

Investigating the relationship between attachment styles and social adjustment of male and female high school students with working parents

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Abstract

Introduction: Adaptation is an important concern in adolescence. During the student period, if one can create social adjustment, it can make life easier. In this way, they will feel happy and can continue the work of further development. Accordingly, the aim of this study was to investigate the relationship between attachment styles and social adjustment of male and female high school students with working parents.

Methods: In this study, correlation and regression methods were used to investigate the relationship between variables. The statistical population is 80 male and female high school students with working parents in Rasht. From the community, the sample size of 40 female students and the sample size of 40 male students, who were randomly selected, were considered. The instruments used in this study included the Bell Social Adjustment Questionnaire, the Collins and Reed Attachment Styles Questionnaire. SPSS-24 software was used for data analysis.

Results: The results showed that there is a positive and significant relationship between secure attachment style and social adjustment ($p < 0.01$, $r = 0.539$) that this relationship is direct. That is, with increasing secure attachment style, social adjustment also increases. Also, the calculated correlation coefficient shows that there is a negative and significant relationship between avoidant attachment style and social adjustment ($p < 0.01$, $r = -0.411$), which is an inverse relationship. That is, as the avoidant attachment style increases, so does social adjustment. Also, the calculated correlation coefficient shows that there is a negative and significant relationship between ambivalent attachment style and social adjustment ($p < 0.01$, $r = 0.404$), which is an inverse relationship. That is, with increasing ambivalent attachment style, the rate of social adjustment decreases.

Conclusion: Therefore, it can be concluded that there is a positive and significant relationship between the component of secure attachment style and social adjustment. There is also a significant relationship between the component of avoidant attachment style and social adjustment.

Keywords: attachment styles, students, social adjustment, working parents

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Introduction:

Statistics show that social adjustment is an important part of the social nature of human life. The fact that most people regulate their social communication and which social method is used for which social situation shows the importance of this issue. (1) If social adaptation is the best function of the members of a mutual society, (2) its increase helps the management of social affairs in each individual in different ways. (3) Studies have shown that people's social adjustment may be influenced by family environment, interpersonal relationships, and emotional aspects. (4) In the family environment, it has been proven that different attachment styles affect the quality of parent-child interactions, and since adults use their early attachment experiences during infancy as a reference for their social relationships, (5) it seems that attachment styles can be related to people's social adjustment. Social adaptation is a person's reaction to the stimuli within himself and the situations caused by the environment. This is learning. It means the effort that a person makes to obtain a new change in behavior as a result of the overall experience of interacting with the environment.

(6) Adjustment is an important concern during adolescence. (7) During the student period, if a person can create social adaptation, it can facilitate life. This way they will feel happy and can continue the next development work. (8) Also, data analysis has shown that adjustment problems exist, especially in high school students, both in adolescent boys and girls. (7) Therefore, it seems possible to investigate both sexes. Although changes in caregivers or instability of childcare disrupt children's emerging relationships with others and may hinder children's social-emotional development (9), however, experiencing adequate income and self-employment has a positive effect on life satisfaction. . And this leads adults to employment (8). As parents allow adolescents to acquire their own culture, understand family habits and values, and become responsible members of their community, (10) social adjustment in childhood and adolescence is partly due to socialization. parents (11) In fact, children tend to internalize their parents' attitudes toward them. (12)

At first, the concept of attachment style was proposed to define and outline the relationships between infants and influential people (13) and later the relationships between adolescents and adults (14). Attachment—the relationship between a child and its mother and others who care for it—is considered one of the main factors in a child's early social and emotional development. (15) Attachment also affects how we regulate emotions and deal with problems. (16) A child's failure to form a secure attachment to one or more individuals in the early years is associated with an inability to form close personal relationships in adulthood. (15) Thus, current attachment styles reflect attachment styles developed during infancy. (17) Three attachment styles were identified as follows: secure, insecure avoidant and insecure ambivalent. (15) Measure secure attachment with, for example, the statement: "I find it relatively easy to approach others and am comfortable with attention and attention. I often do not worry about being abandoned or approached by others." Check out . (18) One of the key features of the secure attachment style is complete confidence and security towards the other person, which can also lead to exploratory behavior. (19) Insecure avoidant attachment involves a negative view of others and a positive view

of oneself, and is associated with a significant amount of feelings of inaccessibility to others. Therefore, one must be self-reliant. (20) The main characteristic of the insecure-avoidant attachment style is the behavior of avoiding close relationships with others, because close people may be perceived as a source of insecurity and frustration. (19) Insecure ambivalent attachment includes a positive view of others and a negative view of oneself, and is associated with a significant amount of feelings of incompatibility with others. (20) A key feature of the ambivalent insecure attachment style is that the person sometimes completely trusts the people close to them and sometimes avoids them. (19) In a survey that was conducted in Tabriz in 2016, the prediction of social adjustment was investigated using things like attachment style on teenage female students. The results showed that there is a significant relationship between the attachment style of adolescent girls and their social adjustment. But according to the mentioned assumptions (7), it seems that relationships exist in boys as well. In a study titled Adult Attachment Style and College Adjustment by Lapsley and Edgerton in 2002 on Canadian students, the results of this relationship were described as significant. (21) Also, in another research conducted by Vahedi and Moradi in Tabriz in 2018 the relationship between attachment styles and types of adjustment, including social adjustment, was investigated in first-year non-native students, and the results showed the significance of this relationship.

In another study conducted in 2009 by Amani et al. Regarding the relationship between attachment styles and social adaptation in students of Boali Sina University in Hamedan, the results confirmed this relationship. However, considering the importance of adolescence in the formation of social adaptation (11), we will continue to investigate the relationship between attachment styles and social adaptation of male and female students in the second year of high school.

Research Methods:

In the upcoming research, correlation and regression methods have been used to investigate the relationship between variables. The statistical population includes 80 male and female second year high school students with working parents in Rasht city. From among the statistical population, a sample size of 40 female students and a sample size of 40 male students who were randomly selected were considered. After coordinating with the relevant institutions, in order to start the work, a visit was made to the high schools of the city so that the sampling was done randomly based on the standard criteria. After sampling, planning was done to run the test. To examine the samples, Bell's social adjustment questionnaire was used for social adjustment and Collins and Reed's attachment style questionnaire was used for attachment style. Before the implementation, adequate explanations about the purpose of the test and the sampling method were provided, and the test was carried out with the full satisfaction of the test takers. After hearing sufficient explanations, the subjects read each and every sentence of the questionnaire and chose the desired option according to their situation. Finally, after obtaining the results, descriptive and inferential statistics were used to analyze the collected data. Table format was used for research variables, and Collins and Reed's attachment test and Bell's social adjustment test were used for data inference and analysis. The final results were analyzed using spss software.

Research tools:

Collins and Reed attachment style questionnaire: This scale includes self-assessment of the skills of creating relationships and self-description of the way of forming attachment relationships towards relatives and includes 18 data that are marked on a 5-point scale that includes; It does not match my characteristics in any way: (1), to; It completely matches my characteristics: (5), is formed, is measured. By factor analysis, 3 sub-scales are identified, each scale containing 6 items. The 3 sub-scales are:

- Dependence (D): measures the extent to which the subjects trust and rely on others, in the form of whether they are available when necessary.

Closeness (C): It measures the level of comfort in relation to emotional intimacy and closeness .-

Anxiety (A): It measures fear of having a relationship .-

Based on the instructions of the questionnaire, 6 questions have been assigned to each scale, and according to the subject's answer to each sentence, her score is determined for each subscale. For options 1 to 5, scores 0 to 4 are considered. Collins and Reed 1990, (quoted from Pakdaman, 2013) showed that the subscales of closeness, dependence and anxiety remained stable in a time interval of 2 months and even during 8 months, and regarding the reliability of the adult attachment scale of Collins and Reed, the alpha level Cronbach's for each subscale of this questionnaire in 3 samples of students were reported as follows. Given that Cronbach's alpha values are equal to or more than 0.80 in all cases. The test is highly reliable. On the other hand, in Pakdaman's research (2008), the validity of the test has been determined by using retesting in the form of correlation between these two implementations. This questionnaire (RAAS) was administered on one hundred boys and girls in the second grade of high school who were randomly selected. The results obtained from the twice implementation of this questionnaire with a time interval of one month from each other indicated that this test has a validity of 95%.

Bel's social adjustment questionnaire: Bell's adjustment questionnaire was created by Bell (12) to measure a person's adjustment level in various areas of life such as home, health, social, emotional and occupational. The first version had 160 questions. This inventory has been widely used in clinical practice because it helps to identify areas of noncompliance (14). The next version of the questionnaire (12) has 5 components of home adaptation, occupational adaptation, health adaptation, emotional adaptation and social adaptation. The entire exam has 32 questions.

And yes, no, and I don't know options are provided to answer the questions. Yes, option has one point and no point is zero. In Mikaili and Imamzadeh's research, the overall reliability of this test was 84% and its validity was 80% (14).

Results:

In this section, the findings of the questionnaire are analyzed at two descriptive and inferential levels. First, descriptive statistics indicators such as frequency, percentage, mean and standard deviation were used to review and analyze information related to the general characteristics of the respondents, and then inferential statistics indicators were used. Pearson's correlation coefficient test and (multiple) regression test were used to test the research hypotheses.

To describe the cognitive characteristics of the studied community from the descriptive statistics indicators in the related categorie Age, education, income are used.

Gender Among the total number of respondents related to gender, 40 people (50 percent) are female students and 40 people (50 percent) are male students. They form a boy.

Table 1) frequency distribution in the sample according to gender

gender	Abundance	Percent of abundance
Boy	40	50
Girl	40	50
Total	80	100

Among all the respondents, the highest frequency is related to the first secondary level of education, which includes 32 people and 40% constitute the sample volume. 20 of the respondents are students of the third year of high school. They make up the lowest abundance (25 percent).

Table 2) frequency distribution of the sample group according to education level

Educational status	Abundance	Percent of abundance
first high school	32	40
second high school	28	35
third high school	20	25
Total	80	100

Among all the respondents, the highest frequency is related to mothers with postgraduate education, which includes 23 people and 28/75 They make up the percentage of the sample volume. 9 of the respondents are mothers with diploma and sub-diploma educations. They include the lowest frequency (11.25 percent)

Table 3) frequency distribution of the sample group according to mothers' education

mother's education	Abundance	Percent Of abundance
Diploma and sub-diploma	9	11.25
Associate Degree	14	17.5

Bachelor's degree	21	26.25
Master's degree	23	28.75
P.H.D	13	16.25
Total	80	100

Among all the respondents, the highest frequency is related to fathers with postgraduate education, which includes 23 people and 31/25. It is the percentage of the sample volume. 6 of the respondents are fathers with doctorate education, which is the least The abundance value is (7.5 percent).

Table 4) frequency distribution of the sample group according to fathers' education

Father's education	Abundance	Percent Of abundance
Diploma and sub-diploma	11	13.75
Associate Degree	15	18.75
Bachelor's degree	23	28.75
Master's degree	25	31.25
P.H.D	6	7.5
Total	80	100

Among all the respondents, the highest frequency is related to mothers with working jobs, which includes 29 people and 36.25% of the volume. constitute the sample. 25 of the respondents are mothers with housewives, which is the least frequent (31.25 percent).

Table 5) Frequency distribution of the sample group according to mother's occupation

Occupation of mother's parents	Abundance	Percent Of abundance
freelance job	26	32.50
Employee	29	36.25
Housewife	25	31.25
Total	80	100

Among all the respondents, the highest frequency is related to fathers with employee jobs, which includes 29 people and 36.25% of the volume.constitute the sample. 26 of the respondents are fathers with freelance jobs, which has the lowest frequency (32/50). is the percentage.

Table 6) Frequency distribution of the sample group according to father's occupation

Occupation of father's parents	Abundance	Percent Of abundance
Freelance job	26	32.50
Employee	29	36.25
Total	80	100

Table 7) Statistical indices of research variables

Variables	The lowest amount	The maximum amount	Average	standard deviation	Number	Elongation curve
Secure attachment style	18	31	26.20	2.83	80	0.346 – 0.359
Avoidant attachment style	7	25	16.75	3.41	80	0.675 – 0.002
Ambivalent attachment style	8	24	14.90	3.22	80	0.532–0.192
Social adjustment	22	36	27.79	2.83	80	0.432 – 0.374

The result of table (7) shows that the highest average of attachment styles is related to the secure attachment style component with an average of 20.26 with The standard deviation is 2.83 and the lowest average is related to the ambivalent attachment style component with an average of 14.90 and a standard deviation of 3.22, the average Social compatibility with an average of 27.79 and a standard deviation of 2.83.

Data analysis to check the validity of hypotheses is of particular importance for any type of research. Nowadays in most Research that relies on information collected from the research subject; Analyzing information from the main and most important It is considered a research department. Raw data has been analyzed using SPSS statistical software After processing, they are provided to users in the form of information. Kolmogorov-Smirnov test to check the normality of research variables:

Table 8) Kolmogorov-Smirnov test table of research variables

Variables	Z Kolmogorov Smirnov	The significance level	Test result
Secure attachment style	0.785	0.569	Normal
Avoidant attachment style	1.155	0.138	Normal
Ambivalent attachment style	1.082	0.192	Normal
Social adjustment	1.298	0.093	Normal

According to table (8), the value of the significance level of the variables is greater than 5%, which indicates the acceptance of the null hypothesis. that's mean The desired variables follow the normal distribution, so parametric test can be used. Also according to the results obtained results from the Kolmogorov-Smirnov test are used to derive parametric hypotheses from the one-sample test.

The first research hypothesis: There is a relationship between attachment styles and social adjustment of students.

Table (9) Pearson correlation matrix between attachment styles and social adjustment

Variable	Secure attachment style	Avoidant attachment style	Ambivalent attachment style	Social adjustment
Secure attachment style	1	0/424	0/391	0/539
Avoidant attachment style	—	1	0/489	0/411
Ambivalent attachment style	—	—	1	0/404
Social adjustment	—	—	—	1

$P < 0/01$ ** $p < 0/05$

The findings of table (9) showed that there is a significant relationship between the component of secure attachment style and social adjustment; Because the observed significance level ($\text{sig} = 0.0001$) is smaller than the predicted error value (0.01). Therefore, it can be judged with 99% confidence that the hypothesis of the research is confirmed. Also, due to the positive correlation value, it can be concluded that there is a positive and significant relationship between the component of secure attachment style and social adjustment.

In order to examine and present the model between social adjustment (Y) and the dimensions of attachment style (secure attachment style, avoidant attachment style, ambivalent attachment style, (x) after examining the adequacy indicators of the model that are presented in table (10) The processed model is discussed.

Table (10) of input and output variables using step-by-step regression

Model	The independent variable entered	Output variables	Steps
1	Secure attachment style	—	First
2	Ambivalent attachment style	—	Second

As it appears from table (10), the regression analysis has progressed to 2 stages. In the first stage, the secure attachment style variable is entered into the model, and its correlation coefficient with social adjustment is equal to (0.539). At this stage, equal determination coefficient (0.291) and adjusted determination coefficient (0.282) have been obtained. In the second step, with the introduction of the second variable, i.e. ambivalent attachment style, the multiple correlation has increased to (0.579) and the coefficient of determination has increased to (0.335) and the adjusted coefficient of determination has increased to (0.317). In other words, based on the adjusted coefficient of determination (31.7), the percentage of changes in the dependent variable (social adjustment) by two variables. Secure attachment style is defined as ambivalent attachment style.

Table (11) model adequacy indicators

Steps	The correlation coefficient	The coefficient of determination	Adjusted coefficient of determination	Skew error	Watson camera statistics
Step one	0/539	0/292	0/282	2/39	2/057
The second step	0/579	0/335	0/317	2/33	

Table (12) analysis of variance test for regression significance

Model	F	Sig
Secure attachment style	31/983	0/0001
Ambivalent attachment style	19/367	0/0001

Table (13) significance of regression coefficients

Model	Total boxes	Non-standard coefficient	Standardized co efficient	T Sing	Collinearityassum ption	Collinearityassumptio n
		Std. Error				
	B		Beta		Tolerance	VIF
Constant	13/697					
Secure attachment style	0/538	0/095	0/539	8966 0/00 55/5 0	1	1
Constant	18/997					
Secure attachment style	0/449	0/101	0/450	4/45 0/00 8 0	0/847	1/181
Ambivalent attachment style	0/200	0/089	_0/228	_2/2 0/02 54 7	0/847	1/181

In table (13), there are variables that are all significant, therefore, to judge the contribution of each variable's influence on social compatibility, we pay attention to the column of standardized beta coefficients in the last model (2). It can be seen that in all 2 existing components (secure attachment style, ambivalent attachment style) they can be a good predictor for social adjustment. Also, the safe attachment style variable has the most effect; Because for one unit of change in the secure attachment style variable (0.450), one unit of change in the social adjustment variable is created. In the overall result, according to the significance of the relationship between the components, the result is obtained with a probability of 0.99 that the research hypothesis that there is a relationship between attachment styles and social adjustment of students is confirmed.

Table (14) correlation matrix of secure attachment style variables with social adjustment

Variable	Secure attachment style	Social adjustment
Secure attachment style with social adjustment	1	0/539
	—	1

P<0/01

Based on the data in Table 14, the calculated correlation coefficient shows that there is a positive and significant relationship between secure attachment style and social adjustment ($p<0.01$, $r=0.539$) and this relationship is direct, that is, with the increase of secure attachment style, the amount of adjustment increases. Social also increases. This result is shown in the diagram (7).

Considering the significance of the relationship calculated with 0.99 probability, it can be concluded that the research hypothesis that there is a relationship between secure attachment style and social adjustment is confirmed.

Table (15) correlation matrix of avoidant attachment style variables with social adjustment

Variable	Avoidant attachment style	Social adjustment
Secure attachment style with social adjustment	1	-.0411
	-	1

Based on the data in Table 15, the calculated correlation coefficient shows that there is a negative and significant relationship between avoidant attachment style and social adjustment ($p < 0.01$, $r = -0.411$), which is an inverse relationship. That is, with the increase of avoidant attachment style, the amount of social adaptation decreases. This result is shown in figure (8). Considering the significance of the relationship calculated with 0.99 probability, it can be concluded that the research hypothesis that there is a relationship between avoidant attachment style and social adjustment is confirmed. The third hypothesis: there is a relationship between ambivalent attachment style and social adjustment.

Table (16) correlation matrix of variables of ambivalent attachment style with social adjustment

Variable style	avoidant attachment	Social adjustment
Ambivalent attachment style	1	** -0.404
	with social adaptability	
-		1

$P < 0.404^{**}$

Based on the data in Table 16, the calculated correlation coefficient shows that there is a significant negative relationship between ambivalent attachment style and social adjustment. ($r = -0.404 > p0.01$). which is the opposite relationship. That is, with the increase of the ambivalent attachment style, the amount of social adaptation decreases. This result is shown in the diagram(9). Considering the significance of the relationship calculated with 0.99 probability, it is concluded that the hypothesis of the research that there is a relationship between ambivalent attachment style and social adjustment.

Discussion and conclusions:

The purpose of this research was to investigate the relationship between attachment styles and social adjustment of male and female students of the second year of high school, and due to the large number of working families, adolescents with working parents were investigated. in which the correlation and regression methods were used to check the relationship between the variables. In this section, we will discuss the results obtained. According to the obtained results, it seems that

there is a significant relationship between the secure attachment style component and social adjustment; because a significant level was observed. It is smaller than the predicted error. Also, considering the positive correlation value, it can be concluded that there is a positive and significant relationship between the secure attachment style component and social adjustment. It also seems that there is a significant relationship between the avoidant attachment style component and social adjustment; Because the observed significance level is smaller than the expected error value. Considering the negative correlation value, it can be concluded that there is a negative relationship between the avoidant attachment style component and social adaptation.

In addition, it seems that there is a significant relationship between the component of ambivalent attachment style and social adaptation; Because the observed significance level is smaller than the expected error value. Also, due to the negative correlation value, it can be concluded that there is a negative relationship between the ambivalent attachment style component and social adjustment.

In the analysis of findings by gender, the correlation coefficient between the relationship between secure attachment style and social adjustment of girls is 0.499 and the correlation coefficient between the relationship between secure attachment style and social adjustment of boys is 0.581. In addition, it seems that the correlation coefficient between the relationship between avoidant attachment style and social adjustment of girls is -0.517 and the correlation coefficient between the relationship between avoidant attachment style and social adjustment of boys is -0.321. The correlation coefficient between the relationship between the avoidant ambivalent attachment style and the social adjustment of girls is -0.509 and the correlation coefficient between the relationship between the ambivalent attachment style and the social adjustment of boys is -0.3250.

The calculated correlation coefficient shows that there is a positive and significant relationship between secure attachment style and social adjustment and this relationship is direct. That is, with the increase of secure attachment style, the level of social adaptation also increases. Also, the calculated correlation coefficient shows that there is a negative and significant relationship between avoidant attachment style and social adaptation, which is the opposite relationship. That is, with the increase of the avoidant attachment style, the amount of social adjustment decreases. This result is shown in the diagram (8). According to the significance of the relationship calculated with 0.99 probability, it can be concluded that the hypothesis of the research that there is a relationship between avoidant attachment style and social adjustment is confirmed. Also, the calculated correlation coefficient shows that there is a negative and significant relationship between ambivalent attachment style and social adaptation, which is the opposite relationship. That is, with the increase of the ambivalent attachment style, the amount of social adaptation decreases. This result is shown in the diagram (9). Considering the significance of the relationship calculated with 0.99 probability, it can be concluded that the hypothesis of the research that there is a relationship between ambivalent attachment style and social adaptation, It is confirmed and there is a good predictability among the variables. The results obtained regarding girls are consistent with previous results. In addition, the results show that there is a strong

relationship in both girls and boys, and it is not specific to a particular gender. Moreover, it seems that, in addition to adults, it is also possible in teenagers.

Limitations:

Due to the corona situation, the opportunity to investigate the long-term effects of the research was not provided. Among other limitations, there was a small number of subjects and their assessment tools. Therefore, it is better to be cautious in the generalization of the results.

Conflict of interest:

The authors hereby declare that this work is the result of an independent research and has no conflict of interest with other organizations and individuals.

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