Examining the Relationship Between Adolescents' Psychological Resilience and Attachment Styles Using Canonical Correlation

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ABSTRACT

This study aimed to examine the relationship between adolescents' psychological resilience and attachment styles. This research was designed according to the correlational design, which is one of the quantitative research methods. The population of the research consists of high school students studying in Şahinbey District of Gaziantep. The sample of the research is 570 students in 3 Anatolian High Schools, 2 Vocational and Technical Anatolian High Schools, and 1 Imam Hatip High School, determined randomly by the stratified sampling method, 2n done class in each of the 9, 10, 11 and 12 grades determined by the random cluster sampling method. The Adolescent Resilience Scale was used to measure the level of resilience, and the Three-Dimensional Attachment Styles Scale was used to measure attachment styles. In the study, the relationship between family support, peer support, school support, adaptation, empathy, and struggle determination, which are the sub-dimensions of the Adolescent Psychological Resilience Scale, and the sub-dimensions of the Three-Dimensional Attachment Styles Scale, between the secure, avoidant, and anxious-indecisive attachment data sets, were examined with canonical correlation analysis. As a result of the canonical correlation analysis, a significant relationship was found between psychological resilience and attachment styles, and the common variance shared between data sets was found to be 44.1%.

1. Introduction

Migration, war, terrorism, natural disasters, poverty, domestic violence, loss of a relative, accidents, etc. Do all people react the same after traumatic events? What drives people to react differently in difficult living conditions? Why do some people adapt to normal life in a short time after these experiences, while others need help for a long time? The answer to questions such as, what can be done for people to return to their normal lives after difficult living conditions? Has led the researchers to the concept of resilience. The origin of the concept of resilience expressed with the concept of "resilience" in the literature is the Latin word "resilire", which means rebound or bounce. The concept of "resilence" was first used in the field of developmental psychology in the 1970s, especially when children who were brought up in negative living conditions showed normal development (Bonanno & Mancini, 2008).

When the researches conducted in our country are examined, the concept of 'resilience' is based on psychological resilience (Çetin, Yeloğlu, & Basım, 2015; Öncü & Yağbasanlar, 2018), psychological resilience (Turgut & Çapan, 2017), it is seen that it is translated as resilience (Arıdağ & Seydooğulları, 2019; Öğülmüş, 2001) and the power of self-recovery (Atalay & Ulucan, 2018; Işık, 2015). The concept of 'resilience', which will be used as resilience within the scope of this study, was defined by Masten, Best, and Garmezy (1990) as well-being and positive adaptation achieved by successfully overcoming negative situations after difficult life

events. Luthar, Cicchetti, and Becker (2000) defined resilience as a personal adaptation process that involves coping with the stress situation that occurs after traumatic events. Connor and Davidson (2003), on the other hand, defined resilience as a personality trait that enables the person to recover and develop after negative experiences. Bonanno (2004), on the other hand, is a life-threatening situation death, violence, etc. It is defined as the ability of an individual exposed to a traumatic event to maintain relatively stable, healthy psychological and physical functionality levels. Walsh (2006) stated that beyond the psychological resilience, coping, and adaptation processes after negative experiences, there is an opportunity for the individual to get out of this process by getting stronger, and that as a result of these negative experiences, they achieve recovery and positive growth.

The common feature of these expressions, which try to define the concept of resilience, is the struggle to cope and the adaptation process that emerges due to a negative experience and the individual's reaction afterward, prompting researchers to develop models for resilience. Rutter (1987) proposes the struggle model for psychological resilience, claiming that adolescents' exposure to low-level negative situations will help them improve themselves against difficult life events that may arise in the following years and help them overcome high-level negative experiences that may leave them vulnerable. In his theory, Zimmerman (2013) emphasises the individual, social, and environmental factors that prevent the individual from being psychologically, cognitively, and physically disturbed in the face of negative life events. He states that individual, social, and environmental factors, which he named as incentive variables in risky situations, function to support the psychological resilience of the individual. In this process, characteristics such as self-efficacy and self-esteem are individual factors; it refers to environmental and social factors other than individuals, such as parental support, adult counseling, and youth programmes that provide young people's learning and application skills. Within the scope of this research, the "determination to fight", "adaptation," and "empathy" subscale scores to be obtained as a result of the Psychological Resilience Scale in Adolescents, 'family support', 'peer support' and 'school support' subscale scores refer to environmental and social factors (Bulut et al. 2013).

Many researchers trying to reveal the concepts related to psychological resilience have focused on the relationship between parent and child (Atalay & Ulucan, 2018; Arıdağ & Seydooğulları 2019; Luthar, et al.2000; Jenson & Fraser, 2010; Masten & Gewirtz, 2006; Gizir, 2007). Similarly, in this study, the relationship between resilience and attachment styles was discussed.

Bowlby (1958, 1969) defined attachment as a concept that develops between the child and his parent and is based on emotional interaction, based on the object relations theory of psychoanalysts. While this process is initially based on meeting the basic care needs of the baby, this coordination and mutual interaction, which gradually increases over time, is involved in willing social behaviors, and the development of the baby's social behaviour at appropriate times is ensured (Gander & Gardiner, 2001). Bowlby stated that individuals who could not achieve secure attachment during infancy had problems establishing close personal relationships in adulthood, and that they were anxious and timid individuals, based on his observations of children who were separated from their mothers and staying in nurseries and hospitals (Bowlby, 1969).

Ainsworth, Blehar, Waters, and Wall (1978) experimentally tested Bowlby's theory on a group of babies, and by observing the behaviours of the babies after separation from their parents, they presented a model with three attachment styles: safe, anxious-indecisive, and avoidant. In the scope of this study, babies with secure attachment were saddened when their parents left the environment; they interacted when their parents entered the environment again; babies with an avoidant attachment style avoided interacting with their parents again; and those with an anxious-indecisive attachment style had their parents. It has been determined that they show significant resistance to interacting.

As a result, attachment is a concept that is founded in infancy but determines the way we establish close relationships in adult life and has continuity (Kesebir et al.2011). Attachment styles are also related to interpersonal relationships as well as the individual's ability to cope with difficult life events, seek support, and manage emotions (Jenkins, 2016). In this context, the aim of this study is to reveal the mutual interactions between attachment styles and psychological resilience sub-dimensions using canonical correlation analysis.

2. Methodology

2.1.Research Model

This study, which will examine the relationship between psychological resilience and attachment styles in adolescents, will be carried out according to the quantitative research method. Quantitative research is the method that tries to objectively observe the existing reality independently of the researcher and reveal the relationships between the variables (Büyüköztürk et al. 2016; Neuman, 2017). In this study, correlational design, one of the quantitative research methods, was used while analysing the relationships between the measurement tools and the collected data.

2.2. Participants

The universe of this research consists of high school students studying in Şahinbey District of Gaziantep. The sample of the study is 570 students in 3 Anatolian High Schools, 2 Vocational and Technical Anatolian High Schools, and 1 Imam Hatip High School, determined randomly by the stratified sampling method, and one class each in the 9th, 10th, 11th, and 12th grades, determined by the random cluster sampling method. The research sample consisted of 533 people after adjusting for missing data, missing fill, and the extreme values determined by calculating the Mahalanobis Distance Coefficient.

Stratified sampling is a type of sampling in which each unit in the universe belongs to a stratum, and the sampling is selected from each stratum separately and independently from each other by dividing into subgroups so that no universe unit is exposed. Random cluster sampling is the unbiased selection of clusters from a cluster (group) consisting of more than one universe unit, which can be used to facilitate access to the universe and save time for the researcher (Büyüköztürk et al.2016). Information on sampling in the sample group is included in Table 1.

Table 1. *Information on the Sampling*

Gender	n	Percent (%)
Girl	264	49.5
Male	269	50.5
School Type	n	Percent (%)
Anatolian High School	301	56.5
Vocational and Technical Anatolian High School	155	29.1
Imam Hatip High School	77	14.4
Grade Level	n	Percent (%)
9th Grade	122	22.9
10th Grade	156	29.3
11th Grade	139	26.1
12th Grade	116	21.8

Table 1 shows that 264 (49.5%) of the students in the sample group are girls and 269 (50.5%) are boys; 301 (56.5%) of them were educated in Anatolian High School, 155 (29.1%) were in Vocational and Technical Anatolian High School, and 77 (14.4%) were educated in Imam Hatip High School; it is seen that 122 (22.9%) were 9th grade students, 156 (29.3%) were 10th grade, 139 (26.1%) were 11th grade, and 116 (21.8%) were 12th grade students.

2.3. Data Collection Tools and Procedure

Adolescent Psychological Resilience Scale: The Adolescent Psychological Resilience Scale, which was developed by Bulut, Doğan, and Altundağ (2013) and consists of 29 items, was used to measure the psychological resilience of high school students within the scope of the study. The scale, which consists of six sub-dimensions, consists of family support, peer support, school support, adaptation, empathy, and struggle determination. Within the scope of the scale, the family support sub-dimension is measured with 7 items, the peer support sub-dimension with 5 items, the school support sub-dimension with 5 items, the adaptation dimension with 4 items, struggle determination with 5 items, and the empathy dimension with 3 items. The scale is of the four-point Likert type, with the form of "Very Suitable for Me", "Suitable for Me", "Not Suitable for Me", Not Suitable for Me at all. Items 10, 11, 14, 15, 16, 17, 22, 23, and 26 are reverse scored.

The construct validity of the scale was determined by exploratory factor analysis, and it was determined that it explains 56.99% of the total variance of the scale and consists of 6 factors. Within the scope of the criterion-based validity studies, the scale was found to have a correlation of .47 with the Problem Solving Inventory, .61 with the Beck Hopelessness Scale, and .46 with the Locus of Control Scale. Alpha values ranging from .89 were determined. The test-retest correlation performed for a period of one month was found to be 0.87. The item-total correlation analysis result was found to vary between .59 and .81 (Bulut, Doğan, & Altundağ, 2013).

Within the scope of this study, the reliability and construct validity of the Adolescent Psychological Resilience Scale were recalculated according to the data obtained from the sample group. As a result of the calculation, the 7th item was removed from the scale because its contribution to the factor load and reliability was low, and a total of 20 items were processed. Cronbach's alpha reliability coefficient was .81 for the overall scale, .82 for the family support sub-dimension, .79 for the peer support sub-dimension, .73 for the school support sub-dimension, .51 for the adaptation sub-dimension, .55 for the empathy sub-dimension, and determination to struggle. It was determined as .58 for the sub-dimension. According to Erkuş (2003), the reliability coefficient between .40 and .60 is moderate reliability, and 0.61 and above is reliable. Considering that the compliance and empathy sub-dimensions, which have lower reliability coefficients compared to other sub-dimensions, consist of three items, it can be stated that the reliability coefficients obtained for the scale are at an acceptable level.

As a result of the confirmatory factor analysis (CFA) performed to determine the construct validity of the scale, it was found as $\chi 2 / df = 2.24$, RMSEA = .048, GFI = .91, AGFI .89, CFI = .88, SRMR = .056. When these values are compared with the normality values of the goodness of fit indices specified in Table 2, it is seen that $\chi 2 / df$, RMSEA, and SRMR values show perfect fit, and the GFI value shows a good fit. Although the AGFI and CFI values of the scale are below the limit value, these values are very close to the limit value. When the fit indices are examined as a whole, it can be said that the scale makes acceptable valid measurements in the current sample group.

Table 2. *Good of Fit Indices and Normal Values Used in CFA*

Index	Perfect Fit	Good Fit
χ^2 / sd	≤ 3	≤ 5
GFI	≥ 0.95	≥ 0.90
AGFI	≥ 0.95	≥ 0.90
CFI	≥ 0.95	≥ 0.90
RMSEA	≤ 0.05	≤ 0.08
SRMR	≤ 0.05	≤ 0.08

Sources: Çokluk et al. (2018) and Tabachnick and Fidell (2015).

Three Dimensional Attachment Styles Scale: Three-Dimensional Attachment Styles Scale, developed by Erzen (2016) to measure attachment styles, is a five-point Likert scale such as "Strongly Disagree", "Disagree", "Partially Agree", "Agree", "Strongly Agree". The scale consists of 18 items and 3 sub-dimensions; the secure attachment sub-dimension consists of 5 items, the avoidant attachment sub-dimension is 7, and the anxious-unstable attachment sub-dimension is 6 items. The total score is not calculated in the scale; separate scores are calculated for the 3 sub-dimensions. The CohenKappa agreement measure of the scale is .87 and content validity is 0.72. As a result of the exploratory factor analysis, it was determined that the scale items were collected consistently in three dimensions. In the confirmatory factor analysis, the fit values of the scale were determined as GFI .93, AGFI .90, CFI .90, RMSEA .05 and $\chi 2 / df$ ratio 2.48. It was observed that the item total correlation of the scale ranged from .49 to .75, and the item-remaining analyses ranged from .96 to .98. The Cronbach Alpha reliability coefficients of the sub-dimensions of the scale were determined as .69 for the secure attachment sub-dimension, .80 for the avoidant attachment sub-dimension, and .71 for the anxious-indecisive attachment sub-dimension (Erzen, 2016).

Within the scope of this study, the reliability and construct validity of the Three Dimensional Attachment Styles Scale were recalculated according to the data obtained from the sample group. The Cronbach Alpha reliability coefficients of the sub-dimensions of the scale were determined to be .63 for the secure attachment sub-dimension, .72 for the avoidant attachment sub-dimension, and .66 for the anxious-unstable attachment sub-dimension. According to these values, it can be said that the scale is reliable (Erkuş, 2003).

As a result of the confirmatory factor analysis (CFA) performed to determine the construct validity of the scale, uy2 / df = 3.41, RMSEA = .067, GFI = .91, AGFI .89, CFI = .80, SRMR = .068 fit index values were obtained. When these values are compared with the normality values in Table 2, it has been determined that the 2 / df, RMSEA, SRMR, and GFI indices show a good fit, the AGFI index is very close to the limit value, and the CFI value is relatively low compared to other fit indices. When the fit indices are examined as a whole, it can be said that the scale makes acceptable valid measurements in the current sample group.

2.4. Data Analysis

Canonical correlation analysis was used in the analysis of the data. Canonical correlation analysis, developed by Hotelling in 1936, has been frequently used in fields such as economics, medicine, and meteorology (Borga, 1998). In canonical correlation, which tries to reveal the relationship between two data sets, each of which has at least two different variables, variables do not need to be named as dependent and independent variables (Sharma, 1996; Tabachnick, Fidell, 2015). Canonical correlation, or correlation calculation by taking linear combinations of variables in two data sets, reveals new canonical variables based on this combination of structures and variables (Keskin & Özsoy, 2004). For this purpose, SPSS25.00 statistical package programme was used in the analysis of the data obtained from the scales applied within the scope of the research.

2.5. Ethical

In this research, data was collected from 570 students in 3 Anatolian high schools, 2 Vocational and Technical Anatolian high schools and 1 Imam Hatip high school determined randomly after getting ethical approval (Hasan Kalyoncu University, no: -804.01-E.2008200006).

3. Findings

The significance of the data obtained before the canonical correlation analysis was evaluated with multivariate significance tests, and the values obtained are presented in Table 3 below.

Table 3. *Multivariate Tests of Significance*

Name of Test	Value	F	Hypothesis sd	Error sd	Significance Value of F
Pillai'sTrace	.359	98.006	3.00	524.00	.000
Wilks' Lambda	.641	98.006	3.00	524.00	.000
Hotelling'sTrace	.561	98.006	3.00	524.00	.000
Roy'sLargestRoot	.561	98.006	3.00	524.00	.000

When the findings in Table 3 are examined, it is seen that the data regarding the model to be used for analysis in canonical correlation are statistically significant (Wilks Test = .641, F (3,524) = 98.006, p <.001).

The results of canonical correlation analysis for each canonical function of the model whose significance is determined are given in Table 4 below.

Table 4. *Canonical Correlation and Eigenvalues*

Canical Root	Eigenvalue	Canonical Correlation	R^2	F	p	WilksStatistic
1	.270	.46	.21	9.06	.000	.74
2	.054	.23	.05	3.01	.001	.95
3	.004	.07	.01	.55	.699	.99

When Table 4 is examined, it is seen that the eigenvalue of the first canonical function is .27, the canonical correlation is .46 and these values are statistically significant (*p <.01*). It was determined that the eigenvalue of the second canonical function was .054, the canonical correlation was .23, and the values were statistically significant (*p <.01*). However, it was determined that the eigenvalue of the third canonical function was .004, its canonical correlation was .07, and these values were not statistically significant (*p> .01*).

The sum of the standardized coefficients (Sec), structural coefficients (rs), structural coefficients squares (rs2) and structural coefficients in both canonical functions of the variables (h2), which were determined to be statistically significant in the canonical correlation analysis, is shown in Table 5. In these data, the value of .45 was taken as the criterion for rs and h2 values when deciding whether the variance values shared by the

variables in the data set are important. This criterion was determined based on the generally accepted value of .45 construct coefficient in factor analysis (Sherry & Henson, 2005).

Table 5. *Canonical Analysis Results for 1st and 2nd Canonical Functions between Attachment Styles and Resilience Sub-dimensions*

Variable	1.Canonical Function			2.Canonical Function			
	Sec	**rs**	**rs²(%)**	Sec	**rs**	**rs²(%)**	**h² (%)**
Secure attachment	-.84	<u>-.85</u>	.72	-.26	-.05	.00	<u>.72</u>
Avoidant attachment	.17	<u>.48</u>	.23	-1.08	<u>-.79</u>	.62	<u>.85</u>
Anxious-unstable attachment	.44	<u>.46</u>	.21	.63	.21	.04	.25
Rs²		**29.6**			**14.5**		
Family support	-.51	<u>-.74</u>	.55	-.15	-.21	.04	<u>.59</u>
Peer support	-.24	<u>-.50</u>	.25	-.33	-.23	.05	.30
School support	-.18	<u>-.47</u>	.22	.89	<u>.67</u>	.45	<u>.67</u>
Adaptation	.09	-.25	.06	-.39	-.38	.14	.20
Struggle	-.45	<u>-.70</u>	.49	-.38	-.12	.01	<u>.50</u>
Empathy	-.27	<u>-.48</u>	.23	.48	.23	.05	.28

Rs and **h²** values greater than | .45 | are shown underlined.

According to the findings in Table 5, in the first canonical function, the contributions of all three of the secure, avoidant, and anxious-unstable attachment variables to the attachment styles data set are above .45. This situation shows that all three variables make important contributions to the attachment style data set.

When the findings in Table 5 are examined for the psychological resilience data set of the first canonical function, it is seen that the variables of family support, peer support, school support, struggle determination, and empathy contributed above .45, while the adaptation variable remained below .45. Accordingly, in the first canonical function, it can be said that the contributions of the variables family support, peer support, school support, struggle willingness, and empathy to the resilience data set are more important than the adaptation variable.

When the findings in Table 5 are examined in terms of sign directions, it is seen that the signs of the secure attachment, which are included in the attachment styles data set of the first canonical function and whose structural coefficients are significant, and the avoidant attachment and anxious-unstable attachment variables are different from each other. Accordingly, it can be said that there is an inverse relationship between secure attachment and avoidant and anxious-indecisive attachment styles. When the variables belonging to the psychological resilience data set of the first canonical function are examined, it is seen that the signs of the variables of support for the person whose structural coefficients are significant, peer support, school support, struggle willingness, and empathy variables—are negative. Accordingly, the variables of family support, peer support, school support, struggle willingness, and empathy are all moving in the same direction with each other. This finding shows that as adolescents 'secure attachment levels increase, family support, peer support, school support, struggle determination, and empathy levels, which are sub-dimensions of psychological resilience, increase; when adolescents' avoidant and anxious-indecisive attachment levels increase, family support, peer support, school support, and struggle determination increase, and it reveals that their empathy levels are decreasing.

According to Table 5, the value of Rs² of the first canonical function was calculated as 29.6. This value reveals that the common variance shared between attachment styles and psychological resilience data sets in the first canonical function is 29.6%. The canonical correlation coefficient between the structural coefficients related to the first canonical function and the attachment styles and psychological resilience data sets for this function is shown in Figure 1.
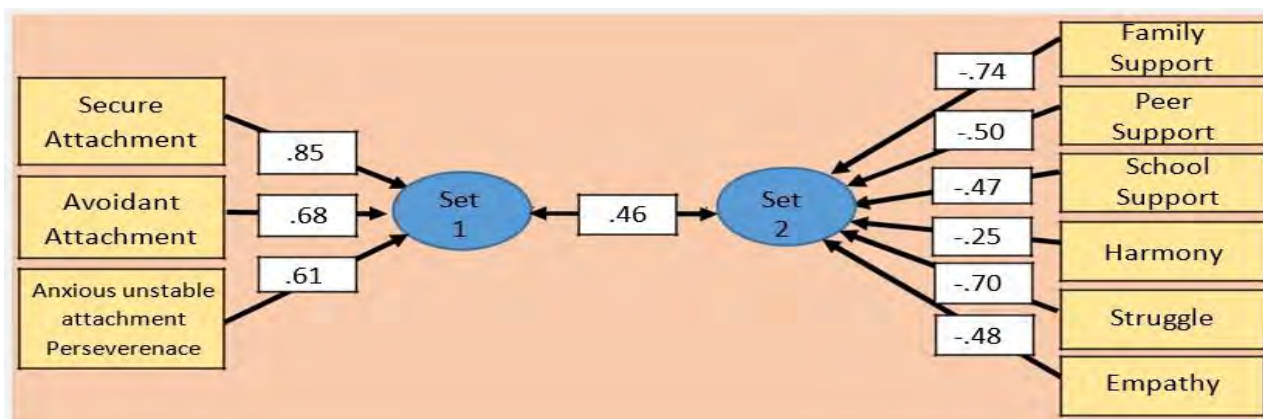
Figure 1. *The Structural Coefficients of the 1st Canonical Function and the Canonical Correlation Value Between Attachment Styles and Psychological Resilience*

When the findings in Table 5 are examined for the second canonical function, it is seen that the contribution of the avoidant attachment variable to the attachment styles data set is above .45, while the structural coefficient of the secure attachment and anxious-unstable attachment variables is below .45. Accordingly, in the second canonical function, it can be said that the contribution of the avoidant attachment variable to the attachment styles data set is more important than the contributions of the secure attachment and anxious-unstable attachment variables to the attachment styles data set.

When the findings in Table 5 are examined for the psychological resilience data set of the second canonical function, it is seen that only the school support variable contributes over .45, while the variables of family support, peer support, adaptation, struggle determination, and empathy remain below.45. Accordingly, it can be said that in the second canonical function, the contribution of the school support variable to the resilience data set is more important than the variables of family support, peer support, adaptation, struggle willingness, and empathy.

According to Table 5, when the signs of the avoidant attachment variable belonging to the attachment styles data set with a significant structural coefficient of the second canonical function and the school support variable of the psychological resilience data set are examined, it is seen that one has a negative sign and the other has a positive sign. Accordingly, there is an inverse relationship between avoidant attachment and school support variables. This result shows that when adolescents' avoidant attachment levels increase, their school support levels decrease.

According to Table 5, the value of Rs2 of the second canonical function was calculated as 14.5. This value reveals that the common variance shared between attachment styles and resilience data sets in the second canonical function is 14.5%. The canonical correlation coefficient between the structural coefficients related to the second canonical function and the attachment styles and psychological resilience data sets for this function is shown in Figure 2.
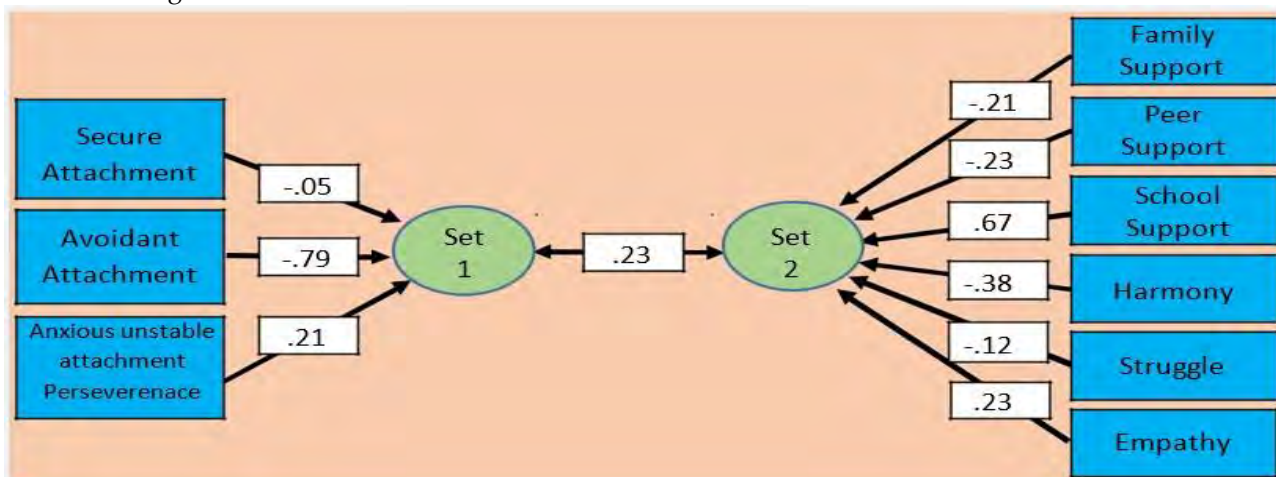

Figure 2. *The Structural Coefficients of the Second Canonical Function and the Canonical Correlation Value Between Attachment Styles and Psychological Resilience*

In canonical analysis, the common variance shared by the data sets is obtained by the sum of Rs2 values of canonical functions (İlhan et al.2013). Accordingly, when Table 5 is examined, the common variance shared by attachment styles and psychological resilience data sets in the first and second canonical functions is 44.1%. Based on this finding obtained from canonical correlation analysis, the relationship between attachment styles and psychological resilience can be shown in Figure 3.

Figure 3. *Common Variance Shared Between Attachment Styles and Resilience*

4. Conclusion and Discussion

In this study conducted on adolescents, the relationship between attachment styles and psychological resilience was examined by canonical correlation analysis. As a result of the canonical correlation analysis, three canonical functions related to the relationship between attachment styles and psychological resilience were obtained. The correlation value of the first canonical function between attachment styles and resilience data sets was .46, the correlation value of the second canonical function was .23, and the correlation of the third canonical function was 0.07. The correlation values obtained for the first and second canonical functions were found to be statistically significant, and the total shared common variance of both canonical functions was found to be 44.1%. It was determined that the canonical correlation value obtained in the third canonical function was not statistically significant.

In the first canonical function obtained as a result of canonical correlation analysis, it was determined that there is an inverse relation between secure attachment, avoidant attachment, and anxious-unstable attachment styles. A similar and directly proportional relationship was found between the secure attachment variable in the attachment styles data set and the variables of family support, peer support, school support, struggle determination, and empathy in the psychological resilience data set. This indicates that as the level of secure attachment increases, all five sub-dimensions of psychological resilience increase, and individuals with secure attachment have higher levels of psychological resilience, It also shows that in individuals with avoidant attachment and anxious-indecisive attachment, family support, peer support, school support, struggle willingness, and empathy dimensions are low. Although this finding obtained within the scope of the study is similar to many research results (Karaırmak & Güloğlu, 2014; Simeon et al., 2007; Kurilova, 2013; Atik, 2013; Demir, 2016; Karakırmak & Çetinkaya, 2009; Vergili, 2018) some limited edition studies have revealed different findings (Aydoğdu, 2013).

According to Bartholomew and Horowit (1991), individuals with secure attachment have high self-perception and communication skills; individuals with avoidant and anxious-indecisive attachment have low interpersonal communication skills. According to Morsyacin and Çok (2011), adolescents with secure attachment are more optimistic and seek help more easily in case of any threat than adolescents with other attachment conditions. Hazan and Shaver (1990) found that individuals with secure attachment are more successful in business life and have better interpersonal communication compared to individuals with other attachment styles. From this point of view, when the structures of the family support, peer support, school support, and empathy sub-dimensions included in the resilience dataset are examined within the scope of the research, considering that they have the characteristics that require communication skills, these sub-dimensions have a positive relationship with the secure attachment that emerges as a result of the first communication with the parent. It can be said that attachment style is related to the psychological resilience of the individual in later years.

As a result of the canonical correlation analysis, in the second canonical function obtained by excluding the first canonical function, an inverse relationship was found between the avoidant attachment variable in the attachment styles data set and the school support variables in the resilience data set. This situation indicates that the school's support of the individuals with high avoidant attachment levels is low. This finding is similar to the moderately negative relationship between perceived social support and avoidant attachment revealed in the studies of Bekir, Aybaş and Aydın (2018),and the finding of a negative meaningful relationship between avoiding attachment and seeking social support strategy, which Yazıcıoğlu (2011) obtained in their study. Excluding the results obtained in the first canonical function, the significant relationship between attachment avoiding the second canonical function and the school support sub-dimension may be related to the age and education process of the research group. The research data were taken during the education and training, and this may have brought the conditions of the students to the fore.

As a result, the significant relationship detected between the attachment styles of adolescents and their psychological resilience within the scope of the research is supported by the judgment that the relationship that parents establish with the child in infancy is decisive in the later years of life (Jenkins, 2016; Kavi1 & Karakale, 2018). As a matter of fact, according to Bowlby (1969), the intimacy established between the parent and the baby not only gives the child an environment of trust in communicating with his / her environment at an advanced age, but also offers an alternative to taking shelter when faced with any danger. Based on these data, it can be said that it is important to provide informative training to expectant mothers about the importance of the relationship between the parents and the baby in infancy and how it should be. The level of life adaptation of the individuals who perform secure attachment with the parent is higher than that of avoidant individuals who perform anxious, unstable attachment (Akhunlar, 2010), and that these individuals are more psychologically resilient to the compelling life situations of these individuals (Mikulincer & Florian, 1995), this It has been seen that they have higher confidence in overcoming compelling experiences (McCarthy, Moller & Fouladi, 2001).

5. Recommendations

Based on the results of the research, it is thought that it would be beneficial to plan the importance of the relationship between the parents and the baby during infancy and how it should be, to plan informative trainings, and to plan parent trainings on what can be done to create a secure attachment in infants. At the same time, different content can be created according to students' attachment styles in psychological resilience development programmes. In the psychological counselling process, intervention plans can be created that take into account the attachment styles of individuals with weak psychological resilience.

Finally, the findings of the study are limited to binding styles and psychological resilience variables. These two variables were carried out on the data obtained from a group of high school students. However, variables such as gender, parent education, and socioeconomic income level are not considered within the scope of this research, and the level of effect of these variables on the research variables may be the subject of another study. In addition, this research is conducted on adolescents, and the relationship between these variables in different age groups can be examined.

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