



Mediating Role of Goal Orientations in the Relationship between Parental Attachment and School Life Satisfaction

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Abstract

The aim of the study was to test mediating role of goal orientations in the relationship between parental attachment and school life satisfaction. The participants were a total of 391 (224 female and 167 male) high school students. The instruments were Parent and Peer Attachment Scale, Goal Orientation Scale and Multidimensional Students' Life Satisfaction Scale. The data of the study was tested by using the analyses of Pearson correlation coefficient and structural equation modeling. In the findings of the study, it was seen that learning goal orientation had a partial mediating role in the relationship between parental attachment and school life satisfaction.

Keywords

Parental attachment
Goal orientations
Learning goal orientation
School life satisfaction
Adolescence

Article Info

Received: 09.04.2018
Accepted: 03.21.2019
Online Published: 10.30.2019
DOI: 10.15390/EB.2019.8145

Introduction

The school is an important variable predicting well-being in the adolescence period (Kaya & Sezgin, 2017), as a system that is not only in the academic but also plays role in the personality, socio-emotional, cognitive, moral development of the students (Santröck, 2012). One of the indicators of well-being is life satisfaction (Steger, Oishi, & Kesebir, 2011). Life satisfaction which constitutes a subdimension of subjective well-being (Diener, Lucas, & Oishi, 2002), is a cognitive evaluation of overall quality of one's life (Diener, Emmons, Larsen, & Griffin, 1985). School life satisfaction is evaluated as cognitive and subjective of perceived quality of school experience (Baker, Dilly, Aupperlee, & Patil, 2003). School life satisfaction is considered as a sub-dimension of both life satisfaction and subjective well-being (Casas, Bello, Gonzales, & Aligue, 2013). Considering the literature, it was seen that school life satisfaction is positively associated with variables such as happiness (Schnettler et al., 2015), positive social behavior (Hilooğlu & Önder Cenkseven, 2010), self-esteem (Karatzias, Power, Flemming, Lennan, & Swanson, 2002), academic achievement (Hampden Thompson, & Galindo, 2017).

Although school experience is an important variable that is closely associated with the students' life satisfaction (Özdemir ve Koruklu, 2013), it is a process in which involves many stress sources, in particular test and failure anxiety, and conflicts created by peer relations (Santröck, 2012). In the literature, one of the most important variables, defined by it's individual-preserving qualities againts the negative effects of such stressful experiences, is the attachment. The concept of attachment, developed by Bowlby (1969), is defined as a strong emotional bond that individuals develop towards meaningful persons for them. According to Bowlby (1969, 1973), the baby develops schemas that

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include the basic expectation and understanding of the availability of others in case of any need, based on the quality of the relationships that he/she establishes as a result of his/her preliminary experiences. In the following years of his/her life, this basic understanding determines behavioral patterns that the individual will refer in his/her relationships with the others. That is to say, those children, whose needs are met and provided with a safe environment by the first attachment figure, could take developmentally healthy risks by resorting to the attachment source with the purpose of receiving help and support in stressful situations with the feeling of confidence resulting from the established healthy psycho-social connection. On the other hand, children who are devoid of the cognitive and emotional schemas in which others are represented as trustworthy as well as a self-image as valuable and important derived from positive interactions with care givers, do not trust others. Therefore, they cannot make use of the psychosocial and physical support and comfort that may be obtained from others against the sources of stress. Accordingly, the literature shows that individuals with positive attachment patterns have better levels of social skills (Engels, Finkenauer, Meeus, & Deković, 2001), higher scores in socioemotional adjustment during transition to school (Larose & Boivin, 1998), better relationships with their friends (Schneider, Atkinson, & Tardif, 2001), lower levels of behavioral problems (Allen et al., 2002), lower levels of depression (Armsden, McCauley, Greenberg, Burke, & Mitchell, 1990) and loneliness (Erözkan, 2004).

In the recent years, the interest in researching the variables of attachment, academic motivation and achievement within the same context, which are linked to the desired psychosocial and cognitive behaviors of the students by the researchers, has been an increased. In their review, De Ruiter and Van Ijzendoorn (1993) concluded that a secure attachment is related to problem solving, IQ, and metacognition. Granot and Mayseless (2001) stated that children with secure attachments were defined as more adjusted in terms of academic, emotional, social, and behavioral aspects at school by their teachers and their social status are perceived more positively by their peers. Schieche and Spangler (2005) studied securely and insecurely attached babies' attitudes towards a task with increasing levels of difficulty. They concluded that secure babies are relatively more focused on the purpose, they do not refrain from investigation and they search for their mothers' support in times of necessity. Further, they reported that when they face with difficult task, the stress levels of insecurely attached babies increased physiologically. On the other hand, healthy attachment in secure babies had a protective characteristic against stress. In their longitudinal study, in which they examined the relationships between attachment and cognitive skills related to the school, Moss and St-Laurent (2001) showed that children, who are identified as secure attached at the age of 6, had higher levels of communication skills, learning goal orientation, and cognitive participation after 2 years in school.

In the light of the findings stated above, it can be argued that the positive effect of the parental attachment on school life satisfaction is through the behaviours and beliefs supporting academic achievement such as learning-oriented attitude, self-confidence, intrinsic motivation, sense of responsibility, persistence, focusing on the purpose, rather than being a direct effect. One such possible mediating variable in relationships between attachment and both life satisfaction and academic achievement may be goal orientation (Rusk & Rothbaum, 2010). Goal orientations define the requirements that lay behind the academic goals, which determine the attitudes and behaviors of a student to the learning material (Dweck, 1986; Dweck & Legget, 1988). In the literature, it is stated that students have three basic orientations towards learning material: learning, performance-approach and performance-avoidance (Diseth, 2011; Elliot & Harackiewicz, 1994; Pintrich, 2000). In the last twenty years, the extensive literature has been established stating that goal orientations are linked positively with numerous desired academic variables such as academic achievement and self-esteem (Albert & Dahling, 2016), as well as locus of control, self-sufficiency, utilization of deep strategy (Grant & Dweck, 2003; Wolters, 2004); and have been linked negatively with variables detrimental to achievement such as test anxiety, external motivation, and utilization of superficial strategy (Eum & Rice, 2011; Luo, Paris, Hogan, & Luo, 2011) The literature showed a relationship between learning goal orientations and self-confidence (Kavussanu & Harnisch, 2000) and self-efficacy beliefs (Schunk, 1990), and the findings that students with learning goal orientations showed academic resilience against others' negative

evaluations (Rusk & Rothbaum, 2010). In accordance with this assumption, the aim of the study was to examine the relationships between parental attachment, goal orientation, and school life satisfaction among adolescents.

The current study was conducted among high school students. As of the period, while the individuals try to adapt to the experiences and changes of adolescence, on the other hand they feel the pressure of the important test that will shape their future. When viewed from this aspect, the high school period can be regarded as a process involving many factors that can negatively affect school life satisfaction. Therefore, this study, its aim was to reveal the existence of variables that may have direct or indirect effect on the level of school life satisfaction of the students attending to high school, is considered as important. Like the other periods of life, during the adolescence, it is expected that the study will provide discovery of the protective features from adverse effects of such test and similar stressful experiences. The results of the study will also provide important data in terms of focusing on the dynamics that will positively contribute to school life satisfaction with regard to it guide to practitioners. In sum, the aim of the study was to test mediating role of goal orientations in the relationship between parental attachment and school life satisfaction among adolescents. In the direction of the study's aim, the hypotheses of the study are as below:

1. There are positive significant relationships between the variables of parental attachment, goal orientation, and school life satisfaction among adolescents.
2. Goal orientations has significant mediating role in the relationship between parental attachment and school life satisfaction among adolescents.

Method

Participants

In line with purpose of the research, the study was conducted by relational screening model. The sample of the study consists of 391 students studying in anatolian high schools under the Ministry of National Education in central districts of Denizli city. 57.3% of the students are girls and 42.7% of them are males. In the study groups, there were 151 9th grade (38.6%), 74 10th grade (18.9%), 68 11th grade (17.4%) and 98 12th grade (25.1%).

Data Collection Instruments

The instruments used in the current study consist of the scales that its validity and reliability analyses were carried out before. But, because the structural equality model requires the statistical proof that can be expressed as quite strict, it requires that the scales are they are tested by the confirmatory factor analysis or the measure modeling is tested (Schumacker & Lomax, 2010; Şimşek, 2007). In the analyses of the structural equality model and the measuring model, fit goodness indexes of χ^2/sd , RMSEA, SRMR, GFI ve CFI are frequently preferred for model data fit (Bayram, 2016; Brown, 2006). The values of χ^2/sd below 5, RMSEA and SRMR below .080, and GFI and CFI above .90 show model data fit (Brown, 2006; Çokluk, Şekercioğlu, & Büyüköztürk, 2014; Schumacker & Lomax, 2010). In the current study, fit goodness indexes stated above and the acceptable values related to these values were used.

Inventory of Parent and Peer Attachment (IPPA): In order to determine parental attachment levels of the participants of the research, "Inventory Parent and Peer Attachment (IPPA)" was used. The original scale consists of 28 items and was developed by Armsden and Greenberg (1987). In the research, the 12-items short form of the scale, which was developed by Raja, McGee, and Stanton (1992) and was adapted to Turkish by Günaydın, Selçuk, Sümer, and Uysal (2005), was used. In the study adaptation of the 7 point Likert scale, Cronbach's alpha value was .88 for mother form and .90 for father form. The test-retest reliability coefficient, which was calculated in six-week interval, was .87 for the mother attachment form and .88 for the father attachment form. In the present study, Cronbach's alpha value was .86 for mother form and .88 for father form. For the current study, the parental attachment variable was created by taking the arithmetic mean of the scores obtained from the subscales of mother attachment and father attachment.

Achievement Goal Orientation Scale: In the research, the students' orientation toward learning was measured by, "Achievement Goal Orientation Scale", which was developed by Midgley et al. (1998) and was adapted to Turkish by Akin and Çetin (2007). The scale has 3 dimensions measuring learning orientation, performance-approach orientation and performance-avoidance orientation consists of 17-items and is a five point Likert scale. In the adaptation study, internal consistency coefficients of the scale were .77 for learning orientation subscale, .79 for performance-approach orientation subscale and .78 for performance-avoidance orientation. The test-retest reliability coefficients of the scale range between .91 and .95. In present study, Cronbach's alpha reliability coefficients of the scale were .91 for learning orientation subscale, .88 for performance-approach orientation subscale and .80 for performance-avoidance orientation.

Multidimensional Students' Life Satisfaction Scale: In the study, in order to determine the participants' school life satisfaction level, school life satisfaction sub-dimension of "Multidimensional Students' Life Satisfaction Scale" was used. "Multidimensional Students' Life Satisfaction Scale", which was developed by Huebner (1994) and adapted to Turkish by Çivitci (2007) consists of 36-items and has five sub-dimension: school, friend, family, living environment, and self. In adaptation study of the scale, internal consistency coefficients (Cronbach Alpha) were calculated to be .76 for school subscale, .85 for friend subscale, .74 for family subscale, .70 for self subscale, .75 for living environment subscale, and .87 for total life satisfaction. In this research, the internal consistency coefficient was calculated to be .84 for school life satisfaction subscale.

Procedure

The data of the research was obtained from high school students on a volunteer basis. The data collecting instruments were administered to a total of 391 participants during course hours. The students were informed about study's aim and the process before data collection by the researchers in the class environment. Data analyses were conducted with SPSS 16.0 and AMOS 20 programs. All data were analyzed by Pearson Moment correlation and structural equation model.

The Explanation of Measuring Model

In the current study, in the case of measuring latent variables with observed variables in the structural equation models, with intent to decrease number of observed variable in the model, to reach a more normal distribution, and to increase the reliability, item parceling method was used (Bandalos, 2008). The two sub-dimensions for learning goal orientation and the three sub-dimensions for school life satisfaction were constituted by parceling method. The sub-dimensions of mother and father attachment in the parent attachment scale were included in the analysis in their present state. The correlation values between latent variables were shown in Table 1 and the correlation values between the observed variables were shown in Table 2.

Results

In this section of the study, firstly, the correlation findings between variables of parental attachment, goal orientations, and school life satisfaction were presented; then, mediating role of learning goal orientation in the relationship between parental attachment and school life satisfaction was tested by structural equation model.

Table 1. Correlation Values Between Latent Variables of the Research

Variables	1	2	3	4	5	\bar{X}	S.d.	Skew.	Kurt.
1. Parental Attachment	-					90.68	16.41	-.66	.08
2. Learning Orientation	.12*	-				19.05	6.66	-.17	-.84
3. Approach Orientation	.03	.22**	-			23.37	6.24	-.79	-.28
4. Avoidance Orientation	-.13*	.04	.29**	-		10.71	4.91	.87	.20
5. School Life Satisfaction	.20**	.68**	.20**	-.05	-	18.94	5.37	.07	-.64

*p< .05, **p< .01

Considering descriptive statistics in the Table 1, it is seen that the variables of the study have normal distribution. Considering the correlation coefficients between the variables in Table 1; it was seen that school life satisfaction was positively related to parental attachment ($r = .20, p < .01$), learning goal orientation ($r = .68, p < .01$), and approach goal orientation ($r = .20, p < .01$). Also, it was seen that parental attachment was positively related to learning goal orientation ($r = .12, p < .05$) and it was negatively related to avoidance goal orientation ($r = -.13, p < .05$). There is no significant relationship between school life satisfaction and avoidance orientation ($r = -.05, p > .05$).

Table 2. The Correlation Values Between the Observed Variables of the Study

Variables	1	2	3	4	5	6	7
1. Mother Attachment	-						
2. Father Attachment	.44**	-					
3. Learning Orientation Parcel 1	.12*	.11*	-				
4. Learning Orientation Parcel 2	.10*	.11*	.78**	-			
5. School Life Satisfaction Parcel 1	.25**	.17**	.58**	.55**	-		
6. School Life Satisfaction Parcel 2	.14**	.15**	.52**	.49**	.62**	-	
7. School Life Satisfaction Parcel 3	.10*	.11*	.64**	.62**	.64**	.73**	-

* $p < .05$, ** $p < .01$

Considering the analysis results in Table 2, it was seen that the whole observed variables were associated with each other. Before the analysis of structural equality model, the measuring model showing the relationships between the latent variables that are obtained by formation of the observed variables was tested and was presented in the Figure 1. It was seen that the result of the analysis proved the measuring model and the values of fit were at the acceptable level ($\chi^2/sd = 3.58, p < .001, RMSEA = .080, SRMR = .034, GFI = .97, CFI = .98$). The factor loadings ranging from .66 to .96 show that the observed variables significantly represent the latent variables.

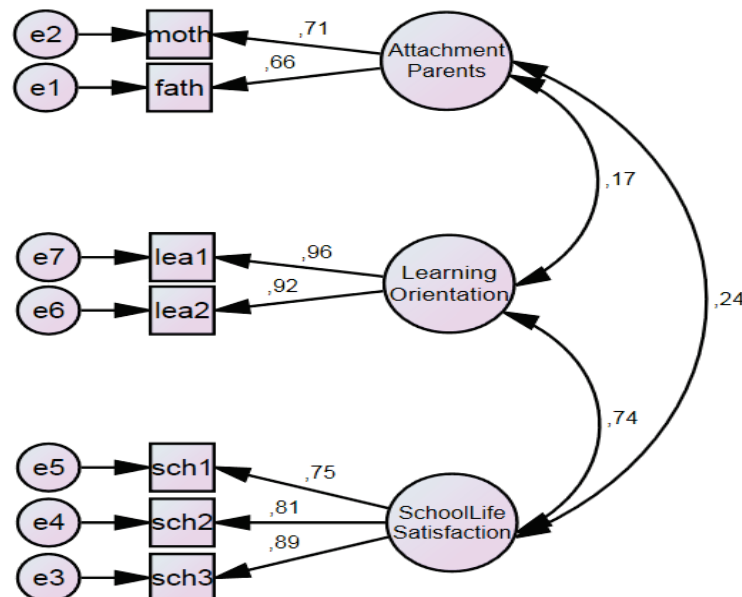


Figure 1. The Analysis Results Related to Measuring Model

Structural Equation Model for the Mediating Role of Learning Orientation in Relationship Between Parental Attachment and School Life Satisfaction

According to Baron and Kenny (1986), for the mediating variable model can be tested, the significant relationships between variables of dependent, independent, and mediating must be. Considering the findings in the Table 1, because the sub-dimensions of approach and avoidance goal orientations didn't actualize this condition, the model was tested with learning goal orientation. The variables of parental attachment, learning goal orientation, and school life satisfaction that will be included in structural equation model were divided into sub-dimensions with item parcelling method. Considering the findings in the Table 2, it was seen that these sub-dimensions have the relationships at the different levels between each other and this situation provides the basic conditions projected by Baron and Kenny (1986). In sum, considering the findings in the Table 1 and Table 2, it can be said that the results reached are suitable for structural equation model. Structural equation model consists of the two separate modelings of the measuring model and structural model. According to the two hierarchic approaches, after the relationships between the variables were verified by measuring model, the structural model must be tested (Şimşek, 2007). In this study, after the measuring model, the structural model was carried out. The variable of gender was included in structural equation modeling as control variable. According to the analysis of structural equality model, it was seen that the results had acceptable fit indexes ($\chi^2/sd= 2.90$, $p < .001$, $RMSEA= .070$, $SRMR= .037$, $GFI= .97$, $AGFI= .94$, $NFI= .97$, $TLI= .96$, $CFI= .98$). The structural model related to the analysis was presented in the Figure 2. In the result of the analysis, it was seen that parental attachment positively predicted learning goal orientation ($\beta = .18$, $p < .01$) and learning goal orientation positively predicted school life satisfaction ($\beta = .71$, $p < .01$). After learning goal orientation was included in the model as mediating variable, predictor power of parental attachment in school life satisfaction decreased ($\beta = .13$, $p < .01$). It was seen that gender that was control variable did not has a significant role in the variables dependent and mediating. Parental attachment significantly predicts school life satisfaction through learning goal orientation ($\beta = .13$, $p < .01$).

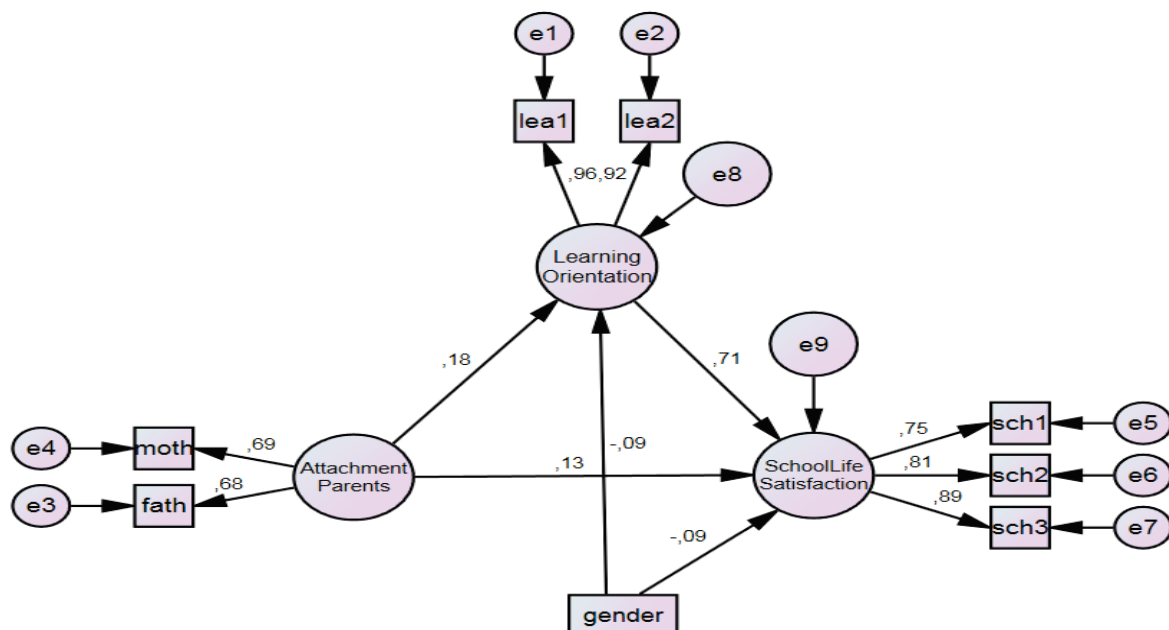


Figure 2. To Be Tested Mediator Role of Learning Goal Orientation in Relationship Between Parental Attachment and School Life Satisfaction

Bootstrapping

The significance of direct and indirect effects of the variables in the model was examined with Bootstrap analysis and 1000 number recommended in the literature was included in analysis for

repetitive sample number (Arbuckle, 2007). In consequence of bootstrap analysis, the coefficients of direct and indirect pathways and mean effects in %95CI related to these coefficients were presented in the Table 3. Therefore, it can be said that the whole direct pathway coefficients are significant. Also, it can be said that indirect pathway coefficient testing effect of the mediating role is significant ($\beta = .13$, %95 G.A. = .03, .21), according to the whole these results, we can say that learning goal orientation has partial mediating role in the relationship between parental attachment and school life satisfaction among adolescents.

Table 3. The Results of Bootstrap Analysis Examining Statistical Significancy of Direct and Indirect Effects of Structural Equality Model

Model Pathways	%95CI		
	Estimate	Lower	Upper
Direct link			
Parental Attachment→School Life Satisfaction	.26**	.11	.40
Parental Attachment →Learning Goal Orientation	.18**	.05	.30
Learning Goal Orientation → School Life Satisfaction	.71**	.63	.77
Gender → School Life Satisfaction	-.09	-.19	.02
Gender → Learning Goal Orientation	-.09	-.18	.02
Indirect link			
Parental attach.→ Learning Orien.→ School Life Satis.	.13**	.03	.21

**p< .01

Discussion, Conclusion and Suggestions

The aim of the study was to examine mediating role of goal orientations in the relationship between parental attachment and school life satisfaction among adolescents. The finding of the study has shown that parental attachment significantly predicts school life satisfaction both direct and through learning goal orientation. Firstly, considering the positive relationship between parental attachment and school life satisfaction, it is seen that the finding obtained supports the studies in the past. The relationship between mother and father attachment, and school attachment was investigated by Özdemir and Koruklu (2013) among students in the early adolescence. In the finding of the study, it was seen that both mother attachment and father attachment were positive predictor of school attachment. Contrary to secure attachment, it has been stated that insecure attachment is associated with relationships and troubles in the future period (Sroufe, Coffino, & Carlson, 2010). A analysis revealed that secure parental attachment was a cause of positive peer relationships in the adolescence (Allen & Miga, 2010). The quality of the relationships provided with friends and teachers plays a important role in the level of school life satisfaction (Gutierrez, Tomas, Romero, & Barrica, 2017). It can be expected that the students with high level parental attachment develop healthier relationships with their friends and teachers. In this direction, in the study conducted by Kocayörük and Şimşek (2015) among high school students, aged from 14 to 18, it was seen that the individuals with higher parental attachment display more positive social behaviour. Also, according to Brown, Higgins, and Paulsen'e (2003), the individuals with higher parental attachment tend to believe that their teachers, peers, and classmates are ready to meet their needs of social interaction, friendship, and sharing the feelings. In the light of the findings of the study, it can be thought that parental attachment predicts school life satisfaction through the variables such as perceived social support from teacher and friend, social satisfaction. New studies will be helpful in terms of answering effect of these mediating variables.

In the current study, it was seen that learning goal orientation had the meadiating role in the relationship between parental attachment and school life satisfaction. When the studies have been examined, it is noteworthy that the effect of learning goal orientation on individuals is more evident in the academic field. Because of characteristic of the period, the important indicator of school life satisfaction in the high school process is negative effect of the examinations on students. Also, when test

of transition to university and parents' through examination repressive attitude are included in these examinations, in one sense, school life satisfaction depends on the examinations. The finding meeting this evaluation is seen in the study of Karadeniz, Er, and Tangülü (2014). In the Karadeniz et al's (2014) study of what SBS means for 8th grade students, the most common metaphors students listed were those with a negative connotations such as life, death, ghost/monster, race, bridge, war, milestone, solving test, as-sirat (the straight path) and horse race, respectively. The studies carried out showed that attachment affected mission oriented their goals by decreasing anxiety level of students (Maltais, Duchesne, Ratelle, & Feng, 2015). It can be said that high level parental attachment positively affects learning goal orientation and this effect positively reflects to school life satisfaction. The studies which show positive relationship finding between learning goal orientation and the variables such as academic achievement, self-confidence, persistence, support this thought (Dweck & Leggett, 1988). In the finding of the current study, it is seen that learning goal orientation is positive predictor of school life satisfaction. In their longitudinal study, in which they examined the relationships between attachment and cognitive skills related to the school, Moss and St-Laurent (2001) showed that children, who are identified as secure attached at the age of 6, had higher levels of communication skills, learning goal orientation, and cognitive participation after 2 years in school. It is seen that this finding indirectly supports mediating role of goal orientations. Secure parental attachment strengthens existence of the variables that positively affect academic and learning performance of individual. In the study conducted by Özgüngör, Oral, and Karababa (2015) among 409 high school students, it was obtained that learning goal orientation is a positively significant predictor of school life satisfaction of students. The finding is in accord with the study in which Tuominen Soini, Salmela Aro, and Niemivirta (2008) revealed that students with learning goal orientation had lower levels of school burnout compared with students with performance orientation, although both group of students were similar in terms of academic achievement. Because students with learning orientation approach to topics related to school with motivation such as better learning, aim of self-development, higher sense of task-and-responsibility. It can be said that it positively influences their school life satisfaction level. Learning goal orientation is positively associated with variables such as cognitive clarity, problem solving, support-seeking, functional regulation of emotion (Rusk & Rothbaum, 2010). In the light of these informations, it is more likely that positive parental attachment leads to learning goal orientation and associated variables, and in this direction, students with learning goal orientation remove the variables that may negatively affect school life satisfaction. Also, it can be thought that academic incompetence and test anxiety negatively affect school life satisfaction and learning goal orientation functions as protective against this negative effect. Schieche and Spangler (2005) studied securely and insecurely attached babies' attitudes towards a task with increasing levels of difficulty. They concluded that secure babies are relatively more focused into the purpose, they do not refrain from investigation and they search for their mothers' support in times of necessity. Further, they reported that when they face with difficult task, the stress levels of insecurely attached babies increased physiologically.

In contrast to expectation of negative relationship between performance orientations and school life satisfaction; while it is seen that there is a positive relationship between school life satisfaction and performance approach goal orientation, there is no significant relationship between school life satisfaction and performance avoidance goal orientation. In the study of Özgüngör et al. (2015), no significant relationship between school life satisfaction and performance avoidance goal orientation was found as well. According to the researchers, performance approach goal orientation is a predictor of adaptive behaviours; performance avoidance goal orientation is a predictor of maladaptive behaviours (Elliot & Harackiewicz, 1994). Regarding this, considering the literature, performance avoidance goal orientation is negatively associated with positive psychological variables such as academic achievement (Eum & Rice, 2011), academic stress (Kim, Lim, & Noh, 2016), focus of control (Buluş, 2011), adaptive perfectionism (Eum & Rice, 2011); it is positively associated with negative psychological variables such as test anxiety (Eum & Rice, 2011), external motivation (Yerdelen, Aydin, Yalmanci, & Goksu, 2014), superficial strategy use (Diseth, 2011), maladaptive perfectionism (Eum & Rice). The current study was conducted among students attending anatolian high school. Considering that awareness level, cognitive

adequacy, and academic performances of students attending anatolian high school are higher; the existence of mediating variables that can remove negative effect of performance avoidance goal orientation on school life satisfaction can be thought. New studies will be helpful in terms of answering effect of these mediating variables. On the other hand, the findings of relationships between performance approach goal orientation and the variables related to academic areas and school such as academic achievement (Chen & Wong, 2015), academic competence (Van Dierendonck & Vander Gaast, 2013), internal motivation (Yerdelen et al., 2014), self-confidence (Diseth, 2011), deep strategy use (Diseth, 2011) support the finding of the study. However, given the literature, it is noteworthy that consistent results regarding performance approach orientation are not reached (Eum & Rice, 2011; Steinmayr, Bipp, & Spinath, 2011). In relation to inconsistencies, it is important to examine the relationship between performance approach orientation and psychological structures in terms of differences in individual development levels, cognitive and academic competence.

It is important to evaluate the findings of the study in terms of the limitations of the study. The limitations related to the results of the current study in a few aspects. Firstly, the data set of the study was obtained by measuring the participants' self-expression. Therefore, the cause-effect relationship between the variables is not asserted. In order to make such an inference, the relationships between the variables in the current study can be tested by longitudinal and experimental designs. In this study, mediating role of goal orientations in the relationship between parental attachment and school life satisfaction was tested. In future studies, it is important to explore possible variables such as locus of control positive relationships with peers and persistence that may play a role as mediating variable in the relationship between parental attachment and school life satisfaction. The relationship between parental attachment and goal orientations can be tested in terms of the other dimensions of the life satisfaction. Another limitation is that the group of the participants consists of students who attend to high school in a certain area. In this respect, testing the relationships between the variables in the study with different samples and cultures will be useful in terms of the reliability of the results.

As a result, it was seen that parental attachment significantly predicted school life satisfaction through learning goal orientation among adolescents. Also, considering the direct relationship findings of the study, the positive role of parents is seen in terms of psychological well-being positive academic motivation in adolescents' school life. Therefore, it is important to evaluate and design support works of individuals' separation-individuation processes considering the fact that adolescents need their parents' supportive relationships. It is also important to focus parental training programs improving parents' positive role in their childs; to design works enhancing parents' awareness by activities such as seminar, psycho-training in the periods of adolescence and previous development.

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