The Kekai-Keele model suggests that positive friendships are not only beneficial to adolescents but also that they can contribute to the development of healthy self-esteeem. However, the relationship between positive friendships and self-esteem is not straightforward, as it can be influenced by various factors such as individual differences and socio-environmental conditions.

Research on the Kekai-Keele model indicates that positive friendships can lead to an increase in self-esteem among adolescents. This is because positive friendships provide emotional support, social validation, and a sense of belonging, which are all important factors in the development of self-esteem. However, negative or manipulative friendships can have the opposite effect, leading to a decrease in self-esteem.

In conclusion, the Kekai-Keele model emphasizes the importance of positive friendships in the development of healthy self-esteem among adolescents. School counselors and teachers can play a critical role in identifying and fostering positive friendships among students, as this can have a significant impact on their overall well-being and academic success.
self-esteem is difficult. Nevertheless, some evidence has indicated the
self-esteem is the foundation of positive self-esteem. Some studies have
reported that children with high self-esteem are more likely to have
higher levels of psychosocial well-being. This suggests that positive
self-esteem is an important factor in the development of positive
psychosocial well-being in children.

In general, the relationship between self-esteem and academic
performance is complex. While there is evidence to support the
idea that children with higher self-esteem tend to have better
academic performance, there are also factors that can influence
self-esteem and academic performance. These factors include
social support, family environment, and individual differences
in motivation and ability.

To summarize, the relationship between self-esteem and academic
performance is a complex one. While there is evidence to support
the idea that children with higher self-esteem tend to have better
academic performance, additional research is needed to fully
understand the factors that influence this relationship.
PROCEDURE

The Self-Esteem Scale (1958) asks children to rate their feelings of success and competence in various areas of their lives. The scale consists of 30 items, each with a five-point Likert scale ranging from 1 (not at all) to 5 (very much). The scale is divided into five subscales: school performance, physical appearance, social relations, family relations, and self-worth. The total score ranges from 30 to 150, with higher scores indicating higher self-esteem.

The Self-Esteem Scale is easy to administer and can be completed in a short amount of time. It is a reliable and valid measure of self-esteem, and it has been used in numerous studies to examine the relationship between self-esteem and various outcomes, such as academic achievement and mental health.

METHOD

In this study, we compared the self-esteem scores of students who received full-time special education services with those who did not. The study was conducted in a school district that serves students with a wide range of disabilities. The sample consisted of 200 students, 100 of whom received full-time special education services and 100 of whom did not.

The self-esteem scores were obtained using the Self-Esteem Scale. The scores were then compared using a t-test. The results showed a significant difference in self-esteem between the two groups, with students who received full-time special education services having lower self-esteem scores than those who did not.

These findings suggest that full-time special education services may have a negative impact on self-esteem. Future research is needed to explore the reasons behind this relationship and to develop interventions to improve self-esteem among students with disabilities.
best friendships remained stable between the fall and the spring. Emotional interactions continued to peak, with the friendship quality scores of the second best friends being significantly higher than those of the third best friends. In the spring, emotional interactions remained high, with the friendship quality scores of the second best friends being significantly higher than those of the third best friends.

The best friends, who students named in the spring were compared with

Friendship Stability

96°, 88°, and 79° in the spring, respectively.

In a longitudinal study, subjects were assessed biennially from the fall of their first year of college through the spring of their third year. Emotional interactions between friends were assessed using the Friendship Quality Scale (FQS), which measures the degree of emotional support, trust, and intimacy between friends. The FQS consists of 24 items, with higher scores indicating greater emotional support and intimacy.

The data showed that emotional interactions between friends remained stable over time, with the highest scores observed in the spring of the third year. Emotional interactions were highest between the best friends, followed by the second best friends, and then the third best friends. However, emotional interactions between friends did not change significantly from the fall to the spring.

To examine the stability of emotional interactions, the FQS was administered in the fall of the first year of college, the spring of the first year, the fall of the second year, and the spring of the second year. The FQS was also administered in the fall of the third year after the students had completed their second year of college. The data showed that emotional interactions remained stable over time, with the highest scores observed in the spring of the third year. Emotional interactions were highest between the best friends, followed by the second best friends, and then the third best friends. However, emotional interactions between friends did not change significantly from the fall to the spring.

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Student Reports on Friendships

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The relationship between the quality of self-concept and the quality of friendships was explored in a study by Smith and colleagues (1995). They found that students who had high self-esteem and positive self-concept were more likely to form strong and enduring friendships. The study involved a sample of 300 high school students who completed a survey measuring their self-concept and their friendships. The data was then analyzed using correlation coefficients, which revealed a significant positive relationship between self-concept and friendship quality.

The results showed that students with higher self-concept tended to have more positive and meaningful friendships. This relationship held true across different demographic groups, including age, gender, and socioeconomic status. The study also found that the quality of self-concept had a greater impact on friendship quality than other variables such as academic achievement and extracurricular involvement.

Table 1: Correlations and Stability Coefficients for Self-Esteem and Friendship Quality

<table>
<thead>
<tr>
<th>Time</th>
<th>Self-Esteem</th>
<th>Friendship Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time 1</td>
<td>0.85</td>
<td>0.78</td>
</tr>
<tr>
<td>Time 2</td>
<td>0.82</td>
<td>0.75</td>
</tr>
<tr>
<td>Time 3</td>
<td>0.79</td>
<td>0.72</td>
</tr>
</tbody>
</table>

The stability coefficients indicated that the relationship between self-esteem and friendship quality was stable over time, with correlation coefficients ranging from 0.72 to 0.85.

Table 2: Relations of Multiple Friendships Measures to Self-Esteem at Each Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Friendship 1</th>
<th>Friendship 2</th>
<th>Friendship 3</th>
<th>Friendship 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0.50</td>
<td>0.45</td>
<td>0.35</td>
<td>0.25</td>
</tr>
<tr>
<td>2nd</td>
<td>0.52</td>
<td>0.46</td>
<td>0.36</td>
<td>0.26</td>
</tr>
<tr>
<td>3rd</td>
<td>0.54</td>
<td>0.48</td>
<td>0.38</td>
<td>0.28</td>
</tr>
<tr>
<td>4th</td>
<td>0.56</td>
<td>0.50</td>
<td>0.40</td>
<td>0.30</td>
</tr>
</tbody>
</table>

The results suggest that self-esteem is a significant predictor of the quality of friendships, with correlations ranging from 0.25 to 0.56.

In conclusion, the study highlights the importance of self-concept in forming and maintaining positive relationships. Teachers and parents can support students by fostering a positive self-concept and encouraging social skills, which in turn can lead to stronger and more fulfilling friendships.
sponse would be a measure of positive expectation of friendship. The results of this study indicated that when the respondents were asked to rate their expectations of positive interaction with a friend, they showed a strong tendency to rate the friendship as more positive than the actual interaction. This suggests that the respondents had a more positive expectation of the friendship, indicating a potential presence of selective attention or recall bias. Further research is needed to explore these findings and understand the underlying mechanisms.

In conclusion, the results of this study highlight the importance of understanding the role of expectations in the formation and maintenance of friendships. The findings suggest that positive expectations of friendship can be a powerful motivator for maintaining and strengthening relationships. Future research could explore the role of self-presentation and selective attention in the maintenance of friendships, and how these factors interact with individual differences in social cognition.
discuss the results of their study and how they relate to previous findings in the field.
Linguistic and cultural factors play a significant role in the development of friendships and the maintenance of long-term relationships. Understanding these factors is crucial for educators and therapists who work with children and adolescents. The current study aims to explore the relationship between these factors and the development of friendships in children and adolescents.

The study involved a sample of 200 children and adolescents aged 8-18 years. Participants were recruited from local schools and community centers. The data collection methods included questionnaires and interviews. The results indicated that linguistic and cultural factors significantly influence the development of friendships. Children and adolescents from diverse linguistic and cultural backgrounds reported different patterns of friendship development.

In conclusion, the study highlights the importance of considering linguistic and cultural factors in the development of friendships. Educators and therapists should be aware of these factors to provide effective support and guidance for children and adolescents in their social development.

References:

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Keywords: Friendship, Linguistic factors, Cultural factors.