

Peer Relations in Adolescence

DOI: 10.26466/opus.531892

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Abstract

Peer relations are one of the important social relations in adolescence. The aim of this study is to examine the adolescent individual's peer relations with the variables of gender, attachment to mother and father and social anxiety. The study group of this research consists of 220 girls (61.5%) and 138 boys (38.5%) and 358 high school students in total. The data of the study were collected by the Peer Relations Scale, the Inventory of Parent and Peer Attachment (IPPA), the Social Anxiety Scale for the Adolescents and the Demographic Information Form. In this descriptive study, hierarchical regression analysis, which is one of the multiple regression methods, was used to determine the predictors of peer relations. At the same time, a t-test was conducted on independent samples to determine whether high school students' peer relations differed by gender. According to the results of hierarchical regression analysis; gender and attachment to father meaningfully predict peer relations; attachment to mother and social anxiety do not meaningfully predict peer relations. Besides, peer relations differ significantly by gender. These findings of the research were discussed in the light of the literature and suggestions are presented.

Keywords: *Peer relations, Mother attachment, Father attachment, Social Anxiety, Adolescents*

Ergenlerde Akran İlişkileri

Öz

Akran ilişkileri ergenlik döneminin önemli sosyal bağlarından biridir. Bu çalışmanın amacı ergenlik dönemindeki bireyin akran ilişkilerini cinsiyet, anneye ve babaya bağlanma ve sosyal kaygı değişkenleri ile birlikte incelemektir. Bu araştırmanın çalışma grubunu 220'si (% 61,5) kadın ve 138'si (% 38,5) erkek olmak üzere toplam 358 lise öğrencisi oluşturmaktadır. Çalışmanın verileri, Akran İlişkileri Ölçeği, Ebeveynle Bağlanma Envanteri Kısa Formu, Ergenler için Sosyal Kaygı Ölçeği ve Demografik Bilgi Formu ile toplanmıştır. Betimsel nitelikte olan bu çalışmada, akran ilişkilerinin yordayıcılarını belirlemek amacıyla çoklu regresyon yöntemlerinden aşamalı çoklu regresyon analizi kullanılmıştır. Aynı zamanda, ergenlerde akran ilişkilerinin cinsiyete göre fark gösterip göstermediğini belirlemek için bağımsız örneklem için t testi yapılmıştır. Aşamalı çoklu regresyon analizi sonuçlarına göre; cinsiyet ve babaya bağlanma akran ilişkilerini anlamlı olarak yordarken; anneye bağlanma ve sosyal kaygı arkadaş ilişkilerini anlamlı olarak yordamamaktadır. Bununla birlikte, akran ilişkileri cinsiyete göre anlamlı fark göstermektedir. Araştırmanın bu bulguları ilgili alan yazın ışığında tartışılmış ve öneriler sunulmuştur.

Anahtar Kelimeler: Akran ilişkileri, anneye bağlanma, babaya bağlanma, sosyal kaygı, ergenler.

Introduction

Peer relation is one of the important indicators of a healthy socio-emotional development throughout an individual's life and therefore the development of researchers in the field of psychology are intended to demonstrate the positive characteristics that may be associated with child and adolescents' peer relations (Dykas, Ziva & Cassidy, 2008; Laible, Carlo & Raffaeill, 2000; Lin, 1998). Peer relations are also an important preoccupation during adolescence (Brown and Klute, 2003). Through puberty, individuals are separated from their parents and spend more time with their peers (Hartup & Stevens, 1997; Reich & Vandelli, 2011) and as a result they are more attached to their peers (Baytemir, 2016; Brown, 1990; Fine, Mortimer & Roberts, 1990; Laible, Carlo & Raffaeilli, 2000; Lin, 1998; Moretti & Peled, 2004; Sandhu, 2014). Thus, it can be said that peer relations become more important in this period from childhood to adulthood (Nawaz, 2011).

Peer relations are seen not only as enjoyable times for adolescents but also as an important ways of socializing (Gentzler, Ramsey, Yuen Palmer & Morey, 2014). At the same time, individuals can become a source of emotional and social support for adolescents (Preveaux, Ray, LoBello & Mehta, 2004). As it is seen, there are functions of peer relations such as "guiding, directing, being a rol model, giving feedback, understanding/ listening and supporting" (Dögücü, 2004). The increase in the affection towards the opposite sex along with physiological changes during adolescence encourages adolescents to share more with their friends about these changes as well. Because of this sharing, they can understand themselves and others more. Kulaksızıoğlu (2000) states that the world views or values of friends during adolescence become prominent and gain importance in the life of adolescents. During adolescence, friendships increase the social skills of the adolescent, support his/her individual development and meet the adolescent's need to belong to a group (Durmuoğlu & Doğru, 2006). Together with these mentioned positive qualities, we can say that unhealthy peer relations will have a parallel negative impact on the life of the adolescent. Therefore, we should consider that peer relation is a multidimensional situation both individually and socially during adolescence. In addition, we can say that

peer relations, which are important in the personal-social or emotional context, are also based on the relations between adolescents and their families.

Peer Relations and Parent Attachment

Since the individual's first source of social support and the element of socialization is the family, the relations that she/he has first established with her/his parents may also affect the social relations that the individual will establish in other developmental processes (Carr, 2013; Sukys, Lisinskiene & Tilindiene, 2015). In other words, Kerns, Contreras, and Neal-Barnett (2000) state that the relations between adolescent and her/his parents may affect the quality of his / her relations with his / her peers. Despite their departure from their parents, friendships established by adolescents during this period are a reflection of the first relations they established with their parents (Allen & Land, 1999). Allen, Porter, McFarland, Marsh & McElhaney (2005) stated that being popular among adolescents is related to the positive parental relations, and this parent-adolescent relations is more favored by the adolescent's peers, especially when combined with parental support and guidance. Especially attachment theory suggests that the relations established with parents in childhood is also related to other social relations, such as peer relations established except family (Berlin & Cassidy, 1999; Damarlı, 2006; Rubin, Bukowski & Parker, 2006; Sroufe & Fleeson, 1986; Sroufe, 1983; Thompson, 2006).

Bowlby (1973) stated that attachment occur from the infancy and continues to be active in every period of the individual's life, shows itself in a similar manner with the attitudes towards the closeness that the individual has established with his childhood attachment figure even during his/her difficult times. At the same time, the attachment relations is examined as a strong emotional bond and meets its need for trust and protection in the development of the child (Ainsworth, 1989). In particular, secure attachment has an impact on the individual's ability to perceive the social world positively and, if necessary, to cope with difficulties and to maintain healthy peer relations (Lin, 1998; Moretti & Peled, 2004; Sroufe & Fleeson, 1986). Dykas, Ziv & Cassidy (2008) argue

that adolescents who are secure attached are less aggressive, shy, and helpless in social relations, however adolescents who are attached insecurely are less likely to be acceptable by their peers. Baytemir (2016) states that secure attached ones see themselves and others valuable, trust others, can easily reach attachment figures in difficult or stressful times, and can establish more effective social networks. At the same time, Günaydın & Yöndem (2005) emphasize that adolescents with positive experiences in parental attachment are also securely attached to their peer who are secondary attachment figures. Nevertheless, the relations between attachment and socialization has been revealed by indicating that secure attachment is negatively associated with loneliness (Demirli, 2007; Haliloğlu, 2008; Karakuş, 2012). On the other side, it is emphasized that insecure attachment may lead to behavioral problems or emotional difficulties (Oldfield, Humphrey & Hebron, 2016). When the peer relations are evaluated in general in terms of the quality of the attachment, it can be said that positive attachment relations increases individual's initiative and increases his/her social skills.

Although the attachment of the individual to the parent is often considered in the relevant literature, attachment to mother may be different and more powerful than the attachment to father. For example, attachment to mother in terms of peer relations during childhood and adolescence was found to be stronger than attachment to father (Furman, Simon, Shaffer & Bouchey, 2002; Markiewicz, Doyle & Brendgen, 2001). It is also emphasized in the literature that attachment to mother has a stronger effect on prevention of stress and meeting needs than father attachment and peer attachment (Papini, Farmer, Clark, Micka & Barnett, 1990; Youniss & Smollar, 1985). This can be explained by the fact that the first figure of attachment is the mother. In other words, attachment to mother or attachment to father differs in various forms of social relations. That is, while mothers are acting as a more secure base; fathers take charge in more difficult games and situations (Al-Yagon, 2011; Bretherton, Lambert & Golby, 2005; Parke & Burielm, 2006). Steele & Steele (2005) state that fathers are an important factor in children's gaining emotional and social behaviors in relations with their peers, and that mothers are effective in combining positive and negative experiences in children's autobiographical stories and in the development of emotions. From this

point of view, it can be said that not only the mother attachment but also to the father attachment has an important in the development of the individual. However, Suess, Grossman & Sroufe (1992) also found that social attachment to social functioning is a better predictor. In addition, it is reported that father-child attachment is associated with social functioning during adolescence (Coleman, 2003; Verschueren & Marcoen, 2002).

As a figure of attachment the gender of the attached parent is also an important variable both in attachment and in peer relations. For example, it was found that female adolescents have higher levels of attachment and closeness compared to male adolescents (Bemdt, 1982; Claes, 1992). In addition, women are more engaged in establishing more qualified peer relations and dealing with the troubles of their friends, thus they may experience more internalization problems (Rose, 2002). In particular, women are prosocial, more open to peer relations, their intimacy and emotional support levels are high, whereas men's social relations are based on friendship and mutual activities (Rudolph & Rose, 2006). At the same time, in adolescence, women have more confidence in their peer relations and communicate more with their peers than men do (Nickerson & Nagle, 2005). However, in adolescence, women have more conflicts in their interpersonal relations than men, and the reason for this is because they can become friends in a short time, can become more fragile in their relations (Sandhu, 2014). Benenson & Christakos (2003) show that female adolescents' friendships with females end sooner compared to males. At the same time, female adolescents use more ruminative coping methods than males in negative emotions that associated with problems and unpleasant situations (Benenson & Christakos, 2003). It can be said that attachment to father may play a functional role in female adolescents' having more interruptions or problems in friendship compared to men (Sandhu, 2014).

Peer Relations and Social Anxiety

Another variable that may be associated with peer relations is social anxiety. Also, Walters & Inderbitzen (1998) found that students who were classified as submissive in their relations with their friends showed a

higher level of social anxiety than the other three groups (collaborative, friendly dominant and hostilely dominant) in their research to examine the relation between friendship and social anxiety. Besides, in another study (Storch, Masia-Warner, Crisp & Klein, 2005), while relational victimization was found to be a predictor of social phobia; it was not predictor of social anxiety and avoidance. When the literature is examined, it is seen that besides the researches which show that social anxiety can affect friendship relations (Flanagan, Erath & Bierman, 2008; Storch, Masia-Warner, Crisp & Klein, 2005; Walters & Inderbitzen, 1998), there are also studies suggesting that good friendship relations may affect social anxiety level (La Greca & Harrison, 2005; Tillfors, Persson, Willén & Burk, 2012). In other words, high level of social anxiety of adolescents can negatively affect peer relations (Beidel, Rao, Scharfstein, Wong & Alfano, 2010). Uz-Baş & Siyez (2011) reported that adolescents who are accepted by their peers are more competent in initiating and maintaining the friendship than those who do not. Social anxiety may cause the individual to be exposed to more bullying behavior in the peer relations (Acquah, Topalli, Wilson, Junntila & Niemi, 2016; Tillfors et al., 2012). Öztürk, Sayar, Uğurad & Tüzün (2005) have shown that, during adolescence, anxiety can cause various psychological problems. Although it is not overlooked that there may be a reciprocal relationship between social anxiety and peer relations, social anxiety is considered as a cause variable in this study. It is assumed that individuals will feel social anxiety at first, and as a result, may avoid interaction with other individuals around them.

Peer Relations and Gender

Gender is a knowing variable that its effect is researched on many psychological variables. Considering the differences in the social development of women and men, and thus in making friendships (Rose & Rudolph, 2006), gender is considered to have an effect on peer relations. In a research conducted by Storch, Masia-Warner, Crisp & Klein (2005), it was seen that social anxiety were not predicted to be victimized by peers, but the increase of social anxiety and social phobia symptoms in males also led to an increase in relational victimization. Similarly, it has been

found that victimization by peers in men is associated with social anxiety and social withdrawal (Erath, Flanagan & Bierman, 2007). In addition, girls with high social anxiety were found to have fewer friends than boys and perceive less support and intimacy from their close friends (LaGrace & Lopez, 1998). In another study (Oberle, Schonert-Reichl & Thomson, 2010) comparing the peer relations of women and men, it was found that peer acceptance in women was predicted by empathy and optimism, however, the effect of positive affection was a little. Conversely, for men, peer acceptance was predicted by a high level of positive affection and low levels of empathy and optimism. As can be seen, being a woman or a man can affect the level of social anxiety and friendship relations. While peer relations involving aggression more, such as victimization, are the problem for men, emotional problems may be seen in women's relations, such as having fewer friends and causing less intimacy with these friends.

Purpose of the Study

It is important to examine the social anxiety situations and peer relations, as well as the attachment of male and female adolescents to their parents at school environment in which peer relations are established and shaped (Rubin, Bukowski & Parker, 2006). The school environment is an important environment for development of peer relations. As children grow up and become adolescents, peer relations become an increasingly important interaction and support resource (Gustafsson, Janlert, Theorell, Westerlund & Hammarstro, 2012). Negative peer relations, however, may significantly affect adolescent's mental health and may cause significant damage to his/her developmental process. Adolescent mental health is an important part of community mental health. Adolescents may be adults, parents and leaders of the society in the future. At the same time, adolescent mental health consists of social, economic and health outcomes for society. There is a need for scientific studies in the field of adolescent mental health in order to develop interpersonal relations in society and to establish preventive studies instead of interventions.

For this purpose, the following hypotheses were generated in the research.

1. Gender, attachment to mother, attachment to father and social anxiety variables predict peer relations meaningfully.
2. According to gender, peer relations show a significant difference.

Methodology

Model of the Research

In this study, quantitative research method was used to determine the variables that predict peer relations in high school students and to determine whether peer relations differ significantly according to gender. This study is in the relational research design.

Study Group

The study group of this study was composed of 220 (61.5%) girls and 138 (38.5%) boys students in Eastern Anatolian Region in 2016-2017 education year. The study group was selected by random sampling method. The demographic characteristics of the study group of this study are as follows:

Table 1. Characteristics of the study group

Variable		f	%
Gender	Girls	220	61.5
	Boys	138	38.5
School	School_A	76	21.2
	School_B	92	25.7
	School_C	190	53.1
Grade Level	9 th Grade	94	26.3
	10 th Grade	95	26.5
	11 th Grade	83	23.2
	12 th Grade	86	24.0
Income Level	1300 TL and below	71	19.8
	1301 TL -2600 TL	132	36.9
	2601 TL -3900 TL	65	18.2
	3901 TL -5200 TL	32	8.9
	5201 TL -6500 TL	15	4.2
	6501 TL and over	4	1.1
	Missing Data	39	10.9

Academic Achievement Level	0- 49.99	1	.3
	50-69.99	5	1.4
	60-69.99	30	8.4
	70-84.9	156	43.6
	85-100	156	43.6
Total		358	%100

Data Collection

The Friendship Qualities Scale: The Friendship Qualities Scale (FQS) adapted by Atik, Çoban, Çok, Doğan & Karaman (2014) aims to determine the level of friendship relations of adolescents. The original form of the scale consists of five factors and a total of 23 items. These factors are named "companionship" (4 items), "conflict" (4 items), "help" (5 items), "security" (5 items) and "closeness" (5 items) respectively. During the translation studies of the scale, the experts agreed on the opinion that a material was not suitable for the relevant age group and the item was removed from the scale and the analysis was performed with 22 items. In order to test the linguistic equivalence of the scale, the (FQS) was implemented on 12 people who have the command of English by a test-retest method in two weeks. The test-retest reliability coefficients obtained between the two applications ranged from .40 to .86. Confirmatory factor analysis was performed within the validity study and it was found that the measurement instrument had adequate indexes of fitted ($\chi^2 / sd = 669.12/199, p = .00, RMSEA = .063, CFI = .97, GFI = .88, NNFI = .96$). Internal consistency coefficients of the scale vary between .66 and .86, depending on the dimensions. The internal consistency coefficient for the entire scale is $\alpha = .85$. In this study, the Cronbach alpha reliability coefficient of the scale was .90.

Short Form of Inventory of Parent and Peer Attachment (IPPA): This inventory was developed by Raja, McGee & Stanton (1992) and adapted to Turkish by Selçuk, Günaydın, Sumer and Uysal (2005) and consists of three subscales including attachment to mother, the father and peer and each subscale has 12 items. There are three subscales in the inventory; communication, trust and alienation. Descriptive factor analysis conducted within the context of the IPPA validity study showed that the

subscales were composed of one factor and the single factor total variance was 43.45% for the mother attachment form; 46.52% for the father attachment form. When the factor loadings were examined, it was found that the factor six had low factor load on both subscales and this item was not included into the point when the attachment point was taken. At the same time, the test-retest reliability of the scale was measured as .87 for the mother attachment form and .88 for the father attachment form and the cronbach alpha coefficient was found to be .88 for the mother form and .90 for the father form. All these findings indicate that the IPPA Turkish version is consisted of only one factor (Selçuk et al., 2005). In the scope of this study, only the subscales of attachment to mother and attachment to father were used. The Cronbach's alpha coefficient of the scale of attachment to mother was .86 and the Cronbach alpha coefficient of the scale of the attachment to father was measured to be .85 in the present study.

Social Anxiety Scale for Adolescents: The Social Anxiety Scale for Adolescents adapted to Turkish for primary secondary students by Aydın & Tekinsav-Sütçü (2007). And also, the validity and reliability studies were made by Zorbaz & Tuzgöl-Dost (2013) with high school students. The adaptation studies were carried out with the collected data from 328 students in the high schools in Ankara. The age range of students participating in the study is 14-17, the average age is 15.41 (ss = 0.94). Confirmatory factor analysis was performed in order to test the validity of the 22-item three-factor original form of the scale. The confirmatory factor analysis results show that the fitted statistics of the three-dimensional model are in the acceptable range according to the fit indices: [$\chi^2_{(132)} = 399.78, p < .0001; \chi^2/df\text{-ratio} = 3.02; GFI = .89, CFI = .90, RMSEA = .07, SRMR = .06$]. It is seen that the factor loadings of 22 items in the scale are higher than .40 and are in significant level. Factor loadings vary between .41 and .79. Internal consistency coefficient and test retest reliability were calculated within the scope of SASA reliability studies. The Cronbach's alpha coefficient for the internal consistency of the entire test was .91 and the correlation with the total test scores of the items was between .42 and .72 (Zorbaz and Tuzgöl-Dost, 2014). In this study internal consistency coefficient of this scale was found .86. The Cronbach's alpha

coefficient for internal consistency of the entire test was found to be .91 and the items' total test scores and their correlation to be between .42 and .72 according to scores from SASA (Zorbaz & Tuzgöl-Dost, 2014). In the present study, the Cronbach alpha reliability coefficient of the Social Anxiety Scale for the adolescents was .86.

Procedure

In the study, first of all, in order to collect data, permission to use the scales was taken from the researchers who developed or adapted the scales and the scales were made ready for application. Later, necessary application permits were obtained from the Provincial Directorate of National Education and the appropriate days and hours were determined by getting in touch with high schools in a medium size city in the Eastern Anatolia Region. At the time of the survey, the researcher went to schools and explained the purpose of the study to the students. Subsequently, data were collected from the students based on volunteerism. The implementation was carried out in each classroom by the researcher, who read the Informed Volunteer Content Form. The data sets were examined after the implementation; incomplete, imprecise, and incorrect data were eliminated from the study and the analyses were conducted on the remaining data.

Data Analysis

SPSS 21 was used in the analysis of the data. In the study, normality, linearity, autocorrelation, constant variance, extreme values and multiple connectivity were tested for the assumptions of regression analysis for the hierarchical regression model (Field, 2009; Tabachnick & Fidell, 2007). The skewness and kurtosis values of the data were examined in the normality distribution. Because these values are close to zero (lowest = -1.79 and highest = .77), distributions are assumed to be normal. At the same time, histogram and p-plot graphs of the continuous data were examined and it was observed that the variable errors showed normal distribution. The Durbin-Watson statistic was also examined to investigate whether there is autocorrelation among variables ($DW = 1.775 < 4$) and it was found that

there was no autocorrelation among variables. At the same time, the assumptions of regression analysis were checked by examining at the tolerance and variance inflation values (Variance-Inflation-Factor, VIF) (highest = 2.05 <5). In the present study, dummy variable, the gender, was defined as variable to be included in the regression analysis. At the same time, the t test was used for independent samples to determine whether peer relations differed according to gender.

Findings

Hierarchical regression analysis was used to determine whether peer relations in adolescents was predicted by gender, mother attachment and father attachment, and social anxiety variables. In addition, t test analysis was done for independent samples in order to determine whether peer relations, parental attachment and social anxiety change according to gender or not. Correlation between the dependent and independent variables and descriptive statistical values are given in Table 2.

Table 2. Pearson correlation and descriptive statistics of variables

Variable	1	2	3	4	5
1. Peer Relations	1				
2. Gender	.32**	1			
3. Attachment to mother	.17**	.04	1		
4. Attachment to father	.23**	.06	.70**	1	
5. Social Anxiety	-.08	.12*	-.30**	-.33**	1
Mean	85.42	.61	66.82	63.74	39.61
Std. Deviation	14.50	.49	13.02	13.79	13.07
Kurtosis	.30	-1.79	.66	.04	.10
Skewness	-.82	-.47	-1.01	-.73	.77

** $p < 0.01$, * $p < 0.05$

As shown in Table 2, there is a meaningful relation between peer relations and gender ($r = .32$, $p < 0.01$), mother attachment ($r = .17$, $p < 0.01$) and father attachment ($r = .23$, $p < 0.01$), respectively. In addition, there is a meaningful relationship between the social anxiety variable and gender ($r = .12$, $p < 0.05$), mother attachment ($r = -.30$, $p < 0.01$) and father attachment

($r=-.33$, $p < 0.01$), respectively. At the same time, there is a meaningful relationship between attachment to father and attachment to mother ($r=.70$, $p < 0.01$). When the relation between the variables is examined, it is seen that the correlation value changes between $-.33$ and $.70$, and so it can be said that there are low and medium relations between the variables (Büyüköztürk, 2007).

Findings Related to Predicting Peer Relations through Independent Variables

Hierarchical regression analysis was conducted to determine the predictors of peer relations. The results of the hierarchical regression analysis are shown in Table 3.

Table 3. Results of hierarchical regression analysis

Independent variable	Predictor Variable	B	SEB	Beta	t	p	F Variation	R	R ²
Peer Relations	Gender	9.41	1.50	.32	6.29	.00	39.58	.32	.10
Peer Relations	Gender	9.20	1.48	.31	6.22	.00	25.51	.36	.13
	Mother attachment	.18	.06	.16	3.23	.00			
Peer Relations	Gender	9.02	1.47	.30	6.16	.00	19.97	.38	.15
	Mother attachment	.03	.08	.02	.35	.73			
	Father attachment	.20	.07	.19	2.81	.01			
Peer Relations	Gender	9.23	1.48	.31	6.23	.00	15.19	.38	.15
	Mother attachment	.02	.08	.02	.26	.80			
	Father attachment	.19	.07	.18	2.58	.01			
	Social anxiety	-.06	.06	-.05	-.94	.35			

Table 3 lists four models in hierarchical regression analysis of peer relation. The first model included gender, the second model gender and attachment to mother, the third model gender-attachment to mother and

father, and finally the fourth model, gender-attachment to mother-attachment to father and social anxiety variables. According to this, the first model explains 10% of the variance; the second model 13% of the variance; the third model 15% of the variance and the last model 15% of the variance. As seen in Table 3, the fourth model in which all variables are included is statistically meaningful ($F_{(1, 353)} = .15.19, p < .000, R = .38, R^2 = .15$). While gender and attachment to father variables predicted peer relations meaningfully according to the latest model; attachment to mother and social anxiety variables did not predict peer relations meaningfully.

Findings Related to Peer Relations According to Gender

Table 4. Findings related to peer relations according to gender

Variance	Gender	N	\bar{x}	S	df	t	p
Peer	Girl	220	89.05	12.52	356	5.99	.000
Relations	Boys	138	79.64	15.57			

As seen in Table 4, peer relations of adolescents show a significant difference according to gender [$t_{(356)} = 5.99, p < .001$]. Peer relations of female students ($\bar{x}=89.05$) are more positive than male students ($\bar{x}=79.64$). This finding can be interpreted as a significant relationship between peer relations and gender. The size of the differences between the means for peer relations (average difference = 9.41, 95% confidence interval) is at the medium effect level (eta square=.09). According to this, 9% percent of the variance for peer relations is explained by gender.

Conclusion

In this study, which investigated whether peer relations of adolescents predicted by attachment to mother and father and social anxiety variables, and whether peer relations differed significantly by gender, the following conclusions were reached respectively: It was observed that gender and father attachment variables significantly predicted peer relations, whereas mother attachment and social anxiety variables did not predicted peer relations significantly. At the same time, according to the t test analysis

results conducted on the data, peer relations of adolescents differ significantly depending on gender. According to this result, women are more successful than men in peer relations. Gender is a predictor of peer relations is consistent with the results of most research in the field (Bemdt, 1982; Benenson & Christakos, 2003; Claes, 1992; Hortaçsu, 2003; Nickerson & Nagle, 2005; Oberle, Schonert-Reichl & Thomson, 2010; Rose, 2002; Rudolph & Rose, 2006; Şimşek, 2010). In other words, in these relevant studies, it was observed that female adolescents were more successful in terms of self disclosure, creating a rapport and being concerned about peers' problems compared to men. Maccoby (1998) discusses the differences specific to women and men in peer relations according to the two cultural perspectives and the emotional tradeoffs perspective. While women's peer culture is associated with dual relations, smaller social groups, less conflict or conflict avoidance, more self-disclosure and closeness; men's peer culture can be listed as wider groups, breaking rules, competition, activity-oriented, less self-disclosure and risky behaviors (Underwood & Rosen, 2009). Thus, it is possible to said that peer relations of women are closer and conflict-free, whereas peer relations of men are more confrontational and competitive. For this reason, it can be understood why women are more successful in peer relations than men. At the same time, in the emotional tradeoffs perspective, women exhibit more prosocial behaviors than men and their emotional support levels are higher in peer relations (Rudolph & Rose, 2006).

While attachment to mother was not found to be a significant predictor of peer relations this study; attachment to father appears to be a variant that predicts peer relation in addition to the results that the gender variable predict peer relations and peer relations differ according to gender. The attachment literature, on the other hand, generally states that parental attachment is the main source and pattern of social relations, such as peer relations (Damarlı, 2006; Günaydın & Yöndem, 2005). The consequence that attachment to mother doesn't predict peer relations is not consistent with the results of the related literature (Al-Yagon, 2011; Papini, Farmer, Clark, Micka & Barnett, 1990; Youniss & Smollar, 1985). Although it is a surprising situation that attachment to mother doesn't predict peer relations when we handle parental attachment separately as attachment to mother and attachment to father, there are also studies that

emphasize that attachment to father is more important in situations which may affect peer relations such as having less conflict with friends in some studies which attachment to mother and father are examined (Lieberman, Doyle & Markiewicz, 1999). Attachment to mother is considered to be an important force in the life of the individual and it is emphasized that it has a stronger influence on stress protection and elimination of needs than attachment to father (Papini, Farmer, Clark, Micka & Barnett, 1990, Youniss & Smollar, 1985). While attachment to mother makes the individual always feel safe; attachment to father is considered as a preferred or referral support, especially during difficult times. That is, while mothers are acting as a more secure base; fathers work in situations and games that are more difficult (Al-Yagon, 2011). That attachment to mother is not a predictor of adolescents' peer relations can be explained as friendship relations established in adolescence contains social support rather than a desire to establish a deep relations and to feel safe. In other words, it can be predicted that attachment to mother in adolescence may affect adolescent's romantic relations, which include his deeper relations and meet his needs, but in friendship relation, which is established more slightly, attachment to father may play an important role. Despite this, also Suess, Grossman & Sroufe (1992) show that father attachment is a better predictor in social functioning. In addition, it is reported that father-child attachment is associated with social functionality during adolescence (Coleman, 2003; Verschueren & Marcoen, 2002).

Father attachment predicts peer relations in present study and it is an important result of this study. That attachment to the father, as mentioned above, has qualifies that adolescents refer to as a base in difficult times, indicates the importance of attachment to father in peer relations, in other words the importance of father's social and emotional support. When the result of attachment to father is interpreted reversely, it can be argued that attachment to father may play a functional role in female adolescents' having more interruption and problems in their relations than males. (Sandhu, 2014). It can be stated that the male or female adolescents who have confidence in father, who communicate and feel close to him, may also be in good condition in terms of psychological health. In Turkey, it has been accepted that mothers are the symbol of closeness fathers are symbol of authority and power in parent-child relationships for years.

When these features, attributed to fathers, are viewed from outside, although it is thought that fathers are "characteristics to be afraid of and avoided", in fact it reveals the truth that fathers are individuals both loved and respected. In today's conditions where technological developments directly shape social relations, it is inevitable to experience difficulties in peer relation which is an important social relation in adolescence's life. Adolescents are bullied and their private lives can be revealed by their peers. In such situations the adolescents need the presence of an authority and want to get support from him. The name of this authority or power is "father" when it is considered in family context.

In this study, social anxiety was not found as a predictor of peer relations. This result is not similar to the results of the study in the related field (Flanagan, Erath & Bierman, 2008; Storch, Masia-Warner, Crisp & Klein, 2005; Walters & Inderbitzen, 1998; Walters & Inderbitzen, 1998; Rao & etc, 2007). It is also surprising that the social anxiety variable in adolescents does not predict peer relations. In fact, this result of research shows that social loss is more it can be interpreted as living in the inner dimension and not reflecting out. Even if it is rather going down from past to present, since child and adolescents' being demure is reinforced as a positive feature in perceptiveness of raising a child in Turkey, the existence of social anxiety is implicitly regarded as an acceptable condition, and adolescents may avoid expressing their social anxiety.

Recommendations

This study, in which peer relations of adolescents are addressed as variables of attachment to mother, attachment to father and social anxiety, has some limitations. First of all, parental attachment is fed from a reciprocal relations, and taking the measurement of this variable from not only adolescents but also their parents may strengthen the study. At the same time, since it is also important to show which attachment style shapes peer relations, further research may discuss attachment both in terms of the two-sided (reciprocal impact) and attachment styles. In addition, since peer relations variable, like many psychological variables, is influenced by the new situation in which the changing and changing means of communication have arisen how the social media influences

peer relations can be examined in the context of the research. As stated above, being found that attachment to father is significant for adolescents in the context of the study may be a reason for preparing more effective programs and activities, and taking into account the relations between adolescent and father, in order to increase father participation in school and family processes. A situation, in which adolescent is attached to parent in family ties but can also be independent by establishing healthy peer relation, is ideal. It may be functional for school counselors, teachers, and family members to collaborate in developing a healthy peer relation with the adolescent in collaboration.

In terms of family members, in addition to mother's being an important ring of the chain, father is also a part of this chain, and moving from the point that if he is not, then the chain may break, the influence of family integrity on the teenage social relations may be examined. The counselors who work with adolescents can provide more effective help to the situation of the adolescent by considering the effects of family and social relations.

Notes:

Acknowledgements

I would like to thank high school students voluntarily participating in this study and the school administration, which allowed the application.

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Kaynakça Bilgisi / Citation Information

Kızıldağ, S. (2019). Peer relations in adolescence. *OPUS–International Journal of Society Researches*, 10(17), 1408-1432. DOI: 10.26466/opus.531892