



Lise Öğrencilerinin Sosyal İlişki Unsurlarının İncelenmesi

Investigation of Social Relation Components of High School Students

Anıl Kadir ERANIL¹, Mehmet ÖZCAN²

Öz

Bu araştırma lise öğrencilerinin sosyal ilişki unsurlarını belirlemeyi ve bu unsurların cinsiyet, okul başarısı, aile ile iletişim düzeyi ve arkadaşları ile iletişim düzeyi, okulda şiddete başvurma, evde şiddete uğrama ve genelde şiddete uğrama değişkenlerine göre farklılaşıp farklılaşmadığını incelemeyi amaçlamaktadır. Araştırmanın çalışma grubunu Nevşehir’de eğitim gören toplam 387 lise öğrencisi oluşturmaktadır. Bu çalışmada sosyal ilişki unsurları ölçeği kullanılmıştır. Verilerin analizinde Mann Whitney U testi ve Kruskal Wallis H testi kullanılmıştır. Etki değerinin hesaplanmasında Eta-kare istatistikleri (η^2) ve Jonckheere-Terpstra formülü kullanılmıştır. Doğrulayıcı faktör analizi için iyilik uyumu indeksi (X^2/sd , SRMR, NNFI, CFI, GFI and AGFI) analiz edilmiş ve yol şemasındaki RMSEA değeri incelenmiştir. Öğrencilerin sosyal ilişki unsurları puanları 5 üzerinden 4.00 bulunmuştur. Cinsiyet değişkenine göre öğrencilerin sosyal ilişki unsurları ortalama puanı kadın öğrencilerin lehine anlamlı bir farklılık görülmektedir. Okul başarısı, okulda şiddete başvurma, evde şiddete uğrama ve genelde şiddete uğrama değişkenlerine göre şiddete uğramayan ve arkadaş ve ailesiyle iletişim düzeyi lehine anlamlı bir farklılık vardır.

Anahtar Kelimeler: lise öğrencileri, sosyal ilişkiler, sosyal ilişki unsurları

Abstract

This research aims to determine the social relation components of high school students, and to examine whether these components differ significantly according to the gender, school success, level of communication with family and friends, attempting to violence at school, exposure to violence at home, and exposure to violence in general variables. The study group of this research consisted of 387 students receiving education in high school in Nevşehir. The scale of social intelligence components was used in the research. Mann Whitney U test and Kruskal Wallis H test were used to analyze the data. Eta-square statistics (η^2) and Jonckheere-Terpstra formulae (for the calculation of effect size) were used to calculate effect sizes. For confirmatory factor analysis, goodness of fit index (X^2/sd , SRMR, NNFI, CFI, GFI and AGFI) were analyzed and RMSEA value (Root Mean Square Error of Approximation) in the path analysis was examined. Students’ scores of social relations components were found 4.00 out of 5. Mean score of social relations components of high school students was statistically significant in favor of female students according to the gender variable. There was a significant difference according to the school success, in attempting to violence at the school, exposure to violence at home and exposure to violence in general in favor of groups who were not exposed to violence and level of communication with friend and family.

Keywords: high school students, social relations, social relation components

1. MEB, Ölçme Değerlendirme Merkezi, Nevşehir, Türkiye; <https://orcid.org/0000-0001-7804-735X>

2. Nevşehir Hacı Bektaş Veli Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Yönetimi ABD. Nevşehir, Türkiye; <https://orcid.org/0000-0002-5451-0773>

Atf / Citation: Erani, A. K., & Özcan M. (2019). Lise öğrencilerinin sosyal ilişki unsurlarının incelenmesi. *Kastamonu Education Journal*, 27(3), 1371-1382.
doi:10.24106/kefdergi.3179

Extended Summary

Introduction: Social relation skills of the individuals in especially the high school period should be improved in order to form a healthy society. To develop social relations, high school students should be supported during the first phases of the real social relation, explained the significance of the social relation, and explained clearly how it will affect the individual's whole life and society. In an effort to achieve this, the factors that affect social relation components of high school students should be determined, and negative factors such as exposure to violence and attempting to violence should be eliminated.

This research aims to determine the social relations components of the high school students at school, in family and with peers by using quantitative research designed as survey model. Theoretical framework is outlined based on literature review for quantitative research studies, hypothesis is obtained and variables take place in hypothesis.

Method: *This study is designed as survey model, researchers collect information together by asking questions and passing to chart about one or more groups of people, their ideas, previous experiences, personality and attitudes. The aim of this is to learn about a large population by surveying a sample of it (Leedy & Ormrod, 2005).*

The study group of this research consisted of 387 high school students receiving education in Nevşehir/Turkey at 2016-2017 academic year in spring term. In Table 1 below, the personal characteristics of the study group and the distributions of the independent variables for the purposes of research are presented as frequency and percentage.

The research data were collected during 10-day period at the end of face-to-face interviews with high school students. The demographic variables of the research cover high school students' gender, success in the class, attempting violence at the school, exposure to violence at home, and exposure to violence in general, and level of communication with family and friends. The scale forms, those filled out without necessary care were excluded from the research. Firstly reverse-worded items are converted and then mean value is assigned to missing values in scale. As a result of z score calculation, eight scale form was seen as extreme value and excluded from analysis. In total 387 scale forms were used to analyze the data in this study.

In this study, the explanations of the results are made on average. The validity and reliability findings of the scale have been examined. According to the results, the Kaiser-Meyer-Olkin (KMO) value is .90 and Bartlett's test result is 2255.611 ($p < .000$). The scale has five factor structures which explain % 56.480 of total variance. The Cronbach alfa coefficient value of the scale is ($\alpha = .81$). These results can explain that the scale is valid and reliable.

When goodness fit index ($X^2=390.31$) and degree of freedom ($sd=89$) are examined, X^2/sd is found 4.38. Being below three of this value means excellent level fit value and below 5 means moderate level fit value (Kline, 2005). Within this frame, it can be said that X^2/sd rate has moderate level goodness fit value. Standardized RMR goodness fit index is .06. Being RMR and Standardized RMR values below .08 means good level fit value (Jöreskog and Sörbom, 1993). From this result, it can be said that standardized RMR has good level fit value. When NNFI and CFI goodness fit indexes are examined, it is seen that NNFI is .95 and CFI is .96. Being NNFI and CFI indexes above .95 means excellent fit value, above .90 means good fit value (Sümer, 2000; quoted by: Çokluk, Şekercioğlu and Büyüköztürk, 2016).

In this study it can be said that NNFI and CFI indexes have excellent fit level. GFI has been found .88 and AGFI has been found .84. GFI and AGFI indexes above .95 means excellent fit and above .90 means good fit level (Hooper, Coughlan ve Mullen, 2008; quoted by: Çokluk, Şekercioğlu ve Büyüköztürk, 2016). In this study it is found that both GFI and AGFI have weak fit level. Finally, when RMSEA in the path analysis was examined, .94 level of goodness fit has been obtained. Below .10 RMSEA value means weak fit level. In general fit indexes of social relation components scale is at acceptable level.

The research data was analyzed using the packages program. The Kolmogorov Smirnov test, the normality assumption, which is the premise criterion of parametric statistical techniques, and Levene's test statistic, which is the test for homogeneity of variances, were applied to all sub-groups. As a result of these analyses, Mann Whitney U test and Kruskal Wallis H test were used. Descriptive statistics were used and $p < .05$ was considered statistically significant. For confirmatory factor analysis, goodness of fit index (X^2/sd , SRMR, NNFI, CFI, GFI and AGFI) were analyzed and RMSEA value in the path analysis was examined. In addition, Eta-square statistics (η^2) and Jonckheere-Terpstra formulae (for the calculation of effect size) were used to calculate effect sizes. The results have been interpreted according to Cohen (2007) effect size table. While Evaluating mean scores of dependent variables, comments are done by taking cut-points of scales into account. In this context, ranges are scored as very high is 4.20 – 5.00 / high: 3.40 – 4.19 / moderate: 2.60 – 3.39 / low: 1.80 – 2.59 / very low: 1.00 – 1.79.

Results: Average score of social relations item of 387 high school students participated in the research was 4.00 out of 5. According to this result high school students' social relation components are high. It can be said that high school students have the ability to establish good social relations, develop positive relations with their friends and family, and have good social relations.

Gender difference was in favor of female students. Considering the developmental periods of high school students, it can be said that females mature earlier than males. This may lead women to have a higher level of social relation than men.

There was a significant difference according to the school success. This difference was in favor of the group who was successful in their class. Their teachers and friends reacted positively to students successful in their classes. This may positively influence the student's self-confidence and ability to establish social relations.

There was a significant difference in attempting violence at the school, exposure to violence at home and exposure to violence in general. This difference was in favor of groups who were not exposed to violence. This result indicates that the violence factor negatively affects social relations. Students who were exposed to violence or attempting to violence might have lower self-confidence and less sharing than the others. They are also less accepted by peer group.

This may have a negative effect on the level of social communication of students who are exposed to or attempt to violence.

It was found in favor of the group with a high level of communication. In general, the level of communication with friends in the paired groups has a moderate impact (0.2) on the social relations component. Results of the "Jonckheere-Terpstra" effect size indicate that as long as the level of communication with friends increases, social relation components also increase moderately ($z=4.870$, $p<.05$, $r=0.3$).

There was found that the level of communication with family in the paired groups had a moderate impact (0.3) on the social relations component. Results of the "Jonckheere-Terpstra" effect size show that as long as the level of communication with family increases (0.3), social relation components also increase moderately. While high school students' communication with family level increases, the social relation level increase ($z=4.801$, $p<.05$, $r=0.3$). These results reveal that families have a significant influence over children. Students with good communication with their family could establish successful relations from social aspects.

1. Introduction

Society is a basic organization consisting of individuals, and the individuals' needs to live together in harmony in the society. When society is examined as a whole, a group of people who share same culture and region is defined as society (Henslin, 2002). These similar cultures constitute the characteristic structure of the society and have important role on shaping the characteristics of individuals. In other words, individuals feel the need to belong to a society, and a social structure is created depending on it. Social relations have a very important on establishing of this structure. Reason of this is values, attitudes, and characteristic language of the group to whom an individual belongs forms his/her character and personality (Clausen, 1968). In this case an individual adapt to the norms of the society s/he lives and if establish positive social relations, s/he can be happy and successful. Schools have important missions to establish positive relations, otherwise, it is almost impossible for an individual to survive outside of a society. Schools, where educational activities are taken place to create a happy society, provide social support to adolescents and prepare to society (Yavuzer 2011).

The group this research investigates is high schools students as critical term of obtaining better social relationship behaviors are at this age range (Avcı and Yıldırım 2014; Balkaya and Ceyhan 2007; Demir, Baran and Ulusoy 2005; Esen 2003; Yavuzer 2011). The most common research issues on adolescents' violence behavior are age, gender, and socio-economic level (Balkaya and Ceyhan, 2007). However, researches on determining the relationship of students' perception and social relation level such as level of communication with friend and family, the school success, attempting to violence at the school, exposure to violence at home and exposure to violence in general are quite few.

When the definitions on adolescence and their relationships are examined, adolescence is accepted as a transitional period from childhood to adulthood (Yavuzer, 2011). Adolescence is a period provides opportunities to individuals for positive development (Esen 2003). Peer groups teach adolescents what to do and what to accept. Place of group becomes place of adolescent and by this way adolescent have a status in group (Demir, Baran and Ulusoy, 2005). These findings state that adolescents are in effort of establishing social relations and for this aim they can follow crime behaviors. Aggression behavior which is giving harm to someone else is an aggression behavior (Yavuzer, 2011) and attempting to violence can be two of the top crime behaviors.

Research results state that adolescents are tend to aggression and crime behavior (Avcı and Yıldırım 2014; Peterson and Skiba; 2000; Yavuzer, 2011). Adolescents can also attempt violence to gain power and popularity among peers and can be excluded and left alone because of their violence tendency and in case of unable to cope with loneliness, adolescents attempt violence again (Avcı and Yıldırım 2014). Some suggestion can be given to prevent adolescents attempting to crime. Three approaches of preventing violence at schools are (a) prevention (b) identifying risk group students (c) effective responses (Peterson and Skiba, 2000). These three items are in relation with social support in general meaning. In other words, adolescents need social support to stay away of attempting to crime and be useful individuals to society.

While definitions on social support is examined, an individual's cared and loved, esteemed and being a member of a network is defined as social support (Cobb, 1976). The resource provided by society is defined as social support (Cohen and Syme, 1985). Social support is known as (a) an interactive process (b) particular actions or attitudes (c) positive effect on an individual's social, psychological, or physical well-being (O'Reilly, 1988). Social support involves students' self-determination and intrinsic motivation which involves respecting, valuing, and nurturing (Legault, Green-Demers and Pelletier, 2006). Structure and function are two dimensions of social support. Structure of social support factors are people in a social network and the closeness of communication between these people. The function of the social network includes the qualitative and behavioral aspects of the social network (Due, Holstein, Lund, Modvig and Av-

lund, 1999) and network members' attitudes and actions and communication through network provide social support (Due, Holstein, Lund, Modvig and Avlund, 1999). Social support which is mainly provided by family, friends or a specialist has undeniable factor on development of social relation.

Providing social support has numerous benefits on adolescents (Avcı and Yıldırım 2014; Cobb, 1976; Hibbard, 1985; Kapıkıran and Özgüngör, 2009). Psychological problems are easily recovered or overcome in supportive environment of home (Cobb 1976). Social support reduces the psychological problems of individual by using social support effectively (Hibbard, 1985). In addition to positive effects of social support on individuals' emotional and physical health (Cobb, 1976; Cohen and Wills, 1985; Fuhrer and Stansfeld, 2002; House, Robbins, and Metzner, 1982; Orth-Gomer and Johnson, 1987), it is an important research issue due to the effects on academic life and positive contributions on adolescents' characteristic features (Kapıkıran and Özgüngör, 2009). An individual receiving enough social support gets help on solving problems, providing a different perspective on events and relieving his mind on problem's solution (Avcı and Yıldırım 2014). Social support is also a protection of an individual from illness, psychological problems, addiction and social syndrome and reduces the duration of recovering from an illness and risk of unexpected results of any crisis or change (Cobb, 1976). In this context, an individual's feelings of competence and skills are supported by social network (Legault, Green-Demers and Pelletier, 2006) and social support is not only effective on developing social relation but also on overcoming health problems.

To provide social support easier needed by adolescents' social networks has an important role. While the definitions of social network are examined, an individual's family and friend relations are defined as social network (Berkman and Syme, 1979). Characteristics of social network are 1- function and structure of the relations 2- social network's structure (Due, Holstein, Lund, Modvig and Avlund, 1999). In other words, network members attitudes and actions provide social support (O'Reilly, 1988) and an individual's belonging to a group such as family or relation with independent people such as friends is defined as social network (O'Reilly, 1988). Social network and social support concepts are in correlation with social relation. It is obvious that establishing a healthy social relations or managing difficult social relations, social support or social network is a necessity.

The basic concept this research investigates is social relation since social relations among people have an important place in creating an ideal society. Individuals need social relation so that they can involve in groups. Groups have shaped in accordance with the common interests, needs, and preferences of the individuals. For this purpose, healthy relationships should be developed among the individuals. Family and schools are the first places where establishing relations begin. Age and gender may be important factors in this context. These factors may become more evident especially in younger groups and high school level.

While the definition of social relation concept is examined, social relation is defined as individuals relations with others (Ridgeway and Correll, 2004) and social scientists and psychologists state social relationship as extrinsic, unso- cial and individual wishes (Fiske, 1992). When the structure is examined, social relation structure is defined as linkages between individual and society (Due, Holstein, Lund, Modvig and Avlund, 1999) and the structure of social relations, which is formed by size of social network, gender and family and friend ratio, network intensity, communication frequency and marital status, refers to received, provided or exchanged support (Fuhrer and Stansfeld 2002). When function is examined, function of social relation is defined as interaction of people within the structure of the social relations and social relation structures are defined as behaviors, social networks and communication between these individuals (Due, Holstein, Lund, Modvig and Avlund, 1999). Social relation sources are 1) marriage; 2) contacts with close friends and relatives; 3) church membership and 4) informal and formal group associations (Berkman and Syme, 1979) and four measurement categories of social relationships are 1. Intimate social relations (marital status, friends and family contacts), 2. Organization involvements, 3. Activities and leisure time meetings, 4. Solitary time activities (House, Robbins and Metzner, 1982).

Social relation skills of the individuals in especially the high school period should be improved in order to form a healthy society. To develop social relations, high school students should be supported during the first phases of the real social relation, explained the significance of the social relation, and explained clearly how it will affect the individual's whole life and society. In an effort to achieve this, the factors that affect social relation components of high school students should be determined, and negative factors such as exposure to violence and attempting to violence should be eliminated.

This research aims to determine the social relations components of the high school students at school, in family and with peers by using quantitative research designed as survey model. Theoretical framework is outlined based on

literature review for quantitative research studies, hypothesis is obtained and variables take place in hypothesis. This research aims:

1. To determine the average scores of social relation components of high school students.

The hypothesis, H_0 stating students social relations score is not high and H_1 stating students' social relations score is high, are given below.

H_0 = High school students social relation components are not high.

H_1 = High school students social relation components are high.

2. To examine whether the social relation components of the high school students differ significantly according to the independent variables (gender, school success, attempting to violence in school, exposure to violence at home, exposure to violence in general, level of communication with family and friends).

Below, the hypothesis H_0 and H_1 and whether the dependent variable differs significantly by independent variables will be examined. In addition, in case the H_1 hypothesis occurs, the reason of this difference will be determined.

H_0 = The social relation components of high school students do not differ significantly in terms of independent variables.

H_1 = The social relation components of high school students differ significantly in terms of independent variables.

2. Method

Research Model

This study is designed as survey model, researchers collect information together by asking questions and passing to chart about one or more groups of people, their ideas, previous experiences, personality and attitudes. The aim of this is to learn about a large population by surveying a sample of it (Leedy & Ormrod, 2005).

Study Group

The study group of this research consisted of 387 high school students receiving education in Nevşehir/Turkey at 2016-2017 academic year in spring term. In Table 1 below, the personal characteristics of the study group and the distributions of the independent variables for the purposes of research are presented as frequency and percentage.

Table 1. High school students' gender, school success, attempting violence at school, exposure to violence at home, exposure to violence in general, level of communication with family and friends.

*Variables		f	%		
Gender	Female	221	62.3		
	Male	134	37.7		
Did you deem yourself successful in your class?	Yes	289	80.5		
	No	68	18.9		
Did you attempt to violence at school?	Yes	52	14.4		
	No	310	85.6		
Were you exposed to violence at home?	Yes	14	4.3		
	No	308	95.7		
Were you exposed to violence in general?	Yes	43	13.4		
	No	277	86.0		
What was your level of communication with family and friends?		Family		Friend	
		f	%	f	%
	Low	75	24.2	46	14.8
	Moderate	87	28.1	78	25.1
	High	148	47.7	187	60.1

*Since all the questions of independent variables are not answered by students and missing values cannot be assigned to independent variables, total scores of groups change.

Table 1 shows the gender distribution of high school students (female: 221; male: 134). When considered the

answers given by the students, it was found that 80.5% (f = 289) of the students deemed themselves successful in their class, the level of attempting violence at school was 14.4% (f=52) , the level of exposure to violence at home was 4.3% (f = 14), the level of exposure to violence, in general, was 13.4% (f = 43), level of communication with their families was 47.7% (f = 148) and level of communication with their friends was 60.1%, (f = 187).

Data Collection and Data Collection Tool

The research data were collected during 10-day period at the end of face-to-face interviews with high school students. The demographic variables of the research cover high school students' gender, success in the class, attempting violence at the school, exposure to violence at home, and exposure to violence in general, and level of communication with family and friends. The scale forms, those filled out without necessary care were excluded from the research. Firstly reverse-worded items are converted and then mean value is assigned to missing values in scale. As a result of z score calculation, eight scale form was seen as extreme value and excluded from analysis. In total 387 scale forms were used to analyze the data in this study.

The social relation components scale developed by Turner, Frankel, and Levin (1983) is used as measurement tool for this research .The scale is of 15 items, 5 Likert-type and has five sub-dimensions. The scale was adapted to Turkish by Duyan, Gelbal and Var (2013) and it has two factors structure. The scale is of 5 Likert-type and statements were scaled from one to five starting with "not all like me" to "very much like me".

In this study, the explanations of the results are made on average. The validity and reliability findings of the scale have been examined. According to the results, the Kaiser-Meyer-Olkin (KMO) value is .90 and Bartlett's test result is 2255.611 (p<.000). The scale has five factor structures which explain % 56.480 of total variance. The Cronbach alfa coefficient value of the scale is ($\alpha = .81$). These results can explain that the scale is valid and reliable.

When the confirmatory factor analysis (CFA) results of the scale (two factors structure) were examined, t value of all items are found 0.00000 and p value is .05 level significant. According to Çokluk, Şekercioğlu and Büyüköztürk (2016), p value informs about the significance of difference (X2 value) between estimated covariance matrix and observed covariance matrix. Naturally, the aim is not to find p value as significant. But since the sample is extensive, statistically significant p value is normative and it is beneficial to examine goodness fit indexes related to two matrixes fit. Goodness fit indexes are given in Table 2 in below.

Table 2. Social relation components scale goodness fit indexes and values

Goodness Fit Index	Values
X ²	390.31
df	89
X ² /df	4.38
SRMR	.065
NNFI	.95
CFI	.96
GFI	.88
AGFI	.84
RMSEA	.094

According to Table 2, when goodness fit index (X²=390.31) and degree of freedom (sd=89) are examined, X²/sd is found 4.38. Being below three of this value means excellent level fit value and below 5 means moderate level fit value (Kline, 2005). Within this frame, it can be said that X²/sd rate has moderate level goodness fit value. Standardized RMR goodness fit index is .06. Being RMR and Standardized RMR values below .08 means good level fit value (Jöreskog and Sörbom, 1993). From this result, it can be said that standardized RMR has good level fit value. When NNFI and CFI goodness fit indexes are examined, it is seen that NNFI is .95 and CFI is .96. Being NNFI and CFI indexes above .95 means excellent fit value, above .90 means good fit value (Sümer, 2000; quoted by: Çokluk, Şekercioğlu and Büyüköztürk, 2016).

In this study it can be said that NNFI and CFI indexes have excellent fit level. GFI has been found .88 and AGFI has been found .84. GFI and AGFI indexes above .95 means excellent fit and above .90 means good fit level (Hooper, Caughlan ve Mullen, 2008; quoted by: Çokluk, Şekercioğlu ve Büyüköztürk, 2016). In this study it is found that both GFI and AGFI have weak fit level. Finally, when RMSEA in the path analysis was examined, .94 level of goodness fit has been obtained. Below .10 RMSEA value means weak fit level. In general fit indexes of social relation components scale is at acceptable level.

Analysis of Data

The research data was analyzed using the packages program. The Kolmogorov Smirnov test, the normality assumption, which is the premise criterion of parametric statistical techniques, and Levene's test statistic, which is the test for homogeneity of variances, were applied to all sub-groups. As a result of these analyses, Mann Whitney U test and Kruskal Wallis H test were used. Descriptive statistics were used and $p < .05$ was considered statistically significant. For confirmatory factor analysis, goodness of fit index (X^2/sd , SRMR, NNFI, CFI, GFI and AGFI) were analyzed and RMSEA value in the path analysis was examined. In addition, Eta-square statistics (η^2) and Jonckheere-Terpstra formulae (for the calculation of effect size) were used to calculate effect sizes. The results have been interpreted according to Cohen (2007) effect size table. While Evaluating mean scores of dependent variables, comments are done by taking cut-points of scales into account. In this context, ranges are scored as very high is 4.20 – 5.00 / high: 3.40 – 4.19/ moderate: 2.60 – 3.39/ low: 1.80 – 2.59 / very low: 1.00 – 1.79.

3. Results

This part includes findings related to statistical analysis of research data. Descriptive statistics as to the scale of social relations components of high school students are presented in Table 3 below.

Table 3. Descriptive statistics as to the scale of social relations components of high school students

	N	Mean	ss	Median	Mode	K_y	Ss error of K_y	B_s	Ss error of B_s
Social Relations Component	387	4.00	.77	4.13	4.47	1.053	.247	-.135	.124

H_0 = High school students social relation components are not high.

H_1 = High school students social relation components are high.

Table 3 shows that average score of social relations item of 387 high school students participated in the research was 4.00 out of 5. According to this result H_1 can be accepted. High school students' social relation components are high. It can be said that high school students have the ability to establish good social relations, develop positive relations with their friends and family, and have good social relations. If the mode, median and mean values are close to each other, it indicates that the distribution is homogeneous. However, Table 3 shows that it may be difficult to put an accurate interpretation on these values. In addition, if skewness and kurtosis values are close to zero, this indicates that the distribution is normal. Full interpretation of this requires interpreting these values by transforming the scores of kurtosis and skewness to z values (Kilmen, 2015). In cases that significance level is .05, z values need to be less than 1.96 in order to state that it is a homogeneous distribution according to z value. Since standard deviation of skewness is lower in extensive samples, skewness z value increases and consequently causes to misinterpret as skew distribution. For this reason it is suggested not to use z value of skewness in extensive samples (Field, 2009; quoted by: Kilmen, 2015). The equation below shows the calculation of z values for kurtosis and skewness values. Then, it has been put an interpretation on this equation.

$$Z_{\text{Skewness}} = \left| \frac{\text{Skewness value}}{\text{Standard error of the skewness}} \right| = \left| \frac{-.135}{.124} \right| = 1.08$$

$$Z_{\text{Kurtosis}} = \left| \frac{\text{Kurtosis Value}}{\text{Standard error of the kurtosis}} \right| = \left| \frac{1.053}{.247} \right| = 4.26$$

The results of z values of the kurtosis and skewness scores show that the kurtosis z score (4.26) did not have homogeneous distribution but that the skewness z score (1.08) had homogeneous distribution. Co-interpretation of these two results may be more reliable in order to assess whether the distribution is homogeneous. Moreover, the independent variables to be used to analyze the mean score of the social relations components were subjected to the Kolmogorov-Smirnov test in all subgroups, and the appropriate analysis types were chosen for research purpose. In other words, the findings and interpretations on the research questions to be answered within the framework of the purpose of the research are presented below.

Table 4 below shows the results of Mann Whitney U test performed to examine the social relations components of high school students according to the gender, school success and violence variables.

Table 4. The results of Mann Whitney U test performed to examine the social relations components of high school students according to the gender, school success and violence variables

	Groups	N	Mean	Sum of Mean	Sum of Squares	Z	r	U	p
Gender	Female	221	4.15	196.38	43399.00	4.335	.23	10746.000	.000
	Male	134	3.79	147.69	19791.0				
Did you deem yourself successful in your class?	Yes	289	4.11	190.67	55102.50	-4.406	.23	6454.500	.000
	No	68	3.65	129.42	8800.50				
Did you attempt to violence at school?	Yes	52	3.71	137.99	7175.50	-3.24	.17	5797.500	.001
	No	310	4.08	188.80	58527.50				
Were you exposed to violence at home?	Yes	14	3.43	84.18	1178.50	-3.18	.17	1073.500	.001
	No	308	4.13	165.01	50824.50				
Were you exposed to violence in general?	Yes	43	3.85	133.30	5732.00	-2.07	.11	4786.000	.038
	No	277	4.13	164.72	45628.00				

H_0 = The social relation components of high school students do not differ significantly in terms of independent variables.

H_1 = The social relation components of high school students differ significantly in terms of independent variables.

Table 4 indicates that the mean score of social relations components of high school students was statistically significant according to the gender variable ($p < .05$). According to this result, the independent variables in Table 4 can accept H_1 hypothesis.

According to Table 4, gender difference was in favor of female students. Considering the developmental periods of high school students, it can be said that females mature earlier than males. This may lead women to have a higher level of social relation than men.

There was a significant difference according to the school success. This difference was in favor of the group who was successful in their class. Their teachers and friends reacted positively to students successful in their classes. This may positively influence the student's self-confidence and ability to establish social relations.

There was a significant difference in attempting violence at the school, exposure to violence at home and exposure to violence in general. This difference was in favor of groups who were not exposed to violence. This result indicates that the violence factor negatively affects social relations. Students who were exposed to violence or attempting to violence might have lower self-confidence and less sharing than the others. They are also less accepted by peer group. This may have a negative effect on the level of social communication of students who are exposed to or attempt to violence. In general, effect sizes of Table 4 vary between .11 and .23. These results explain that independent variables in Table 4 have low effect on social relation components (Cohen, 2007).

Table 5 below presents the results of the Kruskal Wallis H test demonstrating that the social relation components of high school students differ significantly in terms of the level of communication with their friends.

Table 5. The results of the Kruskal Wallis H test performed to examine the social relation components of high school students according to the level of communication with their friends and of Mann Whitney U test performed to show the source of pair wise difference.

	Variable	N	Mean Squares	Sd.	X ²	Std. J-T Statistic(z)	p
Social relations component	Low	46	84.64				
	Moderate	78	159.75	2	35.062	4.870	.000*
	High	187	171.99				

	Groups	N	Mean	Mean Squares	Sum of Squares	Z	r	U	P
Level of communication with friends	Low	46	3.48	42.84	1970.50	-4.681	-.42	889.500	.000
	Moderate	78	4.18	74.10	5779.50				
	Low	46	3.48	65.30	3004.00	-5.810	-.38	1923.000	.000
	High	187	4.19	129.72	24257.00				
	Moderate	78	4.18	125.15	9762.00	-1.077	-	6681.000	.281
	High	187	4.19	136.27	25483.00				

H_0 = High school students social relation components do not differ significantly according to the level of communication with friends.

H_1 = High school students social relation components differ significantly according to the level of communication with friends.

Table 5 shows that there was a significant difference in the answers that high school student were given to the question "What was your level of communication with your friends?" in terms of social relations component. According to this result, H_1 hypothesis can be accepted.

Table 5 also shows the results of the Mann Whitney U test performed to see the paired groups' differences. This difference was in favor of the group with a high level of communication. However, there was no significantly difference found between the group which has moderate level of communication with their friends and the group which has high level of communication with their friends.

In general, the level of communication with friends in the paired groups has a moderate impact (0.2) on the social relations component. Results of the "Jonckheere-Terpstra" effect size indicate that as long as the level of communication with friends increases, social relation components also increase moderately ($z=4.870$, $p<.05$, $r=0.3$).

Table 6 below presents the results of the Kruskal Wallis H test giving that the social relation components of high school students differ significantly in terms of the level of communication with the family.

Table 6. The results of the Kruskal Wallis H test performed to examine the social relations component of high school students according to the level of communication with their family and of Mann Whitney U test performed to show the source of pairwise difference.

	Variable	N	Mean Squares	Sd.	X^2	Std. J-T Statistic	p		
Social relations component	Low	75	112.87	2	24.854	4.801	.000*		
	Moderate	87	157.18						
	High	148	176.11						
	Groups	N	Mean	Mean Squares	Sum of Squares	Z	r	U	P
Level of communication with their family	Low	75	3.80	68.27	5120.50	-3.334	-.26	2270.500	.001
	Moderate	87	4.12	92.90	8082.50				
	Low	75	3.80	82.60	6190.00	-4.847	-.32	3345.000	.000
	High	148	4.21	126.90	18781.00				
	Moderate	87	4.12	108.28	9420.00	-1.683	-	5592.000	.092
	High	148	4.21	123.72	18310.00				

H_0 = High school students social relation components do not differ significantly according to the level of communication with their family.

H_1 = High school students social relation components differ significantly according to the level of communication with their family.

Table 6 shows that there was a significant difference in the answers that high school students were given to the question "What was your level of communication with your family?" in terms of social relation components. According to this result, H_1 hypothesis can be accepted.

Table 6 also presents the results of the Mann Whitney U test performed to see the paired groups' differences. This difference was in favor of the group with a high level of communication between the paired groups. In general, the level of communication with family in the paired groups had a moderate impact (0.3) on the social relations component.

Results of the "Jonckheere-Terpstra" effect size show that as long as the level of communication with family increases (0.3), social relation components also increase moderately. While high school students' communication with family level increases, the social relation level increase ($z=4.801$, $p<.05$, $r=0.3$). These results reveal that families have a significant influence over children. Students with good communication with their family could establish successful relations from social aspects.

4. Discussion and Conclusion

How social relations are important in the individuals' life and in the formation of society have been the subject to scientific studies and their effects have been examined from social, psychological and health aspects. As a result of these studies, the importance of social relations has been discussed from different perspectives and suggestions have been made. In this research, it was found that high school students' social relation components are high. This research is done with high school students in Nevşehir province. Students' social and economical status, family structure and individual features can effected social relations. A research done by a group having lower social and economical status can differentiate the result. In this context, high level of social relation can be effected by family structure and high social and economical status. In literature, it is found that the type of variables effect the power of social relation. Being trustful and controlled person and having social ties are related to being a healthy person and people who are having many friends and unable to activate them needs to establish social networks (Hibbard, 1985). Married people or who have larger or who are having networks have less mental health problem or psychologically less stressed (Fuhrer and Stansfeld, 2002).

There are some researches on relation between social relation and physical and psychological health. (Cobb, 1976; Fuhrer and Stansfeld, 2002; House, Robbins, and Metzner, 1982; Orth-Gomer and Johnson, 1987; Yöndem and Tokinan, 2007). There is a positive relationship between low level of social relation and poor physical and mental health (Fuhrer and Stansfeld, 2002). Having high level of social relations and active life influence health positively and increase life time (House, Robbins, and Metzner, 1982). Especially young people are psychologically affected by poor social relations and social support (Cobb, 1976). Low levels of social relations and activities have negative influence on health and cause adverse outcomes (Orth-Gomer and Johnson, 1987). Aggression and bullying behaviors at school may prohibit physical and psychological growing (Yöndem and Tokinan, 2007).

Social relation components are examined in this research and a significant difference is found in favour of female students. According to research results, female students social relation level is higher than male students at school. Similarly to this result, women are friendly and establish better social relations compared with men (Fuhrer and Stansfeld, 2002). Women have larger and multi-functional social networks whereas men have limited social network and women are more satisfied with their friends when compared to men. (Antonucci and Akiyama, 1987). Early maturation of female students compared with male students can be effective.

There was a significant difference according to the school success. This difference was in favor of the group who was successful in their class. Students who are successful at school are also successful at social relations. In this context, academic success has numerous outcomes such as self-confident, expressing himself/herself and establishing positive social relations. Parents, teachers and friends strongly affect students academic success (Legault, Green-Demers and Pelletier, 2006). Socially and emotionally talented teachers can design supportive and encouraging classroom environment, plan lessons to develop students' strengths and abilities, promote intrinsic motivation, solving disagreements, encouraging cooperation, behave as a role model for respectful and appropriate communication (Jennings and Greenberg, 2009). School climate covering concern, fear, frustration, and loneliness negatively influence learning and behavior directly or indirectly (Peterson and Skiba, 2000). Positive school climate has an important effect on strengthen students social relations (Eraniş, Özbilen, 2017).

Another variable of the research is violence. It is found that violence has a significant effect on students' social relations. Students who attempt to violence at school, exposed to violence at home, exposed to violence in general, have lower level of social relations. There are numerous outcomes of violence on individuals and according to this research one of these outcomes is social relation. Similarly, vocational school students' crime behaviors are significantly higher than other high school types, male high school students crime behavior tendency is higher than female students and as the age of high school students increase, their crime behaviors increase in parallel and as the education level of parents

increase, the level of high schools students crime behavior tendency increase (Balkaya and Ceyhan, 2007). Peer pressures of adolescents who commit to violence are higher than who don't commit to violence and in the groups having high level of violence tendency have significantly high level of loneliness (Avcı and Yıldırım, 2014). Although students have less violence experience, they have moderate level of violence tendency and gender, classroom, family income level and father's employment are determined as the factors of violence tendency (Özgür, Yörükoğlu and Baysan-Arabacı, 2011).

It is thought that communication level with family and friend can have a significant effect on social relations. In this research, family and friend relation level is taken as a variable. As a result of research, both communication level with family and friend has a significant effect on social relations. In other words, when students' communication levels with friends/family are high, their social relations are also high. The level of communication with friends in the paired groups has a moderate impact (0.3) on the social relations component. As long as the level of communication with family increases, social relations component also increases moderately. Results supporting this research's findings are also available in literature. (Avcı and Yıldırım, 2014; Balkaya and Ceyhan, 2007; Demir, Baran and Ulusoy, 2005; Olsen, Iversen and Sabroe, 1991). Supportive behaviors which are common from families and friends have positive effect among young and old individuals (Olsen, Iversen and Sabroe, 1991). Family and friends are important factors on establishing social relations (Due, Holstein, Lund, Modvig and Avlund, 1999; Fiske, 1992; Demir, Baran and Ulusoy, 2005; Esen, 2003). Adolescents living in troubled family environment, have negative interaction with their friends and peers (Demir, Baran and Ulusoy, 2005). Similarly, in the groups of having high level of violence, family, teacher and friend support is significantly low level (Avcı and Yıldırım, 2014). Individuals who are exposed to or witness violence at home are inclined to violence is a well-known truth (Avcı and Yıldırım, 2014). According to research results as the high school students' frequency of feeling happy in family environment increases, the crime behavior level decreases (Balkaya and Ceyhan, 2007). Communication with family and friend is important on raising social relation level. In this context, families concerning their children happiness and problems closely will positively effect especially adolescents' social relations who are in need of interest and attention. In other words, these results of this research may be due to different reasons, but the main reason can be that the elderly individuals benefit from their experiences in human relations. However, the youth may struggle to establish a social network while elders need less and robust social relations. This may cause the elders experience less conflict within their social relations but the youth, namely high school students, experience more conflict within their social relations. Starting from this, it could be argued that conflicts experienced in social relations are mostly in young age groups, especially in high school period. The fact that individuals are well guided in the context of social relations during the high school period may ensure that they are successful, happy, healthy and well-adapted to the society. In conclusion, social relation skill has a versatile impact on human nature from social, psychological and health aspects.

A number of suggestions can be made within the scope of the findings of the research. Suggestions to researchers; communication level with family and friend which is effecting social relation components can be investigated comprehensively. Different communication types can be obtained and differences can be found according to these types. Types of violence which is another variable can be determined and important results can be found regarding students social relation components differ according to the type of the violence. Furthermore, by investigating violence and communication types in different student groups, comparisons between groups can be searched.

Suggestions to practitioners; short and long term programs should be developed to prevent violence at school. School directors should prepare a report on frequency of violence and offer solutions. Besides, students who have low level of communication with friends should be determined and frequency of visit with these families should be increased. Directors should organize activities developing students' communication level and these activities should be designed on sharing and learning in basic.

5. References

- Antonucci, T. C., & Akiyama, H. (1987). An examination of sex differences in social support among older men and women. *Sex Roles, 17*(11-12), 737-749.
- Avcı, Ö. H., & Yıldırım, İ. (2014). Ergenlerde şiddet eğilimi, yalnızlık ve sosyal destek. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 29*(1), 157-168.
- Balkaya, Ö. G. A., & Ceyhan, E. (2007). Lise öğrencilerinin suç davranış düzeylerinin bazı kişisel ve ailesel nitelikler bakımından incelenmesi. *Sosyal Politika Çalışmaları Dergisi, 9*(3), 13-27.
- Berkman, L. F., & Syme, S. L. (1979). Social networks, host resistance, and mortality: A nine-year follow-up study of Alameda County residents. *American Journal of Epidemiology, 109*(2), 186-204.

- Clausen, J. A. (1968). A historical and comparative view of socialization theory and research. In J. A. Clausen (Ed.). *Socialization and society* (pp.18-72). Little Brown: Boston.
- Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic medicine*, 38(5), 300-314.
- Cohen, J. (2007). *Statistical power analysis for the behavior sciences*. New York: Academiz Press.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological bulletin*, 98(2), 310.
- Çokluk, Ö., Şekercioğlu, G., & Büyüköztürk, Ş. (2016). *Sosyal Bilimler için çok değişkenli istatistik SPSS ve Lisrel uygulamaları*. Ankara: Pegem Akademi.
- Demir, N. Ö., Baran, A. G., & Ulusoy, D. (2005). Türkiye’de ergenlerin arkadaş-akran grupları ile ilişkileri ve sapmış davranışlar: Ankara örnekleme. *Bilig/Türk Dünyası Sosyal Bilimler Dergisi*, 32(4), 83-108.
- Due, P., Holstein, B., Lund, R., Modvig, J., & Avlund, K. (1999). Social relations: Network, support and relational strain. *Social Science & Medicine*, 48(5), 661-673.
- Duyan, V., Gelbal, S. ve Var, Ç. E. (2013). Sosyal ilişki unsurları ölçeği’nin Türkçeye uyarlama çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 44, 159-169.
- Eranil, A. K., & Özbilen, F. M. (2017). Relationship between school principals’ ethical leadership behaviors and positive climate practices. *Journal of Education and Learning*, 6(4), 100-112.
- Esen, B. K. (2003). Akran baskısı, akademik başarı ve yaş değişkenlerine göre lise öğrencilerinin risk alma davranışının yordanması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 24, 79-85.
- Fiske, A. P. (1992). The four elementary forms of sociality: Framework for a unified theory of social relations. *Psychological Review*, 99(4), 689.
- Fuhrer, R., & Stansfeld, S. A. (2002). How gender affects patterns of social relations and their impact on health: A comparison of one or multiple sources of support from “Close Persons”. *Social Science & Medicine*, 54(5), 811-825.
- Henslin, J., N. (2002). *Essentials of Sociology: A down-to-earth approach* (4th ed. Boston), MA: Allyn and Bacon.
- Hibbard, J. H. (1985). Social ties and health status: An examination of moderating factors. *Health Education Quarterly*, 12(1), 23-34.
- House, J. S., Robbins, C., & Metzner, H. L. (1982). The association of social relationships and activities with mortality: Prospective evidence from the Tecumseh Community Health Study. *American Journal of Epidemiology*, 116(1), 123-140.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- Jöreskog, K. G. & Sörbom, D. (1993). *Lisrel 8: Structural equation modeling with the SIMPLIS command language*. Lincolnwood: Scientific Software International, Inc.
- Kapıkıran, Ş., & Özgüngör, S. (2009). Ergenlerin sosyal destek düzeylerinin akademik başarı ve güdülenme düzeyi ile ilişkileri. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 16(1), 21-30.
- Kilmen, S. (2015). *Eğitim araştırmacıları için SPSS uygulamalı istatistik*. Ankara: Edge Akademi.
- Kline, R. B. (2005). *Principles and practice of structural equation modeling* (2nd Ed.). NY: Guilford Publications.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research*. Pearson Custom.
- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology*, 98(3), 567.
- Olsen, O., Iversen, L., & Sabroe, S. (1991). Age and the operationalization of social support. *Social Science & Medicine*, 32(7), 767-771.
- O’Reilly, P. (1988). Methodological issues in social support and social network research. *Social Science & Medicine*, 26(8), 863-873.
- Orth-Gomer, K., & Johnson, J. V. (1987). Social network interaction and mortality: A six year follow-up study of a random sample of the Swedish population. *Journal of Chronic Diseases*, 40(10), 949-957.
- Özgür, G., Yörükoğlu, G., & Baysan-Arabacı, L. (2011). Lise öğrencilerinin şiddet algıları, şiddet eğilim düzeyleri ve etkileyen faktörler. *Psikiyatri Hemşireliği Dergisi*, 2(2), 53-60.
- Peterson, R. L., & Skiba, R. (2000). Creating school climates that prevent school violence. *Preventing School Failure: Alternative Education for Children and Youth*, 44(3), 122-129.
- Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the gender system: A theoretical perspective on gender beliefs and social relations. *Gender & Society*, 18(4), 510-531.
- Turner, R. J., Frankel, B. G., & Levin, D. M. (1983). Social support: conceptualization, measurement, and implications for mental health. In J. R. Greeley (Ed.). *Research in community and mental health* (67-111). Greenwich, CT: JAI Press.
- Yavuzer, Y. (2011). Okullarda saldırganlık/şiddet: Okul ve öğretmenle ilgili risk faktörleri ve önleme stratejileri. *Milli Eğitim*, 192(3), 43-61.
- Yöndem, Z. D., & Tokinan, B. Ö. (2007). Ergenlerde zorbalığın anne baba ve akran ilişkileri açısından incelenmesi. *Ege Eğitim Dergisi*, 8(2), 53-68.