

FRIENDSHIP IN EMERGING ADULTHOOD

companionship and confidence, they also form the most vital source of social support (as cited in Tanner, Arnett & Leis 2009, 49-51). Friendships during emerging adulthood are created due to similarity in age, gender, educational orientation, leisure and media preferences, ethnicity as well as participation in risk behavior. ~~These factors~~ These factors majorly influence the role of friendships in the life of emerging adults. Moreover, the difficulty in obtaining financial independence and competing demands during this period has forced them to postpone their age of marriage and parenthood. During this period, when emerging adults are single and lonely, friends become the central part of their lives because they feel they can share everything with their friends; discuss about close intimate relationships with them since friends can understand them very well; can mirror their thoughts and can also provide invaluable advice when needed (Arnett, 2004). The development of friendship during emerging adulthood is not only limited to friendship but extends to areas of work and intimate relationships. Moreover, the psychological adjustment and well-being of young adults is majorly affected by friendship during this phase (Tanner, Arnett & Leis 2009, 51).

According to studies done by Samter (2003), emerging adults mainly seek for loyalty, warmth in friendship and someone with whom they can share their personal tales with and therefore, confide in friends for this purpose. Although the number of friends during emerging adulthood is constant similar to adulthood, the time spent with them is not relatively as high as during adulthood. Friendship during emerging adulthood can be between people of same sex as well as opposite sex. According to research, male emerging adults' favorite pastime is participating in shared activities with male friends whereas female emerging adults prefer spending most of their time talking. In addition, the conversation of males revolves around sports, work and cars while females generally discuss about themselves, their personal problems

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Resources in Education ,1997 **Handbook of Research on K-12 Blended and Virtual Learning Through the i2Flex Classroom Model** Avgerinou, Maria D., Pelonis, Peggy, 2021-03-05 Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning The i Flex classroom model a variation of blended learning allows non interactive teaching activities to take place without teachers direct involvement freeing up time for more meaningful teacher student and student student interactions There is evidence that i Flex leads to increased student engagement and motivation as well as better exploitation of teachers and classroom time leading to the development of higher order cognitive skills as well as study skills for students future needs related to citizenship college and careers The Handbook of Research on K 12 Blended and Virtual Learning Through the i Flex Classroom Model focuses not only on how to design deliver and evaluate courses but also on how to assess teacher performance in a blended i2Flex way at the K12 level The book will discuss the implementation of the i Flex isquareFlex a non traditional learning methodology which integrates internet based delivery of content and instruction with faculty guided student independent learning in combination with face to face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework While highlighting new methods for improving the classroom and learning experience in addition to preparing students for higher education and careers this publication is an essential reference source for pre service and in service teachers researchers administrators educational technology developers and students interested in how the i2Flex model was implemented in classrooms and the effects of this learning model **Moral Emotion, Moral Cognition, and (Im)Moral Behavior in the Workplace** Peixu He, Hongdan Zhao, Cuiling

Jiang, Chuangang Shen, 2023-09-27 Moral behavior is subject to socially accepted moral norms and also has a pervasive influence on organizational performance With the emergence of ethical issues found in organizations practitioners and scholars pay increasing attention to ethics management Therefore workplace moral behavior e g pro social behavior and organizational citizenship behavior OCB and immoral behavior e g interpersonal abusive behavior deviant counterproductive behavior and unethical pro organizational behavior have also received substantial research interests over the past decades To date the most common framework used to study moral behavior has been the cognitive approach with abundant evidence demonstrating that emotion and cognition are the two core elements in generating and influencing workplace im moral behavior However limited studies have been conducted to explore the emotional cognitive processes or integrative moral emotion cognition system relevant to workplace moral behavior Despite our knowledge of the antecedents and consequences of workplace im moral behaviors more research on the generating mechanism influencing mechanism transformation mechanism and governance strategies is needed For example it is unclear how exhibiting im moral behavior in the workplace would impact the actor s and the third party observer s emotions thoughts feelings and subsequent behavior Besides the

question of whether ethical unethical leader behavior would trigger a trickle down effect is underdeveloped which refers to the fact that how the behavior or perception of the top leaders affects employees from top to bottom along the formal vertical power chain In addition we have little knowledge on when how and why the ethical employees the so called good soldiers would engage in workplace immoral behavior and vice versa **Research Report** ,1986 **Official Report of Debates, House of Commons** Canada. Parliament. House of Commons,1920 **Official Reports of the Debates of the House of Commons of the Dominion of Canada** Canada. Parliament. House of Commons,1920 **Who We Like, Why We Like Them, and What We Do with Them** Letty Cottin Pogrebin,1988 *House of Commons Debates, Official Report* Canada. Parliament. House of Commons,1920 *Social Work Research in the Human Services* Henry Wechsler,Helen Z.

Reinherz,Donald D. Dobbin,1981 International Journal of Religious Education ,1924 **The Journal of the Chemical, Metallurgical & Mining Society of South Africa** ,1914 *Journal of the South African Institute of Mining and Metallurgy* South African Institute of Mining and Metallurgy,1914 **Annual Report of the Trustees of the State Institute for the Study of Malignant Disease** Roswell Park Memorial Institute,1912 Report of the International Congress of Women Held in Toronto, Canada, June 24th-30th, 1909 ,1910 Multicultural Friendship Stories and Activities for Children Ages 5-14 Patricia Roberts,1998-02-12 All children can benefit from building new friendships and repairing old ones For the librarian teacher or parent who wishes to foster compassionate multicultural relationships between and among children this manual offers help It includes an annotated bibliography of children s books that contain characters of different cultural heritages who display friendship with others For each book listed Roberts highlights the heritage of the book s main character s the age levels for which it is intended and includes detailed plans materials to use objectives activities and discussion questions The stories and accompanying activities will help children build associations with others understand the value of support groups and recognize the value of friendships Sample lessons from selected books show educators and parents how such literature can be used to help children develop friendship skills Children s books are categorized by family friendships neighborhood and community friendships and world friendships Contains a broad sampling of quality picture books for children ages 5 8 as well as books without pictures for children ages 9 14 **The Spirit of Missions** ,1928

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