9. SINIFA DEVAM EDEN ERGENLERIN ARKADAŞLIK İLIŞKILERI ve PANDEMI YAŞAMLARI

Saniye Selin DÖĞER[a*] | Fatma Elif KILINÇ[b]

[a] *İstinye Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, İstanbul, Türkiye.*
[b] *Ankara Yıldırım Beyazıt Üniversitesi, Sağlık Bilimleri Fakültesi, İstanbul, Türkiye*

*Sorumlu Yazar; Saniye Selin DÖĞER, E-Posta: selin.doger@istinye.edu.tr

ÖZET

Bu çalışmanın birincil amacı, ergenliğin en kritik unsuru olan arkadaşlık ilişkilerini 9. sınıfa devam eden ergenlerde incelemek ve Covid-19 pandemisinin bu ilişkiler üzerindeki etkisini ortaya koymaktır. Bu doğrultuda nitel araştırma yöntemlerinden biri olan fenomenoloji deseni kullanılmıştır. Araştırma grubu, amaçlı örneklem doğrultusunda araştırmaya katılmayı kabul eden 9. sınıfa devam eden 13 kız ve 8 erkek, 21 ergen olarak belirlenmiştir. Amaç doğrultusunda demografik bilgiler, arkadaşlık ilişkileri ve pandemi yaşantılarına ilişkin soruların yer aldığı görüşme formu ile çevrimiçi görüşmeler yapılmıştır. Araştırma sonucunda ergenlerin pandemi sürecinde farklı platformlar üzerinden eğitimlerine devam ettikleri, pandemi sürecinde zamanlarının çoğunu telefonlarıyla geçirdikleri, kullanırken dersleri ve sosyal medyayı takip etmek için kullandıkları görüldü. Ergenlerin arkadaşlık ilişkilerinde pandeminin bir sonucu olan çevrimiçi hayatın, arkadaşlardan uzaklaşma, görüşememe, arkadaş edinememe ve arkadaş sayısında azalma gibi etkileri olduğu gözlemlendi. Bu doğrultuda ergenlerin arkadaşlık ilişkilerinin korunması, çevrimiçi hayatın olası tehlikelerinden korunmaları ve eğitimde standardizasyonun sağlanması önemlidir.

FRIENDSHIP RELATIONS and PANDEMIC LIVES of ADOLESCENTS ATTENDING 9. GRADE

Saniye Selin DÖĞER[a*] | Fatma Elif KILINÇ[b.]

[a] İstinye Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, İstanbul, Türkiye.
[b] Ankara Yıldırım Beyazıt Üniversitesi, Sağlık Bilimleri Fakültesi, İstanbul, Türkiye

[*] Corresponding Author; Saniye Selin DÖĞER, E-Posta: selin.doger@istinye.edu.tr

ABSTRACT

The primary purpose of this study is to examine friendship relationships, which are the most critical element of adolescence, in adolescents attending 9th grade and to reveal the impact of the Covid-19 pandemic on these relationships. In this direction, phenomenology design, one of the qualitative research methods, was used. The research group was determined as 13 girls and 8 boys, 21 adolescents in 9th grade, and accepted to participate in the study, in line with the purposeful sample. In line with the purpose, online interviews were done with an interview form that included questions about demographic information, friendship relations, and pandemic lives. As a result of the research, it was seen that adolescents continued their education through different platforms during the pandemic process, spent most of their time with their phones during the pandemic process, and used it to follow lessons and social media while using it. It has been observed that online life, an outcome of the pandemic in the friendship relationships of adolescents, has effects such as getting away with friends, not meeting, not being able to make friends and a decrease in the number of friends. In this direction, it is important to protect adolescents' friendship relationships, to protect them from the possible dangers of online life and to ensure standardisation in education.

INTRODUCTION

Friendship is a fundamental developmental task and task of adolescence. Friendships play an essential role in the development of adolescents and provide support in the interpersonal process. Friendships strengthen adolescents' sense of well-being in the future (1). During adolescence, time spent with family decreases, and time spent with friends increases (2, 3, 4, 5).

Friendship relationships also vary according to the stages of adolescence. In early adolescence, adolescents prefer to make friends of the same sex and smaller groups of friends and do more activities together. They share more deeply and emotionally in middle adolescence than in early adolescence. Groups of friends grow, and friendships with the opposite sex become more common. In the advanced adolescence period, paired groups are more common due to the separation of large peer groups and increased flirting. In this period, for girls, personality in friendship relations and intimacy; For men, the activities they do with the same sex are essential. Compared to girls, boys tend to chat less, express themselves, and share their feelings (4, 6). During adolescence, individuals express their feelings, wishes, and thoughts more easily and clearly in their peer groups than in the family environment. Peer groups formed by adolescents can contribute positively to being an individual in society (7).

Adolescents experience many emotions one after another, and the environment, individual characteristics, and acceptance are seen as essential factors in coping with these emotional problems (8). Many theorists about adolescence have approached it from different perspectives. An anthropologist, Margaret Mead, argues that the culture and environment in which one lives is an essential factor in adolescence. He states that the problems experienced by adolescents in this period, behavioural changes, and the reason for these differences are cultures (9).

Behaviours, attitudes, and development of adolescents who are affected by events (earthquake, fire, pandemic, etc.) that occur in sudden and unexpected situations in society are also affected by this process. A pandemic is the spread of an epidemic between countries, affecting more than one country (10). Epidemics have many psycho-social effects on individuals and societies. During the epidemic, individuals may experience fear of death, desperation, loneliness, and illness. During the epidemic, depression, anxiety, panic attacks, post-traumatic stress disorder, psychosis, and rarely can suicide be seen (11). SARS-CoV-2, an epidemic virus in which the first patients were seen in China in December 2019, spread worldwide and was declared a pandemic by the World Health Organization on March 11, 2020 (12). In Turkey, the first case was seen on March 11, 2020, while the first death due to the virus was seen on March 16, 2020. As of March 16, 2020, all levels have been suspended for one week. As of March 23, 2020, the distance education process has started at all levels. As of May 4, 2020, a curfew has been imposed on children under the age of 20. As of June 1, 2020, it has been announced that children under the age of 20 will be able to go out on the streets between 14:00 and 20:00 on Wednesdays and Fridays. As of August 31, 2020, the 2020-2021 education period has started with online education. Some private and public schools, which have an environment suitable for the pandemic conditions determined by the Ministry of National Education, had a 1-month face-to-face education with 9th-grade students. In contrast, others only took the end-of-term exams face-to-face. Schools and provinces that did not meet the conditions continued the online education process. With the increase in cases, education continued online.

Adolescents often face increased stress and challenges at physiological and psychological turning points. In order to overcome these difficulties, the social support provided by friendship relations is critical (13). Friends often offer emotional and informative support (14, 15). Research: adolescents frequently go out with their friends, seek peer support to solve their problems, are late for school, and teacher and parent support decreases during adolescence (14, 16, 17, 18). With the Covid-19 pandemic, adolescents have difficulties providing friendship support, an essential element of their development.

3

Because many of the critical tasks of adolescent development are achieved through interaction with others, virus control measures may negatively impact adolescents more than adults or children (19, 20, 21). In adolescents, the closure of schools, the interruption of education, uncertainty, restrictions, and the thoughts that their families and loved ones may become ill due to the Covid-19 process create anxiety. However, they spend the best times of their lives in quarantine at home, their plans are cancelled, and they experience great disappointment because they cannot be with their friends (22).

As Mead, the pioneer of anthropological theory, explained adolescence in his theory, based on the point of view that "sudden and unexpected changes in the environment and culture affect the development of adolescents," the Covid-19 pandemic process occurred suddenly and unexpectedly. It has affected not only adolescents but the whole society in different ways. In this direction, the study was carried out to reveal the friendship relations of the adolescents attending the 9th grade during the pandemic process.

Problem sentences were created to determine the friendship relations of the adolescents attending the 9th grade during the Covid-19 pandemic process. Adolescents;
➢   What are their views on spending the quarantine period with the family?
➢   What are their views on spending the quarantine period with their friends?
➢   What are their views on the impact of the Covid-19 pandemic process on friendship relations?
➢   What are the suggestions regarding the choice of education when starting the first year of high school?
➢   What are their views on meeting their friends online?

4

METHOD

The research was carried out using the qualitative research method to examine the friendships of adolescents, whose friendship relations are essential due to the development process during the Covid-19 pandemic epidemic, a rare disaster.

Model of the Research
Phenomenology design, one of the qualitative research methods, was used. The primary purpose of phenomenology is to reduce individual experiences about a phenomenon to a universal explanation (23).

Study Group of the Research
The study was conducted with adolescents attending the 9th grade. The Snowball sampling method, one of the sampling methods, was used to determine the participants. The purpose of purposive sampling is to provide credibility by reducing doubts that certain situations were selected for research (23).
Adolescents who started the 9th grade in the 2020-2021 academic year, who continued their formal education and whose participation in the study was approved by their own and legal guardians, were accepted; Adolescents with special needs attending open high school, whose participation in the study was not approved by themselves and their legal guardians, were not accepted.
Thirteen girls and eight boys attending the 9th grade participated in the study. One of the mothers is in the age range of 20-35, 16 of them is in the age range of 36-45, 4 of them is in the age range of 46-55; 14 of the fathers are in the age range of 36-45, and 7 of them are in the age range of 46-55. Four of the mothers graduated from primary school, 11 of them from high school, 2 of their associate degrees, 4 of them undergraduate; 5 of the fathers are primary school graduates, 6 of them are high school graduates, 3 of them are associate degree, 6 of them are undergraduate, and 1 of them are graduate students. Of the 21 adolescents participating in the study, 13 had one sibling, 7 had two siblings, and 1 had three siblings.

Data Collection Method
Research data were obtained through in-depth interviews, one of the most used methods in qualitative research. In-depth interviews are divided into structured, semi-structured, and unstructured, according to the subject of the research, the number of people to be interviewed, and the structure of the questions (24).

Data Collection Tool
As a data collection tool in the research, the "Interview Form," created using the literature for the research and finalized with the opinions of three experts, was used. The interview form consists of two parts, a total of 18 questions. In the first part of the form, there are 13 questions to obtain introductory information. In the second part, there are five questions to reveal the participants' friendship relations and pandemic lives.

Data Collections Process
In order to carry out the data collection process was started when the guardians of the adolescents who agreed to participate in the study, in line with the sample, fill in the consent form.
The research data was carried out through online platforms, which reached those who agreed to participate in the research, but due to Covid-19 restrictions and the risk of transmission. Video and audio recordings were taken with the consent of the legal guardians of the participants. Video and audio recordings were transcribed immediately after the interviews. The final version of the data collection tool was obtained in line with the opinions of three experts.

Analysis of Data
The content analysis method was used in the research to process the data obtained through interviews. In content analysis, It is necessary to conceptualize the collected data first, then organize it logically according to the emerging concepts and determine the themes that explain the data accordingly. The collected data was written down and read a few times from beginning to end. Expressions with similar meanings were categorized in each interview, themes were formed by categorizing them, and themes were organized with expert opinions. Finally, the findings were interpreted and presented in the study.

RESULTS

This section includes descriptive information about the adolescents attending the 9th grade who participated in the research, friendship relations, and evaluations of the pandemic life.

Eighteen of the 21 first-year high school students who participated in the study stated that they continued their education through the online system owned by their school during the Covid-19 pandemic, one from the Zoom platform and 2 through EBA TV. During the Covid-19 home quarantine period, ten adolescents mostly used the computer, 21 on the phone, 13 on sleep, seven on sports, six on eating, one on the study, and one on painting or dancing. They stated that they spend most of their time doing activities, 1 playing an instrument and reading books, and one playing board games. During the Covid-19 pandemic, adolescents used their smartphones; 4 used them to communicate with their friends, 6 to follow social media, 9 to take online classes, and two to play games.

While 8 of the participants in the study have friends from social media, 13 of them do not make friends from social media. During the Covid-19 pandemic, 15 stated that they communicated with their friends by text, four by video chat, and two by meeting outside. He stated that while his friends' #evdekal posts during the Covid-19 quarantine period affected the decision of 6 of them to stay at home, 15 did not affect their decision.

5

Table 1. Thoughts on spending the quarantine period with family

Theme	Category	Subcategory	Number of participants
Thoughts on spending time with family in the quarantine period	**Positive thoughts**	Entertaining	2
		Togetherness	5
		Happiness	2
	Negative thoughts	Disconnected	1
		Annoying	1
		Boring	3
	Ineffective thoughts	Ineffective	7

Twenty-one participants expressed their thoughts about spending the quarantine process with their families. K18, who is in the category of togetherness about living the quarantine process with their families, said, "... I think it is better that way." He expressed his thoughts with these sentences. Stating that the quarantine process did not change, K1 said, "I am always in my room because I have never seen my family; nothing has changed; I feel like I am not in quarantine with them."

Participants expressed their opinions about spending the quarantine period with their friends. In this direction, K2, one of the participants who found it fun to spend the quarantine process with their friends, said, "I have more fun with my friends because they are more fun, frankly. My life could have been different; maybe I don't know because I never experienced it then." While K3 said, "It would have been better if I spent it with my friends, it would have been more fun. It was so boring to spend with my family. We had things to talk about, and we were always doing them virtually." K21, who is in the hygiene category, stated, "I think I would not want it a little bit. We are young, we do not care about things like that, now we have our mother or something, it is cleaned straight away if something comes from outside...".

Table 2. Thoughts on spending the quarantine period with friends

Theme	Category	Subcategory	Number of participants
Thoughts on spending time with friends in the quarantine period	Positive thoughts	Entertaining	12
		Intimate	1
		Comfortable	1
		Socialmem	2
	Negative thoughts	Cleaness	1
		Academic achievement	1
		Boring	1
	Ineffective thoughts	Ineffective	2

The 21 adolescents who participated in the study, the effect of the Covid-19 pandemic process on their friendship relations P2 "We never met during the quarantine period, I thought I was dead...", P7 "We have not talked to one of my friends for a long time. We would always spend time talking two or three times a week. I do not know why because we spent time with our family during the pandemic. However, we started talking every three months...'. K12 stated that they were negatively affected by the sentences "... I got offended with most of my friends..."; K8 stated that it had no effect with the words "I do not like talking to many people, nothing has changed for me, it had no effect."

Table 3. Adolescents' thoughts on the impact of the Covid-19 Pandemic process on their friendships

Theme	Category	Subcategory	Number of participants
Thoughts on the friendship relations of the quarantine process	**Negative effects**	Distance between friends	6
		Number of friends	7
		Unsociability	2
		Fear	1
	Ineffective	Ineffective	5

8

Table 4. Thoughts on education preferences when starting the first year of high school

Theme	Category	Subcategory	Number of participants
The education choice during the quarantine period	**Face-to-face**	Academic achievement	11
		Friendship	2
		Home life	2
		Bored	2
		Waste of time	2
	Online	Comfortable	2

Adolescents starting 9th grade stated their reasons for preferring face-to-face education when starting high school. K1 "I would like it very much. There is nothing I cannot do right now to be face to face. For him to be face-to-face, he will catch the virus, and then I want him to continue face-to-face. Let me put it this way, one-eighth of my high school life is over now. My high school life is over by going high school for only eight days now…". K7 "… there is comfort, but when you are at school, there is no comfort. Because you are in a classroom

environment, you are sitting in front of you, and your teacher is in front of you. But when you are at home, you can get up because it is comfortable, you have your parents inside, and you can get help from them…." P8 stated, "Our communication with the teachers could have been better." As for the reason for choosing online education, K9 said, "So now I am used to online, and I would prefer online because it is easier. I feel more comfortable at home", K6. "Online is fine, I guess. Face-to-face is also for good friendship or something, but online is good."

Table 5. Thoughts on online meeting with friends

Theme	Category	Subcategory	Number of participants
Thoughts on meeting online	**Positive thoughts**	Satisfaction	10
	Negative thoughts	Dissatisfaction	11

Participants expressed their thoughts about meeting their friends online. K5 said, "It was worrying at first, but we became friends with all of them on Zoom. There was no distance between us because it was on Zoom.", P7 "It was an interaction to see my friends, whom I had never seen during their 1-month schooling period, for real, we played volleyball together. We had a social culture. When we go online, that social culture goes away. For example, a friend from class B had a good time with him. However, we did not even talk to my friend in the other class...", K8 "... We could not have an extracurricular chat online. However, if it were face to face, we would be more likely to chat...", P12 "He did not worry because we also meet on social media...", P17 "No, it was better like that. We would have been more embarrassed if we were at school, and now it is more comfortable."

DISCUSSION, CONCLUSION and RECOMMENDATIONS

As a result of the research, different results were obtained regarding the friendship relations and pandemic lives of the adolescents attending the 9th grade. One of these results was that due to the pandemic, adolescents continued their education by following each other in different environments. While some students attending the 9th grade can communicate and interact with their teachers online and experience the online classroom environment, some students continue their education using only the receiving language from the television screen. UNESCO's 180 countries and territories estimate that 24 million students (from preschool to tertiary education, including schools, universities, or other educational institutions) will be at risk of not returning to educational institutions. 10.9 million of these students are at the primary and secondary level; 11.2 million are girls and young women, of whom 5.2 million are primary and secondary school students (25). In Turkey, 60% of the students did not even enter EBA during this period. It is not known how these students continue their learning, whether they have access to EBA TV, to what extent the content offered on EBA TV can support learning at different grade levels, to what extent students watch it, and how much learning support parents can provide to their children (26). In the research conducted by Can (2020), the inadequacy of the internet infrastructure, the insufficient internet packages of the students, and the use of computers, tablets, etc. It has been shown that they cannot access or experience problems in distance education courses because they do not have the equipment and even power cuts. This situation affects internet access, electricity, etc., in some regions of Turkey. It also shows that there are still inadequacies in technical infrastructure. The present shows us that education inequality among peers has occurred due to the Covid-19 pandemic.

Due to the pandemic process, long-term home quarantine, and online education, the interaction time of children and even most parents with technological devices such as phones and tablets has increased (28). A problem caused this, according to the results of the study, computers, and telephones are among the activities that adolescents spend the most time. During the Covid-19 crisis, adolescents' social and academic lives were almost entirely virtual. There has been a marked increase in screen time and social media use (29). Recent research shows that maintaining online social connections is essential for mental health outcomes during the Covid-19 quarantine (30). However, it is also known that excessive media consumption in times of crisis can be a concern for high stress and anxiety (31). During the Covid-19 pandemic, it is unclear how adolescents use technology to connect with their peers, how they use social media, how much they watch the latest news, or how much time they spend on schoolwork. However, these behaviours are essential in coping with pandemic stress (29). According to the results of the study, it was observed that adolescents spend time with sleep following technological devices. It is also known that there is a relationship between depression and sleep symptoms (32).

On the contrary, it is seen that the pandemic life causes sleep problems. Increasing time spent in bed, worsening sleep hygiene, and decreasing physical activity due to house arrest affect sleep quality (33, 34). A study among adolescents in Hong Kong stated that cell phone use for more than 5 hours a day could cause chronic insomnia. In addition, it has been determined that it causes a decrease in sleep duration and quality and an increase in daytime sleepiness (34). Unlike the telephone, computer and sleep, it has been observed that adolescents also engage in activities aimed at providing social and cognitive well-being during the pandemic process with social activities.

Generation Z, born into a technological world, also has different perspectives on making friends, maintaining friendships, and friendships (35, 36). It has been observed that this generation, who actively uses social media, has a substantial number of friends who are not sure about social media, without making eye contact and without meeting face to face. According to a national survey conducted in the United States, 57% of teens reported making at least one friend online, usually through video games and social media. Less than half of these friendships are offline (37). Therefore, the qualities of online-only friendships may differ from offline-only ones or both. Nearly two-thirds (64%) of teens who make new friends on the Internet said they had made new friends on a social media platform. Two-thirds (62%) of teens say they share their social media username with a brand-new friend to stay in touch (38).

Communication by hearing his voice and seeing his face is a method that enables communication forces between individuals to be understood correctly and appropriately. Messaging is perceived as shying away from communicating and being ashamed. In line with the results of the research, it is thought that the changes in physical appearance during adolescence and the effort to belong to a social world increase the preference of adolescents to communicate with each other, not by talking or meeting face to face, but by messaging. According to a study, many young people state that they text with their friends for 1 to 2 hours (50%) and spend similar time in online video chats (40%) with their friends every day (29). According to the report published by the American Academy of Pediatrics, it has been determined that 54% of adolescents use messaging actively, and 24% use DM (direct message) on social media. Again, according to the same report, 75% of adolescents have mobile phones, 88% communicate via text messages, 50% send 50 or more text messages per day, and one-third of them send more than 100 messages daily, 60%. It was stated that more than one of them received messages after bedtime and replied to them (39). In addition, according to the research results, it is seen that although there are pandemics and bans, adolescents prefer to meet with their friends outside, albeit a little.

Parents are role models for children from the moment they are born. Another element of the

modelling process is friendships. Studies show that children of parents who have friends are better at establishing and maintaining friendships than parents who do not have friends (40). According to the research results, the parents of adolescents who have friends and communicate with their friends even online also have friends.

According to the study conducted by Andrews (2020), the social media awareness effect/hashtag studies created in cooperation with the state (teachers, police, etc.) to stay at home during the pandemic period supported young people to comply with the rules of staying at home. Young people were allowed to share this content on social media. In this, it has been seen that their internal motivation is to gain likes, connections, and followers. According to the research results, the effect of label/hashtag studies on social media on the process of staying at home cannot be ignored. Social media is an essential factor in the processes of adolescents making and maintaining their decisions (43).

Adolescents starting the 9th grade have thoughts about spending the quarantine process with their families, including "positive, negative, and ineffective." One of the most important findings of the study by Ellis (2020) was that the time spent with the family during the Covid-19 process was associated with better mental health in children. Social support is an essential buffer against other risk factors, especially in adolescents' lives (44). Time spent with parents independently predicts lower levels of depression over time among depressed adolescents (45), and even maintaining parental closeness (e.g., working side-by-side) may indicate the need for support. Spending time with family during the Covid-19 crisis can be difficult, but 36% of adolescents report spending less than 30 minutes a day with family members (29). This is somewhat worrying, considering that teenagers currently lack other social connections. Siblings can also offer additional support in times of crisis (46). Balancing family time with work and online education can be challenging during the Covid-19 pandemic.

It is seen that adolescents have different thoughts about spending the quarantine period with their families in a home environment with their friends. Adolescents are primarily isolated from their peers while in quarantine. This is a particularly problematic situation. Because adolescents need a great deal of peer interaction for identity formation and validation (47). Peer support is crucial at this developmental stage, and social isolation is an increased risk factor for depression and anxiety. In this age group, isolation is also associated with risky behaviours such as suicidal ideation, self-harm, and eating disorders. Social isolation can have long-term effects on mental health and may be associated with mental health problems up to nine years later (47).

Adolescents met with their high school friends through online platforms during the pandemic and distanced themselves from their old friends due to social isolation. As a result of the study, although adolescents' friendship relations were negatively affected during the pandemic process, it has been observed that the pandemic process does not affect the friendship relations of asocial (who do not want to make friends) adolescents who are defined as extroverted, social, leaders in the friend environment. Amichai-Hamburger et al. (2013) state that it is challenging to define friendship in digital domains, and the word friend is used much less frequently in online interactions than in offline studies. In the study, adolescents expressed the change in their friendships with the sentences "I got offended with most of my friends," "My friend count has decreased," and "We don't even talk to most of my friends online anymore." A quantitative study examined how the social and emotional life of 609 adolescents in the USA changed during Covid-19 and determined that adolescents experienced various changes in their relationships with their families and friends (less perceived friend support) and experienced depressive symptoms due to loneliness (49). A study evaluating the mental health of 467 adolescents with an average age of 14.4 from different races during the pandemic shows that; It has been determined that the most distressing problem for adolescents is that they cannot see their

friends. The sad problem was that family or friends were getting sick/died (50). In this direction, it can be said that in the pandemic days, we live in a digital world; 9th-grade adolescents living online cannot fully feel friendship, they are damaged, and the number of friends decreases.

It is seen that adolescents prefer face-to-face education and online education for different reasons when starting high school. They prefer face-to-face education primarily because of academic success. They stated that "I have difficulty in communicating with my teachers in online education," "I have difficulty in following the lessons," and "I cannot focus on the lessons due to disconnections on the Internet." Although there are adolescents who prefer face-to-face education for the friendship category, the difficulties of home life (there are many people in the house at the same time, noise, etc.), the boring home environment, and "our youth, the memories we can save, the things we can experience are disappearing." They see it as a loss. Adolescents who prefer online education seem to prefer it because of the comfort element offered by the home environment.

Encountering a new school and classroom that transitions from middle school to high school education, 9th-grade students, who are subject to a more comprehensive curriculum than the secondary school curriculum, had to meet all these elements online due to the Covid-19 pandemic. It is seen that adolescents have two different mindsets regarding meeting their friends online, being satisfied and dissatisfied. Satisfied adolescents; "We meet like this on social media, it is okay," "I would be more embarrassed to meet face to face," "normal, there was no difference between meeting face to face," "I made friends over time, it would be like this even if we were at school ' they said. Unsatisfied adolescents are they stated that "we cannot chat outside the classroom," "I never dreamed of such a high school life," and "I only hear the voice of someone I do not know; most of the time, I do not even hear their voice, it is unsettling."

This study is essential in showing adolescents' friendship relations, changes, and perspectives during the pandemic. During adolescence, when friendship gains importance in their social lives, it is important to manage the friendship process, to be an appropriate model, to observe this process without putting pressure on parents, chat with their children, to raise awareness about cyberbullying, false friendship, and peer bullying that may occur through social media and the internet, and to raise media literacy awareness before adolescence. Suggestions can be made to researchers in line with the study's results.

- Peer interaction can be provided by organizing online interactive game meetings by school guidance units so that adolescents can meet with their friends outside of the classroom during the pandemic process.
- Educational standardization studies can be carried out by the Ministry of National Education, and training and seminars can be organized on the appropriate adaptation of teachers to the online education-teaching process and online education approaches.
- It would be beneficial to include compulsory or elective courses on alternative education approaches in digital learning in the teaching plans of the teacher-training faculties of universities.
- Psychosocial support and intervention studies by child development specialists, psychologists, social workers, and other field specialists working with adolescents and their families are of great importance for psychological well-being.
- More adolescents can be reached through studies conducted with mixed methods, and their friendships and pandemic lives can be evaluated and examined in a more inclusive way.
- In future studies, it will be useful to carry out comprehensive studies that address other factors such as family life, childhood history, and past friendship experiences that affect friendship relations and to carry out intervention and support studies in this direction.

REFERENCES

1. Bukowski WM, Motzoi C, Meyer, F. Friendship as process, function, and outcome. *Handbook of Peer Interactions, Relationships, and Groups*, 2009, eds Bukowski W. M., Laursen B., Rubin K. H. (New York: Guilford Press), 217–231.

2. Steinberg L. *Adolescence*; 2003, New York: McGraw-Hill.

3. Nielsen, L. (1996). *Adolescence: A contemporary view*. 1996, USA: Wadsworth

4. Cobb NJ. *Adolescence: Continuity, change, and diversity*, 2007 New York: McGraw-Hill.

5. Kagan J, Gall SB. *The Gale Encyclopaedia of Childhood & Adolescence: Child development.*1998, J. Kagan and S. B. Gall. Stanford: Children's Corporation.

6. Kimmel DC. Weiner IB. *Adolescence: A developmental transition*. 1985, New Jersey: Lawrence Erlbaum Associates Publishers.

7. Topses G. Ergenlik Döneminde (11-18 Yaş) Gelişim. A. Ataman (Ed.). Gelişim ve Öğrenme, Ankara: Gündüz Eğitim ve Yayıncılık, 2009, 159- 187

8. Koç M. Gelişim psikolojisi açısından ergenlik dönemi ve genel özellikleri. *Sosyal Bilimler Enstitüsü Dergisi*, 2004, 17, 231-256.

9. Dinçel E. *Ergenlik dönemi gelişimsel ödevleri ve psikolojik problemler*. Yüksek Lisans Tezi. Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara, 2006,

10. Türk Dil Kurumu 2021, Available from https://sozluk.gov.tr/

11. Hall RCW. Chapman MJ. The 1995 Kikwit ebola outbreak: lessons hospitals and physicians can apply to future viral epidemics. *General Hospital Psychiatry*, 2008, 30(5), 446-452.

12. National Health Commission. (2020). Update on the epidemic situation of the new coronavirus pneumonia as of 24:00 on March 24. 2020. Available from http://en.nhc.gov.cn

13. Wang L. Liang L. Liu Z. Yuan K. Ju J. Bian Y. The developmental process of peer support networks: the role of friendship. *Frontiers Psychology*, 2021, 12, doi:10.3389/fpsyg.2021.615148

14. Hombrados-Mendieta MI. Gomez-Jacinto L. Dominguez-Fuentes JM. Garcia-Leiva P. Castro-Travé M. Types of social support provided by parents, teachers, and classmates during adolescence. *Journal of Community Psychology, 2012,* 40 645–664. 10.1002/jcop.20523

15. Wentzel KR. Russell S. Baker S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of Educational Psychology, 2016,* 108, 242–255. doi:10.1037/edu0000049

16. Larson RW. Richards MH. Moneta G. Holmbeck G. Duckett E. Changes in adolescents' daily interactions with their families from ages 10 to 18: disengagement and transformation. *Development Psychology.* 1996, 32 744–754. doi:10.1037/0012-1649.32.4.744

17. Tarrant M. Adolescent peer groups and social identity. *Social Development,* 2002, 11, 110–123, doi:10.1111/1467-9507.00189

18. Bokhorst CL. Sumter SR. Westenberg PM. Social support from parents, friends, classmates, and teachers in children and adolescents aged 9 to 18 years: who is perceived as most supportive? *Social Development,* 2010, 19, 417–426. doi: 10.1111/j.1467-9507.2009.00540.x

19. Blakemore SJ. Mills KL. Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 2014, 65, 187-207.

20. La Greca AM. Prinstein MJ. *Peer group Developmental Issues in the Clinical Treatment of Children*. Allyn & Bacon, Needham Heights, 1999, MA, USA, 171-198

21. Papini DR. Farmer FF. Clark SM. Micka JC. Barnett JK. Early adolescent age and gender differences in patterns of emotional self-disclosure to parents and friends. *Adolescence*, 1990, 25 (100), 959-976.

22. Tahıllıoğlu A. Çek D. Cengiz G. Pilan Şentürk B. Dalkılıç M. Apak F. Bildik T. (2020). Ergenlik dönemi özellikler covid-19 salgının ergenler üzerindeki etkileri süreçle baş edebilmek için öneriler. 2020, Available from; https://egehastane.ege.edu.tr *adresinden elde edildi.*

23. Creswell JW. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*, 2013, New York: Sage.

13

24. Bütün M. Demir SB. *Nitel Araştırma Yöntemleri*, 2020, Siyasal Kitapevi, Ankara

25. UNESCO Covid-19 Education Response. How many students are at risk of not returning to school? 2020, Available from; https://www.adeanet.org/en/knowledge-and-resources/unesco-covid-19-education-response-how-many-students-are-risk-not-returning

26. Tedmem, Covid-19 sürecinde eğitim: uzaktan öğrenme, sorunlar ve çözüm önerileri. 2020, Available from; https://tedmem.org/download/covid-19-surecinde-egitim-uzaktanogrenme-sorunlar-cozumonerileri?Wpdmdl=3411&refresh=5f572800ee3741599547392

27. Can E. Coronavirüs (Covid-19) pandemisi ve pedagojik yansımaları: Türkiye'de açık ve uzaktan eğitim uygulamaları. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 2020, 6(2), 11-53.

28. Yersel BÖ. Akbaş A. Durualp E. Pandemi sürecinde özel gereksinimli çocukların genel yaşam aktiviteleri. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 2021, 8(1), 126-145.

29. Ellis WE. Dumas TM. Forbes LM. Physically isolated but socially connected: psychological adjustment and stress among adolescents during the initial covid-19 crisis. *Canadian Journal of Behavioural Science*, 2020, 52(3), 177-187, doi:10.1037/cbs00002157

30. Pancani L. Marinucci M. Aureli N. Riva P. Forced social isolation and mental health: a study on 1006 Italians under covid-19 quarantine. *Psyarxiv Preprints*, 2020, doi:10.31234/osf.io/uacfj

31. Garfin DR. Silver CR. Holman AE. The novel coronavirus (covid-19) outbreak: amplification of public health consequences by media exposure. *Health Psychology*, 2020, 39, 355-357, doi:10.1037/hea0000875

32. Kafes A. Depresyon ve anksiyete bozuklukları üzerine bir bakış. *Humanistic Perspective*, 2021, 3(1), 186-194, doi:10.47793/hp.867111

33. Lubans DR. Richards JA. Hilman C. Faulkner G. Beauchamp M. Nilsson M. Kelly P. Smith J. Raine L. Biddle S. Physical activity for cognitive and mental health in youth: a systematic review of mechanisms. *Pediatrics*, 2016, 138(3), doi:10.1542/peds.2016-1642

34. Kredlow MA. Capozzoli MC. Hearon BA. Calkins A. Otto MW. The effects of physical activity on sleep: a meta-analytic review. *Journal of Behavioral Medicine*, 2015, 38(3), 427-449, doi:10.1007/s10865-015-9617-6.

35. Tamura H. Nishida T. Tsuji A. Sakakibara H. Association between excessive use of mobile phone and insomnia and depression among japanese adolescents. *International Journal of Environmental Research and Public Health*, 2017, 14(7), 701, doi:10.3990/ijerph14070701

36. Taş HY. Demirdöğmez M. Küçüköğlü M. Geleceğimiz olan Z kuşağının çalışma hayatına muhtemel etkisi. *Uluslararası Toplum Araştırmaları Dergisi*, 2017, 7(7), 1031-1048, doi:10.26466/opus.370345

37. Erden-Ayhün S. Kuşaklar arasındaki farklılıklar ve örgütsel yansımaları. *Ekonomi ve Yönetim Araştırmalar Dergisi*, 2013, 2 (1), 93-112

38. Lenhart A. (2015). Teens, technology, and friendships. 2015, Available from; http://www. pewinternet.org/2015/08/06/teens-technology-and-friendships/

39. Lenhart A. Social media and friendship. 2015, Available from; https://www.pewresearch.org/internet/2015/08/06/chapter-4-social-media-and-friendships/#:~:text=Two%2Dthirds%20(62%25)%20of,with%20friends%20on%20social%20media

40. O'Keeffe GS. Clarke-Pearson K. Clinical report - the impact of social media on children, adolescents, and families. *American Academy of Pediatrics*, 2011, 127 (4), 800-804.

41. Karataş S. Crocetti E. Schwartz SJ. Rubini M. Psychological and social adjustment in refugee adolescents: the role of parents' and adolescents' friendships. *Child & Adolescent Development*, 2021, 123-139, doi:10.1002/cad.20395

42. Andrews JL. Foulkes L. Blakemore SJ. Peer influence in adolescence: public health implications for covid-19. *Trends in Cognitive Sciences*, 2020, 24(8), 585-587.

43. Türkel Z. (2018). *Ergenlerde sosyal medya kullanımı, yalnızlık ve yaşam doyumu arasındaki yordayıcı ilişkiler.* Yüksek Lisans Tezi. İstanbul Sabahattin Zaim Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul. 2018.

44. Collins WA. Laursen B. Parent-adolescent relationships and influences. *Handbook of Adolescent Psychology*, 2004, 331-361, Hoboken, NJ: Wiley.

45. Manczak EM. Ordaz SJ. Singh MK. Goyer MS. Gotlib IH. Time spent with parents predicts change in depressive symptoms in adolescents with major depressive disorder. *Journal of Abnormal Child Psychology*, 2019, 47, 1401-1408, doi:10.1007/s10802-019-00526-5

46. Volling BL. *Sibling Relationships*. MH. Bornstein, L Davidson, CLM Keyes, KA More (Ed.), 2003, Well-being: Positive development across the life course. Mahwah, NJ: Erlbaum.

47. Loades ME. Chatburn E. Higson-Sweeney N. Reynolds S. Shafran R. Brigden A. Linney C. McManus MN. Borwick C. Crawley E. Rapid systematic review: the impact of social isolation and loneliness on the mental health of children and adolescents in the context of covıd-19. *Journal of the American Academy of Child and Adolescent Psychiatry*, 2020, https://doi. org/10.1016/j.jaac.2020.05.009

48. Amichai-Hamburger Y. Kiingsbury M. Schneider BH. Friendship: an old concept with a new meaning? *Computers in Human Behaviour,* 2013, 29(1), 33-39, doi:10.1016/j.chb.2012.05.025

49. Rogers AA. Ha T. Ockey S. (2020). Adolescents' perceived socio-emotional ımpact of covıd-19 and ımplications for mental health: results from a u.s.-based mixed-methods study. *The Journal of Adolescent Health*, 2020, doi:10.1016/j.jadohealth.2020.09.039

50. Magson NR. Freeman JYA. Rapee M. Richardson CE. Oar EL. Fardouly J. Risk and protective factors for prospective changes in adolescent mental health during the covid-19 pandemic. *Journal of Youth and Adolescence*, 2021, 50, 44-57, doi:10.1007/s10964-020-01332-9.

15