

**A RESEARCH ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL  
VULNERABILITIES, PSYCHOLOGICAL WELL-BEING, SOCIAL FAITH AND  
SATISFACTION LEVELS OF UNIVERSITY STUDENTS<sup>1</sup>**

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***Abstract***

*In this study, some variables are analysed the relationships between psychological vulnerability, psychological well-being, social trust and satisfaction levels of university students. The scope of the research consists of Bingol University students. However, its paradigm consists of 1500 students who are selected by random method from different faculties, departments and grade levels. 1348 applications are evaluated in this research. Three scales; named such as “Psychological Vulnerability Scale”, “Psychological Well-being Scale”, “Social Trust and Satisfaction Level Scale” are applied in the frame of the study. The scales were filled in by communicating face to face with the students. The data which obtained within the scope of the research, are analysed through SPSS and AMOS statistical programs. While AMOS structural equation modelling is used in the impact measurement, on the other hand, SPSS Process Macro Analysis is used in the regulatory impact measurement. In addition, Confirmatory Factor Analysis, T-test and Anova analysis are used in measuring the meaningful difference. As a result of the Structural Equation Modelling (SEM), the effect of psychological vulnerability on psychological well-being in the variables between psychological vulnerability psychological well-being, social faith and satisfaction levels of university students are tested as H0 hypothesis and the effect of psychological fragility on social*

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*trust and satisfaction as the H1 hypothesis, and it has been found a meaningful relationship between the two variables.*

**Key words:** *Psychological vulnerability, Psychological well-being, Social trust and satisfaction, validity, reliability*

## **1. Introduction**

University life brings with it many changes in psychological, emotional, social and academic fields, especially for students who are new to university. During higher education, young people are faced with very complex developmental problems (Tatlılıoğlu, 2010). Day by day increasing competitive environment in universities, rising the amount of knowledge to be learned and the complexity of information, the problems with finding a job in the future all these cause some students to have social-psychological need for support, which causes some mental health problems in some students (Sümer, 2008). University youths value themselves according to their success and failure and they do not tolerate failure (Clark, Stump, Miller and Long, 2007; Crocker and Park, 2003; Sinclair and Wallston, 1999; cited in Ekşi, Erök-Özkapu & Ümmet, 2019: 185). What is expected from education and academicians is that they should ensure that they train the "unique substance", which we call an individual, in every aspect and in the best possible way. If this situation is not taken into account, it will be inevitable to raise asocial incompatible individuals with personality and mental health problems (Erdem, 2005; cited in Tatlılıoğlu, 2000).

## **2. Literature Review**

### **2.1. Psychological Vulnerability (PV)**

There are many definitions of psychological vulnerability. According to Sinclair and Wallston (1999) psychological vulnerability refers to cognitive structures which make individuals more fragile to stress and described it as a "*pattern of cognitive beliefs reflecting a dependence on achievement or external sources of affirmation for one's sense of self-worth*"; according to Ingram and Price (2010), "*a situation related to the concepts of perfectionism, appreciation demand and dependency*"; according to Scanlon and Lee (2007), "*the individual is vulnerable in psychological, social and physical as-*

pects". Psychological vulnerability is a cognitive belief pattern that reflects dependence on success or the sources of export of an individual's understanding of eigenvalue. This makes the person vulnerable to bad behaviour of other people or sad events in life. As a result, this situation clearly prevents the person from reaching the goal (Akın & Eker, 2011). Psychologically fragile individuals may see themselves socially inadequate in the community. The individual greatly needs the approval of the people around him about his/her behaviours and thoughts and at the end the person develops dependence on these people. Psychological vulnerability can weaken individuals' subjective well-being by lowering their hope levels (Seller, 2016: 71). On the other hand, psychological vulnerability includes the cognitions that the individual develops with outside approval. From this point of view, it comes to mind that individuals, who are highly sensitive to external feedback, may be more vulnerable psychologically. As a matter of fact, it is stated that individuals' alienation from themselves by accepting external influence can increase their psychological vulnerability (Akın, Eroğlu, Kayış & Satici, 2013: 524). Vulnerability has a psychological, emotional, social and physical characteristics and targets the individual's personality in terms of its results. When viewed from a psychological perspective vulnerability is related to the individual's non-functional learning and experiences. This situation triggers many psychological disorders, especially depression. On the other hand, vulnerability and fragility are also related to the personality traits of the individual (Tatlılıoğlu, 2015). Continuity of increases or decreases in eigenvalue and self-esteem can also increase feelings of vulnerability. In case of weakness in eigenvalue and self-esteem, the inadequacies and worthlessness of the individual can lead to vulnerability. Psychological vulnerabilities are not the main cause of mental disorders, but rather risk factors (Crocker, 2002; Monrain & Blackburn, 2005; (Ekşi, Erök-Özkapu & Ümmet, 2019: 185). Vulnerability is psychological, social and physical in characteristics and it is the target of the individual against harmful effects (Scanlon & Lee, 2007). When vulnerability is considered in terms of its psychological aspect, source and level of vulnerability depend on the individual's dysfunctional learning (Ingram & Luxton, 2006). Non-functional learning of the individual triggers many psychological disorders, especially depression (Monrain & Blackburn, 2005; cited in Sarıçam, 2015: 191).

## 2.2. Psychological Well-Being (PW)

Psychological well-being is generally defined in various ways. Keyes, Smotkin, and Ryff (2002) adopted as "Multidimensional Psychological Well-Being Model". These dimensions are as "*positive self-perception*", "*good relationship with people*", "*environmental dominance*", "*autonomy*", "*meaning of life*" and "*healthy development*" (Tatlılıoğlu, 2014: 465-466). From the past to the present, the question of whether the individual is happy, peaceful and mentally healthy is determined by his / her material wealth or by other things and this question still continues to be a matter of curiosity. A lot of research has been done on this subject. There are many benefits that psychological well-being provides to the individual. Psychological well-being encompasses much more than being stress-free or the absence of other mental problems. Nowadays, mental health generally expresses the following argument: "In addition to the absence of mental problems, it has clearly demonstrated the importance of having positive psychological functions, feeling good and taking a look at events and situations positively. Many words are used in the literature regarding human health. These concepts; psychological well-being, subjective well-being, life satisfaction, quality of life, positive self-perception, self-understanding, self-confidence, self-esteem, positive affect, negative affect, happiness, etc. are the most used concepts (Akin, 2008; Cenkseven & Akbaş, 2007; Tatlılıoğlu, 2014; Tatlılıoğlu, 2015: 2; Huppert, 2009). Psychological well-being is a multidimensional concept consisting of life attitudes rather than a simple combination of positive and negative emotions and life satisfaction (Ryff, 1989).

Since William James, psychologists are trying to emphasise the need to recognise the multifaceted nature of the individual in order to be fully understood. Today, positive psychology, which is based on the positive characteristics and strengths of the individual, comes against to psychopathology based on traditional perspective of psychology by ignoring the strengths of the person and positive psychology comes into prominence in the field of psychology and psychological counselling (Ekşi, Erök-Özkapu & Ümmet, 2019: 183).

### 2.3. Social Faith/Safeness and Satisfaction (SFS)

Social safeness has been defined as the degree that people experience their social worlds as safe, warm, and soothing and it includes feelings of belonging, acceptance, and feelings of warmth from others. Social safeness is also related to how people experience pleasure, positive feelings and emotions in social situations. Feeling in social safeness (faith) can be defined as the degree of perceiving the social world in which an individual lives as safe, peaceful and relaxing. It also includes the feeling of attachment and belonging to the other people around the person in social situations (Akın, Uysal & Çitemel, 2013: 34; Akın & Akın, 2015). When we look at the studies conducted in this field, it has clearly revealed the fact that the human is considered as a social being who needs to be together with other people in order to meet his/her physiological, psychological, emotional, social, economic and physical needs. Sociality constitutes the essence of human relationships and the social aspect of human depends on the meaningfulness of his/her relationships with others. Human life consists of friendships, kinships, partnerships, marriages, partnerships, institutions and acquaintances. In order for the individual to have a good life, there must be human relationships based on trust. Living together should be based on trust, which is one of the main factors that ensures the existence of society and prevents social chaos (Karadoğan, 2009; Weber, 1998; cited in: Akın, Uysal & Çitemel, 2013: 34).

Social relationships and attachment experiences are also important for the individual to feel socially secure and, accordingly, in the regulation of emotional states. The positive emotions that individuals get from their social relationships are very important for them to have a positive mood and to see their social rank. Studies show that attachment experiences strengthen the individual's feelings of trust and social connectedness, and in this case, they are important for mood order and brain maturation (Gilbert and others, 2009). Humankind tries to gain trust in social life mostly from family, relatives and close friends (Özbek, 2008). According to Rothstein and Uslaner (2005), the individuals who see themselves as socially safe are more optimistic about their ability to create their own chances in life and happier about how their lifetime is ongoing. The environment of trust or mistrust of an individual can affect the cognitive functions

of the brain and decrease problem solving skills (Cited in: Akın, Uysal & Çitemel, 2013: 35).

### **3. METHOD**

#### **3.1. Model of Research**

This research is a relational survey type which is one of general survey model. Survey type research model is used and additionally both descriptive and interpretative methods are used for this study. According to Karasar (2005: 34), descriptive review models are approaches to reveal events, situations and facts that existed in the past, today or in a certain period. It includes the process of presenting the scientific portrait of the phenomenon without trying to change or affect the existing and it questions what it consists of and what it is related to (Karasar, 2004; Büyüköztürk, 2007; 2012). In the theoretical part of the research, the literature is also review. For this purpose, explanatory information about psychological vulnerability, psychological well-being, and social trust and satisfaction level is included in this study. Then, quantitative data obtained from each scale is analysed. The compatibility of data used in “*Structural Equation Modelling*” with the model is examined as a whole. The covariance structure of the data in the model is evaluated as a criterion for the compatibility of the covariance structure on the basis of the main mass (Çelik & Yılmaz, 2009).

#### **3.2. Participants**

The population of the research consists of 8,000 students studying at Bingöl University's Faculty of Science and Arts, Faculty of Theology, Faculty of Economics and Administrative Sciences, Faculty of Veterinary Medicine, Faculty of Health Sciences, Faculty of Agriculture and Faculty of Engineering. The scales were applied to students from a total of 7 faculties and 13 departments. The scales are administered to the students by random method. The population of the research consists of 1348 people, including 585 female (44.4%) and 763 (56.6%) male students. The scales are applied to 1500 students, but the responses of 152 students are not taken into account. The numerical values regarding the quantitative data obtained from the research are given under the title of findings.

### **3.3. Measures**

"Psychological vulnerability scale", "Psychological well-being scale", "Social trust and satisfaction scale" and "Personal Information Form" are used in this study.

#### **3.3.1. Personal Information Form**

In the personal information form prepared by the researchers, has variables such as; participants "gender, class, faculties, departments, age, number of siblings, place where they spent most of their life, high school they graduated, average income level of the family, father's occupation, mother's occupation, parents' educational status, are the parents living together and do their parents live?".

#### **3.3.2. Psychological Vulnerability Scale (a)**

The original form of the psychological vulnerability scale is developed by Sinclair and Wallston (1999), and its adaptation to Turkish culture, its validity and reliability study are conducted by Akın and Eker (2011). High scores on the scale indicate high psychological vulnerability. As a result of the confirmatory factor analysis applied to the data obtained from 371 university students in order to verify the one-dimensional psychological fragility model and it is found out that the scale fits well in one dimension as in the original form. The results of confirmatory factor analysis indicated that the model was well fit and Chi-Square value ( $\chi^2= 7.82$ ,  $df= 9$ ,  $p= 0.55272$ ) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA= .000, NFI= .97, CFI= 1.00, GFI= .99, AGFI= .98, RFI= .95, and SRMR= .025. Factor loadings ranged from .46 to .69. The Cronbach alpha coefficient of the questionnaire was .75 and the corrected item-total correlations of PVS ranged from .26 to .44. (This scale is shown in the table with the symbol a).

#### **3.3.3. Psychological Well Being Scale (b)**

Psychological well-being scale is developed by Akın & Fidan (2012) and its validity and reliability are tested before. This scale is a measurement tool that evaluates the participants' perceptions of psychological well-being and it is based on the personal information about him/herself. The scale, which consists of 8 items, describes important elements of human function, from positive relationships to sense of competence and

having a meaningful and purposeful life. The results of confirmatory factor analysis indicated that the model was well fit ( $\chi^2=48.80$ ,  $sd=18$ ,  $p=0.00011$ ,  $RMSEA=.066$ ,  $NFI=.97$ ,  $CFI=.98$ ,  $IFI=.98$ ,  $RFI=.96$ ,  $GFI=.97$ , and  $SRMR=.038$ ). Factor loadings ranged from .60 to .78. The internal consistency coefficient of the scale was .83 and the corrected item-total correlations ranged from .47 to .67. Overall findings demonstrated that this scale had high validity and reliability scores. (This scale is shown in the table with the symbol b).

### **3.3.4. Social Faith/Trust and Satisfaction Scale (c)**

Social faith (trust) and satisfaction scale is developed by Gilbert and others (2009). It is adapted to Turkish culture by Akın, Uysal & Çitemel (2013). The original form of the scale consists of 11 items and one dimension. The scale has a 5-point Likert type rating and each question has options and means as follows; (0) Never (1) Rarely (2) Occasionally (3) Generally and (4) Always. The scores that can be obtained from the scale are listed between 0 and 44. Before starting this study, the necessary written permissions are obtained from the authorised units of the university in order to conduct the research since the sample group is composed of university students. The applications are made by the researcher in small groups in the classroom and in line with the necessary explanations. The sample of study consists of 350 high school students. Results of confirmatory factor analysis demonstrated that the eleven items loaded on one factor and the goodness of fit coefficients of unidimensional model were high ( $\chi^2=71.82$ ,  $df=40$ ,  $p=0.00149$ ,  $RMSEA=.048$ ,  $NFI=.96$ ,  $CFI=.98$ ,  $IFI=.98$ ,  $RFI=.95$ ,  $GFI=.96$ ,  $SRMR=.042$ ). The internal consistency coefficient of the scale (Cronbach alpha) was .82. The corrected item-total correlations of SPSS ranged from .34 to .61. These results demonstrate that the measures obtained the Turkish version of seem considerably valid and reliable. (This scale is shown in the table with the symbol c).

### **3.4. Procedure and Data Analyses**

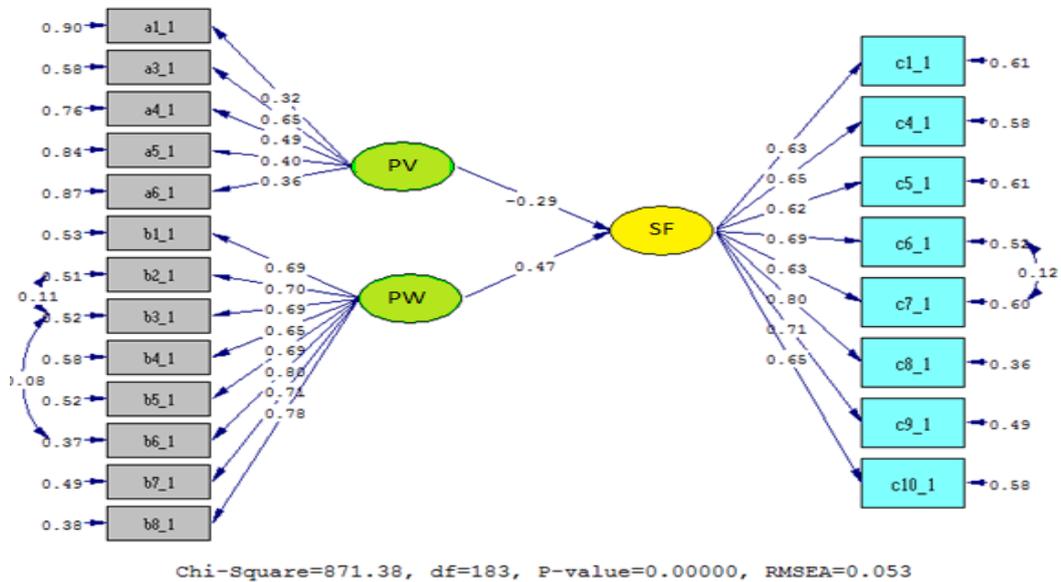
First of all, necessary training is provided to the participants. First step is to give detailed information about the research in the education. The importance, purpose and research questions of the research are explained. The used scales in the study are introduced and it is explained that which research question refers to which scale of the re-

search. The options for each item and how data should be collected in each item are explained separately and it is made sure that each item and options are fully and accurately understood by the participants. After that, a copy of the scales are five to participant students. The scales are printed and reproduced sufficiently for everyone. The data of the research started to be collected in September 2019 and this process took about 6 months. Two practitioners take part in the application of the scales. The data obtained within the scope of the research are analysed through SPSS (23.00) and AMOS statistical programs.

#### 4. Findings

In this part of the study, the results obtained from the research are included.

**Table 1: Standard values of SEM analysis examining the effect on social trust and satisfaction level without a relationship between psychological vulnerability and psychological well-being**



#### *Standardised Results According to Structural Equation Modelling (SEM)*

As seen in Table 1, it is noticed that 1-unit change in psychological vulnerability and psychological well-being, 0.29 change from 1-unit change in psychological vulner-

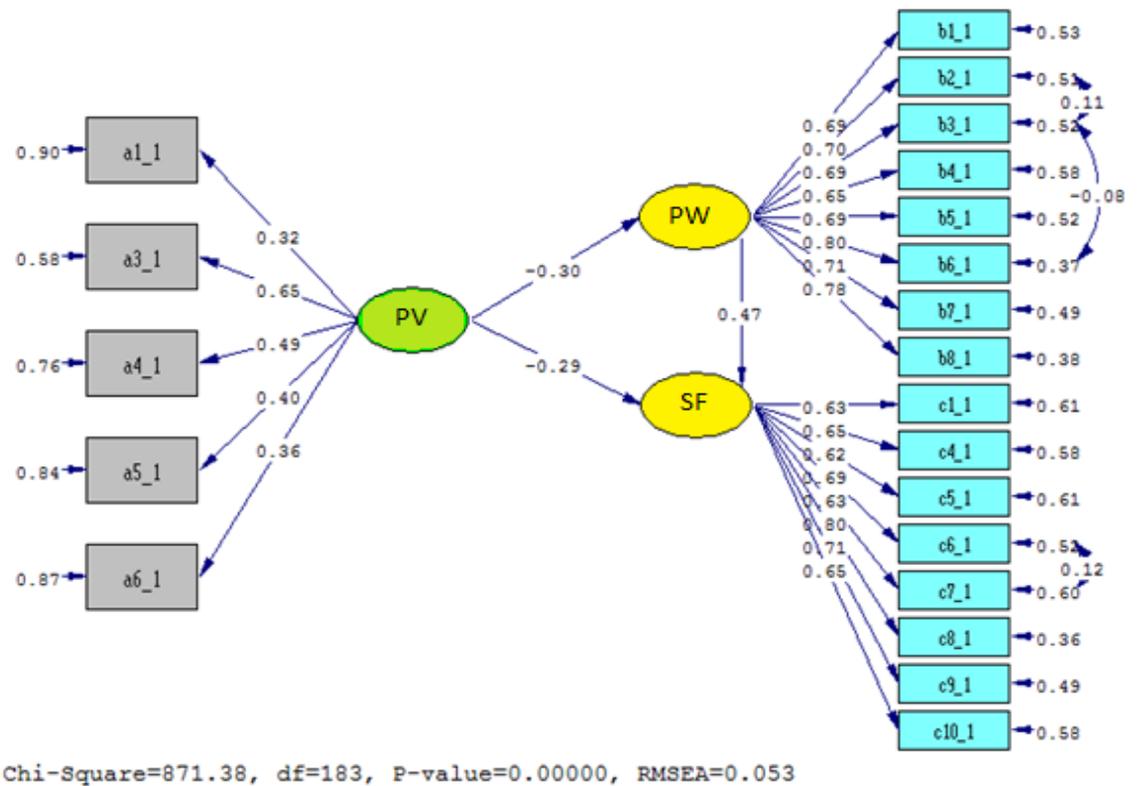
ability and psychological well-being, and 0.47 change from psychological well-being to social trust and satisfaction levels regard to some variables in examining the relationship between the psychological vulnerabilities of university students, their psychological well-being, social trust and satisfaction levels; in examining the relationship between psychological vulnerability and psychological well-being, psychological vulnerabilities, psychological general well-being, social trust and satisfaction levels of university students by developing models and hypotheses on social trust and satisfaction.

**Tablo 2: T Value According to Structural Equation Modelling (SEM)**

Fit Measure	Value	Good Fit	Acceptable Compliance
$\chi^2/sd$	4.76	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 3$
RMSEA	0.053	$0 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.08$
SRMR	0.045	$0 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$
NFI	0.97	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$
NNFI	0.97	$0.97 \leq NNFI \leq 1.00$	$0.95 \leq NNFI \leq 0.97$
CFI	0.97	$0.97 \leq CFI \leq 1.00$	$0.95 \leq CFI \leq 0.97$
GFI	0.94	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$
AGFI	0.93	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$

It is seen that Table 5.2 shows following values; GFI 0.94 (Goodness of fit index), AGFI 0.93 (Adjusted goodness of fit index), CFI 0.97 (Compared index of fit), RMSEA 0.053 (Estimated root squares mean), NNFI 0.97 (Unscaled fit index), NFI 0.97 (Scaled fit index) and SRMR 0.045 (Relative chi-square index, standardized root plus mean of squares). There is a meaningful relationship between psychological vulnerability and perceptions of well-being on social trust and satisfaction levels in the examining the relationship between psychological vulnerabilities, psychological well-being, social trust and satisfaction levels of university students in terms of some variables, therefore the research model and hypotheses are confirmed.

**Tablo 3: Standard results of the Structural Equation Modelling in the relationship between vulnerability, social trust and satisfaction in case of psychological well-being is the mediator variable**



**Standardised Results of the Mediating Variable According to Structural Equation Modelling**

In statistical tool models, they are models that partially or completely explain the relationship between the mediating variable between independent and dependent variables through a third hypothesis. It is evaluated according to the relationship between the mediator variable of the independent variable and the dependent variable of the mediator variable. When there is no direct dependency relationship between dependent and independent variables, the relationship between variables is examined indirectly (Yilmaz & Dalbudak, 2018).

As a result of a 1-unit change in the mediating variable (psychological vulnerability, well-being) observed in the table, it is seen that psychological vulnerability,

psychological well-being will cause a 0.47 change in the effect of on social trust and satisfaction levels. It is seen that psychological fragility, well-being and psychological well-being have a positive effect on social trust and satisfaction levels.

Tabloda gözlemlenen aracı değişkende (psikolojik kırılganlık, iyilik hali) 1 birimlik değişim sonucunda psikolojik kırılganlık psikolojik iyilik halinin sosyal güven ve memnuniyet düzeylerine etkisinde 0.47 oranında değişim meydana getireceği görülmektedir buda psikolojik kırılganlık, iyilik halinin psikolojik iyilik halinin sosyal güven ve memnuniyet düzeylerine olumlu etkisi oldu görülmektedir.

**Tablo 4: T values of Mediator Variable According to Structural Equation Modelling (SEM)**

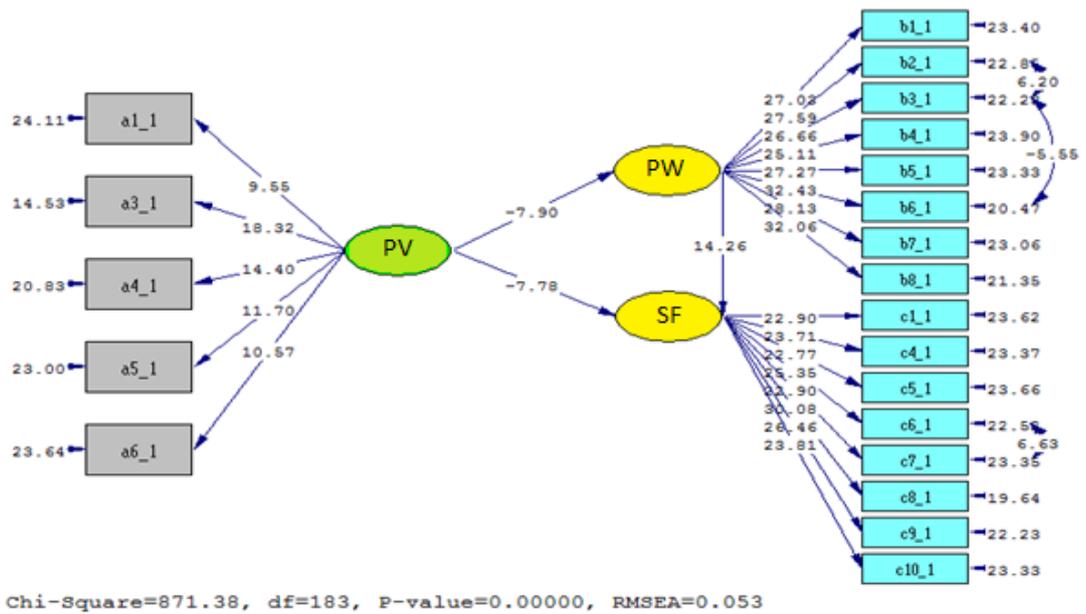


Table 4 deals with all or some of the dependent and independent variables that are the mediators. When full mediation is taken into account, the relationship between dependent and independent variable may become weaker and meaningless. In the case of partial mediation, since it does not fully measure the relationship between dependent and independent variables, the relationship between variables continues however It is experienced a decrease in level of meaningfulness. (Yilmaz & Dalbudak, 2018). While calculating the results of the T value of the standardised mediator variable, the T value in the mediator variable (well-being) is found as 14.26. Since the T value is  $14.26 > 1.96$

at the 0.95 confidence level, it is observed that psychological well-being has a mediating effect on the effect of psychological vulnerabilities of university students on their social trust and satisfaction levels. (İlhami & Koçak, 2018).

## **5. Conclusion and Discussion**

According to the results of this study, it is observed that the psychological vulnerability of university students has an effect on their psychological well-being, social trust and satisfaction levels, the effect of psychological well-being is on psychological vulnerability, social trust and satisfaction levels, and psychological vulnerability has an effect on psychological well-being. It is determined that there is a negative meaningful relationship between their psychological vulnerability and their psychological well-being, social trust and satisfaction. This finding is consistent with the information in the literature and some researches. As the psychological vulnerabilities of individuals increase, their level of hope for life decreases. Their level of anxiety due to vulnerability negatively affects their general psychological health. In order for a person to feel psychologically good, he / she must be good in many dimensions such as doing positive self-evaluation, believing that life is meaningful and purposeful, feeling warm and confident in interpersonal relationships, and making self-decisions. Individuals should feel safe in school environments as well as in all social situations. Frailty and vulnerability are related to the personality structure of the individual. The vulnerability of the person causes him/her to develop sensitivity that will carry him or her to psychological disorders. Increases or decreases in eigenvalue and self-esteem can increase feelings of vulnerability. In case of an increase, it can push the individual into vulnerability by causing an anxiety related to the loss of the level of positive affect. In case of decline; the loss, deprivation, inadequacies and worthlessness of the individual may cause vulnerability. The symptoms that occur with depression and the increase of these symptoms are accompanied by vulnerability. Personal, cognitive, and environmental factors can increase an individual's vulnerability. Frailty should be seen as a risk factor rather than the main cause of mental disorders (Crocker, 2002; Gudjonsson, 2010; cited in Sarıçam, 2015: 193).

When the literature is examined, it is seen that psychological health is negative with depressive symptoms and it is in a positive relationship with emotional well-being, social well-being and psychological well-being. Considering these findings in this research, being physically and mentally fit is associated with both psychological and social well-being. When the concepts of psychological vulnerability and psychological well-being are examined together within the framework of the literature, it is seen that psychological vulnerability is more a concept about the feelings, thoughts and behaviours of the individual as a result of the meaning and perceptions that individuals attribute to the people around them and the reactions they receive from these people. It can be said that psychological resilience is related to the adaptation of the individual against living conditions and coping methods.

According to the findings of the research conducted by Ekşi, Erök-Özkapı & Ümmet (2019), it is observed that there are negative relationships between subjective vitality of university students and both their psychological vulnerability and general health. In addition, it is also determined that general psychological health has a full mediating role between psychological vulnerability and subjective vitality.

According to the findings of the research conducted Berber-Çelik (2018), it can be said that there is a positive meaningful relationship between psychological well-being and secure attachment, and a negatively meaningful relationship between obsessive attachment. The findings also show that there is a positive meaningful relationship between feeling in social secure and secure attachment with satisfaction, and a negative meaningful relationship between feeling in social secure and fearful attachment. In addition, it is concluded that attachment styles significantly predict psychological well-being, social secure and satisfaction (Berber-Çelik, 2018: 27). There is a fairly similarity between the findings of this study and the findings of the project that we have been conducting. According to the research findings of Satıcı'nın (2016), it is revealed that psychological vulnerability can predict psychological well-being.

In this context, it is seen that general psychological health status plays an important role in the relationship between psychological vulnerability and psychological well-being. On the other hand, if the individual values and cares his / her own opinions and thoughts more without any strings attached as a result his / her psychological vulnerability will decrease. The level of social strain of the individual, whose vulnerability is al-

ready reduced, will also decrease and that individual starts to live the life by dealing it healthier way and enjoying life more. When all these findings are evaluated together; the concept of psychological vitality includes two dimensions, physical and mental. The existing theories in the literature state that the individual's psychological health is possible only if he / she is physically and mentally healthy and he / she is satisfied with life. On the other hand, the concept of psychological vulnerability can negatively affect the individual's coping skills with life events, being open to new experiences, and having healthy coping methods (Ekşi, Bikeç, & Ümmet, 2017).

In the study of Sarıçalı and Satıcı (2017), it is found out that there is a positive meaningful relationship between the psychological vulnerability and shyness levels. This situation restricts the existence of individuals actively in society. These studies support the following findings that the individuals with high levels of psychological vulnerability have low subjective vitality levels.

According to the findings of the research conducted by Tatlilioğlu (2012), "There is no statistically meaningful difference between the self-determination score averages, environmental dominance score averages, individual development score averages, life goals score averages, positive relationships with others score averages and their self-acceptance score averages of university students who have different number of siblings. It is seen that psychological well-being changes in some items and it does not change in other items in terms of sibling number.

According to the findings of the research conducted by Tatlilioğlu (2015), It is observed that there is a statistically meaningful difference between the average scores of "Personal Development" of university students whose amount of money spent per month is different. It is observed that there is no meaningful relationship between monthly income level and other sub-dimensions of psychological well-being. Socio-economic status of the individual is a stronger predictor than other variables. This situation can be evaluated as there is a positive relationship between the socio-economic status of the person and his/her personal development. It can be predicted that the increase in the income causes another increase in the happiness level of the individuals because income may provide more opportunities. Research results on this subject clearly show that "the satisfaction level of the needs is directly related to the well-being levels of the people".

Studies show that there is a positive relationship between being in social secure along with self-esteem and secure attachment. On the other hand, it is known that individuals, who are not in social secure, are have fearful, apprehensive and obsessive attachment styles and they show more hostility, shame, submissive behaviours and inferiority (Gilbert, 2010; Kelly, Zuroff, Leybman & Gilbert, 2012; cited in Berber-Çelik, 2018: 30).

Rice and others say in their research that parental attachment is an important predictor of well-being through social competence. La Guardia and others (2000) and Murdock and Love (2004) state in their research that secure attachment in different relationships predicts the well-being. There are studies showing that people, who are with insecure attachment (obsessive, indifferent, fearful attachment), have low well-being. (Kafetsios & Sideridis, 2006; Kobak, Sudler & Gamble, 1991; Priel & Shamai, 1995). All these studies support the findings (Cited in: Berber-Çelik, 2018: 34).

As a result, it is revealed that psychological vulnerability has a positive or negative effect on many behaviours, as well as on psychological well-being, being in social secure and satisfaction. It is seen that safe social relationships have a positive effect on psychological well-being and psychological resilience. It is also found out that insecure relationships have a negative effect on psychological vulnerability and psychological well-being. These relevant findings are supported by similar research results in the related literature.

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