

Mediator Role of Academic Motivation in the Relationship between Attachment Styles and Life Satisfaction

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ABSTRACT

The aim of this study is to determine the mediating role of academic motivation in the relationship between attachment styles and life satisfaction. The study group of the research consists of 352 university students studying in the Eastern Black Sea Region of Turkey [232 (65.9%) female, 120 (34.1%) male]. The ages of participants ranged from 15 to 33 years [$M_{age} = 20.91$, $SD = 1.85$]. In the study, the Personal Information Form created by the researchers together with the Three Dimensional Attachment Styles Scale, the Life Satisfaction Scale and the Academic Motivation Scale was used as a measurement tool. According to the results of Pearson Product-Moment Correlation Coefficient analysis performed within the scope of the preliminary analysis, it was determined that there were significant relationships between attachment styles, academic motivation and life satisfaction. Mediation test results; revealed that academic motivation has a full mediating role in the relationship between secure and avoidant attachment styles and life satisfaction. In the analyzes made with the anxious-ambivalent attachment style, it was determined that academic motivation had a partial mediating role. The research results present empirical findings in terms of both clinical and educational applications. The results were discussed in the light of the literature.

Keywords: Attachment styles, academic motivation, life satisfaction, mediation analysis.

Bağlanma Stilleri ile Yaşam Doyumu Arasındaki İlişkide Akademik Güdülenmenin Aracı Rolü

ÖZ

Bu çalışmanın amacı bağlanma stillerinin yaşam doyumu ile olan ilişkisinde akademik güdülenmenin aracı rolünün belirlenmesidir. Araştırmanın çalışma grubu, Türkiye'nin Doğu Karadeniz Bölgesinde öğrenim görmekte olan 352 üniversite öğrencisinden oluşmaktadır [232 kadın (65.9%), 120 erkek (34.1%)]. Katılımcıların yaşları 15 ile 33 arasında değişmektedir [$Ort_{yaş} = 20.91$, $SS = 1.85$]. Çalışmada Üç Boyutlu Bağlanma Stilleri Ölçeği, Yaşam Doyumu Ölçeği ve Akademik Motivasyon Ölçeği ile birlikte araştırmacılar tarafından oluşturulan Kişisel Bilgi Formu ölçme aracı olarak kullanılmıştır. Ön analizler kapsamında gerçekleştirilen Pearson Momentler Çarpımı Korelasyon Katsayısı analizi sonuçlarına göre bağlanma stilleri, akademik güdülenme ve yaşam doyumu arasında anlamlı ilişkiler bulunduğu belirlenmiştir. Aracılık testi sonuçları; güvenli ve kaçınan bağlanma stillerinin yaşam doyumu ile olan ilişkisinde akademik motivasyonun tam aracı role sahip olduğunu ortaya koymuştur. Kaygılı-kararsız bağlanma stili ile yapılan analizlerde ise akademik motivasyonun kısmi aracı rolü olduğu tespit edilmiştir. Araştırma sonuçları hem klinik hem de eğitim uygulamaları açısından ampirik bulgular sunmaktadır. Elde edilen sonuçlar literatür doğrultusunda tartışılmıştır.

Anahtar Kelimeler: Bağlanma stilleri, akademik güdülenme, yaşam doyumu, aracılık analizi.

Introduction

There are many factors related to happiness in humans and the ability to gain enjoyment from the world they live in. Some of these factors are within the individual's initiative, while some are outside their control. In addition to factors the individual has no control over, like genetic factors and parental income levels, factors within the individual's control like working and resting ensure a person gains enjoyment from life. In the student years, these may include factors related to education and

teaching. Adolescents who gain pleasure from this process may have advantages in terms of building a more successful and peaceful future, while individuals with low life satisfaction may fall into a range of psychological problems and transform into problematic individuals in society. As a result, determining factors related to life satisfaction may have critical importance.

Life satisfaction comprises the cognitive dimension of subjective well-being and refers to an individual's assessment of their life according to their own standards (Diener, 2000; Pavot, and Diener, 1985). Life satisfaction, providing meaning to the time interval in which the individual lives, is shaped by some determinative experiences in the past. Some of these experiences are based on relationships created with parents in the early childhood period. A secure attachment relationship with parents ensures the individual encounters fewer emotional problems during their lives (Shane, and Shane, 2001). Individuals with secure attachment are described as less worried, more flexible and closer by their families (Kobak, and Sceery, 1988). Suess, Grossmann and Alan (1992) identified that these individuals gain more acceptance from their surroundings. As a result, individuals with secure attachment have better levels of mental health and can be said to contain clues about how they see life as more meaningful. Ponti and Smorti (2019) stated the attachment relationship formed with parents in the early childhood period is a factor associated with life satisfaction in adulthood. In research from recent years, studies are encountered showing attachment relationships not just with parents but with peers and in romantic relationships increase life satisfaction (Guarnieri, Smorti, and Tani, 2015; Guo, 2019). In addition to findings related to secure attachment increasing satisfaction obtained from life, there is research identifying that anxious and avoidant attachment relationships have features detrimental to life satisfaction (Molero et. al., 2017) Temiz, and Comert, 2018). Burk and Burkhart (2003) determined that insecure attachment styles lead to selection of negative choices when dealing with events. In short, the attachment relationships created in the first periods of an individual's life are associated with a person's life satisfaction in positive or negative manner. Though this connection forms the behavior modes an individual will carry their whole lives and contributes to their perspective on life, it is not the only determinant of a person's mental health. Especially some factors which are important for an individual's life in the school period become effective. These factors are directly related to the individual's education-teaching period.

Education-teaching experiences enter a person's life from early childhood. Children are introduced to academic knowledge at young ages and transform into happier individuals as they gain interest in learning and taste success. Academic motivation, qualifying factors related to an individual continuing their school life and achieving their targeted degrees (Clark, and Schroth, 2010), may contribute to interest and desires in relation to academic topics at young ages and a successful and responsible identity in future years (Barrick, Stewart, and Pitrowski, 2002) and may transform into a factor increasing satisfaction the individual obtains from life. In the literature there appears to be limited research supporting this view. Karaman, Nelson and Cavazos Vela (2018) determined that motivation about obtaining success is positively correlated with an individual's life satisfaction. Vitterso (2003) explained this situation as motivation and life satisfaction being concepts along the same line. Some researchers studying the source of this motivation determined different motivation types create different effects. For example, when an individual is motivated in line with their own choices and not according to the directives of an authority (Pauli, Chambel, Capellari, and Rissi, 2018), they achieve higher life satisfaction. In other words, internal motivation increases life satisfaction (Guinn, 2005; Kwok, Chui, and Wong, 2013), while findings were reached in relation to external motivation reducing life satisfaction (Mafini, and Dlodlo, 2014). However, regardless of its source, it can be argued that the motivation that enables individuals to achieve valuable and meaningful goals will have positive reflections on the person. Motivation, just as it contributes to determining the satisfaction an individual gains from life, is a variable open to being affected by parental attachment style. A secure attachment between parents and child has the potential to contribute to increases in both motivation and life satisfaction. Duchesne and Larose (2007) determined the attachment relationships developing with mother and father had positive effects on life satisfaction. Learner and Kruger (1997) reported the source of this increase was not just parents but also teachers. When examined from this aspect, it appears the source of attachment feelings contributing to the increase in motivation of an individual is variable. Studies showing attachment to

place increases life satisfaction support this view (Counted, Possamai, McAuliffe, and Meade, 2020; Prayag, Chen, and Del Chiappa, 2018). If we were to summarize, the quality of the attachment patterns an individual develops with different sources, led by parents, is associated with life satisfaction. When it comes to adolescents, this association is of particular importance. This is because adolescents are in a period with more fragile psychology. It is important to determine the correlations between parents, with an important place in adolescent lives, and academic duties with life satisfaction for several reasons. The first of these reasons is to contribute to determining factors increasing life satisfaction of adolescents for school psychological counselors and the second is to guide researchers working on adolescent mental health and related variables. Additionally, knowing the factors related to the life satisfaction levels of adolescents will benefit parents becoming more aware of and sensitive to this topic. With this aim, this study investigated the mediator role of academic motivation in the relationship between attachment styles and life satisfaction. In line with this, the study created the following four hypotheses for investigation.

H₁: Attachment styles (*secure, anxious-ambivalent, avoidant*) are associated with life satisfaction

H₂: Attachment styles (*secure, anxious-ambivalent, avoidant*) are associated with academic motivation

H₃: Academic motivation is associated with life satisfaction

H₄: Academic motivation has a mediator role in the correlation between attachment styles (*secure, anxious-ambivalent, avoidant*) and life satisfaction

Method

In this section, information on research design, sample, measures, statistical approach and procedure-ethical approval titles are given.

Research Design

This study, conceived with correlational pattern, tested the mediating role of academic motivation in the relationship between attachment styles and life satisfaction. In correlational patterns, the aim is determination of the correlations between variables and revealing whether these correlations are positive or negative states (Bryman, and Cramer, 2001; Cohen, Manion, and Morrison, 2007). With this aim, in correlational patterns, groups comprising at least two continuous variables are determined and the degree of correlation of the variables is identified through correlation coefficients (Ary, Jacobs, Sorenson, and Razavieh, 2010; Fraenkel, Wallen, and Hyun, 2012).

Sample

The study group comprised 352 students who are attending a university in the East Black Sea Region of The Turkish Republic with ages ranging from 18 to 33 years ($SD = 1.85$, $Mean = 20.91$). Participants comprised 232 female (65.9%) and 120 male (34.1%) students.

Measures

With the aim of determining the level of happiness an individual feels in life the Life Satisfaction Scale developed by Diener, Emmons, Larsem and Griffin (1985) and adapted by Yetim (1993) was used; the Three Dimensional Attachment Style Scale (Erzen, 2016) was used for determination of attachment styles; and with the aim of determining motivation levels in terms of completing academic work, the Academic Motivation Scale (Bozanoğlu, 2004) was used as data collection tool. Information related to age and sex were collected with a personal information form. The details related to the scales are explained below.

Academic Motivation Scale

This was developed by Bozanoğlu (2004) with the aim of determining individual differences in the academic motivation levels of students. The Academic Motivation Scale comprises 20 items. It is a five-point Likert-type scale. On the scale, 19 items have positive points, while the fourth item is inverted. The minimum points that can be obtained from the scale is 20, with maximum points of 100. For reliability of the scale, the test-retest method and internal consistency coefficients were calculated. 101 students participated in retest. The second application was performed four weeks after the first application and the test-retest correlation was found to be .87. For reliability analysis, secondly, the internal consistency coefficient was assessed with Cronbach's Alpha value. Cronbach's Alpha value was determined as .77 and .85 (Bozanoğlu, 2004). For current study, the internal consistency coefficient was .88.

Three-Dimensional Attachment Style Scale

The Three-Dimensional Attachment Style Scale was developed with the aim of determining attachment styles (Erzen, 2016). The scale comprises three sub-dimensions of secure, avoidant and anxious-ambivalent attachment styles. The scale has a five-point Likert-type response scale and contains 18 items. The internal consistency coefficients for avoidant, secure and anxious-ambivalent attachment styles were .80, .69 and .71, respectively. In present study, the internal consistency coefficients for avoidant, secure and anxious-ambivalent attachment styles were .74, .73 and .55.

Life Satisfaction Scale

The Life Satisfaction Scale (Diener, Emmons, Larsen and Griffin 1985) was developed as a Likert-type scale with seven-degree response scale with the aim of determining satisfaction an individual gains from life. The original form of the life satisfaction scale contained five items and had internal consistency coefficient of .87. The scale was adapted to Turkish by Yetim (1993) and had internal consistency coefficient determined as .86. Yetim (1993) reported that the test-retest correlation of the measure was found to be .73. In present study, the internal consistency coefficient was .86.

Statistical Approach

Before analyzing the data, some statistical revisions are required. Determination of missing values is an assumption that needs to be investigated to test normal distribution and linearity (Field, 2009). In this context, first missing value analysis was completed and it was determined the data set did not have missing values. Points obtained in end value analysis were transformed to standard z points and measurements not within -3 to +3 were removed from the dataset (n= 10) (Tabachnick and Fidell, 2007). Finally, skewness and kurtosis values related to the variables were investigated to test the normality assumption. According to the obtained results, the skewness and kurtosis values related to the variables were determined to be within the acceptable limit values of -1.5 and +1.5 (Table 1).

Table 1
Skewness and Kurtosis Coefficients of Scale Tools

	N	Min.	Max.	M	SD	Skewness		Kurtosis	
						Value	Error	Value	Error
A _s	346	13	25	20.47	2.63	-.40	.13	-.15	.26
A _{an}	346	6	30	15.95	4.71	.41	.13	-.22	.26
A _{av}	346	10	27	17.42	3.24	.37	.13	-.06	.26
AM	346	35	96	65.08	11.33	-.05	.13	-.01	.26
LS	346	5	35	21.16	6.96	-.46	.13	-.58	.26

Note: A_s= Secure Attachment, A_{av}= Avoidant Attachment, A_{an}= Anxious-Ambivalent Attachment, AM= Academic Motivation, LS= Life Satisfaction

Structural equation modelling was used to assess the hypothesized conceptual models. Analysis based on structural equation modelling was completed with IBM AMOS graphic software. The item parceling method was used allowing the number of variables observed in the analysis process to be reduced and increasing the reliability and normality of the scale tools (Alhija and Wisenbaker, 2006). To determined parcels, the balanced item parcelling method was applied. According to the results of exploratory factor analysis, the factor loadings were ranked from largest to smallest. At each step, the distribution order was applied in reverse, ensuring that the items were evenly distributed to the parcels (Little et al., 2002). In line with this approach, two parcels for each measure of attachment styles and three parcels for measure of academic motivation were created.

For analyses based on structural equation modelling, steps related to two different procedures (*measurement model and structural model*) are taken. The aim in completing these steps is to determine the fit level based on the integrated model (Anderson and Gerbing, 1988). With the aim of determining which of the tested hypothesis models were more appropriate, goodness-of-fit indices were used. These goodness-of-fit indices included χ^2/df , Comparative Fit Indices (CFI), Tucker and Lewis index (TLI), Goodness of Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), Standardized Root Mean Square Residual (SRMR), Akaike's Information Criterion (AIC), and Expected Cross-Validation Index (ECVI). For the RMSEA and SRMR indices, values of .05 or lower indicate perfect fit. Additionally, for CFI, TLI and GFI, values of .95 and above indicate perfect fit, while values of .90-.95 indicate acceptable fit. The χ^2/df fit index having values lower than 5 is a marker of good fit (Tabachnick and Fidell, 2007). For AIC and ECVI values, there is no clear interval known. These two goodness-of-fit indices are frequently used for model comparisons. Of the compared models, the model with lower AIC and ECVI values is accepted as showing better fit to the data and model selection is thus completed (Burnham and Anderson, 2004).

Finally, with the aim of determining the indirect effect of the dependent variable on the independent variable, the confidence intervals recommended by Preacher and Hayes (2008) were determined using the bootstrap process. The bootstrap analysis sample for this study was determined as 10,000 and the confidence intervals were calculated based on this. Zero not being between the low and high confidence intervals is interpreted as showing the mediating analysis is significant (Preacher and Kelley, 2011).

Procedure and Ethical Approval

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. The research team administered a “paper and pencil” survey to psychology students during their lectures. Participation was voluntary and participants were assured that all data were anonymous and confidential.

Findings

Preliminary analysis

Table 2
Bivariate correlations among variables

	1	2	3	4	5	6	7	8	9	10	11	12	13
(1) As	1												
(2) Aan	-.26**	1											
(3) Aav	-.21**	.27**	1										
(4) AM	.29**	-.13*	.181*	1									
(5) LS	.38**	-.28**	-.04	.30**	1								
(6) Asp1	.77**	-.11*	-.19**	.17**	.25**	1							
(7) Asp2	.81**	-.29**	-.14**	.28**	.34**	.26**	1						
(8) Aanp1	-.20**	.87**	.31**	-.08	-.22**	-.08	-.22**	1					
(9) Aanp2	-.25**	.86**	.15**	-.14**	-.27**	-.11*	-.28**	.51**	1				
(10) Aavp1	-.28**	.34**	.89**	-.10	-.15**	-.21**	-.23**	.35**	.23**	1			

(11) Aavp2	-.34**	.35**	.58**	-.16**	-.10*	-.21**	-.33**	.29**	.31**	.56**	1		
(12) LSp1	.35**	-.28**	-.04	.24**	.91**	.24**	.32**	-.22**	-.26**	-.14**	-.08	1	
(13) LSp2	.35**	-.25**	-.04	.32**	.96**	.23**	.33**	-.20**	-.24**	-.14**	-.11*	.76**	1
Mean	20.47	15.95	17.42	65.08	21.16	8.41	12.06	8.58	7.36	8.25	5.27	8.40	12.76
SD	2.63	4.71	3.24	11.33	6.96	1.58	1.72	2.76	2.65	2.68	2.11	2.94	4.44

Note. N= 346, *p< .05, **p< .01, Asp1, Asp2 = Parcels of Secure Attachment; Aanp1, Aanp2 = Parcels of Anxious-Ambivalent Attachment; Aavp1, Aavp2 = Parcels of Avoidant Attachment; LSp1, LSp2 = Parcels of Life Satisfaction

According to the results of correlation analysis (Table 2), there were significant correlations between life satisfaction and secure attachment ($r = .38, p < .01$; 95% CI [.28, .47]), avoidant attachment ($r = -.04, p > .05$; 95% CI [-.15, .06]), anxious attachment ($r = -.28, p < .01$; 95% CI [-.38, -.17]) and academic motivation ($r = -.37, p < .01$; 95% CI [.21, .40]).

Measurement Model

As a result, in this study the measurement model and structural model were separately tested. In this study, different measurement models were tested for three attachment styles (*secure, avoidant and anxious attachment styles*). For each measurement model three latent variables (*attachment style, academic motivation and life satisfaction*) and seven observed variables are present. Attachment styles represent two parcels (*separate parcels for each attachment style*), the academic motivation variable represents three parcels and the life satisfaction variable represents two parcels. In line with this structure, the model tested for secure attachment style was concluded to show good level of fit to the data ($\chi^2_{(df=11, N=346)} = 10.60, p > .05$; $\chi^2/df = .96$, CFI= .99, TLI= .98, GFI= .99; RMSEA= .00 90% BCa [.01, .05]; SRMR= .02). The standardized factor loadings related to the variables included in the model varied from $\lambda = .43$ to $\lambda = .92$. In conclusion, the variables observed in the measurement model developed based on secure attachment style are stated to significantly represent the latent variables.

In the second stage of testing the measurement models, the measurement model for anxious-ambivalent attachment style was tested. The measurement model tested for anxious-ambivalent attachment was concluded to have good level of fit to the data ($\chi^2_{(df=11, N=346)} = 7.47, p > .05$; $\chi^2/df = .68$, CFI= .99, TLI= .99, GFI= .99; RMSEA= .00 90% BCa [.01, .05]; SRMR= .02). The standardized factor loadings related to factors comprising the model were identified to vary from $\lambda = .64$ to $\lambda = .92$. In light of the obtained findings, the variables observed in the measurement model developed for anxious-ambivalent attachment style can be said to significantly represent the latent variables. In the final stage of assessing the measurement model, the measurement model developed based on avoidant attachment style was tested. This model showed good level of fit to the obtained data ($\chi^2_{(df=11, N=346)} = 21.37, p < .05$; $\chi^2/df = 1.94$, CFI= .99, TLI= .89, GFI= .98; RMSEA= .05 90% BCa [.02, .09]; SRMR= .03). The standardized factor loadings in the measurement model were shown to vary from $\lambda = .68$ to $\lambda = .84$. When generally evaluated, the variables observed in the measurement model can be said to have sufficient representative power for the latent variables.

Structural Model

With the aim of determining the mediator role of academic motivation, three separate steps were followed for secure, anxious-ambivalent and avoidant attachment styles. In each step a two-stage approach was chosen. In the first stage a full mediator role was researched, while the second stage researched the partial mediator role. To test the structural models, first the mediator role of academic motivation in the correlation between secure attachment style and life satisfaction was examined. In this context, firstly the full mediator role of academic motivation was dealt with (Model 1, see Figure 1a). In this model, there is no direct path between the secure attachment style and life satisfaction.

Model 1 shows fit to the data at the recommended standards ($\chi^2_{(df=12, N=346)} = 40.77, p < .001$; $\chi^2/df = 3.39$, CFI= .96, TLI= .94, GFI= .97; RMSEA= .08 90% BCa [.05, .11]), SRMR= .07; AIC = 72.77, ECVI= .21 90%BCa [.16, .27]). In the second stage, the partial mediator model was tested (Model 2, see Fig. 1b). In this model there is a direct path between secure attachment style and life

satisfaction. According to the results of partial mediation analysis, though Model 2 shows good level of fit to the data ($\chi^2_{(df=11, N=346)}=10.60, p>.05; \chi^2/df=.96, CFI=.99, TLI=.99, GFI=.99; RMSEA=.00$ 90% BCa [.01, .05]), SRMR=.02; AIC=44.60, ECVI=.13 90% BCa [.13, .16]), the path between academic motivation and life satisfaction is not significant ($\beta=.05, p>.05; 90\% BCa=[-.11, .24]$). As a result, it was concluded that Model 1 is a more appropriate model. As a result of these findings, it was determined that academic motivation has a full mediator role in the correlation between secure attachment style and life satisfaction (Fig. 2a).

The second sequence in testing the structural model included analyses based on anxious-ambivalent attachment style. In this context, firstly the full mediator role of academic motivation was dealt with (Model 3, see Fig. 1c). In this model there is no direct path between anxious-ambivalent attachment style and life satisfaction. Model 3 shows fit to the data in accordance with the recommended standards ($\chi^2_{(df=12, N=346)}=26.80, p<.05; \chi^2/df=2.23, CFI=.98, TLI=.97, GFI=.98; RMSEA=.06$ 90% BCa [.03, .09]), SRMR=.07; AIC=58.80, ECVI=.17 90% BCa [.14, .22]). In the second stage, the partial mediator model was tested (Model 4, see Fig. 1d). In this model, there is a direct path between anxious-ambivalent attachment style and life satisfaction.

According to the results of partial mediation analysis, Model 4 shows good level of fit to the data ($\chi^2_{(df=11, N=346)}=7.45, p>.05; \chi^2/df=.68, CFI=.99, TLI=.99, GFI=.99; RMSEA=.00$ 90% BCa [.01, .04]), SRMR=.02; AIC=41.47, ECVI=.12 90% BCa [.13, .15]). In order to determine the mediator role of academic motivation in the correlation between anxious-ambivalent attachment style and life satisfaction, it is necessary to identify which model is more effective. With this aim, Model 3 (Fig. 1c) and Model 4 (Fig. 1d) were compared. In the comparison process, in addition to the fit indices, the AIC and ECVI values are used. Though the full mediation model (Model 3, Fig. 1c) shows acceptable fit, the alternative model (partial mediation, Model 4, Fig. 1d) shows significantly better level of fit compared to the full mediation model. Additionally, the AIC and ECVI values for Model 4 (AIC=41.47, ECVI=.12) are lower than the AIC and ECVI values for Model 3 (AIC=58.80, ECVI=.17). As a result of these findings, it was determined that academic motivation has a partial mediator role in the correlation between anxious-ambivalent attachment style and life satisfaction.

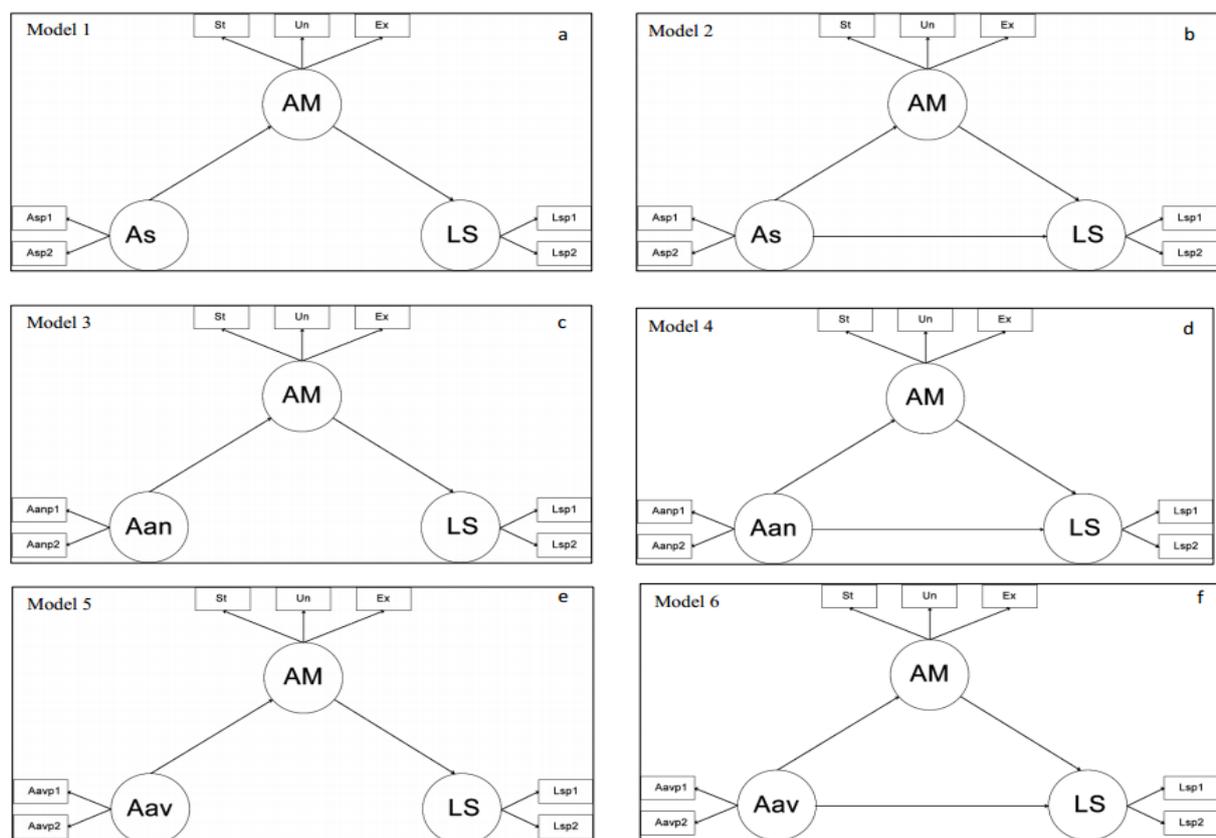


Figure 1. Hypothesized Conceptual Models

Fig. 1a, 1c and 1e represents full mediation models for secure attachment, anxious-ambivalent attachment, and avoidant attachment, respectively, whereas Fig. 1b, 1d and 1f demonstrates the partial mediation models.

Note: Asp1, Asp2 = Parcels of Secure Attachment; Aanp1, Aanlp2 = Parcels of Anxious-Ambivalent Attachment; Aavp1, Aavp2 = Parcels of Avoidant Attachment; LSp1, LSp2 = Parcels of Life Satisfaction; AM = Academic Motivation, LS = Life Satisfaction, St = Self-transcendence, Un = Using knowledge, Ex = Exploration

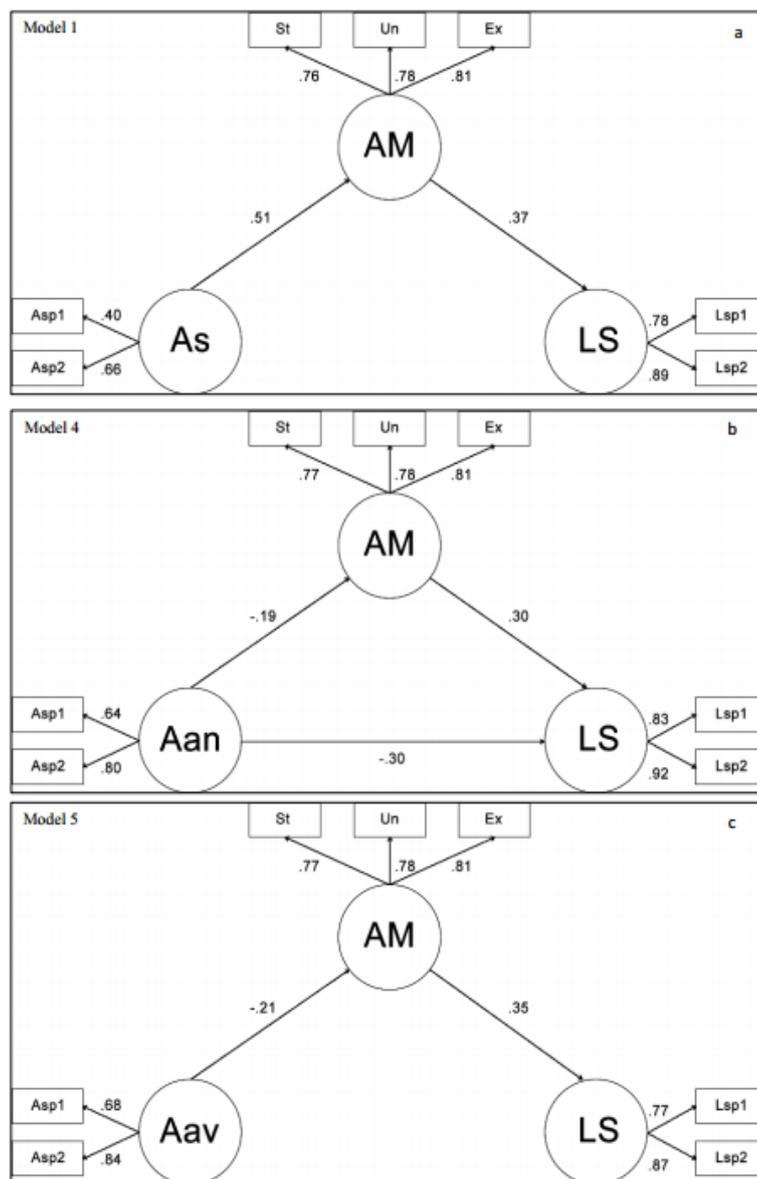


Figure 2. Mediation models from attachment styles to life satisfaction through academic motivation

Asp1, Asp2= Parcels of Secure Attachment; Aanp1, Aanlp2= Parcels of Anxious-Ambivalent Attachment; Aavp1, Aavp2= Parcels of Avoidant Attachment; LSp1, LSp2= Parcels of Life Satisfaction; AM= Academic Motivation, LS= Life Satisfaction, St= Self-transcendence, Un= Using knowledge, Ex= Exploration

Finally to test the structural models, analyses based on avoidant attachment style were completed. In this context, first the full mediator role of academic motivation was dealt with (Model 5, see Fig. 1e). In this model there is no direct path between avoidant attachment style and life satisfaction. Model 5 shows fit to the data at the recommended standards ($\chi^2_{(df = 12, N = 346)} = 23.03, p < .05; \chi^2/df = 1.92, CFI = .99, TLI = .98, GFI = .98; RMSEA = .05, 90\% \text{BCa} [.02, .08], SRMR = .04; AIC = 55.03, ECVI = .16, 90\% \text{BCa} [.13, .21]$). In the second stage the partial mediator model was tested (Model 6, see Fig. 1f). In this model there is a direct path between avoidant attachment style and

life satisfaction. According to the partial mediation analysis results, Model 6 shows good level of fit to the data ($\chi^2_{(df=11, N=346)}=21.37, p>.05; \chi^2/df=1.94, CFI=.99, TLI=.98, GFI=.99; RMSEA=.05$ 90% BCa [.02, .09), SRMR=.04; AIC= 55.37, ECVI=.16 90%BCa [.13, .21]). Though Model 6 shows acceptable fit, the path between avoidant attachment style and life satisfaction was not significant ($\beta=-.09, p>.05; 90\% BCa=[-.23, .04]$). As a result of this situation, it can be said that Model 5 is a more appropriate model. In light of these results, it was determined that academic motivation has a full mediator role in the correlation between avoidant attachment style and life satisfaction (Fig. 2c).

Bootstrapping

The bootstrap estimations related to indirect and direct effects were evaluated in the bootstrap process. Results revealed that the direct effects of attachments styles (for secure attachment, $b=.51$ 95%BCa [.35, .65], for anxious-ambivalent attachment, $b=-.19$ 95%BCa [-.28, -.05], and for avoidant attachment, $b=-.21$ 95%BCa [-.34, -.09]) on academic motivation were significant. Additionally, academic motivation was significantly associated with life satisfaction in three models (model 1, $b=.37$ 95%BCa [.26, .46]; model 4, $b=.30$ 95%BCa [.20, .40], model 5, $b=.33$ 95%BCa [.22, .43]). Finally, the mediation analysis showed that attachment styles (*indirect*, for secure attachment, $b=.19$ 95%BCa [.10, .28], for anxious-ambivalent attachment, $b=-.06$ 95%BCa [-.10, -.02], and for avoidant attachment, $b=-.07$ 95%BCa [-.12, -.03]) were significantly related to life satisfaction through academic motivation (Table 3).

Table 3
Direct and Indirect Effects of Among Latent Variables

IV*	Model Pathways	Effect	95% BCa (10,000 bootstraps)		S.E	C.R.	p
			Lower	Upper			
As	Direct effect						
	As→LS	.51	.35	.65	.44	3.55	<.001
	AM→LS	.37	.26	.46	.05	4.93	<.001
Aan	Indirect effect						
	As→AM→LS	.19	.10	.28	---	---	---
	Direct effect						
Aan	Aan→LS	-.19	-.28	-.05	.12	2.50	<.001
	AM→LS	.30	.20	.40	.05	4.65	<.001
	Aan→LS	-.30	-.42	-.16	.10	3.59	<.001
Aav	Indirect effect						
	Aan→AM→LS	-.06	-.10	-.02	---	---	---
	Direct effect						
Aav	Aav→AM	-.21	-.34	-.09	.15	2.54	<.05
	AM→LS	.33	.22	.43	.05	4.41	<.001
	Indirect effect						
Aav	Aav→AM→LS	-.07	-.12	-.03	---	---	---

Note. As= Secure Attachment; Aan= Anxious-Ambivalent Attachment; Aav= Avoidant Attachment; LS= Life Satisfaction; AM= Academic Motivation, *IV= Independent Variable

Conclusion, Discussion and Recommendations

This study researched the mediator role of academic motivation in the correlation of attachment styles with life satisfaction. The mediation analysis results determined that it had a full mediator role for secure and avoidant attachment styles and a partial mediator role for anxious-ambivalent attachment style. Individuals with anxious-ambivalent and avoidant attachment styles were determined to gain less pleasure from life and to have lower enthusiasm in terms of interest in academic topics. These results mean that people with secure attachments gain more satisfaction from life, and are more interested in academic topics and eager to obtain success in relation to these topics.

Contrary to this, individuals with insecure attachment styles have disadvantages in terms of interest in academic topics and focusing, showing that these individuals have higher potential to orient their interest toward nonacademic topics.

Results related to the H₁ hypothesis are in line with studies in the literature. Many research has confirmed that individuals with secure attachment obtain higher satisfaction from life. Individuals with secure attachment styles have more potential to obtain positive experiences (Waters, Merrick, Treboux, Crowell, and Albersheim., 2000). Contrary to this, individuals with anxious and avoidant attachment styles have lower life satisfaction levels (Temiz, and Comert, 2018; Waring, Kernes, and Bui, 2019). Ponti and Smorti (2019) reported a secure attachment relationship was directly proportional to the excess of pleasure that will be obtained from life in later periods. Guarnieri et al. (2015) determined that obtaining more satisfaction from life was not just linked to secure attachment relationships with only the mother but also with the father. From this aspect, each of the parents giving a feeling of security to a child in the family may be said to be associated with the life satisfaction of the individual in the future. Contrary to this, it is expected that individuals with insecure attachment will have lower levels of life satisfaction. In fact, this problem may have negative reflects for other people around the individual. Ronen and Mikulincer (2012) determined that individuals with insecure attachment caused a reduction in work satisfaction of employees. Stated differently, a person with insecure attachment to others may damage not only the satisfaction they obtain from sources but also the satisfaction of others. Considering the study by Mafini and Dlodlo (2014) identifying work satisfaction as an effective factor in life satisfaction, this situation gains clarity. When examined from this aspect, individuals with insecure attachment style negatively affect their surroundings as much as their own well-being level. The reflection of the negative effect on the environment back to the individual causes the person with insecure attachment to be caught in a negative atmosphere and may lower their life satisfaction further. Guo (2019) supports this view in studies stating that individuals with insecure attachment have greater difficulties in adapting to environmental changes.

Findings related to the H₂ hypothesis showed that the three attachment styles have significant correlations with academic motivation. Secure attachment was stated to have positive correlation, while anxious-ambivalent and avoidant attachment styles had negative correlations. One of the factors associated with the attachment style of the individual and affecting life satisfaction results is motivation. Motivation of the individual in many different areas may cause an increase in life satisfaction (Cole, 2005; Karaman et al., 2018; Sirgy et al., 2013). Motivation about academic topics of the individual is one of these factors. Duchesne and Larose (2007) stated that the secure attachment relationship between parents and child was positively correlated with motivation of the individual in relation to academic topics. Learner and Kruger (1997) stated that parents were not the only factor in attachment contributing to the increase in academic motivation, and that attachment feelings for teachers contributed to this increase. According to this result, individuals from insecure family environments raised by families who did not show the necessary interest and affection for children will not be interested in academic topics and will orient their motivations towards other topics. Research findings showing that lack of interest is among the reasons for the disintegration of Turkish people's motivation also supports this view (Coşkun, 2021). In addition, in the findings from research on children associated with crime, Bowlby (1944) showed that the topics individuals with insecure attachment are motivated towards may have destructive effects.

The H₃ hypothesis proposed that academic motivation was associated with life satisfaction. Findings obtained within the scope of the study show this hypothesis was confirmed. It is expected that keeping an expectation alive about success that will be obtained in topics related to being motivated will contribute to the individual experiencing a feeling of success gaining more pleasure than from life (Brunstein, and Heckhausen, 2018). Research in the literature supports this view. Karaman et al. (2018) determined that motivation related to success that will be obtained increases life satisfaction of an individual. Sirgy et al. (2013) stated there will be an increase in life satisfaction in situations without material content that have not been internalized by the individual about expectations that will be obtained. Some research has identified that for the source of motivation to ensure an increase in life satisfaction it should be based on an internal element; in other words, it should have a

spiritual aspect (Guinn, 2005; Kwok et al., 2013). On the other hand Mafini and Dlodlo (2014) identified that if the source of motivation is based on an external factor, an increase in life satisfaction will occur. When examined from this aspect, whatever the source of motivation, individuals who focus on success in a certain topic find their own lives more valuable and can be said to have added a target and meaning to life. As a result, young people who do not think that success is attainable will have reduced life satisfaction and as a result it can be said these individuals become open to a variety of risks.

The H₄ hypothesis proposed that academic motivation had a mediator role in the correlation of attachment styles with life satisfaction. The results of the research testing models based on this hypothesis determined that academic motivation had a full mediator role in the correlation of secure and avoidant attachment styles with life satisfaction and a partial mediator role in the model conceptualized with anxious-ambivalent attachment style. This result complies with the nature of academic motivation and linked to this the first three conceptualized hypotheses. Results obtained from the tested models lead to the consideration that academic motivation is strongly linked to the correlation of secure and avoidant attachment styles with life satisfaction, while there is no such linking relationship for the anxious-ambivalent attachment style. The attachment relationship is a variable forming in the first year of an individual's life (Ainsworth, 1979, 1989) and has the quality of being closed to change, representing the source of behavior modes held for life. Due to the effect on attitudes and behavior, it is natural that all experiences an individual has is related to these styles. Academic motivation has an important effect on adolescent life (Jiang, Rosenzweig, and Gaspard, 2018). However, does this effect have the power to render the correlation between attachment and life satisfaction meaningless? Studies in the literature showing the correlation of attachment with life satisfaction support the view that this connection is one which is not easily weakened (Chen et al., 2017; Cronin, Pepping, and Lyons, 2019; Lane, and Fink, 2015). However, the findings obtained within the scope of this study show that academic motivation is a variable that should be considered in explaining the life satisfaction levels of individuals with secure or avoidant attachment styles.. When the reasons for academic motivation having this strong effect are considered, the first thing that comes to mind is the period of life the individual is in. Adolescents spend a significant portion of time in school and their duty in life is to attain success in school, so it appears natural that this effect will be strong. The life satisfaction of individuals with secure attachment being linked to academic motivation may be due to them feeling more connection to these tasks. Individuals with avoidant attachment style obtain low levels of satisfaction from life which can be said to be linked to them avoidant academic motivation. In fact, individuals with avoidant attachment styles display a tendency to consciously avoid the behavior they determine to be a target (Bartholomew, and Shaver, 1998). It is possible they display a similar tendency for the topic of academic motivation. The satisfaction obtained from life of individuals with anxious-ambivalent attachment style being partly linked to academic motivation is an understandable situation. Most of these individuals are indecisive and anxious about what they will do (Khoshkam, Bahrami, Ahmadi, Fatehizade, and Etemadi, 2012) so they may not attach sufficient importance to the topics of academic motivation and success. However, there are still some questions to be answered regarding the role of academic motivation at this point. For example, does the correlation between attachment styles and life satisfaction display variability in certain periods or under certain conditions? Under what conditions can the academic motivation and life satisfaction levels of individuals with insecure attachment styles be increased? There is a need for longitudinal and experimental studies to find the answers to these and similar questions.

The life satisfaction and happiness levels have critical importance for students continuing their learning life. In this period, just as reducing hope and life satisfaction levels may lead lower success rates of young people, it may cause unwanted choices and even lead young people to suicide. In this regard, the fact that adolescents have a secure attachment behavior with their parents may act as a protective role for them. Considering that even the sense of attachment that adolescents in this period feel towards the schools they study in reduces the rate of engaging in risky behaviors (Şimşek, and Çöplü, 2018), it can be predicted how important the healthy attachment relationship they establish with their families will be. As a result, it is important that administrators and policy-makers in educational institutions variegate motivation sources, plan studies to increase motivation and take precautions against factors reducing motivation. Additionally, counselors employed in the guidance

and psychological counseling services in schools should organize psychotraining programs to increase motivation, determine the motivation and life satisfaction levels of students and contribute to resolving potential risk factors threatening students during follow-up.

Limitations

This study has some limitations. The first limitation is due to the study being cross-sectional. Data within the scope of the study were obtained based on the assumption that the attachment styles of students remain fixed through all periods of life. Through longitudinal research, whether attachment relationships display variation in different life periods or not and the correlation of this possible change with academic motivation may be determined. The second limitation is that the study has descriptive quality. It is possible that there are differences between the participants self-reports and the directly observable results. As a result, performing studies designed with experimental pattern will contribute to obtaining stronger evidence about the conditions that individuals with different attachment styles are motivated in, and how this affects their life satisfaction levels. The third limitation is that the internal consistency coefficient for the type of avoidant attachment in this study was determined as .55. Though there is a judgement that values of .70 and above should be obtained in measurements, there are references stating the values of .50 and above may provide acceptable results (Şencan, 2005). From this aspect, results obtained from future research with values of .70 and above for avoidant attachment style and the results of this study may be compared and thus the validity of the findings will be tested.

A fourth limitation concerns the item parcel technique used in the model. In the item parceling technique, a sub-dimension is created by selecting certain items related to a variable and included in the structural equation model in this way. This situation points out to the fact that many sub-dimensions can be created in proportion to the number of items and different fit indices can appear for each different sub-dimension. Therefore, it should be noted that the goodness of fit indices obtained in this study are limited to the parcels determined within the scope of this study. In relevant literature revealed that the standardized factor loading of the parcels would be higher than the value of .60. In current paper, the standardized factor loading of the first factor loading for secure attachment was .43. This value is lower than .60 accepted by criterion (Marsh, Hau, Balla, and Grayson, 1998). This situation appeared as a limitation. The fifth limitation is that the model may have been determined by exposure to the influence of many unexamined sub-factors. For example, this model may have become functional in the participant group, where the difference of factors such as SES (socio-economic status), age, mental health, income level of the participants affected. Therefore, it should be taken into consideration that different models can become operable on different groups of participants.

In spite of a range of limitations, this study revealed variables with an important role in explaining the life satisfaction of university students and the interactional correlations of these variables with each other. Though there are a few studies investigating the correlation between attachment styles and life satisfaction (Odacı, Çıkrıkçı, Çıkrıkçı, and Aydın, 2019; Reizer, 2015; Temiz, and Comert, 2018), this study is the first to investigate the mediation of the correlation between these two variables by academic motivation. At the same time, this study offers empirical outcomes for experts practicing in the clinical and educational areas. For example, there is no direct connection between avoidant attachment style and life satisfaction, but adding academic motivation to the model reveals an indirect effect on life satisfaction. This study determined academic motivation had a full mediator role in the correlation between secure and avoidant attachment styles with life satisfaction. Findings were obtained that it had a partial mediator role for anxious-ambivalent attachment style.

Contribution Rate of Researchers

In this study, the first author's contribution rate was 60%, the second author's contribution rate was 40%.

Conflict of Interest

There is no conflict of interest in this study.

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Genişletilmiş Özet

Giriş

İnsanın mutluluğu ve yaşadığı dünyadan zevk alabilmesiyle ilişkili birçok faktör bulunmaktadır. Bu faktörlerden bazıları bireyin inisiyatifindeyken bazıları ise kontrolünün dışındadır. Genetik faktörler, ebeveynlerin gelir düzeyleri gibi bireyin kontrol sahibi olmadığı konuların yanı sıra çalışma ve dinlenme gibi bireyin kontrolünde olan faktörler kişinin hayattan zevk almasını sağlamaktadır. Öğrencilik yıllarında bu faktörlere eğitim ve öğretim ile ilgili faktörler de dâhil olmaktadır. Bu süreçte yaşamdan haz alan ergenler daha başarılı ve huzurlu bir gelecek inşa edebilme konusunda avantaj elde ederken, yaşam doyumu düşük bireyler çeşitli psikolojik sorunların içerisine düşebilmekte ve toplumda problemlili bireylere dönüşebilmektedir. Bu sebeple yaşam doyumu ile ilişkili faktörlerin belirlenmesi kritik bir öneme sahiptir.

Yaşam doyumu öznel iyi oluşun bilişsel boyutunu oluşturmada ve bireyin kendi oluşturduğu standartlara göre yaşamını değerlendirmesi anlamına gelmektedir (Diener, 2000; Pavot ve Diener, 1985). Bireyin içerisinde yaşadığı zaman dilimini anlamlı hale getiren yaşam doyumu, geçmişte yaşanan bazı belirleyici deneyimlerle şekillenmektedir. Bu deneyimlerin bir kısmı erken çocukluk döneminde anne ve baba ile kurulan ilişkilere dayanmaktadır. Ebeveynle kurulan güvenli bir bağlanma ilişkisi, bireyin yaşam boyu daha az duygusal problemle karşılaşmasını sağlamaktadır (Shane ve Shane, 2001). Bu sebeple bireyin yaşamının ilk dönemlerinde kurduğu bağlanma ilişkisinin olumlu veya olumsuz şekilde kişinin yaşam doyumu ile ilişki içerisinde olduğu ileri sürülebilir. Bu bağ bireyin yaşam boyu taşıyacağı davranış kalıplarının oluşmasına ve hayata bakış açısına katkı sağlasa da kişinin ruh sağlığındaki tek belirleyici değildir. Özellikle okul çağında bireyin yaşamında önemli bazı faktörler etkin hale gelmektedir. Bu faktörler bireyin eğitim-öğretim dönemiyle doğrudan ilişkilidir.

Eğitim-öğretim yaşantıları erken çocukluktan itibaren insan yaşamına girmektedir. Çocuklar akademik bilgilerle küçük yaşlarda tanışmakta ve öğrenmeye ilgi duydukça, başarıyı tattıkça daha mutlu bireylere dönüşmektedirler. Bireyin okul hayatına devam etmesi ve hedeflediği dereceleri almasıyla ilişkili faktörleri niteleyen akademik motivasyon (Clark ve Schroth, 2010) sayesinde küçük yaşlarda akademik konulara karşı duyulan ilgi ve istek, ilerleyen yıllarda başarılı ve sorumlu bir kimliğe katkı sunabilmekte (Barrick, Stewart ve Pitrowski, 2002) ve bireyin yaşamdan elde ettiği doyumu artıran bir faktöre dönüşebilmektedir. Dolayısıyla birey için değerli ve anlamlı amaçlara ulaşmaya hizmet eden motivasyonların kişiye olumlu yansımaları olacağı düşünülebilir.

Motivasyon, bireyin yaşamdan elde ettiği doyumu belirlemeye katkı sağladığı gibi ebeveyne bağlanma stilinden de etkilenmeye açık bir değişkendir. Ebeveynler ile çocuk arasında kurulan güvenli bir bağlanma hem motivasyona hem de yaşam doyumunda artışa katkı sağlama potansiyeline sahiptir. Ergenler söz konusu olduğunda bağlanma konusu ayrı bir önem taşımaktadır. Zira ergenler psikolojik olarak daha kırılgan bir dönemdedirler. Ergenlerin yaşamlarında önemli bir yer kaplayan ebeveynler ve akademik görevlerin yaşam doyumu ile ilişkisinin belirlenmesi birkaç sebepten yüksek fayda sağlama potansiyeline sahiptir. Bu sebeplerden ilki okul psikolojik danışmanlarının ergenlerin yaşam doyumlarında artış sağlayan faktörleri belirlemesine katkı sunabilme, ikincisi ergen ruh sağlığı ve ilgili değişkenlere yönelik çalışmakta olan araştırmacılara ışık tutabilme potansiyeli taşımasıdır. Ayrıca ergenlerin yaşam doyumu düzeyleriyle ilişkili faktörlerin bilinmesi, ebeveynlerin bu konuda daha bilinçli ve hassas olmalarına da fayda sağlayabilir. Bu amaçla bu çalışmada bağlanma stillerinin yaşam doyumu ile ilişkisinde akademik motivasyonun aracı rolü incelenmektedir.

Yöntem

Korelasyonel desende kurgulanan bu çalışmada bağlanma stillerinin yaşam doyumu ile ilişkisinde akademik motivasyonun aracı rolü sınanmıştır. Çalışma grubu yaşları 15 ile 33 ($SD = 1.85$, $Mean = 20.91$) arasında değişen 352 öğrenci ile oluşturulmuştur. Bağlanma stillerinin ölçümünde yaş grubunun ve cinsiyetin farklılaşmaya neden olmaması dolayısıyla farklı yaş gruplarından veri

toplanmıştır. Katılımcılar Doğu Karadeniz Bölgesinde farklı eğitim kademelerinde öğrenim gören 232'si kız (%65.9), 120'si erkek (%34.1) öğrenciden oluşmaktadır. Bu çalışmada bireyin yaşamdan mutlu olma düzeyini belirlemek amacıyla Diener, Emmons, Larsen ve Griffin (1985) tarafından geliştirilen, Yetim (1993) tarafından uyarlanan *Yaşam Doyumu Ölçeği*; bağlanma stillerinin belirlenmesinde *Üç Boyutlu Bağlanma Stilleri Ölçeği* (Erzen, 2016) ve akademik işleri yapabilme konusundaki güdülenme düzeyini belirlemek amacıyla *Akademik Güdülenme Ölçeği* (Bozanoğlu, 2004) veri toplama araçları olarak kullanılmıştır. Kişisel bilgi formunda yaş ve cinsiyete ilişkin bilgiler toplanmıştır.

Bulgular

Her bir adımda ise iki aşamalı (a two-stage approach) bir yaklaşım tercih edilmiştir. Birinci aşamada tam aracılık rolü, ikinci aşamada ise kısmi aracılık rolü araştırılmıştır. Yapısal modellerin test edilmesine ilk önce güvenli bağlanma stili ile yaşam doyumu arasındaki ilişkide akademik motivasyonun aracı rolü ile başlanmıştır. Bu bağlamda ilk olarak, akademik motivasyonun tam aracılık rolü ele alınmıştır.

İlk olarak, akademik motivasyonun tam aracılık rolü ele alınmıştır. Bu modelde güvenli bağlanma stili ile yaşam doyumu arasında doğrudan bir yol (direct path) bulunmamaktadır. Model 1, verilerin önerilen standartlar ile uyumlu olduğunu göstermektedir. İkinci aşamada kısmi aracılık modeli test edilmiştir. Bu modelde, güvenli bağlanma stili ile yaşam doyumu arasında doğrudan bir yol bulunmaktadır. Kısmi aracılık analizi sonuçlarına göre, Model 2'nin verilerle iyi düzeyde uyum göstermesine rağmen akademik motivasyon ile yaşam doyumu arasında yol anlamlı değildir. Dolayısıyla, model 1'in daha uygun bir model olduğuna karar verilmiştir. Bu bulgular sonucunda, akademik motivasyonun güvenli bağlanma stili ile yaşam doyumu arasındaki ilişkide tam aracı role sahip olduğu belirlenmiştir.

Yapısal modellerin test edilmesinde ikinci sırada kaygılı-kararsız bağlanma stiline dayalı analizler yer almaktadır. Bu bağlamda ilk olarak, akademik motivasyonun tam aracılık rolü ele alınmıştır. Bu modelde kaygılı-kararsız bağlanma stili ile yaşam doyumu arasında doğrudan bir yol (direct path) bulunmamaktadır. Model 3, verilerin önerilen standartlar ile uyumlu olduğunu göstermektedir. İkinci aşamada kısmi aracılık modeli test edilmiştir (Model 4 bkz. Fig. 1d). Bu modelde, kaygılı-kararsız bağlanma stili ile yaşam doyumu arasında doğrudan bir yol bulunmaktadır. Kısmi aracılık analizi sonuçlarına göre, Model 4 verilerle iyi düzeyde uyum göstermektedir. Kaygılı-kararsız bağlanma stili ile yaşam doyumu arasındaki ilişkide akademik motivasyonun aracı rolünün belirlenebilmesi için hangi modelin daha etkili olduğunun tespit edilmesi gerekmektedir. Bu amaçla Model 3 ve Model 4 karşılaştırılmıştır. Tam aracılık modelinin (Model 3) kabul edilebilir uyum göstermesine rağmen, alternatif model (kısmi aracılık, Model 4) tam aracılık modeline kıyasla daha iyi (significantly better) düzeyde uyum göstermiştir. Bu bulgular sonucunda, akademik motivasyonun kaygılı-kararsız bağlanma stili ile yaşam doyumu arasındaki ilişkide kısmi aracı role sahip olduğu belirlenmiştir.

Yapısal modellerin test edilmesinde son olarak kaçınan bağlanma stiline dayalı analizler gerçekleştirilmiştir. Bu bağlamda ilk olarak, akademik motivasyonun tam aracılık rolü ele alınmıştır (Model 5). Bu modelde kaçınan bağlanma stili ile yaşam doyumu arasında doğrudan bir yol bulunmamaktadır. Model 5, verilerin önerilen standartlar ile uyumlu olduğunu göstermektedir. İkinci aşamada kısmi aracılık modeli test edilmiştir (Model 6 bkz. Fig. 1f). Bu modelde, kaçınan bağlanma stili ile yaşam doyumu arasında doğrudan bir yol bulunmaktadır. Kısmi aracılık analizi sonuçlarına göre, Model 6 verilerle iyi düzeyde uyum göstermektedir. Model 6 kabul edilebilir uyum göstermesine rağmen, kaçınan bağlanma stili ile yaşam doyumu arasındaki yol anlamlı değildir. Bu durumun sonucunda Model 5'in daha uygun bir model olduğu ifade edilebilir. Bu bulgular sonucunda, akademik motivasyonun kaçınan bağlanma stili ile yaşam doyumu arasındaki ilişkide tam aracı role sahip olduğu belirlenmiştir.

Bu çalışmada, bazı tahminler yapabilmek amacıyla 10.000 bootstrap örneklemlili 95% güven aralıkları hesaplanmıştır. Dolaylı ve doğrudan etkilere ilişkin bootstrap tahminleri bootstrap süreci ile değerlendirilmiştir. Bu çalışmada akademik motivasyonun (*güvenli bağlanma ile tam aracı, kaygılı-kararsız bağlanma ile kısmi aracı, kaçınan bağlanma stilleri ile tam aracı*) bağlanma stilleri ile yaşam doyumu arasındaki ilişkide aracı rollerinin olduğu bulunmuştur.

Sonuç, Tartışma ve Öneriler

Bu çalışmada bağlanma stillerinin yaşam doyumu ile olan ilişkisinde akademik motivasyonun aracı rolü araştırılmıştır. Yapılan aracılık analizleri sonucunda güvenli ve kaçınan bağlanma stiline tam, kaygılı-kararsız bağlanma stiline ise kısmi aracılık rolü olduğu belirlenmiştir. Analizler kaçınan ve kaygılı-kararsız bağlanma stillerinin akademik motivasyon ve yaşam doyumu ile negatif ilişkisi olduğunu, güvenli bağlanma stiline ise pozitif ilişkili olduğunu belirlemiştir. Kaygılı-kararsız ve kaçınan bağlanma stillerindeki bireylerin yaşamdan aldıkları hazzın ve akademik konularla ilgilenme konusunda heveslerinin daha düşük olduğu belirlenmiştir. Bu sonuçlar güvenli bağlanan kişilerin yaşamdan daha fazla doyum elde ettikleri, akademik konularla ilgilenme ve bu konular hakkında başarı elde etme konusunda daha istekli oldukları anlamına gelmektedir. Buna karşın, güvensiz bağlanma stillerine sahip bireylerinse akademik konulara ilgi duyma ve odaklanma konusunda dezavantajlı olduklarını, bu bireylerin ilgilerini akademik olmayan konulara yöneltme potansiyellerinin daha yüksek olduğunu göstermektedir.