

## Investigating the Relationship Between Attachment and the Knowledge of Life Skills according to Gender in Students of Kermanshah Razi University

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**Abstract:** The main objective of this study was to investigate the relationship between attachment and the knowledge of life skills according to gender in Kermanshah Razi University. For this purpose, three hundred and sixty-nine subjects, selected from different colleges, were evaluated using multi-stage cluster sampling and Hazen and Shaver adults attachment scale test tools and an inventory of life skills knowledge by Ahadi. Data collected were analyzed implementing statistical tests and two-way ANOVA analysis. According to the findings in this research, there is no significant relationship between gender and attachment scale. The results showed that the attachment styles have no significant impact but the gender has significant impact. And the daughters have better life skills than the boys and gender shows 2.2% of life skills.

**Key words:** Attachment, life skills, students, gender, daughters

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### INTRODUCTION

Attachment is defined as creating a deep emotional relation with special people such that the incorporation would lead them to get happiness and joy and make each other relaxed when they are stressed. Attachment is known as emotional relationship between the growing child and parent or caregiver—the person that gets the main responsibility of taking care of the infant and the child makes him to understand his/her mental energy. This theory is based on Bowlby and Ainsworth research. From their point of view, attachment determines the mental health of the person (Cassidi, Shaver, 1999; according to Tacon *et al.*, 2001) and plays an important role in personality development, interpersonal relationship and therefore significant coping strategies and social adjustment (Griffin and Bretherton, 1994; According to Cassidi, Berlin, 1994, Abedi *et al.*, 2012).

The adult attachment hypothesis (Fraley and Shaver, 2000; Hazan and Shaver, 1987; Mikulincer and Shaver, 2003) along with the development of Bowlby and Ainsworth hypothesis (Ainsworth and Bowlby, 1991; Bowlby, 1969/1982) was improved to explain individual differences in cognition, emotions and behaviors in the frame of adult intimate relationships. According to this theory, individual differences in attachment scale are rooted in past intimate relationships which get started from the child-mother attachment. Hazen and Shaver (1987)

explain adult attachment along three scales of secure attachment, as intimate, cheerful, friendly, reliable and with a sense of empathy and life satisfaction.

According to the classification system of attachment, the attachment relationship patterns are classified as secure, Anxious ambivalent and avoidance attachment style (Ainsworth, Behler and Aries, Wall).

**Safe style:** An easy, secure way for people to interact closely with others and makes them feel comfortable by relying on others and allowing others to rely on them. These individuals have no fear of being left or getting too close with others.

**People with avoidant style:** People with this style have are afraid of being close with others that can't completely rely on other people. It is hard for these individuals to allow themselves to rely on others and they get nervous when someone is too close to them and feel that most people want them to be more intimate than they feel comfortable enough.

**Anxious ambivalent style:** People with this style are those which others do not like to have close relationship with them as they do. They are often worried that their partners do not really love them or do not want to live with them in the future. They want to join to some people but this demand sometimes makes people to feel uncomfortable

and to avoid them (Hazen and Shaver, 1987). On the other hand, life skills include the creation of appropriate and effective interpersonal relations, social responsibilities, proper decision making and conflict resolution without resort to the actions that harm themselves or others (Elyas, 1993). In 1993 the World Health Organization defines life skills as follows: "Life skills include the ability of the psychological-social and efficiently adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life skills are the basic skills that make life easier and allow people to understand their strengths and dynamic and participate in the communities. Life skills are skills that enable people to significantly tackle the challenges that are part of the environment. The current part in all definitions related to life skills emphasizes on the skills needed to resist. Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life (WHO, 1993). According to Brooks, life skills are learned and acquired and are essential for an effective life. Life skills include Self-sufficiency and problem-solving ability to get direct relations and social support and maintain control of own emotions (Safaei-Rad, 2004; Abedi *et al.*, 2014). Gazdars defines life skills as: All skills and knowledge necessary for effective life in four aspects of family, education, social and employment background. According to Gazdars, life skills are necessary for effective life throughout childhood and adolescence and adulthood (Roth, 2000).

**Hypothesis:** Attachment styles along with marital status of students are related to the knowledge of life skills.

## MATERIALS AND METHODS

The present research is descriptive and would be classified as casual-comparative.

**Community:** Kermanshah Razi university students, Sample and sampling: 369 students were selected using multi-stage cluster sampling. Data collection method: Data were collected through questionnaires.

### Measuring tools:

Tools for data collecting) Hazen and Shaver adult attachment test) Ahadi questionnaire on life skills knowledge.

**Attachment measuring tools:** In order to collect data, adult questionnaire, designed by Hazen and Shaver (1987) was implemented. This test is as in a self-report test that is accompanied with adult relationships and is a very common instrument to measure adult attachment styles. The main assumption of

this test is similar to that of the infant's attachment style the observer can be found in adult relationships (Finney, 1994; quoted by Mazaheri, 1377).

These gauges include three descriptive words about the persons' feeling on relationship and closeness based on the descriptions by Ainsworth *et al.*, (1978) from infant's attachment classification fit to the characteristics of adult relationships. In this questionnaire, each description shows one attachment style (secure, avoidant, ambivalent). The tests should select the most of its description with their feeling in close relationships (Mazaheri, 1998, Abedi *et al.*, 2011).

Forced choice method creates some statistical and psychometric limitations and in order to overcome the limitations, some researchers (Levy and Davy, 1988; quoted Mazaheri, 2000) recommended to specify the applicability of each description on Likert scale of 9 degrees. In the present study we have used this approach for implementing the Adult Attachment Scale. In such a way that, besides choosing the one of the existing description, subjects assign a score of one to nine for each description. If the score assigned is two or three times the scale, the criteria of selecting from three options will be considered. Otherwise, the option with the highest score is considered as the subject of attachment style.

**Reliability and validity:** Several researchers noted psychometric properties of the self-report as satisfactory. This instrument has been shown to be very powerful in predicting adult attachment style and communicational features (Mazaheri, 2000). This questionnaire is of content validity. This means that the content of the items are compatible and consistent with the structural concepts of attachment theory and its functional extend to adult relations. There reliability coefficient of the questionnaire has been reported in the survey conducted by Sedghi Taremi (2004) and Azizi and colleagues (2002, quoted by Aref Nazari, 2005), respectively as 73% and 72%.

**Knowledge of life skills questionnaire:** This questionnaire has been proposed to measure students' knowledge of life skills by Ahadi (2004) and it is in the form of a three parts questionnaire:

- Samples demographic data
- Samples knowledge and understanding of the concept of life skills and knowledge to apply
- Knowledge and understanding of life skills concept in understanding and implementing level (extrapolation)

Part and include information about the amount of samples' knowledge. The concepts related to 10 fold life skills, according to the World Health Organization's

Table1: Of analyzing the relationship between attachment style and life skills based on gender

Variable/Source of changes	Ts	df	Ms	f-values	Significant level	Chi Eta
<b>Life skill</b>						
Gender	134.276	1	134.276	7.70	0.006	0.022
Attachment style	88.744	2	44.372	2.54	0.080	0.015
Gender attachment style	18.917	2	9.459	0.54	0.580	0.003
Default	5870.173	337	17.419			
Total	6115.429	342				

TS: Total square, df: Degree of freedom, MS: mean square

definition, were selected to determine the amount of knowledge of subjects. This section contains 50 matching and multiple-choice questions in which the skill concept is measured according to Bloom category in three knowledge, perception (extrapolation) and apply levels. Matching questions 1-40 are about knowledge level and apply in part and questions 1-10 in part investigate the perception level (extrapolation). Each skill in knowledge level is measured by 3 questions, question for conception level and 1 question for in appliance level.

#### Validity and reliability

Ahadi (1386) mentions validity calculated by Cronbach's alpha for the knowledge of life Skills as 0.7529. In this study also, using Cronbach's alpha the reliability coefficient of 0.712 was gained.

## RESULTS AND DISCUSSION

The totals ample included 369 individuals (57/2) between 18-21 years and (42/8) between 22 and 37. All students were undergraduate and postgraduate. According to there sults of 369 patients participated in the study, 225 patients (61%) were male and 144 (39) were female.

In order to test the hypothesis which mentions that there is a relationship between attachment styles of students and knowledge of life skills, 2-way ANOVA statistical methods were used and the results are listed in the following table:

To investigate the relationship between attachment style and life skills based on gender, 2-way ANOVA was used. The results in Table 1 show that the interaction between gender and attachment styles ( $F_{(337,2)} = 0.54$ ,  $p > 0.05$ ) is not significant. The results showed that the main effect to attachment styles ( $F_{(337,1)} = 2.54$ ,  $P > 0.05$ ) is not significant but the effect of gender ( $F_{(337,2)} = 7.7$ ,  $P < 0.05$ ) is significant and the girls have better life skills knowledge than the boys and the gender showed 2.2 % of life skills.

## CONCLUSION

This study showed that awareness of life skills can be determined based on gender, while no significant relationship between attachment style and awareness of

life skills was not seen for students at Kermanshah Razi University. The basic premise of this study is that the distribution of attachment styles and gender are related to students' life skills. Finally the findings showed that students' attachment styles are not related to their knowledge of life skills, while the life skills knowledge could be determined based on gender.

In order to investigate the relationship between attachment style and life skills based on gender, appropriate statistical methods were used. The results show that the interaction between attachment style and gender is not significant.

Results of studying the main effects showed that the attachment styles effect is not significant but gender has significant effect. And the gender with 2/2% variance determines the life skills. Results showed that women have better life skills than men. The results gained in present study illustrate that gender has no impact on the kind of attachment style, while it affects the amount of knowledge on life skills. This result is not consistent with Esfandiari (2004), Khaksar (2004), Shirazi (2005). Although the literature shows inconsistent results on the relationship between gender and life skills in this research there could be seen some significant relationship between life skills of men and women. This inconsistency is probably resulted from various experiments from different universities, different measuring tools or cultural differences.

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