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THE RELATIONSHIP BETWEEN LIFE SATISFACTION AND PERCEIVED SOCIAL SUPPORT IN THE SINGLE PARENT ADOLESCENTS

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ABSTRACT

This study aimed to investigate the relationship between the life satisfaction of teenagers from single-parent households and their reported levels of social support from family, friends, and teachers. Additionally, the study sought to determine the predictive value of perceived social support factors from family, friends, and teachers on life satisfaction. In order to achieve these objectives, the researchers employed the correlational screening model, which is a quantitative research methodology. The study's sample comprised 115 students who were enrolled in high school, specifically in the 9th, 10th, 11th, and 12th grades, within the İskenderun district of Hatay province. The data was obtained through the utilization of the personal information form, the Perceived Social Support Scale, and the Life Satisfaction Scale. The findings of the study indicate that there is no a statistically significant variation in the average scores of the Life Satisfaction Scale based on the manner in which parents are separated, as well as the average scores of the Family, Friend, and Teacher sub-scales of the Perceived Social Support Scale. However, a significant association was observed between the average scores of the Life Satisfaction Scale and the average scores of the Family, Friend, and Teacher sub-scales of the Perceived Social Support Scale. Furthermore, the average scores of the Perceived Social Support Scale Family, Friend, and Teacher sub-scales were found to significantly predict 42% of the average scores of the Life Satisfaction Scale.

Keywords: Single parent adolescents, life satisfaction, perceived social support.

INTRODUCTION

From birth to death, people go through different stages of development. One of the most important of these developmental periods is adolescence. In this period, the transition from childhood to adulthood is completed with the increase in the development of physical, sexual and social skills. Adolescence is a period of rapid change and transformation (Sawyer et al., 2018). Adolescence has developmental tasks that must be accomplished. While these tasks are related to the adolescent, such as recognizing and accepting his/her own body so that he/she can create a positive body image and, understanding the fluctuations in mood and adaptation, it is also related to adapting to society, such as social expectations, identity acquisition and, achieving independence. Accomplishing these tasks involves a labor-intensive process for the adolescent. Some adolescents have problems with these developmental tasks, while others are successful (Irwin et al., 2002; Rodoper, 2019). Huebner et al. (2010) stated that the life satisfaction of adolescents with problems is low, and the life satisfaction of those who are successful is high.

Life satisfaction has been defined as a subjective assessment of a person's quality of life in general or in relation to specific areas (Diener et al., 1999). High life satisfaction is seen as an indicator of happiness. If life satisfaction is high in adolescents, interpersonal relationships and psychological status are healthier. There are factors that affect the life satisfaction of adolescents. These include social environment, family attitudes, education received from school and personality traits (Çivitçi et al., 2009; Edwards & Lopez, 2006; Gilman & Huebner, 2003; Storksen et al., 2005). Badel & Işık (2015) compared the life satisfaction levels of adolescents with one parent and two parents. As a result, they found that adolescents with two parents had higher life satisfaction levels than adolescents with one parent. Vandervalk et al. (2004) stated that adolescents whose parents are separated have a more stressful adolescence. Auersperg et al. (2019) also found a significant relationship between parental divorce and depression, anxiety, suicide attempt, suicidal ideation, smoking, alcohol, and drug addiction in their meta-analysis study. These results show that parental divorce may also negatively affect adolescents' life satisfaction.

The association between interpersonal interactions and social support, fulfillment, and happiness has been confirmed by several research findings (Kasprzak, 2010). Ryff et al. (2001) suggests that the establishment of positive relationships with others is a fundamental component of subjective well-being. The establishment of meaningful relationships with others plays a vital role in fostering psychological well-being, as it facilitates personal growth and development (Ryff & Singer, 2000). Diener et al. (2003) also define life satisfaction as a comprehensive construct encompassing subjective well-being. Adolescents need social assistance in order to navigate through developmental activities that they may encounter challenges in managing. The mental well-being of individuals is negatively impacted throughout the process of problem-solving, leading to a reduction in overall life satisfaction due to feelings of helplessness (Gilman & Huebner, 2006; Greenspoon & Saklofske, 2001; Martin et al., 2008; Suldo & Huebner, 2004). According to Waylen et al. (2008), the establishment of a non-supportive relationship with the parent during adolescence would have a detrimental impact on social and

emotional development. Social support encompasses a range of biological, psychological, and behavioral assistance, as well as external resources, that bolster an individual's resilience when confronted with traumatic or arduous life events, including those that give rise to psychological difficulties (Wartberg et al., 2017). Especially during adolescence, social support becomes more important. Having social support resources positively affects the psychology of the person (Chang et al., 2022; Rodoper, 2019; Tosun, 2021; Yıldırım, 2017). Perceived social support from the family increases academic success, self-confidence and cognitive well-being (Uyan, 2014), perceived social support from the friend increases the social and emotional adaptation of the adolescent (Demir & Çelikkaleli, 2019) and, perceived social support from the teacher affects academic success, less problem behavior, attachment to school and adolescent self-esteem (Tian et al., 2013).

Adolescents may experience several negative outcomes as their perceived social support diminishes, including depression (Wan et al., 2022), suicidal ideation (Miller et al., 2015), engagement in smoking behavior (Piko, 2000), development of gaming addiction (Wartberg et al., 2017), as well as increased levels of aggression and violence (Shahar & Henrich, 2016). The phenomenon of family fragmentation is widely seen as a factor that impacts the perceived level of social support among teenagers. Social support has the potential to serve as a protective mechanism in mitigating the impact of stressful life events. This literature review focuses on studies investigating the impact of different types of family separation on the variable of perceived social support. The studies primarily involve adolescents from both dispersed and undispersed homes. Several studies have found that the dissolution of the family diminishes the levels of social support experienced by teenagers (Akyol, 2013; Ash & Huebner, 2001; Carlson, 2006; Gilman & Huebner, 2006; Storksen et al., 2005; Suldo & Huebner, 2006). On the other side, there are studies with the conclusion that the separation within a family does not have an impact on the perceived levels of social support among teenagers (Şahbaz, 2020; Ozcan, 2018).

Adolescents are the adults of the future. Therefore, it is important to investigate the variables that affect their life satisfaction. During this period, adolescents are in the process of developmentally knowing themselves, they have a great desire for freedom and want to form social relationships. But it is also a period in which adolescents must make academic and professional decisions about the future that this period of development requires. Considering the difficulties of this period it is seen that adolescents struggle with their coping skills and pose a risk over their life satisfaction (Çiftçi-Arıdağ & Ünsal-Seydooğulları, 2019). In the face of the difficulties required by the developmental period, the family can be seen as a protective factor. However, the fact that there is a negative experience such as divorce, death and abandonment in the family makes adolescents more disadvantaged in life satisfaction than adolescents whose parents are together, and that this experience negatively affects the social emotional development and self-concept of adolescents (Carlson, 2006; Sweeney & Bracken, 2000).

In recent years, many countries in Europe and the Western world have also experienced changes in family structure due to divorce, death or abandonment (Iacovou, 2004). The change in the family structure and the absence of parents in the family environment disrupt the family balance and put children in negative and

undesirable situations compared to the children of the families who are together, which may also adversely affect their normal development. These changes in the family structure cause a decrease in the life satisfaction of adolescents who are already in a difficult developmental period (Akyol, 2013; Evans & Kelley, 2004; Zullig et al., 2005), and this can make them more vulnerable to dangers. Kendig & Bianchi (2008) stated that single-parent families are more disadvantaged than double-parent families. Examining the literature, it has been observed that adolescents who had negative childhood experience problems such as disintegration had a decline in academic achievement (Bethell et al., 2014; Bowlby & McMullen, 2002; Storksen et al., 2005), behavior problems (Liu et al., 2000; Stolz et al., 2005), internet addiction (Domokos et al., 2011), smoking, alcohol and substance abuse, suicide (Auersperg et al., 2019), showing psychiatric symptoms (Hilberg et al., 2011; Kelleher et al., 2008), attention problems and deterioration in social relationships (Liu et al., 2000) more likely compared to their peers who did not have such an experience.

The high level of perceived social support leads to the formation of positive emotions such as respect and acceptance on the individual (Zimet et al., 1988). For adolescents who are developing together emotionally, cognitively and socially, the social support received from family, friends and other people they care about will ensure that they do not feel lonely, believe that they are valued and cared for, know that they will be supported when they have problems, especially when they are on the way to becoming an adult, are listened to by adults, see that their ideas are important, meets the need to socialize and belong by their peers and contribute to the adolescent's self-development; such social support indirectly increases the satisfaction adolescents receive from life (Tosun, 2021). In particular, it is considered that the social support the adolescents will receive from their family, teachers and friends will have a significant impact on the social support they perceive as adolescents who face the difficulties of adolescence and experience a difficult life event such as family disintegration. This support can also provide a significant effect for them, provide reductions even in the effects of a traumatic experience such as disintegration, and the existence of social support that adolescents perceive in their lives despite these negative experiences can have a positive effect on their life satisfaction.

Numerous studies within the existing body of research have explored the correlation between perceived social support and life satisfaction across various demographic categories, as well as specifically investigating these two variables within the adolescent population. Nevertheless, a comprehensive investigation on the relationship between perceived social support levels and life satisfaction among single-parent teenagers has not been conducted. Upon reviewing the literature pertaining to the correlation between perceived social support and life satisfaction, it was determined that a positive association exists between perceived social support and life satisfaction. Furthermore, it was found that social support has the capacity to enhance the life satisfaction of adolescents (Flouri & Buchanan, 2002; Storksen et al., 2005; Süpçeler, 2016; Tosun, 2021; Uygur, 2018; Ünal & Şahin, 2013). According to the findings of Piko and Hamwai (2010), there exists a significant correlation between familial characteristics and the level of life satisfaction among adolescents. The study suggests that adolescents who receive support from their parents tend to experience higher levels of life happiness. According to the

findings of Ünal and Şahin (2013), it was determined that the level of life satisfaction among adolescents is positively influenced by the perceived social support received from both their family and their teachers.

This study aims to identify the risk groups among adolescents who have undergone a traumatic experience, such as a family breakup, and exhibit low levels of perceived social support and life satisfaction. The further intervention involves reaching out to these identified students and offering early psychological support through school psychological counselors. This intervention takes into consideration the individual needs of the adolescents within the school setting. Additionally, it emphasizes the importance of establishing a source of social support through collaborative efforts between the school administration, teachers, and families. By implementing these services, it is anticipated that the level of perceived social support will be enhanced, ultimately leading to an indirect increase in the life satisfaction of these adolescents. Regardless of the frequency of negative experiences, it is widely believed that adolescents will experience reduced impact from traumatic events when they possess adequate support resources. Therefore, this study aims to contribute to understanding the psychological development in adolescents who come from broken families, exhibit low life satisfaction, and perceive limited sources of social support. This study is anticipated to provide a valuable contribution to the literature and field by highlighting the significance of psychological counselors in offering social assistance to aid adolescents from dispersed homes in navigating this phase with improved mental well-being.

This study seeks to examine the relationship between the life satisfaction of adolescents from single-parent households and their perceived levels of social support from family, friends, and teachers. Additionally, it aims to assess the predictive power of perceived social support variables from family, friends, and teachers on life satisfaction. In accordance with the aforementioned objectives, an investigation was conducted to obtain the responses to the subsequent inquiries:

- Are there any significant differences in the mean scores of Family, Friends, and Teacher subscales of the Life Satisfaction Scale and Perceived Social Support Scale, based on the family's disintegration (divorce, death, separation-abandonment) of adolescents residing in single-parent households?
- Is there a statistically significant correlation between the average Life Satisfaction Scale scores of adolescents living in single-parent families and the average scores on the Family, Friend, and Teacher subscales of the Perceived Social Support Scale?
- Is there a statistically significant correlation between the scores of Family, Friend, and Teacher sub-dimensions of the Perceived Social Support Scale and the scores on the Life Satisfaction Scale teenagers living in a single-parent family?

METHOD

Research Model

This study employed the correlational screening model, a quantitative research approach, to examine the associations between life satisfaction and perceived social support among teenagers residing in single-parent

households. The correlational screening model, as described by Karasar (2010), is a comprehensive screening approach designed to assess the presence and magnitude of any alterations between several variables. The present study aims to examine the relationship between life satisfaction and perceived social support sub-dimensions. Specifically, the study seeks to determine how perceived social support sub-dimensions serve as predictor factors in explaining the total score of life satisfaction.

Universe and Sample

The scope of this study encompasses high school students from single-parent families who are enrolled in educational institutions within the Iskenderun district of Hatay province during the spring semester of the 2021-2022 academic year. The sample comprises 115 students who were selected using a convenient sampling procedure from a pool of students attending both public and private high schools. Table 1 presents the descriptive statistics pertaining to the students included in the study sample.

Table 1. Descriptive Characteristics of Participants

Variables	Group	N	%
Gender	Female	77	67.0
	Male	38	33.0
Age	14	31	27.0
	15	23	20.0
	16	23	20.0
	17-18	38	33.0
Family Separation Style	Divorce	57	50.4
	Separation or Abandonment	36	31.9
	Death	22	17.7
Total		115	100

Examining the Table 1, the study group consists of a total of 115 students including 77 (67%) girls and 38 (33%) boys. Research sample by age: It consisted of 31 participants (27%) at the age of 14, 23 participants (20%) at the age of 15, 23 participants (20%) at the age of 16, and 38 participants (33%) at the age of 17-18. According to the way the family is separated, it is seen that the parents of 57 (50.4%) adolescents are divorced, the parents of 36 (31.9%) adolescents have left the house or one of their parents have left the house, and the parents of 22 (17.7%) adolescents are single parents due to the death of one of their parents.

Data Collection Tools

In the study, the "Personal Information Form" prepared by the researcher was used to determine the socio-demographic characteristics of the students; the "Perceived Social Support Scale" was used to determine the perceived social support level; and the "Life Satisfaction Scale" was used to measure life satisfaction.

Personal Information Form (PIF)

To collect the necessary information about the students participating in the research, a Personal Information Form was prepared. In this form, there are statements containing information such as students' gender, age and their parents' marriage dissolution type.

Perceived Social Support Scale (PSSS)

The Perceived Social Support Scale (Yıldırım, 1997; amended in 2004) was designed to assess individuals' perception of social support received from their family, friends, and teachers. This instrument enables researchers to measure the extent of social support perceived by individuals. The Perceived Social Support Scale (PSSS), which underwent revision in 2004, was employed in this research. The PSSS is comprised of three sub-dimensions and encompasses a total of 50 items. The aforementioned items encompass sub-dimensions such as Perceived Family Support, Perceived Friend Support, and Perceived Teacher Support. The initial 20 items assess the attributes related to the perception of familial support, followed by the subsequent 13 items that gauge the perception of support from friends. Lastly, the last 17 items pertain to the evaluation of qualities associated with the perception of social support from teachers. The PSSS grading scale is a Likert-type scale consisting of three points. Each item was scored based on its suitability, with a rating of 3 indicating suitability, a rating of 2 indicating partial suitability, and a rating of 1 indicating unsuitability. The scale comprises a total of 50 items, with 47 items reflecting good attributes and 3 items reflecting negative attributes. Each sub-scale contains an inverse item, specifically the items 17, 29, and 44. The scale has a minimum score of 50 and a maximum score of 150. The sub-fields of the scale have high scores, suggesting a high level of felt social support among individuals in those areas. Conversely, sub-fields with low scores indicate a low level of perceived social support among individuals in those specific sub-fields. The alpha reliability coefficient for the whole Perceived Stress Scale (PSSS) is 0.93. In the sub-dimensions, Yıldırım (2004) reported an alpha coefficient of 0.94 for Family support, 0.91 for friend support, and 0.93 for instructor support. The present study yielded Cronbach's Alpha reliability coefficients for the Perceived Social Support Scale (PSSS) that were 0.94 for the family sub-dimension, 0.87 for the friend sub-dimension, 0.94 for the teacher sub-dimension, and 0.94 for the total score of perceived social support.

Life Satisfaction Scale (LSS)

The present study involved conducting a validity and reliability assessment, which was first established by Diener et al. (1985) and Dağlı and Baysal (2016), and subsequently translated into Turkish. The original form of the scale consisted of a single factor and five components, and this structure was maintained in the Turkish adaption of the scale. The ratings assigned to each item adhere to a scale consisting of five levels: "I Completely Agree" (5), "I Largely Agree" (4), "I Moderately Agree" (3), "I Very Little Agree" (2), and "I Strongly Disagree" (1). The lower bound of the scale is 5, while the upper bound is 25. The rise in scores indicates a high degree of contentment experienced by individuals in their lives, while conversely, a low level of satisfaction is reported by others. The determination of the scale's reliability was conducted through the utilization of both the internal consistency

coefficient and the test-retest approach. The internal consistency coefficient of the scale, as measured by Cronbach's Alpha, was determined to be 0.88. Additionally, the test-retest reliability of the scale was found to be 0.97. In this research, the Cronbach's Alpha coefficient was computed to assess the reliability of the scale, yielding a value of 0.85.

Data Collection

The research data collection process commenced subsequent to the receipt of ethical committee approval, dated February 14, 2022, and identified as number 14, from the ethics committee of Cukurova University. The scales included in the study were generated via online questionnaires. The introductory section of the form provided an overview of the research objectives, the scales employed in the study, details regarding the scales, the voluntary permission form, and comprehensive contact information including the full email address. The researcher collected the data throughout the period from April 26, 2022 to June 17, 2022. In order to administer the scales utilized in the research, the authors responsible for the Turkish adaption study of the scales were contacted via electronic mail. Subsequently, authorization for scale usage as well as the requisite approvals from the ethics committee were acquired. The study's participants were recruited using social media platforms and Hatay İskenderun psychological counselor messaging groups, with the aim of engaging school psychological counselors employed in high schools. Additionally, efforts were made to ensure that the target student population was included in the study. A cohort including 115 students lacking family integrity completed personal information forms and scales.

Data Analysis

In the context of the study, an examination of the descriptive statistics of the variables was conducted prior to starting with the data analysis (refer to Table 2). The mean of the variables ranged from 2.24 to 2.50, the skewness values ranged from -0.82 to 0.51, and the kurtosis values ranged from -0.63 to 0.09. According to Hair et al. (2013), the variables exhibited a normal distribution as indicated by the coefficients of kurtosis and skewness falling within the range of -1 to +1. Parametric statistical methods were employed in the data analysis when the variables exhibited a normal distribution, specifically when the sample size per group reached or exceeded 30. Nevertheless, in the case when a minimum of 30 individuals were present in at least one of the observations within the groups, non-parametric techniques were employed. In the present study, the Kruskal-Wallis H Test, a non-parametric statistical test, was employed to assess the potential differences in life satisfaction and perceived social support levels among participants based on the situation in which their parents underwent separation. The study employed Pearson's moment multiplication correlation analysis to investigate the association between life satisfaction and perceived social support. A multiple linear regression analysis was utilized to investigate the impact of perceived social support on life satisfaction. Prior to conducting the regression analysis, certain assumptions related to collinearity and autocorrelation (independence of residuals) were evaluated. To assess the multi-collinearity assumption, we analyzed the tolerance values (ranging from

0.809 to 0.863) and the VIF values (ranging from 1.159 to 1.237). Our analysis indicated the absence of any multi-collinearity issue. According to Field (2009), the Durbin-Watson coefficient was determined to be 1.788, indicating the absence of any autocorrelation issue. The findings of this study indicate that the prerequisites for conducting regression analysis were satisfied. The analyses were conducted using the SPSS 22 software package, with a predetermined significance level of $\alpha=0.05$.

FINDINGS

The average scores, standard deviations, skewness and kurtosis coefficients obtained from the measurement tools are given in Table 2. While the average scores of the scales are indicated, the average score values obtained from each item are taken as a basis.

Table 2. Descriptive Statistics for Variables

Scale - Sub-scale	Average	SS	Skewness	Kurtosis
PSSS Family	2.36	0.48	-0.50	-0.54
PSSS Friend	2.49	0.42	-0.82	-0.03
PSSS Teacher	2.24	0.55	-0.46	-0.63
Life Satisfaction	2.50	0.89	0.51	0.09

The results of the Kruskal-Wallis H Test analysis, which was conducted to compare the Life Satisfaction Scale score averages and the Family, Friend and Teacher sub-scale score averages of the Perceived Social Support Scale according to the way the families of adolescents in a single-parent family were separated, are given in Table 3.

Table 3. Comparison of Life Satisfaction Scale Score Averages According to the Distribution of Families and The Sub-Scale Score Averages of PSSS

Scale and Sub-scales	Family Separation Style	n	\bar{X}	SS	χ^2	p
Life Satisfaction	Divorce	57	2.51	0.98	0.153	0.927
	Separation or Abandonment	36	2.53	0.81		
	Death	22	2.50	0.85		
PSSS Family	Divorce	57	2.34	0.48	0.363	0.834
	Separation or Abandonment	36	2.36	0.51		
	Death	22	2.41	0.47		
PSSS Friend	Divorce	57	2.51	0.42	2.028	0.363
	Separation or Abandonment	36	2.53	0.45		
	Death	22	2.41	0.41		
PSSS Teacher	Divorce	57	2.17	0.59	1.370	0.504
	Separation or Abandonment	36	2.31	0.51		
	Death	22	2.33	0.54		

According to the findings presented in Table 3, there is no a statistically significant difference observed in the average scores of the Life Satisfaction Scale ($\chi^2= 0.153, p>0.05$) and the sub-scales of Family ($\chi^2= 0.363, p>0.05$), Friend ($\chi^2= 2.028, p>0.05$), and Teacher ($\chi^2= 1.370, p>0.05$) within the Perceived Social Support Scale, when considering the manner in which the parents are separated.

Table 4 presents the outcomes of the Pearson Correlation Analysis, which aimed to investigate the association between the average scores of the Life Satisfaction Scale among adolescents in single-parent families and the average scores of the Family, Friend, and Teacher sub-scales of the Perceived Social Support Scale.

Table 4. Correlation between Life Satisfaction Scale Score Averages and The Sub-Scale Score Averages of PSSS

Scale and Sub-scales	Life Satisfaction	PSSS Family	PSSS Friend	PSSS Teacher
Life Satisfaction	1			
PSSS Family	.649**	1		
PSSS Friend	.227*	.299**	1	
PSSS Teacher	.247**	.316**	.383**	1

According to the findings presented in Table 4, a statistically significant positive correlation was seen between the average scores of the Life Satisfaction Scale and the Perceived Social Support Scale. Specifically, the sub-scale scores for Family ($r= 0.649, p<0.01$), Friend ($r= 0.227, p<0.05$), and Teacher ($r= 0.247, p<0.01$) exhibited significant positive associations with the mean values.

A multiple linear regression analysis was conducted in order to assess the degree to which the sub-dimensions of the perceived social support variable, when used as predictor variables, may predict life satisfaction. Table 5 displays the outcomes of a multiple regression analysis conducted to examine the relationship between life satisfaction and various predictor factors.

Table 5. Results of Multiple Regression Analysis of Life Satisfaction and Predictor Variables

Variables	B	SH _B	β	t	p
Constant	-.511	.447		-1.143	.255
PSSS Family	1.163	.143	.630	8.122	.000
PSSS Friend	.050	.169	.024	.298	.767
PSSS Teacher	.063	.129	.039	.486	.628
R= 0.69	R ² = 0.42	F = 27,233	p = .001		

Based on the findings presented in Table 5, it can be observed that the mean scores of Friend (Standardized B= 0.024, $p>0.05$) and Teacher (Standardized B= 0.039, $p>0.05$) on the PSSS do not have a statistically significant impact on the mean scores of the Life Satisfaction Scale. However, it is worth noting that the mean scores of Family (Standardized B= 0.630, $p<0.001$) on the PSSS do have a statistically significant influence on the mean scores of the Life Satisfaction Scale. The presence of perceived social support from one's family has a favorable correlation with an individual's overall life satisfaction.

CONCLUSION and DISCUSSION

This study aimed to investigate the association between life satisfaction and perceived social support levels among single-parent adolescents. The findings revealed that there was no statistically significant difference in the average scores of the Life Satisfaction Scale and the Perceived Social Support Scale, as well as the sub-scales related to family, friends, and teachers, based on the manner in which the parents were separated. However, a significant correlation was observed between the average scores of the Life Satisfaction Scale and the sub-scales of the Perceived Social Support Scale pertaining to family, friends, and teachers. Furthermore, the average scores of the Perceived Social Support Scale sub-scales related to family, friends, and teachers were found to significantly predict 42% of the average scores of the Life Satisfaction Scale. Upon analyzing the t-test outcomes pertaining to the significance of the regression coefficients, it was observed that solely the mean scores of the

Family sub-scale on the Perceived Social Support Scale exhibited predictive capability for the mean scores on the Life Satisfaction Scale. Conversely, the mean scores of the Friend and Teacher sub-scales did not demonstrate any predictive capacity for the mean scores on the Life Satisfaction Scale.

Based on the initial finding of the study, no statistically significant distinction was observed in relation to the manner in which parents underwent separation and the average scores obtained on the Life Satisfaction Scale, Perceived Social Support Scale, and assessments of family, friends, and teachers. Upon reviewing the existing body of research, it becomes evident that there are studies that provide both supportive and contradictory evidence for this particular finding. One study that contradicts this finding is the research conducted by Rowat (1995), which examined the life satisfaction of students based on their parents' marital status. Rowat concluded that the level of life satisfaction experienced by students varied depending on the structure of their family. Zullig et al. (2005) discovered a noteworthy correlation between life satisfaction and various living arrangements, including cohabitation with a biological parent and a stepfather/stepmother or another adult, as well as residing without any parental figure. In a study conducted by McKnight et al. (2002), the researchers examined the impact of stress, which has been identified as a significant determinant of life satisfaction. Additionally, the study explored the differential consequences of parental loss resulting from death and divorce. According to Vural (2015), adolescents with divorced parents exhibit a higher prevalence of post-traumatic stress disorder compared to those who have experienced the loss of a parent through death. Furthermore, the dissolution of the family resulting from divorce appears to have a greater impact on children and adolescents than the death of a parent. In accordance with previous study, Zimmerman et al. (1995) discovered that there were no statistically significant variations in the association between various family arrangements and life satisfaction. In the realm of mental health research, an examination of the factors influencing life satisfaction has revealed that family structure does not exhibit any significant association with mental health (Eamon, 2002; Ruschena et al., 2005). In their study, Marwit and Carusa (1998) conducted a comparison between single-parent adolescents who experienced divorce and those who experienced the death of a parent. Their findings led them to the conclusion that the experiences encountered in both of these processes exhibited similarities. This study did not yield any statistically significant findings about the association between life satisfaction and various family structures resulting from the way in which the family unit dissolved. Based on the manner in which the family structure becomes fragmented, it may be inferred that the consequences of the process encountered in single-parent households resulting from divorce, desertion, or death may exhibit similarities. Overall, it may be posited that the role of family structure on the life satisfaction of adolescents remains ambiguous.

The examination of perceived social support has garnered significant attention in the literature, particularly in comparing adolescents from dispersed families to those from undispersed families. According to the findings of a study conducted by Özcan (2018), there was no significant difference observed in the social support scores of teenagers based on the marital status of their families, whether they were married or divorced. In contrast to the aforementioned findings, Akyol (2013) observed that adolescents from divorced families exhibited lower levels of social support compared to their counterparts who did not experience parental divorce. Moreover,

social support exhibited significant correlations with several good outcomes such as academic performance, self-esteem, overall well-being, and life satisfaction (Demaray & Malecki, 2002; Jackson & Warren, 2000). This study demonstrates consistency in the absence of a statistically significant difference in life satisfaction and perceived social support based on the manner in which the family is split. The presence of social support has a significant role in safeguarding adolescents during their developmental phase (Southwick et al., 2016; Yang et al., 2020). In the present context, it can be posited that the provision of social support to adolescents residing in single-parent households arising from divorce, abandonment or bereavement exhibits similarities. The examination of perceived social support among adolescents in broken families vs undispersed families has been the subject of significant scholarly inquiry. According to the findings of a study conducted by Özcan (2018), there was no significant difference observed in the social support scores of teenagers based on the marital status of their families, whether they were married or divorced. In contrast, Akyol (2013) discovered that adolescents from divorced families exhibited lower levels of social support compared to their counterparts from non-divorced families. Furthermore, scholarly investigations pertaining to social support have yielded favorable correlations with academic performance, self-worth, overall mental and emotional health, and overall contentment (Demaray & Malecki, 2002; Jackson & Warren, 2000). This study demonstrates consistency in the absence of a statistically significant difference in life satisfaction and perceived social support based on the manner in which the family unit is dissolved.

Based on the second and third findings of the study, a notable correlation was observed between the average scores of the Life Satisfaction Scale and the average scores of the Family, Friend, and Teacher sub-scales of the Perceived Social Support Scale. Furthermore, the average scores of the Family, Friend, and Teacher sub-scales of the Perceived Social Support Scale were found to significantly predict 42% of the average scores of the Life Satisfaction Scale. Existing research indicates that there is a correlation between the life satisfaction of adolescents and various family characteristics. These characteristics include parental involvement, positive parent-child relationships, and parental social support (Demo & Acock, 1996; Flouri & Buchanan, 2002; Storksen et al., 2005; Suldo & Huebner, 2006). Previous research has indicated that the quality of students' familial relationships plays a significant role in their overall life happiness. This includes the extent to which they perceive social support from their families during their adolescent years (Dew & Huebner, 1994; Huebner, 1991). In a study conducted by Tosun (2020), the author investigated the correlation between mental well-being and perceived social support among adolescents. The findings revealed a positive association between the level of happiness in adolescents and their scores on multidimensional life satisfaction measures. Furthermore, these variables were identified as significant predictors of perceived social support. In a study conducted by Çevik (2010), the focus was on investigating subjective well-being among high school students in relation to various variables. The findings of the study indicated that subjective well-being was significantly predicted by the perceived social support received from both family members and friends. Furthermore, a study conducted by Türkseven et al. (2020) investigated the relationship between perceived social support and life satisfaction among senior individuals. The findings of this study indicated that there was a positive association between life

contentment and the perceived amount of social support among the elderly participants. In a study conducted by İzgiş (2019), the objective was to investigate the correlation between teachers' perceived social support and their levels of life satisfaction and depression. The findings of the study indicated a positive association between teachers' life satisfaction and their perceived social support. Specifically, as the level of social support perceived by teachers increased, their levels of life satisfaction also exhibited an upward trend. In a separate research investigation, it was discovered that a positive correlation existed between the perceived social support and life satisfaction experienced by university students from their family, friends, and a significant individual. The findings indicated that as the perceived social support increased, so did the level of life satisfaction among the students (Yıldırım, 2017). Similarly, Süpçeler (2016) conducted a study involving adolescents and reached the conclusion that a positive association existed between perceived social support and life satisfaction. Furthermore, it was determined that social support had a direct impact on enhancing the life satisfaction of adolescents. In their study, Shahyad et al. (2011) investigated the correlation between attachment, perceived social support, and life satisfaction among university students. The findings of their research revealed a favorable association between perceived social support and levels of life satisfaction. A separate investigation was conducted to analyze the correlation between perceived social support and subjective well-being among adolescents. Tosun (2020) discovered a positive correlation between the perceived level of social support and subjective well-being in adolescents.

The provision of social support plays a significant role in influencing the mental well-being of children and adolescents, consequently impacting their overall life satisfaction. The term "perceived social support" pertains to the assistance that individuals perceive from their parents, friends, and teachers, as well as the utilization of this perceived support (Taylor et al., 2015; Xiao, 1994; Waylen et al., 2008; Zimet et al., 1990). The provision of social support has been found to have a positive impact on an individual's psychological well-being by mitigating the effects of stress, enhancing both their physical and mental health, and ultimately contributing to an increased level of life satisfaction (Cohen & McKay, 2020; Yan et al., 2022). According to Marroquín (2011), the provision of social support can assist parents in effectively managing and regulating their children's emotional reactions. According to Windle (1992), the provision of support from both family members and peers has the effect of mitigating the correlation between stressful life events and the manifestation of harmful behaviors. It is widely believed that this particular circumstance will have a favorable impact on overall life satisfaction. In contrast, the level of life satisfaction tends to be diminished among adolescents who encounter elevated levels of conflict and discord with their parents, experience distress related to familial matters, struggle to obtain social support, and undergo parental separation or divorce (Bradley & Corwyn, 2004; Grossman & Rowat, 1995; Phinney & Ong, 2002; Ram & Hou, 2003). According to a study conducted by Diener and Fujita (1995), it was observed that teenagers from single-parent households tend to exhibit lower levels of life satisfaction compared to their counterparts from dual-parent households. According to Carlson and Trapani (2006), the level of life satisfaction in a dual-parent family might be negatively impacted when there is a drop in the social support provided by the family. Based on the available data, it is evident that a notable correlation exists between perceived social

support and life satisfaction among single-parent adolescents in this particular study. Furthermore, this finding aligns with existing literature, which also suggests that perceived social support serves as a robust predictor of life satisfaction.

Consequently, the findings of this study indicate that the life satisfaction and social support levels of single-parent adolescents were not found to vary based on the manner in which their families experienced dissolution. Additionally, a noteworthy correlation was observed between life satisfaction and perceived social support, with the latter emerging as a robust predictor of the former.

RECOMMENDATIONS

Based on the research findings, it is thought that organizing psycho-educational programs for both them and their families and teachers, who are sources of social support, will increase life satisfaction and significantly increase the social support levels of adolescents living with a single parent. In addition, within the scope of preventive studies, it is envisaged that group and individual studies on family relations for adolescents and single parents will positively contribute to the standard of living. In future studies, a study can be planned on the social support resources received by single parents instead of those received by adolescents.

ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article. Ethics committee approval of the article was obtained by Cukurova University/Social Sciences Scientific Research and Publication Ethics Committee with the decision dated 14.08.2022 and numbered 14.

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