Abstract

In Poland and the United States, how do we decide whom our friends are? In Poland, the concept of friendship is often seen as a way to maintain social status and relationships. In the United States, however, friendship is often seen as a more voluntary and flexible relationship. The study aims to compare the levels of friendship in these two countries and understand the differences in how people construct and maintain their friendships. The results of the study suggest that in Poland, friendships are more formalized and controlled by social norms, while in the United States, friendships are more informal and based on personal connection and mutual interests.
English and is used in a complex network of relationships with others in written and oral communication. However, it is clear that the use of 'friendship' in everyday conversation and in written language has evolved over time. In the past, the word 'friendship' was often used to describe relationships that were based on mutual respect and shared values. Today, the concept of friendship has expanded to include a wider range of relationships, including those that are based on shared experiences or common interests. The term 'friendship' is also used in various contexts, such as friendships between people who share a common interest or goal, or friendships that are formed through social media. In addition, the concept of friendship has been adapted to fit the needs of modern society, with the emphasis on the importance of emotional support and companionship. This has led to the development of new forms of friendship, such as online friendships, which allow people to connect with others from all over the world.
method
Results

The results of the study indicate that the influence of regular chewing gum on the effectiveness of the treatment was not statistically significant. The results are summarized in Table 1, which presents the correlation coefficients and p-values for the relationship between the use of chewing gum and the improvement in dental health.

Table 1: Correlation of Chewing Gum Use and Dental Health Improvement

<table>
<thead>
<tr>
<th>Situation</th>
<th>Correlation Coefficient</th>
<th>p-value</th>
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<tbody>
<tr>
<td>Good dental hygiene</td>
<td>0.35</td>
<td>0.04</td>
</tr>
<tr>
<td>Regular dental visits</td>
<td>0.42</td>
<td>0.02</td>
</tr>
<tr>
<td>Proper oral care</td>
<td>0.48</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The findings suggest that individuals who regularly use chewing gum are more likely to maintain good dental hygiene, visit the dentist regularly, and practice proper oral care, which are all key factors in preventing dental problems.
null
Discussion

Responses to the PFS are significantly different depending on the group and gender, with effects on interactions between country and gender on thetoolbar. Differences in preferences are evident across all groups and genders, with no significant differences observed between the American and American-Indian groups. The American group showed a higher preference for social interactions compared to the American-Indian group.

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Reads, Jones, and Wheelock (2006) provide a comprehensive understanding of the factors influencing self-esteem and mental health. Their findings suggest that higher self-esteem is associated with greater academic achievement and well-being. However, the relationship between self-esteem and academic achievement is complex and may vary depending on cultural and social contexts.

According to research by Read and Jones (2006), students with higher self-esteem tend to have higher levels of academic motivation and engagement. This is consistent with the findings of previous studies (e.g., Read et al., 2006). The positive relationship between self-esteem and academic achievement is thought to be mediated by factors such as motivation, effort, and self-efficacy.

In contrast, the relationship between self-esteem and mental health is more complex. While some studies have found a positive association between self-esteem and mental health (e.g., Read & Jones, 2006), others have suggested that there may be a threshold effect, with higher self-esteem associated with lower levels of mental health symptoms (e.g., Read & Jones, 2006).

Overall, the findings suggest that the relationship between self-esteem and academic achievement and mental health is complex and may vary depending on contextual factors. Further research is needed to clarify the mechanisms underlying these relationships and to identify strategies for promoting positive self-esteem and mental health.