

EXAMINING THE ROLE OF CULTURE, ATTACHMENT TO
PARENTS AND PEERS, AND PARENTAL PEER MANAGEMENT
PRACTICES ON THE QUALITIES OF FRIENDSHIPS AMONG
TURKISH UNIVERSITY STUDENTS

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ABSTRACT

High quality friendships have been associated with psychosocial well-being of adolescents; therefore, it is important to find the potential contributing factors in the process of becoming mentally healthy individuals. There is an increasing number of studies examining the amount of time and activities shared among peers through early and middle adolescence. However, there are limited numbers of studies focusing on friendship quality in late adolescence. The purpose of the current study was to examine the role of culture, attachment to parents and peers, and parental peer management practices on the positive and negative friendship quality. Also, age, sex, and family SES in friendship qualities were added as control variables in this study. Positive friendship quality involved companionship, security, help, and closeness shared in dyadic interactions. Negative friendship quality included the amounts of conflicts experienced in mutual associations. The total of 719 university students (402 females, 317 males) with the mean age of 19.71 ($SD = 1.23$) ranging from 16.97 to 22.90 years from Bolu and Ankara participated in the present study. The data collection tools were as follows: Friendship Qualities Scale (Bukowski, Hoza, & Boivin, 1994), Individualistic-Collectivistic Views of Family Scale (Hui, 1988), Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987), and Parental Management of Peers Inventory (Mounts, 2002). Two separate hierarchical regression analyses were conducted for positive and negative friendship quality. Results showed that there was a sex difference in terms of positive and negative friendship quality. Accordingly, female students scored higher in the positive friendship quality while male scored higher in negative friendship quality. Parental

support for peer relations, attachment to peers, and collectivistic values were positive predictors of positive friendship quality. Prohibiting from parents positively and peer attachment negatively predicted negative friendship quality. In addition to these findings, regression analysis demonstrated the mediator role of peer attachment on the association between parent attachment and friendship qualities. We conducted a mediation analysis by controlling for age, sex, and family SES, even though it was not our research question. Results supported the mediator role of peer attachment on the relationship between parent attachment and positive and negative friendship quality. Our findings suggested the significant role of culture, parents, and peers on the socialization process of adolescents. Therefore, future studies examining friendship qualities should focus on how to foster positive parent and peer associations considering the importance of culture.

Key Words: *positive friendship quality, negative friendship quality, individualistic values, collectivistic values, peer management, parent, and peer attachment,*

ÖZET

Çalışmalar yüksek nitelikli arkadaşlıkların ergenlik döneminde psikososyal iyi oluşla ilişkili olduğunu göstermiştir, bu nedenle arkadaşlık niteliğine etkisi olan faktörlerin incelenmesi, ruhsal olarak sağlıklı bireylerin yetişmesi konusuna katkıda bulunacaktır. Erken ve orta ergenlik döneminde arkadaşlar ile paylaşılan zamanı ve aktiviteleri inceleyen çalışmalar artmaktadır. Ancak, alanyazın incelendiğinde, sınırlı sayıda çalışmanın geç ergenlik dönemine odaklandığı görülmüştür. Bu çalışmanın amacı kültürün, ebeveyne ve akrana bağlanmanın ve ebeveyn akran yönetimi pratikleri gibi faktörlerin olumlu ve olumsuz arkadaşlık niteliğine etkisini incelemektir. Ayrıca, çalışmamızda yaş, cinsiyet ve ailenin sosyoekonomik düzeyi de kontrol değişkeni olarak eklenmiştir. Olumlu arkadaşlık niteliğini ikili ilişkilerde deneyimlenen yoldaşlık, yardım, yakınlık ve güven oluşturmaktadır. Olumsuz arkadaşlık niteliği ise ilişkilerdeki çatışmaları içermektedir. Çalışmaya Ankara ve Bolu illerinde okuyan yaş ortalaması 19.71 ($SS = 1.23$) ve yaş aralığı 16.97- 22.90 olan 719 (402 kadın, 317 erkek) üniversite öğrencisi katılmıştır. Çalışmanın veri toplama araçları şu şekildedir: Arkadaşlık Niteliği Ölçeği (Bukowski, Hoza, & Boivin, 1994), Ailenin Bireyci Toplulukçu Bakış Açısı Ölçeği (Hui, 1988), Ebeveyne ve Akrana Bağlanma Envanteri (Armsden & Greenberg, 1987) ve Ebeveyn Akran Yönetimi Ölçeği (Mounts, 2002). Olumlu ve olumsuz arkadaşlık niteliği için 2 ayrı hiyerarşik regresyon analizi yapılmıştır. Sonuçlar, olumlu ve olumsuz arkadaş niteliğinde cinsiyet farklılığını ortaya koymuştur. Buna göre, kadın öğrenciler olumlu arkadaşlık niteliğinde daha yüksek puanlar alırken, erkek öğrenciler olumsuz arkadaşlık niteliğinde daha yüksek puanlar almıştır. Ebeveynin

akran ilişkilerini desteklemesi, akrana bağlanma ve ergenin toplulukçu değerlere sahip olması olumlu arkadaşlık niteliğini pozitif yordamıştır. Ebeveynin akran ilişkilerini yasaklaması olumsuz arkadaşlık niteliğini pozitif, arkadaşına bağlanma ise olumsuz arkadaşlık niteliğini negatif yordamıştır. Bu bulgulara ilave olarak regresyon analizi akrana bağlanmanın ebeveyne bağlanma ve arkadaşlık niteliği arasındaki ilişkide aracı rolünün olabileceğini ortaya koymuştur. Bunun üzerine, araştırma sorumuz olmamasına rağmen, yaş, cinsiyet ve sosyoekonomik durum kontrol edilerek aracı değişken analizi yapılmıştır. Bulgular akrana bağlanmanın aynı zamanda ebeveyne bağlanma ile olumlu ve olumsuz arkadaşlık niteliği arasındaki ilişkide aracı rol oynadığını ortaya koymuştur. Bulgularımız ergenlerin sosyalleşme sürecinde kültürün, ebeveynlerin ve arkadaşların önemli bir rol oynadığını göstermiştir. Bu nedenle, gelecekte arkadaşlık niteliğini inceleyen çalışmalar, kültürün etkisi göz önüne alınarak olumlu ebeveyn ve akran ilişkilerinin nasıl geliştirileceğine odaklanmalıdır.

Anahtar kelimeler: *olumlu arkadaş niteliği, olumsuz arkadaş niteliği, bireyci değerler, toplulukçu değerler, ebeveyn akran yönetimi, ebeveyne ve akrana bağlanma,*

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CHAPTER 1 INTRODUCTION

Friendships become salient during adolescence, because adolescents start to spend a considerable amount of time with their peers compared to younger ages (Ducharme, Doyle, & Markiewicz, 2002; Tilton-Weaver & Galambos, 2003). There has been an increase in intimacy and emotional support in friendship experiences in adolescence compared to earlier ages (Berndt, 2004). Several studies suggest that there is a long-term impact of friendships on adaptation from early adolescence to young adulthood years (Bagwell, Newcomb, & Bukowski, 1998). The influence of friendships on the adolescent's adjustment received a great deal of attention, therefore, there has been an increasing research interest on which factors influence this non-familial relationship qualities (Rubin, Fredstrom, & Bowker, 2008).

Friendship qualities are influenced by several factors including individual characteristics, interpersonal relationship with parents and peers as well as cultural characteristics. For instance, there are studies highlighting the importance of individual's demographic characteristics of age, sex, and family SES on the friendship qualities (Furman & Buhrmester, 1992; Öztürk, 2019). In terms of parental influences on friendship qualities, parents practice some behaviors to impact their adolescents' friendships as well (Mounts, 2000). Accordingly, engagement of parents in peer relationships foster adolescents positive peer associations (Updegraff, McHale, Crouter, & Kupanoff, 2001). Additionally, attachment theorists propose that the attachment style would guide the friendships interactions of children as they enter into social world (Ainsworth, 1989). There is empirical evidence that secure attachment to parents are correlated to high quality friendships (Zimmermann, 2004). Similarly, peer attachment should be also taken into consideration because previous research indicated that peer attachment was also highly associated with positive friendship quality (Grabill & Kerns,

2000). Finally, cultural variations in the nature of all interpersonal relationships may influence the positive and negative friendship qualities. Previous research proposed that holding collectivist and individualist values significantly affect the friendship qualities of individuals (Triandis, Bontempo, Villareal, Asai, & Lucca, &1988). However, in the relevant literature many studies focusing on children or early adolescence, there is lack of research on friendships qualities during late adolescence and emerging adulthood periods (Hartup & Stevens, 1997).

Late adolescence is accepted as a crucial developmental stage to become a well-functioning adult (Foster, 2005). This step of development also coincides with a time of entry to college; therefore, this period has been an area of inquiry in terms of the role friends play. Some of college students move far away from their hometown while others prefer to choose universities close to their family to be able to continue their education. In any case, they are spending more time with their peers, close friends, compared to their family members, parents in particular. It has been found that first year university students' adaptation was positively related to being open to form relationships with others and the quality of friendships they have (Buote et al., 2007; Swenson, Nordstrom, & Hiester, 2008). In addition, an analysis of adaptation of university and quality of peer interactions revealed a positive association among two variables (Pittman & Richmond, 2008). Based on previous findings, friendship domain in well-being of late adolescents gains more importance in comparison of earlier times, therefore, predictive factors in improvement of positive peer affiliations could be preventive for adolescent's mental health. Thus, the present study aims to investigate the role of individual's demographic characteristics in terms of age, sex, and SES as well as cultural values of individualism and collectivism, parental management practices on adolescents' peers, and attachment to

parents and peers on the positive and negative friendship qualities among college students in Turkey, a non-Western context.

In the following section, first the friendship qualities were defined. Next, theoretical approach and relevant literature were provided to examine the roles of studied variables including demographic characteristics of the individual, cultural values, parental peer management strategies, and attachment to parents and peers on friendship qualities during late adolescence as well as emerging adulthood.

1.1 Friendship Qualities

There are conceptual differences in friendships facets therefore it is important to clarify the scope of this study. Hartup (1993) pointed out that holding friendships, characteristics of whom adolescents are friends, and the quality of friendships of adolescents are all different domains while examining friendships. Therefore, unique influence of having friends, the identity of friends, and friendship quality should be considered separately while studying friendships. Furthermore, there are two factors pertaining to friendships that are quantity and quality (Demir & Urberg, 2004). The number of reciprocal friends, frequency of a peer nomination to others as a friend, and frequency of being nominated by others as a friend are quantitative aspect of friendships. On the other hand, qualitative dimension of friendships is about how partners accompany, assist to each other or how much they have arguments (Bukowski & Boivin, 1989). The qualities of friendships were seen as more important for psychosocial development compared to number of friends or just holding friendships (Hartup & Stevens, 1997). Therefore, the purview of the present study focuses on the qualities aspect of friendships due to the fact that friendship qualities gain more importance than quantity of friendships during adolescence period.

Friendships in high quality are described as high levels of helping, sharing, celebrating accomplishment, boosting in case of failure, disclosure of personal issues, and standing with friend in case of conflict as a sign of loyalty (Berndt, 2002). Several researchers suggested that that friendship quality has both positive and negative features (Berndt, 2002; Boling, Barry, Kotchick, & Lowry, 2011; Brendgen, Little, & Krappmann, 2000). Arguments, dominance issues, and jealousy are components of friendships in negative quality (Berndt, 2002). In this case, positive friendship quality will be high in positive features whereas low in negative features. Negative dimensions outnumber positive behaviors in low friendship quality.

The present research grounded positive and negative friendship quality based on the friendship qualities dimensions of Bukowski and his colleagues (Bukowski, Hoza, & Boivin, 1994). According to Bukowski et al. (1994), friendship qualities consisted of companionship, conflict, help, security, and closeness. Companionship involves enjoyment of joint experiences with friends. Help refers to standing with friends in case of fight with others. Closeness is about how partners are attached to each other and feeling special in the friendship affiliation. Safety is related to how much friends could depend on each other. As the component of negative friendship quality, conflict points out how much friends disagree on certain topics.

Friends have a significant impact on development especially in times of entering adolescence (Rubin, Bukowski, & Parker, 2006). Having good relationships with friends during adolescence has important impact in the psychological well-being of adolescents (Bagwell et al., 2005). Studies showed that assistance from peers strengthen adolescents' self-esteem and decrease in reported isolation in general (Savin-Williams & Berndt, 1990). Positive peer associations were related to decreasing level of loneliness of adolescents (Uruk & Demir, 2003). It was found that 8th, 10th, and 12th grade students'

emotional adjustment associated with having high friendship quality (Demir & Urberg, 2004). Adolescents were happier, more satisfied with their lives, and had higher self-esteem when they had positive friendship quality (Raboteg-Saric & Sakic, 2014). A healthy adult adjustment was mostly related to be in an accord with friends in contrast to IQ level, success in school and conducts exhibited in the classroom (Bukowski et al., 1994). School success, self-confidence, psychological functioning, and healthy affiliations were positively associated with having a supportive friend, on the contrary, there has been a negative relationship between having supportive friendships, school challenges, and being depressed (Bukowski et al., 1994). Moreover, research demonstrated the importance of friendships in times of entering new social environment for the first-year university students (Buote et al., 2007). It was found that high friendship quality was positively associated with adaptation to school environment for freshman year students.

On the other hand, friendships are not always characterized as high in quality. Therefore, it is crucial to take into consideration the negative components of friendship qualities as well as positive elements (Bagwell et al., 2005). Conflict was regarded as an inevitable aspect in negative friendship associations (Laursen, 1993). Previous research documented that low-quality friendships have detrimental effects on the adolescent psychological and social development (Rubin et al., 2008). Previous research has shown that conflict with friends decreases the quality of friendships which, in turn, causes the low levels of adjustment in adolescence (Demir & Urberg, 2004). There has been a connection between clinical symptoms and negative friendship quality. Bagwell et al., (2005)'s study with young adults demonstrated that conflicts in friendships of young adults were associated higher levels of anxiety and hostility. The negative impact of conflicts in friendships sustained in the transition to college. Previous research

demonstrated that as college students experience conflicts in their friendships, they have difficulty to adjust emotionally and academically and to feel belongingness to their institution (Swenson et al., 2008).

1.2 Theoretical approach

To investigate the impact of individual characteristics, parents, peers, and cultural values in the friendship qualities of college students, Ecological System Theory proposed by Bronfenbrenner (1979) provides a useful theoretical framework. Bronfenbrenner (1979) objects the idea to limit the ecology of human beings to immediate context. In this way, the impact of remote ecologies and their interconnections are being disregarded for the developmental process. Human development is surrounded by multiple layers of five systems namely microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 1979). There will be detailed examination of the systems related to our studied variables in the following paragraphs.

Based on the theory of Bronfenbrenner (1979), the current study aimed to investigate friendship qualities of adolescents across multiple ecologies. We expected that various factors and cumulative source would have a significant impact on the development of friendship qualities in late adolescence period. According to Bronfenbrenner (1977, 1979), individuals are active agents in the developmental process and multiple contexts and their interactions have to be accounted in their development through lifetime. Therefore, first the individual demographic characteristics of age and sex should be taken account in understanding human development. Next, attachment to peers and parents can be considered as the elements of microsystem. This is the first layer of ecological systems in which individual is in the center of it. The proximal surrounding of growing entity involves contexts as such family, school, neighborhood where direct associations occur between individuals and those contexts (Bronfenbrenner, 1979). There

is a strong emphasis on the experience while describing microsystem which refers to the active role of individual to recognize the features of the context. According to Bronfenbrenner (1979) growing individual acquire separate roles, engage in different actions, and experience diverse interrelationships with people around them. The roles, activities, and personal affiliations are the elementary units of microsystem. Previous research has had emphasis on the importance of microsystem on human development. It has been found that children with parental supportive relationships demonstrate high levels of self-esteem and low levels of internalizing behaviors compared to their counterparts (Rubin et al., 2004).

Parent peer management strategies can be examined at the mesosystem level, since there is an interaction between the two microsystems, parents and peers. This is the second system in the ecological perspective theory consisting of multiple microsystems. Mesosystem becomes more complex due to addition of interactions of microsystems where the growing individual experiences family, peers in classroom, and neighbors (Bronfenbrenner, 1979). Bronfenbrenner (1977) pointed out that growth is not limited to the early years in development. There are many changes across life span as such having a sibling, transitions in school grades, entering work life, shift in career, getting married, becoming parent and so on. Those transitions in lives of individuals brought new operations across them and impact the development differentially compared to the earlier settings where individuals experience. There has been evidences to support this proposition. A study reveals that young adolescents have more positive peer interactions when their parents use some strategies to facilitate forming relationships with others in the process of moving to another place (Vernberg, Beery, Ewell, Absender, 1993)

The socioeconomic status (SES) of families could be thought as in the exosystem level. The exosystem is the third layer of the ecological system theory. The individual

does not play an active role in this context, however, there is a prominent impact of this context on human development. Bronfenbrenner (1977, 1979) exemplified exosystem as the working place of parents, the school of the older sibling attended, group of friendship of their parents, events arranged by school committee, market opportunities, transmission instruments. In line with that, socioeconomic status (SES) of families is found a significant predictor in forming high quality friendships (Öztürk, 2019). That is, high levels of SES were associated with better friendship interactions.

Lastly, cultural values were investigated at the macrosystem level. The macrosystem is the most remote setting to the growing human; however, Bronfenbrenner (1979) acknowledged the significant impact of macrosystems on human development. Micro, meso, and exo systems are operating based on systems related to money, society, academy, constitution, and legislation. Those organizational arrangements of culture and subculture constitute the macrosystem. For instance, the attributed meaning to children and their caretaker in macrosystems will determine in the way of behaving to them and mutual communication in various contexts (Bronfenbrenner, 1997). To understand the impact of macrosystems, cross cultural studies provide good instances. Adolescents in individualist America formed fewer intimate friendships than collectivist Korean adolescents (French, Bae, Pidada, & Lee, 2006).

1.3 Individual Characteristics of Age, Sex, and SES and Friendship Qualities

The age of the individual may play important roles in friendship qualities because of cognitive and social emotional development as children get older. There is a considerable amount of evidence supporting that positive friendship quality improve from early childhood years to late adolescence (Hartup, 1993). In a longitudinal study followed adolescents from middle adolescence to late adolescence, Way and Greene (2006) found that perceived positive friendship quality of adolescents increased as they became older.

In the same line with that finding, Sanchez Queija and Oliva Delgado (2015) found that adolescents' positive friendship quality increased from age 13 to 18. The longitudinal association of increase in friendships in high quality have been pointed out from late adolescence to emerging adulthood period (Camirand & Poulin, 2019). It was found that intimacy shared among friendships increased from age 16 to 22. Additionally, the quality related to emotionality aspects of relationships increases with age (Brown & Larson, 2009). The strongest indicator of friendship association changing in the early years of adolescence compared to earlier times is intimacy (Hartup, 1993) that becomes a central feature in friendships from early to late childhood (Bigelow & LaGaipa, 1980). Adolescents start to define their friends as someone that they can talk about common emotions and their experiences in the progression to adolescence that increase continuously in the following years (Bigelow & LaGaipa, 1980; Furman & Buhrmester, 1992). It has been shown that stronger peer affiliations occur as adolescents become older. On the contrary to positive friendship quality, conflicts in peer relationships decrease with age (Furman & Buhrmester, 1992). However, there is not much research examining the age effects in negative friendship quality compared to positive one.

For the sex differences in friendship qualities, previous research provides a consistent evidence that females have more positive and less negative friendship quality than males across all ages. For instance, in a study adolescent girls showed higher levels of positive friendship quality and lower levels of conflict in their peer relationships compared to their male counterparts (Brendgen, Markiewicz, Doyle, & Bukowski, 2001). According to Doğan, Karaman, Çoban, and Çok (2012), Turkish female students at high school scored higher in positive friendship quality subscales of help, security, and closeness than male students. However, male students reported more conflicts in their peer relationships than females. In addition, a longitudinal study showed the association

between sex and friendship qualities of adolescents (Sanchez Queija & Oliva Delgado, 2015). Girls scored higher scores for positive friendship quality than boys at ages of 13, 15, and 18. The same pattern of friendship quality was observed for late adolescents in Turkey (Özen, Sümer, & Demir, 2011). Accordingly, men reported lower level of positive friendship quality compared to their female counterparts. Female college students also reported higher levels of self-disclosure, being interested in interaction with others, and being treated sensitively in their friendships in comparison of males (Grabill & Kerns, 2000).

SES could have a significant impact on the positive and negative peer affiliations of adolescents as well. Hjalmarsson (2018) examined the association between the household income and peer rejection of eight grade in Swedish students. Accordingly, students with low household income were more rejected by their peers in comparison of high-level household income students. It is known that children rejected by their peers evaluated their friendships as involving fewer positive features (Brendgen et al., 2000). Another study carried out with adolescents demonstrated that adolescents with low economic resources have less friends and experience social exclusion by their peers (Hjalmarsson & Mood, 2015). The most recent research with Turkish children aged 9 to 12 showed that there is a significant difference in the friendship quality between low and good socioeconomic condition children. Children in low economic condition showed less friendship quality compared to children in good economic situation (Öztürk, 2019). Educational level of parents also significantly predicts positive friendships of adolescents. Doğan et al. (2012) has pointed out that an improvement in the education attainment level of both mothers and fathers result in positive associations of adolescents in their friendships. Aforementioned studies mostly conducted with early and middle adolescence period. On the other hand, there is a lack of research pertaining to the impact of SES on

college students. Therefore, the present research focused on the late adolescence period to fill this gap. Education in general, mother education in particular, and income level are the two commonly used indices of SES (Ensminger & Fotherill, 2003), therefore the present study would be grounded on the use of educational attainment of parents and total household income as SES.

1.4 Cultural Values and Friendship Qualities

Cultural values and norms may play important roles in shaping social interactions of individuals, friendships in particular (Rubin, Oh, Menzer, & Ellison, 2011). Culture has been a complex phenomenon, therefore, the best way to investigate cultural values is to focus on its dimensions (Triandis et al., 1988). Individualism and collectivism (IC) have been very popular concept to examine cultural values in cross cultural studies (Oyserman, Coon, & Kemmelmeier, 2002). Researchers suggest that there are certain attributes for individualist and collectivist orientations. In the collectivist cultures, group members are striving to achieve the group harmony, therefore, people form intense and interdependent affiliations with other individuals in their group and make personal decisions to sustain togetherness of their in-group (Triandis, McCusker, & Hui, 1990). On the contrary, in the individualist culture people are self-focused, detached, and distant from their group and they are willing to pursue their life decisions even if their group will face with any threat of extinction (Triandis et al., 1990). Group's destiny, accomplishment, and relatedness are strongly highlighted in the collectivist cultures whereas personal destiny, success, and autonomy are received more credit in individualist cultures (Triandis et al., 1990).

In terms of individualism and collectivism distinctions previous research showed that Turkish culture demonstrated collectivistic tendencies (Hofstede, 1980). However, other research investigating Turkish culture based on individualism and collectivism separation does not clearly support the previous view as Turkey representing collectivistic

tendency. Göregenli (1995, 1997) found that both individualist and collectivist tendencies were presented by Turkish participants. Therefore, she stated that Turkish culture showed some values of collectivist pattern but could not be defined as a collectivist culture completely. In another study conducted with Turkish university students, Yetim (2003) could not find a clear collectivist or individualist distinction for Turkish culture. In fact, previous research demonstrated I-C constructs coexist in the Turkish sample (Özdikmenli-Demir & Sayıl, 2009).

There has been a criticism toward use of individualism and collectivism as opposite of each other. Studies on individualism and collectivism proposed that those two concepts may not reflect completely opposite directions in which people could have these two orientations within themselves in various conditions (Kagitçibaşı, 1994, 1997; Triandis, 1995). Neff (2003) pointed out that within and cross-cultural differences were hindered by utility of I-C dichotomy. It has been proposed that individuals could hold individualist orientation at work related issues, whereas they might be collectivist in case of familial topics (Chung & Mallery, 1999). Thus, the main purpose in the present research was to investigate to what extent collectivist and individualist values of Turkish college students would be related to their friendship qualities.

Triandis et al., (1988) hypothesized that people in collectivist cultures share more intimacy in their close relationships compared to friendships in individualist cultures. People held collectivist cultural values tend to have long lasting friendships; however, they prefer to socialize in smaller groups due to ingroup and outgroup separation and maintenance of group harmony. On the other hand, people have short duration friendships and contact with a high variety of individuals around them in individualist cultures. Even though people from individualist cultures seem more outgoing in terms of formation of friendships, they have lack of depth in terms of intimacy. Moreover, Greenfield and

Suzuki (1998) suggested that helping in friendships is important in collectivist cultures that highlight the importance of cooperative and harmonious behaviors. However, it is important to be careful when making conclusions about cultural impact on friendships because there is a lack of research focusing the influence of cultural differences on the quality of close peer affiliations (Baumgarte, 2016).

There is some empirical evidence to support Triandis et al. (1988)'s argument that collectivist values help individuals to form extensive and intimate relationships with people around them. In comparison of individualist US and collectivist South Korea cultures, French et al., (2006) found that adolescents from South Korea engaged in more disclosure in their friendships. In addition, Korean college students had small friendship networks compared to US students that is consistent with proposition of Triandis et al. (1988). It was revealed that Chinese students had the same tendency of collectivist values in terms of close relationships. Chinese students had less peer interaction in quantity compared to US counterparts. In addition, more intimacy was shared among Chinese students rather than the other students (Wheeler, Reis, & Bond, 1989).

In contrast to aforementioned findings, it has been suggested that Indonesian friendships, a culture defined as collectivist, are less stable, and intimate compared to US peer affiliations (French, Pidada, & Victor, 2005). In another study carried out with Japanese and American students, Japanese participants reported less shared affect in their close relationships than Americans (Takahashi, Ohara, Antonucci, & Akiyama, 2002). A cross cultural investigation found that Koreans rated their friendship in low intensity of intimacy compared to their American counterparts (You & Malley-Morrison, 2000). In addition, Korean students were expected less support, trust, and recognition from their friendship in comparison of American students. In an investigation conducted by Bae (2003), Korean and American did not differ from each other in terms of the amount of

disclosure and instrumental help toward friends. Previous investigations revealed that cultures described as collectivist and individualist may differ from each other, so it became harder to make any direct conclusion about the impact of culture on friendship qualities of adolescents.

For the negative friendship quality, it has been suggested that cultural background has substantial impact on the amount of conflict behaviors of individuals (Garvey & Shantz, 1992). However, previous research revealed that there is no difference in terms of conflicts experienced in peer relationships of individualist American and collectivist Indonesian young adolescents (French, Pidada, Denoma, McDonald, & Lawton, 2005). In fact, there were few studies on conflict experienced among friendships in different cultures that mostly relied on data from children and young adolescents but not late adolescents or emerging adulthood.

1.5 Parental Peer Management Strategies and Friendship Qualities

Parents are significant socializing agents in adolescents' lives (Bugental & Goodnow, 1998). It has been suggested that parents still play a significant impact in adolescence period (Updegraff et al., 2001). To have an impact on their children's peer affiliations, parents use some strategies (Tilton-Weaver & Galambos, 2003). Guiding described as involving effort of parents to have conversation with their children about spending time with certain friends is one of the basic strategies parents frequently apply to their children. The other practice is supporting which parents aim to promote their children's friendships when they like their friendships. The third common application is prohibition defined as putting limits on friendship interactions of their children with particular peers who are not liked by parents (Mounts, 2001). Positive friendships and youth social development were promoted when parents provide guidance and support in their adolescents' peer relationships (Mounts, 2001, 2002). Arrangement of peer-oriented

events and the amount of time invested in peer relationships of adolescents were positively associated intimate affiliations with peers and negatively to adverse peer associations (Updegraff et al., 2001). It has been found that parental involvement in peer affiliations is positively associated with high level of peer admission and favorable affiliations with peers (Bhavnagri & Parke, 1991). Parental knowledge on adolescents' daily activities and peer relationships has been associated with better affiliation with group members in high school students (Brown, Mounts, Lamborn, & Steinberg, 1993). Vernberg et al., (1993) examined the role of mothers as assisting their adolescent children to establish relationships in the case of displacement. They found that when mothers had contact with parents of other adolescents, facilitate closeness, had conversation, and gave support for peer activities, their young adolescents reported that they had higher quality of friendships after one year of moving to a new place. In a longitudinal investigation, young adolescent's social skills and admission in peer relationships were significantly predicted by their warm and responsive interactions with parents, guidance on peer relationships, and facilitation of peer activities by mothers and fathers (McDowell & Parke, 2009).

Additionally, parental peer management behaviors may play a protective role in the children's delinquent orientation due to increase in the problem behaviors in adolescence (Tilton-Weaver & Galambos, 2003). In a study with adolescents, Mounts (2001) found that when parents monitored their adolescent's activities with their companions, the level of drug use and misconduct was less reported, and adolescents had friends who were academically competent and less attained in antisocial behaviors. In a culturally diverse investigation of parental strategies to involve adolescents' peer relationships, it was found that adolescents whose parents practiced frequent advising and consulting strategies tended to involve in the low levels of substance use and delinquent activities (Mounts,

2004, 2007). By the same token, parental monitoring in high school students protected adolescents from substance use (Brown et al., 1993).

Adolescents have more need for autonomy as their age increases and they start to spend more time with their peers (Tilton-Weaver & Galambos, 2003). Therefore, it becomes crucial to consider the evolving nature of parent-child relationships in adolescence (Brown & Bakken, 2011). Adolescents may confront their parents' effort to manage their peer relationships, compared to younger ages that is characterized compliance to parental peer management practices (Steinberg, 1990). In a quest for autonomy in adolescence, prohibiting practices of parents in peer relationships may cause adverse adolescent adjustment (Mounts, 2001). There has been found a longitudinal association among increasing amount of prohibiting and drug use in adolescence (Mounts, 2001). Keijsers et al., (2012) investigated the adolescent delinquency and having deviant friend orientation considering prohibition of parents on peer relationships. Results demonstrated that increasing levels of prohibiting in adolescents to have contact with certain friends strengthen the connection with deviant peers directly and being delinquent indirectly. On the other hand, Mounts (2001) found that putting less limits in friendship selection of adolescents also was associated with higher levels of delinquency. The result of that study supported the best outcome of prohibition as practicing a moderate level of it. Previous research focused on the adverse outcomes of prohibition on the substance use and delinquent involvement of adolescents which in turn sign the association among prohibition and conflicts in peer relationships. However, we still have limited knowledge on the impact of prohibition on late adolescents' friendship quality. Therefore, the current investigation aims to look for how perceived prohibiting from parents in peer relationships have impact on the friendship qualities of adolescents.

1.6 Parent Attachment and Friendship Qualities

Attachment theory has been considered a fundamental theoretical framework in the examination of the friendship quality in late adolescence (Ainsworth, 1989). Attachment can be defined as an emotional bond occurred within the first year after birth between the primary caregiver, mother in general, and infant to meet the needs of infants. Mental representations or internal working models are constructed based on the quality of caregiver-baby relationship formed in the early years of development. It has been claimed that the initial working models formed within the attachment relationship with the primary caregiver during infancy and this prototype models of self, others, and relationship would guide later affiliations of children with others (Bowlby, 1969, 1982).

Attachment to parents has a significant impact on the friendship qualities of adolescents (Markiewicz, Doyle, & Brendgen, 2001). It has been found that young adults with secure attachment patterns have more intimate relationships with their peers (Bartholomew & Horowitz, 1991; Sanchez Queija & Oliva Delgado, 2015; You & Malley-Morrison, 2000). In a study conducted with Turkish emerging adults revealed that secure attachment style is positively associated with high levels of friendship quality (Özen et al., 2011). Moreover, acceptance and warmth from parents are associated with having friendships characterized by higher levels of emotion sharing in peer relationships (Updegraff, Madden-Derdich, Estrada, Sales, & Leonard, 2002). College students with secure attachments have friendships involving higher levels of intimacy and responsiveness to others (Grabill & Kerns, 2000). In a 4-year longitudinal study carried out by Mayseless and Scharf (2007), adolescents with autonomous state of mind have a capacity to form more intimate relationships and friendships in high quality compared to their counterparts who have dismissing attachment style. There has been a strong connection among parent attachment and positive friendship qualities in a study

conducted by Lieberman, Doyle, and Markiewicz (1999). Accordingly, parental aid and availability positively predicted security, help, and closeness in friendships.

Furthermore, parent attachment plays a protective role in terms of negative quality in peer relationships. For example, Rubin et al., (2004) have found that paternal attachment has been associated with less refusal and adverse treatment by their peers in the early adolescence period. Secure attachment to mother and father protected children to experience conflicts in their friendships (Lieberman et al., 1999; Ducharme et al., 2002). College students with early secure attachments demonstrated low levels of conflict in their peer relationships compared to their insecurely attached counterparts (Saferstein, Neimeyer, & Hagans, 2005).

1.7 Peer Attachment and Friendship Qualities

Attachment theory suggested that the internal working models formed in the early years of development shape further affiliations of individuals with others, such as friends (Bowlby, 1988). Mental representations play a substantial role in transference of attachment relationship formed with the primary caregiver to other relationships (Bowlby, 1973). Ainsworth (1989) pointed out that friendships might entail attachment characteristics. Based on this premise, it has been suggested that peers play a crucial role to meet attachment needs of adolescents (Laible, 2007). Attachment to friends formed when peers provide affectional assistance and safety in the relationships (Hazan & Shaver, 1994). However, there are some differences in peer attachment compared to attachment formed in early years. Peer attachment is a mutual association in which both parties are receiver and provider of care (Weiss, 1982). Additionally, even though physical proximity need does not disappear completely, information about availability of attachment figure is enough to feel secure (Hazan & Shaver, 1994). There has been a growing emphasis on peer attachment in adolescent lives due to increase of importance in

adolescents' lives. It has been found that adolescents start to turn their peers for their proximity needs (Nickerson & Nagle, 2005) and emotional support (Sanchez Queija & Oliva Delgado 2015) as their age increases.

Peer attachment has been associated with peer relationships (Baytemir, 2016). Several investigations pointed out the significance of friend attachment on friendship qualities of adolescence. Adolescents attached to their peers demonstrated higher levels of friendship quality (Markiewicz et al., 2001). In addition, peer attachment significantly contributed to prosocial behaviors and emotional competence of late adolescents (Laible, 2007). Adolescents with secure attachment to their friends revealed a high level of closeness in their friendships (Sanchez Queija & Oliva Delgado, 2015). Relatedly, social competence described as the skill for formation of intimate and stable interactions is significant in examination in peer relationships (Corcoran & Mallinckrodt, 2000). Recent evidence suggested a strong connection between peer attachment and feeling competent in peer relationships (Holt, Mattanah, & Long, 2018). On the other hand, peer attachment and low quality of friendships had a negative correlation. Previous research suggested that securely attached individuals involve in low level of conflicts with their friends compared to their counterparts with insecure attachment (Ben-Ari & Hirshberg, 2009).

1.8 The Present Study

The purpose of this study is to examine the roles individual characteristics of age, sex, and SES as well as cultural values, parental peer management practices, parent attachment, and peer attachment in positive and negative friendship qualities of college students in Turkey. To achieve our aim, various ecologies surrounded adolescent friendships have been considered in the light of Bronfenbrenner's Ecological System Theory (1979). Even though an increasing trend in sensitivity to peer influence and quality of friendships occur from early childhood to adolescence, underlying mechanisms

for this change are still unknown (Mounts, 2004; Way & Greene, 2006). To our knowledge, a small number of studies focus on the improvement of friendship quality in late adolescence (Buote et al., 2007; Maysless & Scharf, 2007; Way & Greene, 2006) but very few of them investigated determining factors of friendship quality in emerging adulthood (i.e., Özen et al, 2011). The current research seeks to enhance our knowledge about potential predictors of friendship qualities of adolescence in later period. Thus, the findings of the current investigation are expected to make an important contribution to the transient nature of friendship quality in late adolescence.

There is a scarcity of research on involvement of parents in their adolescent's peer associations who now start to go to university. Research about parental peer management strategies mostly focuses on the early and middle adolescence (Mounts, 2001, 2004; Tasopoulos-Chan, Smetana, & Yau, 2009; Tilton-Weaver & Galambos, 2003; Vernberg et al., 1993); however, practices parents apply for their adolescent's peer relationships in late adolescence and the outcomes of parental engagement on friendship quality would be exploratory for the current investigation. It is expected to enhance our knowledge on the parental peer management behaviors of college students and provide insight into improvement of positive friendship quality by those practices. The impact of the cultural values on the friendship associations of college students is inconsistent across studies with Turkish sample. The current research aims to increase our knowledge for the influence of having individualistic or collectivistic values on the friendship qualities in late adolescence years. Even though research community highlighted the importance of parent and peer attachment on the friendship qualities, the late adolescence period has not been investigated across many studies in terms of the role of parent and peer attachment on friendship quality. Thus, the current research aimed to provide evidence to contribute to this deficiency in the relevant literature from non-Western context.

1.8.1 The Present Study's Research Questions and Hypotheses

Research Question 1. Is there any sex difference in positive and negative friendship qualities?

Hypothesis 1. Females will be expected to report higher levels of positive friendship quality but lower levels of negative friendship quality than males.

Research Question 2. Are there any correlations between the ages of the adolescents and positive and negative friendship qualities?

Hypothesis 2. As adolescents' ages increase positive friendship quality will improve but negative friendship quality will decrease.

Research Question 3. Does SES predict adolescents' positive and negative friendship qualities?

Hypothesis 3. Adolescents from high SES families will report higher level of positive friendship quality and lower level of negative friendship quality than adolescents from low SES families.

Research Question 4. Do cultural values (individualism and collectivism), parent peer management strategies (supporting, prohibiting, and guiding), parent attachment, and peer attachment predict positive and negative friendship qualities?

Although we expect that collectivist and individualist values will predict both positive and negative friendship quality, it is not possible to tell the directions of these predictions. There is limited research and it has provided contradictory pictures for the relations between individualist and collectivist cultural values and friendships qualities. Therefore, the direction of the relationship between cultural values and positive and negative friendship qualities would be exploratory for the present research.

Hypothesis 4a. Perceived support and guidance from parents will positively predict positive friendship quality but negatively predict negative friendship quality while

perceived prohibiting from parents will negatively predict positive friendship quality but positively predict negative friendship quality.

Hypothesis 4b. Adolescents' attachment to their parents will positively predict positive friendship quality but negatively predict negative friendship quality.

Hypothesis 4c. Adolescents' attachment to peers will positively predict positive friendship quality but negatively predict negative friendship quality.



CHAPTER 2

METHODS

2.1 Participants

The data of the present study is coming from a large-scale project of late adolescents' social emotional development. The total of 719 college students from two public universities in Ankara and one public university in Bolu (402 Female, 317 Male) were participated in the current study. The mean age of participants is 19.71 years ($SD = 1.23$) ranging from 16.97 to 22.90 years. The sample consists of 123 Freshman (17.2 %), 316 Sophomore (44.3 %), 180 Junior (25.2 %) and 60 senior students (8.4 %). The total of 26 participants (3.6 %) stated that they had been at university more than 4 years. The education levels of mothers and fathers as well as income levels presented in the Table 1.

Table 1

Demographic Information of the Participants(N =719)

	N	%
Educational Level of Mother		
Illiterate	53	7.4
Literate	46	6.4
Elementary School	284	39.8
Secondary School	72	10.1
Highschool	154	21.6
College(2 Years)	44	6.2
University	48	6.7
Master's Degree	2	.3
PhD or Doctoral Degree	4	.6
Educational Level of Father		
Illiterate	6	.8
Literate	18	2.5
Elementary School	182	25.5
Secondary School	103	14.4
Highschool	180	25.2
College(2 Years)	54	7.6
University	139	19.5
Master's Degree	13	1.8
PhD or Doctoral Degree	10	1.4
Total Monthly Income		
500 TL or below	41	5.7
500-1000 TL	173	24.2
1000-1500 TL	239	33.5
1500-3000 TL	174	24.4
3000-5000 TL	50	7
5000 TL or above	17	2.4

2.2 Materials

2.2.1 Demographic Questionnaire. It consists of information about age, sex and school year of participants, and their parents' education and income level.

2.2.2 Friendship Qualities Scale. This scale has been developed by Bukowski et al., (1994) to measure the quality of adolescents' friendships. The participants were asked to answer the items in the scale considering their relationships with their best friend. The scale consists of 23 items categorized under five domains that are companionship, conflict, help, security, and closeness. The scale is consisted of 5-point rating scale with 1 (not true to at all) and 5 (very true). Bukowski et al (1994) found that Cronbach alphas were found as follows: companionship .73, conflict .76, help .80, security .74, and closeness .86. The companionship subscale, "My friend and I spend all our free time together" involves 4 items. "I can get into fights with my friend." is a sample item for the conflict subscale that involves 4 items. The help subscale consists of 5 items, "My friend would help me if I needed it." The security subscale is 5 items, "If I have a problem at school or at home, I can talk to my friend about it." The closeness scale had 5 items, "If my friend had to move away, I would miss him."

In the Turkish adaptation process, Uludağlı and Sayıl (2009) could not find out 5 factors on the contrary to the original form. Therefore, the authors had generated 2 factors that are positive and negative friendship quality. Positive friendship quality consists of companionship, closeness, security, and help subscales and negative friendships quality involves conflict subscale. The reliability score has been calculated as .67 for negative friendship quality and .93 for positive friendship quality in this version. The current study used the Uludağlı and Sayıl's (2009) distinction about positive and negative friendship qualities. Cronbach alphas were .94 for positive friendship quality and .65 for negative

friendship quality. Negative friendship quality involved only 4 items and deleting any items did not increase reliability coefficient for this scale.

2.2.3 Individualistic-Collectivistic Views of Family Scale. This scale is the family subscale of Individualism-Collectivism scale developed by Hui (1988). The original scale aimed to evaluate individualistic and collectivistic tendencies of people across different domains. The original scale had 63 items and been divided into 6 subscales which were spouse, parent, kin, neighbor, friend, and co-worker. The Turkish adaptation of the scale has been made by Göregenli (1995). According to this scale, the high scores indicated individualist values. The author has found the alpha reliability coefficient as .84 with Turkish sample. Additionally, Göregenli (1995) pointed out family subscale as one of the most reliable scales among all subscales to describe the individualist and collectivist orientation. In the current investigation, a short version of the measure with 13 items consisting of parent (e.g., “My musical interests are extremely different from my parents”), kin (e.g., “When deciding what kind of education to have, I would pay absolutely no attention to my uncles’ advice.”) and family (e.g., It should not concern my family whether I spend or saved money I’ve earned.) domains were used. The rating scale is ranged from 1-strongly disagree to 4- strongly agree. Individualism subscale scale consisted of 8 items with .56 alpha reliability coefficient and collectivism subscale consisted of 5 items with .58 Cronbach alpha. We controlled the contribution of each item to see whether any improvement in reliability coefficients could be performed, however; the Cronbach alphas did not increase in case of deleting any item.

2.2.4 Parental Management of Peers Inventory. This scale was developed by Mounts (2002) to describe the practices parents apply for their children. The scale consists of 24 items with 4 subscales, guiding (e.g. My parents talk to me about pros and cons of hanging around with certain people), neutrality (e.g. My parents tell me that who I have

as friends is my personal choice), prohibiting (e.g. My parents tell me that they don't like my friends), and supporting (e.g. My parents encourage me to invite kids they like over to my house). The participants rate their responses on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). In the Turkish version of the scale (Uludağlı & Sayıl, 2009), neutrality subscale did not emerge as a factor, therefore, it has been dropped from the further analysis. The Turkish translation consists of 14 items with guiding, supporting, and prohibiting subscales. The Cronbach alphas were found as guiding .71, prohibiting .71, and supporting .68. The Cronbach alphas were found as prohibiting .75, supporting .59, and guiding .72 in the present study.

2.2.5 Inventory of Parent and Peer Attachment (IPPA). It is a 25-item self-report measure developed by Armsden and Greenberg (1987) that examines the affectionate relationships with parents and friends. The scale consisted of the same set of questions for both parents and peers. The participants report based on a 5-point Likert type scale ranging from 1 (Almost Never or Never True) to 5 (Almost Always or Always True). High scores indicated secure attachment while low scores demonstrated insecure attachment. The sample items from scale are as follows: "I can tell my parents/friends my problems and troubles.", "My parents/friends respect my feelings". The Turkish shortened version of this scale consisted of 12 items and was adapted by Kumru, Carlo, and Edwards (2004). The authors found that Cronbach alphas were .82 for parent subscale and .74 for peer subscale. Two items from peer attachment and four items from parent attachment were deleted to improve our alpha reliability coefficient. In the current study, Cronbach alphas were .90 and .80, respectively.

2.3 Procedure

First, ethical approval was obtained from the Ethical Board of Hacettepe University. Before carrying out the study, college students were informed about the aim

of the study and provided assurance about confidentiality and the voluntary participation of the research. The forms of the study were distributed in two sessions in the classroom context of respective universities in Turkey. Each session was performed during a class hour. Students were requested to not to write their personal information on the forms. However, students were asked to provide their student number to combine the data sets gathered from the first and second sessions of the study. They were assured that right after the combination of the data set the student's ID number was deleted. The data has been collected in the 2007-2008 academic year.



CHAPTER 3

RESULTS

3.1 Data Analyses

SPSS 20 software package was used to analyze data collected for the present research. Data screening steps that were composite scores calculations for each variable, missing values, outliers, normality testing, descriptive statistics and multicollinearity analysis were followed to prepare the data for the analysis.

3.1.1 Data Screening

To prepare the data for analyses, as in the first step, composite scores for study variables were calculated by mean of each item in the scale. High mean scores in all composing scores indicated higher levels of orientation to that measured variable. On the other hand, lower scored revealed lesser tendency for that variable. Friendship qualities consisted of two subscales that are positive and negative, therefore, items for positive and negative friendship quality were measured to have composite scores for two subscales. Individualism and collectivism were two domains of cultural values, so the mean scores of items for the subscales were combined to have composite scores. Parent peer management practices were represented with guiding, supporting, and prohibiting subscales and they were calculated by mean scores of items in each subscale. Lastly, composite scores for parent and peer attachment variables were calculated by mean scores of the relevant items of each subscale.

To determine Socioeconomic Status (SES), z score calculations for the education levels of mothers and fathers (1 = illiterate, 2 = literate, 3 = elementary school graduate, 4 = secondary school graduate, 5 = high school graduate, 6 = college (2 years) graduate, 7 = university graduate, 8 = master's degree, 9 = PHD or doctoral degree), and total household income (1 = 500 and below, 2 = 500-1000 TL, 3 = 1000-1500 TL, 4 = 1500-3000 TL, 5 = 3000-5000 TL, 6 = 5000 TL and above) were used. Composite score for

SES was calculated by mean z-scores of the mother's and father's education level and household income.

The second step of the data screening was to detect the amount of missing values and to deal with those values. Table 2 presents statistics for missing values and the percentages for each scale. Little's (1988) test to analyze missing values was conducted to understand the pattern of the missing data. Results demonstrated that the data was Missing Completely at Random (MCAR), $\chi^2 = 81.742$, $p = .278$. Tabachnick and Fidell (2007) pointed out that if the percentage of the missing values is less than 5, any chosen strategy to cope with those values will generate almost the same results. Additionally, Schafer (1999) claimed 5 % or less amount of the missing value is negligible. Frequency statistics demonstrated that none of the study variables' missing exceed cut point of 5 %, therefore, none of the strategy has been chosen for the missing values in the current study.

Outliers (univariate and multivariate) were detected in the third step. Z scores were calculated for each study variable to identify univariate outliers. Tabachnick and Fidell (2007) supported that a z score exceeds 3.29 ($p < .001$, two tailed) could be a possible outlier. Accordingly, one case in peer attachment, one case in parent attachment, two cases in the individualism subscale, four cases in the negative friendship quality subscale, two cases in the guiding subscale, and three cases in the prohibiting subscale were deleted due to z scores larger than 3.29. Multivariate outliers were detected, after handling with univariate outliers. Tabachnick and Fidell (2007) suggested to use Mahalanobis Distance to identify multivariate outliers. Participant score above χ^2 value of 20.51 was a concern for multivariate outliers. There were nine multivariate outliers and they were not involved in the further analyses, leaving the total sample as involving 710 participants.

Normality of the present data was assessed in the fourth step. Two statistical components of the normality that are skewness and kurtosis were tested for normality assumption. The criteria for skewness and kurtosis have been set out between +2 and -2 (Gravetter & Wallnau, 2014; Trochim & Donnelly, 2006). The skewness and kurtosis values of the all study variables were provided in Table 3. Results demonstrated that normal distribution criteria are met for the current data. Additionally, descriptive statistics of all study variables (mean, standard deviations, and minimum maximum) were presented (see Table 3).

In the last step, multicollinearity of the independent variables was assessed. Tolerance and VIF (Variance Inflation Factor) values are the two factors to be investigated for multicollinearity. Accordingly, tolerance value less than .10 and VIF value above 10 are indicators of the multicollinearity (Pallant, 2011). The Tolerance values were as follows for each predictor: individualism .86, collectivism .71, parent attachment .67, peer attachment .83, supporting .90, prohibiting .86., and guiding .74. The VIF values were as follows for predictors: individualism 1.24, collectivism 1.42, parent attachment 1.49, peer attachment 1.21, supporting 1.12, prohibiting 1.16., and guiding 1.36. Therefore, there is not any concern for the multicollinearity for the present research.

Table 2

Frequency Statistics for Missing Values (N = 719)

Variable	Missing	Percentage
Age	33	4.6
SES	5	.7
Individualism	10	1.4
Collectivism	10	1.4
Supporting	6	0.8
Guiding	11	1.5
Prohibiting	29	4.1
Parent Attachment	12	1.7
Peer Attachment	6	0.8
Positive Friendship Quality	10	1.4
Negative Friendship Quality	14	2.0

Table 3

Descriptive Statistics for All Study Variables (N = 710)

	Min-Max	Mean	SD	Skewness	Kurtosis
Age	16.97-22.90	19.71	1.23	.36	-.42
SES	-1.98-2.37	.002	.84	.27	-.54
Friendship Quality					
Positive Friendship Quality	2.26-5	4.08	.61	-.54	-.47
Negative Friendship Quality	1-4	2.00	.65	.72	.18
Culture					
Individualism	1.17-3.67	2.33	.42	.24	.14
Collectivism	1.20-4	2.73	.46	-.33	.15
Parent Peer Management Strategies					
Prohibiting	1-3.67	1.91	.58	.34	-.34
Supporting	1-4	2.95	.51	-.50	.60
Guiding	1-3.67	2.02	.52	.17	.19
Parent Attachment	1.13-5	3.78	.74	-.59	.21
Peer Attachment	2-5	3.80	.53	-.29	-.08

Min = Minimum, Max = Maximum, M = Mean, SD = Standard Deviation

3.2 Preliminary Analyses

3.2.1 Sex Differences in the Positive and Negative Friendship Quality

In the first step of preliminary analyses, Independent samples t-tests were conducted to explore sex differences. Cohen (1988) divided the effect sizes into three groups that are small (0.2), medium (0.5) and large (0.8), therefore, this analysis was evaluated based on this terminology. Results demonstrated that there was a statistically significant mean differences among females and males in terms of positive friendship quality. Females ($M = 4.21$, $SD = .57$) reported higher positive friendship quality than males ($M = 3.93$, $SD = .62$), $t(698) = 6.23$, $p = .000$, $d = .47$. The mean differences for the negative friendship quality had revealed a significant sex difference. Accordingly, boys ($M = 2.17$, $SD = .67$) scored higher than girls ($M = 1.84$, $SD = .60$) for negative friendship quality, $t(694) = -6.90$, $p = .000$, $d = .52$. Socioeconomic Status (SES) was significantly differed for males ($M = -.13$, $SD = .90$) and females ($M = .10$, $SD = .77$), $t(703) = 3.63$, $p = .000$, $d = .27$. Results indicated that female participants had higher household income and educational level for their parents. Cultural values statistically differed between females and males. Results showed that males ($M = 2.38$, $SD = .43$) had more individualist values than females ($M = 2.30$, $SD = .41$), $t(698) = -2.53$, $p = .012$, $d = .19$. On the other hand, collectivist values were more important for females ($M = 2.84$, $SD = .45$) than males ($M = 2.60$, $SD = .44$), $t(698) = 6.79$, $p = .000$, $d = .54$. Parent and peer attachment was different across sex. Results showed that females ($M = 3.86$, $SD = .53$) scored higher on peer attachment subscale than males ($M = 3.73$, $SD = .51$), $t(696) = 3.24$, $p = .001$, $d = .25$. In addition, females ($M = 3.90$, $SD = .71$) scored higher on parent attachment subscale than males ($M = 3.63$, $SD = .74$), $t(696) = 4.78$, $p = .000$, $d = .37$. Lastly, there was also significant sex difference in parent peer management strategies. That is, parental prohibiting, but not supporting and guiding, was reported by males ($M =$

2.06, $SD = .59$) more than females ($M = 1.79$, $SD = .54$), $t(679) = -6.30$, $p = .000$, $d = .48$.

3.2.2 Correlation Analysis

The second step of the preliminary analyses consisted of correlation analysis between study variables. To examine the associations between positive and negative friendship quality, parent peer management strategies (prohibiting, guidance, and supporting), attachment (peer and parent), cultural values (individualism and collectivism) and demographic variables as such age, and SES, Pearson bivariate correlation analyses were performed. Table 3 shows Pearson Correlation Coefficient results of all study variables.

Positive friendship quality was positively associated with SES, support from parent, parent attachment, peer attachment, and collectivistic values. On the other hand, age, parent peer management strategies of prohibiting and guidance, and individualistic values were negatively correlated with positive friendship quality. Age, prohibiting, and individualistic values were positively correlated with negative friendship quality. However, parent attachment, peer attachment, and collectivism were negatively associated with negative friendship quality. There were no associations among negative friendship quality, SES, and parent peer management strategies of supporting and guidance.

Table 4

The Pearson Correlations of the All Study Variables (N= 710)

Variables	1	2	3	4	5	6	7	8	9	10	11
1.Age	-										
2.SES	.00	-									
3.Individualism	.04	.04	-								
4.Collectivism	-.10*	.06	-.44**	-							
5. Prohibiting	.08*	-.13**	.15**	-.15**	-						
6. Supporting	-.15**	-.10*	-.16**	.19**	.09*	-					
7.Guiding	-.08	-.20**	-.14**	.17**	.33**	.32**	-				
8.Parent Attachment	-.09*	.23**	-.29**	.44**	-.29**	.24**	-.08*	-			
9.Peer Attachment	-.13**	.13**	-.12**	.19**	-.24**	.11**	-.15**	.39**	-		
10.Positive FriendshipQuality	-.10**	.13**	-.09*	.24**	-.22**	.19**	-.08*	.36**	.56**	-	
11.Negative FriendshipQuality	.09*	-.03	.13**	-.14**	.26**	-.04	.04	-.24**	-.26**	-.23**	-

*p < .05 (2-tailed), **p < .01(2-tailed).

3.3. Hierarchical Regression Analysis

The purpose of this research was to understand how age, sex, SES, cultural values, parent peer management practices, and attachment to peer and parents affect the positive and negative friendship qualities among university students. Therefore, two separate hierarchical regression analyses for positive and negative friendship quality were conducted to measure how much variability in the positive and negative friendship quality was predicted by the variables studied in the current study.

3.3.1. Predicting Positive Friendship Quality

A five steps regression analysis was performed to examine how positive friendship quality was predicted by demographic variables, cultural values, parental involvement in peer relationships, and parent and peer attachment. In the first block, age, sex, and SES were entered as control variables. In the second block, individualistic and collectivistic values were added to the model. Parental peer management practices, supporting, guidance, and prohibiting were entered in the third block. Parent attachment was added in the fourth block. Finally, peer attachment was added in the fifth block. Table 5 provides all necessary information related to this analysis.

As can be seen in Table 5, in the first block, results showed that age, sex, and SES explained 6 % of the variance in the positive friendship quality. Sex (female labeled with higher number in the analysis) and SES were significant positive predictors of positive friendship quality. However, age was not a significant predictor for positive friendship quality.

In the second block, cultural values consisting of individualism and collectivism subscales explained the 3.7 % of the additional variance for positive friendship quality. Sex (female labeled with higher number in the analysis), SES, and collectivism positively

predicted positive friendship quality. However, age and individualist values were not significant predictors for positive friendship quality.

In the third block, supporting, guiding, and prohibiting contributed additional 6.2 % of the variance for positive peer associations. Age, SES, and individualism were not significant predictors for positive friendship quality. On the other hand, sex (female labeled with higher number in the analysis), collectivism, supporting, and guiding were positively predicted friendships with positive quality. However, prohibiting had a negative predictive value for positive friendship interactions.

In the fourth block, results revealed that entering parent attachment to the equation explained the 3.2 % of the further variance. Sex (female labeled with higher number in the analysis), supporting, guiding, parent attachment, and collectivism were positive significant predictors in positive peer interactions. Prohibiting also negatively predicted positive friendship quality. However, age, SES, and individualism were not significantly predicting positive friendship quality.

In the fifth block, peer attachment was explained further variance of 17.6 % for positive peer friendship quality. Age, SES, individualism, prohibiting, guiding, and parent attachment were not significant predictors in positive friendship quality. On the other hand, sex (female labeled with higher number in the analysis), collectivism, supporting, and peer attachment were positive significant predictors for high quality friendships.

Table 5

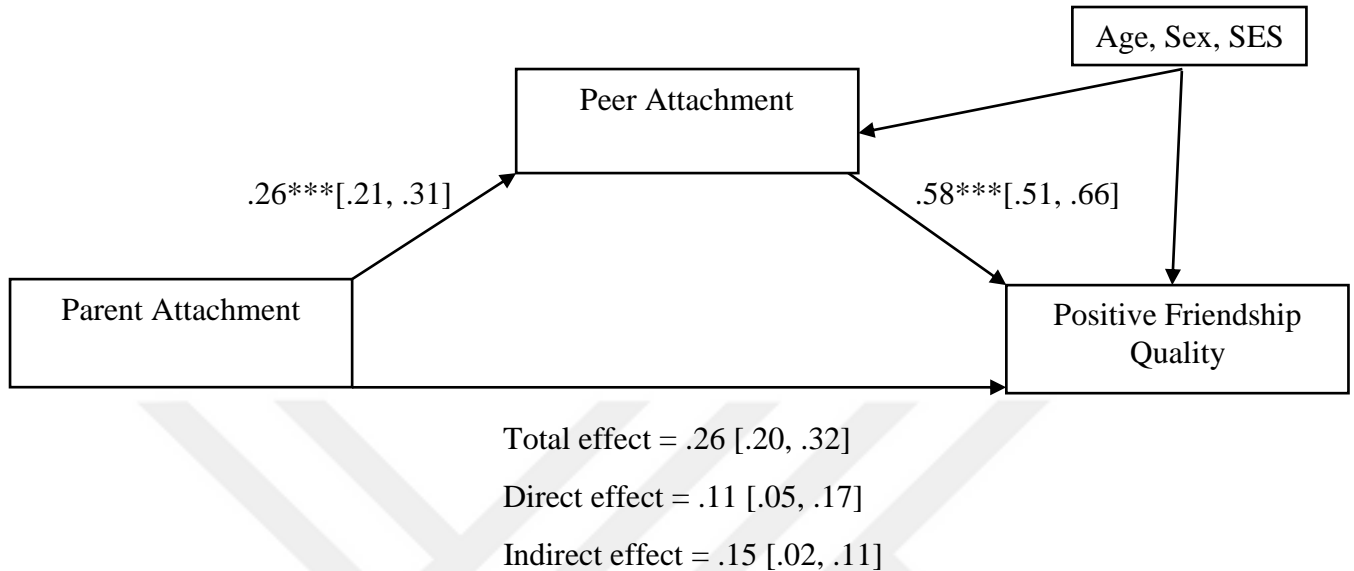
Hierarchical Regression Analysis for Predicting Positive Friendship Quality(N =710)

Variable	Block 1			Block 2			Block 3			Block 4			Block 5		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Age	-.01	.02	-.02	-.01	.02	-.02	.00	.02	.00	.00	.02	.01	.02	.02	.04
Sex	-.25	.05	-.20***	-.20	.05	-.16***	-.16	.05	-.13**	-.16	.05	-.13**	-.16	.04	-.13***
SES	.07	.03	.10*	.07	.03	.10*	.06	.03	.08	.03	.03	.03	.03	.03	.04
Individualism				.00	.06	.00	.03	.06	.02	.07	.06	.05	.06	.05	.04
Collectivism				.26	.06	.20***	.23	.06	.17***	.13	.06	.10*	.12	.05	.09*
Supporting							.26	.05	.22***	.20	.05	.17***	.16	.04	.13***
Prohibiting							-.14	.04	-.13**	-.10	.04	-.09*	-.05	.04	-.04
Guiding							-.14	.05	-.12**	-.10	.05	-.09*	-.04	.05	-.03
Parent Attachment										.18	.04	.22***	.05	.03	.06
Peer Attachment													.55	.04	.47***
Total R^2		.06***			.097***			.159***			.191***			.367***	
$R^2 \Delta$.037			.062			.032			.176	
<i>F</i>		13.49			13.51			14.82			16.38			36.09	

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

We found that parent attachment was a significant predictor in the fourth step but when we entered peer attachment in the fifth step it became nonsignificant for positive friendship quality. Thus, we decided to test the mediational role of peer attachment on the relationship between parent attachment and positive friendship quality controlling for age, sex and family SES characteristics of participants. PROCESS (Hayes, 2013) was utilized to perform that analysis. The model, unstandardized regression coefficients, and confidence intervals (CIs) were provided in the Figure 1. The direct effect from parent attachment to peer attachment was positive and statistically significant ($\beta = .26, SE = .03, p = .000$). The direct impact from peer attachment to positive friendship quality was positive and statistically significant ($\beta = .58, SE = .04, p = .000$). There has been found a decrease in the relationship between parent attachment and positive friendship quality ($\beta = .26, SE = .03, p = .000$) when peer attachment was added to the model ($\beta = .11, SE = .03, p = .000$). The analysis of a 95 % bias-corrected depending on 5000 bootstrap samples demonstrated that the indirect impact of parent attachment ($ab = .15$) on positive friendship quality through peer attachment did not involve zero which in turn is indication of a statistical significance of indirect effect CI [.02, .11]. This result supported the partial mediation of peer attachment through the association of parent attachment and positive friendship quality after controlling for age, sex, and family SES of participants.

Figure 1

The Mediation Model for Positive Friendship Quality

Note. The model indicates the relationship between parent attachment and positive friendship quality through mediator effect of peer attachment after controlling for age, sex, and SES. The CIs at 95 % are presented in the brackets.

*** $p < .001$

3.3.2. Predicting Negative Friendship Quality

The other aim of the present study is to understand how and to what extent age, sex, SES, individualistic and collectivistic values, supporting, guiding, and prohibiting practices of their parents, attachment to parents, and attachment to friends explain adolescents' negative friendship quality. To do this, five steps regression analysis was performed. In the first block, demographic variables of age, sex, and SES were added. The second block consisted of individualism and collectivism values participants hold. Supporting, guiding, and prohibiting from parents were added in the third block. In the fourth block parent attachment was included. In the final block, peer attachment was added. All information about this analysis was represented in Table 6.

As can be seen in Table 6, in the first block, the control variables of age, sex, and SES were predicted 6.5 % of the variance in the negative friendship quality. Sex was significant predictor in the negative friendship quality with males scoring higher than girls, but age and SES were not significant predictors for negative friendship quality.

In the second block, cultural values, individualism, and collectivism, were explained additional 1.2 % of the variance in the negative friendship quality. Sex (male labeled with higher number in the analysis) and individualism were positive significant predictors in negative peer relationships quality, while age, SES, and collectivism were not significantly predicting to negative friendship quality.

In the third block, parental peer management practices, supporting, guiding, and prohibiting explained 3.8 % of additional variance for negative friendship quality. Negative friendship quality was positively predicted by sex (male labeled with higher number in the analysis) and prohibiting. However, age, SES, individualism, collectivism, supporting, and guiding did not predict significantly negative friendship quality.

In the fourth block, parent attachment explained 1.2 % variance for negative friendship quality. Sex (male labeled with higher number in the analysis) and prohibiting positively, but parent attachment negatively predicted negative friendship associations. On the other hand, age, SES, individualism, collectivism, supporting, and guiding were not significant predictors for negative friendship quality.

In the fifth block, peer attachment added 2.2 % of variance to the negative friendship quality. Age, SES, individualism, collectivism, supporting, guiding, and parent attachment were not significant predictors in negative friendship quality. On the contrary, sex (male labeled with higher number in the analysis) and prohibiting were positive predictors whereas peer attachment was a negative predictor in the model.

Table 6

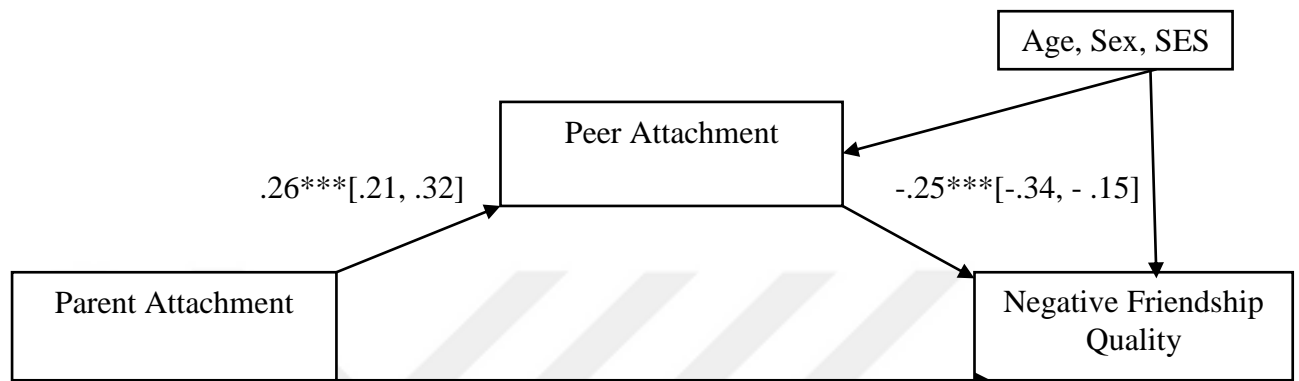
Hierarchical Regression Analysis for Predicting Negative Friendship Quality (N = 710)

Variable	Block 1			Block 2			Block 3			Block 4			Block 5		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Age	-.01	.02	-.01	-.01	.02	-.01	-.01	.02	-.02	-.01	.02	-.02	-.02	.02	-.03
Sex	.34	.06	.26***	.32	.06	.24***	.27	.06	.21***	.27	.06	.20***	.27	.06	.20***
SES	.00	.03	.00	-.00	.03	-.01	.01	.03	.02	.03	.03	.04	.03	.03	.04
Individualism				.15	.07	.10*	.11	.07	.07	.08	.07	.05	.09	.07	.06
Collectivism				-.04	.06	-.03	-.01	.06	-.01	.05	.07	.04	.06	.06	.04
Supporting							-.05	.05	-.04	-.01	.05	-.01	.01	.05	.00
Prohibiting							.24	.05	.21***	.21	.05	.19***	.19	.05	.17***
Guiding							-.02	.06	-.01	-.04	.06	-.03	-.07	.06	-.05
Parent Attachment										-.12	.04	-.14**	-.07	.04	-.08
Peer Attachment													-.21	.05	-.17***
Total R^2		.065***			.077***			.115***			.127***			.150***	
$R^2 \Delta$.012			.038			.012			.023	
<i>F</i>		14.44			10.40			10.09			10.09			10.94	

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

We found that parent attachment was a significant predictor in the fourth step but when we entered peer attachment in the fifth step it became nonsignificant. Thus, we decided to test the mediational role of peer attachment on the relationship between parent attachment and negative friendship quality controlling for age, sex, and family SES characteristics of participants. To achieve that aim, we utilized PROCESS (Hayes, 2013). The model, unstandardized regression coefficients and confidence intervals (CIs) were presented in the Figure 2. The direct effect of parent attachment on peer attachment ($\beta = .26, SE = .03, p = .000$) was positive and statistically significant. The association between peer attachment and negative friendship quality was negative and significant statistically ($\beta = -.25, SE = .05, p = .000$). We have found that the relationship among parent attachment and negative friendship quality ($\beta = -.18, SE = .03, p = .000$) was lowered when peer attachment was added to the model ($\beta = -.11, SE = .04, p = .000$). A 95 % of bias-corrected confidence interval depend on 5000 bootstrap samples revealed that the indirect impact of parent attachment ($ab = -.07$) on negative friendship quality over peer attachment did not include zero that shows statistical significance, CI [-.10, -.04]. This analysis supported the partial mediation role of peer attachment on the relationship between parent attachment and negative friendship quality after controlling for age, sex, and family SES.

Figure 2

The Mediation Model for Negative Friendship Quality

Total effect = $-.18 [-.24, -.11]$

Direct effect = $-.11 [-.18, -.04]$

Indirect effect = $-.07 [-.10, -.04]$

Note. The model indicates the relationship between parent attachment and negative friendship quality through mediator effect of peer attachment after controlling for age, sex, and SES. The CIs at 95 % are presented in the brackets.

$***p < .001$

CHAPTER 4 DISCUSSION

The purpose of the present research was to examine the role of having individualist or collectivist orientation, parental peer management strategies, prohibiting, supporting, and guiding, and attachment to parents and peers in the university students' positive and negative friendship quality. The theoretical framework of the current study was grounded on Bronfenbrenner's Ecological System theory (1979). Bronfenbrenner (1979) widens the developmental psychology perspective by including the active role of developing individual, various environments surrounding the human beings, and their interactions on the ongoing process. In the light of Bronfenbrenner (1979)'s theory, age and sex of participants were investigated as the individual characteristics that would contribute individual's own development through influencing different layers of ecological systems. Parent and peer attachment were evaluated in the microsystem level because the adolescents have direct contact with those agencies. In the mesosystem level, parent peer management strategies were assessed since there is an interaction between two microsystems, parents, and peers. Family SES of adolescents were added as the exosystem level. Lastly, individualism and collectivism aspect of the culture were examined through macrosystem level. There were four hypotheses were generated to be tested for the current research. The first three hypotheses aimed to examine the role of demographic characteristics of the individuals, age, sex, and family SES on the development of positive and negative friendship quality. The fourth hypothesis attempted to investigate how and to what extent

individualism-collectivism, parental peer managements of supporting, guiding, and prohibiting, and parent attachment and peer attachment predict the positive and negative friendship quality of college students.

In the same line with our hypotheses, the results of the study demonstrated that females scored higher in positive friendship qualities while boys scored higher in negative friendship qualities. Our findings supported our hypotheses that collectivistic values, supports from parents in peer relationships, and peer attachment positively predicted positive friendship quality. Also, we have found that prohibiting positively and peer attachment negatively predicted negative friendship quality. In contrast to our hypotheses, positive friendship quality was not predicted by age, SES, parental peer management of guiding and prohibiting, and parent attachment and negative friendship quality was not predicted by age, SES, parental peer management of guiding and supporting, and parent attachment. Although it was not the primary research question, we conducted two additional mediation analysis based on results of regression analysis. There was a mediation role of peer attachment on the association between parent attachment and positive and negative friendship qualities after controlling age, sex, and SES. In the following sections, detailed discussions of each predictor on friendship qualities, limitations, future directions, implications, and conclusion of the current research will be presented.

4.1 The Role of Age, Sex, and SES on Friendship Qualities

In the present study, we examined the roles of age, sex and SES on the friendship qualities. In the first hypothesis, sex of participants was expected to be a significant predictor on positive and negative friendship qualities. We anticipated

that females would have higher levels of positive friendship quality, while males would report higher levels of negative friendship quality. In line with our expectation, our results pointed out that friendship qualities of females and males were different. Accordingly, females accompany, assist, provide safety, and share more affect in their relationships than males. In contrast, males were experiencing more conflicts in their friendships. The significant sex influence on both positive and negative friendship quality is well documented and consistent in the Turkish (Doğan et al., 2012; Özen et al., 2011; Öztürk, 2019) and international literature (Brendgen et al., 2001; Camirand & Poulin, 2019; Grabill & Kerns, 2000; Sanchez Queija & Oliva Delgado, 2015). Gender socialization could be one of the underlying factors for difference in positive and negative features in friendships. It is a common practice across cultures for girls to share caregiving responsibilities of their younger siblings, therefore, they carry over their nurturing practices onto their friendships. Parental involvement could also be an explanation for such a sex difference in friendship quality. In an examination of maternal and paternal inclusion of adolescent relationships, Updegraff et al. (2001) have found that mothers are more interested in their daughter's relationships than their son's friendships which in turn facilitate their daughters to increase their peer contact. In another investigation of facilitation of peer interactions, parents use more strategies to increase contact of their daughters with their peers compared to their sons (Vernberg et al., 1993). Parents may think friendships have a more important place in girls' social lives than boys (Tilton-Weaver & Galambos, 2003). Furthermore, adolescent boys reported that they have to maintain their masculine portrait (Chu, 2005). This finding

demonstrated that adolescent boys are restricted to have a close relationship with their peers to foster their masculinity in turn be able to be affiliated with peer group.

The second hypothesis was about the impact of age on the friendship qualities. The age was expected to predict high quality friendships positively, but low-quality friendships negatively. However, in contrast to our expectations, the correlation analyses demonstrated that age was negatively correlated with positive friendship quality, but positively correlated with negative friendship quality. Our correlation showed reverse association between age and friendship quality, however; the correlation was very weak. In fact, there was no significant contribution of age in the regression analysis for both positive and negative friendship quality. Therefore, we could not get support for our hypothesis about the relationship between age and friendship qualities. On the other hand, several studies suggested the increase of friendship quality as age progressed (Camirand & Poulin, 2019; Way & Greene, 2006). Even though, there was a substantial research for us to expect the continuation of the improvement in friendship qualities from late adolescence to emerging adulthood, there may be other factors to be considered in this age period which the present examination did not include. Involvement of the romantic relationship is one of the topics that may affect the friendship associations of the adolescents. A romantic partner may take place of a best friend for fulfillment of intimacy, therefore best friendship may no longer have previous importance in that period (Chow, Roelse, Buhrmester, & Underwood, 2012; Furman & Buhrmester, 1992). Camirand and Poulin (2019) pointed out that relationship patterns may significantly influence the friendship quality of individuals. Their

investigation revealed that adolescents having short term relationships and having various short-lived love affairs share more intimacy with their friends compared to romantic involvement last long. The main reason for this difference could be that young adults who could not be able to sustain a relationship may turn over more to their friends to need their emotional proximity needs (Camirand & Poulin, 2019). Another reason for nonsignificant association among age and friendship interaction could be related to course requirements of college. It has been found that college students demonstrate a low level of friendship quality in general, but they show more assistance in friendships in academic aspects (Sima & Singh, 2017).

The third hypothesis targeted to examine how family SES influence friendship qualities. We expected that adolescents from high SES families would report higher levels of positive friendship quality and lower levels of negative friendship quality compared to adolescents from low SES families. Correlation analysis revealed that SES was positively correlated with positive friendship quality, whereas not significantly associated with negative friendship quality. However, there was not any significant contribution of the SES to the positive friendship quality in the regression analysis. Therefore, current research could not support the association for SES and friendship qualities of the university students. In contrast to the direction of the relationship we anticipated, it has been found that positive friendships of adolescents buffered negative impact of economic hardship on life satisfaction (Raboteg-Saric, & Brajsa-Zganec, & Sakic, 2009). Several researches have been proposed that parental and adolescents' economic resources could differentially influence the social interactions of adolescents (Hjalmarsson & Mood,

2015; Olsson, 2007). For example, children's needs could be prioritized in the family even though there is a scarcity in economic resources (Kochuyt, 2004). In this case, children may be protected from the negative influences of economic hardship on formation of social interactions. In addition, there may be other persons provide financial support to adolescents or adolescents may work to have a pocket money (Olsson, 2007). In other words, adolescents' resources could not be always depending on the income level of their parents. This independency of household income and adolescents' own resources could become more salient during college years. According to Bozick (2007), there has been an association between employment and economic conditions of college students in which students with economic hardship tended to be enrolled in part time jobs. In this case, they are capable to afford activities to initiate forming relationships with their peers. Parental educational level has been found a significant predictor of positive friendship quality in previous research (e.g. Doğan et al., 2012). Parental education level may be related to their increasing knowledge on adolescent development and considering the role of friendships on adolescent healthy development (Doğan et al., 2012). The results of this study demonstrated the impact of educational and economic resources of family lose its significance in college years.

4.2 The Role of Individualistic and Collectivistic Values on Friendship

Qualities

There were three hypotheses from fourth research question. There was not a consistent picture in terms of impact of cultural variations on friendship qualities, therefore we did not have a specific hypothesis regarding culture and friendship

qualities. However, we expected that culture would have a significant impact on the friendship qualities. Pearson Correlation results demonstrated that collectivistic values were positively correlated with positive friendship quality but negatively correlated with negative friendship quality. Regression analyses demonstrated that collectivistic values positively predicted positive friendship quality, but there was not any significant predictive impact on negative friendship quality. On the other hand, our correlation results revealed that individualistic values had positive relationship with negative friendship quality, but negative correlation with positive friendship quality. Regression analysis demonstrated that individualism did not predict positive and negative friendship qualities. Our results suggested that collectivistic attitudes significantly predict the formation of positive friendship quality. The findings of this study are consistent with Triandis et al., (1988) proposition and cross-cultural investigations related to collectivism and friendships (French et al., 2006; Wheeler et al., 1989).

In contrast to our expectation, collectivism and individualism did not predict negative friendship quality. It has been suggested that conflicts level may not differ among cultures; however, individuals' approach to the conflict made a difference in cultural comparisons (French, Pidada, Denoma et al., 2005). Based on this, we can argue that cultural orientations differ from each other in terms of attitude toward conflicts in relationships. For example, it has been found that refraining from conflict to protect relationships has been found a common practice in collectivist cultures (Ohbuchi & Takahashi, 1994; Xu, Farver, Chang, Yu, & Zhang, 2006). In a cross-cultural comparison, Indonesian and Americans did not differ in terms of

amount of conflicts in their relationships. However, they engaged in different conflict management strategies (French et al., 2005). As Indonesians used more disengagement, Americans were negotiated more in their social interactions. In comparison of Turks and Canadians, avoidance from conflict in peer relationships were mostly practiced by Turkish participants (Cingöz-Ulu & Lalonde, 2007). On the other hand, Canadians use more negotiation to solve their conflicts. Taken together all these findings, we may say that nonsignificant association among conflict and collectivism in Turkish sample could be the negative attitude toward conflict which in turn result in refraining by not expressing conflicts in peer relationships. In this case, Turkish university students avoid from conflicts, they might not characterize their friendships involving conflicts, resulted a nonsignificant association between collectivism and negative friendship quality. Additionally, we might speculate that; conflicts could be acceptable in friendships of individualist orientation and positive attitude of conflict could not decrease the quality of friendships. As a result of this attitude, individualism did not significantly predict negative friendship quality.

Rubin et al., (2008) proposed that collectivist values may expect from individuals to invest family interactions rather than friendships that are mostly out of family ties. On the contrary of this proposition, the current study has found that collectivism had a significant impact on the positive friendship quality. It revealed that people may have collectivist orientation and having high quality friendships at the same time that push the conventional theories of individualism and collectivism dichotomy to be revised to focus on individual rather than the general population.

Furthermore, Turkish scholars asserted that having a young age, living in nonrural area and high level of schooling play significant role on having individualist values rather than collectivist ones (Goregenli,1995; Imamoglu & Aygun-Karakitapoglu, 1999). However, we have found that young university students had collectivist orientation in their peer relationships which question previous assumptions about individualist and collectivist profile in Turkish sample. Previous research revealed that there has been an increase in the number of people attending to university education (Günay & Günay, 2011). We can say that there was a low representativeness of people with collectivist orientation in the universities due to lower levels of university participation in the past years. In this case, increasing numbers of students may reflect the general tendency in the society that is being collectivist in friendship domain.

In an investigation of individualism and collectivism in Turkey, Yetim (2003) has pointed out that Turkish university students with high levels of individualist values were more satisfied in their lives compared to students with high levels of collectivism. In addition, students with high collectivist values reported low levels satisfaction in their lives. However, we have found that Turkish university students with higher collectivistic values reported more positive quality of friendship. Kagitçibaşı (1994,1997) introduced a model for human development named as “autonomous related self” that interdependence is not valued as much as before, but the individual is related emotionally. This model reflects ongoing change of societies in Turkey where individuals may be more collectivist in the relationship domain but at the same time turn into individualist orientation at the individual

aspirations. Thus, this could be the case in our sample that they value peer relationship and have positive quality with collectivistic values.

4.3 The Role of Parental Peer Management Strategies on Friendship Qualities

The first hypothesis pertaining to fourth hypothesis presented that supporting and guiding would be a positive predictor in the high-quality friendships, and negative predictor in the conflicts experienced in friendships. Prohibiting was expected to positively predict negative friendship quality, but negatively to positive friendship quality. Correlation analyses indicated that supporting was positively correlated with high quality friendships, while there was not any significant relationship with negative friendship quality. In contrast to our expectation, guiding was negatively associated with positive friendship quality, and there was not any relationship with negative friendship quality. Prohibiting was positively correlated to negative friendship quality as there were a negative association with positive friendship quality. As hypothesized, our regression analysis demonstrated that supporting was a positive predictor in high quality friendships, while prohibiting positively predicted negative friendship quality. The findings of the present research supporting the importance role of parents' practices in the youth social adjustment as previous studies highlighted (Mounts 2001, 2002, 2004; Tilton-Weaver & Galambos, 2003; Updegraff et al., 2001; Vernberg et al., 1993) Parents still have a substantial impact in the formation of positive and negative friendships for their children who now enter university. It is also consistent with idea that parents play a significant role in their children's social life (Bugental & Goodnow, 1998).

However, interestingly main analysis indicated that somehow both guiding and prohibiting positively associated with negative friendship quality, but negatively related to positive friendship quality although both variables were not significantly predicting positive friendship quality. It could be explained with the fact that when parents guide or prohibit their adolescent peer relationships, they tried to lead their adolescents (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). In this case, this effort to control peer relationships may be perceived as a threat to their autonomy result in the perception of two concepts as the same.

The current research only focused on the adolescent's perceptions of their parents' practices in their peer relationships. However, there was not any information about adolescent characteristics that may trigger different practices received from parents. Ecological System Theory of Bronfenbrenner (1979) suggested that individual is active in developmental process, therefore the role of individual play in the parental management of peer practices is crucial to be considered. It has been suggested that adolescents' behaviors also may cause parents to use different levels of supporting, guiding, and prohibiting. Previous research proposed that parents use different strategies based on their adolescent adjustment. Parents may support more their adolescent's friendships characterized by more prosocial and high school achievement. On the other hand, parents practice more prohibiting in case of delinquent friends (Tilton-Weaver & Galambos, 2003). The authors pointed out that parents' practices vary when they think their adolescent's friendships are negative and their adolescents involve in problem behaviors. Öztürk and Sayıl (2012)'s investigation of Turkish adolescents demonstrated that parents

use more supportive strategies when their adolescents report high amount of loneliness and higher amounts of friendships prosocial peers. On the other hand, aggressive behaviors of adolescents were associated with parental prohibiting. Taken together all these findings, adolescents individual and social adjustment significantly influence parental degree of involvement of adolescents and apply various strategies. Therefore, consideration of adolescent characteristics will provide a broader understanding of the impact of parental strategies on peer relationships.

Parent management of peer practices and parenting style are two separate concepts to be considered in socialization process. Darling and Steinberg (1993) suggested that parenting style is affective domain of parenting, whereas parenting practices targeted specific goals. They asserted that parenting peer management practices are served on the parenting style in which the influence of peer management practices depends on this affective domain of parenting style. In the light of this distinction, Mounts (2002) investigated the association among parental management of peer relationships behaviors and parenting styles. Results revealed that applications of parents to manage peer interactions varied according to type of parenting they recruited. Accordingly, authoritative parents more supported their adolescent peer relationships compared to authoritarian and uninvolved parents. The impact of parent behaviors is influenced by the parenting style. In other words, attitudes toward their children and emotional context parents are provide for their children are decisive in the amount of parental practices will achieve its aim in social development of children (Darling & Steinberg, 1993). Based on this piece of

finding, we may say that parents vary on their utilization of prohibiting, supporting, and guiding strategies, and they have distinct parenting styles while raising their adolescents. Taken parenting style into consideration will provide a wider understanding for the impact of the parent management of peer relationships on positive and negative peer associations.

4.4 The Role of Parent and Peer Attachment on Friendship Qualities

The second and third hypothesis related to our fourth research question indicated that parent and peer attachment positively predict high quality friendships and negatively predict to low quality friendships. Correlation analysis revealed that parent and peer attachment would be positively correlated to positive friendship quality, negatively to negative friendship quality. In the same line with our expectation, our regression results indicated that peer attachment was significant predictor for both positive and negative friendship quality. However, parent attachment was no more significant predictor after adding the peer attachment to the positive and negative friendship quality. It demonstrated that there is a possibility of the mediational role of peer attachment in the relationships between parent attachment and positive and negative peer relationships for college students as suggested by previous research (Markiewicz et al., 2001). As we expected, our mediational analysis revealed that peer attachment was partially mediated the association of parent attachment and positive and negative friendship quality.

The current study provided further support for the adolescents' internal working models construed in parental relationships practiced in associations with friends (Bowlby, 1988). In other words, positive mental representations of self and

others formed in the early caregiving practices enable adolescents to successful affiliations with peers. It showed that even adolescents' attachment become more important in their peer interactions, they learn how to be related with significant others in their life from their relationships with their parents. As previous research suggested, we can say that adolescents learn mental representations related to themselves and people in general and apply those their peer associations as well. As a result, they attached securely to their friends which, in turn, their peer attachment becomes important for friendship issues. However, parent attachment still plays a significant role on the development of positive and negative peer interactions. The attachment behaviors of children become less intense and frequent across development, however; there has been stability of attachment quality particularly throughout adolescence years (Bowlby, 1973). We have found the same impact of parent attachment for college youth. The impact of parent attachment was persistent in late adolescent years in their quality of friendship relationships.

Adolescents start to share less activities with their parents as they get older. However, their need of autonomy does not decrease their desire to be related to their primary attachment figures. Liebermann et al., (1999) have found that young adolescents' dependency level to their parent help declined across age, however, they expect from their parents to be available in case of need. In addition, our results were consistent with Lieberman et al., (1999) in terms of positive relationship between attachment and good quality friendship. We have found positive association between high quality friendships and attachment relationship. It could be explained by mastery in close and intimate relationship formed in attachment

relationships (Youngblade & Belsky, 1992). It has been suggested that children in an early attachment relationship achieved an effective emotion regulation in which facilitates positive peer interactions by demonstration of constructive affect expression (Kobak & Sceery, 1988). On the other hand, adolescents with secure attachments with their parents and peers experienced less conflicts in their friendships. It might be possible for securely attached individuals to have good conflict resolution skills which helped them to regulate their negative emotions (Lieberman et al., 1999). For insecure adolescents, they might not be able to how express negative effect in an inappropriate manner which result in negative friendship quality.

Attachment transference (Hazan & Shaver, 1994) argument proposed that as peers meet the safety and emotional demands in the relationships, the attachment figure transference occurs. As a result, peer attachment becomes central in the organization of close relationships. This theory assumed that attachment components, physical proximity, secure base, and safe haven described by Bowlby (1969, 1982) were transferred from parents to peers. In an investigation of parents and peers, Fraley and Davis (1997) have found that even adolescents turned to their friends for attachment need of proximity, however, they chose their parents for their secure base needs. Nickerson and Nagle (2005) compared different age groups to demonstrate how attachment organization changed across age. The results demonstrated that adolescents turned to their friends for physical proximity and safe haven. On the other hand, parents were the primary source for the secure base

functions. The authors highlighted that peers and parents are complementary to each other as our study suggested.

4.5 Limitations of the Study

There are a number of limitations need to be addressed in the present investigation. First, the current research relied on the self-reports of adolescents. We have to be careful when evaluating the results of this study, because it provides the perceived outcomes, rather than the actual one (Mounts, 2001). Second, the present research was cross-sectional. Therefore, the results do not reflect the changes occur across time. To understand how culture, parental peer management strategies, and attachment to peers and parents impact the positive and negative associations with peers, longitudinal research design could be acquired. In this way, the role of peers, parents and cultural values and how and to what extent they effect friendship association through adolescence will provide a substantial amount of knowledge for adolescents' friendship. Third, the data were collected from a homogenous sample, Turkish college students living in the big cities. Therefore, the results of present investigation cannot be generalized to other cultures, age groups, and rural areas. Finally, the reliability of the Individualistic Collectivistic Views of Family Scale, Negative Friendship Quality Scale and Supporting subscale of Parental Management of Peers Inventory were relatively lower than acceptable ranges. These low reliabilities of the culture, negative friendship quality, and supporting scales could influence our results. To deal with this problem, scales with higher levels of internal consistency might be used or developed for the Turkish sample.

4.6 Future Research

The field of friendship qualities of adolescents is understudied through investigation of cultural values, parent and peer attachment and parental management of peer applications variables together. Therefore, future research has various possibility to conduct studies on this topic. Further investigation could consider multiple reporters who provide better understanding for friendship dynamics of adolescents. Since the scope of this study was close associations with peers, reports from adolescents' friends would enhance our understanding the point of view of friendships. In addition, due to developmental stage adolescents are in, romantic partners have to be taken into consideration. Fathers and mothers have differential influence on adolescent's development, therefore, their involvement to the study will provide a wider understanding in the associations of adolescents, and their mothers and fathers separately. Previous research highlighted the differential level of impact of mother and father on adolescent social development (Sanchez Queija & Oliva Delgado, 2015; Ducharme et al., 2002; Updegraff et al., 2001; Doğan et al., 2012).

We have found that cultural orientation, strategies parent applies in their children's peer relationships, and peer and parent attachment explained % 37 of the variance in the positive friendship quality, whereas only 15 % of negative friendship quality. Future studies could focus on the predictors for friendship quality, particularly negative friendship quality. For example, consideration of adolescent characteristics could be one of the topics for investigation due to bidirectional associations in parent-child relationships (Parke, 1992). It has been suggested that

parents apply some certain strategies as they suspect their adolescent's delinquent orientation of themselves or friends (Tilton-Weaver & Galambos, 2003). It will be interesting to investigate how adolescent characteristics influence friendship qualities and how cultural values, attachment to parents and peers, and parental strategies change accordingly.

4.7 Implications

The current investigation pointed out differential influence of parents and peers on socialization process of adolescents. It has been found that parental strategies namely prohibiting and supporting are important for adolescents to affiliate their friends in negative and positive ways. From an intervention point of view, parental practices pertaining to peer interactions could be taught. As parents support their adolescent's friendships, their adolescents will develop high quality friendships. On the other hand, we have found that prohibition of adolescents increases the conflict adolescents have in their dyadic associations. However, this study does not imply to forbid the prohibiting practices in adolescent friendships, because previous research asserted positive impact of the moderate level of prohibiting on adolescent social adjustment (Mounts, 2001). Therefore, prohibiting in peer relationships could be carefully managed by parents.

This study has found that both attachment to peers as well as parents significantly contribute to friendship qualities. That is, although adolescent, especially late ones, turn to their peers more and spend more time with them but still parents continue to play important roles in their peer relationships quality. Furthermore, warmth and responsive relationships with peers met the need for

affiliation in adolescence. Friends as central resource for emotional support gains more significance (Nickerson & Nagle, 2005). In the light of previous research demonstrating the impact of peer attachment on positive adolescent development (Laible, 2007), it becomes crucial to foster the improvement of these associations. Existing data revealed a positive correlation between high quality friendships and feeling connected to the university (Pittman & Richmond, 2008). Thus, university could foster friendships by adapting a curriculum to increase interactions with students taken the same course. In addition, professors may promote the associations of students during and after class to plant the seeds of friendships.

4.8 Conclusion

The primary goal of the present was to find the contributing factors of friendship quality of college students grounding on Bronfenbrenner's Ecological System Theory (1979). Our findings suggested that collectivism, support from parents, and peer attachment were significant predictors in the positive friendship quality. On the other hand, prohibiting was positively but peer attachment was negatively contributing to negative friendship qualities. Previous literature has paucity of research in terms of the reciprocal roles of culture, parental peer management strategies, and attachment to friends and parents. Therefore, the strength of this study is examination of multiple contexts adolescents are in and the interactions of those for adolescent's friendship associations. There has been a growing research on friendships of adolescents due to centrality of friends in the lives of adolescents. There are several research supporting that positive friendships are positively related to self-esteem (Bagwell et al., 1998; Bukowski et al., 1994),

emotional competence (Demir & Urberg, 2004), happiness (Demir, Özdemir, Weitekamp, 2007), and life satisfaction (Raboteg-Saric & Sakic, 2014), therefore we need to know what factors affect development of positive and negative friendship quality. To do this, multiple dimensions of friendship qualities should be considered as our study highlighted. In addition, cultural context is important to consider in case of studying friendships, however, there has been lack of studies from non-Western cultures. In our research, we have found that Turkish adolescents were more collectivist toward formation of positive quality friendships. More research is needed to focus on various culture to understand its impact on friendships. In the present study, we had attempted to understand the predictors for friendship quality which, in turn, aim to understand the mechanisms for friendship associations and how to promote the positive peer interactions. As a result, we concluded that cultural values, parents, and peers play complementary role in friendships and each role should be considered separately.

APPENDIX A

Demografik Bilgi Formu

(Demographic Questionnaire)

1. Üniversitenizin Adı: _____ Okul Numaranız: _____

2a. Okuduğunuz Bölüm: _____

2b. Üniversitede kaçınıcı yılınız (seçeneklerden birine X işareti koyunuz)?

Birinci _____ İkinci _____ Üçüncü _____ Dördüncü _____ Diğer _____

3. Doğum Tarihiniz (gün/ay/yıl): _____/_____/_____

4. Cinsiyetiniz: Kız _____ Erkek _____

5. Annenizin yaşı: _____ 5b. Babanızın yaşı: _____

9. Aylık olarak evinize giren toplam para miktarı (maaşlar, kira gelirleri ve diğer tüm yan gelirlerin toplamı)

Ayda 500 YTL ve altı

Ayda 500 – 1000 YTL

Ayda 1000 – 1500 YTL

Ayda 1500 – 3000 YTL

Ayda 3000 – 5000 YTL

Ayda 5000 YTL ve üzeri

10. Annenizin Eğitim Düzeyi nedir?

Okur Yazar Değil: _____

Okur Yazar _____

İlkokul Mezunu: _____

Ortaokul Mezunu: _____

Lise Mezunu: _____

Yüksek Okul Mezunu (2 yıllık): _____

Üniversite Mezunu (4 yıllık): _____

Yüksek Lisans: _____

Doktora: _____

11. Babanızın Eğitim Düzeyi nedir?

Okur Yazar Değil: _____

Okur Yazar: _____

İlkokul Mezunu: _____

Ortaokul Mezunu: _____

Lise Mezunu: _____

Yüksek Okul Mezunu (2 yıllık): _____

Üniversite Mezunu (4 yıllık): _____

Yüksek Lisans: _____

Doktora: _____

APPENDIX B

Arkadaş Niteliği Ölçeği

(Friendship Qualities Scale)

<p>Aşağıda arkadaşlık ilişkileriyle ilgili bazı ifadeler yer almaktadır. Her ifadeyi dikkatle okuyunuz. <u>En yakın arkadaşınızla ilişkinizi</u> düşünerek her bir ifadenin arkadaşınız ve sizin için ne kadar doğru olduğunu uygun rakamı daire içine alarak belirtiniz.</p>	Hiç doğru değil	Biraz doğru	Doğru	Oldukça doğru	Çok doğru
1. İhtiyacımız olduğunda arkadaşım ve ben birbirimize yardım ederiz.	1	2	3	4	5
2. Arkadaşım ve ben birlikte eğlenceli şeyler yaparız.	1	2	3	4	5
3. Arkadaşım ve ben birlikteyken mutluyuz.	1	2	3	4	5
4. Arkadaşım ile kavga ettiğimiz zamanlar olur.	1	2	3	4	5
5. Arkadaşım ve ben canımızı sıkan herhangi bir şeyi başkalarına anlatamasa bile birbirimizle paylaşabiliriz.	1	2	3	4	5
6. Arkadaşım ve ben birbirimizin canını sıksak bile bu durumu kolaylıkla düzeltebiliriz.	1	2	3	4	5

7. Arkadaşım ve ben bütün boş vakitlerimizi beraber geçiririz.	1	2	3	4	5
8. Arkadaşım ve ben çok fazla tartışırız.	1	2	3	4	5
9. Arkadaşım ve ben, ihtiyacımız olduğunda yemeğimizi ya da harçlığımızı birbirimizle paylaşıyoruz.	1	2	3	4	5
10. Arkadaşım ve ben okulda ya da evde bir sorun yaşarsak, bunu birbirimizle konuşabiliriz.	1	2	3	4	5
11. Arkadaşım ve ben bazen birbirimiz için bir şeyler yapar ya da birbirimize özel olduğumuzu hissettiririz.	1	2	3	4	5
12. Arkadaşım ve ben, okuldan sonra ya da hafta sonları birbirimizin evine gideriz.	1	2	3	4	5
13. Arkadaşım ve ben birbirimize “yapma” desek bile birbirimizi rahatsız etmeye ya da kızdırmaya devam ederiz.	1	2	3	4	5
14. Arkadaşım ve ben başımız derde girdiğinde birbirimize yardım ederiz.	1	2	3	4	5
15. Arkadaşım ve ben kavga ettikten sonra özür dilesek bile birbirimize kızmaya devam ederiz.	1	2	3	4	5

16. Arkadaşım ya da ben taşınmak zorunda kalsaydık, birbirimizi özlerdik.	1	2	3	4	5
17. Bazen arkadaşım ve ben oturup, okuldan, spordan ve hoşlandığımız diğer şeylerden konuşuruz.	1	2	3	4	5
18. Diğer çocuklar arkadaşım ya da benimle uğraştığında, birbirimizi koruruz.	1	2	3	4	5
19. Arkadaşım ve ben birçok şey hakkında anlaşamayız.	1	2	3	4	5
20. Başka bir çocuk arkadaşımı ya da beni zor durumda bırakırsa birbirimizi savunuruz.	1	2	3	4	5
21. Arkadaşım ve ben tartışsak ya da kavga etsek bile birbirimizden özür dileriz ve her şey yoluna girer.	1	2	3	4	5
22. Arkadaşım ve ben uzakta olsak bile birbirimizi düşünürüz.	1	2	3	4	5
23. Arkadaşım ya da ben iyi bir iş yaptığımızda, birbirimiz adına mutlu oluruz.	1	2	3	4	5

APPENDIX C

Ailenin Bireyci Toplulukçu Bakış Açısı Ölçeği

(Individualistic Collectivistic Views of Family)

Aşağıdaki ifadeleri dikkatlice okuyunuz ve her bir duruma katılıp katılmadığınızı size uyan seçeneği yuvarlak içine alarak belirtiniz	Hiç katılmıyorum	Katılmıyorum	Katılıyorum	Çok katılıyorum
1. Müzik zevklerim ailemden son derece farklıdır.	1	2	3	4
2. Anne babalar çocuklarının erkek/kız arkadaş seçimlerine karışmamalıdır.	1	2	3	4
3. Şimdiki anne babalar çocuklarına karşı çok katıdır.	1	2	3	4
4. Ne tür bir iş yapacağıma karar verirken, kuzenlerimin görüşlerini kesinlikle dikkate alırım	1	2	3	4

5. Başım herhangi bir konuda derde girerse akrabalarımın bana yardım edeceklerine inanırım	1	2	3	4
6. Anne babası katı olan çocuklar bağımsız olmayı öğrenemezler.	1	2	3	4
7. Gençler biriyle çıkma konusunda anne babalarının önerilerini dinlemelidirler.	1	2	3	4
8. Okul hakkında kararlar alırken amca, dayı, hala ve teyzemin önerilerini kesinlikle dikkate almam.	1	2	3	4
9. Kazandığım parayı harcamam ya da biriktirmem ailemi ilgilendirmemelidir.	1	2	3	4
10. Okul hakkında ailenin önerilerine uymamak en iyisidir.	1	2	3	4
11. Başarılarımın nedeni anne	1	2	3	4

babamın desteğidir.				
12. Gençler eğitim veya meslek ile ilgili planlarını yaparken anne babalarının önerilerini göz önüne almalıdır.	1	2	3	4
13. Aile içi problemlerden diğer akrabalara bahsetmenin hiçbir yararı yoktur.	1	2	3	4

APPENDIX D

Ebeveyn Akran Yönetimi Ölçeği

(Parental Management of Peers Inventory)

<p>Aşağıda anne-babanızın davranışlarıyla ilgili bazı ifadeler yer almaktadır. Lütfen ifadelerin her birini dikkatle okuyunuz ve kendi anne-babanızdan birini düşünerek yanıt veriniz. Eğer ifade sizin anne-babanız için;</p> <p>hiç doğru değilse 1'i,</p> <p>doğru değilse 2'yi,</p> <p>doğruysa 3'ü ve kesinlikle doğruysa 4'ü daire içine alarak belirtiniz.</p>	<p>Hiç Doğru Değil</p>	<p>Doğru Değil</p>	<p>Doğru</p>	<p>Kesinlikle Doğru</p>
1. Anne-babam yalnızca bizim ailemize benzeyen ailelerin çocuklarıyla arkadaşlık etmemi ister.	1	2	3	4
2. Yalnızca iyi öğrencilerle arkadaş olurum, çünkü anne-babam öyle ister.	1	2	3	4
3. Anne-babam eğer arkadaşlarım kötü şeyler yapıyorsa, mutlaka benim de yaptığımı düşünür.	1	2	3	4

4. Anne-babam, üniversitede iyi çocuklarla tanışabileceğim faaliyetlere katılmamı ister.	1	2	3	4
5. Anne-babam, arkadaşlarımın geleceğimi etkileyeceğini söyler.	1	2	3	4
6. Anne-babam arkadaşlarımın yaptıkları şeyleri onaylamadıklarını söyler.	1	2	3	4
7. Anne-babam arkadaşlarımdan hoşlanmadıklarını söyler.	1	2	3	4
8. Anne-babam içki içmeyen veya sigara kullanmayan gençlerle arkadaş olmamı ister.	1	2	3	4
9. Anne babam belli faaliyetlere katılan arkadaşları beğendikleri için benim de katılmamı destekler.	1	2	3	4
10. Anne-babam arkadaşlıklarım üzerinde söz sahibi olmaya çalışır.	1	2	3	4
11. Eğer arkadaşlarım anne-babamın onaylamayacağı şeyler yaparsa onlarla arkadaşlığımı keserim.	1	2	3	4
12. Anne-babam beğendikleri gençleri eve çağırmanın konusunda beni destekler.	1	2	3	4

13. Yalnızca içki içmeyen veya sigara kullanmayan gençlerle arkadaş olurum; çünkü anne-babam öyle ister.	1	2	3	4
14. Anne-babam, bazı arkadaşlarla birlikte olmanın bana getireceği yarar ve zararları anlatır.	1	2	3	4

APPENDIX E

Ebeveyn Bağlılığı Envanteri

(Inventory of Parent Attachment)

Lütfen aşağıda verilen her bir ifadeyi dikkatle okuyunuz ve anne ya da babanızla ilişkinizi ne kadar iyi tanımladığınızı düşününüz. Her bir ifadenin yanındaki rakamlardan size uygun olanı daire içine alarak yanıtınızı belirtiniz. İfadeleri, anne ya da babanızdan birini düşünerek cevaplayabilirsiniz.	Hiçbir zaman	Seyrek	Bazen	Sık sık	Her zaman
1. Annem/babam duygularıma saygı duyar.	1	2	3	4	5
2. Annemin/babamın sandığından çok daha fazla üzülürüm.	1	2	3	4	5
3. Problemlerimi ve sorunlarımı anneme ya da babama söylerim.	1	2	3	4	5
4. Annem/babam beni olduğum gibi kabul eder.	1	2	3	4	5
5. Annemin/babamın kendi problemleri var bu yüzden onları kendi problemlerimle rahatsız etmem.	1	2	3	4	5
6. Annem/babam sıkıntılarım hakkında	1	2	3	4	5

konuşmam için beni cesaretlendirir.					
7. Bir konuda tartıştığımız zaman annem ya da babam benim düşüncelerimi dikkate alır.	1	2	3	4	5
8. Anneme/babama karşı öfke duyarım.	1	2	3	4	5
9. Bir sıkıntımı çözmem gerektiğinde, annem ya da babamla konuşabilirim.	1	2	3	4	5
10. Bir şeye sinirlendiğim zaman annem ya da babam beni anlamaya çalışır.	1	2	3	4	5
11. Bugünlerde annem/babam neler yaşadığımı anlamıyor.	1	2	3	4	5
12. Eğer annem ya da babam bir şeyin beni rahatsız ettiğini bilirse onun hakkında benimle konuşmak ister.	1	2	3	4	5

APPENDIX F

Akran Bağlılığı Envanteri

(Inventory of Peer Attachment)

Lütfen aşağıda verilen her bir ifadeyi arkadaşlarınızla ilişkinizi düşünerek dikkatle okuyunuz. Her bir ifadenin yanındaki rakamlardan size uygun olanı daire içine alarak yanıtınızı belirtiniz.	Hiçbir zaman	Seyrek	Bazen	Sık sık	Her zaman
1. Arkadaşlarım duygularıma saygı duyar.	1	2	3	4	5
2. Arkadaşlarımın sandığından çok daha fazla üzülürüm.	1	2	3	4	5
3. Problemlerimi ve sorunlarımı arkadaşlarıma söylerim.	1	2	3	4	5
4. Arkadaşlarım beni olduğum gibi kabul eder.	1	2	3	4	5
5. Arkadaşlarımın da problemleri var bu yüzden onları kendi problemlerimle rahatsız etmem.	1	2	3	4	5
6. Arkadaşlarım sıkıntılarımı anlatmam için beni cesaretlendirir.	1	2	3	4	5
7. Bir konuda tartıştığımız zaman arkadaşlarım benim düşüncelerimi dikkate alır.	1	2	3	4	5
8. Arkadaşlarıma karşı öfke duyarım.	1	2	3	4	5

9. Bir sıkıntımı çözmeme gerektiğinde arkadaşlarımla konuşabilirim.	1	2	3	4	5
10. Bir şeye sınırlendiğim zaman arkadaşlarım anlayışlı olmaya çalışır.	1	2	3	4	5
11. Bugünlerde arkadaşlarım neler yaşadığımı anlamıyor.	1	2	3	4	5
12. Eğer arkadaşlarım bir şeyin beni rahatsız ettiğini öğrenirlerse bana onunla ilgili soru sorarlar.	1	2	3	4	5

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