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An Analysis of the Ideal Qualities that Unıversıty Students Look for in their Peer

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The aim of this research is to reveal the cognitive constructs of university students regarding their ideal peer qualities. As the research has both qualitative and quantitative dimensions, the study was carried out in accordance with the exploratory sequential design, which is a type of mixed method. The research was conducted with 24 university students studying at different faculties of Atatürk University in the fall semester of the 2020-2021 academic year. The study group was formed in accordance with the maximum diversity principle with the criterion sampling method, which is one of the purposeful sampling methods. The repertory grid technique was used in this study. The repertoire grid form applied to the participants was analyzed and 240 cognitive constructs related to ideal peer qualities were produced by the participants. Based on 240 cognitive constructs, the main construct groups are listed as humanistic values, ethical attitudes and behaviors, discipline/rationalism, communication skills, social skills, extroversion, and leadership according to qualified number.

Keywords: friendships, university students, peers

Introduction

The individual needs social networking in order to survive from the first years of life, and individuals can be healthy thanks to the relationships she/he has established with his family, her/his peers and the society (Atik et al., 2014). The social aspect of human development emphasizes the existence of human beings with other people as a social being. Therefore, the most basic feature that distinguishes humans from other living beings is their social existence (Topaloğlu, 2013). Friendship is important in this network of relationships that the individual has established.

Peer relationships emerge for the friendship group or the same developmental stage and maturity level. Peer relationships are continuous interactions among the people who share a similar past, value, life, lifestyle and social context (Gülay, 2009).

Maintaining or establishing relationships with peers is one of the basic developmental tasks. It has positive consequences such as social competence in

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peer relationships and negative consequences such as substance use and aggression (Bayar & Uçanok, 2019).

Literature Review

Friendship with peers is a comforting element for the individual in terms of establishing social relationships. Friendship involves a developmental process with age. If a person does not have a friend, this can create a sense of loneliness and lack. The individual experiences emotional exchange by helping and sharing with friends. Hence, the foundation of social relations emerges. Accordingly, the peer becomes a mirror that reflects the individual's own personality. Thus, the individual introduces her/his personality. Accordingly, she/he learns to get along with people and cooperate. It improves social skills (Bayhan & Işıtan, 2010).

During adolescence, the importance of peers increases for the individual rather than the family, and it symbolizes vital value. The ability to limit a social relationship, positive behaviors, and negative effects from peers has a great influence on the psychological development of the adolescent (Köse, 2015).

Many researchers have been conducted about friendship and peer relationships, and many perspectives have been developed on this issue. According to scientists, friendship is a part of development for the individual; it prepares the individual for social life and develops the individual identity. If the individual wants to establish a friendship relationship, she/he must first form his or her identity. As the identity of the individual develops, she/he will be able to establish better relationships (Bayhan & Işıtan, 2010).

Peer relationship starts around at the age of three. Peer relationship provides both socialization and development. In the youth period, peer relationship is very important, because, with the youth period, a friend-oriented life begins rather than family. The teenager develops his/her identity with his/her peers. Thanks to their friends, individuals learn about other people. Friendship is a useful guide for teens. Their ideas, hobbies and tastes take shape with friends. Thanks to friendship, they learn to cope with their own emotions and fears, and understand the feelings of others. They share their experiences, thoughts, desires and fears with each other. After this sharing, the young person actually becomes aware of himself. Although the family provides all kinds of opportunities for young people, it cannot meet all the needs for self-knowledge and development. Therefore, young people need friends (Semerci, 2012).

The peer relationship is important for an individual's school life. Developing learning and studying approaches are considered to be important for structuring knowledge today. Active learning, which has been proven to have a positive effect on various learning products, has a positive effect on learning and study approaches. Along with active learning, self and peer evaluations have an important effect on learning and study approaches (Gömleksiz & Koç, 2011).

University life, which can be seen as the first independence attempt after secondary education institutions, is a period of changes that require adaptation for students. Some of the students who cannot keep up with this rapid change in their

lives may give up at the beginning of the road and leave the university, and the university adventure may end before it begins. It has been understood that some stress factors and difficulties related to university life (longing for home/ homeland/friends, psychological disturbances, carelessness, failure, interpersonal conflicts, sense of isolation) are important in dropping out of college (Buote et al., 2007; Paul & Brier, 2001; Fisher & Hood, 1987; Brooks & DuBois, 1995; Levitz & Noel, 1989). Friendships have an important place in overcoming these difficulties. In the early years of the university, which coincides with the last period of adolescence, students want to establish new relationships different from their childhood years. In this period when family relationships maintain their importance, peer relationships and romantic relationships gain more importance (Bayhan & Işıtan, 2010). Friendships are important not only at university but also throughout life (Hartup & Stevens, 1997).

Students' views and evaluations about other students are very important in terms of both active and constructivist learning. Peers' observation and discourse on each other's learning and learning outcomes and individuals share responsibility and work in collaboration. Studies have shown that peer assessment enables students to make advanced inquiries, making more in-depth evaluations about learning, to be more active in their relationships with their friends, and thus increasing their socialization capacity (Cheng & Warren, 1997; Sluijsmans, Brand-Gruwel, & Merrienber, 2002; Kollar & Fischer, 2010; Vickerman, 2009).

Peer relationships can also be considered as a process of gaining skills in terms of the behaviors they have to display in the learning process (Adachi, Tai, & Dawson, 2018). Students who have skills such as critical thinking, being able to approach events objectively, thinking in the context of certain criteria, collaborating and giving effective feedback also provide opportunities to learn and develop these skills (Temizkan, 2009; Topping, 2009).

Students' views and opinions about each other are very valuable both for their own learning and for their peers' learning. While students question the learning of others, they also supervise their own learning processes. The student, who controls the learning processes of his friends, has the opportunity to develop both learning and lifelong learning skills by recognizing the shortcomings in his/her own learning processes and rearranging them (Flavell, 1987). This is important in terms of revealing the relationship between peer evaluation and self-evaluation (Güzel, 2018; Yurdabakan, 2005).

University life is one of the important terms for the individual in the context of peer relationships. It can provide the individual with ease of life both in social and educational life, and may also lead to unexpected frustration. When the literature is reviewed, it is seen that many studies have been conducted on peer relationships in the learning process. These studies provide opportunities about (Sluijmans, 2002; Weaver & Esposto, 2012), academic achievement (Freeman, 1995) critical thinking (Searby & Ewers 1997; Stainer 1997), social and cognitive skills (Smith, Cooper, & Lancaste, 2002; Tsai, Lin, & Yuan, 2002), the evaluation process efficient (Arter, 1996; Fallows & Chandramohan, 2001) teacher and student opinions about the process (Bozkurt & Demir, 2013; Çoban & Polatcan, 2018; Gömleksiz & Koç, 2011; Hanharan & Isaacs, 2001).

When studies are examined in Turkey, there is limited research about this topic. The ideal qualities of peers for university students in Turkey are unknown. Lack of awareness regarding these expectations may negatively affect students' ability to make friends and indirectly their ability to adapt to their new lives. The insufficient information about the ideal peer qualities of university students limits the opportunity to compare different countries in international studies. This study was conducted to reveal the friend qualities that are important for university students, thus creating a suitable basis for comparing these qualifications with other universities in a national and international context, partially eliminating the expressed limitation.

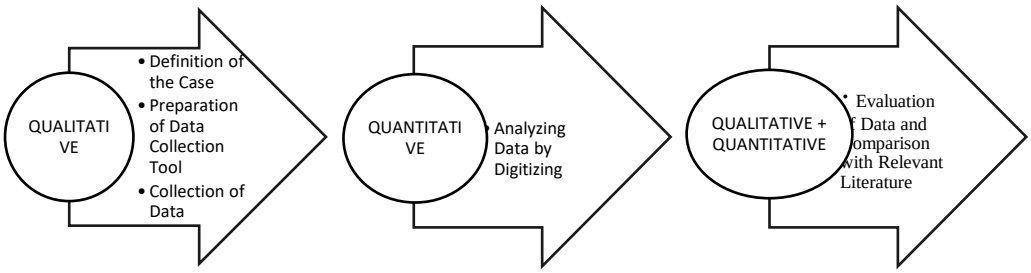
This study is important in terms of contributing to the establishment of friendships of new students, and thus facilitating their adaptation to university life. In addition, it can enable university students to learn the qualities that their friends want to see in themselves. Therefore, they could establish more easily and sustainable friendship relationships. Finally, this study is important in terms of preparing a suitable ground for researchers to compare the ideal friend qualities of different university students in Turkey and abroad.

In this study, the ideal peer qualities that students construct in their minds with the repertory grid technique, apart from the pre-determined standards, were analyzed. For this purpose, "What are the cognitive constructs of university students regarding their ideal peer qualities?" The answer to the question was sought.

Methodology

Since the research has both qualitative and quantitative dimensions, the study was carried out in accordance with the exploratory sequential design, which is a type of mixed method. Mixed method research is the use of qualitative and quantitative methods together in data collection and analysis processes in order to understand the research problem in a study (Creswell & Plano Clark, 2014; Hesse-Biber, 2010). Mixed method research has varieties such as descriptive sequential design, exploratory sequential pattern, sequential transformational pattern, simultaneous triangulation pattern, concurrent nested pattern, and simultaneous transformational pattern (Creswell, 2003). The exploratory design is seen as an important research method in terms of quantitative expression of the similarities and relationships between phenomena created by qualitative methods (McMillan & Schumacher, 2006). Due to the overlap of these features of the exploratory design and the features of this study, the exploratory sequential design was used in the research.

Figure 1. *Process Steps of the Research Process*



As seen in Figure 1, the first three steps of the research represent the qualitative dimension of the research, and the fourth step represents the quantitative dimension. In the last step of the study, all the qualitative and quantitative data obtained were evaluated together and tried to be compared with the relevant literature.

Study Group

The research was conducted with 24 university students studying at different faculties of Atatürk University in the fall semester of the 2020-2021 academic year. The study group was formed in accordance with the maximum diversity principle with the criterion sampling method, which is one of the purposeful sampling methods. As a criterion, the students are fourth grade students. For students' cognitive constructs about ideal peer qualities, they should have experience with 6 ideal and non-ideal peers that they wrote on the triple repertory grid form (Patton, 2014). As a maximum diversity, it has been tried to ensure the participation of university students from many faculties in the fields of social sciences, sciences and health sciences. Information about the participants is presented in Table 1.

Table 1. Characteristics of the Study Group

Departments	**Female**	**Male**	**Total**
Social Science	4	4	8
Sciences	4	4	8
Health Sciences	4	4	8
Total	12	12	24

As can be seen in Table 1, eight participants from each of the main fields within the university were included in the study and all undergraduate departments were represented.

Data Collection Tool

Cognitive structures can be reached in order to understand and interpret people' behaviors related to any subject or event. Repertory grid, an information

analysis technique derived from Kelly's (1955) Personal Construct Theory, is one of the most popular indirect knowledge acquisition techniques used in understanding people's views on any subject, event and object (Yaman, 2008). Kelly (1955) claims that a certain number of structures can be reached, by evaluating the events that occur, as a result of people's experiences with the repertory grid technique. These structures can be good or positive, or they can be bipolar, bad or negative. While events (human, vision, object, event) are called "matter", the concepts constructed about events are called "structure". Structures can be nouns or adjectives or a concept consisting of two or three words. Cognitive structures have been reflected in the repertory grid form; it is used as a tool to understand the conceptual frameworks of people about a particular field, subject or object, understanding the ways of evaluating events and decision-making processes related to the subject.

The repertory grid technique was used as the study attempted to question the cognitive constructs of university students regarding ideal peer qualities. The cognitive structures of university students regarding ideal peer qualities were tried to be revealed by using rating charts created with the repertory grid technique and the relationships of the structures reached were understood. Interview and writing methods were used to obtain the data required to create repertory charts for university students' cognitive structures. The triple repertory grid form presented to each interviewee was filled in individually by the participants. During the meeting, attention was paid to the university students to concretize how their experiences guide them and understand the process better.

Process and Data Analysis

In the research description of the phenomenon, preparation of data collection tool, data collection and analysis stages were followed (Sevim, Akan, & Yıldırım, 2020; Sezer, 2016; Yıldırım & Şimşek, 2013). In this process step, a conceptual framework was formed in order to evaluate the ideal peer qualities that were reached with the repertory grid technique. In this context, the subject of the study was defined by examining the relevant literature and focusing on friendship and peer relationships. Then, the problem situation was clarified by associating the ideal peer qualifications with the social and educational lives of university students.

Preparation of the Data Collection Tool. A triple repertory grid technique was prepared in which university students could reflect their cognitive constructs regarding ideal peer qualities (Bell, 2005; Jankowicz, 2004; Sezer, 2016). Table 2 shows an example of the triple grid form used in the research.

Table 2. Triple Repertory Grid Form

Peers							
	Ideal			Non-Ideal			
Ideal Qualifications	Kutlu	Çiçek	Attila	Doğuş	Zekâi	Melis	Non-ideal qualities
	◊		◊		◊		
	◊				◊	◊	
• Imagine that two of the peers in ideal and non-ideal triple groups exhibit the same quality but the third one exhibits a different quality.							
• You can use nouns, adjectives, or expressions consisting of two or three words when writing about peer-related attributes.							
• The figure, which indicates that the qualities of the two peers are similar, is expressed as the pole of similarity (ideal).							
• The figure, which indicates that the qualities of the two peers are different from the third, is expressed as the reciprocal pole (non-ideal).							

Data Collection. In this study, the opinions of university students on ideal peer qualities were obtained with the repertory grid technique. The following process steps were followed in the data collection process (Palmisano, 2007; Sanders, 1982).

University students who are from different departments were randomly selected from class lists .Interviews were conducted with university students by giving appointments on different days. Another thing about this is to consider students' timetable.

First of all, university students were informed about the triple repertory grid form, and a short sample application was made by the researchers on a different topic. University students were asked to consider three peers that displayed ideal peer qualities and those who did not. Second, they were asked to write these peer names to the gaps in the triple repertoire grid form by using code names. Thirdly, university students were asked to write the ideal qualities exhibited by their peers in the spaces specified in the form, and the cognitive constructs of the university students were tried to be reached. Fourth, university students were asked to reorder these cognitive structures written about the ideal qualities of their peers to the section specified in the form in order of importance. Fifthly, the two-dimensional cognitive constructs indicated by university students were scored by each candidate between 1 and 6 for the ideal and non-ideal peers that had been previously determined. Interviews were held in 20-30 minutes each day with four university students and were completed in 6 days. In Table 3, a section of the repertory grid form sample evaluated by a university student is presented.

Table 3. Repertory Grid form Assessed by a University Student

Peers							
	Ideal			Non-Ideal			
Ideal Qualifications	Kutlu	Çiçek	Attila	Doğuş	Zekâi	Melis	Non-ideal qualities
sincere	6 ◊	5	6 ◊	1	2 ◊	1	insincere
considerate	5 ◊	6	6	2	1 ◊	1 ◊	inconsiderate
merciful	6	6	5 ◊	1	1	2 ◊	merciless

Analyzing Data by Digitizing

Cognitive constructs filled by university students were transferred to the computer and thematic analysis was made. In thematic analysis, data is coded and themes and patterns are sought in the data. Thematic analysis process was carried out in four stages. In the first stage, 240 cognitive constructs specified by university students were coded. In the second stage, these cognitive constructs were examined and the structures related to each other were brought together and the main constructs were determined. While determining the main fictions, the related literature was taken into consideration. In the third stage, the cognitive constructs associated with ideal peer qualities were grouped in a way that none of them were left; It has been attempted to explore how ideal peer qualities are represented in thematic thinking (Gibbs, 2007). In the fourth stage, the scores given by the university studients were collected. The first cognitive construct was multiplied by 10. In addition, the last cognitive construct was multiplied by 1 and the importance scores were obtained.

The findings obtained by analyzing the data were tried to be interpreted in seven stages (Karadağ, 2011; Sevim, Akan, & Yıldırım; Sezer, 2016). The data obtained in the first stage were divided into cognitive construct groups and their frequencies were determined. In the second stage, the examples that emerged as a result of repetitions were noted. In the third stage, cognitive groups with similar characteristics were brought together under different groups. In the fourth stage, the variables are classified appropriately for the purpose. In the fifth stage, the relationships between variables were tried to be determined. In the sixth stage, links were established among variables. The findings obtained in the seventh stage were associated with the theoretical structure of the research and the special findings that emerged were tried to be explained.

Information on the Consistency, Confidentiality, Credibility and Transferability of the Study

In order to ensure consistency, the relationship between the cognitive constructs created by the university students and their relationship with the theoretical structure were examined. Consequently, a meaningful and consistent integrity are presented. After the form used in the study was filled by the participants, the participants were interviewed about the constructs stated in the form. Therefore, the thoughts reflected in the form were confirmed, and clear and incomprehensible fictions were clarified. After the findings obtained from the research were completed, they were shown to three university students randomly selected from the participant group, and feedback was received that the cognitive constructs reached reflect the reality (Miles & Huberman, 1994; Yıldırım & Şimşek, 2013).

Scientific method, sampling technique, data collection tool and data analysis processes are detailed in order to ensure the verification of the study. It was formed in a way to cover all the basic areas of the working group. The conceptual framework for the research has been comprehensively prepared so that the findings can be explained easily (LeCompte & Goetz, 1982).

The cognitive constructs expressed by the participants in order to ensure the credibility of the study without any comment. After the cognitive constructs were associated and classified, the classification was confirmed by taking the opinions of faculty members. One of whom is expert in educational sciences and the other one is in the field of Turkish education (Miles & Huberman, 1994).

The roles of the researchers in the data collection and analysis processes were expressed clearly. The characteristics of the participants in the study group were defined together with the reasons for their inclusion in the study. In addition, how the interviews were conducted during the data collection process, how the data collection tool was used, how the obtained data were associated and presented were explained in detail (LeCompte & Goetz, 1982).

Results

The repertoire grid form applied to the participants was analyzed and 240 cognitive constructs related to ideal peer qualities were produced by the participants. When the frequency of expressions of cognitive constructs is examined, the first twelve cognitive constructs that are most frequently expressed are (1) honest [η=18, 7.5%], (2) considerate [η=10, 4.2%], (3) trustworthy [η=10, 4.2%], (4) respectful, [η=9, 3.8%], (5) hardworking [η=8, 3.3%], (6) merciful [η=8, 3.3%], (7) generous [η=7, 2.9%], (8) kind [η=7, 2.9%], (9) helpful [η=7, 2.9%], (10) funny [η=6, 2.5%], (11) decided [η=6, 2.5%], (12) friendly [η=6, 2.5%]. As a result of the classification, 7 main construct groups were determined based on 240 cognitive constructs. These groups are shown in Table 4.

Table 4. Cognitive Constructs and Groups

Discipline/Rationality (N=49, 20.4%)								
knowledgeable	[16]	270	critical thinker	[4]	147	careful	[18]	69
hardworking	[19]	260	earnest	[3]	144	decided	[8]	69
determined	[18]	240	successful	[18]	144	decided	[3]	68
knowledgeable	[4]	225	elite	[20]	144	determined	[12]	63
hardworking	[18]	216	decided	[7]	140	prudent	[4]	60
interrogator	[7]	216	hardworking	[22]	130	knowledgeable	[23]	58
responsible	[8]	216	diligent	[21]	126	interrogator	[11]	56
serious	[21]	210	clever	[8]	126	responsible	[20]	56
successful	[11]	207	patient	[24]	120	sensible	[3]	51
knowledgeable	[19]	198	elite	[8]	115	capable of constructive criticism	[13]	46
interrogator	[22]	189	hardworking	[7]	110	hardworking	[12]	42
Not arrogant	[14]	180	laconic	[8]	96	decided	[23]	27
hardworking	[16]	168	patient	[21]	96	hardworking	[17]	23
decided	[22]	161	successful	[20]	90	punctual	[8]	23
decided	[17]	154	Responsible behavior towards those around	[10]	84	patient	[11]	21
meticulous	[18]	154	purposeful	[4]	80			
hardworking	[21]	147	solution-oriented thinking	[10]	70			

Ethical Attitude and Behavior (N=51, 21.3%)								
ethical	[1]	300	honest	[3]	200	conscientious	[22]	132
honest	[13]	270	honest	[11]	200	keeping promise	[13]	130
honest	[22]	260	honest	[1]	200	confidant	[13]	126
honest	[9]	252	honest	[24]	198	not backbiter	[14]	126
trustworthy	[24]	250	discreet	[6]	192	frank	[17]	120
trustworthy	[23]	248	Truthful	[12]	184	honest	[14]	120
honest	[7]	240	not two faced	[20]	180	honest	[23]	116
trustworthy	[6]	240	honest	[20]	176	trustworthy	[15]	102
honest	[21]	234	loyal	[5]	168	not backbiter	[6]	84
honest	[17]	230	trustworthy	[10]	162	direct	[5]	60
trustworthy	[5]	230	trustworthy	[13]	160	honest	[18]	54
honest	[5]	224	closed mouth	[9]	155	defending the righteous	[6]	46
trustworthy	[9]	224	confidant	[15]	144	honest	[19]	42
honest	[12]	220	not a liar	[13]	144	keep word	[4]	40
trustworthy	[2]	220	conscientious	[7]	138	not backbiter	[13]	23
trustworthy	[15]	210	confidant	[20]	135	trustworthy	[16]	22
fair	[11]	200	honest	[2]	132	closed mouth	[10]	18
Communication Skill (N=31, 12.9%)								
respectful	[13]	297	respectful	[5]	144	respectful	[19]	57
respectful	[3]	243	kind	[1]	138	good listener	[15]	54
respectful	[1]	234	polite	[1]	120	listener	[2]	52
kind	[3]	216	respectful	[11]	120	suave	[22]	52
respectful	[24]	208	respectful	[16]	120	suave	[7]	52
suave	[8]	208	communication	[18]	92	kind	[8]	48
empathy	[22]	200	not offending	[14]	90	suave	[17]	44
empathy	[7]	184	kind	[24]	88	not judicial	[15]	38
respectful	[14]	180	kind	[19]	84	talkative	[2]	31
empathy	[17]	176	talkative	[11]	72			
kind	[23]	168	kind	[9]	58			
Humanistic Values (N=55, 22.9%)								
friendly	[4]	290	tolerant	[24]	154	faithful	[14]	84
merciful	[15]	288	merciful	[8]	147	generous	[21]	81
warm	[5]	243	helpful	[19]	138	forgiver	[13]	72
unjealous	[20]	240	helpful	[3]	130	helpful	[7]	72
faithful	[9]	230	self-sacrificing	[17]	125	faithful	[6]	69
merciful	[23]	224	altruistic	[21]	120	helpful	[22]	66
faithful	[10]	216	self-sacrificing	[12]	120	benevolent	[11]	63
modest	[12]	207	warm	[6]	120	appreciative	[1]	63
merciful	[17]	198	friendly	[12]	115	helpful	[17]	63
warm	[2]	198	forgiver	[10]	112	generous	[3]	42
self-sacrificing	[21]	192	not vindictive	[9]	108	helpful	[14]	38
loving	[14]	192	generous	[17]	100	tolerant	[9]	33
faithful	[2]	184	self-sacrificing	[19]	100	generous	[4]	26
warm	[19]	176	generous	[22]	96	merciful	[22]	25
favorable	[9]	175	merciful	[2]	96	merciful	[7]	24
favorable	[6]	168	warm	[9]	96	warm	[1]	24
self-sacrificing	[20]	161	generous	[12]	88	tolerant	[18]	23

merciful	[11]	161	generous	[7]	84			
favorable	[15]	161	tolerant	[23]	84			
Leadership (N=16, 6.7%)								
supportive	[23]	279	supportive	[13]	108	supportive	[1]	44
experienced	[16]	216	assisting	[10]	92	rapid	[5]	31
self-confident	[16]	216	leadership	[16]	80	self-confident	[6]	25
brave	[18]	216	entertaining	[16]	69	talented	[12]	24
sociable	[5]	130	supportive	[15]	56	possessive	[14]	16
open minded	[18]	110						
Extraversion (N=18, 7.5%)								
funny	[6]	216	affectionate	[3]	147	entertaining	[3]	30
humorous	[4]	208	likes snack	[4]	108	humorous	[21]	25
entertaining	[8]	200	affectionate	[1]	92	positive	[20]	25
funny	[1]	196	smiling	[5]	75	entertaining	[24]	21
entertaining	[2]	168	amiable	[24]	75	sympathetic	[19]	20
entertaining	[23]	155	affectionate	[24]	46	entertaining	[15]	13
Social Skills (N=20, 8.3%)								
considerate	[23]	290	considerate	[24]	132	thoughtful	[9]	81
feeling precious	[10]	290	considerate	[6]	126	considerate	[2]	63
restful	[10]	207	thoughtful	[2]	110	express liking	[14]	60
considerate	[5]	203	considerate	[20]	104	conservative	[21]	48
considerate	[12]	161	art lover	[4]	100	sharing	[16]	44
considerate	[19]	147	considerate	[11]	90	moderate	[10]	38
compatible	[16]	138	considerate	[15]	85			

Table 4 shows that there are 7 main constructs groups. According to the number of cognitive constructs and their relative importance in these main construct groups, the 7 dominant cognitive constructs are as follows:

Discipline/rationalism: There are 49 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) knowledgeable [16, 270], (2) hardworking [19, 260], (3) determined [18, 240].

Ethical attitudes and behaviors: There are 51 cognitive constructs in this group. According to the relative importance, the first three cognitive constructs are (1) ethical [1, 300], (2) honest [13, 270], (3) honest [22, 260].

Communication skills: There are a total of 31 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) respectful [13, 297], (2) respectful [3, 243], (3) respectful [1, 234].

Humanistic values: There are 55 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) friendly [4, 290], (2) merciful [15, 288], (3) warm [5, 243].

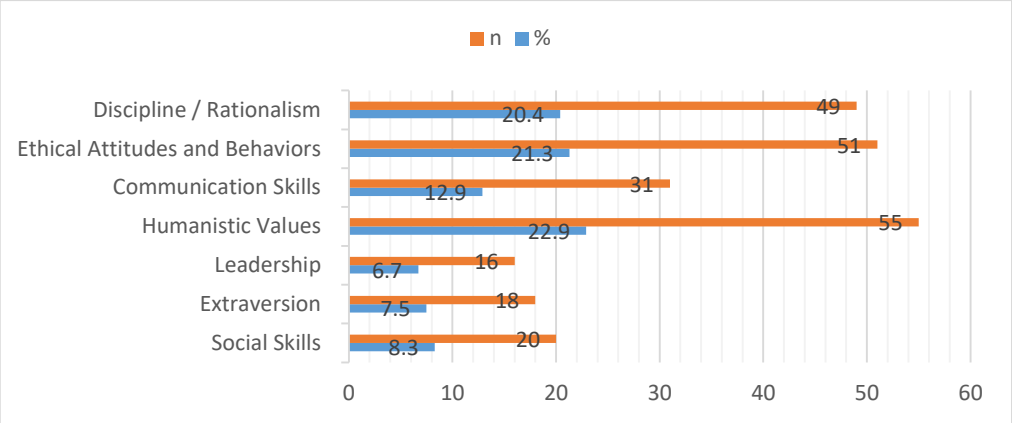
Leadership: There are a total of 16 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) supportive [23, 279], (2) experienced [16, 216], (3) self-confident [16, 216].

Extraversion: There are 18 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) funny [6, 216], (2) humorous [4, 208], (3) entertaining [8, 200].

Social skills: There are 20 cognitive constructs in this group. According to the relative importance level, the first three cognitive constructs are (1) considerate [23, 290], (2) feeling precious [10, 290], (3) restful [10, 207].

The cognitive constructs of the participants regarding their ideal peer qualities were brought together in seven different groups. Since the frequency value of some cognitive constructs is more than one, these cognitive constructs were accepted as a single construct. The number and percentages of participants in each constructs group are shown in Figure 2.

Figure 2. Number and Percentages of Participants in Cognitive Constructing Groups



According to Figure 2, fiction groups are respectively Humanistic Values [η=55, 22.9%], Ethical Attitudes and Behaviors [η=51, 21.3%], Discipline/ Rationalism [η=49, 20.4%], Communication Skills [η=31, 12.9%], Social Skills [η=20, 8.3%], Extraversion [η=18, 7.5%], Leadership [η=16, 6.7%].

According to the rankings of the participants, the relative importance levels of the cognitive constructs were obtained. The results, each cognitive construct score with the numbers decreasing from 10 to 1, obtained by multiplying the totals respectively are shown in Table 5.

The data in Table 5 has been analyzed in two different ways. First, the total relative importance scores given by each participant for the cognitive construct groups were determined and shown separately in each row. Secondly, the total participant relative importance score for each cognitive construct group was found and their averages were calculated. If the average relative importance levels of the cognitive construct groups are taken into account, this is the order in descending order; Ethical Attitudes and Behaviors [η=9, 37.5%], Discipline/Rationalism [η=7, 29.1%], Humanistic Values [η=5, 20,8%], Communication Skills [η=1, 4.1%], Social Skills [η=1, 4.1%], Leadership [η=1, 4.1%], Extraversion [η=0].

Table 5. Relative Significance Level of Cognitive Constructions Groups

Participants	Discipline rationalism	Ethical attitudes and behaviors	Communication skills	Humanistic values	Leadership	Extraversion	Social skills
1		500	492	87	44	288	
2		352	83	478		168	173
3	263	200	459	172		177	
4	512	40		316		316	100
5		682	144	243	161	75	203
6		562		357	25	216	126
7	466	378	236	180			
8	645		256	147		200	
9		631	58	642			81
10	154	180		328	92		535
11	284	400	192	224			90
12	105	404		530	24		161
13	46	853	297	72	108		
14	180	246	270	314	16		60
15		456	92	449	56	13	85
16	438	22	120		581		182
17	177	350	220	486			
18	823	54	92	23	326		
19	458	42	141	414		20	147
20	290	491		401		25	104
21	579	234		393		25	48
22	480	392	252	187			
23	85	364	168	308	279	155	290
24	120	448	296	154		142	132
Total	5900	8281	3868	6905	1712	1820	2517
Average	245.8	345	161.1	287.7	71.3	75.8	104.8

Table 5 shows the total and average values in twelve lines. These values represent the relative importance level of pre-service teachers in each cognitive construct group. According to the average scores, the cognitive construct groups are listed in descending order: Ethical Attitudes and Behaviors [$\bar{x}$=345], Humanistic Values [$\bar{x}$=287.7], Discipline/Rationalism [$\bar{x}$=245.8], Communication Skills [$\bar{x}$=161.1], Social Skills [$\bar{x}$=104.8], Extraversion [$\bar{x}$=75.8], Leadership [$\bar{x}$=71.3].

Discussion

In this study, which was conducted to reveal the ideal peer qualities of university students, 240 cognitive constructs related to ideal peer qualities were found. If the frequency of expressions of cognitive constructs is taken into account, it has been observed that university students primarily seek characteristics such as honest, considerate and trustworthy. In addition to these, they look for characteristics such as respectful, hardworking, merciful, generosity, kindness, helpfulness, funny, decided and sincerity.

Based on 240 cognitive constructs, the main contract groups are listed as humanistic values, ethical attitudes and behaviors, discipline/rationalism, communication skills, social skills, extroversion, and leadership according to qualified number (number of participants).

University students expect a deep considerate, sincerity, love and tolerance in the group of humanitarian values, which takes the first place. They often need the support and help of their friends in their education life. In fact, this group often includes qualities such as friendly, merciful, warm, faithful, self-sacrificing, helpful, generous, and tolerant. These qualities can be considered as the acts of university students who feel importance of their family in the previous period of their life. Buote et al. (2007) found that there is a positive relationship between the quality of university students' new friendships and their adaptation to the university.

Students who have difficulty in self-management due to the life habits often need the help, sacrifice and trust of their friends. Many of the human values have been associated with Maslow's physiological, safety and belonging levels in the hierarchy of needs (Maslow, 1943).That is, university students often need friend support in order to be successful. The number of qualities expressed in the human values fiction group is higher than the other groups. It shows how important moral and material support of friends in university life is for students. The concept of "intimacy", which forms the basis of views and relationships with their peers, is important for adolescents as it expresses emotions (Bayhan & Işıtan, 2010). Richey and Richey (1980) showed that adolescents need the social support provided by their best friends. In a study conducted by Roberts-Griffin (2011) showed that trust, honesty and supportiveness have been emphasized more than other qualities. In a study conducted in Turkey, Nas (2017) found that students' beliefs are an important factor in the friendship relationships of university students.

Ethical attitudes and behaviors are at the second in terms of qualities. In this group, the students have emphasized friendship, reliability, and some moral behavior. In fact, qualities such as reliable, honest, confidential, straightforward, correct, promising and fair are emphasized by students. The students have needed reliable relationships to share their feelings. This construct is related to students' emotional needs, which are important in protecting their mental health. Students give importance to ethical principles and expect a trustworthy personality from their friends. This is seen as a precondition for the needed friendship. As a matter of fact, schools are considered as important environments for the academic and socio-emotional development of young students (Eccles & Roeser, 2003; Pittman & Richmond, 2008).

Students in the discipline/rationality group, which ranked third in terms of the number of qualifications, drew attention to some qualities that can be evaluated within the scope of personality traits such as intellectual skills and responsibility. Some of these are qualities such as questioning, hardworking, decided, successful, knowledgeable, responsible, determined, critical thinking.

In the discipline/rationality group, students mostly referred to cognitive characteristics and skills as a requirement of their academic development. In this group, students expect their peers to be goal oriented and self-discipline. Since

friends with these qualities can be inspiration for them. The proverb "Tell me your friend, I'll tell you who you are" partially explains the reason for the students' expectations in the discipline/fluency group. University students express these qualities in order to ensure their academic development and motivating themselves with the concern of moving away from discipline.

Jensen-Campbell and Malcolm (2007) revealed that students with high responsibility personality traits experience less victimization, better quality friendships, and higher peer acceptance. Tozlu (2014) revealed that peer groups have an academic effect on university students. Flashman (2012) have found that successful students preferred friendships with other successful students, and these relationships were resolved when the level of success changed. Poldin, Valeeva, and Yudkevich (2014) found that students make friendships with students with similar academic achievement and ask for help. The study found that more academically successful students were more popular in study help networks. In another study, it was suggested that adolescent peer groups have similar academic achievements (Chen, Chang, & She, 2003). According to Hartup and Stevens (1997) friends shape people's self-esteem and well-being.

Among the main construct groups, communication skills are fourth in terms of the number of qualifications. University students want to be understood. Qualities such as respectful, kind, empathetic, good listener, suave communication skill draw attention for the main construct group. This construct group forms a basis for students who want to share their feelings and make friendships. The qualities, which are communication skills and humane values expressed in the main construct group, show that the students tried to stay away from people whose selfish features were dominant during this period. Making friends, maintaining friendly relationships and confronting others provide equality (Hartup & Stevens, 1997).

In the social skills main construct group, which is ranked fifth in terms of the number of qualifications expressed, students mostly expect their peers to be considerate, thoughtful and compatible. These qualities show that university students expect their peers to be socialized individuals who know the culture of society. Therefore, their friends with whom they made relationships will be able to understand the expectations required by different contexts, environments and situations. University students think that choosing friends with strong social aspects are also beneficial for their socialization skills. Hartup and Stevens (1997) concluded that friends make significant contributions to socialization in life periods when individuals need to gain the skills that they need to achieve their goals. Adolescents need social support from friends (Richey & Richey, 1980). In fact, Tozlu (2014) found that friends had social effects as well as academic and emotional effects on university students. Adolescence is a period of social relationships outside the family. In this period, individuals become more independent and tend to socialize with their peers. Relationships established by adolescents with their peers contribute to their emotional and social development (Çiftçi, 2018).

Extroversion is the sixth in terms of the number of qualities expressed. In this theme, students expect their peers to have entertaining and witty, affectionate and

funny qualities. In this theme, the students drew a typology of a cheerful, positive friend, away from pessimism, pessimism, looking positively on life in order to unleash their energies and overcome the stress caused by their academic responsibilities. In this theme, the students drew a typology of a cheerful, positive friend, away from pessimism, pessimism, looking positively on life, in order to unleash their energies and overcome the stress caused by their academic responsibilities. Extraversion individuals make friends faster and have a large number of friends (Harris & Vazire, 2016; Anderson, John, Keltner, & Kring, 2001).

Leadership is the last among the main construct groups. University students expect their friends to be supportive, experienced, self-confident, brave, sociable and leader. At the university, which can be described as the last bridge to start life, the students stated that they attach importance to such qualifications. In this way, they are looking for their role in the path to their future. The qualities expressed in the leadership main construct group actually reflect the preferences of university students among their peers. In the research conducted by Sübaşı (2010), the students who cooperate and have leadership characteristics are preferred more than contentious students. In addition, the cooperative students are preferred more than docile students. Based on the ideal qualities such as supportive, brave and assertive expressed in the leadership main construct group, the university students attach importance to qualities such as cooperation and socialization, so they are distant to qualities such as docility and social anxiety. Studies have also revealed that there is a negative relationship between cooperation and social anxiety. In addition, these studies have determined that individuals with social anxiety exhibit more docility behaviors than those without anxiety (Heinrichs & Hofmann, 2001; Hope, Sigler, Penn, & Meier, 1998; Walters & Inderbitzen, 1998). These results obtained in the literature with the data obtained from the leadership main construct group show consistency.

When cognitive constructs are ranked as decreasing scores considering the average importance scores (relative importance levels) as well as the number of participants, ethical attitudes and behaviors rank first, followed by humanitarian values, discipline/rationalism, communication skills, social skills, extroversion and leadership. The rankings of the main construct groups in terms of the number of participants and their relative importance were substantially similar. This similarity can be considered as an important evidence for the reliability of the findings. The only difference between the relative importance ranking and the number of participants is that the first two themes (humanistic values, ethical attitude and behavior) are replaced.

Conclusions

Students primarily need friendship relationships shaped by the expectation of helping each other, altruism and kindness on the basis of understanding and trust. Students seek qualities such as humanistic values, ethical attitudes and behaviors, discipline and rationality, communication skills, social skills, and extroversion. It

can be said that students need understanding, sincerity, support and trust from their friends in order to cope with life difficulties. In addition, it has been observed that financial and moral support of friends in university life is important for students' adaptation.

They expect ethical attitudes and behaviors from their peers so that students can establish reliable relationships in which to share their feelings. It was concluded that the ethical attitudes and behaviors of students' peers are important for the socio-emotional development of the students. Students want peer qualities that support their academic development and motivation, increase their intellectual knowledge, and friends who are questioning, successful, critical thinking, diligent.

Students care about peer qualities such as selflessness, respect for their personal boundaries and kindness. In addition, students want to establish relationships free from communication barriers. At the same time, students care about their characteristics such as compatibility and sociability. Students want to establish relationships with their peers who know how to behave. The students like the profile of friends who are entertaining and have a positive outlook on life, who are sociable and have leadership qualities.

Enrolled students should be informed about the ideal, anticipated peer qualifications identified in the orientation program within the scope of this and other similar studies. Students who learn about the expectations of their peers from them are more likely to make easier and more sustainable friendships. Friendships can be an important factor in reducing the level of dropout.

Faculty members should take into account the findings of this research in their relationships with students. A faculty member who is aware of the friend qualities that university students expect from their peers is expected to have better relations with students than those who are not.

University administrations should provide opportunities for students to develop their leadership and social skills with the activities they organize. The findings obtained from similar studies to be conducted in Turkey and abroad can be compared with the findings of this research. National and international similarities and differences can be discussed and interpreted.

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