

# The comparative of role of attachment styles and parents' quality of life and academic achievement of high school children

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## ABSTRACT

This study aimed to investigate the relationship between attachment styles and quality of life of Parent with academic achievement of high school. The study sample consists of all parents of high school students in Zahedan from 94 to 95 and it consisted of 100 couples which includes 200 participants. The parents of high school students in Zahedan were selected by multistage randomized cluster sampling. To assess the hypotheses, Revised Adult Attachment Scale (RASS) and SF-12 Quality-of-Life Questionnaire were used. Also, the average of marks in first semester was used as an indicator of academic achievement. Then, data were examined by descriptive statistical methods such as mean, standard deviation and also inferential statistics such as Pearson correlation and multivariate regression analysis. The results showed that the mean of secure attachment is higher than avoidant insecure and anxiety insecure attachment styles. The parent's attachment styles were significantly correlated to children's academic achievements ( $P < 0/01$ ). There is a significant relationship between the quality of life of parents and children's academic achievements ( $P < 0/01$ ). As the secure attachment and quality of life of parents increase, children's academic achievement will also increase. And parent's ambivalent insecure attachment styles were significantly correlated to children's academic achievements. Of the subscales of attachment styles, secure attachment is good predictor for academic achievement.

**KEY WORDS:** ATTACHMENT STYLES, QUALITY OF LIFE, ACADEMIC ACHIEVEMENT

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## INTRODUCTION

Family is considered as the most important human system and it is introduced institutions or social institution which is the result of a marriage between man and woman; in which family members, including spouses and children, and sometimes grandparents and grandchildren are living based on peaceful coexistence, peace, intimacy, familiarity, mutual understanding and cooperation. Families are usually small unit consisting of at least two or three people but it is one of the most important social institutions and the first source of raising and training generations and the greatest and richest source of happiness and emotion. The relationship between the members of family helps the health of the family. Understanding among the family leads to satisfaction in Marital Life; otherwise families will face difficulty (Bani Asadi, 1996). The interpersonal relationship is the foundation of the human identity and it is its primary relationship with others. The effective relationship flourishes creativity and improves the quality of the relationship between people. While ineffective relationship will ban human creativity and destroy the relationship. Relationship covers all human life; people are survived, grown and evolved by relationships and one's happiness largely depends on how the relationship is with others (Soodani, Dehghani and Dehghan Zadeh, 2012).

Bowlby (1973) claimed that primary attachment experiences of adults play an important role in the quality and quantity of their close relationships in the future. According to Bowlby's attachment theory (1969, 1973 and 1980), people tend to seek a close relationship and with support, like the relationship with primary attachment figures. Bowlby believed that management strategies in controlling the excitement and enthusiasm for using intimacy in close relationships as a "secure base" make it possible to understand the attachment theory in the context of relations between spouses. (Sadeghi, Mazaheri, Mootabi, 2011) and Hazen and Shaver (1987) also indicated that the type of children's attachment style affect adulthood's love style. The basis of parents' behavior determines type and style of attachment in children. Models of attachment styles include secure attachment, avoidant attachment and ambivalent attachment. Without any fundamental changes, attachment styles affect individual and social life, professional relationships and stress management, mental and physiological health and individual cognitive development. More than 20 year-research has confirmed the stability of attachment styles over time. (Doinita, 2015)

Among the aspects of human social life, one can mention to healthy and productive interaction between human beings and establishing love and kindness to other people and expressing intimacy and sympathy with

each other; Human is a multi-dimensional being whose the important part of his complex nature is his desire for social life and living with his fellow human beings. Thus, marriage has been described as the most important and fundamental human relationship because it provides the basic structure for building family relationship and training the next generation. The relationship between husband and wife is regarded as the longest relationship. (Soodani, Dehghani and Dehghan Zadeh, 2013)

The relationship between husband and wife is an important factor in quality of life. Maintaining life as usual is not considered desirable, but improving the quality of life in multiple contexts is considered as the main effort of societies. Quality of life include some major concepts which leads to overall satisfaction with life. These concepts include health, suitable housing, employment, personal and family security. According to the World Health Organization, quality of life is defined as people's perception of their position in life in terms of culture, value system in which they live, goals, expectations, standards and priorities; therefore, it is an individual issue and is not visible by others and it depends on people's perception of different aspects of life. (Bonomi, Patrick, Bushnell, Martin, 2000).

Flanagan (1987) defined quality of life in five primary factors and 15 secondary factors; these factors include: (a) material and physical well-being (1. economic security, 2. Personal and health security) (b) relationships with others (3 marriage 4. having and raising children 5. the relationship with other members of family 6. The relationship with close friends) (c) citizenship, participatory and social activities (7. help and encourage others, 8-participation in local and governmental activities) (d) individual success and progress (9. growth of intelligence, 10. self-awareness and achieving personal goals 11. Interest in and usefulness of job 12. personal creativity) and leisure (13. interaction with others 14. Being passive and monitoring recreational activities and 15. Active and participating in recreational activities). (Rezai, Ahadi, Pashaei Sharifi, Karimi, 2007)

On the other hand the relationship between couples can be satisfactory or unsatisfactory. Marital satisfaction will create a healthy emotional environment for the growth and development of children and, as the result, this satisfaction can be effective on the interaction between children and parents. In other words, family and parent's quality of life is one of the most important factors affecting children's behavioral problems and lack of agreement between parents is considered as the most important causes of children's behavioral problems, so the family plays a very important role in children's training (Razavi, Mahmoodi, Rahimi, 2008).

Along with the development of communities and assigning the task of education to the institution of

education, academic failure is considered as one of the most important issues in the field of cognition and education. This phenomenon has attracted the attention of today's world and the minds of many researchers and experts because its personal, familial and social consequences are remarkable regarding material and spiritual costs. A person who faces academic failure in addition to causing material damage to the educational system will waste his life that can never be remedied.

Also, the studies on social pathologies have consistently shown that a large percentage of the social perverts had lower education. So conducting such studies which examine the consequences related to academic performance, is very important. A considerable amount of studies has been devoted to topics that have examined the factors affecting academic achievement. One can mention the studies on the relationship between emotional intelligence, goal orientation, personality traits many other variables and academic achievement (Mahbod, Foolad Chang, 2012). The main purpose of this study was to compare the role of attachment styles or parents' quality of life with their children's academic achievement. According to the above mentioned statements, the question is whether there is a relationship between parents' attachment style and quality of life with their children's academic achievement?

The main purpose of this study was to compare the role of attachment styles or parents' quality of life with their children's academic achievement. To obtain the above purposes, the following questions were examined precisely.

1. Were parent's secure attachment styles significantly correlated to children's academic achievements?
2. Were parent's avoidance attachment styles significantly correlated to children's academic achievements?
3. Were parent's ambivalent attachment styles significantly correlated to children's academic achievements?
4. Was parent's quality of life significantly related to children's academic achievements?

## METHODOLOGY

This research is a descriptive and correlational study. The study population included all male and female high school students' parents in Zahedan. The sample consists of 100 couples which includes 200 participants in Zahedan. This study used a randomized cluster sampling. Of all high schools in Zahedan, parents of students in public high schools were selected, then two schools were selected randomly and three classes were selected from each school. At the end, the samples were parents of these students. To

collect the data, Revised Adult Attachment Scale (RASS) and SF-12 Quality-of-Life Questionnaire and the average of marks in first semester were used.

## RESULTS AND DISCUSSION

**First hypothesis:** Parent's secure attachment styles were significantly correlated to high school children's academic achievements.

Variable	Statistical methods	Academic Achievement
Secure Attachment	r	*0/360
	p-value	0/0001
	Number	100

The results of Table 1 showed that Pearson correlation coefficient of secure attachment is 0/360 and since the amount of p-value is 0/0001 and it is smaller than 0/05 there is a significant positive relationship between secure attachment and academic achievement.

**Second hypothesis:** Parent's avoidance attachment styles were significantly correlated to children's academic achievements.

Variable	Statistical methods	Academic Achievement
Insecure Attachment	R	0/112
	p-value	0/269
	Number	100

The results of Table 2 showed that Pearson correlation coefficient of avoidance attachment is 0/112 and since the amount of p-value is 0/269 and it is smaller than 0/05, there is a significant positive relationship between avoidance attachment and academic achievement.

**Third hypothesis:** Parent's ambivalent attachment styles were significantly correlated to children's academic achievements.

Variable	Statistical methods	Academic Achievement
Ambivalent Attachment	r	*0/-247
	p-value	0/013
	Number	100

The results of Table 3 showed that Pearson correlation coefficient of ambivalent attachment is 0/-247 and since the amount of p-value is 0/013 and it is smaller than 0/05, there is a significant negative relationship between ambivalent attachment and academic achievement.

**Fourth hypothesis:** Parent's quality of life was significantly related to children's academic achievements.

Variable	Statistical methods	Academic Achievement
Quality of life	r	**0/368
	p-value	0/0001
	Number	100

The results of Table 4 showed that Pearson correlation coefficient of quality of life is 0/368 and since the amount of p-value is 0/0001 and it is smaller than 0/05 there is a significant positive relationship between quality of life and academic achievement.

To answer this question that which of the following sub-scales of attachment styles and quality of life can predict student's academic achievement, stepwise regression analysis was used. In fact, the sub-scales of attachment styles is considered as predictors and academic achievement is known as criterion variable and the results of them are shown in Table 5.

**Criterion variable: Academic Achievement**

Based on the results listed in Table 5, it can be concluded that in explaining and predicting academic achievement, one can say that secure attachment style with the amount of 13 percent could explain the variance in academic achievement.

Secure attachment style (0/01 > p, 3/60 = Beta) has a significant positive correlation with academic achievement and is a positive unique predictor for variable.

Based on the results listed in Table 6, it can be concluded that in explaining and predicting academic achievement, one can say that the quality of life in amount of 13/5 percent, could explain the variance in academic achievement. Quality of life (0/01 > p 3/68 = Beta) has a significant positive correlation with academic achievement and is a positive unique predictor for variable.

Examination of correlation coefficients between the variables of the three hypotheses indicated that the correlation coefficients between secure attachment style and academic achievement (0/360), between insecure attachment style scores and academic achievement (0/112) are positive relationships but between ambivalent attachment style and academic achievement (0/247) are negative and significant relationships. In general, it can be concluded that a significant relationship can be found between attachment styles of parents and their children's academic achievement.

The investigation of the role of attachment styles on academic achievement, stepwise multivariate regression analysis showed that secure attachment style is the pre-

style	Non-standardized coefficient (B)	standard error	Beta (Standardized coefficient)	T score	The correlation coefficient	The coefficient of determination	Variation of determination coefficient	p-value
Attachment styles secure	0/251	2/092	0/360	3/820	0/360	0/130	0/130	0/0001
Avoidance Attachment styles	0/080	2/228	0/112	1/111	0/112	0/012	0/012	0/269
Ambivalent Attachment styles	0/-132	2/172	0/-247	2/-529	0/247	0/061	0/061	0/013

style	Non-standardized coefficient (B)	Standard deviation	Beta (Standardized coefficient)	T score	The correlation coefficient	The coefficient of determination	Variation of determination coefficient	p-value
Quality of life	0/127	2/085	0/368	3/913	0/368	0/135	0/135	0/0001

dictor of children's academic achievement and regarding Beta coefficients and the increase in academic achievement scores, it is believed that academic achievement is so high. Secure attachment style is 0/360. The results of this study are consistent with those of Mohammad Pour (2009), Hazen and Shaver (2003), Sadeghi, Mazaheri, Mootabi (2011), Torabi (2009) and Richelle and Krisanne (2001).

Consistency of results can be explained based on two possibilities: First of all, attachment as a primary need provides necessary biological readiness in the context of behavioral attachment on both sides of the parental relationships. Second of all, while biological variables, vital values and constructive interactions are at the service of formation and strengthening of secure attachment styles, providing situations under which biological preparations disrupt on both sides of the relationships and reduce vital value of secure attachment behaviors is always difficult and rare. This situation explains about the reduction of frequency of insecure attachment styles (avoidant, and ambivalent). So, it can be concluded that secure attachment is a safe resource for dealing and coping with stress anxiety, depression, anger and other negative emotions while insecure attachment styles do not provide such a resource and leave person alone and helpless in the face of stress and even diminish person's weak coping strategies. In other words, secure attachment style is one of the richest interpersonal sources that enable individuals against stress and the adverse effects of it and lack of it makes person vulnerable in dealing with critical situations. On the other hand secure attachment style in a positive way and avoidant attachment style in a negative way are predictors of mental and physical health. Secure attachment style increased physical and mental health through positive emotional - cognitive processes and because of negative emotional-cognitive processes, insecure attachment styles reduces emotional and physical health. Also, individuals with secure attachment styles have less interpersonal problems and are happier than those with avoidant and ambivalent attachment style. People with insecure attachment styles have more emotional and spiritual problems and the more unable people feel, the less their level of happiness will be.

After the fourth hypothesis, the study sought to examine the relationship between parent's quality of life with their children's academic achievement; thus, the results showed a significant relationship between them. Evaluation of the correlation between quality of life scores and academic achievement (0/368) is significant, it can be generally concluded that there is a significant positive relationship between parents' quality of life and their children's academic achievement. Therefore, as the quality of life increases, the academic achievement will increase, too. To

investigate the role of quality of life on academic achievement, stepwise multivariate regression analysis showed that parent's quality of life is a good predictor of children's academic achievement and regarding Beta coefficients, the amount of it is 0/368.

The findings of this study showed that parents' the quality of life influence their children's academic achievement and this is consistent with the studies of Rezaei, Ahadi, Pasha Sharifi, Karimi (2007), Soodani, Dehghani, Dehghan zadeh (2013) and Moosavi (2014). Quality of life includes different dimensions of health, physical, emotional and social comfort and is affected by personal experiences and his understanding of life that does not change over time. Each dimension has two measurable subjective and objective aspects, but it is subjective expectations that represent the quality of real-life (Tayebi et al., 2010). The subjective concept of quality of life means that it should be explained by him or his ideas and not by anybody else.

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