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The Mediation of Interpersonal Competence in the Relationship between Parent and Peer Attachment and Subjective Well-Being in Adolescence *

Kemal Baytemir [1]

Abstract

The main purpose of this research is to examine the mediation role of interpersonal competence between parent and peer attachment and subjective well-being. The secondary purpose is to determine whether the relationships between the latent variables in the model differ on gender. A total of 462 students (229 male, 233 female) aged from 14 to 18 years old studying at five different high schools in a province in The Black Sea Region participated in the study. The mean age of participants in the study was 15.81 (S.D: 2.1). Parent and Peer Attachment Inventory, Adolescent Subjective Well Being Scale, and Interpersonal Competence Scale were utilized in data collection. According to the results of the study, it was found that three of the five dimensions of interpersonal competence, which is the variable tested for mediation, initiating relationship, asserting influence, and dimensions of resolving conflict except for self-disclosure and providing emotional support partially mediated between attachment to parents and peers and subjective well-being. In addition, analyzing the relations between latent variables, it can be understood that the relationship between parent and peer attachment and interpersonal competence, as well as the relationship between parent and peer attachment and subjective well-being did not differ on gender. While there was a significant difference on behalf of men between interpersonal competence and subjective well-being, no significant difference was found on behalf of females between two variables. Research findings were discussed within the context of the related literature and some suggestions were provided for researchers and practitioners in the field of psychological counseling and guidance.

Keywords

Interpersonal competence

Parent and peer attachment

Subjective well-being

Multi group structural equation modeling

Adolescents

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Introduction

Seligman (2007) who suggests that the basic focus of the psychology has been formed by behavior problems and negative mental health after the emergence of psychology states that the new aspect of the psychology should be to focus on factors which are to enhance individuals' mental health quality. In other words, it should be focused on individuals' potential powers, and their aspects to

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increase subjective well-being levels should be enhanced. Well-being, though a recent scientific research topic, has been contemplated about by the philosophers for many years. The philosophers Aristotle, Epicurean, Cicero, and Stoic meditated upon happiness and researched about what happiness was, and defined the path to happiness (Myers & Diener, 1995). However, philosophers proposed differing views about what the definition of happiness might be (Diener, Oishi, & Lucas, 2003). The terms happiness and well-being can be analyzed under three categories. The first is that happiness is defined by certain external criteria such as holiness and righteousness. Accordingly, happiness is not a subjective condition but having desirable qualities. As being different from the conception of happiness in the modern world, this fact states the external observer's judgement from a certain frame of values rather than the individual's subjective judgement. The second one is about what the positive terms that individuals use to define their experiences are. This definition includes the standards which are called as satisfaction with life, and which are the determinants of a good life. The third one refers to pleasant life experiences. It is about how long the individual has the pleasant and unpleasant life experiences. (Diener, 1984). Ryan and Deci (2001) define the term well-being by two general approaches. The first one hedonic approach regards the well-being as abstaining from pain and having pleasure. For the second approach eudaimonic, however, well-being means the individual's perfect psychological functionality or his self-actualization. While subjective well-being corresponds to hedonistic tradition, psychological well-being corresponds to eudaimonic tradition (Keyes, Shmotkin, & Ryff, 2002; Lent, 2004). While the fundamentals of hedonistic well-being are satisfaction with life, negative and positive feelings, the fundamentals of psychological well-being, which correspond to eudaimonic approach, are meaning, goal, development and self-actualization (Lent, 2004). In practice, subjective well-being is what people take as happiness (Seligman & Csikszentmihalyi, 2000). Myers and Diener (1995) state that subjective well-being refers to the frequency of positive affect, infrequency of negative affect, and an overall sense of satisfaction with life.

Subjective well-being may be said to be associated with many psycho-social variables such as self-awareness (Wei, Liao, Ku, & Shaffer, 2011), self-disclosure (Şahin, 2011), coping with stress (Terzi & Çankaya, 2009), life goals and basic psychological needs (İlhan, 2009), and attachment (Armsden & Greenberg, 1987; Ma & Huebner, 2008). Personality traits and some internal and external factors as well as demographics may be said to influence individuals' subjective well-being. Upon analyzing the relationship between gender as a demographic factor and subjective well-being, some studies showed that women's subjective well-being levels were higher than those of men (Gündoğdu & Yavuzer, 2012; Tuzgöl Dost, 2007; Wood, Rhodes, & Whelan, 1989) whereas other studies revealed that men's subjective well-being levels were higher than those of women (Haring, Stock, & Okun, 1984; Saföz Güven, 2008), and in some studies no differences in terms of gender were found (Civitci, Civitci ve Fiyakalı, 2009; Özdemir, 2012)

It can be seen that attachment, a significant predictor of subjective well-being, was first conceptualized by Bowlby (Armsden & Greenberg, 1987; Bretherton, 1992; Hazan & Shaver, 1994). Ainsworth (1989), who regards attachment as an affective bond, defines the affective bond as a representation of the individual's inner organization. He also redefines the affective bond or attachment as a long-lasting bond for someone. Bowlby (1973, 2012b) states that children develop mental representations for their parents while interacting with them. Those mental representations or internal working models provide lifelong guidance for children in social behaviors and expectations. In a secure attachment, internal working models, characterized with basic sense of trust, help perceive others as available and responsive to needs, particularly in times of stress; in an insecure attachment, on the contrary, a caregiver is considered unresponsive and inconsistent, unavailable for attachment, and lacking self-worth (Anders & Tucker, 2000). Attachment during infancy is associated with many developmental functions such as continuous pursuit on the path initiating development and developing social relationships, regulating emotions and reducing stimulation. Attachment experiences are permanent; this complex development even plays a vital role in shaping personality (Sroufe, 2005). According to the attachment theory, the first mother-infant relationship has a significant influence on the characterization of non-domestic interpersonal relationships such as relationships with friends (Shomaker & Furman, 2009). Basic proposition in the attachment theory is about the connection, developed in the first mother-child relationship, reflecting in the child's lifelong interpersonal relationships (Schneider, Atkinson, & Tardif, 2001).

The first secure attachment relationship with parents was found to be positively related to high interpersonal competence level (Paulk, 2008), positive friendship relationship (Doğan, Karaman, Çoban, & Çok, 2012; Engels, Dekovic, & Meeus, 2002), assertiveness, social skills, social competence (Moretti & Peled, 2004; Onur, 2006; Ross & Fuertes, 2010), positive communication skills (Guerrero & Jones, 2005), conflict management (Ben Ari & Hirshberg, 2009), social interaction and popularity (Little, 2003), and self-disclosure (Çetinkaya & Akbaba, 2011; Mikulincer & Nachshon, 1991). Theoretically regarded, those who attach securely are observed to consider themselves and others worthy, trust themselves and others, believe that they can easily reach attachment figures in times of stress, and develop more efficient social support networks. Insecure attachment is said to be associated with failure in social support networks and having weaker social support networks (Anders & Tucker, 2000), loneliness and depression (DiTommaso, Brannen McNulty, Ross, & Burgess, 2003; İlhan, 2012; Wei, Russell, & Zakalik, 2005), and delinquent behaviors (Allen et al., 2002).

Parents somehow convey their beliefs and values to their children and this influences children's self-awareness and self-confidence in relations with others. Early attachment experiences during childhood continue to affect individuals' behaviors and development in adolescence (Akhtar, 2012). Buhrmester (1990) states that adolescents who are able to build closer relations with friends have higher interpersonal competence, compared to those who cannot build closer relations with their friends; those with higher interpersonal competence have less hostile emotions, less anxiety, and higher self-respect.

Diener and Seligman (2004) state that the quality of social relationships plays a crucial role in the individual's subjective well-being adding that positive and supportive relations and social belongingness influence the sustainability of subjective well-being. Thus, the ability to build close relationships may fundamentally influence individual's subjective well-being. Similarly, Myers (1999) states that building close relationships with others is significantly vital and supportive close relations contribute in physical and emotional well-being. An individual's quality relationships are observed to play an important role in his/her happiness. In order for an individual to build satisfactory relationships, it is important to them to know where to behave how and to have proper interpersonal skills regarding the relevant context. Social competence and subjective well-being (Eken, 2010), friendship quality, social skills, and happiness (Demir, Jaafar, Bilyk, & Ariff, 2012), social skills and psychological subjective well-being (Segrin & Taylor, 2007), subjective well-being and self-disclosure (Sahin, 2011), self-compassion, conflict resolution, and subjective well-being (Yarnell & Neff, 2013), conflict resolution and psychological adjustment (Tucker, McHale, & Crouter, 2003), emotional support and subjective well-being (Uchida, Kitayama, Mesguita, Reyes, & Morling, 2008) are considered significantly related in many studies.

The relationship between individual's subjective well-being and personality and the family attachment have long been a question for developmental psychology (Armsden & Greenberg, 1987). Bowlby (2012a) and Ainsworth (1989) stated that, within close relationships during adolescence, adolescents' attachment to peers is as dominant as attachment to parents; in other words, adolescents equally distribute attachment or peers may replace parents in providing emotional support. Another possibility is about peers as secondary sources of attachment, compared to mothers (Freeman & Brown, 2001). Attachment to peers increases during adolescence. Many studies do not reveal any differences in attachment to parents for males and females; however, girls have more attachment to peers than boys do (Ma & Huebner, 2008; Nickerson & Nagle, 2005; Raja, McGee, & Stanton, 1992). Females self-disclose more to peers and build more intimacy (Berndt, 1992; Buhrmester, Furman, Wittenberg, & Reis, 1988).

Development during adolescence, time spent with family decreases, whereas time spent with friends is observed to increase seriously. However, parents continue to have a vital role in influencing adolescent's development (Moretti & Peled, 2004). Many studies indicate that secure attachment to parents and peers will possibly be a predictor of subjective well-being and adjustment (Armsden & Greenberg, 1987; Laible, Carlo, & Raffaelli, 2000; Ma & Huebner, 2008; Wilkinson & Walford, 2001). Research on whether the attachment to parents or to peers predicts adolescent's well-being and adjustment more indicates that both are related with adolescent's subjective well-being, though. Some researchers state that attachment to parents more than to peers better explains subjective well-being and adjustment (Kocayörük, 2009; Ma & Huebner, 2008; Wilkinson & Walford, 2001) as some other

researchers state that attachment to peers more than to parents better explains subjective well-being and adjustment (Laible et al., 2000; Laible, 2007).

In many studies, it was found that attachment to parents and peers did not directly predict psychological adjustment and subjective well-being but through some mediating variables. Ross and Fuertes (2010), in one of those studies, found that attachment to father better predicts social skills and this develops relational competence and emotional adjustment more; attachment to mother on the other hand better predicts conflict resolution behavior and this develops more relational competence and emotional adjustment. Also similarly, Wei et al. (2005) found that social self-competence mediates between anxious attachment, sense of loneliness, and depression; self-disclosure, on the other hand, is a mediator between avoidance attachment, sense of loneliness, and depression. In similar studies, Rice, Cunningham, and Young (1997) revealed that social competence mediates between attachment to parents and emotional adjustment. In one of the studies conducted in Turkey, Kocayörük (2010a) suggested that competence fully mediated between well-being and attachment to mother; however, it partially mediated between attachment to mother and rapport. Research on attachment to parents and peers show that secure attachment is influential on individual's subjective well-being and adjustment. In addition, it can be seen that this relationship can work directly as well as through variables such as considering oneself worthy and competent based on consistent secure attachment with attachment literature, being able to build warm and supportive bonds, building social support networks, and displaying efficient interpersonal skills.

In the current study, interpersonal competence (initiating relations, asserting influence, self-disclosure, providing emotional support, and conflict resolution), which is theoretically related to various social and psychological functions such as assertiveness, communication, marriage and peer relations, self-respect, loneliness, social support, and so on (Buhrmester et al., 1988), has been discussed as a relational variable. Buhrmester et al. (1988) consider interpersonal competence as the total of a number of interpersonal skills. Interpersonal competence was considered to bear the mediator role between attachment to parents and peers and subjective well-being and the role of the stated mediation was aimed to be tested because early experiences were observed to bear a key role in the development of interpersonal competence. For instance, the insecurely attached are observed to have lower interpersonal competence than that of those with secure attachment (Paulk, 2008). Meaningful and warm relations with caregivers lead the child to consider themselves and others worthy (Bowlby, 1973, 2012a) and, thus, the child develops closer and more secure relationships with others. Securely attached individuals exhibit better interpersonal skills both in their daily social experiences and close romantic relationships. Individuals lacking interpersonal competence complain about depression (see Cooley, Buren, & Cole, 2010; Cummings, 2010) as the individuals with higher interpersonal competence adjust better (Buhrmester, 1990) and are happier (Demir et al., 2012). Thus, the mediating role of interpersonal competence as a significant variable in individuals' happiness, success, and adjustment has been considered a possible variable to explain the relationship between attachment and subjective well-being. As stated above, the main purpose of the current study is to investigate the mediating role of interpersonal competence between adolescents' attachment to parents and peers and subjective well-being. The secondary purpose of the current research is to survey whether the relationships among variables within the suggested model differ on gender. Based on these purposes, the following hypotheses were formulated.

Hypotheses for The Primary Purpose of The Study

- There is a direct positive relation between attachment to parent & peer and interpersonal competence.
- There is a direct positive relation between interpersonal competence and subjective well-being.
- There is a direct positive relation between attachment to parent & peer and subjective well-being.
- Attachment to parent & peer enhances interpersonal competence and show indirect and positive relations with subjective well-being

Hypotheses for The Secondary Purpose of The Study

- The relations between latent variables differ on gender.

Method

Research Design

Correlational research design was used in this study (Karasar, 2005). Correlational research is to examine the relations between variables without attempting the affect the relation between two or more variables (Fraenkel, Wallen, & Hyun, 2012). This study defines the relation among adolescents' parent and peer attachments, interpersonal competences and well-being levels.

Sample

Participants consisted of a total of 462 students, 229 males and 233 females aged from 14 to 18 (M= 15.85; SD = 1.02) who study at five different high schools in a province in the Black Sea region. The sample of the study was composed of the students studying at different types of high school, chosen by maximum variation sampling, which is one of the purposive sampling methods. This sampling method, for the analyzed problem in the universe, means determining different conditions which are homogenous and studying over these conditions (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2011). The distribution of the students was as follows: Anatolian High School (n=115), Science High School (n=94), Medical Vocational High School (n= 95), Industrial Vocational High School (n=78), and İmam Hatip Vocational High School (n=80).

Data Collection Tools

Parent and Peer Attachment Inventory (PPAI), developed by Armsden and Greenberg (1987) to measure adolescents' attachment to parents and peers, and adapted into Turkish by Kocayörük (2010b); Adolescent Subjective Well-being Scale (ASWS) developed by Eryılmaz (2009) to measure adolescents' subjective well-being; and the Interpersonal Competence Scale (ICS) developed by Buhrmester et al. (1988), to measure adolescents' interpersonal competence, and adapted into Turkish by Baytemir (2014) were utilized in this study.

Inventory of Parent and Peer Attachment **(IPPA)**

ABABE used for to determine attachment level of mother, father and peers which developed by Armsden and Greenberg (1987) and validated in Turkish adolescents by Kocayörük (2010). IPPA consist of three dimensions (mother, father, peers), each subscale contains 18 items. In order to determine construct validity of IPPA, an exploratory factor analysis conducted and results showed that factor loadings ranged .45 to .87. Confirmatory factor analysis was also good fit to data (SRMR = .053 to .072, RMSEA = .059 to .070, GFI = .89 to .91, AGFI = .86 to .89, CFI = .93 to .94). In the analyses for criterion-related validity, significant relations between IPPA and self esteem and positive & negative emotion scales were found. Kocayörük (2010) also reported Cronbach's alpha internal consistency coefficient as .91 for mother attachment, .92 for father attachment, .89 for peer attachment. Two-week test-retest reliability reported as r = .34 to .72 for mother attachment, r = .63 to .82 for father attachment, r = .46 to r = .55 for peer attachment. Cronbach's Alpha values calculated for the reliability of the scale were found as .89 for peer attachment, as .89 for attachment to mother and as .92 for attachment to father in this study.

Adolescent Subjective Well-being Scale (ASWS)

ASWS was developed in the context of Turkish culture by Eryılmaz (2009) to measure adolescent subjective well-being. The scale consists of 15 items on four dimensions. An exploratory factor analysis was conducted in order to define the construct validity of ASWS. A scale with 15 items on four dimensions was obtained after several of analyses. Factor analysis showed that four factors explained 61.64% of the variance. Cronbach alpha values calculated for sub- dimensions reliability are as follows: satisfaction in relations with family .83, satisfaction in relations with significant others .73, life satisfaction, .81, positive affect, .66. Cronbach alpha coefficient for overall scale is .86. In addition, the test/re-test stability coefficient obtained with a two-week interval was found as .83. Cronbach's Alpha values were found as .87 for the whole scale, and as .72 to .92 for the sub dimensions in this study.

Interpersonal Competence Scale (ICS)

The scale developed by Buhrmester et al. (1988) to measure interpersonal competence within close friendship relations was adapted and used by Baytemir (2014) for dissertation study. The scale developed by Buhrmester et al. (1988) is a 5-point Likert type scale measuring five-task areas associated with interpersonal competence (initiating relationship, asserting influence, conflict resolution, self-disclosure, and providing emotional support). The scale consists of total 40 items with eight items on each dimension. Scale validity and reliability studies were conducted based on the data obtained from two different adolescent groups. In the first and second studies, the confirmatory factor analysis conducted to test the scale construct validity showed that the scale produced adequate fit indices (the first study: χ^2/df= 2.6, RMSEA= .059, CFI= .94, NFI =.94, GFI= .90; the second study: χ^2/df= 1.92, RMSEA= .054, CFI= .95, NFI= .95, GFI= .90). In the criterion-validity study, correlation coefficients between the sub-dimensions of interpersonal competence scale and the sub-dimensions of personality test based on adjectives and adolescent subjective well-being scale were observed to have a positively and negatively significant relationship. In the reliability calculations, Cronbach alpha values varied between .70 and .81 for sub-dimensions on both applications and .90 and .91 for overall scale. Test-retest reliability coefficients obtained with a five-week interval were found as .85 for overall scale and varied between .60 and .83 for sub-dimensions. Cronbach's Alpha values were found as .92 for the whole scale, and as from .73 to .91 for the sub dimensions in this study.

Data Analysis

The data were analyzed through SPSS 21.0 and LISREL 8.8 statistical software programs. First, the collected data were reviewed for incorrect coding and incomplete or blank data were excluded in the analysis. In order to find out whether there were outlying values disturbing assumptions of "linearity" and "normality" within the data obtained from the sample, Mahalanobis distance values were calculated. 53 observations (multivariate outliers) with Mahalanobis value larger than ($\chi^2(16)$ = 40.79, p= .001) were excluded. Histogram graphs of the variables were checked for normality and non-normally distributed variables were observed. Non-normal distributed data could be applied various rotations and made to be normally distributed (Tabachnick & Fidell, 2007) Logarithmic transformation was applied for the left-skewed variables, namely, Mother trust sub-dimension of attachment to mother variable, father trust sub-dimension of attachment to father variable, and satisfaction in family relations and relations with significant others sub-dimensions of subjective well-being variable. Variables other than those above were square-rooted as they were medium left-skewed. Analyses were performed through Maximum Likelihood method on 462 data upon meeting regularity and linearity assumptions. Structural equation modeling was used in order to test the mediation model proposed within the study and multi-group structural equation modeling was used in order to examine whether relations among latent variables differed in terms of gender. Before testing structural equation modeling, models of measuring latent variables were checked.

Measurement Models for Latent Variables

Anderson and Gerbing (1988) suggested a two-step approach for testing mediation models. Before testing the structural model, measurement model is reviewed for whether it produces acceptable adjustment values. As acceptable values are found through measurement model, structural model is tested. Within the current research, hypothesis measurement model was tested. However, as the hypothesis measurement model was not verified, alternative measurement models were tested. The model producing the best adjustment values among alternative measurement models was accepted. Figure 1 includes the measurement model associated with the hypothesis model created based on the research purposes.

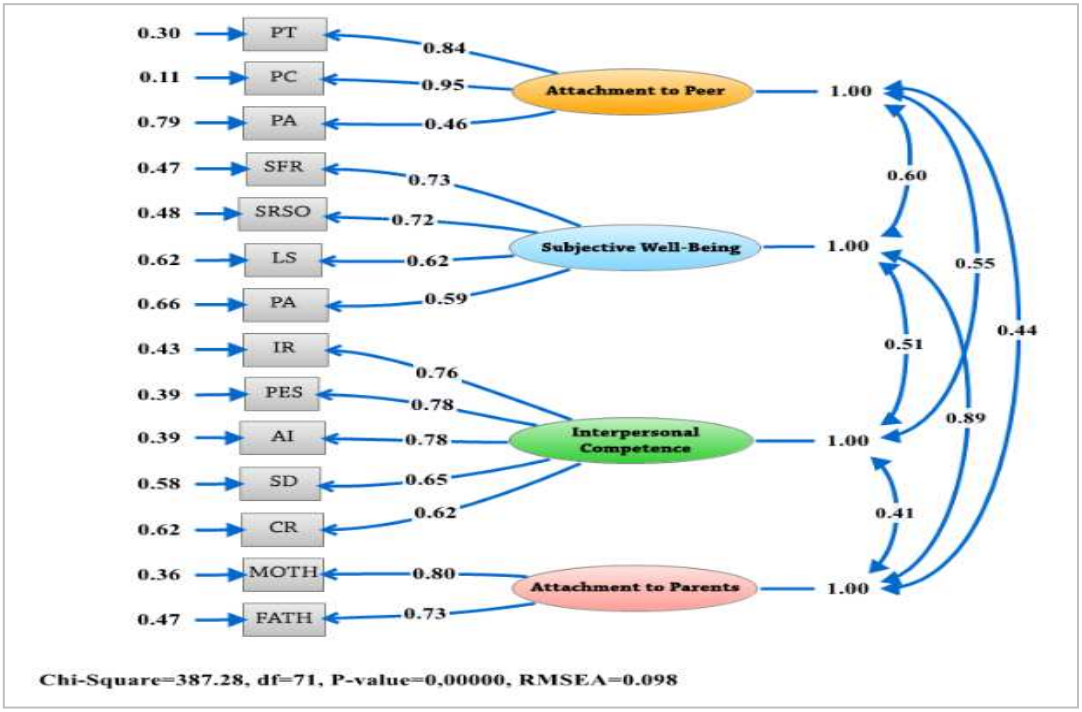


Figure 1. Standardized Path Coefficients Associated with Hypothesis Measurement Model

Model fit indices (χ^2/df =5.45, RMSEA =.098, SRMR = .066, CFI=.94, NFI =.93, GFI=.89) were considered inadequate within hypothesis measurement model. Standardized correlation coefficient, particularly between parents and subjective well-being, was found to be very high. This is unfavorable in relation to measurement model. In other words, this implies that attachment to parent and subjective well-being are similar structures and they measure a similar structure. The modification suggestions obtained as the result of the analysis reveal that satisfaction in family relations (SFR) sub-dimension of attachment to parents and subjective well-being has the highest modification level. The second highest modification suggestion was obtained for the relations with significant others sub-dimensions of attachment to parents and subjective well-being. Based on these indicators and through an exploratory factor analysis of the measurement model, latent variables were reviewed for whether they represented the indicators.

Measurement model had four latent variables and 14 indicators representing the latent variables; however, exploratory factor analysis revealed 14 indicators under three latent variables. For the first dimension, attachment to mother and father, which is the indicators of the attachment-to-parents latent variable, was observed under a similar structure along with satisfaction in family relations, satisfaction in relations with significant others, and life satisfaction as indicators of subjective well-being. According to Myers and Diener (1995), subjective well-being refers to the frequency of positive affect, infrequency of negative affect, and satisfaction in life. Based on the modification suggestions in the measurement model and considering the theoretical field, the indicators (SFR and SRSO) with the highest modification suggestions were excluded in the measurement model and exploratory factor analysis was conducted for life satisfaction and positive affect indicators. It is observed that the two dimensions explained 69.59% of the variance. In this sense, regarding the variance explained by the two sub-dimensions of adolescent subjective well-being scale, subjective well-being was created by the indicators of life satisfaction and positive affect. The alternative measurement model, with subjective well-being represented by the two indicators, was tested. On the alternative measurement model, it is observed that the high-level relationship between attachment to parents and subjective well-being decreased from .89 to .76; however, model fit indices were inadequate (χ^2/df =5.60, RMSEA =.010, SRMR = .061, CFI=.94, NFI =.93, GFI=.91).

In order to obtain the alternative model that best explains the data, reduction in the number of indicators was preferred. As the mediation of interpersonal competence to predict subjective well-being, based on research purposes, was tested, the best alternative model was to be found through an investigation of the correlation between subjective well-being as the resulting variable and the sub-dimensions of interpersonal competence (see Table 1). The analysis was repeated upon exclusion of self-disclosure dimension with the lowest correlation with dimensions of subjective well-being among sub-dimensions of interpersonal competence in the equation. A review of values (χ^2/df =5.34, RMSEA =.097, SRMR = .056, CFI=.95, NFI =.94, GFI=.93) in alternative measurement model 1 shows that fit indices are inadequate although they had some improvement compared to the previous model. The analysis was re-conducted upon exclusion of providing-emotional-support dimension with the second lowest correlation with sub-dimensions of subjective well-being among sub-dimensions of interpersonal competence in the equation. Alternative measurement model 2 is presented in Figure 2.

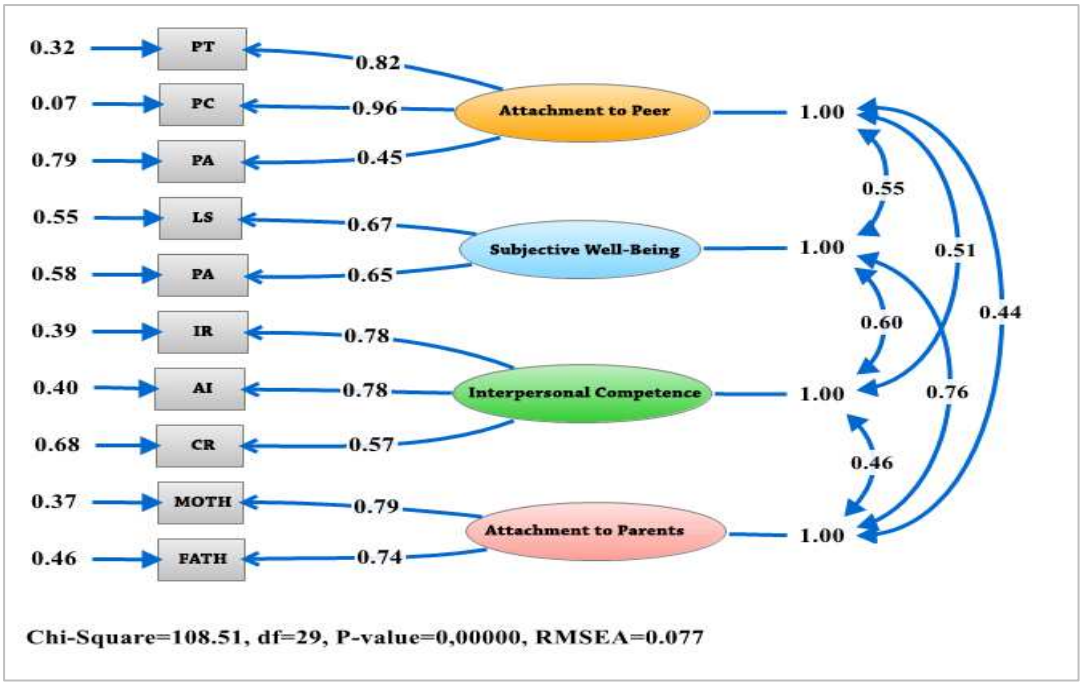


Figure 2. Standardized Path Coefficients Associated with Alternative Measurement Model (Final Model) 2

It is observed that fit indices (χ^2/df =3.74, RMSEA =.077, SRMR = .053, CFI=.97, NFI =.95, GFI=.96) in the alternative measurement model 2 (final model) were sound and acceptable. Alternative measurement model 2 among the alternative measurement models was observed to produce the strongest adjustment values. Testing of structural equation models was conducted through the verified measurement model.

Findings

In this section, first, descriptive statistics concerning observed variables included in hypothesis testing model and the descriptive details about measurement tools included in hypothesis testing model are presented (Tables 1 and 2). Later, based on the purpose of the study, firstly, the findings pertaining to the structural equation model proposed for the mediation of interpersonal competence in the relationship between attachment to parents and peers and subjective well-being were included. Secondly, findings pertaining to the multi-group structural equation model, which aims to reveal whether the relationships among the research variables differ in terms of gender, are included.

Table 1. Correlations, Means, and Standard Deviations Concerning Variables Within The Hypothesis Testing Model

	MOTH	**FATH**	**PT**	**PC**	**PA**	**IR**	**PES**	**PD**	**SD**	**CR**	**SFR**	**SRSO**	**LS**	**PF**	$\bar{X}$	**SS**
MOTH															**6.47**	**2.00**
FATH	.58**														**7.38**	**2.37**
PT	.26**	.22**													**2.66**	**1.00**
PC	.34**	.31**	.80**												**2.30**	**0.84**
PA	.35**	.33**	.43**	.43**											**2.62**	**0.89**
IR	.28**	.23**	.28**	.38**	.10*										**3.84**	**0.84**
PES	.26**	.21**	.44**	.48**	.18**	.56**									**3.16**	**0.80**
PD	.28**	.25**	.29**	.41**	.15**	.63**	.60**								**3.30**	**0.81**
SD	.11*	.08	.36**	.34**	.04	.55**	.47**	.53**							**3.85**	**0.73**
CR	.33**	.28**	.23**	.29**	.11*	.44**	.61**	.43**	.36**						**3.67**	**0.72**
SFR	.62**	.58**	.26**	.34**	.24**	.23**	.25**	.26**	.09	.31**					**1.39**	**0.50**
SRSO	.47**	.39**	.46**	.47**	.38**	.30**	.26**	.30**	.22**	.29**	.54**				**1.58**	**0.62**
LS	.40**	.38**	.25**	.32**	.23**	.39**	.18**	.34**	.21**	.24**	.38**	.50**			**2.06**	**0.67**
PA	.38**	.39**	.33**	.39**	.25**	.30**	.28**	.22**	.13**	.37**	.39**	.43**	.47 **		**1.81**	**0.59**

**p< .01, *p< .05, Attachment to mother: MOTH, Attachment to father: FATH, Peer Trust: PT, Peer communication: PC, Peer alienation: PA, Initiating relationship: IR, Providing emotional support: PES, Asserting influence: AI, Self disclosure: SD, Conflict resolution: CR, Satisfaction in family relations: SFR, Satisfaction in Relations with Significant Others: SRS, Life satisfaction: LS, Positive affect: PA

In Table 1, it can be seen that the relationship between attachment to father and peer alienation dimension of peer attachment and satisfaction in family relations sub-dimension of subjective well-being scale and the self-disclosure dimension of interpersonal competence are not statistically significantly (p> .05) related. Attachment to mother and self-disclosure, peer alienation dimension of attachment to peer and initiating relations and conflict resolution sub-dimensions of interpersonal competence are significantly related (p< .05) on a low level. The highest-level relations are observed for peer trust and peer communication sub-dimensions of peer attachment dimension; initiating relations, asserting influence, and providing emotional support sub-dimensions of interpersonal competence dimension. Additionally, the highest-level relations are also observed for conflict resolution and providing emotional support sub-dimensions of interpersonal competence dimension, attachment to mother dimension and satisfaction in family relations sub-dimension of subjective well-being dimension. Relations among other variables are observed to be significantly related on low and medium levels. Structural equation models needs a theoretically strong support due to their essences. In addition, relations should not be in high levels. Otherwise, multiple correlation problems may occur. In other words, the measured structure is thought to be highly similar. The relations among the variables in Table 1 may be said to be adequate for the proposed model.

Table 2. Descriptive Details of Measurement Tools Within The Hypothesis Testing Model

		Male (n = 229)		**Female (n = 233)**		
Latent Variables	**Indicators**	$\bar{X}$	**SS**	$\bar{X}$	**SS**	α
Subjective Well-being	Life Satisfaction	1.96	.70	2.15	.61	.92
	Positive Affect	1.84	.60	1.78	.58	.72
Interpersonal Competence	Initiating Relations	3.73	.88	3.95	.79	.80
	Providing Emotional Support	3.32	.75	2.99	.82	.79
	Asserting Influence	3.30	.79	3.30	.83	.81
	Self-Disclosure	3.84	.73	3.86	.73	.73
	Conflict Resolution	3.69	.69	3.65	.76	.75
Attachment to Parents	Attachment to Mother	6.62	1.85	6.31	2.11	.89
	Attachment to Father	7.36	2.31	7.40	2.43	.92
Attachment to Peer	Trust	3.00	.99	2.32	.88	.83
	Communication	2.48	.85	2.11	.79	.84
	Alienation	2.75	.91	2.50	.85	.72

Table 2 displays for the whole group that Cronbach's alpha values of subjective well-being indicators ranged from .72 to .92; interpersonal competence indicators ranged from .73 to .81; attachment to parents indicators ranged from .89 and .92; and peer attachment indicators ranged from .72 to .84. In addition, male and female means for indicators are close to each other; only the males' mean scores on indicators of providing emotional support and peer attachment were observed higher than those of females.

Structural Equation Model Analyses

First of all, structural equation model was tested for the whole group based on the multi-group structural equation modeling strategy. Upon seeing that structural model for the whole group yielded sound values, multi-group structural equation model analyses were conducted.

Findings about the Mediation of Interpersonal Competence within the Relationship between Attachment to Parents and Peers and Subjective Well-being

A review of structural model results for all participants showed that all t values were significant. T-value associated with the relationship between peer attachment and interpersonal competence was

found as 6.35; t-value associated with the relationship between peer attachment and subjective well-being was 2.65; t-value associated with the relationship between attachment to parent and interpersonal competence was found as 4.52; t-value associated with the relationship between attachment to parent and subjective well-being was 7.40; and t-value associated with the relationship between interpersonal competence and subjective well-being was found as 3.51. Fit indices in the model were observed to be (χ^2/df =3.74, RMSEA =.077, SRMR = .053, CFI=.97, NFI =.95, GFI=.96) adequate. Standardized path coefficients associated with the whole-group structural model are presented in Figure 3.

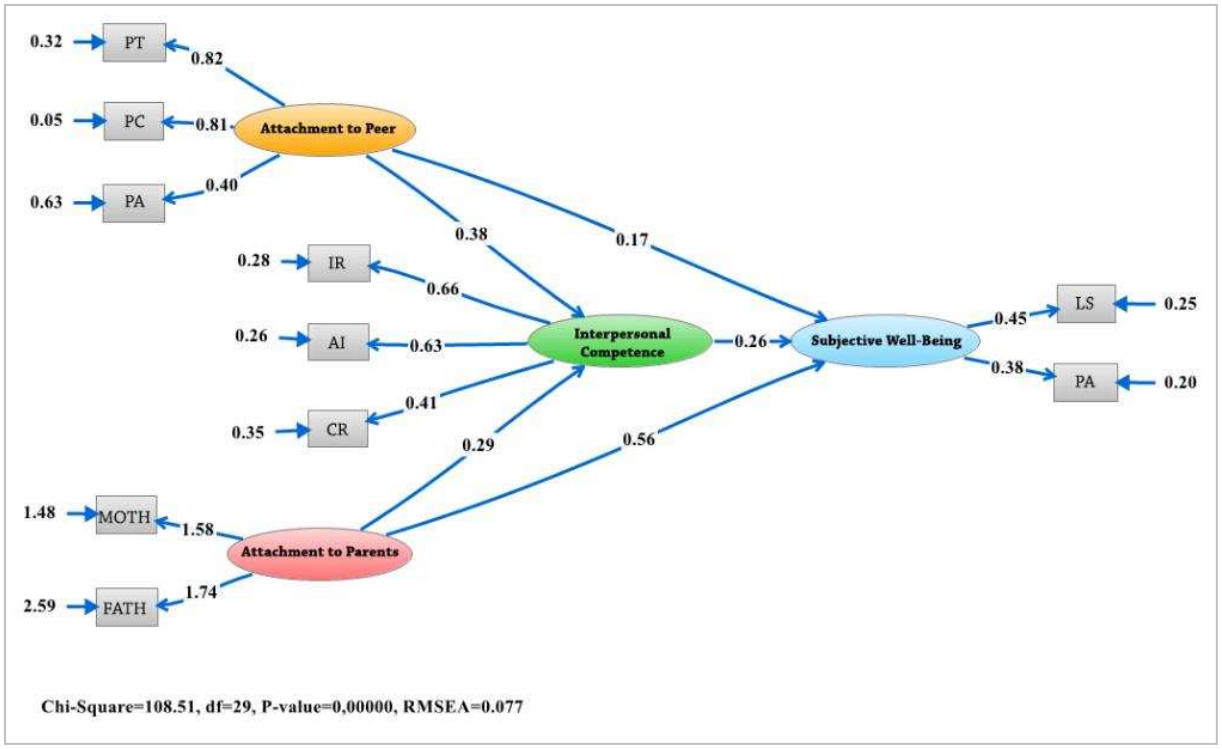


Figure 3. Standardized Path Coefficients Associated with the Whole-Group Structural Model

According to Baron and Kenny's (1986) method, mediation requires certain conditions. The first condition is about peer and parent attachment associated with subjective well-being. The second condition is about peer and parent attachment associated with interpersonal competence. The third condition is about interpersonal competence associated with subjective well-being (see Figure 2 – Alternative Measurement Model 2). It is observed that all conditions put forward were fulfilled. When the influence of interpersonal competence as the mediating variable is controlled, the relationship between peer and parent attachment and subjective well-being is expected to be either obsolete or insignificant. Reviewing the standardized coefficients, it can be find out that the beta coefficient for the path from parent attachment to subjective well-being decreased from .76 to .56; however, it was still observed that *t* value was significant. Similarly, the path from peer attachment to subjective well-being decreased from .55 to .17; however, *t* value was again significant.

A review of total effects showed that the total effect of peer attachment on interpersonal competence was .38 (t = 6.35, p< .01), its effect on subjective well-being was .27 (t = 4.29, p< .01); the total effect of parent attachment on interpersonal competence was .29 (t = 4.52, p< .01) and its total effect on the subjective well-being was .64 (t = 8.52, p< .01). A review of indirect effects indicated that the indirect effect of peer attachment on subjective well-being was .10 (t = 3.03, p< .01) and the indirect effect of parent attachment on subjective well-being was .07 (t = 3.06, p< .01). Thus, it may be said that interpersonal competence had a partial mediation role between peer and parent attachment and subjective well-being. It can be stated that peer attachment had more effect than parent attachment on a level of .03.

Findings about Whether the Relations among Research Latent Variables Differed on Gender

Often, in order to conduct comparisons on a structural modeling level, first of all, it must be found out whether the measurement model differs on groups (Hair, Black, Babin, & Anderson, 2010). Thus, following the measurement model for male group and the female group, measurement model was examined to see whether measurement model differed on groups. Upon seeing that measurement models were valid for both groups, multi-group structural equation findings were included in order to find out whether relations among the research variables differed on gender.

Measurement Invariance for the Structural Model

All *t* values were found to be significant (varying between 6.38 and 9.90) on the results of male group measurement model. Model fit indices (χ^2/df =2.11, RMSEA =.07, SRMR = .05, CFI=.97, NFI =.95, GFI=.95) were found to be adequate. A review of the results of female group measurement model similarly indicated that all *t* values were significant (varying between 5.43 and 12.52). Fit indices of the model (χ^2/df =2.53, RMSEA =.081, SRMR = .069, CFI=.96, NFI =.94, GFI=.94) were found to be adequate and acceptable. Upon verifying the measurement model for both groups, multi-group confirmatory factor analysis was conducted.

Multi-Group Confirmatory Factor Analysis for Female and Male Groups

First of all, a base model (Model A) for both groups with all parameters equal was tested for whether measurement invariance was confirmed for both female and male groups. After the identical model was verified for both groups, the two groups were respectively compared for factor loads. Chi square and *df* differences were considered criteria for model comparisons. Results concerning the multi-group confirmatory factor analysis are included in Table 4.

Table 3. Measurement Invariance Results and Adjustment Values for Female and Male Groups

Model Adjustment Criteria					**Model Differences**	
Model Tests	**χ^2**	**df**	**RMSEA**	**CFI**	**$\Delta\chi^2$**	**Δdf***
Model A (Base Model)	175.86	84	.069	.96		
Model B	173.31	78	.073	.96	2.55	6 (12.59)

*Critical χ^2 value associated with Δdf values are given in parenthesis.

As can be seen in Table 3, upon the measurement invariance for female and male groups, (base) Model A with all parameters considered identical for both groups was observed to be a valid model. Factor loads within Model B were checked to see whether they differed and the results were compared with Model A. A review of values (2.55, 6: $p > .05$) obtained for Chi square difference and other parameters (RMSEA and CFI) showed that Model B had not produced better adjustment values than the base model did. The requirement of being identical for both groups was fulfilled and multi-group structural model was tested.

Multi-Group Structural Equation Model Analysis

A series of analyses were conducted for multi-group structural equation. After the first analyses of both groups were considered identical, the path between each latent variable was tested on whether they differed on female and male groups. The comparisons between models were based on Chi square and *df* differences. First, multi-group structural model test, considered identical for both groups, was conducted (Multi Group Structural Model 1). Analysis results showed that all *t* values were significant (varying between 3.09 and 7.33). Model fit indices (χ^2/df =2.09, RMSEA =.069, SRMR = .087, CFI=.96, NFI =.93, GFI=.92) were found to be adequate. Later, the path between each latent variable was examined to see whether they differed on groups. The results are included in Table 4.

Table 4. Multi-Group Structural Model Results and Adjustment Values

Model Adjustment Criteria						**Model Differences**	
Model Tests	χ^2	**sd**	χ^2/df	**RMSEA**	**CFI**	$\Delta\chi^2$	**Δdf***
Multi-Group Structural 1 (Base Model)	175.86	84	2.09	.069	.96		
Multi-Group Structural 2	175.71	83	2.12	.07	.96	.15	1 (3.84)
Multi-Group Structural 3	173.12	83	2.09	.069	.96	2.74	1 (3.84)
Multi-Group Structural 4	173.88	83	2.09	.069	.96	1.98	1 (3.84)
Multi-Group Structural 5	175.74	83	2.12	.07	.96	.12	1 (3.84)
Multi-Group Structural 6	176.19	83	2.12	.07	.96	.33	1 (3.84)

* Critical χ^2 value associated with Δdf values are given in parenthesis.

As can be seen in Table 4, the multi-group structural equation models showed for female and male groups showed that base model multi-group structural 1 with all parameters considered identical for both groups was observed to be a valid model.

Within multi-group structural 2, standardized path coefficient (.44 for males and .40 for females) associated with the path from peer attachment to interpersonal competence was tested for whether it differed on female and male groups and the results were compared with multi-group structural 1 (base model). First of all, *t* values for both groups were examined and *t* values were found to be significant. A review of values (.15, 1: p >.05) obtained for Chi square difference showed that multi-group structural model 2 had not produced better values than base model did. In other words, the path from peer attachment to interpersonal competence did not significantly differ on both groups.

Within multi-group structural 3, standardized path coefficient (.35 for males and .20 for females) associated with the path from parent attachment to interpersonal competence was tested for whether it differed on female and male groups and the results were compared with the base model. First of all, *t* values for both groups were examined and *t* values were found to be significant. A review of values (2.74, 1: p >.05) obtained for Chi square difference showed that multi-group structural model 3 had not produced better values than base model did. In other words, the path from parent attachment to interpersonal competence did not significantly differ on both groups.

Within multi-group structural 4, standardized path coefficient (.29 for males and .17 for females) associated with the path from interpersonal competence to subjective well-being was tested for whether it differed on female and male groups and the results were compared with the base model. First of all, *t* values for both groups were examined and *t* values were found to be insignificant (t = 1.86, p >.05) for the female group. It was found that the path from interpersonal competence to subjective well-being differed on male and female groups; the path from interpersonal competence to subjective well-being for males was significant as this relationship for females was not significant.

Within multi-group structural 5, standardized path coefficient (.35 for males and .20 for females) associated with the path from peer attachment to subjective well-being was tested for whether it differed on female and male groups and the results were compared with the base model. First of all, *t* values for both groups were examined and *t* values were found to be significant. A review of values (.12, 1: p >.05) obtained for Chi square difference showed that multi-group structural model 5 had not produced better values than base model did. In other words, the path from peer attachment to subjective well-being did not significantly differ on both groups.

Within multi-group structural 6, standardized path coefficient (.24 for males and .20 for females) associated with the path from parent attachment to subjective well-being was tested for whether it differed on female and male groups and the results were compared with the base model. First of all, *t* values for both groups were examined and *t* values were found to be significant. A review of values (.12, 1: p >.05) obtained for Chi square difference showed that multi-group structural model 6 had not produced better values than base model did. In other words, the path from peer attachment to subjective well-being did not significantly differ on both groups.

Discussion

The mediation between subjective well-being and attachment, which are the fundamentals in development and which integrate with later experiences and which affect lifelong affective and social development was tested in this study. Theoretically expected, it was found that peer and parent attachment predicted interpersonal competence and subjective well-being, and interpersonal competence predicted subjective well-being. Furthermore, the interpersonal competence which was proposed in the hypotheses model was found not to mediate exactly, but partially.

However, not all five sub-dimensions of interpersonal competence put forward within the hypothesis model were found to be partial mediators. The hypotheses and alternative models including self-disclosure and providing emotional support among five sub-dimensions of interpersonal competence did not produce adequate fit indices. The final model with initiating relationships, asserting influence, and conflict resolution sub-dimensions produced adequate adjustment values. As can be seen within the between-variable correlation values, self-disclosure and providing emotional support had a lower correlation with subjective well-being, compared with the other three sub-dimensions. Particularly self-disclosure was found to have no statistically significant relationships with attachment to father, peer alienation as sub-dimension of peer attachment, and satisfaction in family relations among dimensions of subjective well-being. Buhrmester et al. (1988) found in their research that initiating relations and asserting influence had the strongest positive relationship with subjective well-being and the highest negative relationship with anxiety and depression. Similarly, Gudleski and Shean (2000) found that individuals with depression had difficulty initiating relations and asserting influence. Theoretically, initiating relationships is associated with assertiveness as self-disclosure, providing emotional support and conflict resolution are mostly associated with very close relationships (such as marriage, etc.) (Buhrmester et al., 1988; Gorska, 2011).

Although self-disclosure positively contributes to developing close relationships and mental health (Derlaga & Berg, 1987), the relationship between self-disclosure and positive mental health is not always linear. They also note that inappropriate amount of self-disclosure; that is, more or less self-disclosure may be unfavorable. Medium-level self-disclosure is psychologically healthy. Farber (2006) states that self-disclosure has both positive and negative sides, and self-disclosure does not always result favorably. In addition, untimely self-disclosure may be considered unfavorable and not adjustable (Collins & Miller, 1994).

Besides, self-disclosure in close relationships helps sustain the relationship and increase relationship satisfaction; however, sharing privacy may not please an individual. Fast sharing with others may not be considered convenient or the individual may not reciprocate. For instance, as indicated in the items of self-disclosure dimension, "*How good are you at telling others inappropriate things about you?*" the individual may refrain from sharing private information with others. That is because the attitude about self-disclosure cannot be considered independent from the culture they belong with (see Cross & Madson, 1997; Kağıtçıbaşı, 2012).

Providing emotional support as a sub-dimension of interpersonal competence based on hypothesis model decreases the model adjustment values when considered as a whole within the model. As can be seen on the scale item concerning "*When someone is sad and unhappy, how good are you at making them feel better?*", providing emotional support dimension is not about the individual's seeking emotional support but about the individual's providing emotional support. The provision of emotional support within the current research may be considered as empathy. Empathy and well-being are observed to have a significant relationship (Totan, Doğan, & Sapmaz, 2013; Wei et al., 2011). Within the current research, providing emotional support as a dimension of interpersonal competence and subjective well-being were found to have a positive significant relationship. However, when the dimension of providing emotional support was included in the model, the model did not yield adequate adjustment values. A review of between-variable correlations showed that providing emotional support and asserting influence were related on .60 level and providing emotional support and conflict

resolution were related on .61 level. Maybe, because the related dimensions were dominant, the dimension of providing emotional support decreased the adjustment values within the model.

When the model is considered as a whole, it is observed that initiating relationships, asserting influence, and conflict resolution sub-dimensions of the mediating variable other than emotional support provision and self-disclosure have a partial mediating role between parent and peer attachment and subjective well-being. The findings of the current study show consistency with the relevant literature. In one of the studies conducted in our country, Eken (2010) found positive relationships between parent attachment, social activities, and subjective well-being. These results of this study are also consistent with the previous study conducted by Ross and Fuertes (2010). In their study, they found that attachment to mother predicted conflict resolution better and this improved interpersonal competence and emotional adjustment. Attachment to father also predicted social skills better and this also improved relational competence and emotional adjustment. Ross and Fuertes' (2010) findings are consistent with the findings of current study findings. Rice et al. (1997) research also yielded similar results as their findings indicated that parent attachment increased social competence and this improved social well-being.

In conclusion, the findings which are associated with partial mediation of interpersonal competence between attachment and subjective well-being are consistent with those found in the relevant literature. As secure attachment to parents and peers increases, adolescents' interpersonal competence improves and this in return makes the adolescent happier. During adolescence, an individual needs both the family and the peers to meet the needs of closeness, trust, interest, etc. and as Bowlby (2012b) stated, when these needs are met, the individual exhibits discovery behaviors and interacts with others better. According to the attachment theory, s/he can develop positive or negative internal representations associated with both his/her own or others' worth, based on the relationship with the caregiver. These internal representations tend to survive life-long. Thus, adolescence with secure attachment may easily initiate a relationship as they consider others trustable and helpful when in need; or as their internalized representations associated with themselves are positive, upon an uncomfortable situation, they can easily asserting influence. Similarly, as an adolescent with secure attachment considers both himself/herself and others worthy, s/he can resolve a conflict positively. asserting influence and initiating a relationship are positively related to extrovert personality characteristics (Gorska, 2011). A review of the relevant literature shows that extroversion is a significant predictor of happiness (González Gutiérrez, Jiménez, Hernández, & Puente, 2005; Hills & Argyle, 2001). Thus, it is considered reasonable for variables included in the final model within the current research to mediate between parent and peer attachment and subjective well-being. Buhrmester et al. (1988) states that individuals with higher interpersonal competence may suffer fewer issues in life and, therefore, these persons may better manage life and are happier. Again according to Buhrmester et al. (1988), maybe the negative feelings experienced stem from social interactions. Thus, as the adolescents build quality relationships with family and peers, their interpersonal competence will improve. So, as adolescents develop more proper and effective relationships with friends, teachers, and others, they will be happier.

In multi-group structural equation models, the relationship between parent and peer attachment and interpersonal competence was not observed to differ on gender. Quite a number of studies in the relevant literature indicate no difference in parent attachment on gender; however, females attached more to peers than males. Females have more self-disclosure to peers and build closer friendships with peers, compared to males (Berndt, 1992; Buhrmester et al., 1988; Furman & Buhrmester, 1985). In addition, males are better than females in asserting influence and initiating relationships (Buhrmester et al., 1988) and another study (Gorska, 2011) showed that asserting influence and initiating relationships did not differ on gender. In the relevant literature, studies, investigating whether the relationship between parent and peer attachment and interpersonal competence differ on gender, are observed to be limited in numbers. One of the studies conducted in Turkey (Bayraktar, Sayıl, & Kumru, 2009) showed no significant difference between peer attachment and positive social behaviors in terms

of gender and that females and males were similar in this sense. Within the high school sample in the same study, a significant relationship between parent attachment and empathy was observed only with female adolescents. Another study (Laible, Carlo, & Roesch, 2004) observed females having more peer attachment than males and, in addition, females exhibited more empathic and more positive social behaviors than males did. As can be seen in limited number of studies, it is expectable for females to exhibit more empathy than males do. Females may be expected to have higher interpersonal competence as they are more attached to peers. However, a review of the study findings shows that mean of male peer attachment scores were higher than those of females. Still, it is observed that female and male mean scores were approximate to each other in terms of the scores of interpersonal competence sub-dimensions included in the final model. Even unexpectedly, mean scores of providing emotional support, which was not included in the model, were higher in males than females. Thus, males, compared to females, had attached to peers more and provided more emotional support, in return perceived more emotional support, but a significant difference may not be observed since the final model did not include the emotional support dimension.

In multi-group structural equation models, the relationship between parent and peer attachment and subjective well-being was observed to not differ on gender. Some studies showed no difference on gender in parent attachment; however, females were stated to have more attachment to peers than males did. On the other hand, studies investigating whether subjective well-being differed on gender had varied results. A review of relevant literature reveals limited number of studies investigating the difference between the attachment to parents and peers and the subjective well-being on gender. Findings of studies that could be directly or indirectly relevant to the current research were observed to be inconsistent with the results of the current study. Ma and Huebner (2008) stated that gender difference may be significant in the relation between attachment and life satisfaction. Their study showed that, in terms of gender, while female peer attachment partially mediated between parent attachment and life satisfaction, males did not have this relationship. In other words, female parent attachment was observed to indirectly influence female subjective well-being and female subjective well-being was mostly associated with the quality of parent attachment. Hay and Ashman (2003) state that the adolescent self-conception and adolescent development of psychological well-being are relatively influenced by parents and peers, in relation to gender. However, their study revealed that male adolescents' relations with parents was significant in relation to male adolescent psychological stability but it was not so with females. According to the researchers, assigning different roles to females and males within the family or families having more time with male children possibly lead to these results. Limited number of studies shows various findings in relation to gender. Thus, it can be stated that, in order to obtain sounder results, more research investigating the relationship between parent and peer attachment and subjective well-being on gender will be required.

The current study showed that, in multi-group structural equation models, only the path from interpersonal competence to subjective well-being differed on gender. The path from interpersonal competence to subjective well-being for males, but not for females, was revealed to be significant. Buhrmester et al. (1988) stated that research studies on gender comparisons were inconsistent in relation to interpersonal competence; theoretically however, males had higher-level relationship initiation and asserting influence than females and females had higher-level emotional support provision and self-disclosure than males. In another study (Gorska, 2011), self-disclosure, conflict resolution, asserting influence, and relationship initiation did not differ in terms of gender but only emotional support provision differed in favor of females.

In the current study, the final model included initiating relationships, asserting influence, and conflict resolution as sub-dimensions of interpersonal competence. Thus, it can be said that, based on the interactive effects of these sub-dimensions, males may be stronger than females in these areas and this, in return, may increase males' subjective well-being. This may possibly be stemming from the roles that the effective culture assigns on men and women. Markus and Kitayama (1991) state that self-constructs vary based on cultures, that is, while mostly relational self-construct prevails in Eastern

communities, mostly independent self-construct prevails in Western communities. Men and women are included in the community on different paths as they work with different skills and abilities in relation to social gender roles following childhood. Men and women's self-constructs, goals, interactions, and values are shaped within a certain cultural context (Cross & Madson, 1997). Women and men exhibit different behaviors in their relationships. Women mostly develop relational self-construal as men mostly develop independent self-construal (Cross & Madson, 1997). An individual is taught the gender role along with the social codes in the community and the individual is expected to exhibit behaviors within this gender role pattern (Özbay, Terzi, Erkan, & Cihangir Çankaya, 2011). For instance, in relation to gender roles within majority in the community, females are expected to be passive and sensitive and males are anticipated to be assertive and skilled in problem solving (Kısaç, 1999). Families may limit females when males are granted more freedom in peer relations and participation in social activities. Thus, males participating in social relationships and having more time with peers are supported as females do not receive the same support. In addition, assertive and talkative females may not be welcomed particularly in some circles within the community. Thereby, maybe, females' initiation of relationships, asserting influence, and conflict resolution efforts are not consistent with community expectations and value judgement. Females, exhibiting assertive behaviors, may feel uncomfortable as they conflict community expectations.

Conclusion and Suggestions

According to the results of the current study, attachment to parents and peers directly influences interpersonal competence and subjective well-being. Interpersonal competence partially mediates between parent and peer attachment and subjective well-being. Within the current study, initiating relationships, asserting influence, and conflict resolution other than providing emotional support and self-disclosure as sub-dimensions of interpersonal competence were mediators. The relationship between parent and peer attachment and interpersonal competence did not differ on gender. Similarly, the relationship between parent and peer attachment and subjective well-being did not differ on gender. Only the relationship between interpersonal competence and subjective well-being differed on gender. For males, the path from interpersonal competence to subjective well-being was significant as it was not so for females.

Based on these results, some suggestions for further research and for experts working within the field were made. The current study was conducted with adolescents. Thus, the current research results can be interpreted for adolescents. Interpersonal competence may be tested depending on both the individual's own statement and the individual's intimate peers', parents' and teachers' statements. Interpersonal competence was measured by the statements of the individual's own statements. Utilizing intimate contacts may reinforce studies more. In addition, re-utilizing the statements of the 35 participants in the first group in which the interpersonal competence scale adaptation practice was implemented in testing the proposed model in three months may be considered as a limitation since the participants are already familiar with the scale items. However, interpersonal competence and components of interpersonal competence may vary in different phases of the relationship, in different types of relationship, and in different periods of life. So, the role of interpersonal competence may be investigated for various age groups and relationship types. This may be important in getting a detailed interpersonal competence and presenting a holistic perspective towards interpersonal competence. Investigating the relationships among research variables through multi-group structural equation model and the findings obtained based on this may be considered a significant result. A review of the literature shows that such studies are in limited numbers. Thus, the relationships among such variables may be studied in relation to gender in future researches. The interaction of factors increasing and reducing interpersonal competence with subjective well-being may be investigated in a model. Through difference analyses, causalities not contributing in subjective well-being and adequate communication, despite adequacy of the attachment type and properness, may be discovered and explained to find out new components. Interpersonal relational competence and subjective well-being may constantly vary based on situational factors. However, attachment is an often-obtained result. In this regard, constant

comparison of sources producing change may be conducted within the context of causal relationships based on attachment types and new interpretation and causality discoveries may be put forward. Regarding through the positive psychology frame, programs are being carried out to enhance adolescents' competence levels especially abroad. Similar programs in Turkey are being made as well (see Eryılmaz, 2012). In this context, adolescents' competence levels may be enhanced through interpersonal competence programs. Thus, these programs may also contribute to adolescents' subjective well-being since their interpersonal competence levels enhance. The relationships between interpersonal competence and some psycho-social variables such as peer relations, romantic affairs, regulating emotions, being indomitable, education experiences, marital experiences, social media use may be surveyed. In addition, within conferences and seminars organized by psychological counselling and guidance experts, along with the role of families, the importance of peer relations in meeting emotional needs of students may be highlighted. Students with insecure attachments may be defined and these students may be prioritized for trainings on interpersonal competence.

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