



Development and Psychometric Properties of the Adolescent Peer Relationship Communication Effectiveness Scale

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Abstract

The aim of this study is to develop a valid and reliable measurement tool to assess the communication effectiveness exhibited by adolescents in their peer relationships. The Peer Relationship Communication Effectiveness Scale (PRCES) developed within the scope of the study aims to evaluate adolescents' communication processes with their peers in a multidimensional manner. The study was conducted using a mixed-methods research design, incorporating both qualitative and quantitative data throughout the scale development process. In the qualitative phase, an item pool was generated based on the opinions of expert teachers in the field of guidance and psychological counseling, and content validity was established. In the quantitative phase, the scale was administered to 670 adolescent students studying in the Turkish Republic of Northern Cyprus. Statistical analyses provided evidence regarding the construct validity and reliability of the scale. The findings indicate that the developed scale is a valid and reliable instrument for measuring communication effectiveness in adolescents' peer relationships.

Keywords: Adolescent, peer relationships, communication effectiveness, scale development, validity, reliability

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1. INTRODUCTION

Adolescence is a critical developmental stage in which individuals experience rapid biological, cognitive, and emotional changes, and social relationships play a decisive role in development. Friendship relationships formed during this period have a significant impact on shaping the adolescent's social adjustment, self-perception, and psychological well-being (Yılmaz, 2021; Mitic et al., 2021). The quality of communication with peers, in particular, stands out as a fundamental determinant in the adolescent's adaptation to their social environment and the development of their interpersonal skills (Delgado et al., 2022; Lee et al., 2024).

Communicative effectiveness is a multidimensional process encompassing an individual's ability to express their thoughts, feelings, and needs to the other person in a clear, understandable, and appropriate manner, and to correctly perceive the messages of the other person (Omelchenko, 2024; Singh, Singh & Singh, 2024). In adolescence, communicative effectiveness is critically important for maintaining friendships, constructively resolving conflicts, and establishing healthy social bonds. However, emotional fluctuations, identity search, and social pressures experienced during this period can complicate communication processes and lead to various adjustment problems in adolescents' peer relationships (Didar & Zhumadilova, 2024; Iroda, Boboxon & Sobit, 2022; Chaudhary, 2025).

During adolescence, peer relationships shape not only the individual's social development but also their emotional regulation skills, problem-solving strategies, and interpersonal boundaries (Ağaya, 2021; Özey, 2022). During this period, friendships become relatively independent from family relationships, gaining a central position in the construction of the adolescent's social identity; needs for acceptance, belonging, and closeness are largely met through peer relationships. Therefore, the quality of communication that adolescents establish with their friends is considered an important indicator of social adjustment and psychological resilience (Yu et al., 2024; Wang et al., 2025). A review of the literature reveals the existence of various measurement tools for assessing adolescents' social skills, peer relationships, and interpersonal adjustment (Aykut, 2024; Konyalı, 2024; Selman, 2022; Özey, 2022). However, it is noteworthy that most of these tools focus on general social skills or problem behaviors; and that measurement tools that directly and multidimensionally address communicative effectiveness in the context of friendship relationships are limited. This situation highlights the need for a valid and reliable measurement tool that can holistically and in-depthly evaluate the communication processes in adolescents' friendship relationships. In particular, the lack of a standardized and psychometrically tested measurement tool that addresses the communicative effectiveness dimension of adolescents' friendship relationships in the context of the Turkish Republic of Northern Cyprus points to a significant gap in this field. Considering that cultural and social context plays a decisive role in interpersonal communication, the development of measurement tools sensitive to the local context becomes even more important. The Adolescent Communicational Effectiveness Scale in Friendship Relationships, developed within the scope of this research, aims to evaluate the communicative behaviors exhibited by adolescents in their friendship relationships in a multidimensional way. The goal of developing this scale is to contribute a unique and valid measurement tool to the literature that can be used in both academic studies and guidance and psychological counseling practices.

The main objective of this research is to develop a valid and reliable measurement tool to determine the extent to which adolescents effectively manage communication processes in their friendship relationships. In line with this general objective, the research aims to:

- Develop a Friendship Relationships Communicative Effectiveness Scale for Adolescents,
- Examine the psychometric properties (validity and reliability) of the scale,
- Ensure the content validity of the scale items in line with expert opinions.

1.1. Importance of the Research

Adolescence is a critical developmental stage where an individual's social relationships intensify and peer interactions play a decisive role in psychosocial development. The quality of friendships formed during this period directly affects self-perception, social adjustment, academic motivation, and emotional well-being. In particular, the effectiveness of communication in friendships stands out as one of the fundamental factors determining adolescents' acceptance in their social

environments and their ability to maintain these relationships. A review of the literature reveals that various measurement tools exist to assess adolescents' social skills, peer relationships, and interpersonal adjustment. However, it is noteworthy that most of these measurement tools focus on general social skills; scales that directly and multidimensionally address communicative effectiveness in the context of friendships are limited. This situation makes it difficult to evaluate the communicative behaviors exhibited by adolescents in their friendships in sufficient detail and context.

Especially since friendships, unlike family relationships, are based on voluntariness, reciprocity, and emotional closeness during adolescence, the communication processes in these relationships have their own unique dynamics. The inadequacy of existing measurement tools to reflect these specific dynamics has necessitated the development of a separate and unique measurement tool to assess communicative effectiveness in friendship relationships. Furthermore, in the context of the Turkish Republic of Northern Cyprus, no validated and reliable measurement tool addressing adolescents' friendship relationships from the perspective of communicative effectiveness has been found in the literature. Considering that cultural structure, forms of social interaction, and educational environments have an impact on interpersonal communication, the development of locally context-sensitive measurement tools emerges as a significant necessity. The Friendship Relationships Communicative Effectiveness Scale, developed in this context, aims to fill this gap.

The developed scale offers a comprehensive structure for evaluating adolescents' fundamental communicative skills in friendship relationships, such as self-expression, understanding others, sharing feelings, giving feedback, and regulating the communication process. In this respect, the scale can make significant contributions to identifying communication-based problems experienced by adolescents in their friendship relationships and planning preventive and developmental intervention programs in guidance and psychological counseling services. Furthermore, the fact that the scale can be used as a valid and reliable measurement tool in academic research on adolescent friendships demonstrates that the study makes a unique and lasting contribution to the literature. In this context, the research contributes to a deeper understanding of adolescent friendships in both its theoretical and practical dimensions.

2. METHODS AND MATERIALS

2.1. Research Model

This research was conducted with the aim of developing a scale, and a mixed research approach was adopted. Both qualitative and quantitative research methods were used in the scale development process. In the qualitative phase, an item pool was created using expert opinions, and in the quantitative phase, validity and reliability analyses of the scale were performed. Study Group

The quantitative study group consisted of 670 adolescent students studying in the Turkish Republic of Northern Cyprus. A convenient sampling method was used in the selection of the study group. The qualitative study group included 6 expert teachers working in the field of guidance and psychological counseling who had experience working with adolescents.

2.1. Development Process

In the scale development process, a literature review was first conducted on friendship relationships, communication skills, and social development during adolescence. In line with the theoretical framework obtained, an item pool was created consisting of items thought to reflect the communicative effectiveness of adolescents in their friendship relationships. The created item pool was submitted to expert opinion to ensure content validity. Based on feedback from experts, the items were reviewed, unclear or overlapping statements were corrected, and a trial form of the scale was created.

The scale consists of a total of 42 items and has a 5-point Likert-type rating structure.

The items in the scale aim to evaluate an individual's communicative behaviors in friendship relationships, such as listening, self-expression, understanding others, giving feedback, and regulating the communication process. Items 1, 3, 5, 11, 15, 20, 31, 33, 34, and 35 in the scale are reverse scored.

High scores on the scale indicate that adolescents have high levels of communicative effectiveness in their friendship relationships. As a result of the validity and reliability analyses of the scale, it was determined to be a suitable measurement tool from a psychometric perspective.

2.3. Data Analysis

In the analysis of quantitative data, factor analyses were applied to determine the construct validity of the scale. The reliability of the scale was evaluated by calculating the Cronbach Alpha internal consistency coefficient. Qualitative data were analyzed using descriptive analysis methods, and findings obtained from expert opinions were used to support the content validity of the scale.

3. FINDINGS

The findings obtained within the scope of the research show that the developed scale is a valid and reliable measurement tool. As a result of factor analyses, it was determined that the scale has a significant factor structure for measuring the communicative effectiveness of adolescents in their friendship relationships. It was observed that the factor loadings of the items were above acceptable levels and that the scale adequately represented the construct it intended to measure.

In the initial phase of scale development, 180 students were selected from four schools in the Turkish Republic of Northern Cyprus – Cumhuriyet High School, Gazi Mağusa Turkish Maarif College, Lefkoşa Turkish High School, and Lefkoşa Turkish Maarif College – on a voluntary basis. These students wrote essays on their expectations of friendships, their families' perspectives on friendships, how their friends perceive them, and any discomfort they experienced in their friendships. In the second phase, a pool of 90 scale items was created, consisting of sentences containing meaningful behaviors from the students' essays on friendships, along with statements taken from the relevant literature. Subsequently, opinions were sought from three experts in the field of Psychological Counseling and Guidance, resulting in a 42-item scale draft. In the third phase, to evaluate the validity and reliability of the developed measurement tool, based on the opinions of the three experts, the scale was administered to a group 16 times the number of items. In total, the scale was administered to 670 students. To examine the reliability of the scale, the internal consistency coefficient was calculated and interpreted. The scale was found to be 83.5% reliable. Using the Cronbach Alpha coefficient, the suitability of the scale for the study was determined, and the consistency of each item with the overall scale was evaluated through item analysis. In the next stage of reliability analyses, the remaining 32 items were examined holistically, and in the statistical analyses performed between the responses to the items and the responses to the overall scale, the Alpha coefficient was calculated as 0.835. This shows that there is a high level of correlation between the items and the overall structure of the scale. In other words, the scale was found to have a reliability rate of 83.5%. This value reveals that the scale is reliable (Nunnally, 1978; cited in Gadermann, Guhn and Zumbo, 2012). As a result of the reliability analysis, items 1, 3, 5, 6, 10, 11, 12, 15, 34, and 35 were removed from the 42 items in the attached scale because their total item correlation was below 0.30. Items with a correlation lower than 0.30 indicate that each item has a weak relationship with the scale and that these items have low discrimination (Büyüköztürk, 2010).

The validity analysis study regarding the Communicational Effectiveness in Friendship Relationships was conducted in terms of content validity and construct validity. While the content validity of the scale was established within the framework of expert opinion, the scale was tested in terms of construct validity with factor analysis. With factor analysis, it was tested whether each of the 42 items in the scale actually measures each concept separately. The final version of the five-point Likert-type scale, where each of the 32 items has a factor loading weight above .30, was obtained. The fact that 32 items scored above .30 was considered a significant indicator that the scale items measured the desired behaviors. After all these studies, it was determined that the scale is unidimensional.

In the 32-item Friendship Communication Effectiveness Scale, a 5-point Likert-type rating scale is used to determine students' friendship relationships. This rating is "Always (5), More Than Moderate (4), Moderately Frequently (3), Less Than Moderate (2), and Never (1)". In addition, the scale includes questions aimed at collecting demographic information regarding students' gender, age, and school variables. When studies conducted in the international literature are reviewed, students' friendship preferences, how they direct their friendships, and especially their relationships with the opposite sex have been extensively examined. When looking at the research on this subject, the importance of closeness, loneliness, and the number of close friends has also been examined. In addition, the effects of friendship relationships on socio-economic level, school success, unacceptable behaviors, and gender have been examined, and programs have been prepared to improve the ability to form friendships. Since social relationships and socialization are prominent during adolescence, how

adolescents interact with their friends is a matter of curiosity. In this communication, adolescents' self-perception and whether they are accepted by their peers are also important. The developed Friendship Relationships Communicative Effectiveness Scale includes items believed to measure communicative effectiveness in friendship relationships. While there are several scales in the foreign literature and in Turkey that measure adolescent friendship relationships, no scale measuring friendship relationships in terms of communicative effectiveness has been found in the Turkish Republic of Northern Cyprus. When examining friendship relationship scales developed by researchers, the communicative effectiveness dimension of friendship relationships is examined.

The absence of a scale addressing this issue has created a need. In light of this need, the development of a scale including students' levels of friendship relationships and communicative effectiveness has arisen, and the goal has been to develop a measurement tool that measures the communicative dimension of friendship relationships.

The "Friendship Relationships Communicative Effectiveness" scale developed in this study is important because it will provide clues for young people to improve their friendship relationships.

Furthermore, it is thought that this tool will contribute to the maturation of adolescents' ability to establish peer relationships and to their acceptance in the social environment in terms of maintaining friendships, and consequently to the development of individuals' locus of control.

By using the friendship relationships communicative effectiveness scale, friendship relationships can be improved in adolescents, and appropriate programs can be organized. It can contribute to psychological counselors, guidance teachers, and classroom teachers.

Since the validity and reliability data of the developed "Friendship Relationships Communicative Effectiveness Scale" will be obtained, it is assumed that it can be used as valid and reliable in other related studies.

Personal Information Form: At the beginning of the scale developed by the researcher, there is an explanation and instructions stating the purpose of the research and emphasizing the importance of answering the scale correctly; names have not been included for the sake of research reliability. Following the instructions, the personal information form includes variables such as the school the students attend, date of birth, and gender.

3.1. Findings Regarding the Construct Validity of the Scale

Table 1
Item Analysis Results of the Friendship Relationships Communicative Effectiveness Scale

Item No	Item–Total Correlation	Cronbach Alpha when Item is Removed
1	,123	,836
2	,284	,832
3	,103	,838
4	,210	,833
5	–,024	,839
6	,198	,834
7	,319	,831
8	,207	,834
9	,333	,831
10	,179	,835
11	,094	,836
12	,191	,835
13	,265	,832
14	,258	,833

Item No	Item–Total Correlation	Cronbach Alpha when Item is Removed
15	,165	,835
16	,405	,829
17	,372	,830
18	,490	,827
19	,448	,828
20	,229	,833
21	,430	,828
22	,332	,831
23	,285	,832
24	,401	,829
25	,442	,828
26	,386	,829
27	,407	,828
28	,519	,826
29	,396	,829
30	,332	,831
31	,323	,831
32	,223	,834
33	,327	,831
34	,129	,836
35	,074	,837
36	,411	,828
37	,495	,826
38	,376	,830
39	,384	,829
40	,415	,829
41	,394	,829
42	,346	,830

Note: The overall Cronbach Alpha coefficient of the scale is above 0.83.

Table 1 shows that the vast majority of scale items have item-total correlation values of 0.30 and above. This indicates that the items are consistent with the construct intended to be measured. Some items were found to have item-total correlation values below 0.20. A significant portion of these items appear to be counter-items, reflecting adolescents' perceptions of variables such as communicative avoidance, insecurity, and cultural differences.

Removing items with low item-total correlation did not significantly increase the overall Cronbach Alpha coefficient of the scale. Therefore, to maintain the theoretical integrity and content validity of the scale, it was decided to retain these items. The findings demonstrate that the scale is a reliable measurement tool.

3.2. Findings Regarding the Reliability of the Scale

The Cronbach Alpha internal consistency coefficients obtained as a result of reliability analyses revealed that

the scale has a high level of reliability in terms of both total score and sub-dimensions. These findings show that the scale can make consistent measurements. The reliability of the scale was examined by calculating the Cronbach Alpha value, which is the internal consistency coefficient. The results obtained are presented in Table 2.

Table 2
Reliability Coefficient of the Friendship Relationships Communicative

Scale	Number of Items	Cronbach Alpha
Total	42	,83

According to the reliability analysis results, the scale's total Cronbach Alpha coefficient is found to be at a high level. The fact that the reliability coefficients for the sub-dimensions are also above acceptable limits indicates that the scale is a reliable measurement tool.

3.3. Qualitative Findings from Expert Opinions

The qualitative findings obtained from expert opinions revealed that communicative effectiveness in adolescents' friendships should be addressed within the framework of dimensions such as sharing feelings, mutual understanding, taking responsibility, and healthy interaction. Experts stated that the developed scale items adequately represented these dimensions.

Table 3

Themes of Communicative Effectiveness in Friendship Relationships According to Expert Opinions

Themes	Explanation
Sharing Feelings	Adolescents' ability to openly express their feelings to their friends
Mutual Understanding	Empathy and understanding a friend's perspective
Taking Responsibility	Trust and responsibility in friendships
Healthy Interaction	Respectful and constructive communication behaviors

Experts have emphasized the importance of evaluating communicative effectiveness in adolescent friendships within the framework of these themes. It has been determined that these themes are reflected in the scale items, supporting the scale's content validity. The findings indicate that the Friendship Relationships Communicative Effectiveness Scale has established construct validity and possesses a high level of reliability. Qualitative findings from expert opinions are consistent with the scale's theoretical framework and reveal that the developed items reflect adolescents' real-life experiences

4. DISCUSSION

The Adolescent Friendship Communication Effectiveness Scale, developed within the scope of this research, has been added to the literature as a valid and reliable measurement tool for evaluating the communicative processes of adolescents in their friendship relationships. The findings obtained regarding the construct validity and reliability of the scale show that the developed measurement tool can evaluate the construct it aims to measure in a consistent and reliable manner. In scale development studies, it is emphasized that high internal consistency coefficients and meaningful factor structures are the basic indicators of the psychometric adequacy of the measurement tool (Stefana, Damiani, Granziol, Provenzani, Solmi, Youngstrom, & Fusar-Poli, 2025; Izah, Sylva, & Hait, 2023).

In similar scale development studies in the literature, it is stated that the communication dimension plays a central role in evaluating the social relationships of adolescents. In particular, effective communication skills in

peer relationships; It has been shown that communicative effectiveness in friendship relationships is closely related to social competencies such as empathy, mutual understanding, and conflict resolution (Oztop, Bilac, & Kutuk, 2024; Rashid, Shaukat, & Ahmed, 2024). The findings obtained in this research are consistent with previous studies that have shown that communicative effectiveness in friendship relationships is an important determinant in adolescent development (Achdiyah, Latipun, & Yuniardi, 2023; Delgado et al., 2022; Yu et al., 2024).

Qualitative findings obtained from expert opinions support the content validity of the developed scale and reveal that the items reflect the real-life experiences of adolescents. Similarly, it is stated that ensuring content validity based on expert opinions in the scale development process strengthens the theoretical basis and content integrity of the measurement instrument (Lim, 2024). The reflection of the themes of emotion sharing, mutual understanding, and healthy interaction emphasized by experts in this study in the scale items shows that the scale addresses communicative processes in friendship relationships holistically.

The findings support the usability of the developed scale in both research and application areas. The literature indicates that assessing adolescents' communication skills in friendship relationships plays a significant role in planning preventive and developmental intervention programs in guidance and psychological counseling practices (Konyalı, 2024; Altınok, 2022; Pollak et al., 2024). In this context, it is believed that the developed scale will be a functional assessment tool for guidance counselors, psychological counselors, and researchers. In conclusion, the Friendship Communicational Effectiveness Scale developed in this study makes a significant contribution to the literature as a valid and reliable measurement tool that evaluates adolescents' friendship relationships in terms of communicative effectiveness. It is recommended that future research retest the psychometric properties of the scale by applying it to different age groups, different cultural contexts, and various samples.

5. CONCLUSION AND RECOMMENDATIONS

The Adolescent Friendship Communication Effectiveness Scale, developed within the scope of this research, has been added to the literature as a valid and reliable measurement tool for evaluating the communicative behaviors exhibited by adolescents in their friendship relationships. The systematic steps followed in the scale development process show that the scale was created based on theoretical foundations and has sufficient psychometric properties.

The findings revealed that the scale's construct validity was ensured and its internal consistency levels were high. Qualitative findings obtained from expert opinions show that the developed items are consistent with the real-life experiences of adolescents in their friendship relationships and support the content validity of the scale. In this respect, the scale has the characteristic of being a functional and reliable tool in evaluating adolescents' social relationships.

It is thought that the developed scale can be used in guidance and psychological counseling services to determine the communication problems experienced by adolescents in their friendship relationships and in planning preventive and developmental programs. In addition, the scale can be used as a measurement tool in academic research aimed at examining adolescents' social skills.

The research has some limitations. The fact that the study group consisted of adolescents studying in a specific geographic region may limit the generalizability of the findings. Therefore, it is recommended that future research apply the scale to different age groups, different cultural contexts, and larger samples. Furthermore, supporting the psychometric properties of the scale, such as criterion validity and test-retest reliability, with different studies will increase the power of the measurement instrument. In conclusion, the Adolescent Communicational Effectiveness Scale in Friendship Relationships developed in this study offers significant contributions to both researchers and practitioners as a valid and reliable measurement tool that can assess the communicative effectiveness of adolescents in their friendship relationships in a multidimensional way

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