The role of attachment styles 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 .then they had done Hazen and Shaver (1978) adult's attachment scale test and an inventory of life skills knowledge by Ahadi (2007). Data collected were analyzed implementing statistical tests and two-way ANOVA analysis. The results showed that the attachment styles have no significant impact on knowledge of life skills. But gender has significant impact. And the daughters have better life skills than the boys and gender shows 2.2 percent of life skills.

Key words: attachment, life skills, students
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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 [14] and plays an important role in personality development, interpersonal relationship and therefore significant coping strategies and social adjustment [6].

The adult attachment hypothesis [8, 12] along with the development of Bowlby and Ainsworth hypothesis [2] 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, and 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 [3].

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Safe Style: An easy secures 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 [3].

People with avoidant style: this People are afraid of being close with others that can't completely rely on other people. It's 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 [3]

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 [8].

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 [7]. In 1933the 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". 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 their environment. The current part in all definitions related to life skills emphasis on the skills needed to resistance. Life skills are abilities for adaptive and positive behavior that enable us to deal effectively with the demands and challenges of everyday life [4]. According to Botvin (2002) life skills are learned and acquired 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 [14]. Gazda defines life skills as: All skills and knowledge necessary for effective life in four aspects of family, education, social and employment background. According [13], life skills are necessary for effective life throughout childhood and adolescence, and adulthood [13]. Despite numerous finding on attachment styles but it seems never had been done the relation between attachment styles and life skills especially in (male and female). So the hypothesis is: Attachment styles along with gender of students have impact of the knowledge of life skills.

MATERIALS AND METHODS

The present research is descriptive and would be classified as casual – comparative. Statistical Community includes the whole students (male and female) in Kermanshah Razi University. 369 students were selected using multi-stage cluster sampling. Then Data were collected through questionnaires.

Research tools:
1) Adult attachment test Hazen and Shaver (1987)

Attachment measuring tools:
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 [10].

These gauges include three descriptive words about the persons' feelings 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 fit description with their feelings in close relationships [10].

Forced choice method creates some statistical and psychometric limitations and in order to overcome the limitations, some researchers [10] recommended specifying 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 [10]. 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

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coefficient of the questionnaire has been reported in the survey conducted by Sedghi Taremi (2004) and Azizi and colleagues [4], respectively, as 73% and 72%.

2) Life skills knowledge questionnaire
This questionnaire has been proposed to measure students' knowledge of life skills by Ahadi (2007), and it is in the form of a three parts questionnaire: A) Samples Demographic data

B) Samples knowledge and understanding of the concept of life skills and knowledge to apply C) 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 concepts are measured according to Bloom category in knowledge, perception (extrapolation), and apply levels. Matching questions 1 to 40 is about knowledge level and apply in part (b) and questions 1 to 10 in parts (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.

Ahadi (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

The total sample included 369 individuals, (57.2) between 18 to 21 years and (42.8) between 22 and 37. All students were undergraduate and postgraduate. According to the results of 369 patients participated in the study, 225 patients (61 percent) were male and 144 (39 percent) 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, two-way ANOVA statistical methods were used and the results are listed in the following table:

Table1. Analyzing the role of attachment style and life skills based on gender

variable	Source of changes	total square	degrees of freedom	mean square	amount of F	significance level	Chi Eta
Life skill	Gender	134.276	1	134.276	7.7	0.006	0.022
	Attachment style	88.744	2	44.372	2.54	0.08	0.015
	Gender*attachment style	18.917	2	9.459	0.54	0.58	0.003
	Default	5870.173	337	17.419			
	Total	6115.429	342				

The role of attachment style and life skills based on gender, two-way ANOVA was used. The results in table 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 of 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 percent of life skills.

DISCUSSION AND CONCLUSION

This study showed that awareness of life skills can be determined based on gender, while no significant impact on attachment style and knowledge of life skills in 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 the role of attachment style and life skills based on gender, appropriate statistical methods were used. The results show that the impact on 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 mohamadkhani (2004). Although the literature shows inconsistent results on the relationship between gender and life skills, in this research there could be seen some significant impact on 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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