

The Relationship between Attachment Style with Self-Efficacy and Academic Performance of Secondary School Students in Bandar Abbas

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Abstract

This study aimed to investigate the relationship between attachment style with self-efficacy and academic performance of secondary school students in Bandar Abbas. For this purpose, 265 male and female students in a multi-stage cluster sampling method were selected from students and then Hazan and Shaver Adult Attachment Questionnaire (AAQ), and self-efficacy questionnaire Scherrer et al (1982) were used to collect data. Results of the analysis showed that attachment styles and secure attachment have a significant and positive correlation with academic performance ($P \leq 0.01$) and ambivalent attachment style has a significant and negative relation ($P \leq 0.01$) with academic performance. The results showed that secure attachment is positively associated with self-efficacy of students and there is a significant and negative relationship between avoidant and ambivalent attachment styles ($P \leq 0.01$).

Keywords: Attachment styles, self-efficacy and academic performance.

Introduction

Trained manpower in planning, organizing, directing, monitoring and controlling advanced societies play a major role so that the development of society and the improvement of educational programs depend on it. One criterion of the success of the educational system and its main objective is learners' achievement during the training process. The expert groups and psychologists have examined various aspects of academic achievement (Lounsbury et al., 2005). The training program is expected to identify the effect of these factors on academic achievement and learning process to increase academic achievement. Therefore, efforts to explore and explain the variables that determine the student's academic achievement and self-efficacy are very important. One of these variables is attachment styles. According to attachment theory, children's internal working model, the mental representation of their relationship and interaction with others and the forms of attachment (usually parents) are formed (Bowlby, 1969).

According to Bowlby (1969), mental representation of the activation patterns of others and mental representations of self and self-esteem are stored in memory (Mikulincer, and Shaver, 2005). Self-efficacy refers to beliefs about the person with the ability to perform activities and from various sources including individual successes and failures, view the success or failure of others and encourage verbal stems. People with high self-efficacy are more successful and have less frightening experience (Howells, 2002). Feelings of self-efficacy and adherence to self-care and self-management play an important role (Vivienne et al., 2008). Research Bandura (2006) has analyzed the social learning effect on psychology in the twentieth century. Conditioning agent explained deficits in social behavior without reference to specific amplifiers on the one hand, and the influence of cognitive psychologist Jean Piaget, on the other hand, caused acquisition of abstract behaviors was realized by Bandura. He gradually became involved in the study of cognitive processes which mediate social learning. In fact, the social cognitive theory indicates that the mediating role of cognitive processes in Bandura's social behavior is the basis of social processes (Salkind, 2008). The

primary objective of this study was to determine the relationship between attachment style and self-efficacy and academic performance in Bandar Abbas.

Research hypotheses

H1: There is a significant relationship among attachment styles and academic performance and efficacy of secondary school students in Bandar Abbas.

H2: There is a significant relationship between attachment style and self-efficacy and academic performance of secondary school students in Bandar Abbas.

Methods

The study has a applied purpose and survey method was used. 265 students from the middle schools were selected as sample of study by multistage cluster sampling method. In this study, a questionnaire was used to gather information. Adult Attachment Style Questionnaire of Hazan and Shaver (1993), was used including 15 questions with three secure attachment, avoidant, and ambivalent measures. In this study, the Cronbach's alpha reliability of this test is equal to 0.96. Efficacy questionnaire of Scherrer et al (1982) with 23 articles which accounted for 17 General Self-Efficacy and 6 other matter relating to students' experiences in social situations was another tool considered for the purpose of this study. Cronbach's alpha coefficient was 0.83.

Findings

The first hypothesis: There is a significant relationship among attachment styles and academic performance and efficacy of secondary school students in Bandar Abbas.

Table 1. Correlation coefficients among attachment style and self-efficacy and academic performance of students

| Attachment Styles | Academic performance of students | | Self-efficacy | |
|-------------------|----------------------------------|--------------------|-------------------------|--------------------|
| | correlation coefficient | Significance level | correlation coefficient | Significance level |
| Safe | ./30 | ./001 | ./40 | ./001 |
| Avoidance | -./22 | ./001 | -./15 | ./001 |
| Ambivalent | -./19 | ./01 | -./27 | ./001 |

In Table 1, correlation coefficients among attachment styles and academic performance of students are presented. As it is evident, the correlation coefficient is 0.30 and 0.40 among secure attachment style and self-efficacy and academic performance of students at ($P < 0.01$). The avoidant attachment style with a correlation coefficient of 22 and -0.015 ($P < 0.001$) and ambivalent attachment style with a correlation coefficient of -0.19 ($P < 0.01$) and self-efficacy variable factor of -0.27 at 0.001 were significant. The secure attachment and positive correlation between avoidant and ambivalent attachment styles were negatively correlated.

The second research hypothesis: There is a significant relationship between attachment style and self-efficacy and academic performance of secondary school students in Bandar Abbas.

According to Table 2, regression models were conducted to predict academic performance and self-efficacy in students. In the first model of attachment styles, academic performance were predicted significantly ($R^2 = 0.11$, $F = 10.89$, $P \leq 0.001$). As you can see, secure attachment style ($\beta = 0.29$, $t = 4.09$, $P = 0.001$) and avoidant attachment style ($\beta = -0.23$, $t = -2.38$, $p = 0.001$) could significantly predict academic performance. In the second model, attachment styles could significantly ($R^2 = 0.81$, $F = 358.43$, $P < 0.001$) predict self-efficacy among students.

Table 2. Summary table for regression model to predict academic performance and self-efficacy on attachment styles

| Model | Criterion variables | Predictor variables | Multiple correlation R | coefficient of determination R ² | F ratio | Significance level F | regression coefficients β | | |
|-------|----------------------|---------------------|------------------------|---|------------|----------------------|--------------------------------------|---|--|
| | | | | | | | Secure attachment | Avoidant attachment | Ambivalent attachment |
| 1 | Academic Performance | Attachment Styles | ./33 | ./11 | 10/89 | ./001 | $\beta = .29$ 4/09 =t = ./001P | $\beta = -.23$ = -2/38t = ./001 P | $\beta = -.13$ = -1/21t = ./22 P |
| 2 | Self-efficacy | Attachment Styles | ./90 | ./81 | /43 358 | ./001 | $\beta = .18$ = 2/47t = ./001p | $\beta = -.78$ = -18/05t = ./001p | $\beta = .08$ = 1/61t = ./10 P |

The secure attachment style ($\beta=0.18$, $t=2.47$, $P=0.001$) and avoidant attachment style ($\beta=-0.78$, $t=18.05$, $P=0.001$) could predict students' self-efficacy. Note in both model, the ambivalent attachments style variables could predict students' academic performance and self-efficacy.

Secure attachment is also able to positively predict academic performance and self-efficacy but avoidant attachment style negatively predict academic performance and self-efficacy.

Conclusion

The results showed that there is a significant and positive relationship between self-efficacy and academic performance and attachment avoidance was negatively associated with self-efficacy and academic performance. The findings of the study are in line with the study results of Rezaei (2006), Dennis (2003), Izadi tame and et al (2012) because these studies showed a significant relation between the variables. Actually, people who are safe, have a positive view of self and others and feel comfortable in their early relationships with caregivers. Therefore, individuals who are empowered with positive potential and they are also successful in their academic performance and self-efficacy. The avoidance of having a favorable view toward themselves and others results in rejection of intimacy and fear and doubt thus, individuals with this attachment style have difficulties in communicating with others, so they have a negative correlation with academic performance and self-efficacy.

The results showed that secure attachment to the students' academic performance and self-efficacy was positively and significantly predicted and avoidant attachment style are also negative for both self-efficacy and academic performance variables. Ambivalent attachment style variables could predict the performance and efficacy. The findings of the research are consistent with studies of Dennis (2003), Izadi tame and et al (2012). To explain the above hypotheses, it can be stated that secure attachment provides the safety of persons by which they can discover their world and provide adaptive responses to the environment. Accordingly, secure attachment, mental health, self-confidence are necessary for communication.

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