

## The Relation Between the School Attachment Levels and Parent Attachment Levels of High School Students

**Hüseyin ŞİMŞEK**

*Faculty of Education*

*Ahi Evran University*

*Turkey*

*husimsek@hotmail.com*

**Fırat ÇÖPLÜ**

*Department of Curriculum and Instruction*

*Ahi Evran University*

*Turkey*

*firat.coplu@outlook.com*

### ABSTRACT

Attachment is a strong emotional connection that an individual develops against an object or person. Attachment to the school is a basic psychological need in terms of feeling belonging to the group, believing that it is valued and respected as a member of the school. This study was carried out in order to examine the attachment status of high school students in terms of various variables. Relational screening model was used in the research. The study is composed of high school students studying in Niğde. The data of the study were obtained using the Personal Information Form and the Arrow Attachment Scale on the Adolescents and the Parent / Peer Attachment Inventory Short Form. The data were processed into the SPSS package program and the normality test was performed to determine the tests to be used in the study. As a result of the analysis made, it was understood that the data did not show normal distribution, so non-parametric tests were used. Within this scope; Mann Whitney U test for two categorical variables, Kruskal Wallis test for the analysis of variables with three or more categories, and Spearman correlation analysis for the analysis of the effects of variables. As a result of the analysis of the data, it was seen that there was a statistically significant difference between the levels of attachment to the school according to the gender variable, but there was a significant difference in favor of boys in terms of teacher attachment. While there was no significant difference in the attachment to friends sub-dimensions depending gender, it was seen that the average order of men was lower than women. The findings of the study showed that the level of attachment to the school significantly differed according to the level of satisfaction with the school. Accordingly, those who are satisfied with the school have less attachment to the school. Another area of attachment that high school satisfaction affects is the attachment to friends. Those who are satisfied with their high school they are studying are found to have a significantly lower level attachment to friends than those who are not. Satisfaction with school also affects the attachment to the teacher. For those who are satisfied with their school, the total scores of the teacher attachment sub dimension are found to be lower than those who are not satisfied. According to the results obtained in the research, the cohabitation status of the parents does not make a meaningful difference in terms of the attachment of the high school students to the school, friends, and teachers. The grade level influences the attachment to the school; there was a significant difference between the students in the first grade and those in the third grade. On the other hand, this situation doesn't affect the attachment level to the teacher. This result shows that there is a significant positive correlation between the total scores of the mother attachment scale and the total score of school attachment scale in the adolescents. There was a significant positive correlation between total scores of the father attachment scale and total scores of school attachment scale to adolescents.

### INTRODUCTION

The school is one of the important carriers in social life, a tool that will contribute to the life routine of the individual. Education that aims to give terminal behaviors to individuals offers important opportunities for personal development. There may be differences in terminal behaviors that are different for each society and culture, as well as differences in the social belonging of the individual and the attachment to the education. Because the educational philosophy adopted by society and the aims of education can influence the type and number of terminal behaviors. At the same time, the school, which is seen as a unifying tool for social cohesion and social

peace, has an important role in the development of the nation. Because of this reason, it is an important research topic to determine the students' attachment levels to school and at the same time to their parents.

Individuals live in different social contexts throughout their lives. As one of these social environments, the school is one of the basic environments that the individual has developed over many years and experiences in education and teaching. Turkish Language Institute (2017) defines the term 'school' as 'The educational institution where the kind of knowledge, skills, and habits are taught and gained regularly according to certain purposes; An education community consisted of students, teachers, and administrators; The name given to the trend, form, and opinion that have certain qualities and characteristics in the branch of science, philosophy, and art'.

The school is a realistic field that is intertwined with the society and the social life-related behaviors of the students are rehearsed. School and school experiences have a great place in the life and development of the individual. Yet processes and interactions in the school provide opportunities for individuals to gain different thoughts and behaviors. Yüksel (2002) points out that some students are generally unhappy about going to school and that negative attitudes such as hating some lessons are often placed on the education system. Educators are of the opinion that such negativities are largely due to the educational conditions and school conditions. The attitudes that students develop in this situation directly affect their attachment to school. Attachment to the school is defined as a basic psychological need in terms of feeling belonging to the group, believing that it is valued and respected as a member of the school (Akt. Savi, 2011).

Mouton, Hawkins, McPherson, and Copley (1996) indicate that students with low school attachment level are lonely and isolated in their school life, perceived themselves as outsiders from the school community, and receive low support and encouragement from school staff and peers. In addition, LeCroy and Krysik (2008) stated that academic achievement rises as the level of attachment increases, while students who receive support from their family and teachers have higher school attachment level and higher academic achievement. Zhang and Messner (1996) found that school attachment and school quality were inversely related to the risk of involving crime. These findings in the field indicate the critical importance of school and school attachment for individual development.

There are different theoretical explanations for attachment. According to the accepted attachment theory, the emotional ties between the child and the people who raised them affect the social, emotional and cognitive development of the child. According to Bowlby, these strong emotional ties in the attachment develop inner patterns involving the child's feelings, perceptions and expectations about herself and others. These patterns guide the child's interpersonal relationships throughout his or her life (Savi 2011; Günaydın and Ark., 2005). In a study conducted with pre-school children by DeMulder, Denham, Schmidt, and Mitchell (2000), it was observed that both boys and girls with less secure attachment in their mothers showed much more aggression in the pre-school period. Boys who are more securely attached to their mothers are more closely attached to their preschool teachers and are found to be more popular than their nursery-school peers.

Duchesne et al. (2009), in their study of 629 young adolescents, found that attachment to mother predicted teacher-academic worries of the young adolescent about the transition to middle school.

O'Connor, Collins and Supplee (2012) 1140 A longitudinal study of mothers and children shows that insecure attachment in early childhood is associated with late childhood exclusionary and internalizing behaviors; Having negative relationships with the teacher in childhood is related to outward orientation behavior in the following years; The effects of seclusion and insecurity on externalizing and internalizing behaviors in late childhood have been achieved through childhood teacher-child relationships and early externalization and internalizing behaviors. In a longitudinal study conducted by O'Connor, Collins, and Supplee (2012) with 1140 mothers and children, insecure attachment in early childhood was associated with late childhood exclusionary and internalizing behaviors; Having negative relationships with the teacher in childhood is related to outward orientation behavior in the following years; The effects of seclusion and insecurity on externalizing and internalizing behaviors in late childhood are due to childhood teacher-child relationships and early externalization and internalizing behaviors.

Individuals in high school are experiencing the crisis of sexual, social and ideological identity as well as some developmental problems. In addition, young people can experience confusion in the context of social expectations, generation conflict, search for autonomy and freedom (Akt, Ünal and Şahin, 2013). The relationship of adolescent students to their friends and teachers contributes to their satisfaction with their satisfaction of school and school performances. Likewise, secure attachment provides important support to young people to cope with the problems experienced during school years. For this reason, it is necessary to look into the attachment as both the social adaptations in the school environment and their interaction with their peers for their expectation from school life (Eken, 2010).

Parents are not only influential in childhood but also in other stages of life. The parental attachment has an important place in terms of the individual's social behavior and psychological health. The secure attachment also has vital importance in terms of the school experience. Since school life includes social patterns as much as academic activities. Relations with school, teachers, and friends have the power to influence the individual's academic and social life. From this point of view, success in school life can be considered a sign of successful completion of the individual's developmental tasks. The development of successful and supportive relationships in school life is thought to be a deterrent factor to risky behaviors in the process of depression during adolescence. In the light of the theoretical explanations above, the main purpose of this research is to examine the attachment levels of high school students to the school and their attachment levels to the parents.

### THE STUDY

In this study, a relational screening model was used. Relational surveys are studies in which the relationship between two or more variables is investigated without changing the same variables (Karasar, 2000).

### Research Population and Sample

**Table 1.** Demographic Table Regarding Study Group

		Grade Level								
		First grade			Second Grade			Third Grade		
		n	%	%	n	%	%	n	%	%
Gender	Women	50	35,2	35,2	64	45,1	45,1	28	19,7	19,7
	Men	36	30,8	30,8	52	44,4	44,4	29	24,8	24,8

The study population consists of high school students in public schools in Niğde. The study group was selected by appropriate sampling method. A convenience sampling method is selected for the study. The convenience sampling method based on accessibility and suitability is the preferred method for gathering information quickly in some research subjects (Aypay, 2010). There is a total of 259 high school students in the study group determined by this method. Of the students in the study group, approximately 55% female and 45% male students, 86 are in the first grade, 116 are in the second grade and 57 are in the third grade.

### Data Collection Tools

In addition to the personal information form developed by the researcher in collecting the data in the study, the Adolescent School Attachment Scale, and Parent and Peer Attachment Inventory Form were used.

*The Adolescent School Attachment Scale:* School Attachment Scale for Children and Adolescents (High School Form): "School Attachment Scale", developed by Hill (2005) to assess the attachment levels of children and adolescents to the school, consists of 15 items and three factors (attachment to teachers, peers, and school). The scale was adapted to Turkish culture by Savi (2011). According to the obtained fit index values, it can be said that the three-dimensional model gives sufficient harmony. In the reliability analysis, the Cronbach Alpha internal consistency coefficient of the scale was .91, and the reliability of the two half tests was .80 for the first half and .74 for the second half (Savi Çakar and Karataş, 2017).

*Parent and Peer Attachment Inventory:* "Parental and Peer Attachment Inventory" (PPAI) developed by Arrmsden and Greenberg (1987) was chosen to measure parental attachment. The scale consists of two sub scales that measure parental and peer attachment. Paternal attachment scales were used in this study. The scale consisting of 12 items is scored by five grades. (1- Never, 5- Always). Validity and reliability analysis of the parental inventory form of the scale were conducted on the samples of university (Günaydın, Selçuk, Sümer and Uysal, 2005) and high school (Bayraktar, Sayıl, and Kumru, 2009) and the internal consistency coefficient was found to be  $\alpha = .84$  for high school sample.

### Data Analysis

The data were processed into the SPSS package program and the normality test was performed to determine the tests to be used in the study. The Shapiro-Wilk normality test is used for groups with a large study group of 50 people. According to the Shapiro-Wilk normality test results, the data weren't the normal distribution. For this reason, nonparametric tests were used in the analysis of data. Mann Whitney U test for two categorical variables, Kruskal Wallis test for analysis of variables with three or more categories, and Spearman correlation analysis for analyzing the effects of variables.

## FINDINGS

The findings of this research are given below.

**Table 2.** Levels of Parent Attachment by Gender Variable

	Gender	n	Mean Rank	Z	U	p
Total Mother Attachment Scale Scores	Women	142	130,92	-,217	8177,000	,828
	Men	117	128,89			
Total Father Attachment Scale Scores	Women	142	130,06	-,015	8298,000	,988
	Men	117	129,92			

$p > .05$

When Table 2 is examined, it is seen that there is no statistically significant difference in the levels of attachment to the mother according to gender ( $p > .05$ ). When the mean rank is taken into consideration, it is seen that the total scores of mother attachment scale for women ( $\bar{X} = 130, 92$ ) is higher than that of men's ( $\bar{X} = 128, 89$ ). There was no statistically significant difference in the father attachment levels according to gender variable ( $p > .05$ ). In the mean ranks, it is seen that the total scores of father attachment scale for women ( $\bar{X} = 130.06$ ) is higher than the total scores of father attachment scale for men ( $\bar{X} = 129.92$ ).

**Table 3.** Levels of School Attachment by Gender Variable

	Gender	n	Mean Rank	Z	U	p
Total Score of Attachment Scale in Adolescents	Women	142	135,22	-1,237	7565,500	,216
	Men	117	123,66			
Total Score of School Attachment Sub dimension	Women	142	138,88	-2,106	7046,500	,035
	Men	117	119,23			
Total Score of Peer Attachment Sub dimension	Women	142	128,06	-,462	8032,000	,644
	Men	117	132,35			
Total Score of Teacher Attachment Sub dimension	Women	142	133,70	-,877	7782,000	,380
	Men	117	125,51			

When Table 3 was examined, it was found that there was no statistically significant difference between the school attachment scales for both women and men in terms of gender ( $p > .05$ ). However, it is seen that the total scores of the school attachment scale for men ( $\bar{X} = 123, 66$ ) are lower than the average scores of school attachment scale for the women ( $\bar{X} = 135, 22$ ).

A statistically significant difference was found when the total scores of the school attachment sub dimension according to the gender variable were examined ( $p < .05$ ). It is seen that the total scores of the school attachment for men are lower ( $\bar{X} = 119, 23$ ) than female students' scores ( $\bar{X} = 138, 88$ ).

There was no statistically significant difference when the total scores of peer attachment sub dimension were compared according to gender variable ( $p > .05$ ). It is seen that the mean rank of the total scores of peer attachment scale for men ( $\bar{X} = 132, 35$ ) are higher than female's ( $\bar{X} = 128, 06$ ).

There was no statistically significant difference when the total scores of teacher attachment sub-dimension according to gender variable were examined ( $p > .05$ ). It is seen that men's mean rank of the total score of teacher attachment sub dimension ( $\bar{X} = 125, 51$ ) are higher than women's mean rank of the total score ( $\bar{X} = 133, 70$ ).

**Table 4.** Parent Attachment by the High School Satisfaction Variable

High School Satisfaction		n	Mean Rank	U	Z	p
Total Score of Mother Attachment Scale	Yes	183	134,62	6108,000	-1,543	,123
	No	76	118,87			
Total Score of Father Attachment Scale	Yes	183	133,38	6335,000	-1,129	,259
	No	76	121,86			

$p > .05$

When Table 4 is examined, it is seen that the level of mother attachment did not show any statistically significant difference according to the high school satisfaction variable ( $p > .05$ ). Looking at the mean rank, it is seen that those who are satisfied with their school have the higher total score of mother attachment scale ( $\bar{X} = 134, 62$ ) than

those who are not satisfied ( $X^- = 118, 87$ ). There was no statistically significant difference in the level of father attachment according to school satisfaction variable ( $p > .05$ ). In the mean ranks, it is seen that those who are satisfied with their school have higher scores on the father attachment scale ( $X^- = 133, 06$ ) than those who are not satisfied ( $X^- = 129, 92$ ).

**Table 5.** Levels of School Attachment by the School Satisfaction Variable

	Satisfaction	n	Mean Rank	Z	U	p
Total Score of Attachment Scale in Adolescents	Yes	183	151,75	-7,256	2973,000	,000
	No	76	77,62			
Total Score of School Attachment Sub dimension	Yes	183	152,67	-7,575	2806,000	,000
	No	76	75,42			
Total Score of Peer Attachment Sub dimension	Yes	183	140,22	-3,429	5084,500	,001
	No	76	105,40			
Total Score of Teacher Attachment Sub dimension	Yes	183	145,35	-5,130	4145,000	,000
	No	76	93,04			

When Table 5 is examined, it is seen that there is a statistically significant difference in the school attachment levels according to the school satisfaction variable ( $p < .05$ ). It is seen that those who are satisfied with their school have the higher mean of the total score ( $X^- = 151, 75$ ) of school attachment level than the students who are not satisfied with the study ( $X^- = 77, 62$ ).

When the total scores of the school attachment sub dimension scores were examined according to the school satisfaction variable, it was seen that there was a statistically significant difference ( $p < .05$ ). It is seen that those who are satisfied with their school have the higher mean scores ( $X^- = 152, 67$ ) of school attachment sub dimensions than those who are dissatisfied ( $X^- = 75, 42$ ).

When the total scores of the peer attachment sub dimension of students are examined according to the satisfaction variable, there is a statistically significant difference ( $p < .05$ ). It is seen that those who are satisfied with their school have the higher the mean of the peer attachment sub dimension scale ( $X^- = 140, 22$ ) than those who are dissatisfied ( $X^- = 105, 40$ ).

When the total scores of the teacher attachment sub dimension were examined according to the satisfaction variable, it is seen that there is a statistically significant difference ( $p < .05$ ). It is seen that the mean of the teacher attachment sub dimension scores of those who are satisfied with their school ( $X^- = 145, 35$ ) is higher than the those who are dissatisfied ( $X^- = 93, 04$ ).

**Table 6.** Levels of Parent Attachment by School Grade Variable

	Grade	n	Mean Rank	Chi Square	p
Total Score of Mother Attachment Scale	First Grade	86	136,26	,901	,637
	Second Grade	116	127,01		
	Third Grade	57	126,64		
Total Score of Father Attachment Scale	First Grade	86	136,65	3,365	,186
	Second Grade	116	132,81		
	Third Grade	57	114,25		

$p > .05$

When Table 6 is examined, it is seen that the levels of mother attachment are not statistically different according to the school grade variable ( $p > .05$ ). When the mean ranks are taken into consideration, it is seen that the mean of the mother attachment scale of the first grade is higher than the mean of the second grade ( $X^- = 127, 01$ ) and the mean of the third grade ( $X^- = 126, 64$ ). There was no statistically significant difference in the level of the father attachment scale ( $p > .05$ ). However, when you look at the mean rank; It is seen that the scores of the first grades are higher than the scores of the second grades ( $X^- = 132, 81$ ) and the third grades ( $X^- = 114, 25$ ).

**Table 7.** Levels of School Attachment by School Grade Variable

	Grade	n	Mean Rank	Chi Square	p
Total Score of Attachment Scale in Adolescents	First Grade	86	139,75	11,572	,003
	Second Grade	116	112,93		
	Third Grade	57	150,04		
Total Score of School Attachment Sub dimension	First Grade	86	140,94	6,839	,033
	Second Grade	116	116,52		
	Third Grade	57	140,93		
Total Score of Peer Attachment Sub dimension	First Grade	86	124,59	2,729	,256
	Second Grade	116	127,02		
	Third Grade	57	144,24		
Total Score of Teacher Attachment Sub dimension	First Grade	86	143,06	16,271	,000
	Second Grade	116	109,52		
	Third Grade	57	151,97		

When Table 7 is examined, it is seen that there is a significant difference in the school attachment level of high school students according to the class grade variable ( $p < .05$ ). Accordingly, the total score of school attachment of the first grade ( $\bar{X} = 139,75$ ) and the total score of school attachment of the third grade ( $\bar{X} = 150,04$ ) was higher than those in the second grade ( $\bar{X} = 112,93$ ).

A statistically significant difference was also observed when the total scores of the school attachment sub dimension according to the school grade variable ( $p < .05$ ). According to the results of the analysis, the total score of the school attachment of the first grade students ( $\bar{X} = 140,94$ ) and the total score of the school attachment of the third grade students ( $\bar{X} = 140,93$ ) are higher than the score of the second grade students ( $\bar{X} = 116,52$ ).

There was no statistically significant difference when the scores of the peer attachment sub dimension were compared according to school grade variable ( $p > .05$ ). However, it is seen that the total scores of the peer attachment sub dimension of the first grade ( $\bar{X} = 124,59$ ) and the second grade ( $\bar{X} = 127,02$ ) are lower than those of the third grade ( $\bar{X} = 144,24$ ).

According to the school grade variable, there was a statistically significant difference when the total scores of the teacher attachment sub dimension were examined ( $p < .05$ ). According to this, the total scores of teacher attachment sub dimension in the first grade ( $\bar{X} = 143,06$ ) and the third grade ( $\bar{X} = 151,97$ ) are higher than those of the second grade ( $\bar{X} = 109,52$ ).

According to the results of the Tamhaneposthoc analysis, it was found that the significant difference in the general dimension of the school attachment scale in adolescents originate from the relation between the second and third grades ( $p < .05$ ). Likewise, the reason for the significant difference in the teacher attachment sub-dimension is the relation between the first and second grades ( $p < .05$ ).

**Table 8.** Correlation between Attachment to the Parents and Attachment to the School

	1	2	3	4	5	6
1. Total Score of Mother Attachment Scale						
2. Total Score of Father Attachment Scale	,436**					
3. Total Score of School Attachment Scale	,201**	,271**				
4. Total Score of School Attachment Sub dimension	,163**	,237**	,873**			
5. Total Score of Peer Attachment Sub dimension	-	,198**	,682**	,462**		
6. Total Score of Teacher Attachment Sub dimension	,209**	,227**	,804**	,565**	,346**	

\*\* $p < .001$

When Table 8 is examined, there is a significant positive correlation between adolescents total scores of the mother attachment scale and the father attachment scale ( $p < .001$ ,  $r = ,436$ ). Again, there was a positive correlation ( $p < .001$ ,  $r = ,201$ ) between total score of mother attachment scale and the total score of school attachment scale ( $p < .001$ ,  $r = .201$ ). According to the results of the analysis, there is a positive correlation between the total scores of the mother attachment scale and the total scores of the school attachment sub dimension scale ( $p < .001$ ,  $r = ,163$ ). There is also a positive significant correlation between the total scores of mother and father attachment scale and the total score of teacher attachment sub dimension scale ( $p < .001$ ,  $r = ,206$ ). As a result of the analysis,

it was seen that there was no statistically significant relation between the total scores of the mother attachment scale and the scores of the peer attachment sub dimension scale ( $p > .001$ ).

According to another finding obtained in the research, it was found that there is a positive correlation between total scores of father attachment scale and total scores of the school attachment scale ( $p < .001$ ,  $r = .271$ ). When we look at the other findings in Table 8, it is found that total scores of father attachment scale are positively correlated with total scores of the school attachment sub dimension scale ( $p < .001$ ,  $r = .163$ ) and total scores of the peer attachment sub dimension scale ( $P < .001$ ,  $r = .198$ ). According to the results of the analysis, there was a positive correlation between the total scores of father attachment scale and total scores of teacher attachment sub dimension scale ( $p < .001$ ,  $r = .227$ ).

According to another finding obtained from the table, there is a positive correlation between the total scores of the school attachment in adolescents scale and the total scores of the school attachment sub dimension scale ( $p < .001$ ,  $r = .873$ ). The same result was also observed between the total scores of the peer attachment sub dimension scale ( $p < .001$ ,  $r = .682$ ) and the total scores of the teacher attachment sub dimension scale ( $p < .001$ ,  $r = .804$ ).

## CONCLUSIONS

As a result of the research, there was no statistically significant difference in adolescents' attachment to their parents in terms of gender variable. However, when we look at the mean ranks, it is seen that the total attachment score to parents of women is higher than the total scores of the men. There was no statistically significant difference in terms of attachment to the school according to the gender variable, but it was seen that the average scores of male attachment scale to the school were lower than the average scores of women. These results are similar to the findings of the research conducted by Savi (2011). In addition, these results are in agreement with the findings of the research carried out by Bellici (2015), Duy and Yildiz (2014), Özdemir and Kalaycı (2013).

According to another result obtained, the high school satisfaction of the students does not make a statistically significant difference in terms of the attachment level of adolescents to both mother and father. However, from the mean rankings, it is seen that those who are satisfied with their school have a higher average score of attachment level to parents than those who are dissatisfied. When the literature is examined, it is seen that there are different findings on this result. Indeed, a longitudinal study by O'Connor, Collins, and Supplee (2012) found that insecure attachment in early childhood was associated with late childhood exclusionary and internalizing behaviors, affecting the relationship between child and teacher in the years to come. In a survey conducted by LeCroy and Krysik (2008) with 7th and 8th-grade students, academic achievement increased as the school attachment level increased; it is reported that students who receive support from their parents and teachers have higher school attachment and higher academic achievement.

According to another result, the satisfaction of the student with their high school makes a statistically significant difference in the school attachment levels. According to this, the total school attachment scores by those who are satisfied with their school are higher than the scores of the ones who are not satisfied. When these results are compared with other studies in the field, it shows different results. For example, in a study conducted by Birch and Ladd (1997) with pre-school children, we found that teacher-child proximity is positively associated with the child's academic performance and teacher grades on school love and self-management of children. Another study conducted by Demanet and Van Houtte (2012) reported that students' emotional attachment to their peers, teachers, and colleagues was associated with poor school behavior rather than school collectivity. In addition, it is stated that perceived teacher support and the feeling of belonging to the school reduce the negative behaviors and high peer attachment inhibits abuse rates in schools. In the research conducted by Frey, Ruckhin and Schwab-Stone (2009) with adolescents, attachment to school has been associated with low levels of violent and aggressive beliefs as much as academic motivation. Perceived teacher support is associated with positive school environment and academic motivation.

It was observed that the class level variable did not show statistically significant difference between the high school students and the mothers in terms of the level of attachment to mothers and fathers but when the average of mothers was taken into consideration, it was found that the mothers' and babies' attachment scores of the first graders were higher than the scores of the second and third grades. According to the class level variable of the high school students, the level of attachment to the schools showed a statistically significant difference. According to this, in the first and third grades, the total scores of the attachment scale for the second grade are higher than the scores of the attachment scale for the second grade

It was observed that the School grade variable did not show statistically significant difference in regard to the attachment levels to parents but when the mean ranks were taken into consideration, it was found that the parental attachment scores of the first graders were higher than the second and third graders. It was observed that there was a statistically significant difference in the level of school attachment depending on the grade level variable of high school students. According to this, in the first and third grades, the total scores of the school attachment were higher than the scores of the second grade. These results partially coincide with the findings of the research that school attachment decreases as the class level increases (Wei and Chen, 2010).

When the results of the relationship between the parent attachment and the school attachment were examined, a positive correlation was found between the total scores of parent attachment scale and the total scores of the adolescent school attachment scale. On the other hand, as the level of parent attachment increased, the level of students' school attachment also increased. Similar results were obtained in a study carried out by Özdemir and Koruklu (2013). According to this, attachment to parents and teachers is considered as a predictive indicator for the life satisfaction of adolescents, and attachment to the school plays an intermediary role between attachment to parent and life satisfaction.

Based on these results, it can be argued that school guidance services can strengthen school attachment if they develop programs for adolescents and their parents. It may also be considered that such programs may be a preventive factor in the risky behaviors of the students.

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