THE RELATIONSHIP BETWEEN PARENTING STYLES AND ADULT ATTACHMENT STYLES FROM JORDAN UNIVERSITY STUDENTS

Ahmad M. Mahasneh

Faculty of Educational Science Hashemite University, Jordan

Zohair H. Al-Zoubi

Faculty of Educational Science Hashemite University, Jordan

Omar T. Batayenh

Faculty of Arts Hashemite University, Jordan

Mohammad S. Jawarneh

Faculty of Educational Science Hashemite University, Jordan

ABSTRACT

The purpose of this study was to examine the relationship between parenting styles and adult attachment styles. A random sample of (564) male and female students at the faculty of educational sciences was chosen selected. Two questionnaires on attachment styles and parenting styles were administered to the selected sample population during the academic year of 2012-2013. Results indicated significant positive correlations between the authoritative, negligent and authoritarian parenting styles and secure, anxious-ambivalent and avoidant attachment styles, and negative correlation between negligent and anxious-ambivalent, redundant protection and secure. Results also indicate that parenting styles explain attachment styles and patterning styles predict two sub-dimensions of attachment styles.

Keywords: Attachment, Attachment styles, Parenting styles.

1. LITERATURE REVIEW

1.1. Parenting styles

Parenting style is studied extensively for human development. It can be said that the way parents take care of their child impact the child's personality development, social interaction and from close relationships with significant other.

Baumrind (1971) defined three parenting styles are mostly used in literature. Authoritative Parenting Style is very sensitive and involved in their child's activities; responsive to their needs; they encourage verbal conversation and allow their children to question parental requests. Authoritative parents are willing to negotiate with their children.

Authoritarian parenting style has low acceptance and high control on their children. They use physical punishment or threats for wrong doings. They think that the child should obey all orders without asking any question. These parents always showed rigid behavior and high control even when the child has grown up maturity or matured age. They are emotionally distant with their children and may be rejecting. The permissive parents make few demands, exhibiting non-controlling behavior and use minimal punishment. The dominant paradigm for studying parental socialization in the last 25 years of the 20th century was through the examination of parenting styles, or the usual patterns of control, responsiveness, warmth, and punishment that parents use most often, across contexts and over time, to manage their children's behavior. Authoritative parenting could support pro-social behavior by modeling other-oriented behavior those children may emulate, encouraging children to be more considerate and caring, and eliciting affection and connectedness that make children more receptive to efforts to foster concern for others (Hastings et al., 2000). An authoritarian style of parenting may undermine children's pro-social behavior by modeling a lack of concern for the needs of others, or engendering hostility and the rejection of parental socialization efforts.

Longitudinal studies support the suggestion that parenting styles foster children's prosaically development over time, but not always in the straightforward manner researchers have expected. In one study, mothers who were more authoritative and less authoritarian with preschoolers had children who showed more observed, mother-reported and teacher reported prosaically behavior 2 years later (Hastings et al., 2000). Effects were evident when children's earlier prosaically behavior was controlled, suggesting the effect of maternal style contributed to pro-social development over and above the inborn pro-social temperaments. In a study predicting pro-social behavior at 4 years from mother and child characteristics at 2 years, children were observed interacting with a researcher and their mother on one day and with peers but without their mother present on another day. Earlier maternal authoritative style predicted more pro-social responses to a researcher for girls who had been less inhibited toddlers (Hastings et al., 2005). For girls who had been more inhibited, early maternal authoritarianism predicted more pro-social responses to the researcher but fewer pro-social responses to peers (Hastings et al., 2002). These results could suggest that authoritative parenting supports autonomous pro-social behavior in girls who are disposition ally comfortable in challenging social circumstances, whereas authoritarian parenting induces more compliant pro-social behavior in disposition ally reticent girls. Low pro-social behavior in the peer context indicates that inhibited girls could not enact such behaviors spontaneously, without maternal direction or support. Kochanska (1991) found that mothers' authoritative style with toddlers predicted children's reports of making reparative actions after causing harm in a story-completion task, particularly for children who had been more inhibited or anxious as toddlers. It is possible that the difference in results across her study and that of Hastings et al. (2005) was because Kochanska (1991) focused on what children said they would do in challenging situations, whereas the other study observed children's actual responses to distress in others. Anxious children may internalize standards from authoritative parents and be aware of appropriate pro-social behavior but then be unable to act on this knowledge under socially challenging conditions.

In a study of the contributions of parenting styles to adolescents' pro-social development, youths perceived that the extent to which they and their parents valued being kind, caring, and fair corresponded more closely when they saw their parents as more authoritative (Pratt *et al.*, 2003). This supports the argument of Grusec and Goodnow (1994) that's central to effective internalization parent's generation of a relationship in which the child is likely to be receptive to the parent's socialization message. It also suggests that authoritative parents must themselves hold pro-social values, or subscribe to an "ethic of care," in order for their children to internalize such an orientation. Authoritative parenting and parental emphasis on caring for others has also predicted more mature values of caring for others over 4 years (Pratt *et al.*, 2004). In turn, young adults' caring values were associated with their engagement in voluntary, Other-oriented community activities. These analyses indicate that parenting styles make lasting contributions to pro-social development, in accord with hypothesized processes of internalization of parental expectations and societal values (Grusec *et al.*, 2000).

Specific parenting actions vary widely across contexts and depend on parents' goals (Grusec and Kuczynski, 1980; Hastings and Grusec, 1998). A given parent will not always behave in ways that match with a single defined style (Grusec and Goodnow, 1994). Parenting styles are complex and multifaceted, and measures often combine parenting behaviors with parental attitudes and emotions, such that it can be difficult to infer the likely processes or mechanisms that explain associations between parenting styles and child outcomes. A parenting style may be seen as providing the general context of the parent–child relationship, whereas specific parenting practices convey the means by which parents socialize desired outcomes (Darling and Steinberg, 1993).

1.2. Attachment Styles

Bowlby (1973) who has popularized the term attachment and developed the original psychological theory of attachment. This bond helps the child who needs care to survive. Primarily, infant and mother are thought to have developed a coordinated relationship in which the infant's signals of distress or fear are noted by mother, who in turn, offers comfort and protection, as well as "a secure base", whereby from which the infant can explore the environment (Cooper *et al.*, 1998). Thus, attachment has been defined as an intimate and affectionate relationship between two people (Ainsworth *et al.*, 1978).

Attachment is an emotional bond according to Bowlby (1982). This bond comprises comfort, safety, and support. Bowlby (1982) defines attachment as a child being "strongly disposed to seek proximity to and contact with a specific figure and to do so in certain situations, notably when he is frightened, tired or ill." According to Bowlby (1973), attachment behavior has its own dynamics and is distinct from both feeding and sexual behavior and of at least an equal significance in human life. Thus, during the course of an healthy development, attachment behavior leads to the development of flectional bonds between child and parent (Goodwin, 2003).

According to the attachment theory, people developmental models which are related to their relationships with other individuals during infancy, childhood, and adulthood. These mental models are the ones which unify and organize the individual's experiences and beliefs and also comprise other people's personal characteristics (Bowlby, 1982). Recent studies on adult attachment focused

on four dimension attachment styles proposed by (Bartholomew, 1990; Bartholomew and Horowitz, 1991). Bartholomew proposed four attachment styles: *(i)* Secure, which reflects generally positive feelings about the self and others; *(ii)* Dismissing, that is, the individual shows positive feelings about the self, but not about others; *(iii)* Preoccupied, where there is anxiety about the self and a valuing of others, and *(iv)* Fearful, in which there are negative feelings about the self and others (Bartholomew and Shaver, 1998). Bartholomew's attachment styles are similar to those described by other adult attachment researchers, although the terms that are used are different (Hazan and Shaver, 1987; Simpson, 1990; Griffin and Bartholomew, 1994). Although secure attachment styles are described consistently across studies, preoccupied attachment styles are also called "anxious-ambivalent", and dismissing styles as "avoidant" (Hazan and Shaver, 1987; Simpson, 1990). The belief that child-parent attachment plays an important role in social development occupies center stage in most contemporary theories of childhood socialization. Its endurance over the intervening decades has been sustained by a wealth of empirical data linking attachment to a wide range of socialization outcomes in both childhood and adulthood (Waters *et al.*, 1986).

Included among these are patterns of social competence (Waters *et al.*, 1979), pro-social behavior (Lieberman, 1977), antisocial behavior (Sroufe, 1983), and behavior problems (Erickson *et al.*, 1985) in childhood. In addition, the major longitudinal studies of delinquent and criminal behavior have consistently documented links between family factors and subsequent antisocial behavior (Glueck and Glueck, 1950; McCord and McCord, 1959; West and Farrington, 1973). Prominent among these have been parental characteristics such as lack of warmth, poor supervision, inconsistency, and poor child-rearing practices - factors that have been demonstrated in more recent studies to be associated with anxious child-parent attachment (Ainsworth *et al.*, 1978).

Ironically, the mechanisms of analytic and defensive identification proposed by Freud to explain the association between attachment and socialization have largely been invalidated by empirical research. More-over, they have not been replaced in Bowlby (1969, 1973, 1980). More recent ethological attachment theory by alternative explanatory constructs. Bowlby (1980) himself has long had an interest in the association between attachment and antisocial behavior, and his theory provides a rich source for speculation about attachment and socialization. Moreover, Bowlby (1973) accepts the basic premise that children unwittingly identify with-in the sense of modeling themselves after-their parents in the normal course of development. Karavasilis *et al.* (2003). They found positive association between authoritative parenting style and secure attachment style. Further it also not supports the findings of Rohner (1975) research he said warm and accepting behavior of parents does not elevate aggression in children and adults. Coh *et al.* (2008) posits that parents' attachment style affects the child attachment style. Insecure parents provide less structure in instruction with children as compared to secure parents.

Doyle *et al.* (2003) as their study reflect that permissive parenting style predicts avoidant attachment style. This finding also support the findings of Albert, Trommsdorff *et al.* (2005) as they concluded Indian mothers' having permissive parenting style their children prefer avoidant attachment style.

1.3. Statement of the Problem

Attachment styles have been shown to have numerous possible relationships with other individual and/or family factors. Karavasilis *et al.* (2003) found positive relationship between authoritative parenting style and secure attachment style. Therefore, the problem with the current study is to examine the relationship between Patterning styles and adult attachment styles among the students of the Hashemite University.

2. STUDY QUESTIONS

The specific study questions were:

1 Is there a significant relationship between parenting styles (authoritative, negligent, authoritarian, redundant protection) and adult attachment styles (Secure, Anxious- Ambivalent, Avoidant)?.

2.1. Significance of study

The present study represents the first explicit examination of the relationships between Parenting styles and adult attachment styles in the Arab-countries to the best of the researcher's knowledge (in what wyes can the Arabic speaking culture impact the relationship between parenting styles and attachment styles).

The percent study is extremely important for many reasons:

1. Benefit parents in helping them to understand the importance of patterning styles as these factors relate to engaging adult attachment styles.
2. It opens the door for researchers to conduct related studies in the field of attachment styles and its relationship to other variables in different university.

3. METHODOLOGY

3.1. Participants

The population of this study consisted of (850) undergraduate students, who were enrolled in the faculty of educational sciences in Hashemite University in the academic year 2012/2013, who represent all levels of study at (HU). For the purpose of this study, a random sample was chosen from the population, it consisted of (564).

3.2. Instruments

Participants completed measures of Parenting styles, and adult attachment styles. Each is described at length below.

3.3. Parenting Styles Instrument

The instrument used in this study was developed by the Alsaqar (1984). It was designed to measure the parenting style of parents in terms of authority and disciplinary practices exhibited from child's perspective. The statements were rated on 5-point ranging from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree. The 56 statements were divided in to four subscales i.e. authoritative, negligent, authoritarian, redundant protection. 14 statements for each

subscale were summed up and the highest score indicate the type of parenting adopted. The statements of FSP have good internal consistency. The value of alpha for original questionnaire was ranging from 0.74 to 0.87.

3.4. Adult Attachment Styles Instrument

The instrument used in this study was developed by the Abu Ghazal and Jaradat (2009) after an extensive review related attachment styles measurement (Becker *et al.*, 1997; Bakker *et al.*, 2004; Huntsinger and Luecken, 2004); (Hazan and Shaver, 1987). The instrument consisted of (20) items that relate to adult attachment styles in the three dimensions: Secure attachment style (6) items, Anxious- Ambivalent attachment style (7) items, Avoidant attachment style (7) items. Participants rated each items on a 5 point ranging from totally disagree (1) to totally agree (5).

An internal consistency coefficient (0.64) was reported for the adult attachment styles. In terms of the adult attachment scales, a reliability estimate of (0.76) was reported for the secure attachment style, and a (0.60) was reported for the Anxious- Ambivalent attachment style, and a (0.57) was reported for the Avoidant attachment style.

3.5. Procedures

After gaining permission from class instructors, the researchers distributed the instruments to the study sample during classroom sessions. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes.

Then, the question booklets were distributed and instructions were given to the participants on how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis. The data were analyzed using the SPSS package.

4. RESULTS AND DISCUSSION

Results are presented following each research question.

Results related to study question (1) Is there a significant relationship between parenting styles (authoritative, negligent, authoritarian, redundant protection) and adult attachment styles (secure, anxious- ambivalent, avoidant)?.

To answer this question, the correlation coefficients between parenting styles and adult attachment styles were calculated and reported in Table 1.

Table-1. Correlation between parenting styles and adult attachment styles

Measurement	Authoritative	Negligent	Authoritarian	Redundant protection
Secure	0.07	0.22*	0.33*	- 0.24*
Anxious- Ambivalent	0.11**	-0.25*	0.01	0.06
Avoidant	0.15**	0.20**	0.62*	0.05

* (p < 0.01).   ** (p < 0.05).

As table 1 shows, that the authoritative parenting styles are positively related to the anxious-ambivalent and avoidant attachment styles (p=0.05). The negligent parenting styles are positively related to the secure and avoidant attachment styles (p=0.05, 0.01).and the negligent parenting styles are negative related to the anxious-ambivalent attachment style (p=0.01). The authoritarian parenting styles are positively related to the secure and avoidant attachment styles (p=0.01). And that there are negative significant correlations between redundant protection family parenting styles and secure attachment style (p=0.01). This result means that the parenting styles is an influenced by adult attachment styles. This finding is consistent with previous research by Zarina (2012) whose findings shows that authoritative parenting styles have no significant relationship with secure attachment styles. And this finding does not support the finding of Karavasilis *et al.* (2003), Heer (2008) They found positive association between authoritative parenting style and secure attachment style.

5. MULTIPLE REGRESSION ANALYSIS

Table 2 shows the results of the multiple regression analysis using parenting styles as predictor of adult attachment styles**.**

Table-2. Results of regression analysis predicting parenting styles on secure attachment style

Parenting styles	R	R²	F	β	t
Authoritative				0.280	0.807
Negligent				-0.059	-0.234
Authoritarian	0.341	0.116	4.559	0.128	0.468
Redundant protection				-0.022	-0.57

Results given in table 2 show that the authoritative, negligent, authoritarian and redundant protection parenting styles is a significant predictor of secure attachment style (R²= 0.12, F= 4.559, p= 0.05). This results was supported by the close moderate correlation between ford variables (r= 0.341). Approximated 12% of the variance of the students secures attachment styles by parenting styles.

Table-3. Results of regression analysis predicting parenting styles on avoidant attachment style

Parenting styles	R	R²	F	β	t
Authoritative				1.926	7.419
Negligent				-0.289	-1.537
Authoritarian	0.711	0.506	35.592	-1.087	-5.309
Redundant protection				-0.039	-0.139

Results given in table 3 show that the authoritative, negligent, authoritarian and redundant protection parenting styles is a significant predictor of avoidant attachment style (R²= 0.506, F= 35.592, p= 0.05). This results was supported by the close moderate correlation between ford variables (r= 0.711). Approximated 51% of the variance of the student's avoidant attachment styles by parenting styles.

REFERENCES

Abu Ghazal, M. and A.-K. Jaradat, 2009. Adult attachment styles and their relationship to self-esteem and loneliness. Jordan Journal of Science in Education, 5(1): 45-57.

Ainsworth, M.D., M.C. Belehar, E. Waters and S. Wall, 1978. Patterns of attachment: A psychological study of the strange situation. Hillsdale, NJ: Erlbaum.

Alsaqar, I., 1984. The effect parenting styles and cultural level of the family in the abilities in innovative thinking among high school students in jordan. Jordan: Unpublished Master Thesis, Yarmouk University.

Bakker, W., J.P. Van Oudenhoven and K.I. Van der Zee, 2004. Attachment styles, personality, and dutch emigrants, intercultural adjustment. European Journal of Personality, 18(5): 387-404.

Bartholomew, K., 1990. Avoidance of intimacy: An attachment perspective. Journal of Social and Personal Relationships, 7(2): 147-178.

Bartholomew, K. and L.M. Horowitz, 1991. Attachment styles among young adults: A test of a four- category model. Journal of personality and social psychology, 61(2): 226- 244.

Bartholomew, K. and P.R. Shaver, 1998. Methods of assessing adult attachment: Do they converge? Attachment theory and close relationships. New York: NY: Guilford Press.

Baumrind, D., 1971. Current patterns of parental authority.Psychinfo. Web. Developmental Psychology Monographs, 4(1970): 1-103.

Becker, T.E., R.S. Billings, D.M. Eveleth and N.W. Gilbert, 1997. Validity of scores on three attachment style scales: Exploratory and confirmatory evidence. Educational and Psychological Measurement, 57(3): 447-493.

Bowlby, J., 1969. Attachment and loss, separation , anxiety and anger. New York: Basic Books.

Bowlby, J., 1980. Attachment and loss: Loss sadness and depression. New York Basic Books, 3.

Bowlby, J., 1973. Attachment and loss, separation , anxiety and anger. New York: Basic Books.

Bowlby, J., 1982. Attachment and loss, separation , anxiety and anger. New York: Basic Books.

Coh, D.A., P.A. Cowan, C.P. Cowan and J. Pearson, 2008. Mother's and father's working models of childhood attachment relationships parenting style and child behavior. Development and Psychology, 4(3): 417-431.

Cooper, M.L., P.R. Shaver and N.L. Coolins, 1998. Attachment styles, emotion regulation, and adjustment in adolescence. Journal of Personality and Social Psychology, 74(5): 1380-1397.

Darling, N. and L. Steinberg, 1993. Parenting style as context: An integrative model. Psychological Bulletin, 113(3): 487–496.

Doyle, A.B., M. Brendgen, D. Markiewicz and K. Kamkar, 2003. Family relationships as moderators of the association between romantic relationships and adjustment in early adolescence. Journal of Early Adolescence, 23(3): 316-340.

Erickson, M.F., L. Sroufe and B. Egeland, 1985. The relationship between quality of attachment and behavior problems in preschool in a highrisk sample. Growing points in attachment theory and research Monographs of the Society for Research in Child Development, 50(209):1-2

Glueck, S. and E.T. Glueck, 1950. Unraveling juvenile delinquency. Cambridge: MA: Harvard University Press.

Goodwin, I., 2003. The relevance of attachment theory to the philosophy, organization, and practice of adult mental health care. Clinical Psychology Review, 23(1): 35-56.

Griffin, D.W. and K. Bartholomew, 1994. The metaphysics of measurement: The case of adult attachment. Advances in personal relationships: Attachment processes in adulthood London: Jessica Kingsley Publishers.

Grusec, J.E. and J.J. Goodnow, 1994. Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. Developmental Psychology, 30(1): 4–19.

Grusec, J.E., J.J. Goodnow and L. Kuczynski, 2000. New directions in analyses of parenting contributions to children's acquisition of values. Child Development, 71(1): 205-211.

Grusec, J.E. and L. Kuczynski, 1980. Direction of effect in socialization: A comparison of the parent's versus the child's behavior as determinants of disciplinary techniques. Developmental Psychology, 16(1): 1-9.

Hastings, P.D. and J.E. Grusec, 1998. Parenting goals as organizers of responses to parent–child disagreement. Developmental Psychology, 34(3): 465–479.

Hastings, P.D., K.H. Rubin and L. DeRose, 2005. Links among gender, inhibition, and parental socialization in the development of prosocial behavior. Merrill-Palmer Quarterly, 51(4): 501–527.

Hastings, P.D., K.H. Rubin, L. Mielcarek and A. Kennedy, 2002. Helping shy girls and boys to be helpful. Paper presented at the biennial meeting of the international society for the study of behavioral development, Ottawa, Ontario, Canada.

Hastings, P.D., J. Vyncke, C. Sullivan, K.E. McShane, M. Benibgui and W.T. Utendale, 2005. Children's development of social competence across family types. Ottawa, ontario, Canada: Department of justice Canada: Family, children & youth section.

Hastings, P.D., C. Zahn-Waxler, J. Robinson, B. Usher and D. Bridges, 2000. The development of concern for others in children with behavior problems. Developmental Psychology, 36(5): 531–546.

Hazan, C. and P.R. Shaver, 1987. Romantic love conceptualized as an attachment process Journal of Personality and Social Psychology, 52(3): 511-524.

Heer, A., 2008. The relationship between college students retrospective accounts of parenting styles and self –reported adult attachment styles. Proquest dissertations and theses: Handbook of moral development. Mahwah, NJ: Erlbaum.

Huntsinger, E.T. and L.J. Luecken, 2004. Attachment relationships and health behavior: The mediational role of self-esteem. Psychology & Health, 19(4): 515-526. Available from doi:10.1080/0887044042000196728.

Karavasilis, L., A.B. Doyle and Markiewicz., 2003. Associations between parenting style and attachment to mother in middle childhood and adolescence. International Journal of Behavioral Development, 27(2): 153-164.

Kochanska, G., 1991. Socialization and temperament in the development of guilt and conscience. Child Development, 62(6): 1379-1392.

Lieberman, A.F., 1977. Preschoolers' competence with a peer: Influence of attachment and social experience. Child Development, 48(4): 1277-1287.

McCord, W. and J. McCord, 1959. Origins of crime: A neu evaluation of the cambridge-sommerville study. New York: Columbia University Press.

Pratt, M.W., B. Hunsberger, S.M. Pancer and S. Alisat, 2003. A longitudinal analysis of personal values socialization: Correlates of a moral self-ideal in late adolescence. Social Development, 12(4): 563-585.

Pratt, M.W., E.E. Skoe and M.L. Arnold, 2004. Care reasoning development and family socialisation patterns in later adolescence: A longitudinal analysis. International Journal of Behavioral Development, 28(2): 139-147.

Rohner, R.P., 1975. They love me, they love me not: A worldwide study of the effects of parental acceptance and rejection. New Haven: CT: Human Relations Area Files.

Simpson, J.A., 1990. Influence of attachment styles on romantic relationships. Journal of Personality and Social Psychology, 59(5): 971-980.

Sroufe, L.A., 1983. Infant-caregiver attachment and patterns of adaptation in preschool: The roots of maladaptation and competence. Hillsdale, NJ: Erlbaum: Minnesota Symposium in Child Psychology.

Trommsdorff, G., R. Mishra, B. Mayer, I. Albert and B. Schwarz, 2005. The value of children in urban and rural india: Cultural background and empirical results. The value of children in cross-cultural perspective. Case studies from eight societies Lengerich: Pabst Science.

Waters, E., D. Hay and Richters, 1986. Infantparent attachment and the origins of prosocial and antisocial behavior. New York: Academic Press: Development of antisocial and prosocial behavior: Research, theories, and issues.

Waters, E., J. Wippman and L.A. Sroufe, 1979. Attachment, positive effect, and competence in the peer group: Two studies in construct validation. Child Development, 50(3): 821-829.

West, D.J. and I.P. Farrington, 1973. Who becomes delinquent? London: Heinemann Educational Books.

Zarina, A., 2012. Attachment styles of adolescents: Characteristics and contributing factors. Academic Research International, 2(2): 613-621.