner.
- You need to cover up (maintain) something you told your partner earlier.
- You think this is what your partner wants to hear.
- You want to have open communication with your partner.
- Other (please specify).
- You want to create a lighter mood around you and your partner.
- You want to keep some private information from your partner.
- I don't know what the reason(s) was (were).

- You want to make things good again after a fight or an argument.
- You want to create a feeling of surprise or freshness between you and your partner.

18. Imagine that the following situation, or something similar, happens to you:

Your partner asked you where you were last night as your partner tried repeatedly to phone you and you never answered. You did not want your partner to know you had dinner and watched a movie with another rival, so you said, "I'm sorry to have worried you, I was busy last night with some stuff, that's why I missed your call."

Think about one time you EQUIVOCATED in this or a similar interaction with your romantic partner in order to mislead them.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|---|--|---|
| <input type="checkbox"/> You want to make your partner happy. | <input type="checkbox"/> You want to make yourself look good in front of your partner. | <input type="checkbox"/> You want to follow the norms established between you and your partner (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your partner feels he/she look good in front of you. | <input type="checkbox"/> You feel that your partner expects you to behave this way. |
| <input type="checkbox"/> You don't want your partner to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your partner. | <input type="checkbox"/> You want to make your partner ACT in a certain way. |

- You don't want your partner to feel bad (sad, angry, upset, etc.).
- You don't want your partner to feel he/she/they look(s) bad in front you.
- You want to make your partner FEEL in a certain way.
- You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.)
- You want to declare your independence from your partner.
- You need to continue something you told your partner earlier.
- You don't want your partner to be jealous.
- You want to show closeness with your partner.
- You need to cover up (maintain) something you told your partner earlier.
- You think this is what your partner wants to hear.
- You want to have open communication with your partner.
- Other (please specify).
- You want to create a lighter mood around you and your partner.
- You want to keep some private information from your partner.
- I don't know what the reason(s) was (were).
- You want to make things good again after a fight or an argument.
- You want to create a feeling of surprise or freshness between you and your partner.

19. Imagine that the following situation, or something similar, happens to you:

Your partner asked you where you were last night as your partner tried repeatedly to phone you and you never answered. Your partner was worried and went to your apartment. Instead of answering your partner's question, you said, "Why didn't you tell me you were coming!?! I know you get paranoid sometimes, but driving all the way up here just to check up on me is a bit ridiculous, don't you think? How would you like it if I paid a sneak visit to you and acted like a jerk by asking you what you had been doing!?"

Think about one time you changed the subject in this or a similar interaction with your romantic partner in order to avoid telling the truth.

Please check one or more reason(s) listed below for engaging in such behavior.

- | | | |
|---|--|---|
| <input type="checkbox"/> You want to make your partner happy. | <input type="checkbox"/> You want to make yourself look good in front of your partner. | <input type="checkbox"/> You want to follow the norms established between you and your partner (keep things as they usually are). |
| <input type="checkbox"/> You don't want to cause an argument or fight. | <input type="checkbox"/> You want to make your partner feels he/she look good in front of you. | <input type="checkbox"/> You feel that your partner expects you to behave this way. |
| <input type="checkbox"/> You don't want your partner to be suspicious about what you did. | <input type="checkbox"/> You need to avoid embarrassment (save face) in front of your partner. | <input type="checkbox"/> You want to make your partner ACT in a certain way. |
| <input type="checkbox"/> You don't want your partner to feel bad (sad, angry, upset, etc.). | <input type="checkbox"/> You don't want your partner to feel he/she/they look(s) bad in front you. | <input type="checkbox"/> You want to make your partner FEEL in a certain way. |

- You are afraid of being punished/You are afraid of consequences (termination of the relationship, etc.)
- You want to declare your independence from your partner.
- You need to continue something you told your partner earlier.
- You don't want your partner to be jealous.
- You want to show closeness with your partner.
- You need to cover up (maintain) something you told your partner earlier.
- You think this is what your partner wants to hear.
- You want to have open communication with your partner.
- Other (please specify).
- You want to create a lighter mood around you and your partner.
- You want to keep some private information from your partner.
- I don't know what the reason(s) was (were).
- You want to make things good again after a fight or an argument.
- You want to create a feeling of surprise or freshness between you and your partner.