The specifics of the motives and results of virtual friendship of teenagers



Sochi State University
Yuliya Makarevskaya



In psychology, friendship is defined not only as the process of exchanging information, but also as satisfying an inner need to interact with other people.

Concomitant psychological and socio-psychological signs of friendship:

- mutual openness, community of interests (N.N. Obozov, 2001);
- trust, affection (E.P. Ilyin, 2009);
- reciprocity, stability of relations (M.Y. Kondratieva, 2009; C. Bukowski, V. Hoza, 2006);
- the presence of emotional intimacy (W. Furman, 1982);
- openness, selectivity, community of interests, trust (I.S. Kohn, 2005);
- social relationships necessary for the emotional well-being of personality (Steven A. Pinker, 2017);
- reducing stress, improving mood and maintaining mental health and psychological balance(David G. Myers, 2011).



Age-related aspects of friendship

- L.S. Vygotsky and J. Piaget: childhood friendship is an integral part of a child's social development.
- A. Bandura (2004) believed that friendship at school is a social adaptation based on interaction with others, which affects the personal structure of a teenager, determining his attitude to the world and himself.
- Professional friendship based on joint work, common goals and interests. The support and mutual understanding inherent in this type of relationship are described in the research of D. Goleman (2013), known for his work in the field of emotional intelligence.



Teenage friendship



- communication with peers acts as a leading activity at this age, becoming one of the basic needs;
- the relevance of close, intimate interpersonal relationships between adolescents and their peers is increasing;
- in relationships with peers, a teenager seeks to realize his personality, satisfy the need for mutual understanding, determine his communication capabilities;
- the search for self-recognition occurs through the search for friendships.

The specifics of communication between modern teenagers



- With the development of online technologies, teenagers' social relationships, including friendly ones, have moved to online communities, providing schoolchildren with an extremely wide range of opportunities to increase their social circle through virtual acquaintances.
- The audience of social media users is constantly growing.
- Social networks satisfy a teenager's need for communication and in this regard act as an effective tool not only for organizing communication, but also for expanding it. They are increasingly becoming a means of accumulating social capital and contribute to the emergence of connections that may later acquire special significance for the younger personality.

Various aspects of Internet communication research are well represented in sociology and psychology

- E.P. Belinskaya (2013), A.E. Voiskunsky (2004), A.V. Zhilinskaya (2014), A.E. Zhichkina (2004), Yu.P. Zinchenko (2011), A.V. Kondrashkin (2013), N.V. Korytnikova (2007), O.S. Ovakimyan (2011), V.L. Silaeva (2008), G.V. Soldatova and co-authors (2011, 2014, 2018), N.V. Chudova (2002), V.N. Shcherbina (2001) and others.

- A. Karpinski P. & Kirschner (2010), Lin K., Lu H. (2011), A. Nadkarni & S. Hofmann (2012), C. Gheung and co-authors (2011), McAndrew F. & Jeong H. (2012), Skues J. and co-authors (2012), Ryan T. & Xenos S.(2012)
and others.

> Virtual friendship, as a type of interpersonal relationship that

•they arose solely thanks to the Internet;
•regardless of the nature of their origin, they are intensively supported within the boundaries of the Internet;
• the participants themselves define the relationship as friendly or based on friendship.

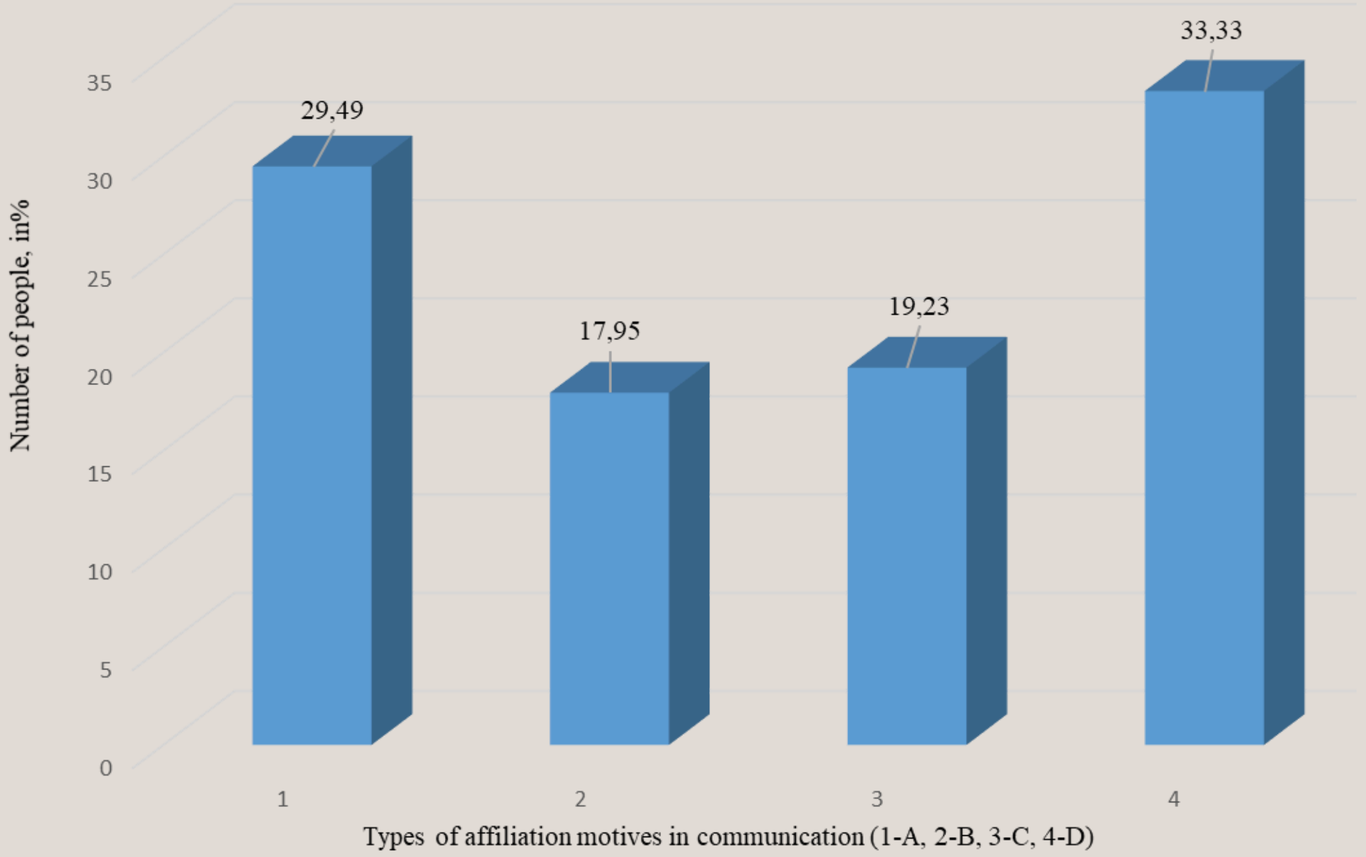
Hypothesis: there are differences in the motives and results of virtual and real friendship in adolescence.
Empirical base. N=86, adolescents from 12 to 15 years old (male 37%, female 63%).
Methods and techniques:
•Methods: questionnaires, testing, methods of statistical data processing.
•Psychodiagnostic techniques:
- The questionnaire "Friendship and the Internet";
- The methodology "Diagnostics of friendship motives" (modification of the methodology "Motivation of interpersonal communication", I.B. Shkuratova).
- Interpersonal communication motivation diagnostic test, which is a modification of J. Kelly's repertoire test
- Test of affiliation motives (Mehrabian Affiliation Tendency Questionnaire, MAFF) (by A. Mehrabian);
•Empirical data was processed using mathematical statistics methods using the IBM SPSS Statistics 25 program:
- methods of primary statistical processing (calculation of averages, frequencies and other descriptive statistics);
- methods of secondary statistical processing (conjugacy tables, McNemar's criterion, factor analysis, comparison of averages, t-Student criterion, hierarchical cluster analysis).

Stages of the study (2022-2023)

1. Pilot study (Internet survey, N = 108).
Instructions: Answer the question: "What does friendship give you? Specify 10 of its results."
2. Compilation of the questionnaire "Friendship and the Internet", 13 questions with multiple answers.
3. Testing the motives of adolescent affiliation (Mehrabian Affiliation Tendency Questionnaire, MAFF).
4. Investigation of the motives of virtual and real friendship according to the test "Motivation of interpersonal communication" developed by I.P. Shkuratova based on the J.Kelly repertoire test.
Instructions: "Choose two people from your environment in the friendly sphere, one of whom is a friend in real life, the other in virtual life, and then evaluate (separately) the motives of communication characteristic of interaction with each of these persons."
5. Survey respondents to study their ideas about the results of virtual and real friendship.
6. Processing, analysis, interpretation of the results.

Distribution of the sample by type of affiliation motive in communication

The types of affiliation motives of adolescents are determined by the ratio of the desire for acceptance by others (SP) andfearofrejection (CO):
A) high – low (SP abovethemedian, CO below the median);
B) Low-low (SP is below the median, CO is below the median);
C) high-high (SP is above the median, CO is above the median);
D) low- high (SP isbelowthemedian, CO is above the median).



Factor analysis of the obtained data (least squares method, with Varimax rotation, Kaiser normalization) identified 10 motives of virtual and 10 motives of real friendship of adolescents (measure of selective adequacy of CMOS = 0.671 and CMOS = 0.692, respectively)

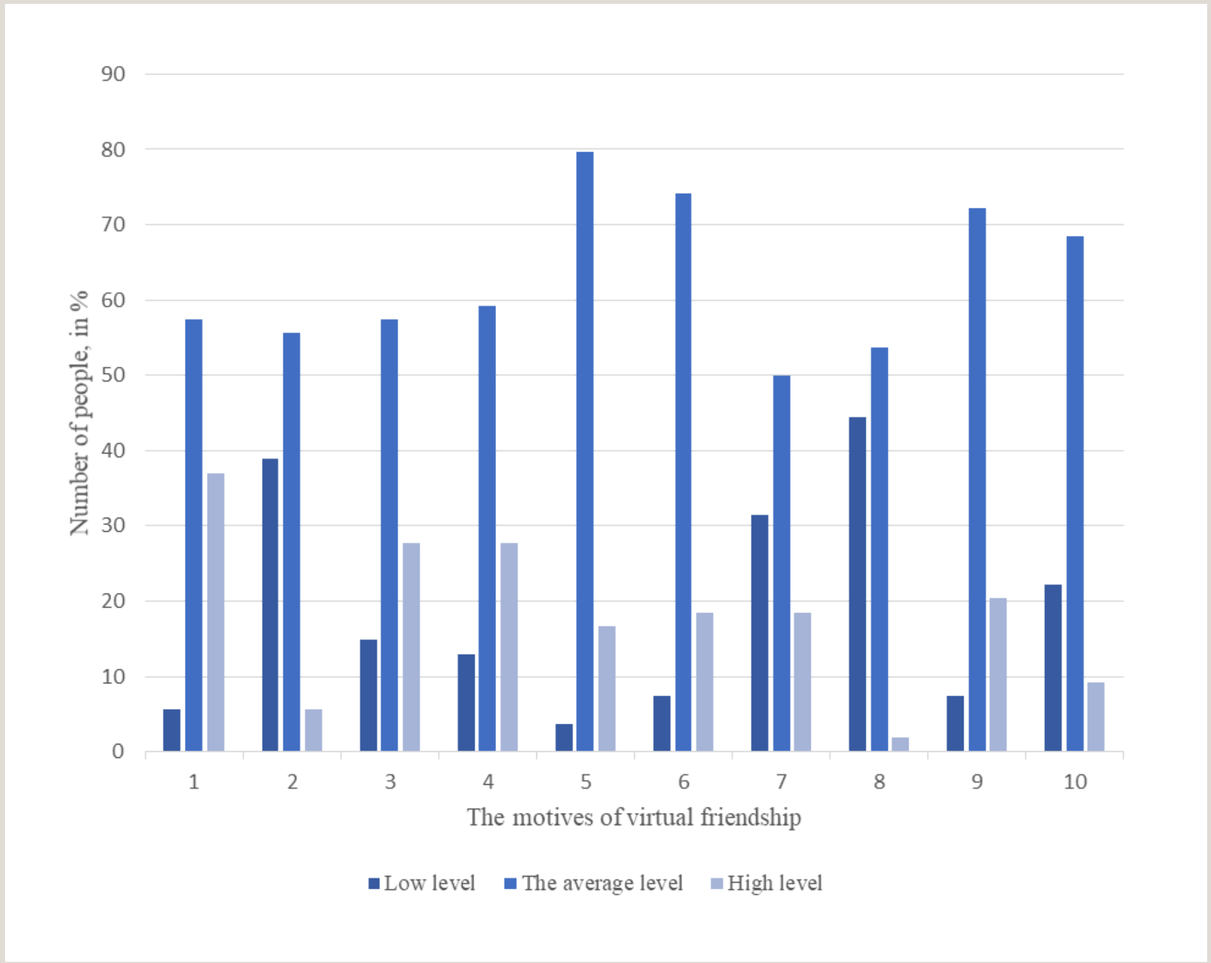
The motives of virtual friendship

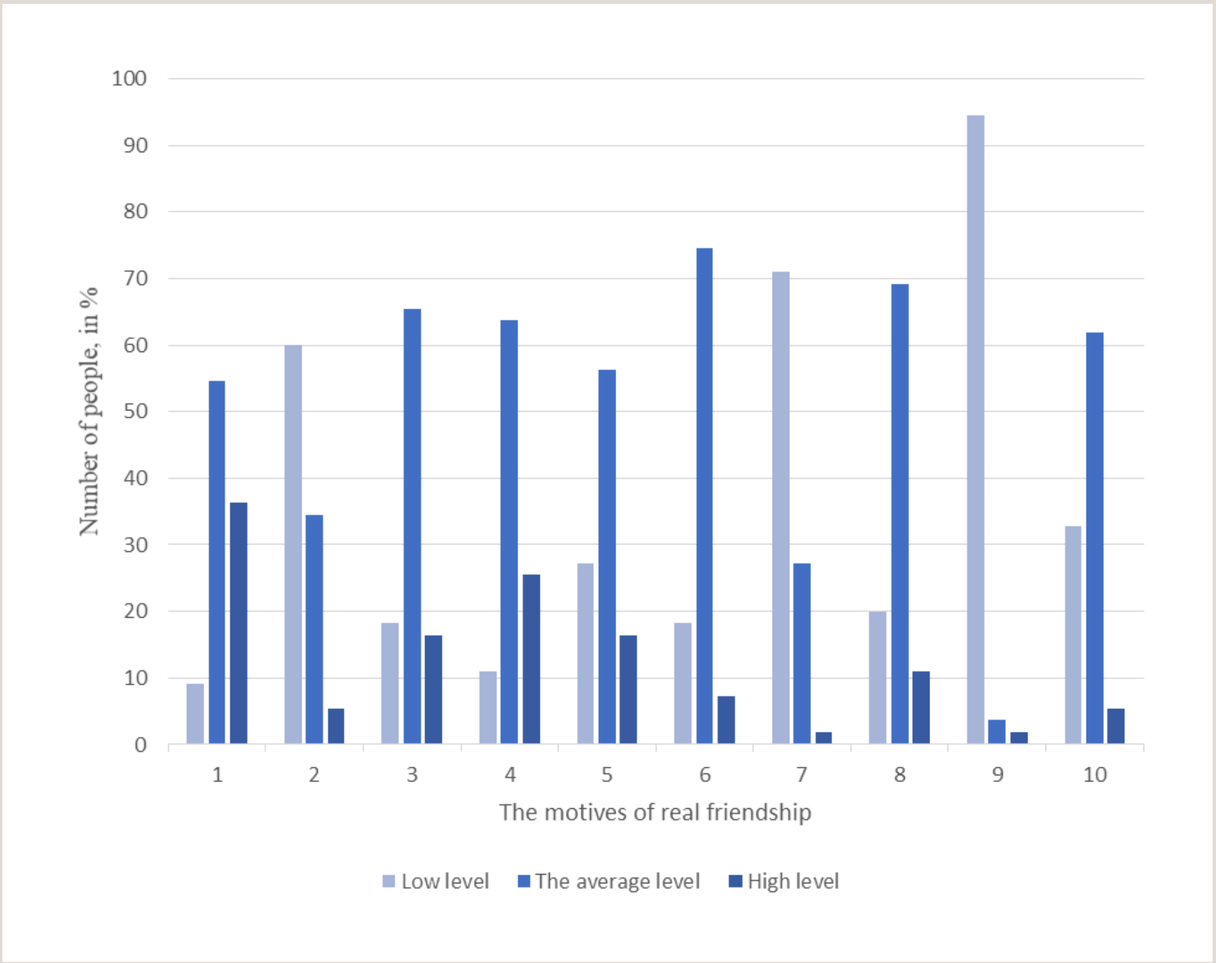
1.Mutual support.
2.Taking care of your own importance.
3.Easy communication.
4.Help in solving problems.
5.Entertainment, spending time together.
6.Search for like-minded people, closeness of views.
7.Discussion of what is happening.
8.Knowledge sharing.
9.Escape from loneliness.
10.I just need a friend.

The motives of real friendship

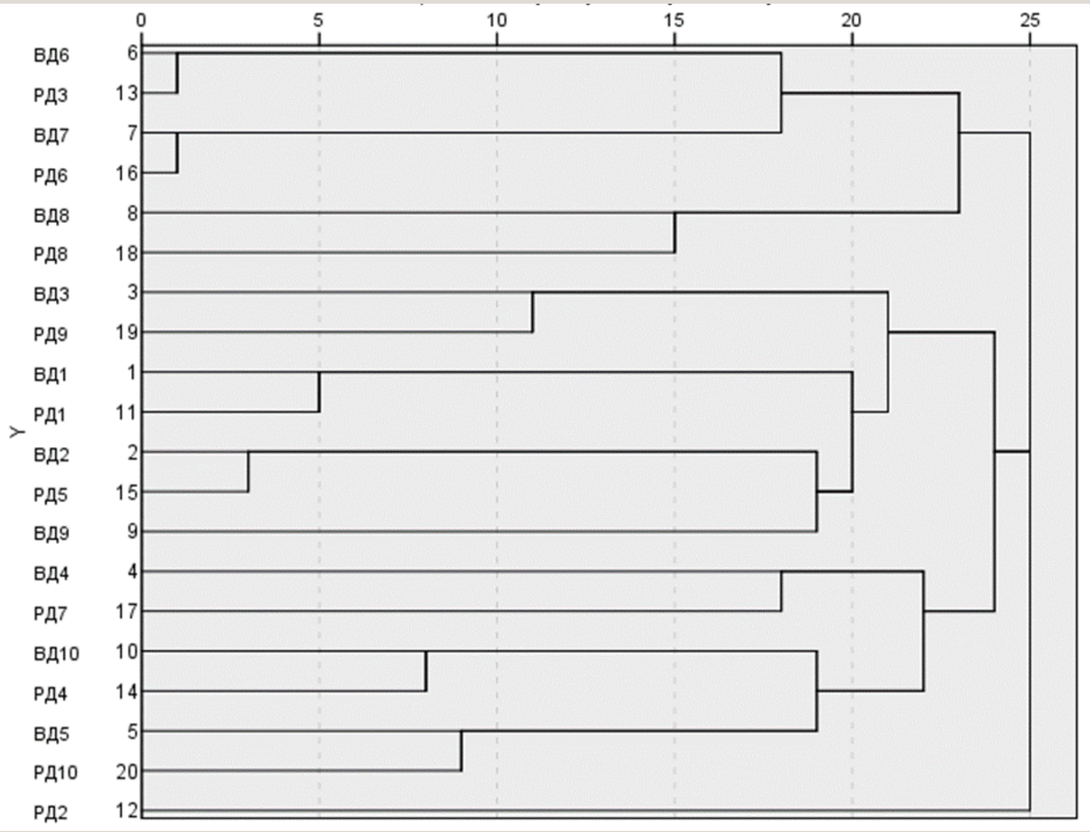
1.Mutual support.
2.Getting what you want (pragmatic motive).
3.Development, self-realization.
4.Entertainment, spending time together.
5.Self-affirmation.
6.Discussion of what is happening.
7.The desire to be heard .
8.A sense of need, usefulness.
9.Flirting.
10.I just need a friend.

Distribution of the sample by the level of expression of the motive





Estimation of the distances between the motives of virtual (VF) and real friendship (RF)



1. VF 6. Search for like–minded people - RF 3. Development, self-realization;
2. VF 7. Discussion of what is happening – RF 6.Discussion of what is happening;
3. VF 2. Taking care of your importance is RF 5. Self-affirmation;
4. VF 1. Mutual support – RF1. Mutual support;
5. VF 10. I just need a friend – RF4. Spending time together;
6. VF 5. Spending time together is RF 10. I just need a friend.;
7. VF 3. Casual communication – RF9. Flirting.

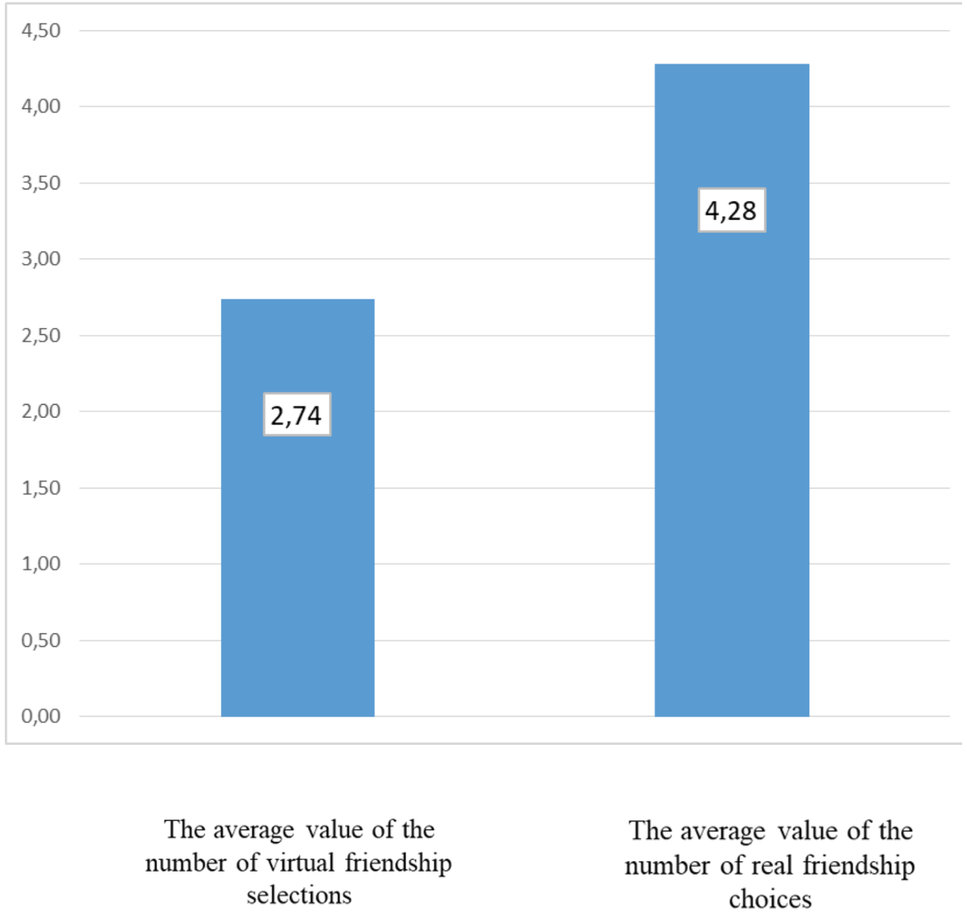
The results of virtual and real friendship

Imagine the closest (as far as possible) of virtual (real) friends. What do you think virtual (real) friendship with him gives you? (there may be several possible answers)

1) The opportunity to share the intimate
2) Entertainment
3) I stop feeling lonely
4) A sense of need, usefulness
5) Help in a difficult situation, advice
6) Escape from boredom, routine
7) Communication on interesting topics
8) Personal development, self-realization
9) Spending time together (playing games, watching movies, videos, etc.)
10) Human warmth
11) Thrills
12) I may not be what I really am
13) There is no closest friend, it is important for me to have a lot of virtual friends
14) Your answer_____



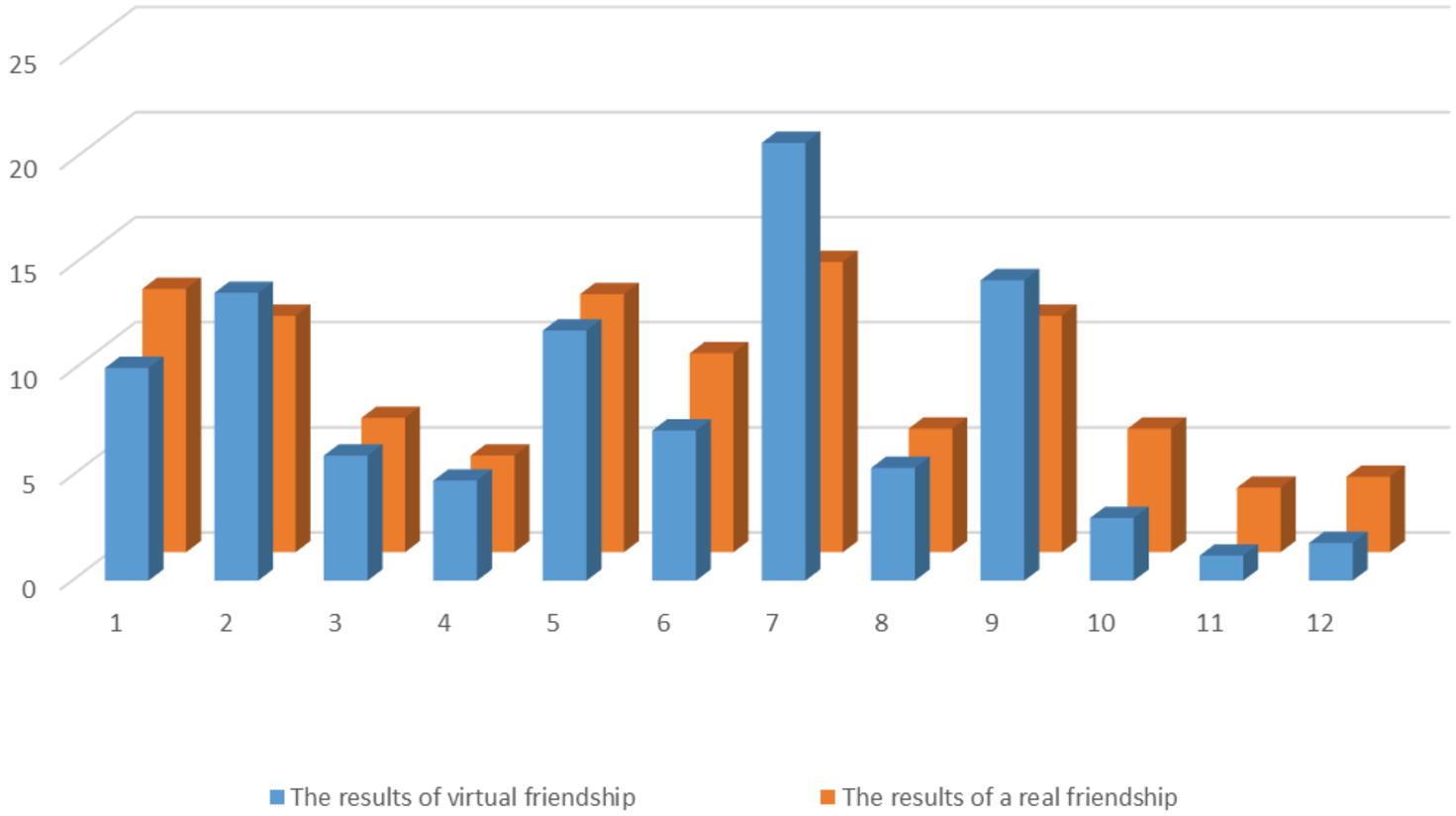
The severity of the choice of the results of virtual and real friendship



t= 5,235, p=0,000…

Teenagers attach less importance to virtual friendship (less likely to choose) compared to real friendship.

The results of virtual and real friendship



1) The opportunity to share the intimate.
2) Entertainment.
3) I stop feeling lonely.
4) A sense of need, usefulness.
5) Help in a difficult situation, advice.
6) Escape from boredom, routine.
7) Communication on interesting topics.
8) Personal development, self-realization.
9) Spending time together (playing games, watching movies, videos, etc.).
10) Human warmth
11) Thrills.
12) I may not be what I really am.

Significant differences in the results of virtual (RVF) and real (RRF) friendship:

1) The opportunity to share the innermost (p=0.000)
2) I stop feeling lonely (p=0.022)
3) Help in a difficult situation, advice (p=0.002)
4) Escape from boredom, routine (p=0.008)
5) Human warmth (p=0.003)



Conclusions



•70.51% of adolescents have various communication problems due to the peculiarities of affiliation motives.

•The motivational repertoire of virtual and real friendship among teenagers has both common features and certain differences.

•The motives of adolescents are similar in content and severity:

- "Taking care of your importance" (VD) – "Self-affirmation" (RD),
- "Mutual support", "Hanging out together" and "Just need a friend",
- "Finding like-minded people" (VD) and "Development, self-realization" (RD),
- "Casual communication" (VD) and "Flirting".

•The rest of the motives can be considered quite specific:

- for virtual friendship – "knowledge sharing" and "escape from loneliness";
- for real friendship – "getting what you want", "the desire to be heard", "a sense of need, usefulness".

Conclusions



•When comparing the number and spread of values of teenagers' choices of the results of real and virtual friendship, the following trends were revealed:

1. what a teenager receives from real friendship is more diverse than what he receives from virtual friendship;

2. the results of virtual friendship from a meaningful point of view are more superficial and are aimed more at joint entertainment and communication, whereas real friendship has results related to intimate personal communication, self-disclosure and support.

•Teenagers in real friendships to a greater extent than in virtual ones get:

- the opportunity to share your innermost;
- an opportunity to get rid of feelings of loneliness, boredom, and routine;
- help, advice in a difficult situation;
- human warmth.

Thank you for your attention!

- Sochi State University
- Yuliya Makarevskaya
- yuliya-sochi@mail.ru