



| Review Article / Derleme Makale |

How Do Adolescent Friendships End and How Do Adolescents Experience and Interpret This Development?

Ergenlerin Arkadaşlıkları Neden ve Nasıl Bozulur ve Ergenler Bu Durumu Nasıl Yaşar ve Yorumlarlar?

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Keywords

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Abstract

Friendships become much more important during adolescence. Although puberty leads to a more stable friendship by age, some adolescents maintain their friendships steadily, while others end their relationships in a short time. Despite the potential significance of friendship breakdowns, little is known about the nature of their dissolution. Since losing a friend, who is a source of both instrumental and emotional support for individuals, means losing an important person, it is important to evaluate why adolescents' friendships deteriorate and what happens in this process. The aim of this study is to deal with the conflict situation, which is one of the factors affecting the deterioration of adolescents' friendships. The rates of deterioration in friendships, especially close ones, indicate that many adolescents struggle with this challenging task. In this context; The importance of friendship for adolescents, its functions and loss of friendship, the development process of friendship and the maintenance of relationships, reasons for conflict, conflict resolution strategies and adolescents' experiences are mentioned. Concessions from important friendship obligations such as trust, betrayal, jealousy in other relationships, help and closeness in friendships of adolescents constitute the causes of conflict. This review study contributes to understanding the reasons for the deterioration of adolescents' friendship relations and the effects of this situation on adolescents.

Öz

Arkadaşlıklar, ergenlik döneminde çok daha önemli hale gelir. Yaş itibarı ile ergenlik, arkadaşlığın daha istikrarlı olmasına yol açmasına rağmen ergenlerin bir kısmı arkadaşlıklarını istikrarlı bir şekilde devam ettirirken, bir kısmı ise ilişkilerini kısa sürede sonlandırır. Arkadaşlık bozulmaları, potansiyel önemine rağmen, çözülmesinin doğası hakkında çok az şey bilinmektedir. Bireyler için hem araçsal hem de duygusal destek kaynağı olan bir arkadaşı kaybetmek, önemli bir kişiyi kaybetmek anlamına geldiği için ergenlerin arkadaşlıklarının neden bozulduğu ve bu süreçte neler yaşandığının değerlendirilmesi önemlidir. Bu çalışmanın amacı, ergenlerin arkadaşlıklarının bozulmasını etkileyen unsurlardan biri olan çatışma durumunun ele alınmasıdır. Arkadaşlığın, özellikle yakın arkadaşlıkların bozulma oranları, birçok ergenin bu zorlu görevle mücadele ettiğini göstermektedir. Bu bağlamda; ergenler için arkadaşlığın önemi, işlevleri ve arkadaşlık kaybı, arkadaşlığın gelişim süreci ve ilişkilerin sürdürülmesi, çatışma nedenleri, çatışma çözme stratejileri ve ergenlerin yaşadıklarından bahsedilmiştir. Ergenlerin arkadaşlıklarında güven, ihanet, diğer ilişkileri kıskanma, yardım, yakınlık gibi önemli arkadaşlık yükümlülüklerinden taviz verilmesi çatışma nedenlerini oluşturmaktadır. Bu derleme çalışması, ergenlerin arkadaşlık ilişkilerinin bozulma nedenlerini ve bu durumun ergenler üzerindeki etkilerinin anlaşılmasına katkı sunmaktadır.

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INTRODUCTION

Friendships become more important in adolescence due to the increase in individuals' need for close relations (Sullivan, 1953) in adolescence (Legerski, 2010). Although friendship is a relatively fragile relationship (Poulin & Chan, 2010), in adolescence, friendships could be more stable (Berndt, 1986). The high friendship stability during adolescence is associated with the attributes of friendship and the friend. Specific significant attributes are the increase in selectivity, the increase in the qualitative attributes of friendship, and effective conflict resolution (Bukowski et al., 1996). Since friendship is essential for adolescents, the stability or deterioration of friendships could play a critical role in the development of adolescents, and the loss of friends is often a stressful experience and could be pretty traumatic. The end of a friendship does not only lead to negative emotional consequences but could also impair cognitive and behavioral functions (George, 1999).

The Significance and Functions of Friendship, and The Loss of a Friend

Harry Stack Sullivan (1953) provided a theoretical framework for the developmental significance of friendship during adolescence. Sullivan (1953) argued that development includes various stages (infancy, childhood, second childhood, pre-adolescence, adolescence, and adulthood), various interpersonal needs emerge at each stage of development, and certain relationships are more adequate to meet these needs, providing a developmental approach to social relations. According to Sullivan (1953), friendships become more important as children enter adolescence. The most important developmental changes experienced in friendships during adolescence include the increasing importance of reciprocity, trust, and emotional intimacy in relations (Bukowski et al., 1994; Darling et al., 2003; Parker & Asher, 1993). Although adolescents search for several things in friendships, they primarily seek trust. Safety and confidentiality are associated with the presence of a friend when needed, avoidance of backbiting and making fun of the friends (Azmitia et al., 1999). Similarly, Öztürk, Atli, and Şad (2021) described a good friend as someone who is perceived as a reliable, protective friend in need and for whom one is emotionally close, and a bad friend as someone unreliable jeopardizes one due to bad habits, a fair-weather friend, and emotionally distant. In brief, it was reported that adolescents value the presence and expression of social emotions, trust, and socialization in friendship equally; however, the possibility of conflict is usually high (Kuruzović, 2015).

Although the establishment and sustenance of friendships is a significant developmental task in adolescence, 25% - 50% of adolescents could not maintain friendships for various reasons during an academic year (Degirmencioğlu et al., 1998). A meta-analysis on the stability of friendships between the ages of 6 and 17 reported that only 50% of friendships remained stable (Meter & Cart, 2016). Bowker (2004) reported that about 30% of the best friendships among young adolescents end within six months. The deterioration and loss of friendship are significant for several reasons. The first is the various functions of friendship. It was reported that friendship is vital for mental development, and individuals without close friendships are at risk of mental health problems (Rutter, 1987). The satisfaction with friendships in adolescence demonstrates the significance of close friendships as a determinant of mental health outcomes (Kenny et al., 2013). Friendship contributes to the development of self-perception, allowing self-discovery and self-development of the individual (Sullivan, 1953) due to the feedback about the perceptions of others about the individual (Bagwell et al., 1998; Weiss & Smith, 1999).

Furthermore, it was reported that self-disclosure in friendship is valuable. Honest self-disclosure leads to particular beneficial advice (guidance component) in problem-solving, reducing anxiety and increasing the sense of self-worth (Sullivan, 1953); simple compliments from friends or congratulations after success could also have a positive effect on self-confidence (Bagci et al., 2014). Friendship promotes acceptance, understanding and trust (Erdly et al., 2001) and provides social support (Amichai-Hamburger et al., 2013; Prinstein et al., 2001). Second, losing a good friend could lead to emotional distress and confusion. Such experiences could also affect academic achievement and performance in extracurricular or other social activities (George, 1999). Related studies demonstrated that friendship promotes learning (Bukowski, 2001), plays a crucial role in academic participation and achievement (Brown et al., 2008), prevents school dropouts (Crosnoe et al., 2003), and leads to romantic relationships (Cohen, 2008). Third, the inability to maintain close and meaningful relationships with peers could profoundly affect an individual's expectations from future relationships. Problematic peer relationships may affect young individuals' romantic relationships and future relationships with colleagues (George, 1999). Thus, the deterioration or end of a relationship affects the lives of individuals. Disruptions in friendship may not only lead to distress and adjustment problems but could also have a significant impact on the individual's expectations about future friendships (George, 1999).

The Stages of Friendship and Maintenance of Relationships

Friendships begin when the parties meet and develop in a middle stage where solidarity and other attributes increase, decrease, fluctuate or remain constant. Sometimes, they end for various reasons. The first stage of friendship, the formation stage, includes the development of the friendship and the mutual relationship between the parties. The second stage, the maintenance stage, entails the reciprocity between the parties and their methods to remain together or change things. The final stage, dissolution, is the end of the friendship. The initial stage of friendship includes the recognition of or attraction to a potential friend, meeting a potential friend for the first time, getting to know the other individual, and allowing the other individual to get to know the other. The maintenance stage of the friendship is the most unstable period when the parties analyze the processes of closeness and intimacy and the extent to which the parties consciously participate in the relationship. Thus, friends evaluate one another, other friendships, friendship opportunities and associated social conditions consciously or unconsciously. For example, the parties may decide to end the friendship, keep it at the current solidarity level, or improve it to a higher or lower level of engagement.

These stages are influenced by cognitive and affective responses and behavioral events during the interaction. Cognitive processes reflect the parties' self-thoughts and thoughts about their friend and friendship. These considerations include analyses and judgments about the stability of the friendship, shared experiences, self-behavior, intentions or needs, and the other's attractiveness, personality, and similarities. Emotional processes include emotional responses associated with friendship. These reactions include positive emotions such as empathy, compassion, trust, loyalty, satisfaction, commitment, and joy and negative emotions such as indifference, anger, hostility and jealousy. Behaviors are the fundamental components of friendship. These behavioral processes include conflict, social support, collaboration and competition (Adams & Blieszner, 1994).

Since friendship is a relationship based on voluntarism and equality, dissolution could be experienced, and relationships are more likely to end, unlike permanent parent-child-sibling relationships (Flannery & Smith, 2021). Between the beginning and the end of the relationship, friends engage in behaviors to improve and sustain the friendship. These behaviors "maintain the relationship" and include various routines and strategic actions (Oswald et al., 2004). According to Bowker (2004), positive attributes are insufficient in friendships that end. According to Bagwell and Bukowski (2018), companionship, social support and reciprocity are essential for the sustenance of relationships.

Similarly, Rose and Serafica (1986) developed four typologies of care: intimacy, affection, interaction, and friendship self-care. Relevant studies demonstrated that various friendship attributes affect the stability of adolescent friendships. It was emphasized that high friendship quality attributes that include a high level of positive attributes (e.g., closeness, self-disclosure, prosocial behavior, Etc.) and low level of negative attributes (e.g., conflict, dominance, competition, etc.) predict friendship stability (Berndt, 2002; McChristian et al., 2012). It was also reported that the competencies required to sustain friendships in adolescence are different compared to those required to sustain friendships in childhood and more similar to the competencies required in adult relationships (Engels et al., 2001). Friendship competencies in adolescence include intimacy, bidirectional support, and conflict management (Burlison, 1995). The comparison of stable and unstable friendships revealed that unstable friendships have lower intimacy, closeness, and interaction levels and higher infidelity (Berndt et al., 1986). Similarly, Bigelow and La Gaipa (1980) argued that loyalty could promote stable adolescent friendships. Thus, the lack of these positive attributes could be the reason for the dissolution of a friendship (Flannery & Smith, 2021).

Differences between friends could be effective in the deterioration and dissolution of relationships. Although the friendships are based on similarities, similar friends are more likely to form stable friendships when compared to dissimilar ones (Hartl et al., 2015; Laursen, 2017). The areas of similarity could include demographics (age, gender, socio-economic level), reputation (popularity, academic achievements), personality, shared activities, attitudes and beliefs (Erdly et al., 2001, p. 8). Furthermore, third-party intervention could contribute to the dissolution of friendships between young individuals. While other peers could interfere with adolescent friendships (Parker et al., 2005), jealousy also affects friendship negatively (Öztürk & Atli, 2021). Furthermore, several environmental properties such as changing the class or no longer taking the same classes, changing schools (Flannery & Smith, 2021), mobility of the family (Bowker, 2011), and extracurricular groups and activities could also affect the stability of friendships (George, 1999).

The deterioration of friendship leads to different emotional reactions across individuals. The correlation between the deterioration of friendship and emotional responses could differ based on the triggers of the deterioration and the mode of the breakup. Emotional reactions to an ending friendship may vary based on the individual, the relationship and the duration. Anger and sadness are the two emotions studied to explain the deterioration of close relationships throughout life (Sbarra, 2006; Sbarra & Emery, 2005). In a study conducted on adolescents' reactions to the end of a friendship, Bowker (2011) argued that the participants most likely felt sad, followed by happiness and anger. The study emphasized the significance of the consideration of both negative and positive reactions to an ending friendship. It was also argued that ending the friendship will be beneficial when it is unhealthy and harmful for adolescents. It was reported in the literature that specific behavioral and psychological health problems could be "contagious," and individuals with such problems could develop these problems when they sustain certain friendships. For example, adolescents with friends, who engage in risky behaviors such as substance use, could develop such behavior (Flannery & Smith, 2017). Adolescents reported that their friendships ended due to conditions and felt less anger and guilt; however, their emotions were still less optimistic after the friendship ended (Flannery & Smith, 2021).

Conflict Resolution Strategies and Reasons of Conflict

Conflict is the most common reason for the deterioration of friendships (Flannery & Smith, 2021) and could also be experienced in supportive friendships (Murberg & Bru, 2004). Friends often experience more conflict when compared to ordinary relationships since they spend a lot of time together (Amichai-Hamburger et al, 2013), they care more about each other and desire the continuity of their friendship (Hartup, 1992). Conflict is a natural ingredient of social relations and could have both positive and negative effects on the quality and stability of a relationship (Bowker, 2004). Conflict could contribute to the reconstruction and development of adolescent friendships by re-establishing equality and intimacy in a friendship after a conflict by allowing the friends to redefine the boundaries and the expectations in the relationship (Hartup, 1992). The conflicts between adolescent friends could lead to the reevaluation of the relationship and expectations. Conflicts with friends, especially during adolescence, could strengthen the sense of identity and autonomy of the adolescents (Raffaelli 1997). Thus, friendships could end not due to the presence or absence of conflicts, but inadequate conflict management or conflict resolution strategies. It was reported that the frequency of conflicts between the friends may not be a problem, but the approaches adopted by the friends to resolve these conflicts could be more critical in the determination of the stability, and the employment of certain conflict resolution strategies

predicts stability (Bowker, 2004). Thus, conflict resolution is a skill employed in the establishment of stable and lasting friendships (Flannery & Smith, 2017), and an important friendship attribute (Ladd & Korchenderfer, 1996; Parker & Asher, 1993).

Different strategies are employed in conflicts between friends. Reconciliation strategies are associated with friendliness or neutrality during conflict, leading to the maintenance of friendship after the conflict. The separation strategies are associated with anger during the conflict, leading to either friendship or anger after the conflict. In a conflict, friends could adopt two types of actions; pressure/coercion or mitigation. Mitigation often requires reconciliation with consequences that facilitate interaction. Pressure/coercion, on the other hand, entails higher levels of angry and impulsive behavior, resulting in unequal and sometimes destructive outcomes, definitively ending the relationship (Laursen et al., 1996). Conflicts managed with reconciliation and mitigation are more constructive and could lead to more positive outcomes (e.g., sustenance of the friendship) when compared to the conflicts managed by coercion (Bowker, 2004). Conflicts where negative emotions and anger are dominant do not lead to reconciliation. Negative emotions and anger could inhibit reconciliation and mitigation (Dunn & Herrera, 1997). Socially anxious and shy individuals are more likely to alleviate conflict. Thus, anxious disposition plays a key role in reconciliation and alleviation of the conflict (Keltner & Potegal, 1998).

Since the consequences of destructive conflict entail anger and coercion/violence, close friends often tend to minimize or prevent the negative consequences of conflict. Since friends tend to prefer conflict resolution strategies that minimize the possibility of ending their relationship (Adams & Laursen, 2001; Laursen et al., 1996), these conflicts are mostly resolved quickly and amicably (Amichai-Hamburger et al., 2013). Adolescents develop several goals and strategies to resolve conflicts, and it was reported that close friends prefer reconciliation to repair a relationship (Adams & Laursen, 2001; Hartup, 1992). Thus, conflict resolution strategies constitute a significant component of friendship stability when compared to the conflict (Bowker, 2004).

During a conflict, both parties are concerned (for themselves and their partner) to a certain degree. In the avoidance (resentment) conflict resolution style, the level of self-concern and concern for the partner are low. In this conflict resolution strategy, individuals do not expect any benefit from the resolution of the conflict and therefore prefer resentment. Avoidance refers to attributes such as passivity, fear of confrontation, minimization of the significance of the conflict, and procrastination of the resolution. Avoidance could prevent a resolution between the partners (Rahim & Bonoma, 1979). In avoidance as a conflict resolution strategy, the individual responds to the conflict by not talking, resenting the other individual, and ignoring others (McKenna & Richardson, 1995).

Avoidance/resentment is an unhealthy form of communication, it impoverishes the environment of interaction. Resentment is a passive conflict. Individuals who are parties to this passive conflict most likely experience an internal conflict. In passive conflict, the individual could internalize the anger (Dökmen, 1994, p.52). The suppression of anger could lead to passive aggressive behavior such as pouting and embarrassment (Healy, 2015). For example, the individual who started a passive conflict via resentment could experience an rapprochement-avoidance conflict: "Should I make peace? Should I not reconcile?" In this case, the first step in a passive conflict should be to resolve the internal conflict (Dökmen, 1994). Resentment could satisfy certain psychological needs. The root factor in resentment could be craving for "attention". Certain resentment is actually a call for friendship. Because although we try to give the message that "I do not care" to individuals we resent, this is actually the opposite of our emotions (Dökmen, 1994). Sometimes, the resentment in a relationship generally hopes and waits for this resentment to go away. It was reported that most of the problems and resentment among friends are caused by the personality traits of the individuals or the mistakes in the friendship (Healy, 2015).

In general, adolescents tend to reconcile to avoid harming their friendships in certain cases (Laursen, 1993). Reconciliation is the restoration of a long-standing relationship by ending a conflict (Butovskaya & Kozintsev, 1999). Reconciliation is a radical change where an intimate and personal relationship is renewed or repaired. In other words, it is "rebuilding a relationship that existed and then ended" (Martin, 1981). Fincham (2000) reported that reconciliation "entails restoring breached trust and requires the goodwill of both parties".

Reconciliation entails rebuilding a close relationship after disagreement due to actual or perceived mistakes. The most prominent attributes of a conflict often include strong anger, resentment, suspicion and distrust. Reconciliation could be described as the reconstruction of trust. Since reconciliation is a disagreement that undermines the trust between the parties, it especially complicates the trust of the injured party for the perpetrator. The trust among close friends should be deep and strong enough to allow for self-disclosure and privacy. Reconciliation entails rebuilding the trust required in an intimate relationship. Intimate relationships entail intimacy, frequent meetings and self-disclosure. These relationships require strong trust, the components of which include the assurance of acceptance and love, the expectation of honesty, loyalty, care, and intimacy. Infidelity and betrayal could damage and end close friendships. In this case, reconciliation requires the partners to meet and express their emotions and apologies, reflecting their sadness and/or forgiveness (Govier & Verwoerd, 2002). Certain attributes of forgiveness could advance the reconciliation process. These halt the cycle of revenge, protect the victim, and acknowledge the past; forgiveness is essentially future-oriented and therefore offers an opportunity to repair damaged relationships (Noor, Brown, Gonzalez, Manzi & Lewis, 2008). For forgiveness, the party who states guilt could apologize and state that she/he would not do the same again. Accepting the wrongdoing, taking responsibility, expressing regret, and taking the initiative to rebuild the relationship could help repair the damaged friendship. If the other party trusts that the person at fault is sincere and apologized for forgiveness, by apologizing, the party stating that he/she did wrong can state that he/she is sorry for his/her wrongdoing and will not do such a thing again. Accepting wrongdoing, taking responsibility, expressing regret, and taking the initiative to rebuild the relationship help repair the

damaged friendship. If the other party trusts that the person at fault has sincerely and sincerely apologized, it would accept the apology. When there is trust between individuals, they try to rebuild the close relationship that could be sustained (Govier & Verwoerd, 2002).

Oswald et al. (2004) emphasized that positivity, supportiveness, openness and interaction are key factors in resolving friendship problems. It was determined that reparative behavior vary based on the status of the friendship (best, close or ordinary), and best friends adopt more reparative behavior when compared to close or regular friends. Furthermore, for satisfying and stable friendships, both parties should participate in mutual reparative behavior. According to Tsang, McCullough, and Fincham (2006), reparation of a relationship emphasizes the behavioral component of reconciliation, while intimacy and commitment emphasize the psychological component. Thus, closeness and commitment in the sustenance or termination of the friendship are closely associated with the reconciliation strategy.

In the reconciliation conflict resolution strategy, the individual feels moderate self-anxiety and anxiety about the partner. Individuals who adopt this conflict resolution strategy engage in behavior that could meet their needs by resolving the conflict. Their approach is based on mutual "give and take" to reduce inequalities, show flexibility and sensibility, and reach a "midway" solution (Rahim & Bonoma, 1979). Those who feel deep sadness after a conflict are more likely to reconcile (Potegal & Davidson, 1997). Furthermore, the intent to sustain the relationship in the long term is an important predictor of the conflict resolution strategy. Friends are less likely to adopt incompatible conflict resolution strategies such as coercion and resentment in long-term relationships. Thus, it was emphasized that conflicts between friends could be resolved when both partners value the sustenance of the relationship (Amichai-Hamburger et al., 2013). In other words, friends who invest more in a relationship act to minimize their losses (Bowker, 2004; Hartup, 1992).

Individual differences are observed in the reconciliation behavior of adolescents in friendship conflicts. While certain adolescents spend significant effort to fulfill their friends' desires, others do not. It was reported that early life experiences could be effective in the development of this difference in behavior. In families that employ conflict resolution strategies that empathize with the perspectives and needs of others, 3-4-year-olds are more likely to resolve friendship conflicts by reconciliation or by emphasizing the desires or goals of the other party. Also, those who empathize with the emotions of their partner after a conflict are more likely to reconcile. It was reported that since females are more likely to display constructive behavior when compared to males in conflict, they prefer to talk about the problem, withdraw, and exhibit adaptive behavior (Ayas, et al., 2010; De Wied et al., 2007). The employment of passive strategies by females in conflict and their attempt to alleviate the conflict generally mean that females are more anxious to sustain the relationship when compared to males (Dunn & Herrera, 1997). Although there are only a few studies conducted with adolescents on gender-based differences in conflict resolution strategies, it was observed that these studies reported conflicting findings, especially on the employment of coercive strategies (De Wied et al., 2007, p.50). According to Yavuzer et al. (2013), adolescent males exhibit more aggressive behavior in conflict when compared to females, while females tend to solve the problems. Similarly, Öztürk's (2020) reported that male adolescents resort to verbal or physical violence more often than girls in friendship conflicts. In contrast of the findings of that study, others reported that girls and boys adopt coercive strategies equally (Owens et al., 2005), or female adolescents resort to coercive strategies more (Feldman & Gowen, 1998). These conflicting findings were associated with the nature of the investigated conflicts and the employment of different measurement instruments. Furthermore, individuals may exhibit different emotional reactions to ending friendships based on gender. Females tend to internalize negative emotions in the form of sadness, fear, or anxiety, and males tend to express negative emotions in the form of anger and aggression (George, 1999). Highly instable friendships were associated with internalization problems (Chan & Poulin, 2009). In a study conducted with 5th, 6th, and 9th grade students, Rose, Click & Smith (2011) determined that those suffering from depression experienced less stable and low-quality friendships and more conflicts. The impact of friendship dissolution could be cumulative, and the more disruptions adolescents experience in friendships, the more likely they experience unconformity (Flannery & Smith, 2021).

Conflicts between friends often arise due to different or incompatible needs, goals, or expectations (Fisher, 2000). Inconsistencies between the expected and actual behavior could lead to the feelings of anger and conflict in the relationship. Factors such as trust, betrayal, envy of other relationships (Sheets & Lugar, 2005), compromise of significant friendship obligations such as assistance and intimacy (Laursen et al., 1996) could lead to conflict. It was also observed that friendships between females are more likely to be disrupted by third-party-oriented problems when compared to males, and when a third party is involved in a friendship, the friendships between females are disrupted due to jealousy (of other relationships) (George, 1999, p.13).

Studies on the Nature of Friendship

The reports by Adams and Laursen (2001) revealed that conflicts between friends are mostly the products of the problems associated with the relationship. According to Laursen et al. (1996), relationship problems are observed when friends disagree on the equal distribution of acquisitions in a relationship. Thus, conflict indicates the presence of a perceived unequal relationship, that is, a state of imbalance between the interactional rewards and costs.

In a study on pre-adolescents, Azmitia et al. (1999) determined that conflicts, events beyond the control of the individual, such as transfer to a new classroom, school, neighborhood or city, or friendship expectations, such as different interests, affect stability. Conflict is behind the termination or dissolution of 38% of friendships in pre-adolescence. Factors beyond the parties' control, such as transfer to a new class, school, neighborhood or city, or different interests affect the termination and dissolution of 24%

of the friendships, distrust affects 21%, exclusion affects 6%, and noncooperation affects 2%. Participants believed that best friendships end when best friends cease to be pleasant individuals. In that study, it was reported that conflict had the most significant share in the termination of friendships.

George (1999) reported that friendships among 6th-grade students significantly deteriorated over 14 weeks. Based on the friendship rating of the participants, 43% of those who were good friends in the winter were no longer good friends in the spring. It was determined that most friendships ended during the academic year. The probability of not losing a best friend was the same for both male and female children. However, the females said they did their best not to lose their best friends.

Büyükaşahin-Çevik and Atıcı (2008) reported that the issues of conflict experienced by high school adolescents with their friends included "differing worldviews," "different ideas about their friends," "decisions on places to visit," "different views on opposite sex friendship," "interference in friendships with the opposite sex," and "different clothing styles."

Sarıpınar (2014) determined that the solution strategies adopted by the students in the management of the conflicts with their peers included "democratic solution," followed by "domination" when the first was not successful, and "avoidance."

In a study by Kuruzović (2015) conducted with 14-15 years old adolescents, it was reported that the intimacy and conflict levels were higher in shorter friendships, those who tend to have shorter friendships changed friends frequently, and females experienced higher levels of love, interaction, closeness and conflict in their friendships. The study determined that independent of the high conflict scores among females, conflict was important for both genders in this age group.

According to Kızıloluk and Uğurlu (2017), the most prominent factors that lead to friendship conflicts were self-interest and deception. Disrespect and disagreement were the other significant factors. The overall analysis of the study findings revealed that deception was a more significant cause of conflict when compared to the other factors. It was observed that the factors that affect the sustenance of friendship included respect (f=9), followed by trust (f=8), self-sacrifice (f=5) and tolerance (f=5).

In a qualitative study conducted by Öztürk and Atli (2021) with 90 (45 female and 45 male) 15-18 years old high school students, resentment behavior adopted as a passive conflict resolution strategy was investigated. The study provided a deep understanding of the emotions and experiences of adolescents who were resentful due to friendship conflicts. It demonstrated that the reasons behind resentment included jealousy of close friends, smack talk by friends and sharing private information with others, disagreement about activities, romantic relationship conflicts, and bad jokes. The analysis of the correlation between resentment reasons and gender revealed that females were more offended by jealousy, gossip and sharing secrets. At the same time, males were more offended by conflicts about activities. There was no difference between resentment due to rude behavior and pranks in romantic relationships based on gender. The study by Illeez (2006) reported that the most frequently adopted conflict resolution strategy among 11-12-year-old students was resentment (70%).

Flannery and Smith (2021) reported that 86% of adolescents commonly experienced deterioration in friendships. It was determined that conflict was the most common reason for the termination of friendships. Lack of social support is the second most frequently reported reason for the termination of friendships, and the parent's interference with the children's friendships was the third common reason. Adolescents experienced mixed emotions, including sadness and happiness/relief after the termination of friendships. More males reported happiness/relaxation after the end of the relationship compared to females. It was observed that adolescents whose friendships deteriorated more experienced higher levels of depression.

CONCLUSION AND RECOMMENDATIONS

Most research focused on the termination of adult relationships—usually the termination of romantic relationships and close friendships. Although disruption and termination in close relationships such as parent-child, marital, and friend loss in adolescence are a source of great concern, research on the loss of friendships in adolescence is almost non-existent (Bukowski et al., 1996; George, 1999, p.5; Thayer et al., 2008). Thus, it is essential to conduct studies that would contribute to understanding the factors that ensure the stability of adolescent friendships and the reasons behind the deterioration of these relations.

Studies on adolescent friendships reported a positive correlation between friendship quality and stability (Berndt, 2002; Branje et al., 2007; Bukowski et al., 1994; McChristian et al., 2012). Furthermore, conflict and conflict resolution strategies, the components of friendship quality, are essential factors in both short-term and long-term friendships (Thayer et al., 2008). Studies demonstrated that conflict resolution skills were associated with the sustenance/stability of friendships in adolescence. Since conflicts are considered a potential threat to friendship, the approach of adolescents to conflict resolution entails more attention and effort (Kuruzović (2015). Studies demonstrated that conflicts among adolescent friends stem from trust, betrayal, jealousy of other relationships, assistance and intimacy, romantic relationships, respect, dishonesty, and disagreement about activities. In conflicts, female adolescents prefer adaptive strategies and act constructively, while male adolescents tend to adopt coercive strategies. Females and males exhibit different emotional responses to the termination of friendships.

Studies reported that quality friendships positively affected adolescents, while conflicts between friends and the strategies adopted to resolve these conflicts could have a detrimental impact. The present literature review would contribute to the comprehension of the reasons that affect the deterioration of friendships between adolescents and associated conflicts and conflict resolution strategies. Furthermore, the study emphasized the differences in the reactions of adolescents to the

termination of friendships based on gender. The present literature review could help lay the groundwork for future studies on the termination of adolescent friendships and related coping strategies. Also, the current study demonstrated that adolescents require guidance on conflict and conflict resolution strategies, which are among the factors affecting friendships' deterioration and stability. Since friendship conflict and stress management skills still develop during childhood and adolescence (Benner, Hou & Jackson, 2020), school counselors should conduct group counseling and psycho-educational activities on conflict and conflict resolution strategies with adolescents. Also, school counselors could contribute to the sustainability of adolescent friendships by implementing psycho-educational programs that aim to improve adolescent friendships at schools and support the development of students with disabilities.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Since this is a compilation study, ethics committee approval is not required.

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