



Secure Attachment and Self-Efficacy in Early Adolescence: The Mediating Role of Hope

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Abstract

Early adolescence is an important phase of development characteristically to stretch between the ages of 10 and 14 from childhood to late adolescence. The current research aims at developing a model for self-efficacy of adolescents which has a crucial function in their healthy development in this critical stage. It has been hypothesized that the adolescents with secure attachment have higher self-efficacy beliefs via increasing hope. The participants of the research comprised 353 early adolescents who were recruited from three different secondary schools continuing to sixth, seventh and eighth grades, in Antalya. To collect data, Relationship Scales Questionnaire, Children's Hope Scale and Self-Efficacy Scale for Children were utilized. The results showed that all variables interrelated positively. Findings from the mediation analysis revealed that hope mediated the relationship between secure attachment and self-efficacy and the hypothesized model explained approximately 40% of the variance in self-efficacy. The discussion of the research findings was presented in conjunction with the literature and the recommendations for future studies were proposed.

Keywords

Secure attachment
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Introduction

Early adolescence is an important phase of development characteristically to stretch between the ages of 10 and 14 from childhood to late adolescence. Throughout this crucial time, an adolescent undergoes a rapid change physically, cognitively, socially and emotionally (Hagan, Shaw, & Duncan, 2008). In Turkey and in other countries, young adolescents often move into a new and larger school settings that require them deal with challenging academic and social situations, and also cope with the stress factors associated with puberty (Finkenauer, Engels, & Meeus, 2002). Moreover, an adolescent must develop a personal sense of identity and self-respect, adjust to new intellectual abilities and demands of the society, internalize a personal value system and prepare for adult roles, establish vocational goals and achieve an autonomy from parents emotionally and psychologically (Cicchetti & Rogosch, 2002). Adolescents who fail to successfully meet these developmental difficulties may experience mental and behavioral problems as a result of this failure and these problems may prevent successful adaptation (Graber & Sontag, 2009). Bandura, Pastorelli, Barbaranelli, and Caprara (1999) highlighted the importance of self-efficacy beliefs in managing the difficulties in this life cycle.

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Self-Efficacy

Successfully negotiating the new challenges of adolescence requires self-efficacy in managing physical, educational, social and psychological role changes (Bandura, 1997). Self-efficacy, which has an impact on individuals' feelings, thoughts, motivations and behaviours, contribute to healthy development throughout the lifespan (Bandura, 1994; Phillips & Zimmerman, 1990). Considering an important aspect of the self-system, self-efficacy involves "self-regulation of cognition processes, motivation, and affective and physiological states" (Bandura, 1997, p. 30). Self-efficacy, conceptualized in terms of subjective beliefs about the capability of an individual to develop and carry out action to accomplish the specified goals (Bandura, 1986, 1993), is identified as a multidimensional construct in consistent with the domain of needs (Zimmerman, 2000). These dimensions mainly consist of self-competence domains as academically, socially and emotionally (Muris, 2001). Academic self-efficacy is associated with individuals' assessments about their ability to create actions to achieve in educational performances (Bandura, 1997). Social self-efficacy, an essential component of social adjustment, refers to an awareness of the capabilities that allow the individual to attain social interactions, dealing with social situations and social conflicts (Bandura, 1999). Considering as an important factor in regarding good mental health, emotional self-efficacy refers to individuals' capability to understand and manage their emotional reactions (Bandura et al., 1999). Self-efficacy beliefs have an essential function in individuals' life as it influence behavior both in a direct and an indirect way through its effects on determinant factors including goals, expectations, emotional tendencies, sense of ability and opportunity in the social environment (Bandura, 1995, 1997).

A strong self-efficacy belief contributes to the success and well-being of people in various ways (Bandura, 1994). Cicognani (2011) found that self-efficacy helped the adolescents endure minor stressful events and enhanced psychological well-being. Perceived self-efficacy foster the future outlook in a positive way, maintenance of a high self-concept and life satisfaction (Caprara, Steca, Gerbino, Pacielloi, & Vecchio, 2006). Prior research suggests that self-efficacy beliefs positively affect academic performance (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; McGeown et al., 2014; Meyer & Kim, 2000) and well-being of the adolescents' (Ma, Zeng, & Ye, 2015; Moeini et al., 2008; Tommasi et al., 2018; Yap & Baharudin, 2016). Moreover, it has a negative correlation with anxiety and depression (Hermann & Betz, 2004; Muris, 2002; Telef & Karaca, 2011) and destructive social behavior (Caprara, Regalia, & Bandura, 2002) in adolescents.

Attachment Styles

A significant potential predictor on self-efficacy beliefs of adolescents is attachment orientations. Attachment theory originating in the work of Bowlby (1969/1982) emphasizes the relationships with important attachment figures. Bowlby (1969/1982) argued that in their first age, infants begin to establish an attachment pattern which plays a crucial role in their survival and influences personality development. According to this view, individuals develop either secure (sees self as competent and others as trustworthy) or insecure (sees self as incompetent and others as not trustworthy) models. Bowlby (1973) referred to "self" and "other perceptions" as "Internal Working Models" (IWMs). These cognitive representatives of attachment relationship are supposed to develop in childhood and continue relatively stable in individuals' life-cycle. Expanding Bowlby's findings, Ainsworth (1978) classified these orientations as "secure, insecure-avoidant, and insecure-ambivalent". Based on the conceptualization of Bowlby (1969/1982, 1973) on internal working models, several researchers have expanded the attachment studies into adult relationships. Hazan and Shaver (1987, 1994) and Bartholomew (1990) are the pioneers who proposed that in addition to primary attachment relationships, current attachment relationships, including those with peers, are important to adolescent and adult adjustment and development. Some researchers (e.g., Hazan & Shaver, 1987) use the parallel categories and the same terminology as found in child samples (secure, ambivalent, avoidant). While others (e.g., Bartholomew, 1990; George, Kaplan, & Main, 1985) use terminology which describes the predominant traits that characterize each style, "fearful attachment style" has been specified as a fourth attachment which is related to negative working models (Bartholomew, 1990).

Secure attachment relationships is associated with several positive outcomes for adolescents. The literature review shows that securely attached adolescents have greater life satisfaction (Jiang, Huebner, & Hills, 2013; Ma & Huebner, 2008), self-esteem (Huntsinger & Luecken, 2004), perceived social competence (Boling, Barry, Kotchick, & Lowry, 2011; Di Tommaso, Brannen McNulty, Ross, & Burgess, 2003), emotional intelligence (Nanu, 2015) and resilience (Bender & Ingram, 2018). Research also suggest that secure attachment has a significant predictive role on self-efficacy of adolescents. A recent study by Llorca, Cristina Richaud, and Malonda (2017) revealed, on a sample of 417 adolescents, that peer attachment positively correlated to their academic self-efficacy. Furthermore, Rieck (2016) revealed that higher levels of secure attachment were positively related to greater social self-efficacy. Pan, Zhang, Liu, Ran, and Wang (2016) reported that secure attachment relationship with parents and peers is a significant predictor of Chinese young adolescents' emotional self-efficacy. Bolat and Odacı (2016) found that securely attached adolescents demonstrated higher self-efficacy in their career decisions. In another investigation, Makkiyan, Malekitabar, and Farahbakhsh (2016) reported that both securely attached blind and non-blind groups of female adolescents achieved higher emotional, social and general efficacy scores. These findings suggest that secure attachment style is an essential construct for adolescents' self-efficacy beliefs.

The Mediating Role of Hope

The current study is based on Snyder's theory of hope that conceptualizes the construct in terms of a cognitive set with two reciprocally components: agency and pathways (Snyder, Irving, & Anderson, 1991b). On the basis of the premise that the behaviors of the individuals are goal-oriented, pathways thinking is associated with one's perceived abilities at producing achievable paths for desired goals (Snyder, Rand, & Sigmon, 2005) and exemplified by confirming internal messages in order to meet these goals ("I'll find a way to get this done!") (Snyder, Lapointe, Crowson, & Early, 1998). Agency is conceptualized as the motivation of individuals signifies perceived capacity to apply the selected pathways to pursue a goal. Individuals with high hope grasp such self-talk agented statements as "I can do this" and "I am not going to be stopped" (Snyder et al., 2005). Snyder and his colleagues conducted a number of investigations in which hope was found to be related to academic achievement, positive affect, feelings of worth, low level of depression, social competence and meaning in life (Feldman & Snyder, 2005; Snyder, Cheavens, & Michael, 1999; Snyder et al., 1996; Snyder, McDermott, Cook, & Rapoff, 1997b).

As proposed in attachment theory, Snyder (2000) emphasized the link between caregiver and child as a key component in the development of positive hope. According to the theory of hope, early secure attachment is associated with strong thought to achieve the desired goal (Snyder et al., 1997a). Snyder (2000) stated that "high-hope children are social creatures, and their ability to connect appears to come from early strong attachments to primary caregivers." (p. 31). In this context, it is assumed that the lack of a responsive caregiver or the existence of insecure attachment bond inhibits the progress of positive hope development (Rieger, 1993; Snyder, 2000). Previous research confirms this notion. Çankaya and Canbulat (2017) investigated the association between secure attachment and hope on 380 children and adolescents between the ages 10-12 and concluded that secure attachment to parents predicted positively dispositional hope scores of them. Otis (2015) also reported that secure attachment with parents was associated with hope development in early adolescence. Jiang et al. (2013) revealed that hope served to mediate the relationship between parent attachment and life satisfaction on a sample of middle school students. Furthermore, Welch and Houser (2010) found, on a sample of 268 undergraduates, that securely attached students showed significantly greater hope. These findings indicate that hope is predicted by the attachment style of the individuals.

The literature has also provided considerable evidence regarding the link between hope and self-efficacy. Some authors have maintained that these concepts are connected but not same constructs (Magaletta & Oliver, 1999; Snyder et al., 1991a; Zhou & Kam, 2016). Snyder et al. (2005) posits that "whereas the efficacy expectancy emphasizes the personal perception about how a person can perform the requisite activities in a given situational context, hope theory emphasizes the person's self-

referential belief that she or he will initiate (and continue) the requisite actions.” (p. 262). Unlike self-efficacy, hope is a generalized belief and associated with the persistence to attain one’s goals (Rand, 2017). Prior research has provided significant evidence for the link between hope and self-efficacy. McBride (2012) found, on a sample of 466 adolescents, that hope has significant relation with self-efficacy. Magaletta and Oliver (1999) also found that hope level of undergraduate students associated with their self-efficacy beliefs. These findings were confirmed in a study carried on by Lane and Chapman (2011) in which hope and self-efficacy levels of undergraduates were found to be associated. Similarly, Feldman and Kubota (2015), showed that self-efficacy level of undergraduates was predicted by their hope scores.

The Current Study

Positive psychology approach has focused on the factors that support the strengths and encourage individuals to overcome adversity and create meaningful life experiences (Seligman, 2002). Lerner, Almerigi, Theokas, and Lerner (2005) suggest for positive youth development that “if young people have mutually beneficial relations with the people and institutions of their social world, they will be on the way to a hopeful future marked by positive contributions to self, family, community, and civil society.” Based on these approaches, the current research aims at developing a model for self-efficacy beliefs of adolescents which have positive outcomes in this critical stage. It has been hypothesized that the adolescents with secure attachment have higher self-efficacy beliefs via increasing hope (Figure 1). The findings of the research are considered to have important contribution on positive development of adolescents by providing an insight for parents, teachers and professionals in the field.

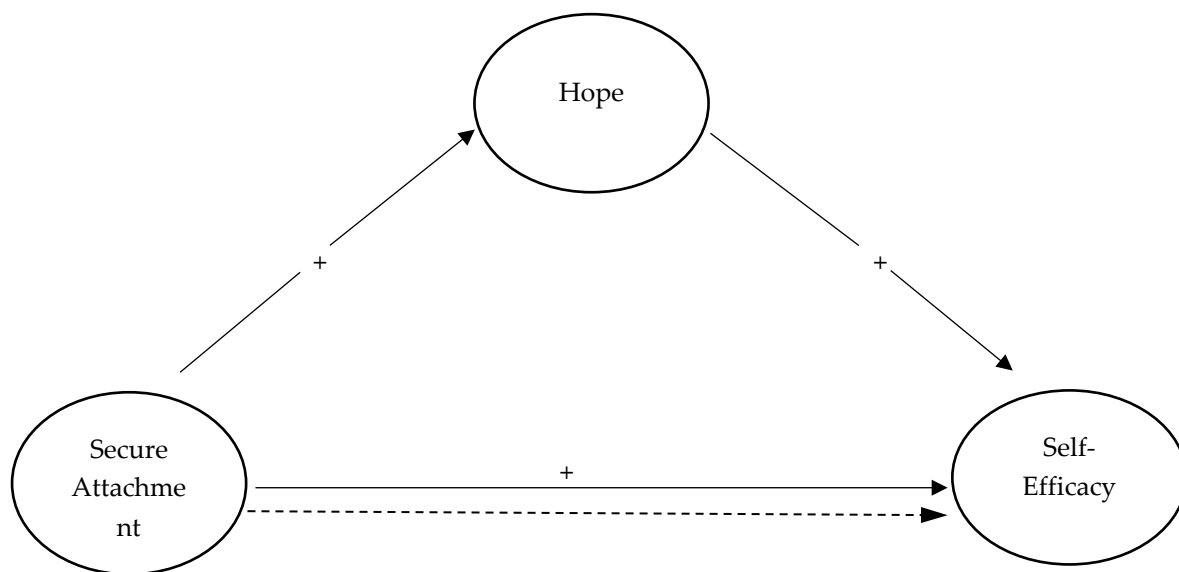


Figure 1. Hypothesized Model

Method

Research Model

In this study, correlational research design was used in which the relationships among the variables were examined through mediation analysis.

Participants

The participants of the research comprised 353 early adolescents [171 girls (%48.4), 182 boys (%51.6) aged between 11-13 ($X = 12.13$)]. A convenience sample of adolescents was used in the research. Cohen, Manion, and Marrison (2011) stated that convenience sampling refers to “choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p. 155). The participants were recruited from three different secondary schools continuing to sixth (108 students), seventh (88 students) and eighth (157 students) grades in Antalya. The schools were located in Alanya which is one of the touristic town on the southern coast of Turkey. Before the research was carried out, the permission process was initiated in accordance with the principles of research ethics. For this purpose, an application form involving the aim of the research, measurement tools and the schools' list was presented to Alanya District Directorate of National Education. After the permission letter was reached, paper-pen forms were implemented in the classroom settings by the investigator. During application, the participants were given information that the study serves scientific purposes, all personal information is confidential, no names should be written in the forms, and volunteering is essential in the investigation. All students voluntarily took part in the research. The data were gathered approximately in 20 minutes. The applications of the study were carried out in the second period of 2017-2018 academic year.

Data Collection Tools

Relationship Scales Questionnaire (RSQ): The questionnaire was composed by Griffin and Bartholomew (1994) using “Hazan and Shaver's (1987) three-category attachment measure”, “Bartholomew and Horowitz's (1991) four-category attachment measure” and “Collins and Read's attachment subscales (1990)”. The adaptation study of the measurement tool for the Turkish culture was carried out by Sümer and Güngör (1999) on a sample of undergraduates. The analysis for its validity showed two-factor structure. The first factor explained 43% of the variance and the second explained the 33% of the variance. It has been reported that two different attachment styles take place in the same factor with different markers and the internal-consistency coefficient values vary between .27 and .61 (Sümer & Güngör, 1999). Griffin and Bartholomew (1994) explained the reason of the internal consistency coefficients of the subscales were low that the subscales consisted of a small number of items and included two models of both self and others. 17 items in the instrument are used to measure four attachment styles (secure, fearful, dismissing and preoccupied). In the measurement tool, the participants are required to evaluate each statement from 1-7, taking into account their relationships with others. In another study conducted on adolescents with a mean age of 15 years, the psychometric properties of the scale were examined and it was reported that the confirmatory factor analysis findings showed that the values for the four-factor model were acceptable ($\chi^2 / df = 3.67$, RMSEA = .07, GFI = .91, AGFI = .87, CFI = .89, NFI = .91) and the internal consistency of the subscales ranged between .31 and .66 (Körük, 2016). In this study only secure attachment scores were used. Cronbach's alpha coefficient was found to be .50 for secure attachment factor.

Children's Hope Scale (CHS): The scale was composed to determine hope levels of children and adolescents between the ages 8-16 with two dimensions-agency and pathways (Snyder et al., 1997a). The scale includes 6 items with 3 items including agentic thoughts which is related to the motivation to carry out desired goals and 3 items including pathways thoughts which is associated with developing strategies to achieve them. The reliability study was conducted on five samples and Cronbach's alpha coefficients of hope scores in each sample were found to be between .72 and .86 (Snyder et al., 1997a). It was also reported that the measurement tool presented convergent, discriminant, and incremental validity. The adaptation study of the CHS for the Turkish culture was carried out by Atik and Kemer (2009). The findings suggest that Turkish form of the CHS is consistent with the original factor structure

($\chi^2/df = 2.72$, GFI = .99, CFI = .99, RMSEA = .04) and has adequate internal consistency ($\alpha = .74$) and 4-week retest reliability (.57) (Atik & Kemer, 2009). Cronbach's alpha coefficient was calculated as .74 in this study.

Self-Efficacy Questionnaire for Children (SEQ-C): This questionnaire was designed to assess self-efficacy of children in terms of academic, social and emotional dimensions (Muris, 2001). The measurement tool is a 21-item measure that represents three sub-dimensions of self-efficacy. The questionnaire was translated into Turkish by Telef and Karaca (2011). The psychometric properties of SEQ-C were evaluated with explanatory and confirmatory factor analyses, criterion validity, internal consistency and test-retest correlation methods. The authors reported that the results of second-order confirmatory factor analysis showed three-factor model with a good overall fit ($\chi^2/df = 3.30$, GFI = .94, CFI = .96, RMSEA = .05). Also, Cronbach's alpha coefficients were calculated between .64 and .84 for the subscales and .86 for the total. Test-retest reliability coefficients for a two-week interval were between .75 and .89. In the current research, Cronbach's alpha coefficient was calculated as .79 for academic self-efficacy, .71 for social self-efficacy, .75 for emotional self-efficacy, and .85 for total. The total score was used in this research.

Data Analysis

Descriptive statistics, Pearson's correlation method, ordinary least squares regression-based approach and bootstrapping were used in the analyses of the data. Before conducting the analyses, 14 participants were excluded from the data set which were found to be incomplete and the analyses were conducted with 351 observations. Mahalanobis distance values were calculated in order to determine the outliers. The distance values suggested by Pearson and Hartley (1958, as cited in Seçer, 2015) were taken into account in the range of these values and it was concluded that there were no extreme values that would negatively affect the analyses in the data set. In order to determine whether the data have a normal distribution, the measurements of central tendency, kurtosis and skewness values are taken into consideration. It is considered as evidence that the mean, the median and the mode should be overlapped in the assumption of normality with the measures of central tendency and the values of skewness and kurtosis are close to 0 within ± 1 limits (Büyüköztürk, 2011; Can, 2014; Tabachnick & Fidell, 2013). The results showed that the values of mean, median and mode were close to each other (secure attachment: 19.41, 20.00, 18.00; hope: 26.05, 27.00, 28.00; self-efficacy: 69.52, 69.00; 67.00) and the values of skewness and kurtosis showed acceptable range in the region of ± 1 limits (secure attachment: skewness: .09 and kurtosis: .08; hope: skewness: -.20, kurtosis: -.55; self-efficacy: skewness: .07, kurtosis: .09). In addition, the scattering diagram was examined in terms of a linear relationship between the variables. Based on these results, it was concluded that the scores did not show a significant deviation from the normal distribution. Finally, as the correlation analysis showed that there wasn't any value over .80 (Büyüköztürk, 2011), no multiple connection problem was occurred (Table 1).

The Hayes technique (Hayes, 2009) for mediation analysis was used in this study. Hayes (2009) criticizes the *causal steps approach* popularized by Baron and Kenny (1986) and argues that modern methods of mediation analysis offers better alternatives. The author also critiques "complete and partial mediation" concepts and suggests that these concepts should be abandoned as "distinction between them has no substantive or theoretical meaning or value of any consequence" (Hayes, 2013, p. 172). A simple mediation model was used in this study, in which "X is modeled to influence Y directly as well as indirectly through a single intermediary or mediator variable M causally located between X and Y." (Hayes, 2012, p. 6). According to Hayes (2009) "if zero is not between the lower and upper bound, then the analyst can claim that the indirect effect is not zero with ci% confidence." (p. 412). In other words, when the confidence interval for an indirect effect does not include zero, a statistically significant mediation effect is inferred. Hayes (2009) also argues that bootstrapping, a resampling technique that creates a sampling distribution of indirect effects, is the most powerful and valid test of mediation. The Bootstrapping analyses of the study were conducted by "Simple Mediation Model 4" through PROCESS Macro 3 using IBM SPSS 24.0 (Hayes, 2013). P-value of .05 is considered on the borderline of statistical significance.

Results

Descriptives and Correlations

Pearson's correlation coefficients were utilized to determine the relationships among the variables. The means, standard deviations, and correlations are presented in Table 1.

Table 1. Descriptive Statistics and Pearson Correlation Coefficients Related to Research Variables

Variables	Mean	Sd.	Skew	Kur	1	2	3
1. Secure Attachment	19.41	5.29	.09	-.08	--		
2. Hope	26.02	5.49	-.20	-.55	.14**	--	
3. Self-Efficacy	69.52	12.43	.07	-.09	.16**	.63**	---

$N = 353$, ** $p < .01$.

As presented in Table 1, all variables positively correlated.

Mediation Analyses

The findings of the tested model of the mediation of hope in the relationship between secure attachment and self-efficacy are presented in Figure 2.

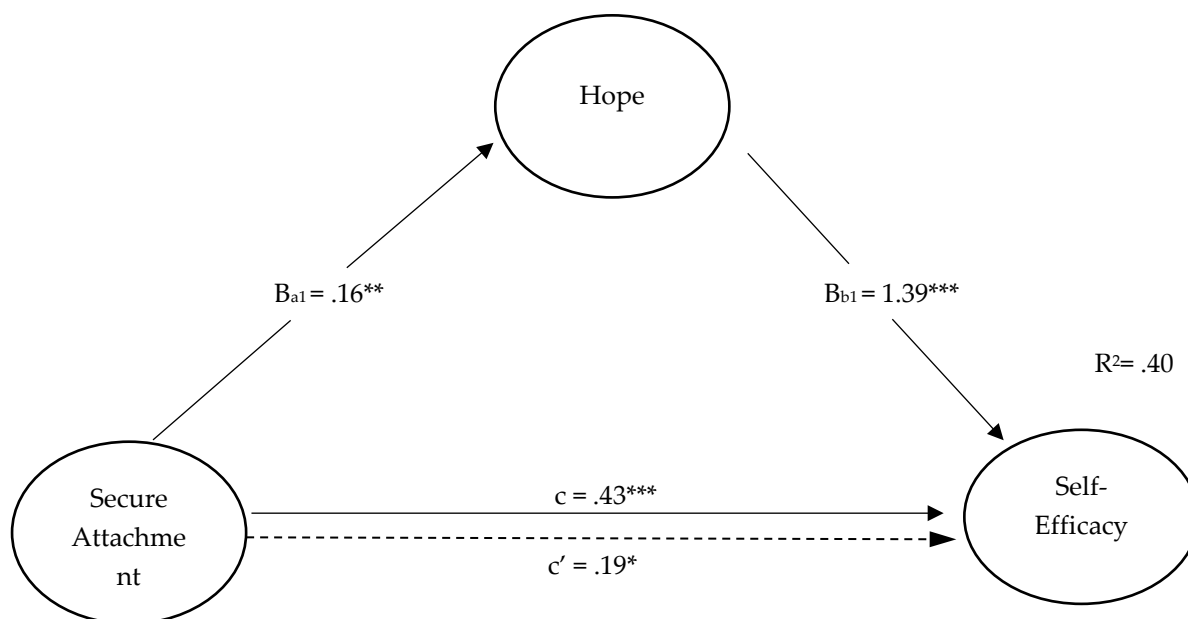


Figure 2. The Mediating Role of Hope and Non-Standardized Beta Value in the Relationship Between Secure Attachment and Self-Efficacy * $p < .05$, ** $p < .01$, *** $p < .001$

As presented in Figure 2, the total effect of secure attachment on self-efficacy is statistically significant ($c = .43$, $SE = .12$, $t = 3.42$, $p < .001$) (step 1). The direct effect of secure attachment on hope is statistically significant ($B = .16$, $SE = .05$, $t = 2.98$, $p < .01$) (step 2) as well as the direct effect of hope on self-efficacy ($B = 1.39$, $SE = .09$, $t = 14.75$, $p < .001$) (step 3). When secure attachment and hope (mediating variable) were entered simultaneously into the model (step 4), the significant relationship between secure attachment and self-efficacy decreased but the significance level did not change ($c' = .19$, $SE = .10$, $t = 1.98$, $p < .05$). These results support the mediational hypothesis. The model is significant ($F_{(2-119)}$, $p < .001$) and explained approximately 40 % of the variance in self-efficacy

Indirect Effect of Secure Attachment on Self-Efficacy through Hope

The comparison of direct and specific indirect effect of secure attachment on self-efficacy through hope is presented in Table 2.

Table 2. The Comparison of Direct and Specific Indirect Effect of Secure Attachment on Self-Efficacy through Hope

Effects	Product of Coefficients				Bootstrapping 95% BCa Confidence Interval	
	Point Estimate	SE	<i>t</i>	<i>p</i>	Lower	Upper
Indirect Effect	.2328	.0817	-	-	.0791	.3967
Total Effect	.4310	.1258	3,4325	.00***	.1837	.6784
Direct Effect	.1983	.1000	1,9223	.05*	.0015	.3950

Note: N= 353, *k* = 5000, **p* < .05, ** *p* < .01, ****p* < .001, Control Variables: Gender, Grade, BCa: Bias corrected and accelerated 5000 bootstrap samples

The indirect effect was tested using bootstrapping with 5000 bootstrap samples. The estimates were taken within 95% confidence interval and bias corrected and accelerated results are presented in Table 2. The results point out that the indirect effect (the difference between the total and direct effects /c-c') of secure attachment through hope on self-efficacy is statistically significant (point estimate= .2328 and 95% BCa CI [.0791, .3967]).

Discussion

Study findings have shown that all variables positively correlated and hope served to mediate the association between secure attachment and self-efficacy. Also, the mediational hypothesized model had significant levels and explained approximately 40% of the variance in self-efficacy.

Secure Attachment and Self-Efficacy

Consistent with prior research, the findings of the current study showed that secure attachment correlated positively with general self-efficacy. Attachment theory maintains that through early intimate relationships children develop either secure (sees self as competent and others as trustworthy) or insecure (sees self as incompetent and others as not trustworthy) working models (Bowlby, 1973). It is evident that secure based relationship has been associated with several positive consequences for young adolescents. Securely attached adolescents build skill and confidence to undertake greater challenges. Indeed, considerable evidence suggests that there is a link between secure attachment style and self-efficacy in adolescents. A study conducted by Nuri, Direktör, and Bulut Serin (2017) reported, on a sample of Turkish undergraduate students, that attachment to parents was important predictor of academic self-efficacy. Secure attachment was also found to be associated with academic self-efficacy of high school students (Tavakolizadeha, Tabarib, & Akbari, 2015) and academic and career performances of the undergraduates (Wright, Perrone McGovern, Boo, & White, 2014). In an experimental study, Yıldız and İskender (2019) demonstrated that secure attachment based psycho-educational program decreased academic procrastination of seventh grade students. Wolfe and Betz (2004) reported that career-decision self-efficacy of undergraduates was interrelated with the quality of parental and peer attachment bonds. Moreover, the existing research provided evidence for a connection between attachment and social self-efficacy. Coleman (2003) reported that more securely attached children exhibited higher social self-efficacy. Similarly, Laible (2007) developed a model in which emotional competence served to mediate in the relation between attachment and social behavior. In addition, an opposite relationship between attachment avoidance and social self-efficacy was reported by the researchers (Wei, Russell, & Zakalik, 2005). For example, Mallinckrodt and Wei (2005) demonstrated that attachment anxiety and attachment avoidance negatively correlated with social self-efficacy. There is also evidence suggesting that securely attached individuals have higher emotional and social competence (Boling et al., 2011; Di Tommaso et al., 2003; Ranson & Urichuk, 2008). The reason is that securely attached individuals would experience positive friendship via successful social information

progressing (Dwyer et al., 2010). Secure attachment is characterized by internal regulatory mechanisms that provide people to be flexible and constructive in their interpersonal relationships (Simmons, Gooty, Nelson, & Little, 2009). Consistent with these findings, Baytemir (2016) demonstrated that interpersonal competence in adolescents is a partial mediator role in the relationship between parent / peer attachment and subjective well-being. In line with the previous research, the results of this study suggest that young adolescents with secure attachment tend to have high general self-efficacy. Secure attachment increases self-esteem and self-acceptance of the individuals (Homan, 2018) and also allows them to be flexible and constructive in their interpersonal relationships (Simmons et al., 2009). Adolescents with secure attachment have close relationships with the belief that the attachment figures will respond to their needs and on the basis of a "secure base" (Ainsworth, 1978, p. 934). Therefore, these characteristics enable them to feel competent in both academic and social demands.

The Mediating Role of Hope

The current research has revealed that hope is predicted by secure attachment style. This finding is consistent with the view that secure early attachments connect to a sense of empowerment and goal-oriented thought (Snyder et al., 1997b). In a prior study, the proposition has been tested suggesting that the development of hope is provided by a responsive caregiver in childhood and concluded that adult attachment served to mediate the relation between parenting and hope (Shorey, Snyder, Yang, & Lewin, 2003). Indeed, considerable evidence suggest that secure attachment is associated with hope scores of adolescents (Bell, 2015; Çankaya & Canbulat, 2017; Jiang et al., 2013; Otis, 2015). One explanation for this result is that experiencing a responsive caregiver would lead to have positive internal working models. Secure attached children develop a sense of agency: the sense that "I am a person" and "I can do" (Kagan, 1981). Development of hope begins with persistent interactions with existing and responsive caregivers in early childhood (Shorey et al., 2003; Snyder, 1994). Over time, securely attached children will internalise beliefs not only in the availableness of other people but also in themselves as being valuable. These cognitive impacts of secure attachment on hope provide the individuals to consider their conditions in a positive point of view (Quick, Nelson, Matuszek, Whittington, & Quick, 1996). Consequently, they have a sense of safety in life to achieve to their goals.

In line with the literature, significant relationship between hope and self-efficacy was found in this study. Snyder (2000) asserts that high hope individuals see obstacles as challenges to get over and apply strong pathways thinking to achieve their goals. Considerable evidence suggest that high hope related to several positive constructs such as academic achievement, positive affect, feelings of worth, low level of depression, social competence and meaning in life (Feldman & Snyder, 2005; Snyder et al., 1999; Snyder et al., 1996; Snyder et al., 1997a). Hopeful adolescents have not only determination but also strategies to attain desired goals (Snyder, Irving, & Anderson, 1991). Social-cognitive perspective on personality (Bandura, 1977, 1997; Mischel & Shoda, 1995) emphasizes the cognitive-affective processes in the development of personality and on the basis of these processes, people internalise beliefs about themselves and their relation to the social environment. Considering an important aspect of the self-system, self-efficacy involves "self-regulation of cognition processes, motivation, and affective and physiological states" (Bandura, 1997, p. 30). The findings of the current research are consistent with the considerable research that has implicated the association between hope and self-efficacy in adolescents (Feldman & Kubota, 2015; Magaletta & Oliver, 1999; McBride, 2012; Lane & Chapman, 2011). Hopeful individuals have a tendency to experience positive emotions and see obstacles as challenges, rather than as stressors (Oettingen & Gollwitzer, 2002). These characteristics of high hopeful adolescents allow them to feel competence to carry out actions required to achieve goals.

Conclusion

The current research aims at developing a model for adolescents' self-efficacy beliefs which have an essential function in their healthy development. It has been hypothesized that the adolescents with secure attachment have higher self-efficacy beliefs via increasing hope. The results of the model tested in the study are considered to have important implications for psychological counseling and guidance services offered in educational settings. The schools are important settings to increase the academic and social competencies of adolescents all over the world, to prevent problem behaviors and to have the convenience to connect with parents and community institutions that need to cooperate for the healthy development of students as a whole (Korkut Owen, 2015). Today, the basic policy of education is to provide the individuals to know and recognize themselves and to reveal the potential that exists in themselves (Republic of Turkey Ministry of National Education, 2018). Psychological counseling and guidance services aims at helping students to recognize themselves, to be able to evaluate the educational and professional opportunities offered to them, to take responsibility as individuals and to live their lives as healthy individuals in the society. In this context, highlighting the activities and practices that ensure the development of secure attachment, hope and self-efficacy structures while planning the services to be offered to students and parents is essential. Considering the fact that early attachment relationships of children constitute the basis for the attitude for both themselves and others, and that secure attachment style provides positive consequences, it is suggested that the education for parents should be given importance in terms of attachment styles. Both parents and educators should also be informed with the effect of secure attachment and hope on children's self-efficacy beliefs. Furthermore, class activities aiming at developing hopeful thinking skills at all each level of education and the implementations of hopeful thinking-enhancing intervention programs will provide a significant contribution on self-efficacy beliefs that are necessary for individuals to reveal their potential.

Limitations and Suggestions

The current research, examines the mediating role of hope among adolescents and their self-efficacy beliefs, has some limitations. Although the study group consisted of adolescents who were educated in three different secondary schools, the fact that the adolescents were recruited by convenience sampling was a limitation of the study. In this respect, similar studies with adolescents from different schools, cities or regions may increase the generalizability of the findings. Another limitation of the study is the cross-sectional design as the causal relationships cannot be concluded.

Notwithstanding these limitations, the current research is considered to provide a comprehension on the link between secure attachment and self-efficacy by examining the mediation of hope in early adolescents. Based on these results, some suggestions can be offered for future studies. The tested model in this study can be evaluated in the context of well-being of adolescents and different models can be developed, including other positive personality traits such as gratitude, optimism and forgiveness. Moreover, correlational studies including socio-demographic variables and intergroup comparisons can be conducted. In addition to cross-sectional research, experimental and longitudinal studies will have an important contribution to the field in order to reveal complex causal relationships. Based upon the findings of this study, it may be suggested for researchers to develop psycho-educational programs for the function of prevention and development of psychological counseling and guidance programs. In this context, it is considered that the programs developed on the basis of secure attachment and hope contribute to self-efficacy beliefs of adolescents which in turn affect on academic, social and emotional development. Finally, this research study is considered to guide the future studies, and with the previous and subsequent studies will be the basis for the establishment of the programs focusing on supporting the positive development of adolescents.

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