

Friendships of Adolescence

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It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends. (Rowling, 1999: 306)

Friendship is a critical relationship throughout the life course. Adolescence marks the period when peer interaction increases in depth and sophistication. Friendship is generally defined as a voluntary, dyadic relationship between two individuals that includes a reciprocal companionship where peers engage in mutual shared activities. A distinct feature that sets friendship apart from other relationships is that this bond is typically egalitarian in nature, unlike those with parents and sibling(s). In some cases, friends are chosen because they are dominant figures and/or role models. Close friendships during the teen years are particularly formative because they provide the context for learning the intimate relationship skills necessary to establish ties with people outside of the family.

Adolescence is a time of cognitive growth and increased independence and autonomy from parents. Close friendships become increasingly significant and involve more intimacy than past associations (Bahrmester, 1990; Crosnoe, 2000). Parental support remains relevant throughout adolescence (Bagwell and Schmidt, 2013; Flynn, Feinlee, and Conger, 2017; Way, 2013); however, youth spend more time with their friends and seek peer validation and advice now more than previously in their childhood (Bagwell and Schmidt, 2013; Bahrmester, 1990; Way, 2013). Social support from friends has significant and positive effects on well-being, including life satisfaction, happiness, self-esteem, and coping with stress. Friendship provides a buffer against bullying and victimization from other peers.

Adolescents without friends are vulnerable to loneliness, depression, and anxiety. They are more likely to drop out of school, commit suicide, become teen parents or gang members, and use drugs (e.g., see Farris and Feinlee, 2011; Lanza, Callesen, and Bukowski 2013).

Features of Friendship

Similarity is a powerful predictor of adolescent friendship formation. Evidence indicates that individuals are more likely to become friends with those who are like them in demographic factors such as ethnicity, religion, and family background. Adolescent friends are comparable in physical attractiveness and social status levels. Teens choose friends who are similar in both prosocial and antisocial tendencies such as drug and alcohol use and delinquency. In other words, youth who use drugs choose friends who also use drugs.

Same-Sex

Gender differences exist in adolescent friendships. Adolescent girls express more positive feelings within their friendships and have higher levels of friendship quality compared with adolescent boys. Boys tend to define friendship based on shared activities and status, whereas girls characterize friendship in more intimate and expressive terms, such as emotional discussions. However, younger and early adolescent boys also value intimate, close friendships. As teen boys reach later adolescence, they become increasingly distrustful and less connected (see Way, 2013). Gender socialization theory suggests expectations for behavior and norms shape interaction and identity such that girls are encouraged to value interconnectedness and co-operation more highly than boys and that youth reinforce and reconstruct gender stereotypes in their peer friendships. These gender stereotypes shape perceptions of acceptable behavior, particularly for boys in later

Value Of Friendship Research Paper

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Research and Publication Ethics Nimit Chowdhary, Sunayana, Monika Prakash, 2024-06-03 This book provides a comprehensive overview of research and publication ethics and guides young researchers on how to conduct ethical research and publish their work responsibly It presents an understanding of ethical practices in research and how they apply to research and publication by examining the different ethical theories and their application The book also discusses the different factors influencing ethical decision making and probes into the ethical issues that can arise in the research process It explores the different forms of scientific misconduct such as data fabrication and falsification plagiarism and conflicts of interest and provides strategies for ethical research The book also details the impact of scientific misconduct on research and publication and the strategies for preventing and detecting misconduct Aligning to the belief that promoting ethical research practices is essential for advancing science and society this book will be helpful for young researchers scholars aspiring researchers and academicians interested in ethical research practices in multiple disciplines

Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model Avgerinou, Maria D., Pelonis, Peggy, 2021-03-05 Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning The i Flex classroom model a variation of blended learning allows non interactive teaching activities to take place without teachers direct involvement freeing up time for more meaningful teacher student and student student interactions There is evidence that i Flex leads to increased student engagement and motivation as well as better exploitation of teachers and classroom time leading to the development of higher order cognitive skills as well as study skills for students future needs related to citizenship college and careers The Handbook of Research on K 12 Blended and Virtual Learning Through the i Flex Classroom Model focuses not only on how to design deliver and evaluate courses but also on how to assess teacher performance in a blended i²Flex way at the K12 level The book will discuss the implementation of the i Flex isquareFlex a non traditional learning methodology which integrates internet based delivery of content and instruction with faculty guided student independent learning in combination with face to face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework While highlighting new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers this publication is an essential reference source for pre service and in service teachers researchers administrators educational technology developers and students interested in how the i²Flex model was implemented in classrooms and the effects of this learning model

Research Report, 1986 *Moral Emotion, Moral Cognition, and (Im)Moral Behavior in the Workplace* Peixu He, Hongdan Zhao, Cuiling Jiang, Chuangang Shen, 2023-09-27 Moral behavior is subject to socially accepted moral norms and also has a pervasive influence on organizational performance With the emergence of ethical issues found in organizations practitioners and scholars pay increasing attention to ethics management

Therefore workplace moral behavior e.g. pro social behavior and organizational citizenship behavior OCB and immoral behavior e.g. interpersonal abusive behavior deviant counterproductive behavior and unethical pro organizational behavior have also received substantial research interests over the past decades To date the most common framework used to study moral behavior has been the cognitive approach with abundant evidence demonstrating that emotion and cognition are the two core elements in generating and influencing workplace immoral behavior However limited studies have been conducted to explore the emotional cognitive processes or integrative moral emotion cognition system relevant to workplace moral behavior Despite our knowledge of the antecedents and consequences of workplace immoral behaviors more research on the generating mechanism influencing mechanism transformation mechanism and governance strategies is needed For example it is unclear how exhibiting immoral behavior in the workplace would impact the actor s and the third party observer s emotions thoughts feelings and subsequent behavior Besides the question of whether ethical unethical leader behavior would trigger a trickle down effect is underdeveloped which refers to the fact that how the behavior or perception of the top leaders affects employees from top to bottom along the formal vertical power chain In addition we have little knowledge on when how and why the ethical employees the so called good soldiers would engage in workplace immoral behavior and vice versa

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