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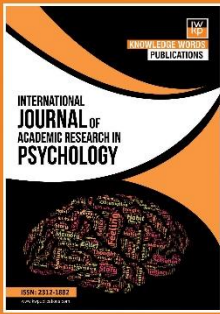
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## Parenting Styles and Attachment Models among Iranian Pre-University Students

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### Abstract

The present study set out to evaluate the role of parenting styles in developing attachment models among Persian students. The participant pool for this research included the whole population of male and female students (n= 240, aging 17-18) selected by cluster sampling from the available pre-university centers in Sabzavar during the school year of 2011-2012. Data was gathered from the survey packet including questionnaires of Demography, Attachment and Parental Authority for fathers as well as mothers in separate forms, filled out by each participant. Correlation and regression analysis were used to analyze the data. Findings revealed that from among 81 formulated hypotheses just 13 were retained. The results provided some support to confirm the meaningful relationship between the father's authoritative parenting style and the secure attachment model in the whole sample as well as in the girls and also with the anxious- ambivalent insecurity attachment model in the girls.

**Keywords:** Attachment Models, Children, Parenting Styles, Gender Differences, Pre-University Students.

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Long before that the authorities and experts in the realm of education took the heed of mutual relationships between parents and children, the noticeable volume of the religious texts was centered on such a point. In the Islamic texts, also, parents' as well as children's rights have been regarded in particular. In the same vein, the observance of children's rights (parenting styles) is considered as a complex activity including behaviors, trainings, interactions along with manners which influence cognitive, spiritual and emotional development both in social and individual dimensions. To do so, the above mentioned elements can operate either interactionally or separately.

In Holy Quran, parenting is perceived through mentioning such significant foundations as parents' responsibility for children's destiny (Q, 11:42), instructing social manners (Q, 31: 13-19), consultation with them (Q, 37:101), guidance of their beliefs (Q, 31:1), ignorance of their faults in case of regret (Q, 12:97& 98) and intimacy in dialogues (Q, 31:1). The aforesaid were referred as narrating the story of how Prophet Abraham, Noah and Jacob treated their children in practice. Similarly, Loghman's advices to his son also paved the theoretical grounds in this regard.

It seems that, in every society, the relationship between parents and their children, namely, parenting styles goes under the influence of a wide range of factors like the culture of that given society. Then, as Bowlby (1973) puts forward, this is the child who through taking impressions of the nature of the first close relationship (mother- infant) determines the quality of his /her intimate relationship throughout the life.

The contemporary research on parenting styles has been arisen from Baumrind's studies about children and their parents. She (1991) proposes that parenting is a kind of complicated activity consisting of specific methods and behaviors which, either interactionally or separately, affects the child's development. This kind of activity is indicative of parents' endeavors to discipline and socialize their children.

As Pellerin (2005) reports, two determining factors have clearly been taken into consideration in Baumrind's research (1991) : first, the kind of interaction between parents and children, i.e. "Parental Responsiveness", and second, "Parental Control". Whereas the dimension of responsiveness denotes the amount of parent's warmth and their support toward the child which, in turn, culminate in raising the child's power to self-assertion, self-respect and high level of self-confidence, the dimension of demandingness indicates the parent's expectancy for the child's behavior regulation and monitoring his/her activities.

Although parenting styles have been classified in various ways, researchers mostly consider four parenting styles as authoritarian, permissive, neglectful and authoritative. This categorization has been founded on the basis of two criteria: parental responsiveness and their demandingness (Scheafer, 2003; Zimmerman, Bandura, & Martinez, 2003). While authoritarian parents exert high levels of control and low levels of responsiveness, permissive parents who are highly responsive permit their children to be very self-regulator. In other words, such parents do not compel their children to do any developed behavior. Meanwhile, neglectful parents are placed in low levels in terms of responsiveness and demandingness and considered as lenient or rejective (Simons & Conger, 2007). It is believed that the authoritative style which includes encouraging children to be independent and controlling their behaviors at the same time is the most appropriate parenting style with better personal, educational, social and emotional outcomes (Bugental & Grusec, 2006; Harris & Goodall, 2008; Jeynes, 2007) .

There has been a flurry of research concerning parenting styles and their corollaries in terms of psychology and mental hygiene. Some examples include the significant consequences of parenting styles in psychosocial development and a wide variety of behaviors such as adolescents' mental well-being, health as well as educational issues (Chan & Koo, 2011) ; the impact of parents' excessive support or their rejection on children's and adolescents' internal disorders (Bronte-Tinkew, Moore, & Carrano, 2006) and lack of participation, intimacy and reward in the relationship between children and parents as a predictor of emerging future problems (Barber, Stolz, & Olson, 2005).

On the whole, research that explored parenting styles and related topics has hinted that parents employing demanding patterns will possess aggressive children with problems in peer relationships. In contrast, those who implement warm and positive styles encounter fewer social problems in their children (Eiser, Eiser, Mayhew, & Gibson, 2005).

In appraising the components of parent-child, attachment models as another important factor can predict the quality of the close relationship during adulthood. In the theory that originally put forth by Bowlby (1973) , it is stated that the optimal implementation of such models is influenced by the quality of the child-mother (care-giver) interaction which emanates from internalizing the child's expectations for sensitivity, accessibility, responsiveness and support in necessary situations. Put differently, the child forms some expectations based on the way of interaction with his/her mother (care-giver) along with what occurs in surroundings during the first year of life. Such expectations will become internalized through a series of mental representation called "Internal-working Models" (Ainsworth, 1989; Collins & Feeney, 2004) . Further, internal-working models account for the chief reason of attachment continuity of primary attachment experiences and cognition, feelings as well as behaviors in future relationships (Mikulincer, Sharver, & Pereg, 2005). Due to individual differences in the formation of the mentioned models, different attachment models do appear. Ainsworth (1989) in her first studies entitled "Strange Situation" came up with three models of attachment called secure, avoidance insecurity and anxious-ambivalent insecurity in children. The existence of such models was also verified during adulthood.

In the secure attachment model, as the most powerful sort of attachment, the child feels that she/he can rely on her/his parents and their support when needed. On the contrary, children with the avoidance insecurity attachment have learned to compensate for lack of parents' security by taking care of themselves. These children seem to be so independent that they never demand help although they easily fail to saturate their desires. Meanwhile, in the anxious-ambivalent insecurity attachment, children confront with doubt and confusion owing to their parents' temporary support which results in children's insecure dependence on parents.

The profound effects of different attachment models on diverse aspects like personality, mental health, behavior, social dependence as well as efficacy in interpersonal relationships during adulthood has led researchers to allocate the bulk of survey to attachment models. For instance, Shaver and Cassidy (2008) claim that destructive attachment models during childhood will terminate in behavioral problems and even delinquency.

While the avoidance attachment model among students indicates high levels of stress, psychological helplessness and shock, their secure attachment model does express lower levels of stress (Mikulincer et al., 2011). Likewise, Daryl and Higgins (2011) argue that childhood experiences including misbehavior, parents' neglect along with family maladjustment are influential over developing insecure attachment models during adulthood.

A common thread that runs through a myriad of recent writings proposes that the secure attachment model in compared with the two other attachment models is the best type leaving over fair and positive effects (Egeci & Gencoz, 2011; Rholes & Simpson, 2004; Rosenthal et al., 2012; Safaei et al., 2012; Sharver & Gassidy, 2008) .

Whilst the advocates of the attachment theory with reliance on various research demonstrate that the child's attachment models continue to adulthood and also are reflected in adults' relationships (Feeney & Noller, 1996; Van Wagne, 2008) , it becomes clear through a brief glimpse that the adolescents' behavior will vary from attachment models towards parents to close relationships with those beyond the family circle (Ainsworth, 1989). This will be a process culminating in the augment of self-analysis, eagerness to independency and wide relationships during adolescence. Moreover, such a process causes the person to prove his/her own better psychological adaptation (Khanjani, 2006).

Apparently, parental behavior for each of these models parallels that of parental behavior for individual attachment patterns. For instance, similar to the parents of a securely attached child, the authoritative parents are sensitive to the child's needs, do not employ punitive discipline, and treat the child in a warm, loving and affectionate manner (Khanjani & Pakdaman, 2012) . In the same vein, comparable to avoidant parenting, the authoritarian parents are demanding but not responsive to the child, intends to implement punitive and harsh punishment, physical enforcement, reprimands and prohibitive interventions (Ibid).

As the body of extensive research suggests, the association between the two given variables in the present study, i.e. "Parenting Styles" as well as "Attachment models" and a wide range of other variables such as self-esteem, happiness, and mental well-being have separately been examined. However, it is worth noting that there is less research data that clearly concentrates on the relationship between these two variables with each other. The shared findings of all conducted research reveal the positive correlation between the authoritative parenting style and the secure attachment model of their children.

In one of the four pieces of research carried out on children and adolescents, Karavasilis et al (2005) following work on 202 children along with 212 adolescents in Canada found high positive correlation on the scores of securely attached children and their authoritative families. The same association has also been traced between the permissive parenting style and avoidantly attached children. Through the eyes of these researchers, children's psychological independence in authoritative families has been the major thrust of their secure attachment. Moreover, Barnett's et al. (2006) work on toddlers indicated that high quality parenting can increase secure attachment even in unhealthy children. Further, Muris's et al (2003) research on 742 adolescents demonstrated the meaningful relationship between each kind of attachment models and the parenting style providing basis for making particular predictions in this area. Finally, Doyle's et al (2009) longitudinal study on 373 adolescents (13, 16 and 19 years old) during a period of two years revealed that parents are the crucial source of attachment and psychological adaptation during adolescence and even youth.

Some other research has tackled the issue of children attachment models after their marriage so as to highlight the pivotal role of parenting styles. An instance of such study came from Volling's et al. (1998) work offering more loving spouse, more integrative social relationships and the parents' higher feeling of competence in couples with secure attachment models. In the same line, Hatami et



al (2012) , focusing on married university students, accentuated the relationship between parenting styles and attachment models.

By contrast, five more pieces of research have studied university students without considering their marriage. Such research conducted in four culturally different backgrounds provided support for positive correlation between the authoritative parenting style and the secure attachment: the first in the Middle East (Dreyer, 2012); the second in Japan (Heer, 2008) ; the third in China (Monk, Leight, & Fang, 2008); the fourth and the fifth in Iran (Dabiri et al., 2012; Khanjani & Pakdaman, 2012). It should be mentioned that to establish correlation in the second (fathers vs. mothers) and the fifth research (male vs. female), the factor of gender made no differences.

And finally Sayadpoor's (2007) study of 100 female university students indicated that high self-respect correlates with the secure attachment whereas low self-respect correlates with the avoidance attachment style. As the researcher stated, since the trace of higher self-respect could be followed in authoritative families, it would be possible to assert the relationship between authoritative parenting styles and secure attachment.

As attachment models alongside their impacts on interpersonal interactions during adulthood appear to be an issue engaging many researchers in heated debates during recent years, the investigation into attachment is supposed as one of the most expensive and creative line of research in contemporary psychology (Srivastava & Beer, 2005) . Similarly, the present research gains to evaluate the role of parenting style as the factor which paves the ground for developing optimal attachment styles. Hence, instructing correct parenting styles can be brought to the forefront of the family training programs if the findings provide enough evidence in this regard.

In addition, the rationale for the selection of pre-university students was twofold: first, more than one-fifth of Iran's population consists of adolescents (IranCivilRegistration, 2012) . Second, as Goldenberg (2012) states, this stage is one of the most sensitive and exciting points in the adolescents' social life cycle during which they mostly involve in the change process in terms of thinking, thought generalization and reasoning.

As such the primary concern of this research was to examine the relationship between the father and mother parenting styles and the way in which attachment models shape in high school adolescents. As far as the present researcher are concerned, there seems to be, on the one hand, a paucity of investigation considering the role of gender in the formation of the above-mentioned relationship, whereas gender differences are evidence in a variety of researches (See: Ghoroghi et al., 2012; Kalantarkousheh, 2012; Kalantarkousheh & Navarbarfi, 2012) . On the other hand, previous research has been done, in the main, on mother parenting styles. Consequently, this research set its goal to testify the effects of "gender differences" as well as "father parenting styles". In pursuit of this goal, thus, the correlation and regression for the relation and interaction of parenting styles (3 levels), attachment models (3 levels) and gender (father vs. mother, male vs. female) would be evaluated in the form of 162 hypotheses.

## **Methodology**

### **Instrumentation**

This research was a kind of correlation study. The participant pool for this research included the whole population of male and female students (n=240, aging 17-18) selected by cluster sampling. Due to the limited number of pre-university centers in the city of Sabzevar, one center of male

students and one of female students were randomly selected. Then, from among existing classes in each center, 7 pre-university classes were chosen randomly to take part in the study. Data collection took place in the selected pre-university classes during regular class time. The participants were invited to complete the survey packet containing the questionnaires of Demography, Attachment and Parental Authority (P. A. Q.) for fathers as well as mothers in separate forms. P. A. Q. consists of several questions whereby it, the parents' style of child-nurturing could be characterized. According to what Baumrind (1991) propounded, parents behave their children in three styles of authoritative, authoritarian and permissive. To evaluate each style, 10 questions were considered in the way that the testee's higher score on each style represented the main parenting style in that family (Buri, 1991). The questionnaire's reliability, as reported by Buri (1991), was as follows: 78% for authoritative mothers, 86% for authoritarian mothers, 81% for permissive mothers, 92% for authoritative fathers, 85% for authoritarian fathers and 77% for permissive fathers. Applying an alpha Cronbach method, GhanbariHashemAbadi (2011) determined the reliability index of the Persian version for each subscales as 82%, 76% and 75% for authoritative, authoritarian and permissive mothers, as well as 86%, 82% and 81% for authoritative, authoritarian and permissive fathers, respectively. Dabiri's et al (2012) work on 310 female and male participants indicated the index of Cronbach's alpha 66%, 71% and 66% for permissive, authoritarian and authoritative parenting styles.

Adult Attachment Questionnaire (A. A. Q.) designed first by Hazan and Sharver (1994) is regarded as a scale of self-report. This scale includes three descriptive phrases of individual's feelings about the interpersonal relationships each of which evaluates one of the secure, avoidance insecurity and anxious-ambivalent insecurity attachment styles. Hazan and Sharver's questionnaire has been developed on the basis of Ainsworth's et al. (1979) classification of infant attachment with the underlying hypothesis that the same models of relationships can be found in adults' as infants'. This questionnaire consists of 15 questions with five point Likert scale from strongly disagree (1) to strongly agree (5). Marcel et al. (1994) through using the test-retest method reported the reliability of 81%. In addition, Ghanbari Hashem Abadi (2011) calculated Cronbach's alphas for all the subscales as the following: 77%, 87% and 77% for avoidance, secure and anxious- ambivalent insecurity attachment. Hazan and Sahrver (1987) reported an acceptable validity for the intended questionnaire. Khanjani and pakdaman (2012) indicated the correlation coefficient of ./.1, /.14 and /.40 between the two models secure and avoidance, avoidance and anxious-ambivalent insecurity as well as secure and anxious-ambivalent insecurity attachment.

From among 240 completed questionnaires by the participants, 23 questionnaires were invalid and 21 belonged to the married testees, therefore, they were excluded. Consequently, performing SPSS version 16, descriptive statistics, correlation and regression analysis were calculated based on data gathered from 196 questionnaires (46% females (n=89) & 54% males (n= 107)).

### **Descriptive Statistics**

In addition to the descriptive statistics shown in table 1, the amounts of skewness for the questionnaires of the attachment, father vs. mother authoritative models were .094, -.516, .159, respectively. These amounts of kurtosis for the given questionnaires were .388, 3.63 and .923.

As figure 1 indicates, concerning the relationship between the sequence of the child's birth and the attachment models, it can be inferred that the highest scores of the secure attachment belonged to

the last child among boys and to the single child among girls. Conversely, the lowest scores in this regard pertained to the single child among boys and to the second child among girls.

Moreover, Figure 2 shows that the highest scores of the avoidance attachment were allocated to the single boys and to the second girls whereas the lowest scores in this area were assigned to the second boys and to the single girls.

And finally, Figure 3 illustrates that the middle male child and the second female one received the highest scores in terms of anxious-ambivalent insecurity attachment model while the single children both among boys and girls obtained the lowest scores in the given model.

### Inferential Statistics

Table 2 reveals statistical data found through calculating correlation coefficients between parenting styles (3 levels), attachment models (3 levels), and the gender (father vs. mother and boy vs. girl). From 81 hypotheses formulated in this study, just 13 were confirmed which are summarized as the following:

There was a positive correlation between the father authoritative parenting style and the child secure attachment model [boys: Pearson's  $r(132) = .17, p < .05$  & girls: Pearson's  $r(132) = .25, p < .05$ ]. A negative correlation was found between the father authoritative parenting style and girls' anxious-ambivalent insecurity attachment model [Pearson's  $r(132) = -.21, p < .05$ ].

With regard to the mother authoritative parenting style and the girls' secure attachment models, a positive correlation was found [Pearson's  $r(132) = .21, p < .05$ ]. Further, mother authoritarian parenting style and the child secure attachment model [Pearson's  $r(132) = -.13, p < .05$ ] as well as the girls' secure attachment model [Pearson's  $r(132) = -.26, p < .01$ ] negatively correlated. Moreover, positive correlations found between the mother authoritarian parenting style and three other variables: the child avoidance attachment model [Pearson's  $r(132) = .26, p < .01$ ], the girl avoidance attachment model [Pearson's  $r(132) = .32, p < .01$ ], and the boy avoidance attachment model [Pearson's  $r(132) = .26, p < .01$ ].

More positive correlations were also found between authoritative parenting styles and the secure attachment model in girls [Pearson's  $r(132) = .26, p < .05$ ] as well as children [Pearson's  $r(132) = .15, p < .05$ ]. Finally, it was shown that authoritarian parenting style and the avoidance attachment model in girls [Pearson's  $r(132) = .30, p < .01$ ] as well as children [Pearson's  $r(132) = .20, p < .05$ ] correlated positively.

Taking into consideration that just 13 formulated hypotheses were retained, Regression analysis was performed. In the same line, Table 3 indicates that 2 % of the variance in children secure attachment is accounted by authoritative parents [ $F= 3.6, P < .05$ ]. 4 % of the variance in children avoidance attachment is accounted by authoritarian parents [ $F= 3.6, P < .05$ ]. 9 % of the variance in girls secure attachment is predicted by authoritarian mothers [ $F= 3.6, P < .05$ ]. 6.8 % of the variance in girl secure attachment is accounted by authoritative parents [ $F= 3.6, P < .05$ ]. 2.8 % of the variance in children secure attachment is accounted / predicted by authoritative fathers [ $F= 3.6, P < .05$ ]. 6.8 % of the variance in children avoidance attachment is predicted by authoritarian mothers [ $F= 3.6, P < .05$ ]. 1.8 % of the variance in children secure attachment is accounted by authoritarian mothers [ $F= 3.6, P < .05$ ]. 4 % of the variance in girl secure attachment is predicted by authoritative mothers [ $F= 3.6, P < .05$ ]. 6.7 % of the variance in girl secure attachment is predicted by authoritarian mothers [ $F= 3.6, P < .05$ ]. 10 % of the variance in girl avoidance attachment is accounted by authoritarian mothers [ $F=$



3.6,  $P < .05$ ]. 5 % of the variance in boy avoidance attachment is accounted by authoritarian mothers [ $F= 3.6, P < .05$ ]. 6 % of the variance in girl secure attachment is accounted by authoritative fathers [ $F= 3.6, P < .05$ ]. 4 % of the variance in girl ambivalent attachment is accounted by authoritative fathers [ $F= 3.6, P < .05$ ].

### Discussion and Conclusions

The present study set out its goal to testify the effect of parenting styles on the children's attachment models during the adolescent period, in particular. The rationale behind the selection of the pre-university students mirrors the significance of the adolescent period regarding its special position between the two periods of childhood and youth, both to develop independency from parents and to open windows to establish new emotional relationships.

Although the obtained results in some aspects would hint no meaningful associations as the researchers expected, the findings did concur with the previous studies.

In effect, the first purpose of the present research was to investigate the most fundamental outcomes of the previously reported results, namely, the positive correlation not only between the parent authoritative attachment style and the children secure attachment model but also between the authoritarian parenting style and the avoidance attachment model in children.

The hypotheses retained as the results of the present research denoted a positive correlation between the secure attachments in girls with their authoritative mothers. This is while a negative correlation could be found between the secure attachments in children in general with their authoritative fathers and mothers. As such, the present findings have consequently been seconded by others' (Doyle, et al., 2009; Hatami Varzane, et al., 2012; Heer, 2008; Karavasilis, et al., 2005; Muris, et al., 2003) . In general terms, such studies have provided some support for the parents' crucial role in the quality of the adolescents and youths' attachment development. In other words, the positive correlation between the parent authoritative style and the children secure attachment model was confirmed.

Additionally, the positive correlation between the children's avoidance attachment- in boys vs. girls, separately, and the mother authoritarian parenting style is a point that merits attention. In more scrutiny, it seems that the present findings concur with those of some other investigations into the association between parenting styles and attachment models in all dimensions (Doyle, et al., 2009; Fathi, Gorji, & Esmaily, 2011; Hatami Varzane, et al., 2012; Muris, et al., 2003) . On the other hand, Dreyer (2012); Khanjani & Pakdaman (2012), Bronte, et al (2006); Heer(2008); Monk (2008); Sayadpoor (2007); Dabiri et al (2012) approaching the negative aspect of parenting style, namely, the authoritarian style found its negative relation with the negative type of attachment i.e., insecure; the outcome found in this research in the form of insecure avoidance attachment style.

Since anxious ambivalent attachment style contradicts the secure model (Mikulincer, et al., 2011) , the negative relation between the authoritative fathers and the girls with this type of attachment can further address the findings of the present study.

Of course, there are some points that should be taken into more consideration: first, lack of meaningful relationship between the secure attachment model in boys and authoritative parenting styles; next, lack of meaningful relationship between avoidance attachment styles in boys as well as girls and fathers' parenting styles, and finally, the positive correlation of anxious ambivalent attachment style in boys and girls with authoritative mothers and fathers.

Such vagueness throws some lights into the area that cultural differences can affect the results of the psychological tests; the issue that has engaged many intercultural psychologists and led them to warn that many of the psychological tests prepared in one culture appear not to be appropriate for the others. In other words, the people in one culture may have some experiences leading them to infer totally different from those who the intended test has been standardized based on their responses. Hence, the former likely answer the test quite differently (Santrock, 2005).

Likewise, the cultural background of the statistical population in this research may locate completely far from the suitable understanding the content of the questionnaires. In addition, the father's trivial role in developing the children attachment model seems to denote the most powerful position of mothers in the given families.

However, it seems that further research should be implemented to obviate the present shortages. Further, duplicating the same research with some other variables such as the homogeneity of parenting styles or the children attachment models will be essential.

In addition, holding specialized workshops on instructing authoritative parenting styles for those who have no children yet as well as those who are involved in nurturing children can exert profound impressions on the formation of the most suitable attachment style, that is, secure styles on behalf of children.

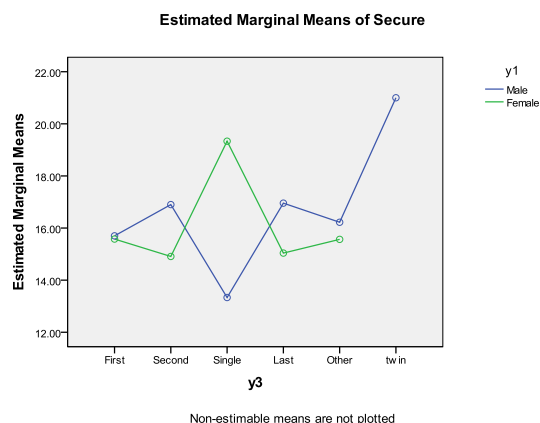


Figure 1: Children's secure attachment regarding the sequence of birth

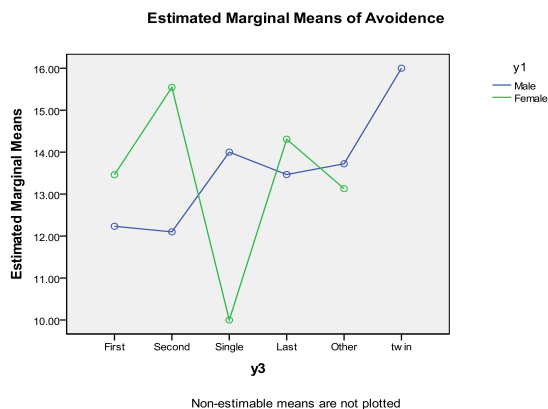


Figure 2: Children's avoidance attachment regarding the sequence of birth

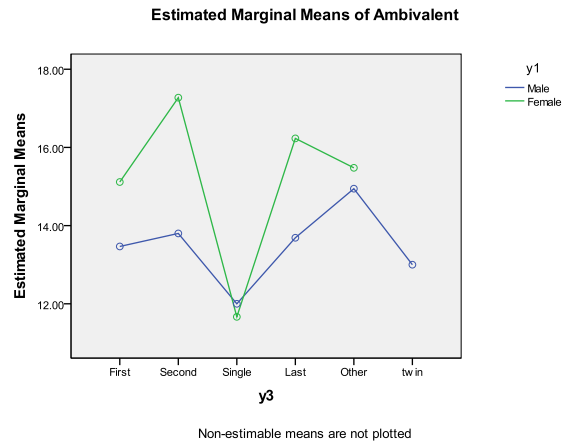


Figure 3: Children's ambivalent attachment regarding the sequence of birth

	Attachment						Father						Mother					
	Secure		Avoidance		Ambivalent		Authoritarian		Permissive		Authoritative		Authoritarian		Permissive		Authoritative	
	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl	Bo y	Gi rl
<b>N .Valid</b>	107	89	107	89	107	89	107	89	107	89	107	89	107	89	107	89	107	89
<b>Mean</b>	3.5	3.16	2.6	2.8	2.9	3.57	2.68	2.28	2.9	2.8	3.3	3.40	2.6	2.49	2.4	2.3	2.5	1.93
<b>Std.Deviation</b>	1.07	1.15	.96	.936	1.2	1.33	.86	.865	.71	.726	.807	.764	.828	.880	.64	.889	3.9	.719
<b>Minimum</b>	8	8	5	5	7	8	15	15	14	18	13	20	15	12	18	18	21	19
<b>Maximum</b>	25	25	22	23	23	24	44	45	44	41	46	43	42	49	43	48	59	47
<b>C. Alpha</b>	.45		.63		.50		.69		.44		.61		.72		.60		.56	
	.40						.58						.58					

Table 1. Descriptive Statistics

	Total									Boys									Girls																					
	Secure			Avoidance			Ambivalent			Secure			Avoidance			Ambivalent			Secure			Avoidance			Ambivalent															
	r	p	E*	r	p	E	r	p	E	r	p	E	r	p	E	r	p	E	r	p	E	r	p	E	r	p	E													
Authori	-0.112	0.117		0.203	0.004*		0.034	0.637		-0.125	0.200		0.151	0.120		0.106	0.275		-0.161	0.123		0.306	0.004*		0.060	0.579		0.060	0.886		0.160	0.537		0.734	0.046*		0.737	0.641		0.565
Permis	0.152	0.034		0.015	0.948		-0.010	0.163		0.760	0.436		-0.122	0.211		0.049	0.618		0.104	0.330		0.139	0.194		0.015	0.886		0.015	0.886		-0.150	0.066		-0.037	0.036		0.050			
Authori	0.034	0.637*		0.019	0.796		-0.019	0.796		0.040	0.680		0.133	0.173		0.127	0.193		0.262	0.013*		-0.051	0.637		-0.150	0.160		-0.150	0.066		0.066	0.066		0.066	0.066		0.066			
Authori	-0.049	0.494		0.072	0.318		0.016	0.822		-0.160	0.101		0.017	0.865		0.081	0.405		0.004	0.967		0.188	0.077		0.066	0.537		0.066	0.066		0.066	0.066		0.066	0.066		0.066			
Permi	0.089	0.217		0.001	0.992		-0.008	0.911		0.128	0.189		-0.154	0.114		0.028	0.774		0.039	0.719		0.189	0.077		-0.037	0.734		-0.037	0.037		0.037	0.037		0.037	0.037		0.037			
Authorit	0.166	0.020*		-0.055	0.446		0.012	0.869		0.119	0.221		-0.109	0.266		0.169	0.081		0.245	0.021*		0.004	0.971		-0.212	0.046*		-0.212	0.036		0.036	0.036		0.036	0.036		0.036			
Authorit	-0.135	0.059		0.260	0.000**		0.040	0.572		-0.045	0.648		0.227	0.019*		0.092	0.347		-0.258	0.015*		0.319	0.002**		0.036	0.737		0.036	0.036		0.036	0.036		0.036	0.036		0.036			
Permis	0.072	0.313		0.007	0.927		0.035	0.621		-0.003	0.974		0.046	0.635		0.052	0.595		-0.124	0.245		0.063	0.556		0.050	0.641		0.050	0.050		0.050	0.050		0.050	0.050		0.050			
Authori	0.095	0.187		-0.110	0.123		-0.040	0.578		-0.047	0.633		-0.112	0.251		0.046	0.641		0.211	0.047*		-0.084	0.435		-0.062	0.565		-0.062	0.062		0.062	0.062		0.062	0.062		0.062			

Table2. Correlation Coefficient and Significance Level  
 E\*: Effect size



	Total									Boys									Girls								
	Secure			Avoidance			Ambivalent			Secure			Avoidance			Ambivalent			Secure			Avoidance			Ambivalent		
	F	P		F	P		F	P		F	P		F	P		F	P		F	P		F	P				
Authori				0.041	8.340	0.004*													0.041	8.344	0.004*						
Permis																											
Authori	0.020	4.580	0.030*													0.068	6.394	0.013*									
Authori																											
Permi																											
Authorit	0.028	5.502	0.020*													0.060	5.539	0.021*				0.045	4.094	0.046*			
Authorit	0.018	3.600	0.059*	0.068	14.110	0.000**										0.067	6.202	0.015*	0.102	9.869	0.002**						
Permis																											
Authori																0.045	4.073	0.047*									

Table 3. Regression Analysis Data

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