

The Relation between Family Function and Attachment Styles with Social Adjustment of Male and Female High School Students in Bandar Abbas

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ABSTRACT

This study aimed to investigate relationship between family function and attachment styles with social adjustment of male and female high school students of Bandar Abbas City. Statistical population includes all high school students of Bandar Abbas in 2012-2013 academic year. 376 samples were selected through stratified and multistage sampling methods. Family Assessment Device (Fad), Simpson Attachment Styles (SAS) and Social Attachment questionnaires were employed as research tools. Data analysis indicates that family function and attachment styles micro scales are meaningfully predict students' adjustment. However, separate execution of regression equations among male and female students reveals different results. Relation, emotional education, role playing, general function, emotional companionship and behavior control in females group and family function including emotional education, role playing, general function, problem solving, emotional companionship, and behavior control in males group are among the micro scales that can predict students' adjustment. Every three different attachment styles (secure, ambivalent, insecure) in both male and female groups are predicating meaningfulness of students' adjustment in male and female groups.

KEYWORDS: Social Adjustment, Family Function, Attachment Styles, High School Students.

1. INTRODUCTION

Social adjustment as the most important sign of psyche health has been attracted sociologists, psychologists and teachers' attention in last decades. A healthy society needs healthy people that this specification will increase by increasing peoples' social adjustment. Educational authorities of every society are trying to comprehensively develop human's growth which is starting from children and youths [1]. Although educational authorities are playing important role in increasing social adjustment of peoples and especially students, family and its function may have negative or positive impacts on students' social adjustment.

Family function is a group of family members' liabilities, roles and expectations against each other [2]. Accordingly, the family is playing a basic role in determining members' roles and responsibilities, agreeing about delegated roles, justification and logicity of these roles and responsibilities, planning for accomplishment of aforesaid liabilities, determining borders for its members, legislating specific regulations for establishment of family's discipline, supporting each other in critical situations, creating accurate relation, reciprocal trust and responsibility [3].

According to Maslow (Abraham Harold Maslow) [4] the ones with highest degree of adjustment are the one who had successfully growth in all stages of their life. It is obvious that family is a place of peace and talent development. The family member are affecting by and effecting on each other. Therefore, the success of every family member is affected by family internal function. As per different trials to investigate psychological disorders, family therapists had studies dynamic interactions between family members and concluded that notwithstanding the reason of psychological disorders, the individual's relations shall be investigated for treating such problems [5].

Sourfe et al. [6] defined attachment as a peaceful condition which is creating safety for exploring and a source for entrusting for the kid in stressful conditions. Bowlby is defining attachment as a great theory. In his opinion, attachment relations are always existing and activating in whole life cycle in a manner that attachment connections are created in adulthood and are impacting important activities of this period.

According to Ainsworth's studies [7], parent-child relations can be categorized in three groups of secure, avoidant, and anxious-ambivalent. The children in secure group are returning to their mothers immediately after anxious condition. They reach peace and reestablish their activities more rapidly. Children in anxious-ambivalent group have complex reactions to mother's presence. They do not reach quietness with their mother and restraint to reestablish their activities. Finally, the group with avoidant attachment are ignoring mother's presence and staring some activities in isolation to defend stress.

Bowlby, Ainsworth, Water and Wall defined three different attachment styles including secure, anxious/ambivalent, and anxious/avoidant. Hazan and Shaevar [8] had studied the role of these styles in adults'

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relations. Attachment is playing an important role in helping the children to face social challenges and develop social adjustment. Accordingly, unhealthy attachment patterns in childhood will result in behavioral disorders and social conflict of adolescence.

Bowlby had performed different researches about attachment. He defined attachment as “a deep and enduring emotional bond that connects one person to another” [9]. He believed that primary experiences of childhood period will have an important impact of subsequent growth and behaviors. According to his ideas, our primary attachment styles are creating in childhood and through infant/nurse relationship.

According to Shafieabadi [10], human has three different social, psychological and physical stages. Social stage which is starting immediately after birth is determining by awareness and attention of other people specifically parents and the child shall pass all these three stages to reach existence. The issues about differences, relations, contacts and their distinguishing aspects will be learned in this interaction and learning process which is called adjustment.

Golchin *et al.* [11] performed a study by the title of the relation between family function and some psychological specifications of male and female adolescents. This study indicated that there is a positive relation between family function and teenagers’ psychological particulars. Sanaei and Amini [12] revealed in a study by the subject of comparing family function in two dependent and independent female students that dependent students have weaker family function in creating connections, emotional cooperation, general practicality, and total scale. Brownfield and Thompson [13] had investigate the relation between different dimensions of social adjustment and revealed that there is a positive relation between attachment styles and mother-child function with social adjustment.

Aghamohammadian [14] indicated that there are positive relations between parent-child attachment and social adjustment of kids and teenagers. It is also indicated in Kapanee and Rao’s study that safe attachment style is related with lower degrees of anxiety and higher degrees of family function [15]. Rice and Mirzadeh [16] concluded that there is a relationship between attachment styles and family function and unadjusted behavior in school. The Rosenstain and Horowitz [17] study indicated a relationship between adolescence attachment styles and psychological disorders such as depression, stress, anti-social personality disorder, and social adjustment disorder. According to Brownfield and Thompson [13] there is a positive relation between attachment styles and mother-child function with social adjustment.

Considering significant impacts of family function and attachment styles on individuals and students and also as high school students’ social adjustment is affected by various elements and also considering limited researches in our country comparing to other countries, this study aimed to find that is there any relation between family function and attachment styles with social adjustment of male and female high school students?

2. MATERIALS AND METHODS

Present study is a descriptive correlation study as investigating probable relations between different variables. On the other hand this study can be categorized as field study. The researcher tried to select specific statistical population and samples for investigating probable relations between variables from participants’ viewpoint.

Statistical Population, Sample and Sampling Method

Statistical population of this study is all male and female high school students of Bandar Abbas City in 2012-13 academic year that according to Hormozgan Educations Organization website, this population has about 18000 member. 376 samples were selected by employing Cochran formula but for generalizing the results of the study, 400 samples (200 male and 200 female) were selected as final sample size. Stratified sampling was employed to select 50 percent of samples from boys and 50 percent from girl students. Then multistage sampling method was used to select some high schools (from 9 high schools) and accordingly selecting some classes in every select school. Finally, simple random sampling method was employed to select several students as research samples.

Research Tools

Family assessment device (FAD), Simpson Attachment Styles (SAS) and High School students’ social adjustment questionnaires are used in this study.

A) Family Assessment Device (FAD)

Fad questionnaire was designed by Epstein *et al.* (mentioned by Sanaei) [18] to assess family function on the basis of Mac-Master pattern. This pattern is indicating structural, professional and interactive specifications of the family and specifying six different dimensions for family function. These dimensions are problem solving, relation, roles, emotional companionship, emotional association, behavior control and general family function. Therefore, family test is including six micro scales for assessing aforesaid dimensions in addition to another scale for general family function [18]. Cronbach’s alpha coefficients of general scale and micro scales (including problem solving, relation, roles, emotional companionship, emotional association, behavior control and general family function) of Sanaei and Amini research [12] were 0.92, 0.61, 0.38, 0.72, 0.64, 0.65, 0.61, 0.81. Family

assessment device has synchronized validity and predictability. Moreover, this device with the capacity of distinguishing family members has good validity for all seven micro scales [18]. Amanollahi et al. [19] employed bisection method and Cronbach's Alpha for investigating reliability coefficient of aforesaid scale which were respectively equal to 0.71 and 0.80. Amanollahi et al. [19] used a general question in Likert's seven point scale for assessing reliability of family function assessment scale. Correlation of total test mark and general question was 0.33 while meaningfulness level of that study was 0.002.

B) Simpson Attachment Styles Questionnaire

This questionnaire that was created by Simpson [20] includes 13 sentences in Likert's scale that the testee shall select one of the five choices (from absolutely agree to absolutely disagree) for answering every question. Among mentioned 13 sentences, 5 items are assessing safer attachment style, 4 items are assessing avoidant attachment style and 4 items are assessing anxious-ambivalent attachment style. The correlation between Robin's Love Scale and safe, avoidant and anxious-ambivalent attachment styles are respectively equal to 0.22, -0.22 and -0.12. Correlation between Berscheid and Fey attachment scale and safe, avoidant and anxious-ambivalent attachment styles are respectively equal to 0.26, 0.28 and -0.12 [20]. Attari et al. [21] employed three question for investigating the test's reliability that resulted in correlation between these three question and secure, avoidant and anxious-ambivalent attachment styles with respective value of 0.59, 0.54, and -0.24. Stability of questionnaire on the basis of Cronbach's Alpha and repeated execution in one week to two years intervals was about 0.70. Attari et al. [21] calculated Cronbach's Alpha and bisection coefficient as 0.70 and 0.62. Stability of this questionnaire in this study in accordance with Cronbach's Alpha is 0.87.

C) High School Student Adjustment Questionnaire

This questionnaire was created in Shankar University by Sin Havsink (mentioned by Karami) [22]. This test was developed to categorize 14 to 18 years old teenagers in three emotional, social and educational categories on the basis of appropriate or inappropriate adjustment. The questionnaire includes 60 yes/ no questions (20 items in every category). Yes answers will receive zero mark which indicates higher degrees of adjustment while No answers will receive one mark which shows very weak adjustment. Some items shall be marked adversely.

Primary questionnaire include 100 questions. Sin Havsink selected 60 of them after performing various studies on 1950 random samples from first to third grade high school students. Bisection reliability coefficient was 0.95 while reassessment was equal to 0.93 and 0.94 [22]. Reliability of this questionnaire in this study was calculated on the basis of Cronbach's Alpha method which was equal to 0.84.

3. RESULTS

Demographical Information of Sample Population

Results indicated 50 percent of participants are female students and 50 percent are male students. In the table 1, descriptive Specifications of Research Variables on the Basis of Their Micro Scales have been presented.

Table 1. Descriptive Specifications of Research Variables on the Basis of Their Micro Scales

Variables	Micro Scale	Quantity	Maximum	Minimum	Mean	Standard Deviation
Family Function	Relation ship	400	7	35	24.22	6.16
	Emotional combination	400	7	51	19.74	3.99
	Role Playing	400	12	37	28.39	5.44
	General Function	400	24	55	41.31	5.88
	Problem Solving	400	6	48	24.61	6.65
	Emotional Cooperation	400	10	30	21.50	3.95
	Behavior Control	400	10	50	26.37	6.56
Attachment Styles	Secure	400	5	35	27.72	6.25
	Ambivalent	400	2	21	8.55	4.48
	Insecure	400	1	14	9.58	2.70
	Overall Adjustment	400	68	113	91.80	5.47

Table 1 indicates quantity, minimum and maximum points, mean and standard deviation of family function and attachment styles micro scales.

Inferential Results

First Hypothesis: there is a multiple meaningful relation between family function elements and students' adjustment. Multivariable synchronized regression test was employed to test first hypothesis. As indicated in table 2, multiple correlation coefficient of family function test micro scales (relation, emotional combination, role playing, general function, problem solving, and emotional cooperation and behavior control) with students' adjustment variable is equal to 0.48 that its determination coefficient is equal to 0.23. In other words, 23 percent of variance changes of students' adjustment variable shall be determined by family function's micro scales.

Table 2. Regression Equation Coefficients

Variable	Micro Scale	B	β	T	P	R	R ₂	F	P
Family Function	Relationship	0.19	0.21	7.71	0.01	0.48	0.23	16.94	0.01
	Emotional combination	-0.30	-0.22	4	0.01				
	Role Playing	-0.25	-0.25	3.53	0.01				
	General Function	0.18	0.20	3.21	0.01				
	Problem Solving	0.14	0.18	3.43	0.01				
	Emotional Cooperation	0.21	0.15	3.11	0.01				
	Behavior Control	0.19	0.23	4.04	0.01				

Moreover, relationship, general function, problem solving and emotional cooperation are positive predictors while emotional combination and role playing can be categorized as negative predictors.

Second Hypothesis: There is a meaningful multiple relation between attachment styles and students' adjustment. Multivariable synchronized regression test was employed to test second hypothesis. As indicated in table 3, multiple correlation coefficients of attachment styles with students' adjustment variable is equal to 0.36 while its determination coefficient is equal to 0.13. In other words, 13 percent of variance changes of students' adjustment variable shall be determined by family function's micro scales.

Table 3. Regression Equation Coefficient

Variable	Micro Scale	B	β	T	P	R	R ₂	F	P
Attachment Styles	Secure	0.16	0.19	3.95	0.01	0.36	0.13	19.64	0.01
	Ambivalent	-0.19	-0.15	-3.11	0.01				
	Insecure	-0.42	-0.21	-4.30	0.01				

Moreover, secure micro scale is positive predictor while ambivalent and insecure micro scales can be categorized as negative predictors.

Third Hypothesis: There is a meaningful multiple relation between family function elements and attachment styles with students' adjustment. As in third hypothesis, family function micro scales and attachment styles are simultaneously inserted in regression equation; aforesaid results indicate that family function micro scales and attachment styles have meaningful regression impact on students' adjustment. This regression effect which is equal to $F=347.22$ is meaningful in 0.01 alpha level. In other words, total remaining squares were not enough to countervail regression impact and result in meaningful similarity. It means that indicated model is appropriate for analyzing linear relation.

Table 4. Regression Equation Coefficients

Variable	Micro Scale	B	β	T	P	R	R ₂	F	P
Family Function	Relationship	0.09	0.10	1.26	0.01	0.53	0.29	15.95	0.01
	Emotional combination	-0.21	-0.15	-2.76	0.01				
	Role Playing	-0.19	-0.19	-2.78	0.01				
	General Function	0.18	0.20	3.30	0.01				
	Problem Solving	0.10	0.13	2.62	0.01				
	Emotional Cooperation	0.21	0.15	3.18	0.01				
	Behavior Control	0.19	0.23	4.04	0.01				
Attachment Styles	Secure	0.09	0.10	2.26	0.02				
	Ambivalent	-0.17	-0.14	-2.95	0.01				
	Insecure	-0.30	-0.15	-3.33	0.01				

Moreover, relationship, general function, problem solving and emotional cooperation from family function variable and secure and ambivalent micro scales from attachment styles are positive predictors while emotional combination and role playing from family function and insecure micro scale from attachment styles can be categorized as negative predictors.

DISCUSSION

Purpose of current study was investigating the relation between family function and attachment styles with social adjustment of male and female high school students in Bandar Abbas City. Variables such as adjustment, self-efficacy and hope rooted in positive psychology [23].

Analyzing first hypothesis indicates that there is a multiple meaningful relation between family function and students' adjustment. On the other hand function micro scales (relationship, emotional combination, role playing, general function, problem solving, and emotional cooperation and behavior control) may meaningfully predict students' adjustment variable.

For specifying these results we can refer to Maslow's idea. He believes that the ones with highest degree of adjustment are the one who had successfully growth in all stages of their life and reach highest stages of maturity. An individual who reached self-actualization stage, had perfectly realized his main potential powers. He may limit or adjust his internal stimuli or try to change environmental desires to reject any contradictions [4]. It

can be said that family function may appropriately effect individual's adjustment with environment, school and society by providing adjusted and appropriate disciplinary patterns. Accordingly, individual's adjustment may decrease by weak family function and will result in higher degrees of conflicts. These results are in accordance with the results of Golchin et al. [11, Sanaei and Amini [12], and Brownfield and Thompson's [13] studies.

Analyzing second hypothesis indicates that there is a multiple meaningful relation between attachment styles and students' adjustment. On the other hand attachment styles' micro scales (secure, ambivalent and insecure) may meaningfully predict students' adjustment variable.

We can refer to Bowlby for specifying these results. According to Bowlby, kid's primary experiences have important role in his subsequent behaviors. He also believes that attachment has an evolutionary element which is facilitating human's survival [9]. According to Shafieabadi, human has three different social, psychological and physical stages. Social stage which is starting immediately after birth is determining by awareness and attention of other people specifically parents and the child shall pass all these three stages to reach existence. The issues about differences, relations, contacts and their distinguishing aspects will be learned in this interaction and learning process which is called adjustment [10]. These findings are in accordance with the results of Aghamohammadian [14], Rosenstainand Horowits [17] and Rice and Mirzadeh [16] studies.

In third hypothesis, after simultaneous insertion of family function and attachment styles' micro scales in regression equation, it has been revealed that all of these micro scales can predict students' adjustment variable. For specifying this result it can be concluded that if family's efficient function such as beneficial relation, positive emotional cooperation, playing efficient roles, optimum problem solving and normal emotional relations joined with secure attachment style, the children will act more justifiable with various social conditions. These results are in accordance with Golchin et al. [11], Sanaei and Amini [12], Rice and Mirzadeh [16], Brownfieldand Thompson [13], Aghamohammadian [14] Kapanee and Rao [15] and Heidari, et al. [24] findings.

Limited population (Bandar Abbas City) and execution of the study only among high school students are the limitations of this study. The results revealed importance of family functions and attachment styles and their multiple relations with students' adjustment. It is recommended that education organization and social media such as IRIB shall produce appropriate programs for improving family functions and subsequently increasing students' social adjustment. Schools can hold training sessions for families to improve their function and awareness about attachment styles.

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