

A Predictive Study of Psychological Capital and Its Relationship with Demographics Factors, Attachment Styles, Peer Relations, and Quality of Friendship among Adolescents in Islamabad

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Abstract

Objecives. The aim of the study was to explore the relationship between attachment styles, friendship quality and psychological capital in adolescents. Moreover, different demographics variables like age, birth order, number of siblings, number of close friends, time spent with friends were also studied along the study variables.

Method. A sample of 300 students (aged 12-20) were selected belonging to different schools and colleges in Islamabad. Relationship Questionnaire (Bartholomew & Horowitz, 1991), Inventory of Parent and Peer attachment (Armesdon & Greenberg, 1987), McGill Friendship Questionnaire- Friendship Functions (Mendelson & Aboud, 2014) and Psychological Capital Scale (Afzal, 2013) were employed to measure the research variables.

Results. Results of the study showed that Peer attachment, secure attachment style, fearful attachment style, age and number of close friends significantly predict psychological capital. Furthermore, friendship quality, secure attachment style, fearful attachment style, age, no of close friends significantly predict psychological capital. correlation analysis showed that peer attachment, friendship quality and psychological capital have significant positive relationship with for psychological capital and peer attachment, for psychological capital and friendship quality and for peer attachment and friendship quality. Results show that there is a statistically significant difference on attachment styles for psychological capital, peer attachment and friendship quality. However, hope showed non-significant difference.

Keywords. Attachment styles, friendship quality, psychological capital, adolescents



Introduction

Psychological capital is defined as a meaningful and progressive change within individual by incorporating high self-efficacy, hope, resilience, and optimism (Luthans et al., 2007). The aim of psychological capital is to bring change in the lives of the general population to lead a more creative and meaningful life and acknowledge their potential abilities. It helps in channeling a dialogue within the individual about what areas are lacking in their lives and what is good about them and how much they are capable of. Specifically, it emphasizes one's strengths and wellbeing rather than looking into flaws and malfunctioning of individual.

In the process of focusing on individual strengths, friendship seems to play a significant role by assisting people to cope with unusual happenings. As children transition to adolescents, they become autonomous, self-sufficient and are more concerned with developing personality (Damon, 2008; Long & Averill, 2003). Good quality friendship provides them with companionship, support, and a sense of belonging. They encourage or reinforce healthy behaviors, push them toward academic and sports-related goals, making them more successful and as supported by literature, positive friendship provides the basis for later successful adult relationships including romantic relationships and life satisfaction. The solid network of friends provides adolescents with encouragement and social skills, teach them how to act in social situations thus bringing them up well for the future life (Hansen, 2004). Similarly early attachment styles also play a significant role in adolescent's life. Secure relationships with parent's influences personality characteristics throughout childhood and adolescence, including emotional health, self-esteem, self-confidence, positive affect, ego-resiliency, social competence and interactions with peers, teachers, romantic partners, and others. These secure attachment styles predict a more positive relationship maintenance in future which feeds into the adolescent's psychological capital (Thompson, 2000, 2006).

The present study has broadened its inquiry to study how attachment with peers and being in the company of good friends help in shaping high psychological capital and how they help in preparing them for a good future. So all the three variables used in the present study have an implied association with each other. In addition to this, the present study has used the version of psychological capital scale which was developed by Afzal (2013) specifically for adolescent's sample. The construct of psychological capital is composed of four psychological components i.e. self-efficacy, optimism, hope and resilience and is defined as one's positive psychological state of growth that is described by (1) to build confidence (self-efficacy) and determination to prosper in different situations, (2) having positive attitude (optimism) about achieving goals in present and in future, (3) focused towards aims and ambitions, and when necessary, generate alternative paths towards objectives (hope) to achieve success, and (4) sustaining and bouncing back when overwhelmed with problems and life challenges (resiliency) to achieve goals and success (Luthans et al., 2007). This is one way of classifying psychological capital. Other researchers have used different ways of measuring the psychological capital of a person. For example Snyder and Lopez (2005) classified psychological capital approaches as emotion focused (e.g., emotional comfort and well-being), intellectual focused (e.g., self-ability, aims and pathways, knowledge), self-based (e.g., reality, honesty, modesty), interpersonal (e.g., tolerance, appreciation, sympathy), biological (e.g., hardiness), and coping approaches (e.g., absurdity, thought reflection, sanctity) (see also Luthans et al., 2017).

The concept of attachment is an essential ingredient for normal human development. Papalia and Feldman (1999) explain it as mutual, persistent affiliation between child and caretaker, each of whom plays significant role in this bonding. Individual development at later stages depends upon the quality and effectiveness of attachment. According to Bowlby there are four features of attachment (i) Safe Heaven, when the child is feeling scared or frightened, he or she can

come back to the caretaker or guardian for relief and calming (ii) Secure Base, a safe, trustworthy and reliable platform is given to the child by caretaker to discover the nature and universe (iii) Proximity maintenance, the child struggles to stay close the guardian, to feel the child secure (iv) Separation distress: The child will be worried, stressed out and disturbed when taken away from the caretaker (Bowlby, 1988). Attachment theory provides a significant context regarding how development of peer bonding occurs in adolescent phase and in later stages. An increasing knowledge in recent times has revealed that peers as attachment figures may be persuasive bases of social and emotional support. While the primary and foremost attachment interactions are made with parents, individuals can also have long term relationships with the people outside their family across life span (Cassidy & Shaver, 2008).

Bartholomew and Horowitz (1991) have proposed four group attachment styles that are based on internal representation and cognitive framework of self and others as positive and negative. They are secure (positive self and others) preoccupied (negative self, positive others), dismissing (positive self, negative others) and fearful (negative self and others). Secure attachment style is characterized by feeling of safety, warmth, and friendliness as well as sooth stress by supporting calm and creating happiness. A fearful attachment style is characterized by the belief that the person is not good enough and worth important. They find it difficult to rely on others and have a negative view of themselves and of others. Preoccupied attachment style is characterized by the feeling that other people do not get as close to them as they are close to others. They seek nearness but feel a sense of not being important in their relationships. They have more positive opinions of others and view themselves as less positive. Dismissing attachment style indicates a sense of autonomy and uncomfortable with intimacy. They view themselves as self-sufficient and prefer others not to depend on them. They are invulnerable to feelings associated with being close to significant others.

One important bond for adolescents is the bond of friendship. The construct of friendship is an important facet of adolescent life where friends have more influence than parents (Mounts, 2001). Hays (1988) defines that friendship is a relationship where two people are dependent on each other over a period. Friendship facilitates each other to achieve social emotional goals and involves variety of companionship, understanding, liking and mutual assistance. Friendships also serve as foundation for intimate relationships during which the children develop social and emotional competence, experience good mutual understanding on reciprocal basis.

One of the most noticeable features of early adolescent friendship is the development of intimacy and different studies highlight that during early adolescence, affection and intimacy becomes very important aspect for friendship within similar sex (Berndt & Perry, 1990; Collins & Repinski, 1994). By adolescence stage, individual spend more time with their friends than to their parents as their friends become primary source of affection and disclosing of secrets and major source of deriving social and emotional support from their friends (Wilkinson, 2008). According to Doherty and Freeney (2004), the formation of intimate adolescent friendships can be seen as part of the developmental extension of attachment networks that culminates in the transfer of attachment functions to peers and the development of secure base romantic relationships in adulthood.

Close friendships are good sources of information for adolescents regarding their hidden potentials to utilize them efficiently, enhance self-confidence and self-worth which ultimately generates good outcomes in them across life span. Furthermore, positive friendship provides opportunities to practice skills interaction skills as well as opinions and suggestions about their particular behaviors and stay beside by them during the time of exploring of self and others (Mannarino, 1978). Frankel (1990) and Grotevant (1998) found out positive relationship between friendship support and adolescent's self-esteem, indicating close

friendship plays a significant role in adolescent development.

In 2000, Sullivan particularly focused on friendship and loneliness, giving attention to the importance of adolescents' peer relationships as a means of avoiding the feelings of isolation and dissatisfaction. Asher and Jeffrey (1993) conducted study on peer group adjustment and feelings of isolation and social displeasure on a sample of 801 elementary school going children in United States. Results of the study showed that children's friendship adjustment influences child feeling of isolation. It was found that children with high peer acceptance and best friendship were less lonely and socially dissatisfied than children with low peer acceptance.

Positive relationship with peers significantly influences on later adjustment and psychological well-being throughout life time as well as promote resilience by providing effective coping styles to manage life stressors and fostering belongingness. Graber et al. (2016) conducted a study on socio-economic at the risk British adolescents to examined whether high quality friendship promote psychological resilience in them. Findings showed that there is a positive relationship between supportive friendship and resilience. It was found that seeking social and emotional support, supportive peers group, development of effective coping skills and reduce engagement in externalizing coping may facilitate the relationship between quality of friendship and resilience.

Healthy discussion among peers group play a significant part in one's vision and beliefs about the world thus contributing in directing one's life; these exchanging of ideas and thoughts with acquaintances and group members contribute to the formation of their world views, future life plans, developed deeper insight of self with optimistic vision of the future and the belief of recognizing future goals and dreams. Being accepted by friends reduces worries and anxieties in circumstances where an adolescent is a beginner, therefore increases self-efficacy and subjective well-being (Rabagliatti & Ciaviano, 2008).

According to (Caprara et al., 2005) adolescents with greater self-efficacy for close interactive relationships have more ways of generating favorable life events as compared to those adolescents who regard themselves as inefficacious and have less positive views of their social abilities. Such close and supportive relationships, in turn, develop high self-efficacy of adolescents and prepare them to deal with life stressors as caused by unpleasant life events such as being bullied or treated unfairly. In 2014, Fitzpatrick and Bussey conducted a study to examine the role of effectiveness of perceived friendship as coping strategy against the negative effects of social victimization. A total of 1218 college students participated in the study. Findings showed that the more adolescents have confidence in their perceived friendship self-efficacy, the less they would experience depression, anxiety and other externalizing symptoms as a result of social, emotional and psychological harm. Llorca et al. (2017) conducted study on a relationship between peer relationships, academic self-efficacy and academic achievement. A total of 500 adolescents participated in the study. Result supported the hypothesis that adolescents peer attachment is positively related to academic self-efficacy.

According to the literature, adolescents who have healthy interpersonal relationships with their parents exhibit high self-confidence, have more ability of psychological adjustment, more efficiently face the problems and generate alternating ways for solution. Similarly, social support plays a vital role in feeling hopeful and confident (optimistic) about the future. Optimism, in turn, promotes wellbeing, increases life satisfaction and decreases the risk of anxiety and depression. Symister and Friend (2003) conducted a study to examine the impact of social and problematic support on optimism and depression in patients with chronic illness as facilitated by self-esteem. Results showed that social support positively related to self-esteem which in turn increases optimism and reduces depression. However problematic support was negatively related to self-esteem and optimism. The following hypothesis were generated and tested in the present research:

The present research hypothesizes that psychological capital is an important indicator of future success and productivity in the life of adolescents. Individuals are more likely to report higher indices of psychological capital when they have a strong network of family and friends; and when they perceive that the amount of support, they are receiving is unconditional, genuine, and mutual. This is because adolescence is a trying period, where the young developing individual experiments with his/her personal needs and desires against an unknown future (Jia et al., 2021). The presence of trusted friends and supportive groups will allow adolescents to explore their environments, their potential and not be afraid to make mistakes. With the understanding that they are accepted and lovable even if they fail or even if they are not perfect. The kind of self-acceptance and self-confidence that comes with such unconditional support is the very basis of positive mental health indices. This holds true even when adolescents get involved with cultic behaviors like goths, hippies etc.; a sense of identity is needed for them to develop and function as independent individuals in the world. The need for a strong launch pad is undeniable. Thus, a child reporting good quality and of friendship and high peer attachment is more likely to have hope and optimism about the future, a belief in the self, and a sense of being able to survive in all types of social situations (Wang et al., 2022).

Previous research on peer attachment and peer attachment styles indicates that attachment is a complex process that is a carry-over of the attachment styles that adolescents might have with their parents. Therefore, instead of temperaments and personality, the way that adolescents learn to develop attachments and the way they relate to friends appeared to be a better assessment of the attachment to peers. Just asking for self-report of perceptions about quality of relationship presents a one-sided picture of what a person's friend means to them. Therefore, if a person has a secure style of attachment and reports high quality of friendship, then that person will be different from a person who reports insecure attachment and still reports high quality of friendships. Similarly with the other types of attachments (Thompson, 2000, 2006).

The present research is a survey design that measures each of the variables through questionnaires and instruments. The outcome of the present research can help teachers, parents, and coaching psychologists to improve attachment and peer bonding in children.

Hypotheses

1. There will be a positive relationship between Psychological Capital and Friendship Quality.
2. There will be a positive relationship between Psychological Capital and Peer Attachment.
3. There will be a positive relationship between Peer Attachment and Friendship Quality.
4. There will be a significant difference in Psychological Capital, Peer Attachment and Friendship Quality across different Attachment styles.
5. Peer Attachment and Attachment styles will significantly predict Psychological Capital
6. Friendship Quality and Attachment styles will significantly predict Psychological Capital.

Method

Sample

A sample of 300 students were contacted belonging to different schools and colleges of Islamabad and Rawalpindi on voluntary basis. 138 (51.5%) boys 131 (48.5%) females participated, of age ranged between 12-20 years. Sample was further categorized on the basis of number of close friends as acquaintance (n = 76, 24.8%), casual friends (n = 93, 34.4%) and best friends (n = 108, 40%), birth order as first born (n = 70, 25.9%), the middle born (n = 78, 28.9%), the last born (n = 56, 20.7%), the only child (n = 65, 22.8%) and time spent together by respondents as less time, average time and maximum time respectively. The sampling techniques were non purposive and on convenience. There was no inclusion or exclusion criteria set for the present research.

Assessment Measures

The following instruments were used for the collection of data. The demographic data sheet inquired about number of close friends as acquaintance, casual friends, birth order, and time spent together with friends. Description of the scale used in the study is given below.

The Relationship Questionnaire (RQ).

The Relationship Questionnaire was developed by Bartholomew and Horowitz (1991). It is a self-report measure made up of short paragraphs, each describing a different attachment pattern. Participants were asked to select one of four styles that best described them as secure, preoccupied, fearful-avoidant and dismissing avoidant attachment styles respectively. This helps in providing a profile of an individual's attachment feelings and insight of oneself. Previous research has reported a range of .74 – .88 (Ligiéro & Gelso, 2002).

Inventory of Parent and Peer Attachment. The current study has used the revised version of IPPA in which measure of peer attachment has been used. The scale has three measures i.e. father, mother and peer. Each measure or questionnaire has three subscales i.e. trust, communication and alienation comprised of 25 items in which 10 items of trust, 8 items of communication and 7 items of alienation included. Inventory of parent and peer attachment (IPPA) was developed by Armeson and Greenberg (1987). It is a self-report questionnaire. The scale is a 5-point Likert scale and responses were almost never or never true = 1, Not very often true = 2, Sometimes true = 3, Often true = 4 and Almost always or always true = 5. There are 7 negative items in total. Alpha reliability of peer attachment is .92, for peer trust $\alpha = .90$, peer communication $\alpha = .84$ and for peer alienation $\alpha = .81$ respectively. The current study used peer attachment scale to measure the adolescent's quality of attachment, they have with their peers.

Friendship Quality Questionnaire-Friends Function. The friendship quality questionnaire developed by Mendelson and Abound (2014). It is self-report questionnaire and measures the extent to which friends fulfill certain friendship functions. It has 6 subscales

which include stimulating companionship, intimacy, reliable alliance, help, self-validation and emotional security. The current study has used 4 subscales i.e. stimulating companionship, intimacy, reliable alliance and emotional security. The scale is a 5- point Likert scale and responses were never = 0, rarely = 1, once in a while = 3, fairly often = 4 and always = 5. There are no reverse items. Alpha reliability of friendship quality questionnaires is .92, for stimulating companionship $\alpha = .91$, intimacy $\alpha = .94$, reliable alliance $\alpha = .95$, and emotional security $\alpha = .92$. High scores on the scale indicate high quality of friendship and low scores on scale indicate low quality of friendship.

Psychological Capital Scale.

Psychological capital scale was developed by Afzal (2013) and used to measure PsyCap among adolescents. The scale has 34 items which is divided into four subscales i.e. resilience, self-efficacy, hope and optimism. There are 13 items in resilience, 7 items in self-efficacy, 8 items in hope and 6 items in optimism. The scale is 4-point Likert scale and responses were strongly disagree = 1, disagree = 2, agree = 3 and strongly agree = 4. Alpha reliability of PsyCap is .87, for resilience $\alpha = .84$, self-efficacy $\alpha = .74$, hope $\alpha = .67$ and for optimism $\alpha = .68$. High scores on the scale means individual is high on PsyCap and low scores on scale means that individual is low on the specific construct.

Procedure

The data for the present research was collected from schools, colleges, and universities of twin cities of Islamabad and Rawalpindi. At first step, consent was obtained from principals and directors of different institutions. Also informed consent was obtained from the participants. Consent form was given to the participants to be signed before participated in the study and they were assured that their given information would be used only for academic purposes and that it would be kept confidential and anonymity would be maintained. The students were requested to respond to each item honestly and not to skip any item. No time limit was mentioned and questionnaires were completed and collected at the spot. a total sample of 500 questionnaires were distributed and on the collection of 300 questionnaires, data

collection was stopped. The response rate for the present research was thus 60%. The data was collected over a period of three months. The duration for each booklet was around 15 – 20 minutes. The research was approved by the ethical committee of grade research at National Institute of Psychology, Quaid-i-Azam university, Islamabad. No funding was procured for the current research. It is an outcome of a graduate research project. At present authors do not have a of interest for the present research.

Results

After data collection procedure was over, the whole data was organized, summarized and analyzed with the help of software i.e. SPSS; the data was analyzed using parametric techniques like Pearson, t-test analysis, ANOVA, and regression. Pearson product moment correlation was calculated between the study variables and results are presented in Table 1.

Table 1 shows the correlation matrix computed for all variables and their subscales. Results indicated that past researches have

focused on problematic behaviors, academic problems, negative thoughts, malfunctioning, psychopathology as well as effect of negative life events on later development; psychological capital has been studied with stress, burnout rate and employee’s work productivity in organizational settings. So the current study will try to understand how this multiple construct, incorporated of hope, resilience optimism and self-efficacy gives better insight into one’s strengths and their capabilities and leads to greater life satisfaction when studied with attachment styles, along with peer attachment and friendship quality in Pakistani context. The major objective of the study was to explore the construct of psychological capital in the life of adolescents. It was also intended to study attachment styles on psychological capital, peer attachment and friendship quality. The present study also attempted to study the predicting role of peer attachment, friendship quality, attachment styles and demographic variables on psychological capital.

Table 1

Pearson Correlation between Psychological Capital, Peer Attachment and Friendship Quality and Their Subscales (N=270)

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.PsyCap		.57**	.53**	.49**	.37**	.26**	.21**	.29**	.17**	.20**	.25**	.19**	.28**	.21**
2.Hope			.36**	.43**	.55**	.14*	.13*	.17**	.12*	.15*	.17**	.15*	.15*	.16**
3.Optimism				.56**	.45**	.34**	.31**	.34**	.20**	.26**	.15*	.26**	.14*	.22**
4.Resilience					.55**	.19**	.14*	.25**	.19*	.15*	.14*	.14*	.16**	.18**
5.S-efficacy						.17**	.14*	.18**	.15**	.17**	.13*	.14*	.15*	.13*
6.PeerAtt							.43**	.38**	.47**	.71**	.53**	.59**	.54**	.43**
7.PeerTr								.55**	.30**	.38**	.52**	.55**	.53**	.58**
8.PeerCom									.47**	.45**	.43**	.51**	.43**	.48**
9.PeerAln										.43**	.39**	.24**	.39**	.39**
10.FriendshipQ											.59**	.59**	.41**	.53**
11.Stim.Com												.45**	.59**	.58**
12.Intimacy													.48**	.56**
13.Reliable.A														.56**
14.Emo.Sec														

Note. PsyCap=psychological capital; S-efficacy=self-efficacy; PeerAtt= Peer Attachment Scale; PeerTr= peer trust; PeerCom=peer communication; PeerAln=peer alienation; FriendshipQ=Friendship Quality Questionnaire; Stim.Com=stimulating companionship; Reliable.A=reliable alliance; Emo.Sec=emotional security. * $p < .05$; ** $p < .01$.

Tables 2-5 are based on regression analysis which were conducted to check the role of peer attachment, friendship quality, attachment styles (secure, fearful, preoccupied, dismissing) and socio-demographic variables (age, birth order, number of close friends, number of siblings and time spent together) in predicting psychological capital. Hierarchical regression analysis was conducted to check whether different attachment styles and socio-demographic variables when added with peer attachment and friendship quality in steps accounted for more significant prediction in psychological capital. However, only significant results have been shown. Analysis on pre-occupied attachment style and dismissing attachment style with peer attachment and friendship quality were non-significant, thus it has not been reported.

Table 2

Hierarchical Regression Analysis of Peer Attachment, Secure Attachment Style on Psychological Capital (N=270)

Model	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>R</i> ²	ΔR^2	<i>F</i>
Step I							
Constant	80.41	5.05		.000			
Peer Attachment	.242	.052	.273	.000	.074	.071	21.50**
Step II							
Constant	81.14	5.12		.000			
Peer Attachment	.229	.054	.258	.000			
Secure Attachment	3.82	1.50	1.48	.012	.096	.089	14.20**
Step III							
Constant	50.18	11.39		.000			
Peer Attachment	.217	.049	.248	.000			
Secure Attachment	3.17	1.48	.124	.033			
Age	1.14	.584	.146	.012			
Birth order	.032	.534	.005	.952			
No. of close friends	1.36	.506	.210	.008			
No. of siblings	.023	.091	.015	.802			
Time spent Together	.064	.176	.022	.71	.166	.146	7.30**

p*<.05; *p*<.01

Table 8 indicated significant prediction accounting for total 16.6% of variance in psychological capital by peer attachment, secure attachment style, age and number of close friends.

Results showed that in step 1 Peer Attachment is statistically significant predictor and explained 7% of variance in psychological capital. In step 2, peer attachment and secure attachment style both were entered and model was found statistically significant predictors and explained 9.6% of variance in psychological capital. In step 3, peer attachment, secure attachment style, age, birth order, number of close friends, number of siblings and time spent together were entered, in which

peer attachment, secure attachment style, number of close friends and age was found statistically significant predictors and explained 16.6% of variance in psychological capital. However, birth order, no. of siblings and time spent together were the non-significant predictors of psychological capital.

Table 3 indicated significant prediction accounting for total 16.8% of variance in psychological capital by peer attachment, fearful attachment style, age and number of close friends. Results also showed that in step 1 peer attachment is statistically significant predictor and explained 7.1% of variance in psychological capital. In step 2, peer attachment and fearful attachment style both were entered and model was found statistically significant predictors and explained 8.9% of variance in psychological capital. In step 3, peer attachment, fearful attachment style, age, birth order, number of close friends, number of siblings and time spent together were entered, in which peer attachment, fearful attachment style, no. of close friends and age was found statistically significant predictors and explained 16.8% of variance in psychological capital. However, birth order, no. of siblings and time spent together were the non-significant predictors of psychological capital.

Table 3

Hierarchical Regression Analysis of Peer Attachment, Fearful Attachment Style on Psychological Capital (N=270)

Model	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>R</i> ²	ΔR^2	<i>F</i>
Step I							
Constant	80.41	5.05		.000			
Peer Attachment	.242	.052	.273	.000	.074	.071	21.50**
Step II							
Constant	81.14	5.12		.000			
Peer Attachment	.216	.053	.243	.000			
Fearful attachment	-3.36	1.64	-1.23	.042	.089	.082	12.96**
Step III							
Constant	52.24	11.32		.000			
Peer Attachment	.213	.052	.243	.000			
Fearful attachment	-3.67	1.60	-.135	.023			
Age	1.51	.579	.151	.009			
Birth order	.025	.529	.003	.963			
No. of close friends	1.37	.502	.213	.007			
No. of siblings	.026	.090	.017	.772			
Time spent Together	.097	.175	.033	.580	.168	.145	7.41**

p*<.05; *p*<.01

Table 4 indicated significant prediction accounting for total 13.3% of variance in psychological capital by friendship quality, secure attachment style, age and number of close friends.

Results also showed that in step 1 friendship quality is statistically significant predictor and explained 3.5% of variance in psychological capital. In step 2, friendship quality and secure attachment style both were entered and model was found statistically significant predictors and explained 5.5% of variance in psychological capital. In step 3, friendship quality, secure attachment style, age, birth order, number of close friends, number of siblings and time spent together were entered, in which friendship quality, secure attachment style, number of close friends and age was found statistically significant predictors and explained 13.3% of variance in psychological capital. However, birth order, number of siblings and time spent together were the non-significant predictors of psychological capital.

Table 4

Hierarchical Regression Analysis of Friendship Quality, Secure Attachment Style on Psychological Capital (N=270)

Model	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>R</i> ²	ΔR^2	<i>F</i>
Step I							
Constant	89.17	4.68		.000			
Friendship Quality	.219	.070	.188	.002	.035	.032	12.7**
Step II							
Constant	90.10	4.73		.000			
Friendship Quality	.227	.069	.195	.001			
Secure attachment	3.60	1.59	1.39	.020	.055	.048	9.73**
Step III							
Constant	57.81	11.39		.000			
Friendship Quality	.226	.069	.196	.001			
Secure attachment	2.87	1.51	.112	.040			
Age	1.44	.594	.144	.016			
Birth order	.063	.543	.009	.908			
No. of close friends	1.35	.515	.209	.009			
No. of siblings	.017	.093	.011	.851			
Time spent Together	.090	.180	.030	.620	.133	.130	6.16**

p*<.05; *p*<.01.

Table 5 indicated significant prediction accounting for total 14.2% of variance in psychological capital by friendship quality, fearful attachment style, age and number of close friends.

Results also showed that in step 1 friendship quality is statistically significant predictor and explained 3.5% of variance in psychological capital. In step 2, friendship quality and fearful attachment style both were entered and model was found statistically significant predictors and explained 6.2% of variance in psychological capital. In step 3, friendship quality, fearful attachment style, age, birth order, number of close friends, number of siblings and time spent together were entered, in which friendship quality, secure attachment style, number of close friends and age was found statistically significant predictors and explained 14.2% of variance in psychological capital. However, birth order, no. of siblings and time spent together were the non-significant predictors of psychological capital.

Table 5

Hierarchical Regression Analysis of Friendship Quality, Fearful Attachment Style on Psychological Capital (N=270)

Model	<i>B</i>	<i>SE</i>	β	<i>p</i>	<i>R</i> ²	ΔR^2	<i>F</i>
Step I							
Constant	89.17	4.68		.000			
Friendship Quality	.219	.070	.188	.002	.035	.032	12.7**
Step II							
Constant	91.17	4.68		.000			
Friendship Quality	.202	.069	.173	.004			
Fearful attachment	-4.53	1.62	-1.66	.006	.062	.055	8.89**
Step III							
Constant	59.22	11.28		.000			
Friendship Quality	.200	.068	.174	.004			
Fearful attachment	-4.85	1.58	-.179	.002			
Age	1.55	.588	.155	.009			
Birth order	.061	.537	.009	.910			
No. of close friends	1.38	.509	.214	.007			
No. of siblings	.042	.091	.027	.649			
Time spent Together	.143	.179	.045	.458	.142	.119	6.10**

p*<.05; *p*<.01.

Discussion

The current study examines the relationship between Attachment styles, Friendship Quality and Psychological Capital in life of adolescents. The study also examined the role of demographic variables such as gender, age, birth order, no of close friends, no of siblings and time spent together on psychological capital. A sample of 300 adolescents was contacted from different schools and colleges of Islamabad and Rawalpindi, out of which 270 individuals were left behind for analysis after cleaning of the data. A scale of Relationship Questionnaire (Bartholomew & Horowitz, 1991), Inventory of Parent and Peer attachment (Armesdon & Greenberg, 1987), McGill Friendship Questionnaire- Friendship Function (Mendelson & Abound, 2014) and Psychological Capital scale (Afzal, 2013) was applied in the current study.

The research hypothesized a strong relationship between psychological capital and peer attachment and friendship quality.

Psychological capital develops with the type of relationships. In this case we study peer attachment and friendship quality which are positively correlated with psychological capital. It is to mention that although peer attachment and friendship quality are overlapping concepts, though they are attaching to different pathways. Friendship taps quality of relationship between peers whereas peer attachment is more focused on measuring individual dependency on their peers. However, keeping in view the findings, which are supported by past literature, it is suggested that children who experienced high positive quality friendships tend to have more self-confidence and better understanding of their self (Bagwell, 2005; Way & Greene, 2006). It is because our interactions with peers is meaningful that contributes a sense of believing self in individual. Also through different psychological pathways (including more intimacy, trust, sharing and revealing secrets, social buck up) individual experience many aspects of their personality which enhances their self-worth.

Is it suggested that attachment with peers is consistently related to self-efficacy and sociability, which can contribute to high positive psychology and successful college adaption (Ford, 1990, as cited in Carey & Borsari, 2006). Having reliable alliance and more communicative peers contributes in self-exploring and ability of adjusting in any situation. Furthermore a number of positive outcomes (less alienation and depression, more trust and higher level of emotional security) is positively linked to attachment with peers with whom to confide, receive validation and interact positively (Wentzel et al., 2004). Having a strong connection with friends increases one's satisfaction with their peers and availability of emotional support from them (Bagwell, 2005).

Further it was hypothesized that peer attachment, attachment styles, age, birth order, no. of close friends and time spent together significantly will predict psychological capital. The result showed that peer attachment, secure attachment style, fearful attachment style, number of close friends and age significantly predict psychological capital.

These findings are consistent with the previous literature. Several studies have suggested positive relations between peer support and individual competency within and across settings. High level of attachment to peers enhances competent functioning among adolescents, including general psychological well-being and ability to cope skillfully with challenges (Fass & Tubman, 2002). Similarly teens with secure attachment style are more confident about the future, engage in more positive learning experiences and involved with the problems and try to find the right solution (Bartholomew, 1991, as cited in Perrone & Wright, 2010).

Results further showed that fearful attachment style negatively predicts psychological capital. The findings are consistent with previous literature. Alonso-Arbiol and Lavy (2010) found out negative association between individual with anxious attachment style and positive developmental states. In addition, Mikulincer (2003) found that fearful style was associated with fewer positive reactions during

group interactions and Gentzler and Kerns (2006) found that both anxiety and avoidance were associated with lower levels of efficiency beliefs and critical thinking abilities to face the adversities.

Analysis with regard to age showed significant results in predicting psychological capital. Few studies have addressed the effect of age on individual psychological capital indicating mixed findings. One such study (Isaacowitz, 2005) showed that older adults had a more positive states when explaining life events whereas (Lachman et al., 2008) found out that younger, rather than older, adults had a more optimistic outlook about the future, more flexibility to bounce back from adversities and are more self-confident.

Analysis with regard to number of close friends showed significant results in predicting psychological capital. The present study has taken number of friends as best friends, causal friends and acquaintances. Miething et al. (2016) found out a positive relationship between quality of friendship and increased efficacy. Adolescents with large network of friends are likely to have positive outlook towards their future than peers with fewer connections. Biggs et al. (2010) suggested that having less friends and lack of positive interaction may elicit anxiety which in turn provoke more isolations from peers, thus worsening well-being and effects the adolescent's social skills and positive beliefs about future over time.

The study also hypothesized that friendship quality, attachment styles, age, birth order, no. of close friends and time spent together significantly will predict psychological capital. The result showed that friendship quality, secure attachment style, fearful attachment style, no. of close friends and age significantly predict psychological capital. Findings are consistent with the previous literature. According to Bagwell (2005), adolescents with positive peer support have greater ability to deal with challenges as well to adjust to new social interactions. Moreover, social network reduces fear of failure and enhances the peer's individual capital. According to Baker (2006), secure attach individual reported more resilience which results

in greater ability to cope with unpleasant happenings. High scores in attachment security is associated with more effective skills and actively taking steps to solve the problems. Moreover, their internal security is related to the confidence and assertiveness they demonstrate in social situations (Park et al., 2004).

Results further showed that fearful attachment style negatively predicts psychological capital. The findings are consistent with previous literature. Leclerc (2007) reported that insecure attachment style is associated with fewer social and individual skills, community behavior and quality of life. Research has indicated that individual with avoidant attachment style reported lower level of hope and resilience as well as less ability to perceive positive future and positive attributes in themselves (as cited in Lysaker et al., 2014). According to Sroufe (2005), those with history of avoidant attachment style reported less self-confidence, lower self-worth and ego-resilient. In addition, individuals with insecure working model are linked with less flexibility to bounce back after stressful events and difficulties.

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Limitations and Suggestions

First limitation is the use of self-report measure in the current study. It could be hindrance in accurate results due to response bias. The participants can response as faking good and faking bad. For resolving this, it is recommended to the researcher to use qualitative methods along with questionnaire. Secondly, the present study has been conducted in only one city of Pakistan. So constrains of generalization can occur. As the sample has not been taken from diverse cultures and cities of Pakistan, there would be no generalizability of present research, so it is suggested to include other cities as a sample as well. Further, it has been suggested to explore psychological capital in different educational settings alike present research. However, keeping the limitation of the present study in mind, it has been recommended to future scholars to avoid exploring overlapping constructs that could contaminate result of the study. Also recommended to apply longitudinal research method to examine how the relationships among these constructs behave over time among adolescents produce some interesting insights

Implications

This research is helpful in knowing the strengths and potentials of adolescents and how early attachment styles and quality of friendship to their peers play their role. As PsyCap is the capital of the people with which they can make their future brighter. The four constructs of PsyCap (hope, optimism, resilience and self-efficacy) can definitely help adolescents to get good grades, to cope with life stressors smoothly and above all to develop a positive outlook towards their future. The result of the present study will help school psychologist to tackle and resolve the problems of adolescents by enhancing their psychological capital and increase positivity in them. Furthermore, this study also provides insight for parents in order to understand the importance of early parent-child

relationship for later positive development as well as to friends that how their closeness and social-emotional support could up bring their peer fellows in positive ways.

Conclusion

The present study indicates that there is a significant positive relationship between psychological capital, peer attachment and friendship quality. It has been shown in the research that among different attachment styles, secure attachment style and fearful attachment style significantly predicts psychological capital along with peer attachment, friendship quality and demographic variables (age, no. of close friends) which was also supported by previous literature. Similarly, gender difference was also examined which showed that boys have high psychological capital than girls. However, there was no significant prediction by dismissing attachment and preoccupied attachment style on psychological capital.

Declaration

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Conflict of interest

The authors report no conflict of interest for the present research.

Availability of data

The data is available in the data repository of National Institute of Psychology, Quaid-i-Azam university, Islamabad.

Ethical Approval.

The research was approved by the ethical committee of grade research at National Institute of Psychology, Quaid-i-Azam university, Islamabad.

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