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ARAŞTIRMA

Açık Erişim

Differences in Adult Males' and Females' Friendships within the Context of the Primary and Secondary Capabilities of Positive Psychotherapy: A Mixed Research

Yetişkin Kadın ve Erkeklerin Arkadaş İlişkilerindeki Farklılıkların Pozitif Psikoterapi'nin Birincil ve İkincil Yetenekler Kavramları Bağlamında İncelenmesi: Karma Bir Araştırma

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ABSTRACT

This study aims to examine the differences between adult males' and females' friendships in terms of the primary and secondary capabilities that Positive Psychotherapy conceptualizes to reveal concrete realities in interpersonal relationships. The research is based on the convergent parallel pattern of a mixed methods research model. The correlational method is used in Study I, and the phenomenological design is used in Study II. In Study I, 1000 participants (536 females and 464 males) aged between 18 and 65 years, formed the sample. In Study II, 20 adults (10 females and 10 males) aged between 25 and 62 years are in the study group. For the analysis of the data, the SPSS-22 package program is used in Study I, and the MaxQDA Version 2018 computer program is used in Study II. The results indicate that in adult females' relationships with their closest friends, the capabilities of love, patience, contact, trust, politeness, honesty, sincerity, justice, and reliability are statistically significant, and in adult males relationships with their closest friends, sexuality, achievement/diligence, thrift, and obedience are statistically significant.

Article Information

Keywords

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 Actual Capabilities
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Anahtar Kelimeler

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ÖZET

Bu çalışmada, yetişkin kadın ve erkeklerin arkadaş ilişkilerindeki farklılıkları, Pozitif Psikoterapi'nin kişilerarası ilişkilerdeki somut gerçekleri ortaya koymak adına kavramlaştırdığı birincil ve ikincil yetenekler kavramları bağlamında incelemek amaçlanmıştır. Araştırma, karma yöntemler araştırma modelinin yakınsak paralel deseni üzerine yapılandırılmıştır. Çalışma I'de ilişki tarama metodundan, çalışma II'de ise fenomenolojik desenden yararlanılmıştır. Çalışma I'de yaşları 18 – 65 arasında değişen 536 kadın, 464 erkek olmak üzere toplamda 1000 katılımcı örnekleme oluştururken; çalışma II'de yaşları 25 – 62 arasında değişen 10 kadın, 10 erkek olmak üzere toplamda 20 yetişkin birey çalışma grubunu oluşturmaktadır. Verilerin analizinde; çalışma I'de SPSS- 22 paket programından ve çalışma II'de MaxQDA Versiyon 2018 bilgisayar programından yararlanılmıştır. Sonuç olarak, yetişkin kadınların en yakın arkadaşları ile olan ilişkilerinde sevgi, sabır, ilişki/temas, güven, nezaket, dürüstlük, sadakat, adalet ve güvenilirlik yeteneklerinde; yetişkin erkeklerin ise cinsellik, çalışkanlık/başarı, tutumluluk ve itaatkarlık yeteneklerinde aldıkları puanların istatistiksel olarak anlamlı düzeyde fazla olduğu bulunmuştur.

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Ethical Statement: This study was reviewed and approved by the Noninvasive Ethics Committee of Uskudar University.

INTRODUCTION

Friendship

As a result of human nature, humans meet their basic needs and survive by affecting and influencing the physical and social environment (Ainsworth, 1969; Ainsworth & Bell, 1970; Belsky, 2002; Hinde & Stevenson-Hinde, 1987). Because humans are social and survive for the sake of interpersonal relationships, in today's social psychology and developmental psychology, interpersonal relationships are examined by considering the individual in different types of social relations as well (Berscheid, 1994). Individuals establish social ties as the essence of the need to belong. Although individuals sometimes experience negative interpersonal relationships such as social exclusion or rejection, they continue to establish social relations in a cautious manner. This indicates that the need to belong is a basic human motivation (Baumeister & Leary, 1995).

Friendships differ from other interpersonal relationships because they are voluntary. Friendships do not include sexual relations (e.g., romantic relationships), written agreements and contracts (e.g., business relationships), and blood ties (e.g., family relationships) (Adams & Blieszner, 1992; Caldwell & Peplau, 1982; Roberto & Scott, 1986).

Friendships are a type of interpersonal relationship and a cornerstone of personality development, a process that begins in childhood and continues with the first relationship established with the parents, which has great importance in the subjective well-being of the individual in the development of social skills and different functions in different age groups that preserve their life-long importance (Hendrick, 2016).

In childhood, friendship ships are critical in terms of developing an individual's sense of belonging to another social environment outside the family and thus creating a self-image that therefore affects the child's development of positive–negative behavior patterns (Brown, Odom & Conray, 2001; Hay, Payne & Chadwick, 2004; Ladd, Kochenderfer & Coleman, 1996). In adolescence, a homogeneous group of friends in terms of gender is replaced by a heterogeneous group of friends, and the relationship between adolescents becomes a reference point for the heterogeneous romantic relationships of adolescents (Underwood and Rosen, 2009). In the literature, during adolescence, the period with the most studies on relationships, friends can be protective for adolescents while also having negative effects such as risky behavior, for example, the use of alcohol, tobacco, and illegal or other harmful substances (Bagwell & Coie, 2004; Brown, Clasen & Eicher, 1986; Haynie, 2002; Maxwell, 2002).

Adulthood is the focus of this research and is not a cross-section with a clear beginning or end; by contrast, adulthood is a process in which the individual can engage in independent activities, different from childhood and adolescence, and where convergence, or abstraction occurs (Erikson, 2014). Arnett (2000; 2003; 2006; 2007), notably, the emergence of the concept of adulthood that occurs in adults aged 18–25 years, which was proposed for reasons such as prolongation of university years and industrializing society, late in life, is proof of this situation. With the differences in the lives of individuals in adulthood and new roles (e.g., marriage, choice of spouse and career, and parental roles), even if the time devoted to friendships is partially reduced, friendships continue to be an important source of social support, sharing, and closeness (Fehr, 1996; 2000).

Gender Differences

Regarding the differences between male and female friendships in adulthood, studies have suggested that women compared with men have higher expectations from same-sex friend relationships (Clark & Ayers, 1993); women compared with men give more importance to criteria such as honesty, loyalty, acceptance, intimacy, emotional support, and understanding; and men compared with women attach more importance to social status, financial resources, intelligence, and physical attractiveness (Hall, 2011; Lusk, MacDonald & Newman, 1998; Zarbatany, Conley & Pepper, 2004). Although the definitions of the friendship of men and women of different ages are similar, women are more prone to finding friendship important and sufficient. Although both women and men emphasize common friendship characteristics such as being understood, trust, reliability, and loyalty, there are significant differences in how they form and participate in friendship. Men form friendships and participation is based on concrete actions such as sports-related activities, and women form friendships based on emotional support such as communication. This difference is large because of the existential difference in men's identification with masculine roles and women's identification with feminine roles. Men, similar to women, get together and communicate with friends, but because of the masculine role they adopt, men do not have long-term support expectations, such as physical contact or intense verbal communication, such as in women's relationships. One of the most notable reasons for this difference is men's homophobic thinking, that is, they could be perceived as gay (Greif, 2009).

Additionally, in the literature, middle-aged men attached importance to social activities and unity in friendships, and middle-aged women attached importance to support and emotional sharing in friendships (Goodwin, 1996; Greif, 2009; Wettstein, 1998).

Positive Psychotherapy and Actual Capabilities

Before and especially after World War II, positive psychology developed through the work of Seligman, who was influenced by the post-modernist movement, mentioned the capacity and capabilities of the individual in addition to addressing only the damaged side (Faller, 2001; Linley, Stephan, Harrington & Wood, 2006; Neimeyer, 1993; Sandage & Hill, 2001; Sheldon & King, 2001). Additionally, various researchers have started investigations on the capacity and capabilities of individuals, and positive-oriented scales have been developed (Duncan et al., 2009; Heffron & Boniwell, 2011; Joseph & Linley, 2004; Kyes & Lopez, 2002; Magyer-Moe, 2009; Rashid, 2008; 2009; Seligman et al., 2005).

Schools, which have conceptualized the capacity and capabilities of the individual and included them in treatment plans starting in the 1960s, also implement Positive Psychotherapy, which is a form of meta-theoretical, intercultural, and short-term psychotherapy aimed administered through counseling in the context of the clinical foundations of the Positive Psychology theory (Peseschkian 1990; 1998; 1999; 2002; 2015; Peseschkian & Tritt, 1998).

According to Peseschkian, the founder of Positive Psychotherapy, despite differences in health and culture, individuals have two basic abilities: love and knowing. From this point of view, Positive Psychotherapy uses a positive starting point and focuses not only on an individual's weaknesses, symptoms, or conflicts but on their capacity and capabilities. Positive Psychotherapy examines the capacity and capabilities of individuals to reveal concrete facts in interpersonal relationships (Peseschkian, 1990; 1999; 2002; 2015; Peseschkian and Tritt, 1998). Positive Psychotherapy, which espouses that talking through behavioral patterns provides concrete tools, calls behavior norms actual capabilities.

Actual capabilities are divided into primary and secondary capabilities. The primary capabilities (love, example, contact, time, patience, trust, faith, doubt, certainty, sexuality, hope, and unity), which are the emotional category in line with a human's capability to love, are formed. The secondary capabilities (punctuality, cleanliness, orderliness, obedience, politeness, honesty, sincerity, justice, achievement/diligence, thrift, and reliability) are formed. These actual capabilities develop with the family, society, environment, and time and become the character of the person. Additionally, the degree to which actual capabilities are present plays a decisive role in both the individual's mental state and interpersonal relationships (Cope, 2008; Henrichs, 2012; Peseschkian 1990; 1999; 2002; 2015; Peseschkian & Tritt, 1998).

From the first years of life, friendships are as effective as a family and romantic relationships, and regarding the subjective well-being of individuals, women and men differ in their friendships. Notably, few studies had investigated the relationship between friends in adulthood, and no measurements had been presented to evaluate Positive Psychotherapy concepts and peer relationships simultaneously. Additionally, a limited number of studies have compared the relationships of adult male and female friends such that no clear headings could be created. Thus, the following would be worthwhile: an examination of the differences between men's and women's primary and secondary capabilities of Positive Psychotherapy in relationships by using a more organized framework (compared with the literature) to define and understand the criteria that the closest friends' pairs use to attach importance and the dynamics of the relationship of friends. However, an easier comparison would be friendships and other interpersonal relations.

Based on the aforementioned information, the aim of the study is to examine the differences in the relationships between adult men and women in the context of the concept of actual capabilities (primary and secondary capabilities) that reveal the concrete realities of Positive Psychotherapy. Thus, we aim to close the gap in the literature to guide further research in the field of mental health and increase the effectiveness of the use of Positive Psychotherapy and its concepts in clinical and academic fields.

METHOD

Research Model

The research is based on a mixed research model and uses quantitative and qualitative methods. A convergent parallel pattern of the mixed research method was used in this study, and in accordance with this pattern, quantitative and qualitative data were combined, compared, and interpreted together in the discussion stage after separate data collection and analysis processes (Creswell, 2014). The data obtained from Study I is analyzed using SPSS-22. The data obtained from Study II is analyzed with MaxQDA Version 2018, a computer program.

Study Group

Study - I

The sample comprises 1000 volunteers (536 adult females and 464 adult males) aged between 18 and 65 years with at least one best friend. To perform the selection, an appropriate sampling method was used and data collected via Google Forms in 2019. The mean age of the participants is 27 years. The duration of 13 (1.3%) of the participants' relationship with their closes friend is than 1 year, 259 (25.9%) between 1 and 5 years, 314 (31.4%) between 6 and 10 years, and 414 (41.4%) for 11 years and over. The ongoing

romantic relationship status of the participants is 290 (29.0%) flirting, 76 (7.6%) engagement, 211 (21.1%) married, and 423 (42.3%) have no ongoing romantic relationships. Additionally, 110 (11.0%) of the participants are single children, 399 (39.9%) have 2 siblings, 229 (22.9%) have 3 siblings, and 161 (16.1%) have 4 siblings and older brothers. Of the participants, 443 (44.3%) are first children, 318 (31.8%) are second children, 119 (11.9%) are third children, and 120 (12%) are 4th and older children.

Study - II

The study group comprises 20 volunteers (10 females and 10 males) aged 25–62 years with at least one best friend. The volunteers are selected according to the aim of the study and thus by purposive sampling. The average age of the participants is 40 years.

Ethical Statement

This research was completed in line with the Helsinki Declaration. In line with this, this study was reviewed and approved by the Noninvasive Ethics Committee of Uskudar University. (Approval Number: B.08.6.YÖK.2.ÜS.0.05.0.06/2018/754). Additionally, data tools in the study were only distributed to volunteer participants. All participants provided informed consent.

Data Collection Tools

Study - I

Demographic Information Form. This form had been prepared by the researchers in accordance with the purpose of the study and by considering the literature. Participants with at least one closest friend aged between 18 and 65 years are asked about gender, age, educational status, romantic relationship status, and a number of siblings. The questions on how long the participant and his/her best friend have been friends, where they met, what they talk about, how they describe their relationship in a single word, and whether they find their best friends physically beautiful or handsome are also included in the form.

McGill Friendship Questionnaire - Friends' Functions (MFQ-FF). The scale developed by Mendelson and Aboud (1999) aims to evaluate the quality of friendship in same-sex and opposite-sex friendships with the help of 30 items. The scale has six sub-dimensions and each comprises five items: stimulating companionship, help, intimacy, reliable alliance, emotional security, and self-validation. Items are evaluated in the range of "0 = never" and "8 = always by using a nine-item Likert-type scale. This scale can also be used to measure the quality of friendship by obtaining an average total score. Participants can evaluate the same items to determine the quality of friendship (i.e., same-sex and opposite-sex). In the study of Özen et al. (2010), the scale is adapted to Turkish by using the standard translation-re-translation method, and the internal consistency coefficient is .96 for the same-sex friendship and .98 for opposite-sex friendship quality. Cronbach's alpha value of the McGill Friendship Questionnaire for this study is .97.

Primary and Secondary Capabilities - Friendship Form. The table of actual capabilities, (primary-secondary capabilities) and explanations of the concepts prepared by Peseschkian (2015), the founder of Positive Psychotherapy, is prepared by the researchers while considering the literature of Positive Psychotherapy. Primary and secondary capabilities that reveal concrete realities in interpersonal relationships are used in couples and family therapy to discuss relationship dynamics and conflicts. In this context, the questionnaire is prepared by adapting the primary-secondary capabilities to their functions in the relationship of friends. The questionnaire aims to investigate which of them are more

and less important to internalize at an equal level with the closest friend within a relationship among secondary capabilities (e.g., punctuality, cleanliness, orderliness, obedience, politeness, honesty, sincerity, justice, diligence/achievement, thrift, and reliability) and primary capabilities (e.g., love, example, patience, time, contact, sexuality, hope, trust, faith, doubt, certainty, and unity). It aims to determine which of these capabilities are perceived by the individuals as contributing to the quality of their friendships. Participants are asked to answer how important it is for them to care about their capabilities equally with their closest friends by using a 6-point Likert-type scale with a range of 0 = not at all important and 5 = very important. It also aims to evaluate the capabilities individually without creating a total score. The opinions and suggestions of four academicians who used Positive Psychotherapy both in their academic studies and in their clinical applications were obtained. The questionnaire was applied to adults with different ages, education levels, and marital status, including six women and six men in the preliminary studies, and people were asked if they had any difficulties in understanding the statements. The survey form was finalized by the researchers based on the feedback from the participants in the preliminary study and the academicians studying Positive Psychotherapy.

Study - II

Interview Question List. By considering interpersonal relations, the friendship literature, and different qualitative studies to obtain in-depth information on male and female friendships and to determine the differences in their perceptions and formations of relationships, 23 open-ended questions were prepared. The interview question list comprised open-ended questions on the following: the definitions of friendship, the place of friendship in their lives, whether they have changed their perspectives on friendships, according to which criteria they distinguish their closest friends from other friends, how often they meet with their closest friends, how they spend their time together, how long they have been friends, how they met, aspects that are similar and different from their closest friends what they share with their closest friends, what they talk about most often, how often do conflicts occur and which topics have caused conflicts, how they resolve these conflicts, and their descriptions of their closeness and trust in each other. In the semi-structured individual interview, the researcher conducted a one-to-one interview with each participant with at least one closest friend aged between 25 and 62 years (i.e., 10 females and 10 males). Data are collected through those individual interviews with a voice recorder device and analyzed.

Data Analysis

The transcripts of the semi-structured interviews were analyzed by the researchers using the MaxQDA - Version 2018 software. In the later stages of the analysis, the codes and categories were controlled again by the researchers with the coding and recall functions available in the program. Categories, subcodes and frequency of mentions were formed and represented through MaxMaps, one of the features of the software.

RESULTS

Study - I

First, the findings of the similarities of the adult men and women who participated in the study with their closest friends are examined. Romantic relationship status of adult women and men who participated in the study and romantic relationship status of their closest friends $X^2(sd = 9, n = 1000) = 317,715, p < .01$, sibling numbers $X^2(sd = 9, n = 1000) = 251,187, p < .01$, and birth order $X^2(sd = 9, n = 1000) =$

55,721, $p < .01$ are statistically significant and similar. For example, married individuals are mostly friends with married individuals, and those who have 4 or older brothers are mostly friends with those who have 4 and older brothers; additionally, the first children are mostly friends with other first children. Additionally, 478 (89.2%) of the 536 female participants and 374 (80.6%) of the 464 male participants reported that their best friend had the same gender.

Regarding where adult women and men met their closest friend, adult women met mostly in high school and in lower education level environments (40.1%), and adult men met mostly in neighborhoods, flats, and so forth (32.5%).

Regarding how adult women and men define their relationship with their closest friends, they both mentioned brotherhood (38%), reliability (36%), and friendship (30.1%).

The findings regarding conversation topics among the closest friends of adult women and men are as follows: women (54.29%) talk about family with their closest friends and men (35.36%); men talk about sports (33.84%), politics (38.58%), and work (44.4%); women also talk with their closest friends about sports (14.74) and politics (27.61%), and these women have more conversations about work (40.1%).

Regarding whether adult women and men find their closest friends physically beautiful or handsome, the majority of adult women (88.4%) and adult men (70.7%) report that their closest friends are physically beautiful or handsome.

Table 1. Independent group t-test results to compare adult males' and females' scores on the sub-dimensions of the McGill Friendship Questionnaire

Sub-dimensions	Groups	N	X	SS	SH _x	t-test	t-test Sd	P
Stimulating Companionship	female	536	37,55	5,94	,257	6,36	998	,00**
	male	464	34,66	8,37	,389			
Help	female	536	40,08	6,26	,271	4,77	998	,00**
	male	464	38,02	7,44	,345			
Intimacy	female	536	41,65	5,47	,236	6,80	998	,00**
	male	464	38,82	7,61	,354			
Reliable Alliance	female	536	42,92	4,57	,197	6,05	998	,00**
	male	464	40,72	6,86	,318			
Emotional Security	female	536	40,50	5,75	,248	7,80	998	,00**
	male	464	37,13	7,85	,365			
Self-validation	female	536	40,68	5,75	,248	7,76	998	,00**
	male	464	37,33	7,88	,366			

** $p < .01$

In Table 1, according to the results of the independent group T-test run to determine whether there is a significant difference between the scores of adult men and women in the sub-dimensions of the McGill Friendship Questionnaire, female participants score higher than male participants for all sub-dimensions of the scale: stimulating companionship ($t = 6.36$; $p < .01$), help ($t = 4.77$; $p < .01$), intimacy ($t = 6.80$; $p < .01$), reliable alliance ($t = 6,05$; $p < .01$), emotional security ($t = 7.80$; $p < .01$), and self-validation ($t = 7.76$; $p < .01$).

Table 2. Independent group t-test results to compare adult males' and females' scores on the importance of positive psychotherapy in primary capabilities in friendships

Primary Capabilities	Groups	N	X	SS	SH _x	t-test	t-test Sd	p																																																																		
Love	female	536	5,70	,69	,03	9,45	998	,00**																																																																		
	male	464	5,13	1,18	,06				Patience	female	536	5,18	1,13	,05	3,74	998	,00**	male	464	4,90	1,24	,06	Time	female	536	5,14	1,13	,05	4,17	998	,00**	male	464	4,83	1,27	,06	Contact	female	536	4,71	1,41	,06	2,65	998	,01*	male	464	4,48	1,38	,06	Sexuality	female	536	3,66	1,87	,08	2,43	998	,02*	male	464	3,95	1,79	,08	Trust	female	536	5,20	1,20	,05	2,84	998	,01*	male
Patience	female	536	5,18	1,13	,05	3,74	998	,00**																																																																		
	male	464	4,90	1,24	,06				Time	female	536	5,14	1,13	,05	4,17	998	,00**	male	464	4,83	1,27	,06	Contact	female	536	4,71	1,41	,06	2,65	998	,01*	male	464	4,48	1,38	,06	Sexuality	female	536	3,66	1,87	,08	2,43	998	,02*	male	464	3,95	1,79	,08	Trust	female	536	5,20	1,20	,05	2,84	998	,01*	male	464	4,98	1,24	,06										
Time	female	536	5,14	1,13	,05	4,17	998	,00**																																																																		
	male	464	4,83	1,27	,06				Contact	female	536	4,71	1,41	,06	2,65	998	,01*	male	464	4,48	1,38	,06	Sexuality	female	536	3,66	1,87	,08	2,43	998	,02*	male	464	3,95	1,79	,08	Trust	female	536	5,20	1,20	,05	2,84	998	,01*	male	464	4,98	1,24	,06																								
Contact	female	536	4,71	1,41	,06	2,65	998	,01*																																																																		
	male	464	4,48	1,38	,06				Sexuality	female	536	3,66	1,87	,08	2,43	998	,02*	male	464	3,95	1,79	,08	Trust	female	536	5,20	1,20	,05	2,84	998	,01*	male	464	4,98	1,24	,06																																						
Sexuality	female	536	3,66	1,87	,08	2,43	998	,02*																																																																		
	male	464	3,95	1,79	,08				Trust	female	536	5,20	1,20	,05	2,84	998	,01*	male	464	4,98	1,24	,06																																																				
Trust	female	536	5,20	1,20	,05	2,84	998	,01*																																																																		
	male	464	4,98	1,24	,06																																																																					

**p < .01; *p < .05

In Table 2, as a result of the unrelated group T-test performed to determine whether there is a significant difference between the scores of adult men and women obtained from the primary capabilities of Positive Psychotherapy, the love ($t = 9.45$; $p < .01$), patience ($t = 3.74$; $p < .01$), time ($t = 4.17$; $p < .01$), contact ($t = 2,65$; $p < .05$), and trust ($t = 2.84$; $p < .05$) scores of women are higher compared with the men. Additionally, the score of sexuality ($t = 2.43$; $p < .05$) of males compared with females is higher. For example, the capabilities of hope, faith, doubt, certainty, and unity of adult men and women are differentiated. Although these results show that love, patience, time, contact, and trust in women's relationships are more important than being close to their closest friends compared with men; these results also show that men attach more importance to being similar in sexuality with their closest friends than women.

Table 3. Results of the independent group t-test to compare adult males' and females' scores on the importance of positive psychotherapy to their secondary capabilities in their relationships with friends

Secondary Capabilities	Groups	N	X	SS	SH _x	t-test	t-test Sd	p																																																																																														
Obedience	female	536	4,41	1,50	,07	2,29	998	,02*																																																																																														
	male	464	4,62	1,33	,06				Politeness	female	536	5,36	1,03	,04	5,89	998	,00**	male	464	4,92	1,32	,06	Honesty	female	536	5,74	,68	,03	7,69	998	,00**	male	464	5,31	1,08	,05	Sincerity	female	536	5,66	,74	,03	6,76	998	,00**	male	464	5,25	1,14	,05	Justice	female	536	5,48	,96	,04	4,24	998	,00**	male	464	5,20	1,17	,05	Diligence/Achievement	female	536	4,52	1,46	,06	2,50	998	,01*	male	464	4,74	1,34	,06	Thrift	female	536	4,04	1,63	,07	2,90	998	,00**	male	464	4,33	1,54	,07	Reliability	female	536	5,76	,70	,03	6,70	998	,00**	male
Politeness	female	536	5,36	1,03	,04	5,89	998	,00**																																																																																														
	male	464	4,92	1,32	,06				Honesty	female	536	5,74	,68	,03	7,69	998	,00**	male	464	5,31	1,08	,05	Sincerity	female	536	5,66	,74	,03	6,76	998	,00**	male	464	5,25	1,14	,05	Justice	female	536	5,48	,96	,04	4,24	998	,00**	male	464	5,20	1,17	,05	Diligence/Achievement	female	536	4,52	1,46	,06	2,50	998	,01*	male	464	4,74	1,34	,06	Thrift	female	536	4,04	1,63	,07	2,90	998	,00**	male	464	4,33	1,54	,07	Reliability	female	536	5,76	,70	,03	6,70	998	,00**	male	464	5,39	1,03	,05										
Honesty	female	536	5,74	,68	,03	7,69	998	,00**																																																																																														
	male	464	5,31	1,08	,05				Sincerity	female	536	5,66	,74	,03	6,76	998	,00**	male	464	5,25	1,14	,05	Justice	female	536	5,48	,96	,04	4,24	998	,00**	male	464	5,20	1,17	,05	Diligence/Achievement	female	536	4,52	1,46	,06	2,50	998	,01*	male	464	4,74	1,34	,06	Thrift	female	536	4,04	1,63	,07	2,90	998	,00**	male	464	4,33	1,54	,07	Reliability	female	536	5,76	,70	,03	6,70	998	,00**	male	464	5,39	1,03	,05																								
Sincerity	female	536	5,66	,74	,03	6,76	998	,00**																																																																																														
	male	464	5,25	1,14	,05				Justice	female	536	5,48	,96	,04	4,24	998	,00**	male	464	5,20	1,17	,05	Diligence/Achievement	female	536	4,52	1,46	,06	2,50	998	,01*	male	464	4,74	1,34	,06	Thrift	female	536	4,04	1,63	,07	2,90	998	,00**	male	464	4,33	1,54	,07	Reliability	female	536	5,76	,70	,03	6,70	998	,00**	male	464	5,39	1,03	,05																																						
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	male	464	5,20	1,17	,05				Diligence/Achievement	female	536	4,52	1,46	,06	2,50	998	,01*	male	464	4,74	1,34	,06	Thrift	female	536	4,04	1,63	,07	2,90	998	,00**	male	464	4,33	1,54	,07	Reliability	female	536	5,76	,70	,03	6,70	998	,00**	male	464	5,39	1,03	,05																																																				
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**p < .01; *p < .05

In Table 3, to determine whether there is a significant difference between the scores obtained from the secondary capabilities of Positive Psychotherapy between adult women and men, the independent group T-test was run, and the politeness ($t = 5.89$; $p < .01$), honesty ($t = 7.69$; $p < .01$), sincerity ($t = 6.76$; $p < .01$), justice ($t = 4.24$; $p < .01$), and reliability ($t = 6.70$; $p < .01$) scores of women are higher compared with men. Additionally, the scores of men compared with those of women in terms of thrift ($t = 2.90$; $p < .01$), diligence/achievement ($t = 2.50$; $p < .05$), and obedience ($t = 2.29$; $p < .05$) are higher. In terms of punctuality, cleanliness, and orderliness, men and women do not differ. Although these results show that it is more important for women than men to be more similar to their closest friends in their relationships in terms of politeness, honesty, sincerity, justice, and reliability, it is more important for men to be more similar in terms of frugality, diligence/achievement, and obedience capabilities.

Study – II

In Study II, the study group's answers to the questions on friendships in the interview questionnaire are investigated to determine the differences between the female and male participants in terms of the primary and secondary capabilities of Positive Psychotherapy and the sub-dimensions of the McGill Friendship Questionnaire.

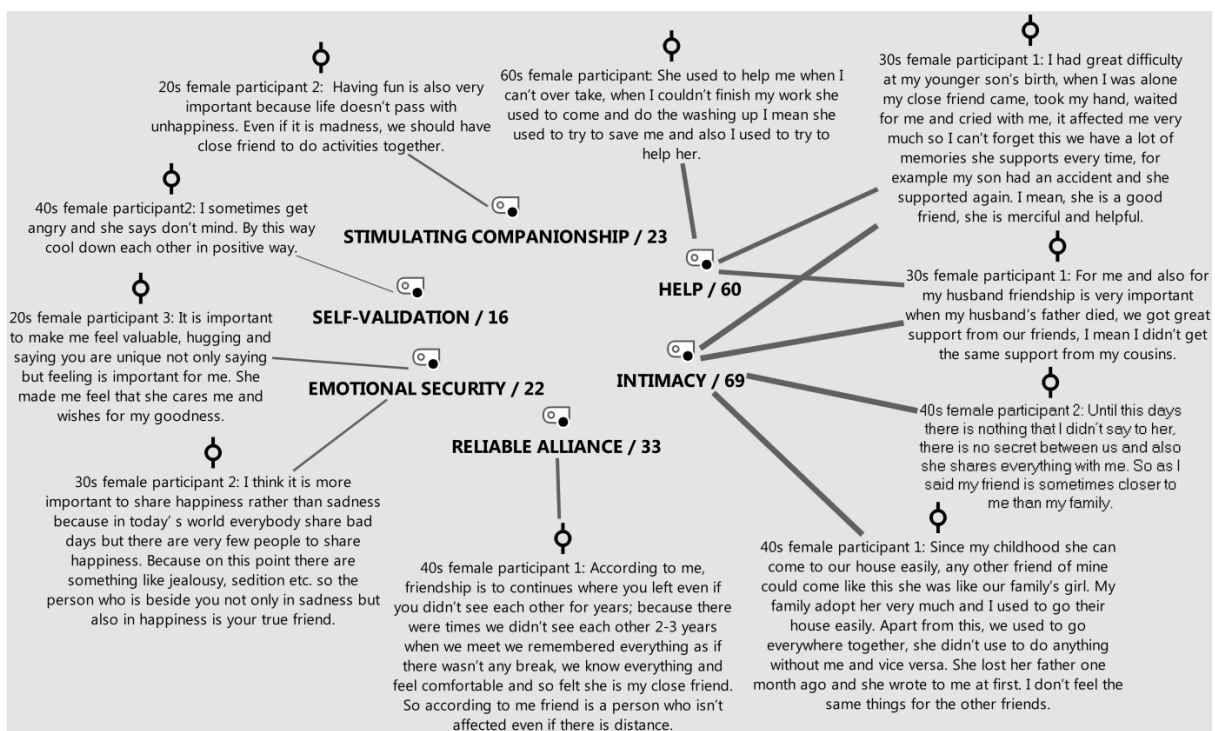


Figure 1. Investigation of adult females' friend relationships in the context of the sub-dimensions of McGill Friendship Questionnaire – MAXmaps

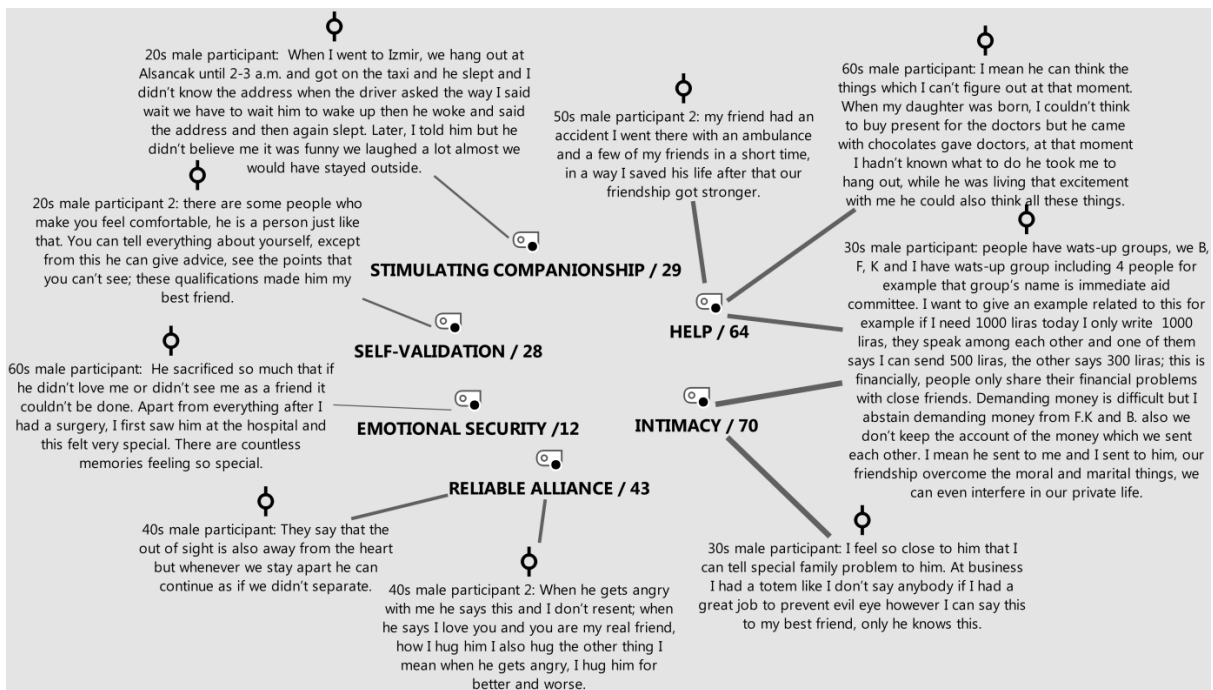


Figure 2. Investigation of adult males' friend relationships in the context of sub-dimensions of McGill Friendship Questionnaire- MAXmaps

Figures 1 and 2, the findings on how the adult men and women differ in the sub-dimensions of the McGill Friendship Questionnaire, show that men and women have similar sayings in the stimulating companionship sub-dimension. In the help sub-dimension, women stated that they help each other with housework and childcare, whereas men stated that they help each other with financial matters (borrowing and lending). In the intimacy sub-dimension, women often define closeness with the statement of being one of the family more often than men. In the reliable alliance sub-dimension, women approach this situation such that they would continue their friendship even if they did not meet with their closest friends for a long time, and men approach this situation such that even if they are angry with their closest friends, their friendship would continue. Women define the emotional security sub-dimension as being with their closest friends without having feelings of envy and jealousy on a good day as well as on bad days, and men define the same sub-dimension as closest friends supporting each other in difficult times. In the sub-dimension of self-validation, women and men are similar, but the frequency of self-validation statements of men (28) compared with is higher (16).

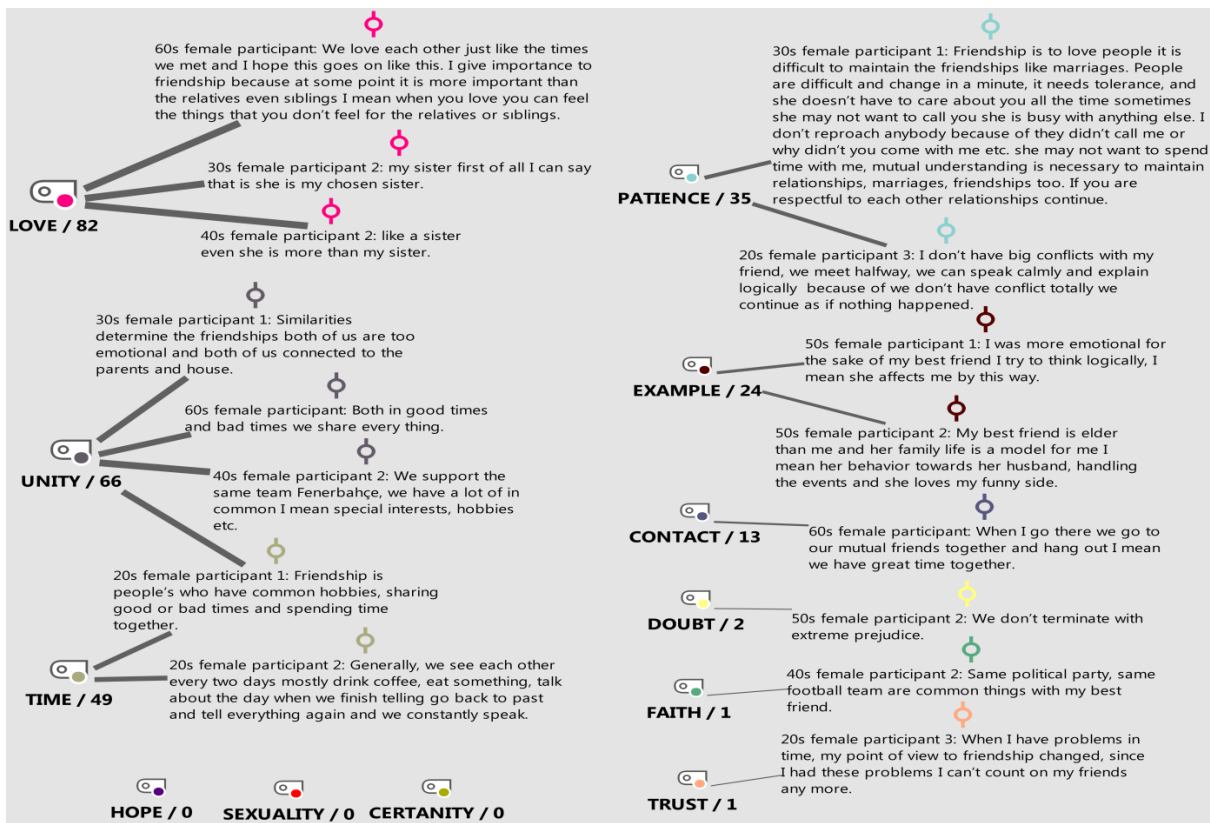


Figure 3. Investigation of adult females' friend relationships in the context of the primary capabilities of positive psychotherapy – MAXmaps

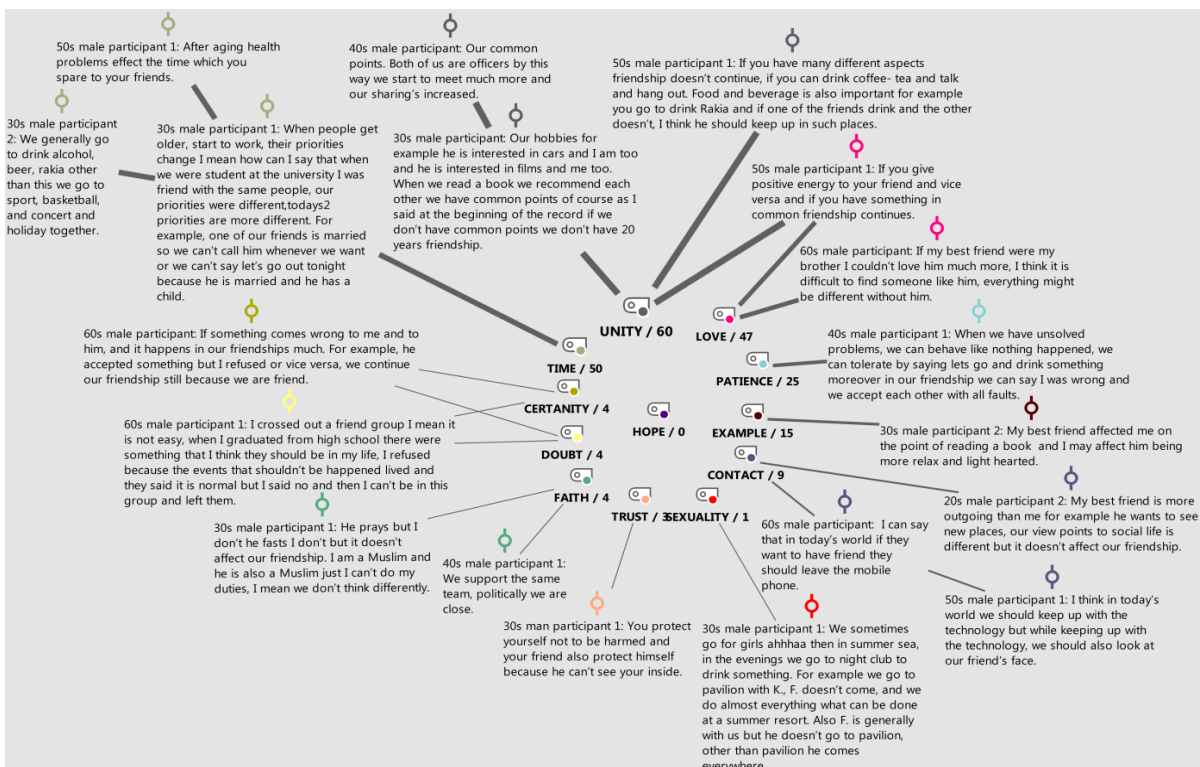


Figure 4. Investigation of adult males' friend relationships in the context of the primary capabilities of positive psychotherapy – MAXmaps

The findings on how women and men differentiate the primary capabilities of Positive Psychotherapy are examined in Figures 3 and 4. We observe that women often use the expression “like a sister” for their closest friends and mostly talk about the capability of love, and men mostly talk about the capability of unity. Although women and men emphasize the ability of the time, they differ in how they spend that time with their closest friends. For example, women reported spending more time chatting with their closest friends, and men reported spending more time engaging in activities such as games and sports. The reports of women and men on patience are similar in terms of being a factor that prevents a conflict in friendships, but women (35) mention patience more often than men (25). What women and men report on capability are similar, but women (24) mention capability more compared with men (15). Regarding contact capability, women stated that they were more willing to spend time with their mutual friends than men. Men, by contrast, emphasize that they can differ from their closest friends in terms of sociality and that technology adversely affects contact with friends. Women and men express similar statements about faith capability and state that if they think about this differently than their closest friends, this situation does not affect their friendship.

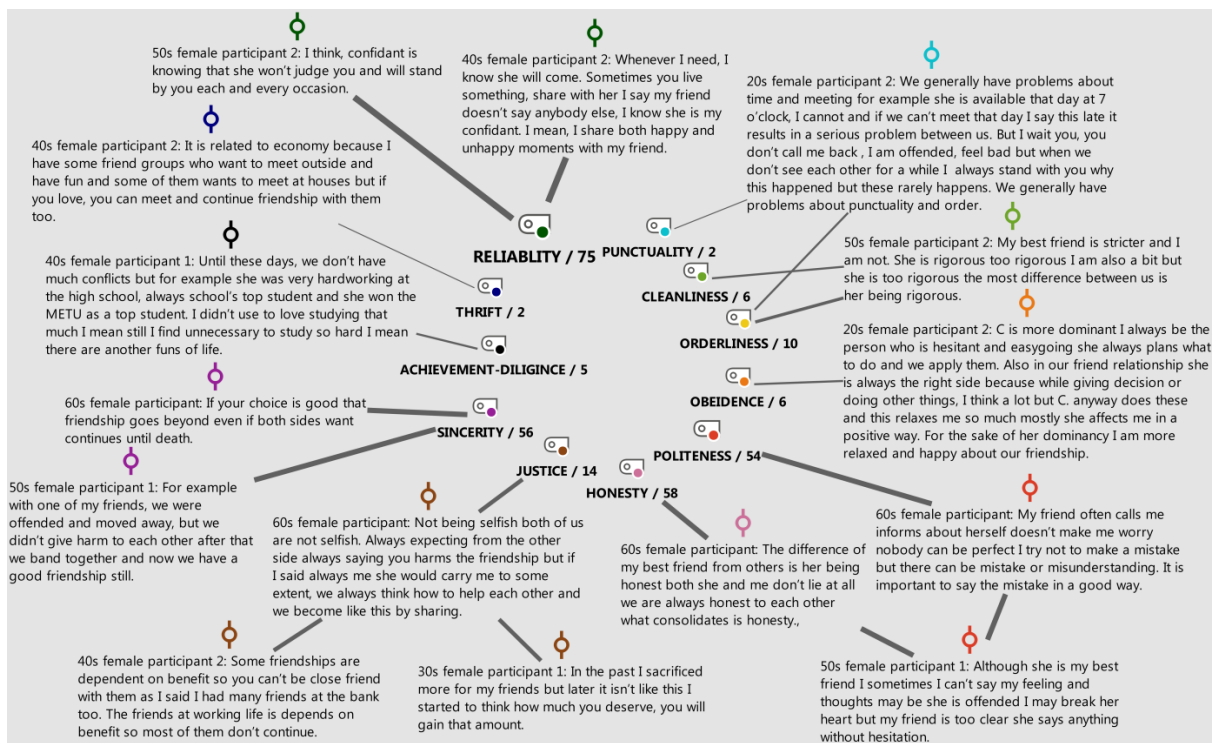


Figure 5. Investigation of adult females' friend relationships in the context of the secondary capabilities of positive psychotherapy – MAXmaps

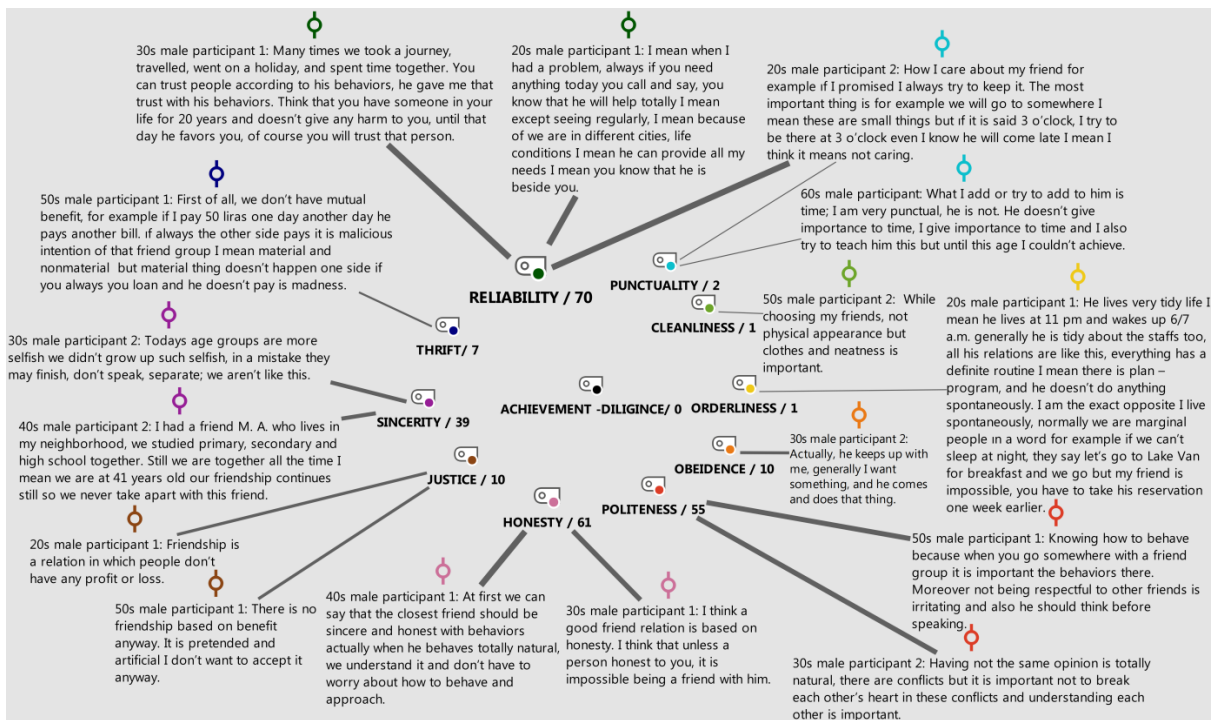


Figure 6. Investigation of adult male friend relationships in the context of the secondary capabilities of positive psychotherapy – MAXmaps

Regarding the differences between men and women in secondary capabilities of Positive Psychotherapy in Figures 5 and 6, both male and female participants mostly mention the reliability capability. Men and women have similar reports on honesty and define it as one of the essential features for a good friendship. Although female participants mention being polite and understanding in their relations, and men mention social rules and etiquette. The frequency of women (56) mentioning sincerity is higher than men (39). The reports of men and women regarding the capability of justice are similar, that is, the relations of friends should be “unprofitable and without benefit.” The reports of men and women on the capability of obedience are similar, that is, they accept proposals presented within a friendship. Although women state that financial power affects the activities that can be conducted with friends, men emphasize that financial power should not be unilateral among friends. Although men do not mention the diligence/achievement capability, women report that if friends are not similar in this capability, a conflict between them may occur. Regarding statements on punctuality, orderliness, and cleanliness capabilities, dissimilarity with their closest friends among these capabilities causes more conflicts among women than men.

DISCUSSION, CONCLUSION & SUGGESTIONS

The aim of this study is to examine the differences in the relationships between adult men and women in the context of primary and secondary capabilities that Positive Psychotherapy conceptualizes to reveal concrete realities in interpersonal relationships. An additional aim is to determine how females and males differ in terms of whether individuals are similar in terms of variables such as romantic relationships with their closest friends, the number of siblings, birth order and gender of the closest friend, how they describe the relationship between their closest friends with a single word, where they meet their closest friends, their closest friends, and sub-dimensions of the McGill Friendship Questionnaire (stimulating companionship, help, intimacy, reliable alliance, emotional security, and self-validation).

Individuals do not randomly choose their closest friends (Zagelink, 1995), and the choices and qualifications of the counterparts in the relationship are critical in the initiation, maintenance, or termination of interpersonal relationships (Berscheid, 1994). Factors such as environmental, individual, binary, and situational factors enable individuals to establish or maintain a relationship with friends (Fehr, 1996; 2000; Zagelink, 1995). The results of the study indicate that the adult male and female participants are similar to their best friends in terms of gender, romantic relationship status, number of siblings, and birth order. This finding emphasizes the importance of dual factors (having similar characteristics) in establishing and maintaining friendship and overlaps with the literature.

In addition, regardless of whether people have the potential to be friends, they must first meet, and this meeting is provided by environmental factors (Fehr, 1996; 2000). The results of the study indicate that adult women most frequently meet in high school and in a school environment (40.1%), and adult males meet their closest friends in close vicinity, for example, a neighborhood or apartment building. (32.5%) This finding can be interpreted as follows: boys improve their peer relations in, for example, neighborhoods and apartment buildings because they can go to friends' homes or outside for the sake of more allowance or less intervention than meeting in the immediate environment. This finding can also be interpreted as follows: girls socialize and establish peer interaction in the school environment because families consider this situation to be safer than outside the school. This situation is largely thought to occur because of culture, parental attitude, and child-rearing style. These situational factors are among those that determine the establishment or maintenance of friendship. Situational factors are factors that determine an individual's priorities (Fehr, 1996; 2000).

In Study II, female participants frequently emphasize that their families and culture are decisive in their relationships with friends. Studies have also demonstrated that Turkish mothers intervene more often in girls' friendships than in boys' friendships (Büyükşahin, 2008). Another factor that determines the establishment or maintenance of friendship is physical factors such as physical attractiveness, intimacy, and good communication skills (Fehr, 1996; 2000; Zagelink, 1995). According to the results of this study, 88.4% of adult women and 70.7% of adult men report that their closest friends physically beautiful or handsome. In this respect, the findings of the research coincide with the literature and prove that physical attractiveness is a critical individual factor in establishing or maintaining the friendship. Regarding finding a best friend physically beautiful or handsome, an example in the literature proposes the following: men have a lower percentage compared with women because they have prejudices that they can be perceived as gay (Greif, 2009).

Although friendships are universal, the definition of friendship may vary according to variables such as life cycle and gender (Rubin & Bowker, 2018). Friendship has been defined in many ways by many philosophers and theorists. Aristotle (384–322 BC) discussed Nicomachus and friendship in his Ethics and said, "Since no one thinks of leading a life without friendship, we must also say that it is necessary. Kant (1724-1804) wrote in his book "Ethica: Lessons on Ethics" about friendship, that changes in the ego are based on friendship, that friendship is an idea not determined by law and rules, mutual love, that you know he will help when you are in trouble and you can expect it from you. Josselson (1992) defines friendship as a reciprocal resonance between two people and brotherhood as two people's sharing, self-opening, and spontaneous nesting. According to the results of this study, the relationship between adult women and adult men with their closest friends is mostly defined as brotherhood, reliability, and

friendship, and philosophers and theorists agree with the definitions of friendship and the criteria that they consider essential to friendship.

Women and men naturally differ in how they form and maintain interpersonal relationships because of the traditional roles assigned to men and women throughout history. Males were considered dominant, strong, non-emotional, and associated with the outside world, and women were considered dependent, emotional, and suited for the home environment, and childcare (Eagley & Steffen, 1984; Eagly & Wood, 1999).

According to the results of the research, women talk with their closest friends about relational issues such as family, and men talk with their closest friends about topics related to the outside world, such as sports, politics, business, and hobbies. This difference might be the result of gender roles, and the findings of this research are in line with the literature. Additionally, in Study II, women describe helping their closest friends, mostly through household chores and childcare, and men define their help with their closest friends as being related to finance such as borrowing and lending.

Research in the field of neuropsychology has shown that the left brain has the capacity to manage long-term plans, rational, strategic thinking, and masculinity and the right brain attaches importance to sensuality, warmth, proximity, and femininity (Tarhan, 2013). Research has shown that women attach more importance to commitment, affinity, caring, and liking in interpersonal relationships and that they experience positive and negative emotions more intensely than men (Hall, 2011; Sedikides, Oliver & Campbell, 1994); show that they care about emotional support in friend relationship (Wettstein, 1998). Men, by contrast, do not have long-term support expectations such as physical contact or intense verbal communication in friendships such as women because of the masculine role they adopt (Greif, 2009). In the sub-dimensions of the McGill Friendship Questionnaire in Study I, female participants scored higher than men, and in Study II, female participants' emotional security and male participants stating self-validation is more important overlap with the literature. Additionally, in Study II, women emphasize intimacy more than men. The main reason for the participants' satisfaction from friendship is intimacy (Cole & Bradac, 1996). In Study II, women use expressions such as being confident and being a member of the family. Men define intimacy as material-spiritual sharing. In this respect, the findings are similar to the differences between men and women in conversation. In addition, when the findings of Study II are considered, women attach importance to love from primary capabilities and men attach importance to unity. Love is a positive emotional relationship that can be directed toward different people or objects (Peseschkian, 2002; 2015). Unity is the ability to be satisfied with personality traits, the environment, and conditions (Peseschkian, 2002; 2015). Adult men perceive their common social activities and their unity with their closest friends as an indicator of their intimacy (Goodwin, 1996).

Friendship is a source of wealth and inspiration in life (Cole & Bradac, 1996). Researchers have emphasized that the ability to example primary capabilities in the relationships of friends is emphasized by men and women. Having similar interests, common beliefs, and attitudes has been demonstrated to increase the likelihood of establishing a friendship (Verbrugge, 1977), but one of the characteristics that a best friend should have is open-mindedness (Cole & Bradac, 1996). Therefore, it is not seen by both adult women and men that being similar to their closest friends in the faith ability, which is one of the primary abilities, is a determinant of friendships.

Women compared with men are more likely to expect sincerity and intimacy criteria in interpersonal relationships (Newcomb & Bagwell, 1995), and they attach more importance to sincerity and intimacy in

friendships (Hall, 2011). Men expect more regarding their social status and individual, financial resources than their female friendship (Hall, 2011; Lusk, MacDonald & Newman, 1998; Zarbatany, Conley & Pepper, 2004). In the research, women attach more importance to sincerity, honesty, and reliability skills than men, and men attach more importance to diligence/achievement and thrift capabilities.

According to the results of this study, when quantitative and qualitative findings are interpreted together, it is seen that love, patience, time, contact and trust capabilities are more important among women than primary capabilities in friendships; it is seen that being more similar to the closeness of the closest friends and sexuality abilities is more important to men and the capability to example is considered to be similar to both men and women. However, hope, faith, certainty and doubt skills of primary abilities are not as decisive in relationships of friends as other primary capabilities.

According to the results of this study, when the quantitative and qualitative findings are evaluated together, the secondary capabilities of friendship, justice, honesty, sincerity, justice, and reliability are more important for women. Additionally, being more similar in obedience, diligence/achievement, and thrift capabilities with a best friend is more important for men. However, the punctuality, cleanliness, and orderliness capabilities of the secondary capabilities are not as decisive as the other secondary skills in the relationships of friends.

Considering that the differences in the relationships between men and women are related to gender roles and culture, this study can be repeated in different cultures and with age groups to assess whether the findings would change. The findings of the study are a guide for the validity and reliability of the scales, which will be developed to measure the relationships between friends and Positive Psychotherapy concepts. The concept of Positive Psychotherapy's actual capabilities explains the relationship between friends. Therefore, a recommendation is that mental health professionals who use Positive Psychotherapy in their clinical practice should use this study and their real capabilities as a reference point.

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Author Contributions

This study is an excerpt from the MSc thesis of the first author (İÇ), supervised by the second author (ÇYG). ÇYG guided İÇ in all phases of the study, and the authors cooperated throughout the study.

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Ethical Statement

This research was completed in line with the Helsinki Declaration. In line with this, this study was reviewed and approved by the Noninvasive Ethics Committee of Uskudar University.

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