



Vol. 9, Issue 1, 21-28, 2020

Academic Journal of Psychological Studies

Print ISSN: 2375-7450

Online ISSN: 2333-0821

ajps.worldofresearches.com

The Relationship between Attachment Styles and Parenting Styles of Elementary Students' Mothers

Abedeh Nazari*

Department of Education, University of Payame Noor, Zahedan, Iran.

A B S T R A C T

The present study is aimed to investigate the relationship between attachment styles and parenting styles of mothers of elementary school aged children in 2018. Regarding the subject and objectives of the research, the present study is of a descriptive-correlation type. The sampling method is a multistage cluster method taken from different schools of Saravan city (in Iran) and among the mothers participating in parent-teacher meetings. Their consent to participate in the study have been obtained In order to assess the attachment style, the 18 itemed attachment style questionnaire(ASQ) whose validity and reliability has also been confirmed in Iran, was used and also in order to determine the parenting style of the mothers , the 30-itemed parenting style questionnaire (PSQ) was completed. The questionnaire has been based on Baumrind's theory and its validity and reliability have also been confirmed in Iran. After the data collection, the data were entered and analyzed in SPSS software. The sample size was 372 By testing the first hypothesis, the Pearson rate equals -0.368 which shows at the 0.99 level ($\alpha= 0.01$) that there is an inverse and rather average relationship between the authoritarian parenting style and secure attachment, but as the acceptable significance level is lower or equal to 0.05, therefore we conclude that there is no significant correlation between mothers' secure attachment and their authoritarian parenting style. In the second hypothesis, the Pearson rate equals 0.67 which has become significant at the 0.99 level ($\alpha= 0.01$); as the acceptable significance level is lower or equal to 0.05 we therefore conclude that there is a positive, significant relationship between mothers' secure attachment and authoritative parenting style. In the third hypothesis, the Pearson rate equals -0.398 which shows at the 0.99 level ($\alpha= 0.01$) that there is an inverse and rather average relationship between authoritarian parenting style and secure attachment; but as the acceptable significance level is lower or equal to 0.05 thus we conclude that there is no significant correlation between mothers' secure attachment and the permissive parenting style.

Keywords: Attachment Styles, Secure Attachment Style, Parenting Methods.

INTRODUCTION

Children are reared and socialized in their family. This means that the society is in the second position in this regard. Parents, as the main family members, have the most basic role which is the training and education of children. Meanwhile, mothers play a special role. Mothers, as the primary caregivers and the only source of providing security and food in the primary years of the children's life are all the meaning of life and the world of their children. Bowlby refers to this as attachment and maintains that attachment plays a vital role in the life of

*. Corresponding Author: Nazari@ped.usb.ac.ir

DOI: **In pressing**

To cite this article: Nazari, A. (2020). The Relationship between Attachment Styles and Parenting Styles of Elementary Students' Mothers. *Academic Journal of Psychological Studies*, 9 (1), 21-28.

humans (E. J. M. Bowlby, 2010). This means that attachment affects the behavior and character of a child, not only in childhood but also all through its life.

However, in addition to this issue, the type of education that parents choose and implement for the growth and fulfillment of their children, builds the future life of children. Therefore, as parents educate their children differently from others, they provide the society with different children and in the future, humans with different conducts and behaviors. Studies have shown that there are parenting styles (or training principles) as many as the number of parents (Pickren, Dewsbury, & Wertheimer, 2012; Wertlieb, 2016).

It seems that attention to the issue of attachment and parenting styles is important and necessary since it is the family which, as the first social institution, is the individual's center of security and attachment and can also influence the society by its own culture (Feeney & Ryan, 1994; Rothbaum, Rosen, Ujiie, & Uchida, 2002). The behaviors and reactions that each one of us shows in social circumstances are affected by the type of training and family in which we have been raised. As humans are social creatures, one of the most significant features of humans, is the ability to form inter-personal relations and protect it. These relations that are totally important to each one of us for survival, reproduction, love, job, and so on, are in different forms; but the most satisfactory relations are formed with the family, friends and relatives; this mental-emotional cycle of relations which takes place by means of an emotional bond, is called "attachment". Attachment has different forms among humans, such as the attachments between teacher and pupil, professor and student, relatives and lovers (Duemmler & Kobak, 2001; Ehrenberg, Robertson, & Pringle, 2012; Fathi, Gorji, & Esmaily, 2011).

In this field and in developmental psychology, attachment refers to the emotional bond between the child and its care provider; some researchers of developmental psychology maintain that the child's attachment to its mother in the first year of life provides a strong basis for its later development (Fonagy, Steele, & Steele, 1991; Lyons-Ruth, 2015; Rossi & Rossi, 2018). R. Bowlby (2017), who has carried out many studies in the field of attachment, believes that the child and the mother become instinctually attached to each other. According to him, by prattling, smiling and crawling, the child tries to keep the mother close to it. This way, children show signs of attachment to specific people specifically in the second six months of life (Clifford, 2017). The person to whom the child becomes attached is called "support of attachment". By maintaining the closeness of the baby to the mother, attachment insures its health and security and survival. This is why "Bowlby" considers the attachment bond in the child to be a primary and basic need. To be precise, all humans are influenced by their primary attachment bonds but whether these influences are positive or negative, healthy or pathogenic depends on the quality of the attachment bond. Bowlby asserts that an uncut special attachment bond with a person is necessary for the healthy and non-pathological development of the individual, and the secure experience in the child is the basis and foundation of psychical and mental health functioning. Then again, an insecure attachment bond eventually leads to a character whose characteristic is lack of trust, fragility and problems in the areas concerning sympathy with others, sensitivity, happiness and emotional satisfaction in close emotional bonds. Bowlby believes that different methods of the interaction between child and its caregivers cause the formation of the three secure, avoidant insecure and anxious-ambivalent insecure attachment styles. Based on theories of psychoanalysis and praxeology, the internal feeling of affection and security which results from a healthy attachment bond, helps to all aspects of mental development. A broad longitudinal study consistent with this view, revealed that people who had secure attachment in childhood were evaluated to be excellent by their pre-school teachers in terms of self-confidence, social competence, helpfulness and popularity (Heard, 2018; Schore, 2018).

The Relationship between Attachment Styles and Parenting Styles

In contrast, their peers who had avoidant attachment were evaluated as reserved and those who had ambivalent attachment were evaluated as destructive and hard. After they re-examined these children at 11 on the summer vacation, it was revealed that those who were secure in juvenility, had favorable relations with their peers and their social skills were better. The formation of the children's behaviors depends on the way parents interact with them. Although all parents wish to provide the best facilities at home, they may not accurately provide them for their children. Regarding the needs and characteristics, children also differ from one another. For each child, according to its unique characteristics, different behavioral principles must be deployed. There are different styles for parenting. The type of domestic life of the child also has a significant effect on the development of its personality, and this is determined by the parents as well. Parents who, due to the previous experiences of their childhood, feel unstable and uncertain in carrying out their demanding tasks, don't have emotional stability and don't have a high view of their children, or disagree on the training method, will provide an unfavorable domestic life for the development of the personality of children (Pickren et al., 2012).

According to what has been mentioned above, the main goal of the present study is to investigate the relationship between attachment styles and parenting styles in elementary students' mothers of Saravan city (in Iran) in 2018. Here the main question is whether there is a relationship between attachment styles and parenting styles of elementary students' mothers or not.

METHODOLOGY

In accordance with the subject and goals of the present research the study is of the descriptive correlation research type, and it was implemented in order to investigate the relationship between attachment styles and parenting styles among mothers of elementary students in Saravan city (in Iran) in 2018.

The population under study in this research, to which the research results are generalized, includes all the mothers of elementary students who reside in the city in the time range of the project implementation (the year 2018). According to the population of 12000 elementary mothers, based on the Morgan table it is about 372 individuals. As every study access to the whole population requires a lot of precision and costs although it is not applicable we consequently have to select a sample of the population and this sample must be the actual residual and side of the society so as to be able to generalize the research results to the proposed population. The sampling has been undertaken in the multi-stage cluster method in different schools and among the mothers participating in parent-teacher meetings. After collection, the data were entered the SPSS-21 software. According to the quantitative and qualitative variables under study in this research in the inferential statistics section of the table the frequency distribution, mean and standard deviation were analyzed and in the analytical section by means of the Pearson correlation coefficient test they were analyzed at the $\alpha=0.01$ level.

Attachment style questionnaire (ASQ): The attachment scale of adults was first provided in 2011 by Collins and Rid and was reviewed in 1996. Its theoretical basis is this attachment theory test. The adult attachment scale which investigates the evaluation of the individual by communicational skills and his/her intimate relationship, has 18 statements and responders in a 5-point Likert scale state their degree of agreement or disagreement with each of the following statements. This questionnaire has three subscales of attachment that assess the degree of testable emotional intimacy and closeness with others, and the subscale of anxiety that evaluates the individual's fear of rejection. Each of the subscales is allocated 6 statements. To obtain the scores related to each subscale, add the statements related to that and divide it by the number of statements. The subjects are placed in one of the three groups having the secure,

anxious, and avoidant attachment styles based on the results obtained. Secure attachment style: people whose score in the subscale of closeness and dependency is above average and in the subscale of anxiety below average. Anxious attachment style: people whose score in the subscale of anxiety is above average and in the subscales of closeness and dependency average. Avoidant attachment style: people whose score in all three subscales is low. The re-test reliability coefficient of this test for each of the three subscales of closeness, dependency and anxiety are reported to be 0.68, 0.71, and 0.52 the results of which are also depicted in tables.

Collins and Read (1990), showed that that the subscales of closeness (C), dependency (D), and anxiety (A) in the time range of 2 months and even 8 months remains stable. As the Cronbach's alpha rates in all cases are equal to or above 0.80, the obtained reliability level is high.

Table 1. Reliability coefficient of attachment scales

Attachment scale	Reliability coefficient
Closeness	0.68
Dependency	0.71
Anxiety	0.52

In Iran also the reliability level by means of the test-retest method as correlation between two implementations on a sample with a size of 100 subjects was done and the results obtained from the two times of implementation of this questionnaire with the time distance of one month from each other indicated that the difference between the two implementations of the s A,D,C scales in RAAS are not significant and this test is reliable at the 0.59%, but according to the correlation between the results of the two implementations the A subscale is the most reliable ($r=0.75$) and in the next degree the C subscale is reliable ($r=0.57$) and D has had the least reliability level among these three scales ($r=0.47$).

On the other hand, by calculating the Cronbach's alpha it was determined that the subscale of anxiety (A) has the highest reliability (0.74) and that of dependency (D) the least reliability (0.28), and the reliability of the subscale of closeness (C) is average (0.52) and the results have been in line with investigations by means of re-tests.

Parenting Style Questionnaire: This tool is an adaptation of the parents' authoritative theory which based on Baumrind's theory has been constructed by the three permissive, authoritarian and rational authoritative models of parents in order to investigate the influence models and the parenting styles. This questionnaire includes 30 articles 10 articles of which are related to the absolute permissive style, 10 articles to the authoritarian style and 10 other articles to the rational authoritative style of parents in the child's training. This questionnaire has been previously used by Finzi, Cohen, Sapir, and Weizman (2000). The results of which are also presented in table 2.

Table 2. Re-test reliability based on the results of Esfandiari (1995)

Parenting style	Reliability coefficient
Permissive	0.69
Authoritarian	0.77
Rational authoritative	0.73

The reliability degree of this questionnaire in the re-test method has been reported to be 0.81 for permissive, 0.85 for authoritarian and 0.92 for rational authoritative style of fathers 26. Also, he has reported the following results regarding the validity of the questionnaire: there is an inverse relationship between the father's authoritarian style, and the permissive style (0.50) and

The Relationship between Attachment Styles and Parenting Styles

rational authoritative style (0.52). In this test, by studying each article the mothers of the subjects determine their views by the \times sign based on a 5-point scale which is scored from 0 to 4, and by sum of the scores three separate scores are obtained for the rational permissive, the authoritarian and the rational authoritative styles for each subject.

RESULTS

The First Hypothesis: There is a significant relationship between the secure attachment style and authoritarian parenting style among mothers of elementary students.

In order to answer this question, the Pearson test has been used the results of which have been presented in the table below:

Table 3. Investigating the relationship between secure attachment and authoritarian parenting style of students' mothers

Variable	N	Mean	Std. Deviation	Pearson correlation coefficient	Sig.
Authoritarian parenting method	372	15.25	8.6	-0.368	0.001
Secure attachment	372	0.2	0.4	-0.368	0.001

As could be observed in table, the Pearson rate equals -0.368 and this rate at the 0.99 level ($\alpha= 0.01$) shows that there is an inverse and rather average relationship between authoritarian parenting method and secure attachment, but as the acceptable significance level is lower or equal to 0.05 thus we conclude that there is no significant correlation between secure attachment and authoritarian parenting method of mothers.

The Second Hypothesis: There is a significant relationship between the secure attachment style and authoritative parenting style among mothers of elementary students.

In order to answer this question, the Pearson test has been used the results of which have been presented in the table below:

Table 4. The relationship between secure attachment and authoritative parenting style of students'

Variable	N	Mean	Std. Deviation	Pearson correlation coefficient	Sig.
Authoritative parenting method	372	31.41	6	0.67	0.001
Secure attachment	372	0.2	0.4	0.67	0.001

As could be observed in table, the Pearson rate equals 0.67 and this rate is significant at the 0.99 level ($\alpha= 0.01$). As the acceptable significance level is lower than or equal to 0.05 then we conclude that is a positive significant relationship between secure attachment and authoritative parenting style of mothers.

The Third Hypothesis: There is a significant relationship between the secure attachment style and permissive parenting style among mothers of elementary students.

In order to answer this question, the Pearson test has been used the results of which have been presented in the table below:

Table 5. Investigating the relationship between secure attachment and permissive parenting style of students' mothers

Variable	N	Mean	Std. Deviation	Pearson correlation coefficient	Sig.
Authoritative parenting method	372	44.27	5.03	-0.398	0.001
Secure attachment	372	0.2	0.4	-0.398	0.001

As could be observed in table, the Pearson rate equals -0.398 and this rate at the 0.99 level

($\alpha= 0.01$) shows that there is an inverse and rather average relationship between authoritarian parenting method and secure attachment, but as the acceptable significance level is lower or equal to 0.05 thus we conclude that there is no significant correlation between secure attachment and permissive parenting method of mothers.

CONCLUSION

There is a significant statistical relationship between the secure attachment and authoritarian parenting style among mothers of elementary students. The Pearson rate equals - 0.368 and this rate at the 0.99 level ($\alpha= 0.01$) shows that there is an inverse and rather average relationship between authoritarian parenting method and secure attachment, but as the acceptable significance level is lower or equal to 0.05 thus we conclude that there is no significant correlation between secure attachment and authoritarian parenting method of mothers.

It seems that attention to the issue of attachment and parenting styles is important and necessary since it is the family which, as the first social institution, is the individual's center of security and attachment and can also influence the society by its own culture. The behaviors and reactions that each one of us shows in social circumstances are affected by the type of training and family in which we have been raised. Rutgers et al. (2007), conducted the present study in order to investigate and compare attachment styles, parenting styles and marriage and parenting process in parents of autistic and normal children. The following results were obtained: by a 99% confidence, it could be said that the means of society based on parenting methods are not similar and have a significant difference; also, with a 95% confidence, it could be said that there is a significant difference between the four groups above regarding the attachment style, and by a 95% confidence it could be said that there is a significant difference between the groups of the parents under study in terms of the marriage type, and by a 95% confidence it could be said that there is no relationship between parenting styles and attachment style in the group of children's parents.

In a study that Lambert and Dollahite (2008), undertook in order to investigate the marital commitment of religious couples, the couples reported that religious beliefs and practices had helped them to include God in their marriage as their partners, believe in marriage as a religious institution that sustains and find meaning in commitment to marriage.

In this study no positive and significant relationship was observed between the grades of secure attachment style and authoritarian parenting style, and this result is in line with the findings of the studies by Aliakbari Dehkordi, Kakojoibari, Mohtashami, and Yektakhah (2011).

The research findings show that there is no positive and significant difference between the calculated mean scores between secure attachment style and permissive parenting style. This result is aligned with the findings of studies by Rutgers et al. (2007).

SUGGESTIONS

1- As the basis and foundation of attachment styles are formed in infancy, and also the type of people's attachment style affects their adult personality and life, thus it is recommended that parents specially mothers be educated regarding the child training model as the secure attachment or learn to train their children according to the secure attachment.

The Relationship between Attachment Styles and Parenting Styles

2- As this theory has shown that other people except the mother can also bring about this attachment bond with the child, fathers must pay more attention to their role compared with the past, since it is the quality of attachment that matters and not its quantity.

3- Working mothers are recommended not to take their children under three to nursery schools or put under the charge of people who take care of them mechanically, or if possible, reduce their working hours.

4- It is necessary that parents, specifically mothers, deploy methods in training their children that have the basic role in providing the mental health of their children. It is in view of healthy relationship that children's needs could be recognized and measures could be taken so as to provide and satisfy them.

REFERENCES

- Aliakbari Dehkordi, Mahnaz, Kakojoibari, Ali Asghar, Mohtashami, Tayebah, & Yektakhah, Soroor. (2011). Stress in mothers of hearing impaired children compared to mothers of normal and other disabled children. *Bimonthly Audiology-Tehran University of Medical Sciences*, 20(1), 128-136 .
- Bowlby, Edward John Mostyn. (2010). *Separation: Anxiety and anger: Attachment and loss* (Vol. 2): Random House.
- Bowlby, Richard. (2017). Growing Up with Attachment Theory—A Personal View. *Psychodynamic psychiatry*, 45(4), 431-4 .^{۳۹}
- Clifford, Michael D. (2017). Four events in the life of John Bowlby: Their contribution to the development of attachment theory. *Attachment*, 11(1), 51-72 .
- Collins, Nancy L, & Read, Stephen J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of personality and social psychology*, 58(4), 644 .
- Duemmler, Sandra L, & Kobak, Roger. (2001). The development of commitment and attachment in dating relationships: Attachment security as relationship construct. *Journal of adolescence*, 24(3), 401-415 .
- Ehrenberg, Marion F, Robertson, Meghan, & Pringle, Jennifer. (2012). Attachment style and marital commitment in the context of remarriage. *Journal of Divorce & Remarriage*, 53(3), 204-219 .
- Fathi, Elham, Gorji, Zahra, & Esmaeily, Masoomah. (2011). The Relationship between parenting styles and Attachment Styles in men and women with infidelity. *Procedia-Social and Behavioral Sciences*, 15, 3743-3747 .
- Feeney, Judith A, & Ryan, Susan M. (1994). Attachment style and affect regulation: Relationships with health behavior and family experiences of illness in a student sample. *Health psychology*, 13(4), 334 .
- Finzi, Ricky, Cohen, Orna, Sapir, Yafa, & Weizman, Abraham. (2000). Attachment styles in maltreated children: A comparative study. *Child Psychiatry and Human Development*, 31(2), 113-128 .
- Fonagy, Peter, Steele, Howard, & Steele, Miriam. (1991). Maternal representations of attachment during pregnancy predict the organization of infant-mother attachment at one year of age. *Child development*, 62(5), 891-905 .
- Heard, Dorothy. (2018). *Attachment therapy with adolescents and adults: Theory and practice post Bowlby*: Routledge.
- Lambert, Nathaniel M, & Dollahite, David C. (2008). The threefold cord: Marital commitment in religious couples. *Journal of Family Issues*, 29(5), 592-614 .
- Lyons-Ruth, Karlen. (2015). Dissociation and the parent–infant dialogue: A longitudinal perspective from attachment research. *Attachment*, 9(3), 253-276 .
- Pickren, Wade, Dewsbury, Donald A, & Wertheimer, Michael. (2012). *Portraits of pioneers in developmental psychology*: Psychology Press.
- Rossi, Alice S, & Rossi, Peter Henry. (2018). *Of human bonding: Parent-child relations across the life course*: Routledge.

- Rothbaum, Fred, Rosen, Karen, Ujiie, Tatsuo, & Uchida, Nobuko. (2002). Family systems theory, attachment theory, and culture. *Family process, 41*(3), 328-350 .
- Rutgers, Anna H, Van Ijzendoorn, Marinus H, Bakermans-Kranenburg, Marian J, Swinkels, Sophie HN, Van Daalen, Emma, Dietz, Claudine, . . . Van Engeland, Herman. (2007). Autism, attachment and parenting: A comparison of children with autism spectrum disorder, mental retardation, language disorder, and non-clinical children. *Journal of abnormal child psychology, 35*(5), 859-870 .
- Schore, Allan N. (2018) .(The seventh annual John Bowlby memorial lecture: Minds in the making: attachment, the self-organizing brain, and developmentally-oriented psychoanalytic psychotherapy *Revolutionary Connections* (pp. 7-51): Routledge.
- Wertlieb, Donald. (2016). Pioneers in pediatric psychology: Smashing silos and breaking boundaries. *Journal of pediatric psychology, 41*(10), 1067-1076 .