

## **Investigating the Relationship Between Attachment Styles and the Knowledge of Life Skills and Self-Efficacy Believes in Female Students of Kermanshah Razi University**

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**Abstract:** The main objective of this study was to investigate the relationship between attachment styles and the knowledge of life skills and self-efficacy believes in female students of Kermanshah Razi University. For this purpose, two hundred and twenty 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 self-efficacy believes. Data collected were analyzed implementing statistical tests, one-way ANOVA analysis, two-way ANOVA analysis and knowledge of regression. According to the findings in this research, there is a relationship between attachment styles and knowledge of life skills and people with safe attachment style have more knowledge of life skills and self-efficacy level. Based on the results we conclude that different attachment styles, self-efficacy and knowledge of life skills could affect the individuals' life.

**Key words:** Attachment, life skills, self-efficacy believes, knowledge, style

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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 care giver 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 Ainsworth and Bowlby (1991) research. From their point of view, attachment determines the mental health of the person (Abedi *et al.*, 2012b) and plays an important role in personality development, interpersonal relationship and therefore significant coping strategies and social adjustment (Bretherton, 1992).

The adult attachment hypothesis (Fraley, 2004; Hazan and Shaver, 1987; Mikulincer and Shaver, 2005) along with the development by Ainsworth and Bowlby (1991) hypothesis was improved to explain individual differences in cognition, emotions and behaviors in the frame of adult intimate relationships. Several studies have shown that attachment styles can predict the psychological processes associated with behavioral attachment relationships, intimate relationships and

subjective life satisfaction. 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 the actions that harm themselves or others (Elias, 1991; Abedi *et al.*, 2012a). In 1933, the World Health Organization defined life skills as follows: "life skills include the ability of the psychological-social and efficiently adaptive behavior that enables individuals to deal effectively with the demands and challenges of everyday life". On the other hand, self-efficacy is one of the factors affecting the mental health of individuals which joined the psychology history since 1977 by Albert Bandura. In his view, self-efficacy is referred as the individuals' beliefs on their ability to establish the designed performance levels. Bandura (1977)'s research has shown that low self-efficacy is associated with increased stress and less motivation to pursue the health-related programs. Conversely, high sense of self-efficacy with fewer biological responses is associated with the stress, the ability to adapt more and more interest in the health-related programs.

**Hypothesis:** Attachment style of female students is related to the knowledge of life skills and self-efficacy believes.

## MATERIALS AND METHODS

The present research is descriptive and would be classified as casual-comparative. Community: Kermanshah Razi University female students. Sample and sampling: 225 female students were selected using multi-stage cluster sampling. Data were collected through questionnaires.

**Measuring tools:** Tools for data collecting, Hazen and Shaver (1987) adult attachment test Shaver general self-efficacy inventory and 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 a single agent self-report test that is accommodated 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 (Abebi *et al.*, 2011).

**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. This questionnaire is of content validity. This means that the content of the tales are compatible and consistent with the structural concepts of attachment theory and it's functional extend to adult relations. The reliability coefficient of the questionnaire has been reported in the survey conducted by Gwadz *et al.* (2004) and Frosch *et al.* (2001), respectively as 73 and 72%.

**General self-efficacy questionnaire, Scherer:** To measure students; self-efficacy believes, the self-efficacy questionnaire by Scherer and colleagues was used. This scale, intended for general self-efficacy, is a 17 point. For each of these points, 5 replies are suggested and each point includes 1-5 scores. The answers are: strongly disagree, disagree, neutral, agree and strongly agree. High scores indicate stronger self-efficacy and lower scores indicate weaker self-efficacy. In this study, using Cronbach's alpha, the reliability coefficient was equal to 0.740.

**Reliability and validity:** Scherer mentions the calculated Cronbach's alpha reliability for the general self-worth as 0.76. The validity of this scale has been obtained implementing the validity of structure.

**Knowledge of life skills questionnaire:** This questionnaire has been proposed to measure students' knowledge of life skills by Dallaire (2007) 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 (b) and (c) include information about the amount of samples' knowledge. The concepts related to ten-fold life skills, according to the World Health Organization's 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 (b) and questions 1-10 in part (c) investigate the perception level (extrapolation). Each skill in knowledge level is measured by 3 questions, 1 question for conception level and 1 question for in appliance level.

**Validity and reliability:** Dallaire (2007) 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 total sample included 369 individuals (57/2) between 18-21 years and (42/8) between 22 and 37. All students were undergraduate and postgraduate. In order to test the hypothesis which mentions that there is a relationship between attachment styles of students and knowledge of life skills, two-way ANOVA statistical methods were used and the results are listed in Table 1.

To investigate the relationship between attachment style and life skills based on gender, two-way ANOVA was used. The results of main effects illustrated in Table 1 showed the significant effect of attachment styles ( $F_{(337,2)} = 0.54, p > 0.05$ ) and no significant effect of females ( $F_{(337,2)} = p < 7.7$ ) was found but the effect of gender ( $F_{(337,2)} = 7.7, p < 0.05$ ) and attachment ( $F_{(337,1)} = p > 2.54$ ) is significant and the girls have better life skills knowledge than the boys and the gender determined 2.2% of life skills (Table 2).

Table 1: Analyzing the relationship between attachment style and life skills based on gender

Variable	Source of changes	Ts	df	Ms	f	Significant level	Chi Eta
Life skill	Gender	134.276	1	134.276	7.70	0.006	0.022
	Attachment style	88.774	2	44.372	2.54	0.080	0.015
	Gender Attachment style	18.917	2	9.459	0.54	0.580	0.003
	Default	5870.170	337	17.419			
	Total	6115.430	342				

TS: Total Square; df: degree of freedom, MS: Mean Square

Table 2: Analyzing the relationship between attachment style and self-efficacy based on gender

Variable	Source of changes	Ts	df	Ms	f	Significant level	Chi Eta
Life skill	Gender	26.291	1	26.291	0.345	0.550	0.001
	Attachment style	1411.390	2	705.519	9.271	0.000	0.053
	Gender Attachment style	140.008	2	70.004	0.920	0.400	0.005
	default	25417.670	334	76.099			
	total	27224.047	339				

TS: Total Square; df: degree of freedom, MS: Mean Square

Table 3: Of latter self-efficacy comparisons in terms of attachment styles

Styles	Safe	Ambivalent
Avoidant	3.69*	-1.25
Ambivalent	5.22*	

\*p<0.05

To investigate the relationship between attachment style and self-efficacy based on gender, two-way ANOVA was used. The results in table show that there is no significant relationship between gender and attachment style. The results of main effect illustrated that the effect of ( $F_{(339,2)} = 0.92$ ,  $p>0.05$ ) is not significant but the attachment style effect ( $F_{(339,1)} = 0.345$ ,  $p>0.01$ ) and gender ( $F_{(339,2)} = 9.271$ ,  $p<0.05$ ) is significant and the attachment styles determine the self-efficacy variance of 5.3%. The results of safe comparisons between those of past styles showed a significant relationship among avoidant individuals and the people with a safe and ambivalent style's self-efficacy (Table 3).

## CONCLUSION

This study showed that the attachment to parents' awareness of life skills and self-efficacy can be determined and this study was performed to compare the attachment styles and the level of knowledge of life skills and self-efficacy in Kermanshah University female students. The basic premise of this study is that the distribution of attachment styles is such that the students with secure attachment have a higher level of self-efficacy and life skills. The findings showed that the prevalence of secure attachment is higher among female students with high self-awareness and life skills while the opposite is true of people with insecure attachment.

The results showed that women with secure attachment style and greater awareness of the life skills feel to have control over events in their personal lives that this issue has been shown in a positive manner in the

ability to overcome or cope with mental health problems and self-efficacy. Research also has shown that people with high levels of life skills, feel positive about their ability to tackle important issues have greater tendency to take benefit of life to meet challenging goals and to do things that others have never done before.

Evidence also suggests that high levels of life skills along with the increase of self-efficacy act as a barrier against the stressful effects and increase the function of the body immune system. According to Bandura's (1977, 1997, 2001) when people are stressed, those feeling capable and efficient in dealing with problems, do more to cope with their problems. And those who see themselves as disabled and inefficient will easily give up and succumb to feelings of anxiety and despair. Life skills reduce the fear of failure, increase decision-making and improve problem-solving and critical thinking ability and generally, changes in individual's believes on personal ability could help to increase mental health.

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