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Clarifying the associations among belongingness, setting life goals, need satisfaction and positive orientations: The model testing in accordance with the attachment styles

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Abstract
This research aimed to evaluate the associations among belongingness, setting life goals, need satisfaction and positive orientations. In current paper, the positive orientations model, in which the associations of need satisfaction, belongingness and setting life goals on positive orientation was evaluated, was developed and tested by means of structural equation modelling. It was also aimed to verify the positive orientations model in accordance with attachment styles. The research group composed of 821 university students filled out the Basic Psychological Need Satisfaction Scale (BPNSS), Setting Life Goals Scale (SLGS), Three Dimensioned Attachment Styles Scale (TDASS), General Belongingness Scale (GBS), Satisfaction With Life Scale (SWLS), Self-Esteem Scale (SES), Life Orientation Test (LOT). As a result of structural equation modeling, belongingness and setting life goals has a positive direct association on need satisfaction. Additionally, need satisfaction has a positive direct association on positive orientations. After the students which participated in study were classified with regard to the attachment styles, the model was assessed in terms of three attachment styles. Moreover, the model showed acceptable fit for only individuals with secure attachment style. The model did not demonstrate sufficient fit for individuals with avoidant attachment style and anxious-ambivalent attachment styles.

Keywords Positive orientation · Setting life goals · Belongingness · Need satisfaction · Attachment styles

Introduction

For many years different proposals have been developed for what might be favorable and useful indicators for well-being phenomenon (Caprara et al. 2012). Studies related to life satisfaction, self-esteem and optimism were conducted in a very broad context and their associations with different components of the well-being phenomenon were reported (Carver and Scheier 2002; Diener et al. 1985; Rosenberg 1965). There were studies reporting that there are a high level of associations among these three structures (Bailey et al. 2007; Diener and Diener 1995; Lucas et al. 1996). Unlike other conceptual inferences, positive orientation does not only aim for the future, but it also cares about the self-referral system that automatically takes place in human experiences. In brief, positive orientations were conceptualized as a general system in which there is a positive thinking tendency towards different areas of life, such as self, life and future (Caprara et al. 2010).

The positive orientations of the individual, who has been performing by evaluating their competencies rationally according to the external factors and who is satisfied with the life they are guided in this process, can outweigh (Alessandri et al. 2012). Therefore, it is thought that internal and external factors may be important in the development of positive orientations. In this context, the need satisfaction associated with the components of well-being may be considered as an intrinsic factor influenced by external factors that may have an effect on positive orientations (Cihangir-Çankaya 2009; Eryılmaz and Doğan 2013; Gagne 2003; Hill and Howell 2014; İlhan and Özbay 2010; Ryan and Deci 2000a; Stenling and Tafvelin 2014). This intrinsic process is conceptualized in line with the self-determination theory.

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Self-determination theory focuses on the links and choices constituted by individuals who have a tendency to change and develop (Deci and Ryan 2002). In other words, self-determination is an active choice for individuals to initiate and maintain their behavior and to perceive this sense of choice (Deci et al. 1989). Self-determination is defined as a basic human behavior that involves the perceptual experiences in relation with the causality of behavior. A motivated behavior is inherently a whole. On the other hand, self-determination is to have a capacity to make a choice without external factors including oppression, reward, and coercion and to have choices. However, self-determination is presented as a need beyond being a competency or capacity (Deci and Ryan 1985a). According to self-determination theory, individuals who meet adequately these needs can increase well-being by managing their development and maintenance (Ryan and Deci 2000a). In other words, the individual who is able to meet psychological needs and who tends to aspired goals by managing behaviors may show development in terms of well-being.

In order to satisfy basic psychological needs, the individuals must make choices by assessing their environment and take responsibility for these choices. From this point of view, the sense of belongingness and life goals for life may have an effect on need satisfaction. As a matter of fact, belongingness leads to being related to others. As a result, the individual can always be in an active relationship with the social environment shaped by his friends, family and friends (Ellis et al. 2009). The life satisfaction of people who have no sense of belongingness and close relationship can be lower. On the other hand, individuals' efforts to achieve these goals by determining the purpose facilitates their adaptation to life (Myers and Diener 1995). These efforts can have a positive impact on the mental health of individuals directly or indirectly (Baumeister and Vohs 2002). The lives of individuals who are motivated to perform different behaviors after setting life goals become significant with these motivation and life goals (Eryılmaz 2012; McGregor and Little 1998).

The relationship between attachment styles and diverse dimensions of well-being (happiness, life satisfaction, subjective well-being) has been examined (Felton and Jowett 2013; Galinha et al. 2013; Li and Fung 2014; Odacı and Çikrıkci 2014; Towler and Stuhlmacher 2013). Those studies indicated that the levels of well-being of individuals differ in accordance with their attachment styles. There may be differences in perceptions of satisfaction with life because individuals with avoidant, secure and anxious-ambivalent attachment styles have different perspectives towards life and they interact with their psychosocial environment in line with these perspectives. Individuals with a secure attachment style are individuals who are self-confident, able to interact constructively with others, and have positive self-perception (Terzi and Çankaya 2009). Positive orientations of individuals with secure attachment style who have positive expectations for life may be thought to be positive. Research showed that individuals with anxious-ambivalent attachment styles have developed protest attitudes towards separation from the person to whom they are attached, and that this protest has not ended even in a meeting (Stayton and Ainsworth 1973). In other words, the individual exhibits a protest attitude against re-connection with the person to whom it is attached. On the other hand, individuals with avoidant attachment style show a protest attitude against separation. To decrease anger, this protest attitude is a defense mechanism that allows the individual to stay away from the attached person as far as (Ainsworth 1979). For individuals who can be so distant in social relations, it may be very difficult to satisfy needs in social environment by disposing their own potentials effectively and to increase their positive orientations.

Generally, well-being of individuals with different attachment styles may differ from each other. In this respect, individuals with different attachment styles can sense the belongingness and the life goals can differentiate their psychological needs. It is foreseen that the positive orientations which are stated to affect life goals, belongingness and need satisfaction may be different in accordance with attachment styles. The ultimate aim of this research was to reveal this difference. In other words, the aim of this research was to evaluate the effects of belongingness, setting life goals and need satisfaction on positive orientations in terms of attachment styles. The following hypotheses were tested to achieve the objectives of the study:

Hypothesis 1 (H1)

H_0: There are not direct positive associations between need satisfaction and belongingness and setting life goals.
H_A: There are direct positive associations between need satisfaction and belongingness and setting life goals.

Hypothesis 2 (H2)

H_0: There is not a direct positive association between need satisfaction and positive orientations.
H_A: There is a direct positive association between need satisfaction and positive orientations.

Hypothesis 3 (H3)

H_0: There are not indirect positive associations between positive orientations and belongingness and setting life goals.
H_A: There are indirect positive associations between positive orientations and belongingness and setting life goals.

Hypothesis 4 (H4)

H_0: The model of positive orientations is not suitable for individuals with avoidant attachment style.
H_A: The model of positive orientations is suitable for individuals with avoidant attachment style.

Hypothesis 5 (H5)

H_0: The model of positive orientation is not suitable for individuals with anxious-ambivalent attachment style.
H_A: The model of positive orientation is suitable for individuals with anxious-ambivalent attachment style.

Hypothesis 6 (H6)

H_0: The model of positive orientation is not appropriate for individuals with secure attachment style.
H_A: The model of positive orientation is appropriate for individuals with secure attachment style.

Method

In present study, hypothesized model was confirmed based on Ainsworth's attachment styles model. To achieve research aims, six main hypothesis were developed and tested. Hypothesized model included belongingness, setting life goals, and basic psychological needs, self-esteem, life satisfaction, and optimism. In this model, belongingness and setting life goals were accepted independent variables that had direct associations with basic psychological needs, which had a direct association with positive orientation. Positive orientation was a latent indicators of self-esteem, life satisfaction, and optimism also called cognitive triad. Briefly, hypothesized model focused on accounting for positive orientations with belongingness, setting life goals, and basic psychological needs. The direct and indirect associations were assessed to comprehend the development of the positive orientations. Moreover, it was aimed to test the hypothesized model with respect to the attachment styles. Applying Ainsworth's attachment styles model in the study was one the most important novelty of the study. In method section, approach providing a basis for study, measures, statistical analysis process were presented in detail.

Sample

The current study was designed in accordance with correlational and casual comparative research design. The correlational design was used to evaluate the predictor role of need satisfaction on positive orientations. Additionally, the casual comparative design was chosen so as to examine the structural model in terms of attachment styles. Correlational design includes the researches exploring the associations among phenomenon that usually was used in explaining human behavior (Cohen et al. 2007; McMillan and Schumacher 2006). The casual comparative research design allows the evaluations of the determined effects in terms of diverse groups. (Fraenkel et al. 2012). In this process, the theoretical model was tested for each attachment styles by means of Structural Equation Modeling (SEM). The theoretical model was presented in Fig. 1.

Research Group

The research group was composed of 821 university students (236 female and 585 male). Samples' ages ranged between 17 and 29, with a mean age of 20.63 (SD = 1.55). When the class level was taken into consideration, it was seen that 286 students were freshman (34.8%), 162 students were sophomore (19.7%), 216 students were junior (26.3%) and 157 students were senior (19.1%).

Procedure and Ethical Approval

A number of procedures were followed in conducting this research. First of all, since this study was carried out on university students, legal permits were obtained from the administrations of the universities. Simultaneously with obtaining legal permits, Ethics Committee approval was received from the Social and Human Sciences Ethics Committee for research. After the legal permissions and ethical committee decisions were made, a calendar was determined in coordination with the departments. Approximately ten days of data collection process was carried out by the researchers. The researchers reached university students in the classroom. Participation in the study was based on volunteerism. After the explanations made by the researchers, the measures were distributed to the students and they were asked to mark the most appropriate expressions. The application of the measures was completed in approximately one lesson hour (45 min).

Measures

Basic Psychological Need Satisfaction Scale (BPNSS) Deci and Ryan (1991) developed the Basic Psychological Need Satisfaction Scale (BNPSS) so as to determine the need satisfactions of individuals based on self-determination theory. BNPSS was translated into Turkish by Bacanlı and Cihangir-Çankaya (2003). The 21 item measure is seven point Likert-type scale (1: disagree strongly, …7: agree strongly). The sample item in BNPSS is as follow: *There is not much opportunity for me to decide for myself how to do things in my daily life.* BNPSS has three sub-factors named autonomy, competency,

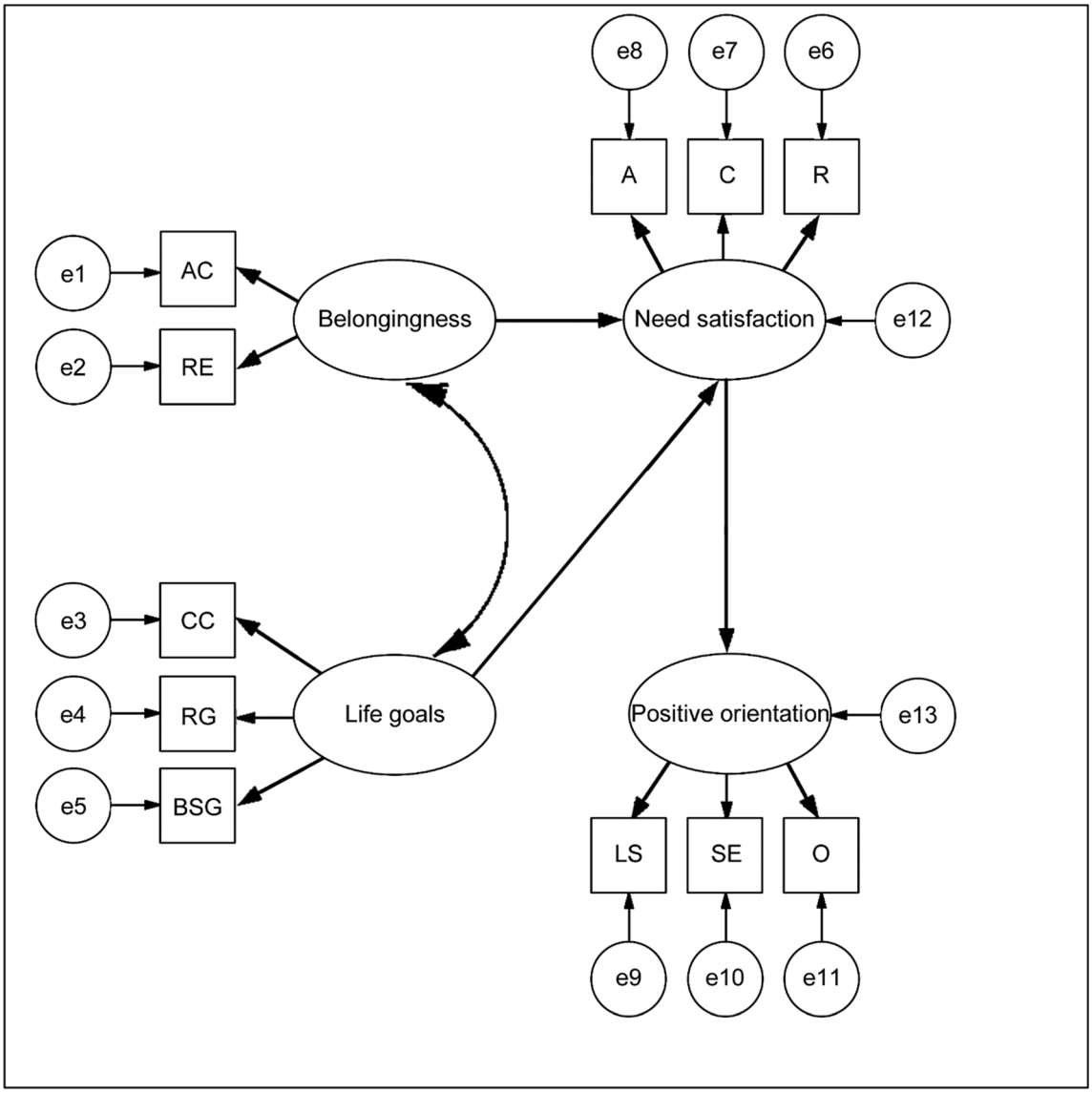

Fig. 1 Structural model. *AC*: Acceptance; *RE*: Rejection; *CG*: Career Goal; *RG*: Relationship Goal; *BSG*: Body Sensation Goal; *A*: Autonomy; *C*: Competence; *R*: Relatedness; *LS*: Life Satisfaction; *SE*: Self-Esteem; *O*: Optimism

and relatedness. The internal consistency coefficients of whole scale was found to be .83. For sub-factors, the internal consistency coefficients were .71, .60, and .74, respectively. The Confirmatory Factor Analysis (CFA) was used to examine the structural validity of BNPSS and the CFA supported adequate results (Bacanlı and Cihangir-Çankaya 2003).

Setting Life Goals Scale (SLGS) Eryılmaz (2012) developed the Setting Life Goals Scale (SLGS) based on positive psychotherapy approach. The 9 item measure is four point Likert-type scale (1: disagree strongly, …4: agree strongly). The sample item is as follow: *I have planned what I will do with my child, during my life.* The SLGS has three sub-factors (career goals, relational goals and body-sensation goals). For sub-factors, the internal consistency coefficients were.85, .72, .72, respectively. The internal consistency coefficient of SLGS was .80.

Three Dimensioned Attachment Styles Scale (TDASS) Erzen (2016) developed the Three Dimensioned Attachment Styles Scale (TDASS) based on Ainsworth's (1979) attachment theory. The measure consisted of avoidant, secure and anxious-ambivalent attachment styles sub-factors. The sample item is as follow: *I value only myself.* The 18 item measure is five point Likert-type scale (1: disagree strongly, …5: agree strongly). The internal consistency coefficients were found to be .79 for avoidant attachment style, .70 for secure attachment style, and .73 for anxious-ambivalent attachment style. Erzen (2016) applied discriminant analysis to determine how the identified attachment styles would be classified based on the averages from the scale. The results of the discriminant analysis showed that the correct predictability rates of the classification are high (100% secure, anxious-unstable 79.7% and avoiding 85.7%).

General Belongingness Scale (GBS) General Belongingness Scale (GBS) is a 12 item five point Likert-type scale developed to determine perceptions of belongingness among university students. The sample item is as follow: *I have close bonds with family and friends*. The factorial structure of two factor GBS was adequate. The internal consistency coefficient was found .94 (Malone et al. 2012). The GBS was translated into Turkish by Çikrıkci (2015). In Turkish sample, obtained data confirmed the two factor structure in Turkish sample. The internal consistency coefficients in adaptation study were to be .86 for whole scale, .80 for acceptance sub-factor, and .82 for rejection sub-factor.

Satisfaction with Life Scale (SWLS) Satisfaction With Life Scale (SWLS) is a five item seven point likert type measure developed to assess perceptions of satisfaction of individuals towards their lives. The sample item is as follow: *I am satisfied with my life.* The internal consistency coefficient of SWLS was .87. The Turkish adaptation study was carried out by Yetim (1991). The internal consistency coefficient was found to be .86.

Self-Esteem Scale (SES) Self-Esteem Scale (SES) was developed to determine the perceptions of individuals toward themselves by Rosenberg (1965). The SES is ten item four point Likert-type scale. The sample item is as follow: *I feel that I'm a person of worth, at least on an equal plane with others.* The internal consistency coefficient was found to be .80 (Rosenberg 1965). The SES was translated into Turkish by Çuhadaroğlu (1986). The test-repeat test reliability was .75.

Life Orientation Test (LOT) Life Orientation Test (LOT) was developed to evaluate perceptions of optimism of individuals by Scheier and Carver (1985). The LOT is a 12 item five point Likert-type measure. The sample item is as follow: *In uncertain times, I usually expect the best.* The LOT was translated into Turkish by Aydın and Tezer (1991). The internal consistency coefficient of Turkish form was found to be .72.

CFA for Measures within the Current Study Within the scope of this study, the structural validity and reliability of measures were re-examined. The structural validity of measures was explored in CFA process. For reliability analysis, the internal consistency coefficient was investigated by means of Cronbach's Alpha coefficient. According to the results, it was concluded that all measures in the current paper was valid and reliable (Table 1).

Analytical Approach

Before the statistical analysis, it is necessary to rearrange the data and meet some assumptions including missing value analysis, outlier analysis, normal distribution, and linear analysis (Field 2013). There were missing values in data. In current paper, the missing values were determined based on the mean of the data (Tabachnick and Fidell 2007). In the outlier analysis, the minimum and maximum values of continuously variables were examined and it was determined that the values in the data set were in the expected ranges. Additionally, one way outlier analysis was applied. Points from continuously variables were converted to standard z points and it was shown that z points were between −3 and + 3. Therefore, it was concluded that there is no any outlier value in data.

The assumption of normality assumes that the observations of a variable show normal distribution. (Field 2013). In this study, the assumption of normality was investigated based on skewness and kurtosis values of the variables (Table 2). In the relevant literature, the kurtosis and skewness values of −1.5 and + 1.5 values are interpreted as an indication that the distribution is not over-normal (Tabachnick and Fidell 2007).

Table 1 Results for validity and reliability analysis of measures

Parameter	NSS	SLGS	TDASS	GBS	LSS	SES	LOT
x^2/sd	7.54	4.39	6.85	4.29	3.88	10.16	1.38
RMSEA	.08	.06	.08	.06	.05	.10	.02
CFI	.80	.96	.83	.94	.99	.91	.99
GFI	.87	.97	.89	.96	.99	.92	.99
TLI	.76	.95	.80	.93	.98	.88	.89
SRMR	.06	.04	.07	.04	.02	.06	.02
α	.85	.79	*------	.81	.83	.85	.75

NSS Need Satisfaction Scale, *SLGS* Setting Life Goals Scale, *TDASS* Three Dimensioned Attachment Styles Scale; General Belongingness Scale, *LSS* Life Satisfaction Scale, *SES* Self-Esteem Scale, *LOT* Life Orientation Test

*The internal consistency coefficient of the whole scale cannot be calculated

Table 2 Kurtosis and skewness coefficients for measures

	N	Min	Max	Mean	Std. Dev.	Skewness		Kurtosis	
						Value	Error	Value	Error
NS	821	70	147	109.67	15.07	−.13	.08	−.52	.17
B	821	37	84	65.89	10.20	−.43	.08	−.54	.17
SLG	821	11	36	28.22	4.78	−.48	.08	−.20	.17
LS	821	5	35	22.14	6.03	−.61	.08	−.23	.17
SE	821	20	41	31.11	4.41	.07	.08	−.49	.17
O	821	15	40	27.19	4.56	−.17	.08	−.04	.17
SA	821	6	60	13.82	3.27	.75	.08	.97	.17
A-A	821	10	27	19.82	2.58	.03	.08	.20	.17
AA	821	8	30	16.46	3.59	.27	.08	.03	.17

NS Need Satisfaction, *B* Belongingness, *SLG* Setting Life Goals, *LS* Life Satisfaction, *SE* Self-Esteem, *O* Optimism, *SA* Secured Attachment, *AA* Avoidant Attachment, *A-AA* Anxious-Ambivalent Attachment

Table 3 Associations among variables

	1	2	3	4	5	6	7	8	9
NS	1								
B	.75**	1							
SLG	.29**	.24**	1						
LS	.40**	.35**	.25**	1					
SE	.62**	.51**	.26**	.36**	1				
O	.48**	.42**	.25**	.45**	.54**	1			
SA	−.40**	−.46**	−.11**	−.23**	−.25**	−.25**	1		
A-A	.01	.05	.06	.03	.06	.02	.36**	1	
NS	−.34**	−.39**	.05	−.17**	−.27**	−.23**	.58**	.38**	1
Mean	109.67	65.89	28.22	22.14	31.11	27.19	13.82	19.82	
SD	15.07	10.20	4.78	6.03	4.41	4.56	3.27	2.58	16.46

** *p<. 01; n = 821; NS* Need Satisfaction, *B* Belongingness, *SLG* Setting Life Goals, *LS* Life Satisfaction, *SE* Self-Esteem, *O* Optimism, *SA* Secured Attachment, *AA* Avoidant Attachment, *A-AA* Anxious-Ambivalent Attachment

Accordingly, it is concluded that each variable has a normal distribution and meets the assumption of normal distribution. A high inter-correlation among the variables in the data is called multi-collinearity. If there is a high inter-correlation, the variables that make up this problem should be removed from the model (Field 2013). The relationship between the variables was investigated and the correlation values were found to vary between −.17 and .62 (Table 3). According to the results, it was determined that there were no multi-collinearity problems.

There are a number of proposals about how much the sample size should be done in SEM. The sample size was 200 or higher, indicating that the sample group was sufficient (Kline 2011). However, there are also opinions that the number of samples should be at least five times the number of parameters (Lee and Song 2004). Kline (2011) proposes to collect 10 times the data of each observed variable and not less than 200 of the research group. As can be seen, the formulas that will be discussed in the literature of the related field vary. In this study, it was decided that the research group was large enough for the SEM due to data collection from 821 university students.

The validity of the measurement tools should be ensured in order for the measurements to be suitable for SEM. For this aim, the validity of the measures were re-examined by means of CFA. The reliability of the measures were evaluated through internal consistency coefficients (Cronbach's Alpha). The hypothesis model was tested with path analysis based on latent variables. In order to determine the validity of the positive orientations model based on attachment styles, firstly, university students in the research group were classified according to their scores obtained from the three dimensional attachment styles scale. After the classification, the validity of the model of positive orientation for three attachment styles was tested. The statistical analyzes were performed in SPSS 22.0 and AMOS 22.0 package programs.

Results

Testing the Structural Model

Firstly, the fit indices of structural model were investigated and to what extent the model was fit the data. Many fit indices were assessed to determine the suitability of the model. In literature, the x^2/sd value was accepted as a convenient fit indices. In small samples 3 or lower x^2/sd value and in large samples 5 and lower x^2/sd value are interpreted as an indication of good model fit (Hu and Bentler 1999; Tabachnick and Fidell 2007). Another fit indices in the evalutian of the model is RMSEA. The RMSEA value indicates that covariances of the population and sample are equivalent, especially as they close zero. Additionally, the RMSEA and SRMR fit indices had a value of .05 and smaller, indicating that the observed variables were excellent consistent with the data. For the GFI, CFI and TLI indices, it is stated that the values of .90 and above indicate good fit (Jöreskog and Sörbom 1993; Kline 2011).

In present study, the structural model was tested and it was determined that the model showed good fit to the data (x^2 = 296.80, sd = 40, $x^2/sd_{(40)=}$ 7.42, *RMSEA* = .08 (LO = .07, HI = .09), *SRMR* = .05, *CFI* = .93, *GFI* = .94, *TLI* = .90). The structural model was presented in Fig. 2. There is no any insignificant path in structural model. Unstandardized and standardized regression coefficients and parameter estimates including t values were exhibited in Table 4.

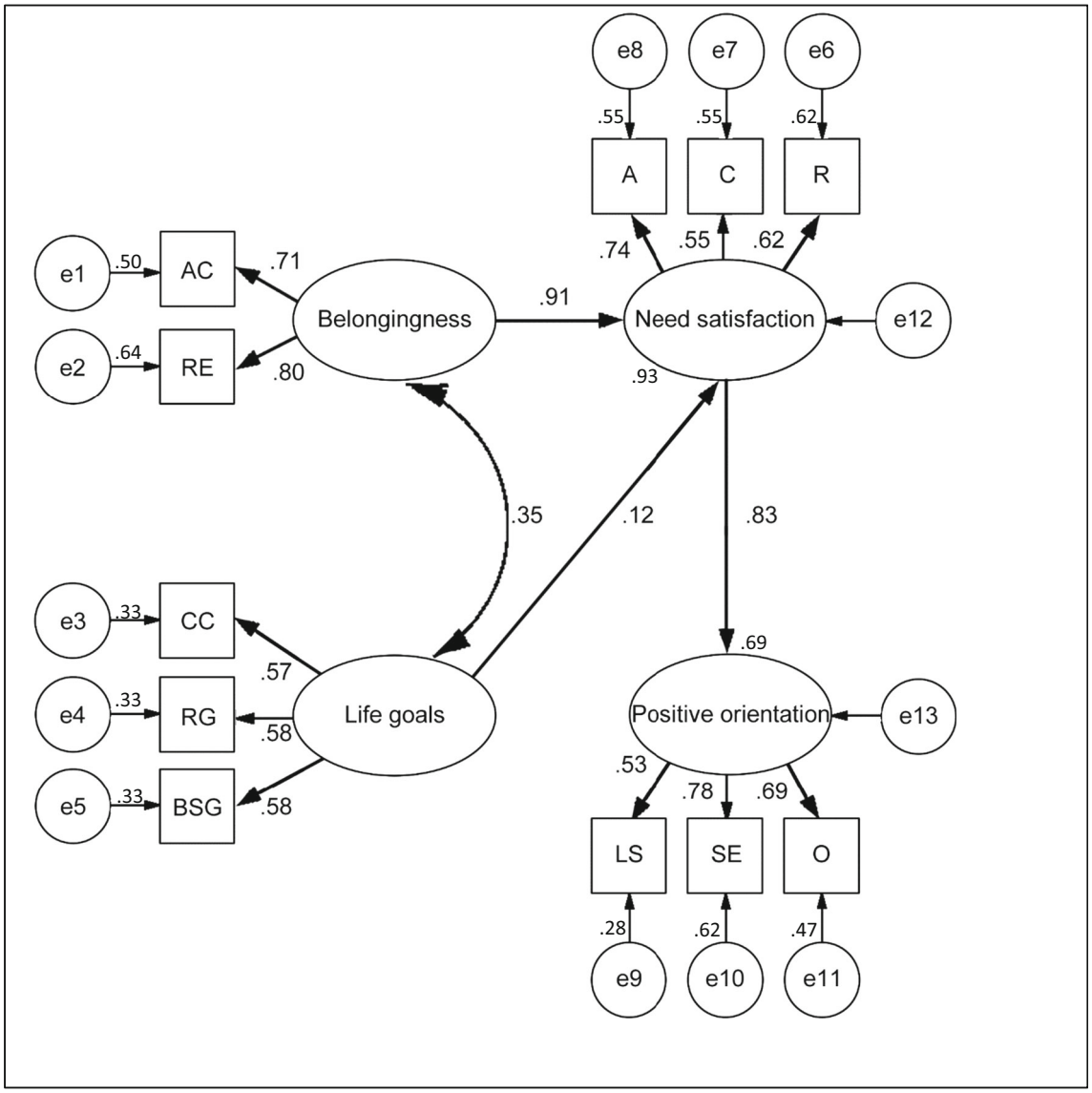

Fig. 2 Path diagram for the structural model. *AC*: Acceptance; *RE*: Rejection; *CG*: Career Goal; Relationship Goal; *BSG*: Body Sensation Goal; *A*: Autonomy; *C*: Competence; *R*: Relatedness; *LS*: Life Satisfaction; *SE*: Self-Esteem; *O*: Optimism

Total, Direct and Indirect Effects

Total, direct, and indirect effects were examined in path analysis. According to the results, need satisfaction was positively associated with belongingness ($\beta = .91$, $p < .001$) and setting life goals ($\beta = .12$, $p < .05$). Moreover, belongingness and setting life goals accounted for 93% of total need satisfaction variation. Another latent variable in the analysis, whose direct effect on positive orientations was examined, was need satisfaction. It was reported that positive orientations was positively associated with need satisfaction ($\beta = .83$, $p < .001$). The indirect effects of belongingness ($\beta = .76$, $p < .001$) and setting life goals ($\beta = .10$, $p < .05$) on positive orientations were significant (Table 5). Belongingness, setting life goals and need satisfaction accounted for 69% of the total positive orientations variance.

Testing the Structural Model According to the Attachment Styles

Attachment styles of university students were classified based on the points from TDASS. As mentioned above, TDASS enables researchers to classify attachment styles based on the averages of each sub-dimensions. In line with this classification process, it was determined that 85 university students (10.4%) were with avoidant attachment style, 176 (21.4%) were with anxious-ambivalent attachment style, 560 were (68.2%) with secure attachment style for present study. The structural model explaining the positive orientations was tested according to the attachment styles.

Firstly, the structural model was tested in sample with avoidant attachment style. Results indicated that the model did not show sufficient fit indices to the data for avoidant

Table 4 Parameter estimates for structural model

Path	Unstandardized Regression Coeffcients	Standardized Regression Coeffcients	t-value
NS ← B	1.09	.91	16.22***
NS ← SLG	.37	.12	3.06**
PO ← NS	.67	.83	12.86***
AC ← B	1.00*	.71	–
RE ← B	1.63	.80	20.19***
CG ← SLG	1.00*	.57	–
RG ← SLG	.94	.58	9.14***
BSG ← SLG	.84	.58	9.14***
R ← NS	1.42	.79	21.76***
C ← NS	.99	.74	20.53***
A ← NS	1.00*	.74	–
LS ← PO	1.00*	.53	–
SE ← PO	1.08	.78	13.82***
O ← PO	.98	.69	13.12***

* These values were equal to 1 for the estimation. ** $p < .05$, *** $p < .001$; *NS* Need Satisfaction, *SLG* Setting Life Goals, *PO* Positive Orientation, *AC* Acceptance, *RE* Rejection, *CG* Career Goal, *RG* Relationship Goal, *BSG* Body Sensation Goal, *A* Autonomy, *C* Competence, *R* Relatedness, *LS* Life Satisfaction, *SE* Self-Esteem, *O* Optimism

attachment style. In this model, the path between setting life goals and need satisfaction was insignificant ($\beta = .36, p > .05$). Therefore, setting life goals variable was excluded from the

Table 5 Total, direct and indirect effects related to the structural model

Predicted	Predictor	Standardized Effects			t-value	Standard Error
		Total	Direct	Indirect		
NS	B	.91	.91	–	16.22***	.06
NS	SLG	.12	.12	–	3.06**	.12
PO	B	.76	–	.76	–	–
PO	SLG	.10	–	.10	–	–
PO	NS	.83	.83	–	12.86***	.05

** $p < .05$, *** $p < .001$; *NS* Need Satisfaction, *PO* Positive Orientation, *B* Belongingness, *SLG* Setting Life Goal

Table 6 Parameter Estimates for the model in sample with secure attachment style

Path	Unstandardized Regression Coeffcients	Standardized Regression Coeffcients	t-value
NS ← B	1.15	.91.	12.38***
NS ← SLG	.35	.14	2.73**
PO ← NS	.74	.83	11.46***
AC ← B	1.00*	.67	–
RE ← B	1.72	.78	15.16***
CG ← SLG	1.00*	.66	–
RG ← SLG	.82	.58	7.96***
BSG ← SLG	.69	.53	7.80***
R ← NS	1.26	.76	17.14***
C ← NS	.92	.74	16.67***
A ← NS	1.00*	.74	–
LS ← PO	1.00*	.59	–
SE ← PO	.89	.73	12.08***
O ← PO	.86	.70	11.78***

* These values were equal to 1 for the estimation. ** $p < .05$, *** $p < .001$, *NS* Need Satisfaction, *SLG* Setting Life Goals, *PO* Positive Orientation, *AC* Acceptance, *RE* Rejection, *CG* Career Goal, *RG* Relationship Goal, *BSG* Body Sensation Goal, *A* Autonomy, *C* Competence, *R* Relatedness, *LS* Life Satisfaction, *SE* Self-Esteem, *O* Optimism

model and the analysis was performed. After the repeated path analysis, although there was no insignificant path, fit indices which support the appropriateness of the model could not be obtained ($x^2 = 79.79$, $sd = 40$, $x^2/sd_{(40)=}$ 1.99, $RMSEA = .10$ (LO = .07, HI = .14), $SRMR = .09$, $CFI = .85$, $GFI = .85$, $TLI = .80$).

Secondly, the structural model was tested in sample with anxious-ambivalent attachment style. According to the results, the model did not show acceptable fit to the data. Similarly, because of the fact that the path between setting life goals and need satisfaction was insignificant ($\beta = .12$, $p > .05$), this path was excluded from the model. After this process, the model was re-tested and it was observed that all paths in the model were significant. On the other hand, the model in sample with anxious-ambivalent attachment style did not show adequate fit to the data ($x^2 = 120.99$, $sd = 40$, $x^2/sd_{(40)=}$ 3.02, $RMSEA = .10$ (LO = .08, HI = .12), $SRMR = .07$, $CFI = .88$, $GFI = .89$, $TLI = .84$).

Thirdly, the structural model was tested in sample with secure attachment styles. Results revealed that the model showed acceptable fit to the data ($x^2 = 182.70$, $sd = 40$, $x^2/sd_{(40)} = 4.56$, $RMSEA = .08$ (LO = .06, HI = .08), $SRMR = .05$, $CFI = .93$, $GFI = .94$, $TLI = .90$). Furthermore, all paths in the model were significant (Table 6). Need satisfaction was positively associated with belongingness ($\beta = .91$, $p < .001$) and setting life goals ($\beta = .14$, $p < .05$). Positive

Table 7 Total, direct and indirect effects related to the structural model for the sample with secure attachment style

Predicted	Predictor	Standardized Effects			t-value	Standard Error
		Total	Direct	Indirect		
NS	B	.91	.91	–	12.37***	.09
NS	SLG	.14	.14	–	2.73**	.13
PO	B	.75	–	.75	–	–
PO	SLG	.11	–	.11	–	–
PO	NS	.83	.83	–	11.46***	.06

*** $p < .001$, ** $p < .05$; *NS* Need Satisfaction; *PO* Positive Orientation, *B* Belongingness, *SLG* Setting Life Goal

orientations was also positively associated with need satisfaction ($\beta = .83$, $p < .001$). Additionally, the indirect effects of belongingness ($\beta = .75$, $p < .001$) and setting life goals ($\beta = .11$, $p < .05$) on positive orientations were explored (Table 7).

Discussion

In present study, the conceptual model for positive orientations was tested in accordance with attachment styles. The conceptual model included four latent variables (belongingness, setting life goals, need satisfaction and positive orientations). Before testing the hypothesis, this model was confirmed by means of SEM. In other words, the structure of conceptual model was fit to the data. In line with the research aims, the model was also tested in terms of three attachment styles. For this purpose, the SEM analysis was conducted for each three attachment styles.

According to the results, the positive direct associations between need satisfaction and belongingness and setting life goals were significant (H1). These findings supported $H1_A$ and showed belongingness and setting life goals were significant predictors of need satisfaction. In other words, the increase on belongingness and setting life goals may lead to increase on supplying psychological needs. In self-determination theory that focuses on intrinsic motivation resources in personality development and managing behaviors (Deci and Ryan 1985a), the needs enables individuals to rationally evaluate their environment and purposes (Ryan and Deci 2000a).

Social and environmental factors have significant roles on supplying needs (Guay et al. 2006). In this context, the individuals who accept themselves as a part of the environment and get approval from the environment can successfully overcome many negative processes and tend to supply their needs. The sense of belonging and motivation develops in individuals who are socially accepted and approved by other people (Sarı 2013). Motivation is effective in achieving the goals in line with needs (Deci and Ryan 1985b). Therefore, it was assumed that having a strong sense of belonging may facilitate the meeting of psychological needs.

Belongingness may play an important role in meeting the needs of autonomy, competence and relatedness, separately. In accordance with the approval and acceptance of the sense of belongingness, the individual may be more determined in initiating, maintaining and reorganizing new behaviors. As is known, autonomy is associated with the regulation and acceptance of behaviors (Ryan and Deci 2008). The need for competence (Deci and Ryan 1985a), which is defined as the self-functional assessment of the individuals, can be met as a result of displaying competency and evaluating themselves rationally without fear of rejection. While all these processes occur, the individuals who perceive that they are interacting with other people in the environment can recognize the connections between them and meet the need to be relatedness. According to these implications, it may be said that sense of belongingness has important effects on human behaviors and motivation. Maner et al. (2007) report that individuals are more willing to establish new friendships, to perform with other people and to make positive arrangements within the social order after getting approval from their surroundings.

In line with another aims of the study, the association between need satisfaction and setting life goals were investigated. According to the results, there were positive association between need satisfaction and setting life goals. This may mean that the increase in setting life goals would lead to increase in need satisfaction. In other words, setting life goals may provide opportunities to meet psychological needs. It may be deduced that individuals who determined life goals could meet their psychological needs throughout regulating their behaviors. They may be motivated to perform behaviors appropriate life goals.

There is a limited number of studies examining the relationship between setting life goals and need satisfaction (Eryılmaz 2011; İlhan and Özbay 2010; Rijavec et al. 2006; Sheldon and Elliot 1999). Given these studies, it may be concluded that setting life goals and directing their lives in line with these goals is very crucial in terms of self-determination theory. According to self-determination theory, the needs of individuals are universal and meeting these needs is accepted as a necessity (Ryan and Deci 2008). In the process of meeting the needs, a number of goals are determined. Individuals fulfill their life goals, at the same time they satisfy their needs (Eryılmaz 2011). The need to meet psychological needs was shown as the most important reason for setting goals (Ivancevich and Matteson 1999). In other words, satisfaction

of psychological needs plays a motivational role in setting life goals (Sheldon and Elliot 1998).

Within the context of positive orientation conceptual model, the association between positive orientations and need satisfaction was examined. Results indicated that the direct positive association between variables was found to be significant ($H2_A$). According to the findings, it can be stated that meeting the psychological needs may allow the development of positive orientations. It may be terminated that, in parallel with the meeting of needs, positive orientations developed to conceptualize the cognitive dimensions of well-being can grow. Because positive orientations is a new concept, there is no any study examining the association between positive orientations and need satisfaction. Therefore, while discussing associations, the cognitive triad (life satisfaction, self-esteem, and optimism), which constitutes positive orientations, and well-being phenomenon have been emphasized.

Interpretation of internal and external stimuli with the help of psychological needs is considered to be very important for human social life (Ryan and Deci 2008). Psychological needs developed with regard to the internal and external stimuli constitute the self-motivation (Deci et al. 2001). It is stated that basic psychological needs and self-motivation processes were effective in regulating the well-being (Ryan and Deci 2000b). Hence, it can be stated that the individuals increase their well-being as a result of their experiences performed to meet their psychological needs. How to meet psychological needs has a decisive effect on well-being. (Deci and Ryan 2002). The perception of competency and efficiency were substantial factors in consisting of the well-being experiences (Ryan and Deci 2008). The findings of present study support the above-mentioned implications.

Satisfying of the three basic psychological needs in optimal level can be effective on well-being. There were studies indicating that the need satisfaction is associated with well-being (Diener et al. 2010; Milyavskaya et al. 2009; Molix and Nichols 2013; Sheldon and Niemiec 2006; Tay and Diener 2011; Van den Broeck et al. 2010). The autonomous individual, taking responsibility for own decisions and behavior, fully accepts self and behavior (Deci and Ryan 2008). Individuals exhibiting autonomous behavior can act more resolutely to meet their psychological needs. The autonomous action of an individual to meet psychological needs irrespective of external factors may have positive effects on well-being. However, the individual who operates in order to meet psychological needs interacts with other people and may meet the need to be relatedness. The individuals who meet the need of the relatedness realize that they are accepted and approved by the social environment (Ryan and Deci 2000a). Additionally, the sense of belongingness of individuals can increase well-being by allowing them to provide more positive conclusions from life. Research showing that there is a positive association between individuals' sense of belongingness and well-being (Steger and Kashdan 2009; Van Ryzin et al. 2009) supports the above-mentioned inferences. At the same time, the individuals, who evaluate environmental factors, can make an inference about their own competence (Deci and Ryan 1985b). The well-being of the individuals, who perceive themselves as competent while fulfilling their psychological needs, may be improved. In line with the researches which examined the association between the need of the competency and well-being, it has been shown that meeting the need of the competency has a direct effect on well-being (Reis et al. 2000; Zelenski and Nisbet 2014). Self-efficacy perceptions of the individual who meet the competency needs also develop (Diseth et al. 2012). The well-being of individuals with self-efficacy perception may be positively affected by this process (Priesack and Alcock 2015; Strobel et al. 2011).

The positive orientation model is defined as a combination of concepts of life satisfaction, self-esteem and optimism called cognitive triad. In the related literature, there are studies investigating the association between need satisfaction and life satisfaction (Lachapelle et al. 2005; Oishi et al. 1999; Robak and Nagda 2011; Tsang et al. 2014). Cognitive evaluations of the individual's life without time limit constitute life satisfaction (Eid and Diener 2004). While the perception of satisfaction with life is formed, the individuals tend to evaluate themselves and their life continuously (Diener 2000). It is thought that meeting the psychological needs positively affects the life satisfaction of the individual with the gathered achievements in line with the objectives he has determined. Moreover, positive attitudes of individuals who can meet their psychological needs or who can exhibit correct and effective behaviors towards their goals can increase. Research findings show that the self-directed positive attitudes of the individual affect the self-esteem (Heppner et al. 2008). There were no studies examining the association between need satisfaction and optimism, which is the last component of positive orientations. However, it may be concluded that individuals who can meet their psychological needs can develop a positive perspective for the future as they get a gain by acting in line with the their goals. It is thought that this optimistic perspective will enable the individual to set new goals in the future and enable them to satisfy their psychological needs by realizing these goals.

Besides direct effect on positive orientations, there were indirect effects of belongingness and setting life goals on positive orientations ($H3_A$). The sense of belongingness and setting life goals enable individuals to have a positive perception of their lives. In general, considering the model of positive orientation model, it is seen that all the variables on the model are associated with each other and that these associations influence the positive orientations cumulatively. The individuals with advanced sense of belongingness consider themselves as parts of the social environment, independent of the prejudices. It was reported that the individual's psychological health

develops according to the relationships established with other people (Ernst and Cacioppo 2000; Townsend and McWhirter 2005). Individuals who are able to establish strong links in their social relationships are in search of less different social networks than those who lack social functionality (Baumeister and Leary 1995). The differences observed in the sense of belongingness of individuals affect their satisfaction with personal relationships (Kelly 2001). It is known that loneliness feelings develop in individuals dissatisfied with their personal relationships (Hartung and Renner 2014; Mellor et al. 2008). Furthermore, there were studies showing that loneliness has negative effects on well-being of individuals (Huo and Kong 2014; Kapikiran 2013; Kong and You 2013). As a result, it was assumed that the individuals who cannot build strong social links in their environment and who feel alone, may not make positive inferences about their life. It can be stated that the positive orientations can be adversely affected among those individuals. Considering the findings of the research, it can be argued that the positive orientations of individuals, who increase their relationship qualities by establishing strong social bonds, may improve.

It was mentioned earlier that there are indirect positive associations between positive orientations and setting life goals. In literature, it was found that there were no studies between setting life goals and positive orientations. Previous studies have shown that the actions of the individual in accordance with the identified life objectives may be effective on well-being (McCullough et al. 2000; Lyubomirsky et al. 2005). The setting life goals defined as the internal indicator of the achievements to be achieved enable individuals to orient their life in a meaningful way (Austin and Vancouver 1996; Emmons 1986). In addition to the contents of life goals, it is stated that having life goals has an effect on well-being (Brdar et al. 2009; Carver and Baird 1998). Therefore, it was thought that individuals who have ability to set life goals can assess their lives positively and increase their positive orientations. In the literature, it was stated that well-being among individuals who act in line with their life goals are higher and permanent than the individuals who cannot set the life goals (Emmons 1986). Oğuz Duran and Tan (2013), in their experimental study, determined that setting life goals was effective on the well-being. In short, setting life goals, as well as the nature of them, and acting in line with these goals enable individuals to be improved positive orientations.

In line with the research hypothesis, the positive orientations model was tested according to attachment styles. Results revealed that positive orientations model for avoidant attachment style did not show sufficient fit to the data ($H4_0$). This finding may interpreted that the positive orientations model was not suitable individuals with avoidant attachment style. It may concluded that the assumption of the association between need satisfaction and positive orientations, as well as indirect effects of belongingness and setting life goals, is not valid for individuals with avoidant attachment style. The fragile structure and fear of being rejected among avoidant individuals can prevent them from establishing close relationships. In this case, the individuals can withdraw themselves from the processes that allow the development of sense of belongingness (Baumeister and Leary 1995). It has been known that individuals with avoidant attachment style tend to reduce the quality of their relationships with other people (Ainsworth and Bowlby 1989). It was reported that this tendency enables them to conduct a cognitive evaluation that they can minimize the stress or rejection they will undergo (Cassidy and Berlin 1994; Morsünbül and Çok 2011). Individuals with avoidant attachment style can generalize avoidance actions to the whole life. It was assumed that the avoidant individuals will not be inclined to set life goals they can evaluate them as possible sources of anxiety and stress. Of course, these individuals have a set of goals and their lives have a meaning. However, it may not be possible to meet psychological needs of autonomy, competence and relatedness because life goals of avoidant individuals have qualifications which do not require social relations. As a matter of fact, it is necessary to establish healthy relationships with social environment for the psychological needs to be met. As a result of all these processes, it can be possible that the avoidant individuals who abstains themselves from the social environment and who cannot satisfy their psychological needs by setting life goals away from the focus of the relationship may not have positive perceptions about life. Li and Fung (2014) reported negative associations between well-being and avoidant attachment style.

As a result of examining the positive orientations model based on the anxious-ambivalent attachment style, it was concluded that the model did not adjust to the data ($H5_0$). This finding can be interpreted as an indication that the positive orientation model is not valid for individuals with anxious-ambivalent attachment style. Anxious-ambivalent individuals want to establish close relationships but they fear that the relationship established by others cannot be perceived similarly (Bell and Ainsworth 1972). When evaluated within the scope of this study, it is thought that anxious-ambivalent individuals with a high probability of being alone because of being cold and distant figure in close relationships, may not be able to develop their sense of belongingness at the desired level. In parallel with low sense of belongingness, the anxious-ambivalent individuals feeling anxious to be with other people may not fully meet psychological needs. Because, the need of relatedness may not be met due to the intense abandonment or rejection fears of anxious-ambivalent individuals (Ryan and Deci 2008). According to Cabeldue and Boswell (2012), there was a negative association between anxious attachment and competence. Even if there are certain life goals, it can be said that anxious-ambivalent individuals cannot act adequately in line with these goals. Because of the fact that the minds of anxious-ambivalent

individuals can be constantly engaged in fear of being rejected or abandoned, they might have intensity in carrying out life goals. They are either anxiously participating in experiences or ambivalent moving away from these experiences so as to avoid this intensity. It can be concluded that the cognitive evaluations of anxious-ambivalent individuals towards their lives cannot be positive as a result of the following negative experience and irrational beliefs.

The last result of the research revealed that positive orientations model was valid among individuals with secure attachment styles. This result confirms the sixth hypothesis ($H6_A$). In this model, there were direct association between need satisfaction and belongingness and setting life goals. Additionally, there was a direct association between positive orientations and need satisfaction. Positive orientations had indirect associations with belongingness and setting life goals. As individuals with a secure attachment style perceive themselves and the people around them as positive (Bartholomew and Horowitz 1991), it can be stated that they can improve their sense of belongingness by getting easier acceptance and approval from their surroundings. It can be reported that the belief that other people will be able to help if they are in need (Mallon 2008) will have positive effects on the sense of belongingness. However, individuals exhibiting insecure attachment style behaviors may be in difficult to receive acceptance from their environment and meet their needs of belonging. As a result of this, they might be exposed to some negative emotional experiences such as social isolation (Baumeister and Leary 1995; Mikulincer and Shaver 2007).

It was mentioned earlier that psychological needs were considered as a motivating factor in setting life goals. Individuals, who have the ability to evaluate themselves and their environment in a realistic manner, can set life goals in accordance with psychological needs. At the same time, the emotional, social and behavioral skills of the individuals securely attached facilitate the satisfaction of psychological needs. It is possible for individuals with secure attachment to discover their environment more easily (Cassidy 1988), allowing them to meet their competence needs. These individuals having positive relations with other people, can easily meet their needs of relatedness (Mallon 2008). These individuals perceiving the environment as safe as they live, exhibit more free behavior while exploring their environment. Having a positive perspective on other people allows the individuals with secure attachment styles to be free to behave without fear of being rejected or abandoned (Ainsworth 1979). In this respect, it was assumed that the autonomous tendency to behave continues in the process of setting life goals. It was asserted that they can meet the autonomy needs of the individuals with secure attachment, who take the responsibility for their behaviors and results, by exhibiting autonomous behaviors.

When the model was evaluated in terms of the individuals with secure attachment style, it was concluded that the need satisfaction has an association with positive orientations. Developing positive evaluations of individuals with secure attached as to the life, who met satisfaction from psychological needs, might be expected. Because individuals with secure attachment have high emotional awareness and tend to show positive social behaviors (Laible 2007). As a result of the increase in the behaviors of secure attachment, the individuals try to improve their positive sides by ignoring the negative characteristics (Moretti and Obsuth 2009). In parallel with the development of the positive side of the individual, the individuals secure attached feel sufficient themselves in many points (Tambelli et al. 2012). Therefore, it was considered that the individual secure attached has the power to fulfill life goals and meet psychological needs. The individuals with secure attached can develop their positive orientations by assessing themselves on the positive side of life. There was no study about how the positive orientations of the individuals with secure attachment style differ. On the other hand, there were studies showing the associations between secure attachment style and good well-being (Karreman and Vingerhoets 2012; Lavy and Littman-Ovadia 2011; Odacı and Çikrıkci 2014; Wei et al. 2011) and life satisfaction (Hwang et al. 2009; Nickerson and Nagle 2004) and self-esteem (Bartholomew and Horowitz 1991; Bylsma et al. 1997; Passanisi et al. 2015). Based on these studies, it can be said that having positive attitudes towards lives among individuals with secure attachment style might affect well-being. It can be deduced that the positive orientations considering as an outcome of positive cognitive evaluations for life have developed in line with these attitudes.

Limitations, Recommendations and Conclusions

There are several limitations of the study. Conducting this study in cross-sectional design is one of the most important limitations of the study. Cross-sectional design does not allow determining casual effects of variables. Because of the nature of the present study, the longitudinal effects of positive orientations and attachment styles could not be assessed. Therefore, future studies should be focused on longitudinal effects of those variables. The other limitation is about generalization of the study. Data were collected only self-report measures. The sample contained only Turkish university students studying social sciences. It is recommended that the bigger, representative and cross-cultural sample should be preferred in future studies.

Despite its limitations, the results of current study revealed new associations among belongingness, setting life goals, need satisfaction and positive orientations among university students in accordance with attachment styles. Additionally, the current study is the initial effort to investigate the mediating role of need satisfaction in the associations between positive orientations and belongingness and setting life goals. The

results revealed empirical evidences that belongingness and setting life goals are indirectly associated with positive orientations via need satisfaction that is directly associated with positive orientations. Those evidences propose positive orientation researches should focus on belongingness and setting life goals and their consequences on need satisfaction.

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Compliance with Ethical Standards

Conflict of Interest The author(s) declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethical Approval All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Additionally, the local ethical approval was obtained by Ethics Committee of Social and Human Sciences at Atatürk University.

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