

TURKISH 6th-8th GRADE STUDENTS' SOCIAL EMOTIONAL LEARNING SKILLS AND LIFE SATISFACTION

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ABSTRACT

The purpose of this study is to find out that whether 6th-8th grade Turkish students have any life satisfaction differences depending on gender, class level, and perceived parents attitude and whether students' social emotional learning skills are a predictor of life satisfaction. The participants were 388 students, between age range of 15–18, who were attending seven different elementary schools in Burdur, Turkey. Their ages ranged from 10 to 15 years old. Data were collected by using Social-Emotional Learning Skills Scale and the Multi-Dimensional Student Life Satisfaction Scale-Short Form. Results indicated that life satisfaction did not differ by gender, but did differ by class level and perceived parental attitudes. According to stepwise multiple regression analysis, 8th grade, perceived parental attitudes (over tolerant), self-esteem enhancing skills and stress-coping skills were significant predictors of students' life satisfaction.

Key Words: Life satisfaction, Social-emotional learning skills, Perceived parent attitudes, Gender.

INTRODUCTION

In the past decade, there has been an increasing interest in positive psychology and in examining positive psychological constructs like happiness, meaning in life, subjective well-being, and life satisfaction. Positive psychology focuses on improving the quality of life of individuals and preventing the pathologies caused by negative events and stress (Seligman and Csikszentmihalyi, 2000). One of the most important constructs in positive psychology is subjective well-being. Diener, Suh, Lucas and Smith (1999) contended that subjective well-being as the assessment of cognitive and emotional life of a person consisted of several components: positive emotions, negative emotions, and life satisfaction. Life satisfaction represents the cognitive dimension of subjective well-being (Huebner, Suldo, Smith, and McKnight, 2004) and provides an overall assessment of the quality of a person's life and the perception of important life goals (Diener, Emmons, Larsen, & Griffin, 1985; Diener, Suh, Lucas, and Smith, 1999). These general assessments about life include the desire to change the life satisfaction from the past and the future and comments about a person's life by that person's relatives (Diener, Suh, Lucas and Smith, 1999). In other words, life satisfaction covers the comparison between a people's criteria imposed by themselves and perception of the living conditions, therefore, It contains valuing their own life (Pavot and Diener, 1993).

According to Gilman and Huebner (2003), life satisfaction is one of the most important concepts in positive psychology. It is multidimensional, in that one can examine satisfaction with school, friends, and family relationships, among other domains. Currently, there are more studies of life satisfaction in adults than there are in samples of children and adolescents. Research on adults indicates that high life satisfaction is associated with positive social relationships, active participation in politics, fewer physical complaints, and a longer life, whereas low life satisfaction is associated with adjustment disorders, depression, isolation, aggressive behavior and alcohol and drug addition (Huebner, 2004). Research on children and adolescents yield similar findings,

with findings showing relationships between life satisfaction and several variables, including physical health, self-perception, depression and social relationships, extraversion, internal focus of control, self-concept, active coping, pro-social behaviors, the use of addictive substances, and psychopathology (Huebner, 2004; Kaya & Siyez 2008).

The studies related to life satisfaction mostly deal with the university and high school students (Aydiner, 2011; Chow, 2005; Çeçen, 2008; Çivitçi, Çivitçi and Fiyakalı, 2009, Çeçen, 2007; Gündoğar et al., 2007; Handal and Fenzel, 2000; Miller, 1995; McKnight, 2005; Paolini, Yanez and Kelly, 2006; Shek, 1999; Tuzgöl, 2007; Young and Moller, 1996). Identifying the factors that

affect life satisfaction at early ages helps to take measures to improve the future life satisfaction, to plan the preventive activities. In studies on children and adolescents, the relationship between life satisfaction and family support (Bradley and Corwyn, 2004; Nansook, 2004; Nansook, 2005; Petito and Cummins, 2000; Young et al., 1995), self-efficacy, extraversion (Fogle, Huebner, and Laughlin, 2002), parental and friend relationships (Levin and Currie, 2010, Nickerson and Nagle, 2004), self-esteem, physical appearance (Huebner, Gilman, and Laughlin, 1999), age or education level (Dew and Huebner, 1994; Greene, 1990, Huebner, 1991; Huebner et al., 2000), gender (Dew and Huebner, 1994; Neto, 1993, Huebner, 1991; Huebner and Alderman, 1993; Huebner et al., 2000; Verkuyton, 1996), academic success (Salmela-Aro and Tynkkynen 2009) are investigated.

According to Zhang and Leung (2002), self-esteem is an important variable in addition to demographic characteristics, social relationships, personality and coping skills for explanation of life satisfaction. The relationship between self-esteem and life satisfaction has been demonstrated in many research (Campbell, 1981; Çivitçi, 2007, Diener and Diener, 1995; Leung and Leung, 1992; Lucas, Diener and Suh, 1996). Self-esteem of a person reflects the perceptions and evaluations about oneself but the life satisfaction includes the person's evaluation of whole life (Diener and Diener, 1995). Self-esteem is one of the important dimensions of being sufficient in social and emotional aspect and corresponds to the social and emotional learning skills that increase self-esteem enhancing skills (Kabakçı and Korkut, 2008, and Kabakçı and Korkut Owen, 2010). Social and emotional learning is defined as gaining skills like recognizing and managing emotions, dealing with the other people and being responsible, building positive relationships, giving responsible decisions, managing the difficult situations. (Devaney, Brien, Tavegia and Resnik, 2005; Elias, Zins, Graczyk, and Weissberg, 2003; Mooij and Smeets, 2009). According to Kabakçı and Korkut-Owen (2010), social emotional learning can be defined as recognizing and managing emotions, effectively solving problems, establishing positive relationships with other people and competencies that are required for all students. In particular, social emotional learning ability known as coding, translating the social and emotional information and putting them into logical framework is related to children's social behavior (Mckown, Gumbiner, Russo, and Lipton, 2009). The Collaborative for Academic, Social, and Emotional Learning (CASEL) explains social and emotional competence in five components (Merrell, 2010).

Those are as follows:

- *Self-awareness*: It is exactly people's feelings, interests, values and strengths assessment, protection of their self-confidence based on a solid foundation.
- *Self-management*: Coping with stress, controlling urges and regulation of feelings for a person to be patient while overcoming obstacles, personal and academic goal-setting and monitoring the progress, expressing the feelings properly.
- *Social awareness*: Looking through the other people's eyes and establishing empathy with them, recognizing individual and group differences and similarities and giving them sufficient importance, knowing and being able to use the school and family resources.
- *Relationship skills*: Establishing and maintaining collaborative and healthy relationships, resisting negative social pressure, preventing, managing and solving interpersonal conflicts, seeking help when needed.

- *Responsible decision making*: Making decisions taking into account the ethical standards, safety concerns, the appropriate social norms, respect to others, the possible outcomes of different events, applying decision-making skills to academic and social situations, participating in building well-being schools and society.

Social and emotional learning skills are important to determine the quality of life for all ages. People with strong social and emotional sides are more successful in many areas such as solving social problems, establishing interpersonal relationships, having self-knowledge and self-understanding (Kabakçı and Korkut, 2008). According to Zins, Weissberg, Wang, and Walberg (2001), the potential effects of social emotional learning are divided into two groups. The primary effects are; academic achievement, motivating learning, increasing the interest in and commitment to the school, decreasing the possibility of expulsion from the school, graduating with a higher degree and increasing the possibility of finding a job. Secondary effects can be seen in the areas like expectation of greater competence, increased cooperation with others, developed social and problem-solving skills, community cohesion and increased healthy life expectations, less drug and violence usage and improved family relations (Kabakçı and Korkut, 2008).

Research dealt with improving children's and adolescents' social emotional skills help to improve controlling emotions, establishing positive relations with others, making responsible decisions and coping with difficult situations as well as increasing academic achievements (Devaney, Brien, Tavegia and Resnik, 2005). In addition, determining elementary school students' predictors of life satisfaction can give direction for psychological counseling and guiding this age group. Researches on increasing life satisfaction will contribute to professional efforts for increasing positive experiences more than removing the negative aspects. Thus, as positive psychology suggested, children and adolescents as well as psychological consultants can focus on more positive concepts. Even though social emotional learning skills are supportive for general well-being (Humphrey, Lendrum, Wigelsworth, & Kalambouka, 2009), there is no research dealing with children's and adolescents' social emotional learning skills and their life satisfaction together in Turkey. In summary, this study has two fundamental aims. First, to examine whether life satisfaction show differences with regard to gender, class level and perceived parents attitude. Second to examine whether students' social emotional learning skills, class level and parents attitude are a predictor of life satisfaction.

METHOD

Participants

Participants consisted of 388 Turkish students in the 6th (96, 24.7%), 7th (128, 33%), and 8th (164, 42.3%) grades from seven elementary schools. The group included 196 (50.5 %) female and 192 (49.5%) male students. Their ages ranged from 10 to 15 years old ($M = 13.15$, $SD = .965$). Socio-economic status (SES) data were not collected; however, participants were attending public schools serving predominantly middle and upper SES families.

Measures

Social Emotional Learning Skills Scale (SELSS): In this study, SELSS (Kabakçı, Korkut & Qwen, 2010) was used to measure students' social-emotional learning skills. SELSS consists of 40-items divided across four subscales (a) problem solving (11 items), (b) communication (9 items), (c) self-esteem (10 items) and (d) coping with stress (10 items). Participants respond to items on a four-point Likert scale, and both a total score as well as four subscale scores are provided. Total scores can range from 40 to 160, with lower scores indicating fewer social emotional learning skills. Kabakci et al. reported a Cronbach's alpha coefficient of .88 for the total score of alphas between .61 and .83 for subscale scores. Test-retest coefficients were .85 for the total score and between .69 and .82 for subscale scores.

Exploratory and confirmatory factor analysis were used to establish structural validity. An exploratory factor analysis with varimax rotation yielded four factors and the four factor model was supported by a confirmatory factor analysis. In similar validity scales, positively and significant ($p < .01$) relations similar to the ones found in scales of determining conflict resolution, self-esteem scale, social skills scale and coping strategies scale used in stressed life were found. Discriminant validity of the scale for the top and bottom groups was found significant at ($p < .001$) level. In addition, the relationships between the subscales and total scores are in ($p < .01$) significant level. Cronbach alpha estimates for SELSS scores in this study were .88 for the total score, of problem solving, for communication, for self-esteem, and for coping with stress and they vary between .65-.80 for the subscales.

The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS): In this study, to evaluate students' life satisfaction, The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) adopted by Siyez and Kaya (2008) were used. The BMSLSS (Huebner, Suldo, Valois, Drane, and Zullig, 2004) is a five-item measure in which each item denotes one of the five life satisfaction domains (i.e., family, school, friends, self, and living environment). The five items are summed to obtain a total life satisfaction score. Each item is rated on a seven-point Likert scale with responses ranging from "Terrible" (1) to "Delighted" (7). An additional item (i.e., "I would describe my satisfaction with my overall life as...") was included with the BMSLSS items

as a validity check (Seligson, Huebner, & Valois, 2005). The scores from Turkish form of the BMSLSS had acceptable test-retest reliability ($r = .82$) and internal consistency ($r = .89$). Item-total correlations varied from .64 to .78. A significant correlation was observed between the BMSLSS and the Children's Depression Inventory and between the BMSLSS and the Piers Haris Self-Concept Scale. Cronbach Alpha coefficient of Multidimensional Students' Life Satisfaction Scale calculated in this research is .80

Data Analysis

In this research, t-test, one-way analysis of variance (ANOVA) and stepwise multiple regression analysis were used to analyze the data. After getting data set ready for analysis, multiple regression analysis assumptions have been tested. After analysis, it has been observed that one independent variable tolerance value which cannot be explained by other independent variables is greater than 20, variance increasing factor (VIF) values are lower than 10 and condition index (CI) value was lower than 30. Thus, it has been decided that there is no multicollinearity between the independent variables (Büyükoztürk, 2010). Since gender, class level, and perceived parent attitude are classified variables, they have been coded as artificial (dummy) variable into the regression analysis. Produced dummy variable amount is one less than the group number. SPSS 16.0 software was used for analysis.

RESULTS

Preliminary Analyses

Descriptive statistics and skewness and kurtosis values are presented in Table 1. As can be seen in the table, skewness and kurtosis values in all data were between -1.0 and +1.0 (Muthén and Kaplan, 1985), which is within acceptable limits for a normal distribution. Also, Mahalanobis distance indicated no extreme values (Tabachnick and Fidell, 2007).

Table 1: Descriptive statistics

| | Mean | SD | Skewness | Kurtosis |
|------------------------------|-------|------|----------|----------|
| Life satisfaction | 35.05 | 4.88 | -.748 | .224 |
| Communication | 28.25 | 4.38 | -.395 | -.240 |
| Problem solving skills | 34.91 | 5.22 | -.487 | .010 |
| Coping with Stress | 25.39 | 5.03 | .035 | -.293 |
| self-esteem enhancing skills | 34.92 | 3.84 | -.198 | -.240 |

The relationship between life satisfaction and social emotional learning skills were examined and the Pearson Correlation coefficients results are given in Table 2.

Table 2: Pearson Correlation Coefficients of Variables

| | 1 | 2 | 3 | 4 | 5 |
|------------------------------|--------|--------|--------|--------|---|
| Life satisfaction | - | | | | |
| Communication | .224** | - | | | |
| Problem solving skills | .313** | .574** | - | | |
| Coping with Stress | .259** | .473** | .537** | - | |
| Self-esteem enhancing skills | .490** | .423** | .481** | .244** | - |

** P < 0.01

As shown in Table 2, correlation coefficient was calculated .22 between life satisfaction and communication skills, .31 between life satisfaction and problem solving skills, .26 between life satisfaction and coping with stress and .49 between life satisfaction and self-esteem enhancing skills. And also, correlation coefficient was calculated .57 between communication skills and problem solving skills, .47 between coping with stress and self-esteem enhancing skills. The correlation coefficient is .54 between problem solving skills and coping with stress, .48 between self-esteem and the correlation coefficient between coping with stress and self-esteem enhancing skills was calculated as .24. The correlation coefficients between variables are statistically significant ($p < .01$). Obtained correlation coefficient shows that the relationship between variables can be tested by multi regression analysis.

Results about Group Differences

Results of a *t*-test indicated that females ($M = 34.97$, $SD = 4.77$) and males ($M = 35.13$, $SD = 5.01$) did not differ significantly or meaningfully on life satisfaction, $t(386) = .31$, $p > .05$, $d = .03$. An ANOVA indicated that eight graders ($M = 33.99$, $SD = 5.25$) reported significantly higher scores than students in the 6th ($M = 35.94$, $SD = 4.38$) and 7th ($M = 35.73$, $SD = 4.52$) grades, $F(2-385) = 6.908$, $p < .01$. However, the effect size was very small, $\eta^2 = .035$. Finally, life satisfaction differed significantly by parental type, $F(4, 383) = 4.22$, $p < .01$. Students with protective parents ($M = 35.68$, $SD = 4.67$) reported higher life satisfaction than students with over-tolerant ($M = 32.91$, $SD = 4.75$), authoritative ($M = 33.18$, $SD = 5.32$), careless-inconsistent ($M = 31.11$, $SD = 8.24$) parents. Similarly, students with democratic parents ($M = 35.25$, $SD = 4.66$) reported significantly lower scores than those with over-tolerant and careless-inconsistent parents. However, the effect size for these differences was also small, $\eta^2 = .04$.

Results for the stepwise multiple regression analysis

Stepwise multiple regression analysis was used to examine whether students' social emotional learning skills, class level and parents attitude are a predictor of life satisfaction. The results of the multiple regression analysis are presented in Table 3.

Table 3: Stepwise Multiple Regression Analysis Results for Predicted Life Satisfaction.

| Variables | B | SE | $\hat{\alpha}$ | t | p | R | R ² |
|---|--------|-------|----------------|--------|------|-----|----------------|
| First Stage | | | | | | | |
| Constant | 13.322 | 1.984 | | 6.716 | .000 | .49 | .24 |
| Self-esteem enhancing skills | .622 | .056 | .490 | 11.023 | .000 | | |
| Second Stage | | | | | | | |
| Constant | 11.252 | 2.057 | | 5.471 | .000 | | |
| Self-esteem enhancing skills | .576 | 0.57 | .453 | 10.016 | .000 | .51 | .26 |
| Coping with Stress | .145 | .044 | .149 | 3.298 | .001 | | |
| Third Stage | | | | | | | |
| Constant | 12.498 | 2.085 | | 5.993 | .000 | | |
| Self-esteem enhancing skills | .559 | .057 | .440 | 9.760 | .000 | .52 | .28 |
| Coping with Stress | .149 | .044 | .143 | 3.196 | .002 | | |
| Class (8.Grade) | -1.224 | .434 | -.124 | 2.824 | .005 | | |
| Fourth Stage | | | | | | | |
| Constant | 12.951 | 2.083 | | 6.2157 | .000 | | |
| Self-esteem enhancing skills | .542 | .057 | .427 | 9.441 | .000 | | |
| Coping with Stress | .152 | .044 | .156 | 3.465 | .001 | .53 | .29 |
| Class (8.Grade) | -1.321 | .433 | -.134 | -3.051 | .002 | | |
| Parents attitude (over-tolerant) | -2.053 | .891 | -.101 | -2.305 | .022 | | |
| First Step: F (1-385) = 121.468, * P<.001 | | | | | | | |
| Second Step: F (2-384) = 67.746, * P<.001 | | | | | | | |
| Third Step: F (3-383) = 48.643, * P<.001 | | | | | | | |
| Fourth Step: F (4-382) = 38.220, * P<.001 | | | | | | | |

In Table 3 it can be seen that stepwise multiple regression analysis was completed in four steps and for variance contribution, self-esteem enhancing skills improvements skills, coping with stress skills, class and parents attitudes are important predictors of student's life satisfaction. Self-esteem enhancing skills explains 24% of the total variance in first step (R = .49, R² = .24, F (1-385) = 121.46, P<.001). When coping skills included in the analysis in the second step, the variance raised to 26% (R = .51, R² = .26, F (2-384) = 67.74, P <.001). Once class variable added into the analyses in the third step, the variance goes up to 28%. (R = .52, R² = .28, F (3-383) = 48.64, P<.001). In the fourth step, parents attitude included in the analysis and the variance rose up to 29%. (R = .53, R² = .29, F (4-382) = 38,22, P <.001). When we looked at the signs of

regression coefficients, there is a positive relationship between life satisfaction and self-esteem enhancing skills and coping with stress skills, but there is a negative relationship between life satisfaction and class, parents attitude. Once we examined the regression coefficient (β), the importance order of predictor variables are; self-esteem enhancing skills, coping with stress skills, class and parents attitudes, respectively. In addition, the gender variable is not a significant predictor of life satisfaction.

DISCUSSION

In this study, no significant difference was found in the life satisfaction levels of students by gender. This finding is consistent with other studies reporting a no significant difference between children's and teenagers' life satisfactions depending on gender (Chow 2005; Duru, Rose, Uskun, Demirci, and Keçeci 2007; Fugl-Meyer, Melin, and Fugl-Meyer, 2002; Hampton and Marshall, 2000; Hintikka, 2001; Huebner, 1991; Katja, Paivi, Marja-Terttu and Pekka, 2002; Tuzgöl, 2007). With this, it can be concluded that gender is not a significant variable to explain 6th-8th grade level Turkish students' life satisfaction.

Another result of this research shows that students' life satisfaction varies by class level. 8th grades students' life satisfactions are lower than 6th and 7th grade students' life satisfaction. This result is difference with Huebner's (1991) research findings. This difference can be explained by the Turkish educational systems. Level Placement Test for elementary school applied in 2008 at first time but it was gradually abolished in 2010. Accordingly, 6th grade students in 2010 have also entered 8th grade level placement test in 2012. Level placement test spread into three years and grade weighted score for 8th grade placement test is higher than those in 6th and 7th grades. Therefore, 8th grade students are in intensive exam preparation. They spend most of their time studying, but not spending enough time with their friends, hobbies and sports. However, researches show that hobbies and extra-curricular activities have positive effects on life satisfaction (Gilman, Meyers, and Perez, 2004). Gilman (2001) has reported that extra-curricular social activities increase life satisfaction. In addition, 8th grade students not only deal with exams and choosing problems but also deal intensely with emotional adolescence problems. For these reasons school psychological counselors' preventive works associated with students' exam preparation and adolescence times and directing them to social activities related to their interest and abilities can help them to get more satisfaction from their life. There had been a change in the transition to elementary schools at the end of completing the research and Minister of National Education has declared that 6th and 7th grade students wouldn't enter the exam but 8th grade students would enter. For this reason, further studies should investigate relationships between grade level and leisure time activities.

Another finding of the present study shows that students' life satisfaction differ depending on perceived parental attitude. Students with protective parents have higher level of life satisfaction than the students with authoritative, careless-inconsistent and over-tolerant parents. It is defined as parents protective attitude prevents children to achieve autonomy, but it is also believed that interpretation of these results should be done by considering the cultural differences. Like many Asian and eastern societies, Turkish society has collectivistic culture. In collectivistic cultures, the fact that people connected to each other is important. In this cultures, roles and tasks expected from people are determined and it gives people to strengthen their connection with others (Kağıtçıbaşı, 2006). In collectivistic cultures, people cares each others' life more and family's social support is important. For this reason, the protective parents attitude might not be considered as a negative one by the students. It can be said that this attitude makes their life easier and increase their life satisfaction. According to the results, students who has democratic parents attitude have higher life expectations than those who has over-tolerant and careless-inconsistent parents attitude. Democratic parents attitude is defined positive. Similar studies show positive correlation between life satisfaction and positive parents attitude (Çivitçi, Çivitçi and Fiyakalı, 2009; Demo and Acock, 1996; Petito and Cummins, 2000). Democratic parents pay attention to their children's needs and they respect and support to the children's decisions. Life satisfaction should tie with realization of goals and objectives. It is thought that students with democratic parents attitude use their family's support to reach their goals. For these reasons, Students with democratic parents attitude may have higher life satisfaction.

The findings of this research shows that class level, perceived parents attitude and social emotional learning skills, self-esteem enhancing skills and coping with stress skills are predictor for life satisfaction, but gender,

communication and problem solving skills don't predict the life satisfaction. Variable that contributed most to the prediction of life satisfaction is self-esteem enhancing skills which are a sub-dimension of social emotional learning skills. This result agrees with many researches demonstrating that the most important predictor of life satisfaction is self-esteem (Casas et al., 2007, Chow 2005 Çeçen 2008; Çivitçi and Çivitçi, 2009, Gilman and Huebner, 2006; Huebner, 1991 Huebner et al., 1999, Huebner and Gilman, 2006; Neto, 2001; Myers and Diener, 1995; Yetim 2003, Zhang and Leung, 2002). Collaborative Academic, Social and Emotional Learning (2003) defines the information like social emotional learning skills, learning and managing emotions, caring the other people and earning responsibility, establishing positive relationships, taking responsible decisions, adequately handling difficult situations as skills and attitude implementation and winning process (Zins and Elias, 2006). Self-esteem enhancing skills are important social emotional learning skills that help students to feel self-sufficient in social, emotional and academic area. Self-esteem enhancing skills contains positive evaluations about a person oneself. When a person detects that a person is positive and self-sufficient then a person can feel oneself sufficient to reach own life goals and can have more life satisfaction. As mentioned in CASEL (2003), social emotional skills are teachable (Zins and Elias, 2006). For this reasons, school counselors can coordinate training programs to increase students' social emotional learning skills. Moreover, students may be encouraged to participate in individual or group counseling where they can learn cope with stress and improve self-esteem.

According to this research results, other significant predictor of life satisfaction is coping with stress skills. It is observed that there is a positive significant correlation between life satisfaction and coping with stress skills. According to DuPont (1998), coping with stress skills can control urges which trigger destructive behaviors. This situation is also related to emotional self-regulation and it includes assessment about how a person feels in the case of stress (Kabakçı and Korkut, 2008). Therefore, students with ability to cope with stress can manage and handle difficult situations. In Turkey, elementary school 6th, 7th and 8th grade students enter the placement test. These students are in the adolescent period and as known this period is hard for adolescent. And then they also have to cope with exam stress. Therefore, school psychological counselors can plan to increase students' life satisfaction by organizing psycho-educational programs which helps students to gain skills to cope with exam stress.

Class level is third significant predictor of life satisfaction. According to the results in this research, life satisfaction decreases with increasing class level. But, Huebner (1991) found that there was no significant relationship between life satisfaction and age or class level. This can be explained by educational differences. In our country, academic expectations from eight grade students are high and the importance given to academic success increases with the high class level and these have negative impact on students. It is expected that life expectations decrease for students who don't spend their time for activities other than studying, oscillates between school and private lessons, has to solve tests all time.

Parents attitude is fourth significant predictor of life satisfaction. According to the results, life satisfactions are lower for the students who has over-tolerant parents attitude. Over-tolerant parents attitude is considered as negative parents attitude. Over-tolerant parents don't limit their children for any behavior, tolerate their wrong behavior and give unlimited rights and freedoms (Çağdaş and Seçer, 2010). According to Razon (1981) a child grown-up in such environment might have difficulties to take responsibilities and to establish healthy relationship with others (Çağdaş and Seçer, 2010). Children grown up in over tolerant attitude have difficulty to distinguish right or wrong and to follow rules. These children might have disappointments and some adaptation problems when they started to the school and face with some rules (Özyürek and Şahin, 2010). Children who have over-tolerant parents attitude might expect same tolerance from other people, when they see that this is not happening, they might have some negative experiences. This might be the reason for the drop of their life expectations. On the other hand, previous studies show that healthy relationships based on trust between parents and children and positive parents attitude increase the life expectation (Çivitci, Çivitci

and Fiyakalı, 2009; Demo and Acock, 1996; Nickerson and Nagle, 2004; Levin and Currie, 2010; Petito and Cummins, 2000).

In conclusion, the developments in field of psychological counseling and guidance for last 10 years, guidance approach not only focuses on problems. And it is expected that psychological counseling and guidance services in schools have preventive and positive services. Life satisfaction is a cognitive dimension of subjective well one of the important concept in positive

psychology. Studies that predict life satisfaction in children and adolescents are important for planning prevention programs for children and adolescents. For example it can be prepared psycho-educational program to improve children's social emotional learning skills. Social emotional learning skills program for children and adolescents provide more effective results in small groups (Neil, Ann, Michael, & Afroditi, 2009). For this reason, psycho-educational programs to improve children's social emotional learning skills in schools should be done with small groups. According to Taylor and Dymnicki (2007), it is important considering the cultural properties when these programs implemented. For this reason, further studies should develop psycho-educational program about social-emotional learning skills for Turkish culture. And also, this research results shows that friendly relations in family and parents attitudes are predictors of life satisfaction. Therefore, the school counselors should inform the parents of their parents attitude and moreover these parents may be encouraged to participate in individual or group counseling where they can share their parental attitudes and relationships with their children.

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