

Title: FRIENDSHIP RELATIONS AMONG COLLEGE STUDENTS: WARMTH,
CONFLICT AND WELL-BEING
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Abstract

The study was undertaken for the following reasons: 1) to determine the reasons for having friends among college students; 2) to examine the problems experienced in relation to peer interaction, as well as the strategies they use in dealing with these problems; and 3) to analyze the implications of the reasons and the type of problem faced.

The study focused on the different perceptions and opinions of the respondents in terms of the different dimensions of college friendships. An integrated meaning of the participants' responses resulted in the formulation of the essence of peer interaction.

The study was qualitative in approach focusing on psychological phenomenology, a non-philosophical approach in describing a phenomenon (Moustakas, 1999), based on individual experiences.

Involved in this study were twenty-five (25) PNU college students – 10 male and 15 female – who were purposively selected based on their availability for the interview sessions. They were taking up Bachelor of Elementary Education, Bachelor of Secondary Education, and Bachelor of Education in Psychology.

The following are the findings of the study:

1. Adolescents define a friend as someone to whom they can disclose confidential information and someone they can admire.
2. Adolescents see friendships as more serious, goal-oriented (prioritize studies), an avenue to make individuals more productive, deeper in personal sharing personal details, and able to enhance personality, in terms of ego-development and ego-resiliency. They have a clear understanding of what it means to be an acquaintance, a friend, a companion, and a best friend. In return, their self-construals or how self is viewed in relation to others, are assessed and compared with their friendship roles in high school.
3. The college student-respondents emphasized that the quality of friendships formed was more important than the quantity of friends they had. As regards impression management, the respondents narrated that they interacted with people primarily because of superficial factors while some articulated they met people who were better than their high school friends.

4. College friendships were perceived to be more enriching and rewarding than friendships formed in high school. However, friendships formed in high school cannot be replaced by friendships in college. The clustering of students into block sections at PNU is beneficial in forming meaningful friendships.
5. The student-respondents are aware of their roles in the enhancement and maintenance of friendship, as well as what their peers expect from them.
6. The functions of friendship include: a) friendship motivation; b) a training ground for relationship skills; c) confidence in intimacy; d) exchanging and testing social knowledge; e) stimulating social cognitive development; f) companionship; g) social support; and h) emotional buffering.
7. Significant relationships are formed when friendships are based on sharing common interests and traits. Furthermore, friendships cultivate feelings of being accepted, having a companion, being assured of social support, and emotional buffering or maintaining good peer relationships.