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ARAŞTIRMA

Açık Erişim

The Prediction Power of Attachment to Friends and Positive Character Strengths for Subjective Well-Being of Adolescents in School

Ergenlerde Arkadaşa Bağlanma ve Pozitif Karakter Güçlerinin Okul Öznel İyi Oluşu Yordama Gücü

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ABSTRACT

The aim of this study is to investigate the predictive power of attachment to friends and positive character strengths in relation to subjective well-being of adolescents in school. The sample of the study is composed of 400 volunteers of high-school students in İstanbul European Side. Data are collected through Brief Adolescents' Subjective Well-Being in School Scale, Adolescent Friendship Attachment Scale and Character Growth Index. The results indicated that there was no significant difference in subjective well-being according to gender but the difference was noted according to socio-economical factors and school attendance levels of adolescents. According the result of the multiple regression analysis, the secure attachment to friend and optimism as character strength significantly predict %13 of the difference in the school subjective well-being levels of adolescents. Additionally, secure attachment and closeness as character strength significantly predict %9 of the change in the school subjective well-being. The findings were then discussed in line with the literature.

Article Information

Keywords

Attachment
School Subjective Well-Being
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ÖZET

Bu araştırmanın amacı ergenlerin arkadaşına bağlanma ve pozitif karakter güçlerinin okul öznel iyi oluşu yordama gücünü incelemektir. Araştırma grubunu, İstanbul ili Avrupa yakasında öğrenim gören 240'ı kız 160'ı erkek toplam 400 lise öğrencisi oluşturmaktadır. Araştırmada Ergenler için Okul Öznel İyi Oluş Ölçeği Kısa Formu, Ergenler için Arkadaşa Bağlanma Ölçeği, Karakter Gelişim İndeksi kullanılmıştır. Araştırma bulguları incelendiğinde, ergenlerin okul öznel iyi oluş düzeyleri cinsiyete göre manidar bir farklılık göstermezken, sosyoekonomik düzey ve okul devamsızlık durumunda manidar bir farklılık tespit edilmiştir. Ergenlerin okul öznel iyi oluş düzeylerindeki değişikliğin %13'ü arkadaşına güvenli bağlanma ile iyimserlik karakter gücünden kaynaklandığı tespit edilirken, %9'u arkadaşına güvenli bağlanma ile yakınlık/sevgi karakter gücünden kaynaklandığı gözlenmiştir. Elde edilen bulgular literatür ışığında tartışılmıştır.

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Ethical Statement: The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students.

INTRODUCTION

Schools play a significant role in the cognitive, affective and behavioral development of students as individuals since they are the places where students spend most of their time (Demir, 2007). Studies show how schools' effect on students in cognitive, affective and behavioral terms is determined by variables as a wide range of aspects from some factors related to family, school experiences and peers to legislation (Asıcı & İkiz, 2018; Gül, Kıran & Nasirsi, 2016; Kaya & Sezgin, 2017; Sakınç, 2013; White, 2010). Although these factors draw a general framework for students' relationship with school, studies conducted reveal that the students in Turkey have a much more complicated relationship with school. The study by Özdemir and Akkaya (2013), in which high school students' perceptions of school are analyzed through metaphors is an example of that. In this study, most of the participants, while using a negative metaphor such as 'prison' in the first place to describe the school, in the second place, they used a positive metaphor such as 'home/family'. Although the metaphors used are different, students define the school to be bothersome with authority and discipline and as reassuring as home and family (Özdemir & Akkaya, 2013). Another example of this is, when compared to peers taking part in PISA exams, students Turkey like their schools and feel belonged to school, however, they feel a high level of stress at school (Sunar, 2016). In order to decrease this negative affect, which causes school dropout, absenteeism and behavioral problems, the positive effect in the school should be increased (Ross, Shochet & Ballair, 2010). Having a life satisfaction where positive emotions are dominant and negative emotions are experienced less is defined as subjective well-being (Diener, 1984). In other words, subjective well-being expresses the positive evaluation of a person's quality of life as a whole and how much they love their life (Veenhoven, 1984; act. Diener, 1994). The high subjective well-being of the individual shows the predominance of positive thoughts and feelings about the person's life (Myers & Diener, 1995). How the adolescents experience their subjective life in the school environment and what emotional processes they experience is expressed with the concept of subjective well-being in school (Tian, 2008). This concept consists of 3 sub-categories; school satisfaction, positive emotion at school and negative emotion at school. School satisfaction is defined as the student's cognitive assessment of school life based on their own standards in various areas related to school. Positive emotion at school; expresses the positive feelings that students experience at school, such as feeling relaxed, feeling pleasant or happy. Negative emotion at school is expressed as students experiencing negative emotions such as depression, sadness and distress at school (Tian, 2008). In the literature, the concept of subjective well-being in school has similarities with the concept of school quality of life. School life quality is expressed as a general well-being resulting from the integration of individuals with school life (Karatzias, Papadioti-Athanasidou, Power & Swanson, 2001). However, while the concept of subjective well-being in school only shows a characteristic to determine the general emotion and general satisfaction of the student for the school, it is used as a concept closer to the school climate, which is aimed at evaluating school life in multi-dimensional (Büyükcebeci, 2017).

There are different factors that affect the subjective well-being of adolescents at school. When the literature is analyzed, positive school climate (Borkar, 2016), was observed to be related to emotional imbalance, responsibility and extroversion with personality traits (Eryilmaz & Oren, 2010), the level of meeting psychological needs (Tian, Chen & Heubner, 2014), and self-efficacy (Asıcı & Twin, 2018; Telef & Ergün, 2013). According to some studies, having warm and friendly teachers and to be provided a good learning environment are effective on the subjective well-being of the adolescent at school,

however, it has been found that the support and closeness perceived by adolescents from their friends have more effects on their subjective well-being at school (Tian, Tian, & Huebner, 2016). There are many factors effect adolescents to have positive peer relationships. The quality of the relationship established with parents in childhood determines the quality of peer relationships (Santrock, 2014). Studies conducted on adolescents show that secure attachment to parents and peers fulfills important functions in adolescents' compliance and well-being (Baytemir, 2014). Secure attachment to parent and peer was found to be significantly associated in a positive way with competence in social relationships and recognition in social circles (Little, 2003) and subjective well-being (Ma & Huebner, 2008; Raja, McGee & Stanton, 1992). The concept of subjective well-being, which is associated with individuals' attachment style, is defined as a general assessment style of individuals' life satisfaction and emotional states (Diener, 1984). The concept of attachment is defined as the first social behavior seen in the early stages of life, the first connection between the caregiver and the baby (Morgan, 1991). Bowlby (1973) defines the concept of attachment as a strong and emotional relationship that individuals develop towards people who are important in their lives such as mothers and caregivers. As a result of this relationship, individuals develop mental representations about the world. Attachment orientations reflect the individuals' internal working models about themselves, the other, and the relationship (Barthemow & Horowitz, 1991). Bowlby (1982) argues that in the first years of life, while individuals whose experiences with the caregiver are warm, secure and encouraging the autonomy, tend to attach 'securely' in adulthood, he argues that individuals whose caregivers avoid closeness and who have experience with abandonment and anxiety tend to have "insecure attachment". While secure attachment individuals believe that their needs will be met from those who are 'safe harbors' when they need it, those who have insecure attachments think that these ports are unreachable (Hazan & Shaver, 1987). Bartholomew and Horowitz (1991) developed a quadruple model according to the positive and negative perception of Bowlby's (1973) models of self and other mentioned above (Çeçen-Eroğul & Yurtal, 2014). In recent years, it has been observed that examining the basic dimensions instead of attachment categories gives more valid results and it has been determined that avoidance of attachment and anxiety about attachment represent two basic dimensions (Sümer, 2006). Individuals with high attachment anxiety are characterized by being anxious, sticky/clingy; dependent on people they are in a relationship with, afraid of abandonment and negative self-Fperception. Individuals with high attachment avoidance exhibit obsessive self-reliance, avoiding deepening their relationships, distrust of others, and liking to be alone (Lavy & Littmann, 2011).

The most basic principle of attachment theory is that the bond that develops between the infant and the caregiver is not limited to the childhood period, but also affects the social relations of the baby in adolescence and adulthood (Ainsworth, 1989; Arend, Gove, & Sroufe, 1979; Bowlby, 1973; Bowlby, 1982; Zimmermann & Becker-Stoll, 2002). Individuals with a secure attachment style experience less psychological problems than individuals with insecure attachment styles and are mentally healthier (Bonab & Koohsar, 2011). Individuals who have an insecure attachment styles, on the other hand, find it more difficult to establish social relationships or their relationships do not have healthy qualities (Yücelten, 2016). These individuals usually experience feelings of low self-esteem, jealousy, fear, and anxiety in the relationships they establish and accordingly, they increase the probability of deterioration of their relationships (Collins & Read, 1990).

According to Ainsworth (1989), attachment systems get changed in adolescence with the effect of hormonal changes Similar to Ainsworth, Weiss (1982) stated that attachment in infancy and attachment in adolescence & adulthood show different characteristics (cited in Hazan & Shaver, 1994).

Adolescence is also a transitional period for attachment theory (Allen & Land, 1999). That's because of the nature of relationships changes with adolescence. In this period, adolescents, who make an intense effort to gain independence and create a new identity, move away from the family and approach their peer groups for meeting their social needs (Allen & Land, 1999; Ausubel, 1954; Doğan, Karaman, Çoban & Çok, 2012; Raja, McGee, & Stanton., 1992; Sullivan, 1953; cited in Santrock, 2015). Therefore, attachment functions to parents gradually pass on to peers. In this transition period, attachment starts with the search for closeness. In the early stages of adolescence, the search for closeness provides an environment that includes support-seeking behavior (Gottman, 1983; Hazan & Shaver, 1994; Steinberg & Silverber, 1986).

Studies on the concept of attachment have shown that attachment anxiety and avoidance are associated with high levels of emotional distress and negative sensation (Simpson, 1990), depression, anxiety, and low levels of emotional well-being (Priel & Shamai, 1995), and high levels of loneliness, hostility, and psychosomatic symptoms. (Hazan & Shaver, 1990).

Subjective well-being is influenced by the individuals' own personal characteristics as well as by their environment (Asıcı & İkiz, 2018; Eryılmaz & Öğmiş, 2010). One of these traits is character strengths. Character strengths are defined as positive traits reflected by emotions, thoughts and behaviors (Peterson & Seligman, 2004). In other studies on character strengths, it was found that subjective well-being was closely related to personality traits (Diener, Suh, Lucas & Smith, 1999; DeNeve & Cooper, 1998; Steel, Schmidt, & Shultz, 2008) and character strengths (Gillham, Adams-Deutsch, Werner, Reivich, Coulter-Heindl, Linkins & Contero, 2011; Toner, Haslam, Robinson & Williams, 2012; Shoshani & Slone, 2013) defined as character strengths by Peterson and Seligman (2004). Character strengths have the potential to reveal the positive characteristics of the individual, increase well-being and prevent psychopathology (Gillham et al., 2011). For example, interpersonal character strengths focused on others can increase making friends and social support. And social support can increase positive experiences that indirectly lead to happiness and protect from affective disorders (Ekşi, Demirci, Kaya, & Ekşi, 2017). It has been determined that individuals who are able to establish safe social relationships and who are connected in their social environment have higher levels of subjective well-being (Bandura, 2008; Canbay, 2010; Du & Wei, 2015; Jose, Ryan, & Pryor, 2012). It has been stated that character practices applied in schools have a preventive function in students' risky behaviors and contribute to their level of well-feeling (Dilmaç & Ulusoy, 2016). It has been found in the literature that friend attachment styles and positive character strengths have an effect on students' subjective well-being in school. However, although studies on the subjective well-being in school of adolescents in our country are quite limited, are no studies have been met examining these three factors together. What has been written thus far about the sources of subjective well-being has shown that this concept is predominantly associated with positive social relationships and positive affect. Therefore in this research, the predictive level of the strength of character of optimism, which refers to feeling positive, hopeful, safe and enthusiastic about the future, character strengths of intimacy/love, which refers to good relationships with others based on trust and satisfaction, and secure attachment to friends on subjective well-being at school will be examined. It is thought that the study carried out in this direction will contribute to the literature.

METHOD

Research Model

This research is descriptive research questioning the current situation. In this research, which examines the role of adolescents' friend attachment and positive character strengths in predicting subjective well-being in school, the relational scanning model, one of the quantitative research types, was used. Relational survey models are research models that aim to determine the presence and / or degree of change between two or more variables (Karasar, 2010). Since the study aimed to examine the relationship between attachment to a friend, positive character strengths independent variables and the subjective well-being in school dependent variable without any intervention to these variables, it has been determined that the relational screening model is a suitable design for the research (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016).

Study Group

The research group consists of 400 high school students studying in Anatolian vocational high schools and Anatolian high schools in the European side of Istanbul in the 2018-2019 academic year. The information about the demographic variables of the students who create the study group of the study is given in Table 1.

Variable	Category	f	%
School Type	Anatolian High School	323	80.8
	Vocational High School	77	19.2
Gender	Female	240	60.0
	Male	160	40.0
Class Level	9th-grade	0	0.0
	10th-grade	128	32.0
	11th-grade	226	56.5
	12th-grade	46	11.5

According to Table 1, 240 (60.0%) of the participants are female and 160 (40.0%) of them are male. While 323 of the participants (80.8%) continue their education in Anatolian high school, 77 (19.2%) of them study at vocational high schools. When the grade levels of the participants are examined, it is seen that 128 (32.0%) of them are 10th-grade students, 226 (56.5%) of them are 11th-grade students and 46 (11.5%) of them are 12th-grade students.

Ethical Statement

Indicate if there is ethics committee approval. Stating that you have carried out the research within the framework of the Helsinki Declaration; participants are volunteers, informed consent is obtained, etc. Indicate whatever measures are taken regarding ethics.

Data Collection Tools

To determine the subjective well-being in the school of adolescents " Subjective Well-being in School Scale for Adolescents, Short Form", to determine friend attachment styles "Friend Attachment Scale for Adolescents" , and finally to determine positive character strengths "Character Development Index" were used in the study.

Subjective Well-being in School Scale for Adolescents-Short Form. Subjective well-being in school scale for adolescents was developed by Tian Wang and Huebner (2015) to measure subjective well-being at school by considering both cognitive and affective structure. Adaptation of the scale to Turkish, validity and reliability studies were conducted by Akın, Çetin and Özen (2017). The scale consists of 8 items in total and 2 sub-dimensions: school satisfaction (6 items) and school emotion (2 items). A 6-point Likert rating key is used in answering the items (1 = Never, 6 = Always). There is 1 reverse item in the scale, and the total score that can be obtained ranges between 8 and 48. High scores obtained from the scale indicate that individuals' subjective well-being in school is at a high level. In the exploratory factor analysis applied for the construct validity of the validity studies of the scale, a two-factor structure which is listed between .59 and .82 and explains 54.6% of the total variance was obtained. The Cronbach Alpha internal consistency coefficient for the reliability studies of the scale was determined as .82. In addition, the coefficient obtained was tested with the reliability test-retest method and was determined as .71.

Friend Attachment Scale for Adolescents. Friend Attachment Scale for Adolescents was developed by Wilkinson (2008) to measure adolescents' friend attachment styles. The adaptation of the scale to Turkish, validity and reliability studies were conducted by Ercan (2015). The scale consists of 23 items in total and 3 sub-dimensions: secure attachment, avoidant attachment, and anxious-indecisive attachment. A 5-point Likert rating key is used in answering the items (1 = I never agree, 5 = I totally agree). Items 2, 10, 16 and 19 of the scale are reverse scored and the score that can be obtained from the scale ranges between 23 and 115. High scores from each sub-dimension of the scale indicate the intensity of the mentioned attachment style. In the criterion validity analysis of the validity studies of the scale, a correlation in the expected direction was achieved between the Friend Attachment for Adolescents and Relationship Scales Questionnaire. The test - retest process values performed for the reliability studies of the scale were found to be .81 - .83. And the Cronbach Alpha internal consistency coefficient was determined as .60- .89.

Character Development Index. Character Development Index was developed by Liston (2014) in order to evaluate the character development characteristics of adolescents. The adaptation of the scale to Turkish, validity and reliability studies were carried out by Ekşi, Demirci, Kaya and Ekşi (2017). The scale consists of 55 items in total and 11 sub-dimensions (determination, modesty, optimism, kindness, closeness, calmness, courage, wisdom, spirituality, forgiveness, and honesty). A 5-point Likert rating key is used to answer the items (1 = I never agree, 5 = I totally agree). There is no reverse item in the scale. High scores obtained from each sub-dimension of the scale indicate that the individual has the feature evaluated by the relevant sub-dimension. Since the contents of the scale are different from each other and have opposite characteristics in some cases, it is recommended that the scale be evaluated according to the subscale scores as in the original study. In line with the validity studies of the scale, the correlation coefficients with the Human Values Scale subscale scores vary between .30 and .65. In accordance with the validity studies of the scale, the correlation coefficients with the Human Values Scale subscale scores vary between .30 and .65.

Data Analysis

Since the study was aimed to examine the predictive level of subjective well-being in school of adolescents' friend attachment and positive character strengths, in other words, as there was one

predicted (subjective well-being in school) and more than one predictor (friend attachment & positive character strengths), multiple linear regression analysis was used. The situation of providing the assumptions of the multiple linear regression analysis of the obtained data was examined. Accordingly, it was determined that the data obtained predicted the normal distribution (Skewness, Kurtosis coefficients) and provided the assumptions of linearity hypothesis (scatter diagram), constant variance, absence of autocorrelation (Durbin-Watson coefficients: 2.020, 2.024), and absence of multiple connections (Tolerance: 0.91, 0.66 --VIF). : 1.09, 1.50). In addition, since the study aimed to test the significance of the difference between the variables of gender, school attendance and socioeconomic level, which were thought to affect the subjective well-being in school of adolescents, and as it was determined that the obtained data provided the normality assumption, independent groups t-test and one-way analysis of variance (ANOVA) were used.

RESULTS

In this section, the data were analyzed statistically in accordance with the purpose of the research, and the obtained findings were summarized in tables.

Table 2. Descriptive statistics results of the variables in the research

Variable	Category	\bar{x}	sd	Skewness	Kurtosis
Subjective Well Being in School		31.95	7.43	-.438	.062
Secure Friend Attachment		40.30	7.50	-1.077	1.301
Positive Character Strengths	Optimism	3.45	0.92	-.342	-.235
	Closeness/Affection	4.16	0.63	-.983	1.466
Gender	Female	31.70	7.76	-.363	-.027
	Male	32.34	6.90	-.556	.203
School Attendance	1-5	33.13	7.21	-.635	.634
	6-10	29.98	6.81	.002	-.031
	11-15	29.22	9.67	-.267	-1.171
	16-20	32.12	6.99	-.027	-.316
	21+	28.46	7.80	-.301	-.238
Socioeconomic Status	Low	25.14	6.39	-.093	-.592
	Lower Middle	30.19	7.94	-.111	.090
	Middle	31.80	7.25	-.495	.158
	Upper Middle	34.67	6.95	-.512	.315
	High	30.16	7.09	-1.569	3.339

Note. N=400

The data obtained according to Table 2 support the normal distribution assumption, the skewness and kurtosis values of all data except the high socioeconomic level are between +3 and -3. According to Tabachnick and Fidell (2007), when the skewness and kurtosis values of z scores are in the range of ± 3.29 , it is interpreted that the data is normally distributed. Kalaycı (2010) stated that the skewness-kurtosis coefficients being in the ± 3 range can be evaluated within normality.

Table 3. Independent groups t-test results regarding subjective well-being in school of adolescents by gender variable

Gender	n	\bar{x}	ss	sd	t	p
Female	240	31.17	7.76	398	-.848	.397
Male	160	32.30	6.90			

In this study, which was aimed to examine the status of adolescents' friend attachment and positive character strengths to predict subjective well-being in school, the results of the t test regarding the significance of the difference between subjective well-beings in school according to the gender of adolescents are given in Table 3.

According to Table 3, subjective well-being in school levels of male adolescents ($M = 32.3$) are higher than subjective well-being in school levels of female adolescents ($F = 31.7$). When the significance of this difference between the two averages was tested, it was seen that this difference was not statistically significant ($t(398) = -0.85, p > 0.01$).

ANOVA results regarding the difference between the socioeconomic level of adolescents and subjective well-being in schools are given in Table 4.

Table 4. ANOVA results regarding subjective well-being in school of adolescents by socioeconomic level variable

Source of Variance	Squares Total	sd	Squares Average	F	P	Difference (LSD)
Intergroup	1406.724	4	351.681			
In-group	20654.554	395	52.282	6.727	.000*	1-3, 1-4
Total	22058.278	399				

* $p < 0.01$

According to Table 4, a statistically significant difference was found between the socioeconomic level of adolescents and their subjective well-being in school ($F(4) = 6,727; p < 0.01$). Post-Hoc test (LSD) was applied to determine which groups caused this difference.

Table 5. Post-Hoc test (LSD) results regarding subjective well-being in school of adolescents according to their socioeconomic level variable

Socioeconomic (I)	Socioeconomic (J)	Difference Between Avg.	sd	p
Low	Lower Middle	-5.051	2.277	.027
	Middle	-6.658*	1.984	.001*
	Upper Middle	-9.536*	2.092	.000*
	High	-5.023	2.844	.078
Lower Middle	Low	5.051	2.277	.027
	Middle	-1.607	1.286	.212
	Upper Middle	-4.484	1.448	.002
	High	.0277	2.410	.991
Middle	Low	6.658*	1.984	.001*
	Lower Middle	1.607	1.286	.212
	Upper Middle	-2.877	0.921	.002
	High	1.634	2.135	.444
Upper Middle	Low	9.536*	2.092	.000*
	Lower Middle	4.484	1.448	.002
	Middle	2.877	0.921	.002
	High	4.512	2.236	.044
High	Low	5.023	2.844	.078
	Lower Middle	-0.027	2.410	.991
	Middle	-1.634	2.135	.444
	Upper Middle	-4.512	2.236	.044

* $p < 0.01$

According to Table 5, it was observed that the subjective well-being in school levels of adolescents with low socioeconomic status was significantly lower than the subjective well-being in school levels of adolescents whose socioeconomic level was medium (low-middle = -6,65) and above (low-upper middle = -9,53; $p < 0.01$).

Table 6. ANOVA results on subjective well-being in school of adolescents according to the school attendance variable

Source of Variance	Squares Total	sd	Squares Average	F	p	Difference (LSD)
Intergroup	1064.528	4	266.132	5.007	.001*	1-2
In-group	20993.749	395	53.149			
Total	22058.277	399				

* $p < 0.01$

The results of one-way analysis of variance (ANOVA) performed in order to determine the significance of the difference between the school attendance variable of adolescents and subjective well-being in school levels are given in Table 6.

According to Table 6, a statistically significant difference was found between students' school attendance and subjective well-being in school ($F(4) = 5,007$; $p < 0.01$). Post-Hoc test (LSD) was applied to determine which groups caused this difference.

Table 7. Post-Hoc test (LSD) results regarding subjective well-being in school of adolescents according to the school attendance variable

Socioeconomic (I)	Socioeconomic (J)	Difference Between Avg.	sd	p
1-5	6-10	3.145*	0.877	.000*
	11-15	3.907	1.620	.016
	16-20	1.009	1.879	.591
	21+	4.668	1.937	.016
6-10	1-5	-3.145*	0.877	.000*
	11-15	0.762	1.724	.659
	16-20	-2.135	1.970	.279
	21+	1.522	2.025	.453
11-15	1-5	-3.907	1.620	.016
	6-10	-0.762	1.724	.659
	16-20	-2.897	2.395	.227
	21+	0.760	2.441	.756
16-20	1-5	-1.009	1.879	.591
	6-10	2.135	1.970	.279
	11-15	2.897	2.395	.227
	21+	3.658	2.620	.163
21+	1-5	-4.668	1.937	.016
	6-10	-1.522	2.025	.453
	11-15	-0.760	2.441	.756
	16-20	-3.658	2.620	.163

* $p < 0.01$

According to Table 7, it was determined that the subjective well-being levels of adolescents whose school absences are between 1 and 5 days are significantly higher than the subjective well-being levels of adolescents whose school absences are between 6 and 10 (1-5 / 6-10 = 3.14; $p < 0.01$).

Table 8. Multiple regression results regarding adolescents' secure attachment levels and positive character strengths of optimism sub-dimension predicting subjective well-being in school level

Variable	B	Std. Error	β	t	p
Constant	17.829	2.058		8.662	.000*
Secure Attachment	.161	.049	.162	3.309	.001*
Positive Character Strength (Optimism)	2.219	.392	.277	5.656	.000*

* $p < 0.01$

According to Table 8, as a result of the multiple regression analysis performed to determine the strength of the optimism sub-dimension, which is among the adolescents' secure attachment levels and positive character strengths, in predicting subjective well-being in school, the model established was found to be positively and moderately significant ($R = 0.36$, $p < 0.01$). Adolescents' secure attachment and optimism dimension, one of the positive character strengths, was found to explain 13% of the total variance in subjective well-being in school ($R^2 = 0.13$, $F = 29.4$, $p < 0.01$). When the t-test results regarding the significance of the regression coefficients were examined, secure attachment ($t = 3.309$, $p < 0.01$) and optimism sub-dimensions ($t = 5.656$, $p < 0.01$) were found to be statistically significant positively. According to the standardized regression coefficient (β), it was found that the optimism subdimension ($\beta = 0.277$) from the positive character strengths on the subjective well-being in school of adolescents had a higher relative effect on the level of secure attachment to friends ($\beta = 0.162$) ($p < 0.01$).

The results of multiple linear regression analysis related to the predictions of adolescents' secure attachment levels and the closeness/affection sub-dimension from positive character strengths to subjective well-being in school levels are given in Table 9.

Table 9. Multiple regression results regarding adolescents' secure attachment levels and closeness/affection from positive character strengths predicting subjective well-being in school level

Variable	B	Std. Error	β	t	p
Constant	17.145	2.466		6.954	.000*
Secure Attachment	.126	.058	.127	2.15	.031
Positive Character Strength (Closeness/Affection)	2.340	.689	.200	3.397	.001*

* $p < 0.01$

According to Table 9, as a result of the multiple regression analysis performed to determine the strength of the adolescents' secure attachment levels and the closeness/affection sub-dimension, which is one of the positive character strengths, in predicting subjective well-being in school, the model established was found to be positively and statistically significant ($R = 0.29$, $p < 0.01$). It was determined that adolescents' secure attachment and closeness / affection sub-dimension, which is one of their positive character strengths, explains 9% of the total variance in subjective well-being in school ($R^2 = 0.09$, $F = 18.53$, $p < 0.01$). When the t-test results regarding the significance of the regression coefficients were examined, the closeness / affection sub-dimension ($t = 3.397$, $p < 0.01$) was found to be positively significant, while the secure attachment sub-dimension ($t = 2.159$, $p > 0.01$) was observed statistically not significant. According to the standardized regression coefficient (β), it was determined that the closeness / affection sub-dimension ($\beta = 0.200$), which is one of the positive character strengths, on the subjective

well-being in school of adolescents, had a higher relative effect than the level of secure attachment to friends ($\beta = 0.127$).

DISCUSSION, CONCLUSION & SUGGESTIONS

Adolescents spend most of their time in school. Consequently, it has been determined that the subjective experiences and emotional processes they experience in the school environment, which is called subjective well-being in school, have an effect on individuals' personality traits, emotional states, social skills, and life outside of school (DeNeve & Cooper, 1998; Tian, 2008; Canbay, 2010). The concept of subjective well-being at school, which has an important place in the lives of adolescents, has become more prominent in recent years. In this study, it was aimed to examine the predictive power of adolescents' friend attachment and positive character strengths on subjective well-being in school.

There was no significant difference found when the relationship between subjective well-being in school levels of adolescents according to their gender variable was examined ($p > 0.01$). Stated in other words, there is no difference between adolescents' being male or female and their subjective experiences and emotional processes in the school environment. In parallel with this result, in a study conducted by Huebner (1994) with American adolescents, no significant difference was determined between the subjective well-being in school levels of male and female high school students. Likewise, in the study conducted by Büyükcebeci (2017) in our country, which examined the subjective well-being in school levels of adolescents, no significant difference was found according to gender. Nevertheless, in a study conducted by Tian and Liu (2007) with Chinese students, it was found that female students' subjective well-being in school levels was higher than male students. Researchers state that the reason for this finding may be that male students show more behavioral problems, they are more criticized by teachers due to their more absenteeism; consequently, they experience lower satisfaction at school. In the study investigating gender-based outcomes in education in Turkey which conducted by Batyra(2017), it was found that female students generally receive more family support and do not have to work outside of school. However, the factors affecting the status of students at school differ according to the type of school they attend, the region they live in, whether they are in a public school or a private school. It is thought that the reason for the lack of difference between genders in subjective well-being may be due to the fact that the research was conducted in Istanbul and public schools. It is necessary to investigate whether there is a gender difference in subjective well-being in school by collecting data from different types of schools and different regions of Turkey.

When the relationship between the socioeconomic levels of adolescents and subjective well-being in school levels was examined, a significant difference was found ($p < 0.01$). In other words, subjective well-being in school levels of adolescents with low socioeconomic levels is lower than adolescents whose socioeconomic level is middle and above. A significant difference was found in the relationship between school absenteeism and subjective well-being in school levels of adolescents ($p < 0.01$). In other saying, subjective well-being in school levels of adolescents with higher levels of absenteeism is lower than adolescents with lower absenteeism levels. When the related literature is examined, health problems, family problems, having lessons they dislike, their necessity to work economically, etc. factors were found to be related to adolescents' level of absenteeism from school (Öztekın, 2013; Girgin, 2016). However, no studies directly examining the relationship between students' absenteeism and subjective well-being in school were found in the literature. It is thought that the possible explanations for the increase in subjective well-being as school attendance increases may be the decrease in conflicts with the family and

increase of family support when students attend school, the increase in the sense of belonging to the continuing students to the school, and the development of a more harmonious relationship with their friends and teachers. Also, the students who are expected to attend school may think that they exhibit the correct behavior by fulfilling this. Having positive self-worth and believing in doing the right thing is one of the most basic needs of the individual (Aronson, Wilson, & Akert, 2012). Researching the effect of school attendance on subjective well-being in school through quantitative and qualitative studies will contribute to the field.

According to the results of the regression analysis conducted to examine the predictive status of adolescents' friend attachment and positive character strengths to subjective well-being in school levels, it was determined that 13% of the change in subjective well-being in school levels of adolescents was caused by secure attachment to friends and the optimism character strength. In other words, it is observed that adolescents' level of secure attachment to friends and optimism character strengths moderately predicted their subjective well-being in school levels. In parallel with this result, according to Diener (2006) optimism is a part or moreover a component of subjective well-being. A significant positive relationship was found between subjective well-being and optimism in a study conducted by Öztürk (2013). In another saying, it is seen that people with high levels of subjective well-being approach situations and events with a more positive attitude. Similar findings were found in studies conducted by Chang, Maydeu-Olivares and D'Zurilla (1997) and Ho, Cheung and Cheung (2000). Accordingly, it can be expressed that optimism is one of the most important personality traits that can be related to subjective well-being (Öztürk, 2013). In a study conducted with adolescents by Baytemir (2014), adolescents' secure peer attachment status directly affects subjective well-being. Likewise, in the studies conducted by Armsden and Greenberg (1987) with adolescents, it was determined that there is a positive relationship between secure peer attachment and subjective well-being. In Ma and Huebner's (2008) study examining the relationship between peer attachment and subjective well-being in adolescents, attachment to peer was positively associated with subjective well-being, again, in another study conducted by Özer (2009), it was found that there was a positive and significant relationship between secure attachment and subjective well-being, and only secure attachment was found to be important in explaining subjective well-being. In the literature, studies examining the effect of friend attachment and optimism character strength on subjective well-being of individuals have been reached. However, in the relevant literature, no findings were found regarding the predictive status of adolescents' subjective well-being in schools by using a combination of friendship attachment and optimism levels. It is thought that the result obtained in this direction will contribute to the literature.

According to the results of the regression analysis conducted to examine the predictive status of adolescents' friend attachment and positive character strengths to subjective well-being in school levels, it was determined that 9% of the change in subjective well-being in school levels of adolescents was caused by secure attachment to friends and the closeness/affection character strength. In other words, it is seen that adolescents' secure attachment to friends and closeness/affection character strengths significantly predicted their subjective well-being in school at a low level. In parallel with this result, in a study conducted by Suldo, Friedrich, White, Farmer, Minch and Michalowski (2009), it was reported that the social support provided by teachers to students, their efforts to establish an emotional connection with students and the instrumental support they offer explained 16% of the student's subjective well-being. According to this result, it is seen that not only the closeness/affection relationship between

adolescents increases their subjective well-being, but also the establishment of closeness/affection in the teacher-student relationship also increases the subjective well-being levels of adolescents.

When the reasons of school absenteeism of students in the world and in Turkey are examined, it is seen that problems related to school become prominent (Altinkurt, 2008; White, 2010; Hoşgörür & Polat, 2015; Gül, Kıran, & Nasırsi, 2016). In the study conducted by Gül et al. (2016), it was concluded that the effect of family-based reasons on school absenteeism of adolescents is much less than school-related reasons. Therefore, studies should be planned to increase the general feelings and general satisfaction of adolescents towards school, in other words, their subjective well-being in school. In line with the study conducted, it is considered that instilling optimism and closeness / affection characteristics in adolescents and developing these characteristics in them will have a positive effect on their subjective well-being in school levels. In other words, these features decrease adolescents' negative feelings towards school and their experiences in school and increase their subjective well-being in school. In this direction, it is thought that adolescents will experience more positive emotions at school and their satisfaction at school will increase if they are supported by programs to increase their positive character strength (optimism, closeness / affection, etc.) by school psychological counselors and other field experts. In addition, it is thought that supporting different variables that can protect and increase the subjective well-being in school levels of adolescents with quantitative and qualitative studies will contribute to the literature.

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Author Contributions

This study was conducted by all the authors working together and cooperatively. All of the authors substantially and equally contributed to this work in each step of the study.

Conflict of Interest

The authors of the study declare that there is no conflict of interest.

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Ethical Statement

In the writing process of the work titled "**The Prediction Power of Attachment to Friends and Positive Character Strengths for Subjective Well-Being of Adolescents in School**", the scientific, ethical and citation rules were followed, there was no falsification on the data collected, the "Turkish Psychological Counseling and Guidance Journal Editorial Board" had no responsibility for all ethical violations, and all the responsibility belongs to the authors. I undertake that it has not been sent to another academic publishing medium for evaluation.