

Relationship between Attachment Styles, Aggression and Increasing Individual and Social Adjustment in Middle School Female Students at Paveh

*Nadia Ebrahimi**

Master of Science in General Psychology, Payame Noor University, Mahabad, Iran.

Ali Mostafaie

Assistant Professor, Psychology Department, Payame Noor University, West Azarbaijan, Iran.

Himan Mahmood Fakhe

Assistant Professor, Psychology Department, Payame Noor University, Mahabad, Iran.

ABSTRACT

This study aimed to examine the relationship between attachment styles, aggression, and increasing individual and social adjustment in middle school female students in Paveh. The study was carried out through the descriptive–correlation method. The statistical society of the study was all middle school female students in Paveh from 2017 – 2018. Totally, 1200 students participated in the study. 290 people were selected as a sample among the population through the Cochran formula and stratified random sampling method. Hazen and Shaver attachment styles questionnaire (1987) and Buss and Perry's aggression questionnaire (1992) and California Clark's individual and social adjustment (1953) have been used in the study. Analysis of study data was carried out by statistical software SPSS 24 and the results were presented in two parts: descriptive and inferential statistics. The results indicated that there is a significant relationship between attachment styles and aggression among the students and between attachment styles and individual and social adjustment and also there is a relationship between attachment styles and individual and social adjustment in the students.

Keywords: Attachment Styles, Aggression, Individual and Social Adjustment, Students, Female(girl), Paveh

Introduction

Today, violence and aggression are major global problems and the root of many crimes, disorders, aberrations, and even wars and their destructive psychological and physical effects at individual and social levels. Aggression disorder occurs in children and youngsters in different ways. It is a growing problem in adolescents. Aggression cannot be specifically related to a particular age or period. Aggression and violence have been in childhood and continued over time. But the highest incidence of aggression is during the youngster and adolescent period (Danone, 2015).

Lack of aggression control can lead to physical, social, and mental problems for the youngster. Drug and alcohol use, smoking, the low adjustment in school, expelling from school, inability feeling, social inadjustment, loneliness, ignoring other demands and rights and some diseases such as ulcer, blood pressure disorder and depression can be predicted through aggression. It seems that family circumstance is one of the most important effective structural patterns in some behavior learning such as aggression (Rama and Piterson, 2017).

Family is the most important basis in the human nurture and behavior. Family can also form the person's personality. It seems that aggression is significantly related to some variables such as family and marriage types, social and economic status, and care position, level of education, age and religious beliefs. Many disorders in childhood and youngster period can be related to the attachment. Attachment style is the most important factor in interpersonal interactions. The style affects the way a person copes with stressful situations (Anderson, 2018).

Attachment is a powerful emotional bond that a person makes it for certain people. Early experience attachments with caregivers guides subsequent feelings, thoughts and behavior. In other words, child's relationship with caregivers (the mother or mother substitute) in early years of life leads to form certain mental patterns. The patterns are the basis of many interpersonal relationships in adulthood (Zareie, 2008). Attachment styles include safe, anxious / ambivalent, anxious / avoidant styles. Attachment theory always focus on two points: First, warm, intimate and close relationship between mother (her permanent substitute) and child is necessary for kid's mental health. Second, separation from the mother or rejection by her is seen in many criminals. In other words, Bowlby believe that the separation from mother leads to create crime. Children consider their circumstance as a precarious and threatening situation through unhealthy attachment. So the norms of society have been degenerated and individuals are gradually separated from their community (Chen and Cheng, 2018).

Then attachment style is one of the concept was introduced by John Bowlby. Bowlby believe that attachment bond is child's primitive and basic need. In other words, all humans are affected by their attachment bonds (Mirzaie, 2011). Many transformational psychologists believe that the feeling of warmth, trust and safety results from secure attachment with first person provides basis of adaptive psychological action in later steps of development. Attachment concept is defined as constant emotional bone between two persons so that each party tries to keep closeness or proximity to the issue of attachment and acts in a way to ensure the relationship is continuing (Yaghtin, 2012).

Attachment causes a person feels merriment and happiness when he / she interacts with others and feels relaxation when someone is stressed because they are close to him / her. The most fundamental issue of attachment theory is that the attachment style appears in the primitive parent _ child relationship and it affects future relationships of the life person Therefore how the child attaches to the caregiver affects how they behave and communicate to each other. The person's behavior is predictable through the attachment style. The person's adjustment ability is a factor that affects the childhood attachment styles (Tabari, 2014). The adjustment ability of human is a one of characteristics that play a fundamental role in providing mental and physical health; it supplies a new set of actions, behaviors, conditions and situations for person to follow the way of perfection through providing appropriate answers. And the progress can be seen in the mental and physical categories (Anderson, 2018).

Piaget (1970, quoting by Havi and Samaha, 2016) consider adjustment as an aspect of dealing with environment in the interaction between individual and environment. He describes adjustment as an active process considering the changes occur in person and his / her interactions during life. Rogers (1959, quoting by Naserian, 2014) also believe that adjustment means that we link our feelings to each other carefully not as another people constrain on us but as experience ourselves and deal with them consciously. Human as a social being have been always trying to learn some skills to connect to others and therefore adjust to environment socially. Adjustment is an inherent psychological tendency to with challenges of life. It's an active process that refers to the person's reaction to the environment and its changes (Ebrahimi, 2014).

Clark's theory (1953) indicates adjustments include personal and social types because human in addition to achieving personal adjustment, tries to meet different and inconsistent needs in environment life consciously or un consciously. Whereas someone supplies the needs in social form, his / her adjustment is social type (1953, quoting by Samadi Ahari, 2015). Social adjustment refers to processing of information received from social environment and person's performance in social situations. The basis of social adjustment is the balance between person's demands and the criticisms of society that can affect all aspects of life. Personal adjustment is all strategies that the persons use to control stressful situations of life (Hoseini Mighan, 2016). Yaghtin study (2012) indicates there is a significant and inverse relationship between students' attachment styles and social adjustment. Havi and Samaha (2016) also show that there is a significant relationship between attachment styles and social adjustment. Kent and Dioji's study (2012) indicates that youngsters with higher level of aggression have lower level of social adjustment. Janson and Rabertan (2014) found that there is a positive and significant relationship between unsafe avoidant and insecure ambivalent attachment styles and aggression. Moreover, a meaningful and negative relationship is seen between secure attachment style and aggression.

One of the importances of this study is the population which includes the students who are in their adolescence. Adolescence is a period of intense stress and development that many behaviors in this period can influence all periods of life. Another importance of this study is the prevalence of aggression in adolescents. The importance of focusing on individual and social harmony stems from the fact that adjustment is a topic that plays a key role both in childhood and adolescence and in all stages of human life. Therefore, the present study, with the findings of this research, aims to find effective ways to reduce the aggression among female adolescents. It also can express the main reasons of social and individual conflicts of these students and can finally provide effective suggestions for parents in communication with their children and the importance of attachment styles and to train more successful youth for the future of Iran. The aim of this study is to answer the question that whether attachment styles, aggression and social adjustment exist among the female students of the middle schools in Paveh city.

Methodology

This research is a descriptive correlational study in terms of research method and applied research in terms of purpose. The statistical population of this study included all female students of Paveh city in the middle school. They were 1200 students in 2017-2018. 231 individuals were selected as the sample by Cochran's formula. In this regard, first 5 schools were selected randomly among all Paveh Girls High Schools. Then, two classes were selected from each school randomly. Finally, the questionnaires were distributed among 290 students in ten classes. Data were collected using library and field methods. In fact, data were collected using a questionnaire as one of the most common data collection methods, in order to formulate the literature and to set the theoretical framework of the research. In other words, for obtaining the variables and analytical part of the study, a questionnaire was distributed among the sample. The questionnaires were used in this study as following:

Shiver & Hazan Attachment Styles Inventory

To assess the attachment, Shiver & Hazan attachment styles inventory was used. The questionnaire was prepared by Shiver & Hazan in 1987. The instrument consisted of 15 questions and three style attachment;

a secure attachment style (questions 1 to 5 questionnaires), avoidance style (questions 6 to 10 questionnaires), anxiety-type- Ambivalent style (questions 11 to 15 questionnaires) has been investigated. According to the 7-option Likert test, final score was calculated based on the results of the questionnaire. Minimum and maximum scores in the dimension of this questionnaire were as: In the secure attachment style domain, the minimum and maximum score of this range are 5 to 35 and the score greater than the mean is a secure attachment style. Minimum and maximum score are in the area of the avoidance attachment style 5 to 35 and scoring higher than average represents an avoidance attachment style. Anxiety-related attachment style-ambivalent style, the minimum and maximum score was 5-35. The scores above the mean score indicate the anxiety-ambidexterity style in this domain. In a study conducted by Tabari (2014) through content validity, the validity of the questionnaire confirmed. In addition, using Cronbach's alpha, the reliability of this questionnaire was 0.82. It was concluded that Cronbach's alpha shows the reliability of the questionnaire. Using exploratory factor analysis, questionnaire creators obtained an acceptable validity for the questionnaire. Also, using Cronbach's alpha, they obtained reliability of questionnaire 0.85 which was Cronbach's alpha which showed its high reliability. In this research, Cronbach's alpha of 0.81 was calculated.

Boss & P Aggression Inventory (1992)

Boss & P (1992) aggression questionnaire is used to assess aggression. The questionnaire is a self-report tool with 29 items and four sub-scales such as Physical aggression, including 9 words: 2-5-8-11-13-22-25-29. Verbal aggression consists of 5 words: 4-6-14-21-27. Anger, including 7 words: 1-9-12-18-19-23-28. Verbal Aggression, including 5 phrases: 4-6-14-21-27. Hostilities, including 8 expressions: 3-7-10-15-17-20-24-26. Subjects to each of the phrases in a 5-degree range of: It is quite similar to me (5) It is somewhat like me (4) It is neither like me nor like me (3) It is somewhat similar to me (2) It does not look like me very strongly (1) It will reply and the two phrases 9 and 16 are incorrectly graded.

The total score for aggression is obtained by the total scores of sub scales. The questionnaire of aggression has an acceptable validity. Retest coefficient results for the four subscales are obtained at a distance of 9 weeks (0.80-0.72) and a correlation between the four subscales of 0.38 to 0.49. For evaluation of internal validity of the scale, Cronbach's alpha coefficient assumed that the results of internal consonant in the subscale of aggression were 0.82, verbal aggression was 0.81, anger 0.83, and hostility was 0.80 (Boss and P, 1992). Also reliability of this scale was 0.85 using Cronbach's alpha for this study.

Clark Social-Individual Adjustment Inventory (1953):

In this study, a California CPI psychological questionnaire was used to assess the individual social adjustment of adolescents. Clark et al., 1953 had developed the test to examine two personal and social adjustment poles, which have 180 two-option questions yes or no. The test has 12 sub-scales, half of which are used to measure individual adjustment and the other half to measure social adjustment. Overall dimensions and subscale including individual adjustment: self-reliance, self-understanding, self-esteem, personal freedom, feelings of dependence, retrospect tendencies and neurotic syndrome; Social adjustment: social formats, social skills, anti-social interests, family relations, school-life relationships and social relations. This test is in correct and false form and given the wrong option of "zero" for the right score of "one" and for each test scores are added together. Then the correct scores for 15 questions of each scale are collected, and the scores for each subscale are obtained. The points related to all six scales (social formats, social skills, anti-social interests, family relations, school relations, social relations) are then compiled and the score of total social adjustment is achieved. In the study of Clark et al. (1953), it was stated that the questions of this test are selected based on the judgment of teachers, principals and student reactions as well as the point correlation coefficients. The internal consistency of the test has been reported between 0.87 and 0.90 by Spearman Brown method for social adjustment sub-tests. The overall reliability of the social adjustment questionnaire was calculated using Cronbach alpha method, which was 0.70. The reliability of each sub-component for social formats (0.70), social skills (0.71), Anti-social interests (0.67), family

relations (0.66), school relations (0.68) and social relations (0.73) were obtained. Cronbach's alpha for this scale was 0.88 for this study.

To analyze the data collected in this study, SPSS 24 statistical software was used and the results were analyzed in two parts of descriptive statistics including mean, normal test, and inferential statistics: The Pearson correlation test and multiple regressions were reported.

Findings:

This part of the study was prepared according to the aim of the study and in line with the statistical hypothesis in two parts. In the descriptive section, descriptive data including the mean and standard deviation of the main variables of the study are expressed and analyzed. Then in the inferential section, the research hypotheses were analyzed by using statistical methods such as Pearson correlation coefficient and regression.

Descriptive Data

Descriptive findings indicated 103 students in the first year (35.5%), 95 students in the second year (32.8%), and 92 students in the third year (31.7%). In addition, 55 students were selected from the A school (18.9%), 58 students (20%) out of the B school, 61 students (21.1%) out of the C school, 56 students (19.3%) out of the school, and 60 students (20.7%) out of the school.

The mean and standard deviation of aggression were 71.94 and 16.718, respectively. The mean of secure attachment, avoidance and anxiety styles were 15.31, 15.01 and 14.83, respectively. The mean and standard deviation of individual adjustment was 59.45 and 9.176 respectively and the mean and standard deviation of social adjustment was 58.65 and 7.946. Also, the mean and standard deviation for individual- social adjustment was 118.10 and 12.786, respectively. The significant level for the Kolmogorov-Smirnov test was greater than 0.05 for variables. The data of these variables was normal at a 95% confidence level.

Inferential data

To study research hypotheses and to investigate the relationship between variables, Pearson correlation test and hybrid linear regression were used. The results are as follows:

Table 1: Correlation between Attachment Styles and Individual-Social Adjustment

Variable	Self-reliance	Self-understanding	self-esteem	personal freedom	feelings of dependence	retrospect tendencies	neurotic syndrome	Social-individual adjustment
Secure	0.168**	0.180**	0.213**	0.191**	0.171**	0.212**	0.239**	
Avoidance	-0.158**	-0.120*	-0.141*	-0.156**	-0.122*	-0.076	-0.166**	
Anxiety	-0.086	-0.079	-0.175**	-0.131*	-0.073	0.187**	0.155**	
Variable	social formats	social skills	anti-social interests	family relations	school relationships	Social relationship	Social adjustment	
Secure	0.248**	0.200**	0.209**	0.211**	0.090	0.201**	0.261**	0.334**
Avoidance	-0.172**	-0.164**	-0.182**	-0.242**	-0.093	-0.206**	-0.238**	-0.267**
Anxiety	-0.156**	-0.231**	-0.151**	-0.246**	-0.118**	-0.149**	-0.238**	-0.259**

* Significance at 0.05, ** Significance at 0.01, number= 290 subjects

Table 1 shows the correlation between attachment styles and components and total individual-social adjustment scores. There was a significant correlation between Pearson correlation coefficient and individual-social attachment style in $P < 0.05$ level and Pearson correlation coefficient between the avoidance attachment styles and anxiety-related dimensions of social-individual adjustment in $P < 0.05$ level. The Pearson correlation coefficient between the secure attachment style scores with individual attachment scores, social adjustment scores and the whole individual-social adjustment score were 0.239, 0.261, and 0.334, respectively at confidence level of $P < 0.05$. The Pearson correlation coefficient between the avoidance and anxiety attachment scores and the total individual-social adjustment score (0.267 and -0.269) were significant and inverse at the $P < 0.05$ level, therefore there was a significant relationship between individual and social attachment scores.

Table 2: Correlation between aggression and social-individual adjustment

Variable	Self-reliance	Self-understanding	personal freedom	feelings of dependence	retrospect tendencies	neurotic syndrome	Individual adjustment	Individual-social adjustment
Physical	-0.176**	-0.226**	-0.249**	-0.244**	-0.136*	-0.144*	-0.253**	
Verbal	-0.130*	-0.181**	-0.259**	-0.291**	-0.173**	-0.201**	-0.265**	
Anger	-0.210**	-0.233**	-0.264**	-0.345**	-0.245**	-0.226**	-0.325**	
Hostility	-0.265**	-0.213**	-0.291**	-0.302**	-0.212**	-0.272**	-0.330**	
Aggression	-0.248**	-0.270**	-0.332**	-0.367**	-0.238**	-0.260**	-0.367**	
Variable	social formats	social skills	anti-social interests	family relations	school relationships	Social relationship	Social adjustment	
Physical	-0.205**	-0.187**	-0.177**	-0.223**	-0.156**	-0.212**	-0.260**	-0.343**
Verbal	-0.223**	-0.158**	-0.197**	-0.245**	-0.152**	-0.227**	-0.280**	-0.364**
Anger	-0.262**	-0.224**	-0.215**	-0.243**	-0.215**	-0.269**	-0.319**	-0.431**
Hostility	-0.233**	-0.204**	-0.295**	-0.268**	-0.111*	-0.248**	-0.306**	-0.427**
Aggression	-0.288**	-0.244**	-0.276**	-0.305**	-0.199**	-0.311**	-0.363**	-0.489**

* Significance at 0.05, ** Significance at 0.01, number= 290 subjects

Table 2 shows the correlation between aggressiveness score with components and total score of individual-social adjustment. There is a significant negative correlation between Pearson correlation coefficient and the individual-social adjustment dimensions in $P < 0.05$ level. There was a significant relationship between the Pearson correlation coefficient and the individual-social adjustment scores, social adjustment scores and the whole score of individual-social adjustment in the $P < 0.05$ level, -0.363, -0.489, respectively. It was found that there was a significant relationship between the mean score of aggression and individual-social adjustment.

Table 3: Correlation between attachment styles and aggression

Variable		Physical	Verbal	Anger	Hostility	Aggression
Attachment style	Secure	-0.240**	-0.140*	-0.180**	-0.259**	-0.263**
	Avoidanc	0.111	0.143*	0.124*	0.075	0.140*
	Anxiety	0.195**	0.247**	0.246**	0.236**	0.286**

* Significance at 0.05, ** Significance at 0.01, number= 290 subjects

Table 3 shows the correlation between attachment styles with components and total aggression score. There is a significant inverse Pearson correlation coefficient between secure style and the aggressive dimensions at $P < 0.05$ level. There is a significant correlation between the avoidance attachment styles and the severity of aggression and the $P < 0.05$ level. There is inverse and positive Pearson correlation coefficient between the secure attachment style scores and the total aggression score at -0.263 at the $P < 0.05$ level. Pearson correlation coefficient were significant between the avoidance and anxiety attachment style with total score of aggression was respectively 0.140 and 0.286, respectively which was significant and positive at $P < 0.05$ level. Therefore, there is a significant and positive relationship between attachment styles scores and aggression.

Table 4: Correlation coefficients of social-individual adjustment regression model

Multiple correlation coefficient	Determination coefficient	Adjusted determination coefficient	Standard deviation of estimation error
0.554	0.307	0.297	10.718

In Table 4, it is observed that the multiple correlation coefficients between linear combination of predictive variables and individual-social adjustment was 0.55 and these predictive variables explained 0.31 variance of students' individual-social adjustment

Table 5: Regression model for social-individual adjustment

	Total square	Freedom degree	Average square	F	Significance
Regression	14507.66	4	3626.915	31.572	0.001
Residual	32740.44	285	114.879		
Total	47248.10	289			

Table 5 indicates regression Model of the individual-social adjustment by styles of attachment and aggression in students. The $F=31.572$ value obtained at the $P < 0.05$ level was significant, so multiple linear regression showed significant for individual-social adjustment and predictive variables.

Table 6: Standard Coefficients of Predictive Variables

	Initial estimation	Standard error	Standard coefficient	t	Significance
Constant	142.009	6.796		20.897	0.001
Aggression	-0.315	0.040	-0.412	-7.868	0.001
Secure	0.703	0.230	0.167	3.061	0.002
Avoidance	-0.689	0.254	-0.145	-2.713	0.007
Anxiety	-0.110	0.139	-0.043	-0.790	0.430

Table 9 shows the standard coefficients of predicting variables in the above regression model. It is observed that for each unit increase in the standard deviation in secure attachment scores, individual-social adjustment scores increase to 0.167 of standard deviation. For each unit increase in the standard deviation of aggression scores and the avoidance attachment style, the individual-social adjustment scores decreased by 0.412 and 0.415 standard deviation, respectively.

Discussion and Conclusion

This study aimed to investigate the relationship between attachment styles, aggression and individual-social adjustment among the female students at first-year high schools in Paveh city. Results showed a significant relationship between attachment styles scores and individual-social adjustment. These results are in agreement with the Samadi Aheri (2015), Tabari (2014), Ebrahimi (2014), Zarei (2008), Anderson (2019), Yaghtin (2012), Havi and Samaha (2016) and Mirzaei (2011). In explaining the results, it can be said that the reason for the relation between attachment styles and students' adjustment is that attachment styles found in students or any individual is taken away from their childhood and parent relationships. In other words, these styles formed during childhood have become a deep part of the personality and have the ability to influence many of the future emotions, behaviors, motivations and attitudes and behaviors of individuals and to an unknown and to affect the interpersonal and social relationships. People with insecure or anxiety-related styles are not able to act effectively in their social communications due to the feelings of insecurity and stress they experience, so they cannot achieve any effective social adjustment in times of trauma. The behavior derived from their attachment styles is unsociable and does not create adjustment opportunities. On the other hand, when people enjoy secure attachment, they form a sense of security and social communication, adapting to social conditions that have been established since childhood. Therefore, they can have more adjustment than models and unsecure styles anxiety.

The results showed that there is a significant and inverse relationship between aggression scores and individual-social adjustment. These results are consistent with the findings of Danon (2015), Khodadadi (2015), Kent and Dioji (2012), Danon (2015), Arefi (2007), Pooladi (2012). The findings suggest that the negative relationship between social adjustment in students and aggression rates is that people who are capable of social adjustment may behave better in social relationships and, based on lack of familiarity with social conditions, do not exhibit aggressive and emotional responses. In other words, these individuals in stressful social situations, get better adjustments faster and avoid negative emotions such as fear, aggression, using their adaptive skills. Social adjustment gives people a defense shield for interpersonal communication, which is the framework for using this shield to have less uncontrolled emotions, and aggression is a sort of uncontrolled emotional behavior in the social context.

The results also showed that there was a significant relationship between attachment scores and aggression. These results are in agreement with the findings of Rama & Peterson (2017), Johnson and Robertson (2014), Hosseini Mighan (2016), Chen & Cheng (2018). To explain the results, aggression is largely due to the characteristics of a person's childhood and experiences as well as the social learning. Therefore, the attachment styles and the behavior of an individual versus attachment style have created different situation and experiences in the life of the individual. These experiences and situations can pave the way for aggression or decrease it. Therefore, there was a relationship between attachment styles and aggression. The effective expression of people with disconcerting and insecure attachment styles has more inconsistency behaviors and uncontrolled actions than those with safe bind styles. So these people, in terms of aggression rate, have more uncontrolled impulses. But people with secure attachment style can have controlled interpersonal emotions and maintain a kind of reasonable interpersonal relationship and be able to control negative emotions such as aggression more in interpersonal situations.

Other results showed that attachment styles and aggression have predicted individual-social adjustment in the students. These results are consistent with Samadi Ahari (2015), Tabari (2014), Ebrahimi (2014), Zarei (2008), Anderson (2018), Jonhson and Robertan (2014), Rama and Piterson (2017), Naserian (2014),

Hosseini Mighan (2016), Chen and Cheng (2018), Taghtin (2012), Havi and Samaha (2016), Mirzaei (2017), Danon (2015), Arefi (2008), Polaei (2012). Social adjustment has been affected by many factors. Characteristics formed and the characteristics formed during childhood that are caused by the attachment style provide various grounds for mistaken and correct behaviors among individuals and in the field of social communication. People have learned to react to the type of attachment they have learned in the conditions of interpersonal communication. If there is secure attachment, rational and reasonable behaviors caused by secure attachment can create social adjustment. Also, people who are not able to control negative emotions inside themselves, such as aggression, are not able to create effective and harmonious connections in the social sphere. This study, like other studies, had limitations such as the fact that the sample of this study was limited to the female students of Paveh City High School and the results were not applicable to other statistical society such as male or female students from other schools. Therefore, the findings of this study should be generalized with caution. In addition, the lack of attention and integrity of the subjects in answering their questions can be considered as a limitation or test error. At the end, it is recommended that students with insecure or ambivalence styles should be identified by the educational counseling centers with the help of a questionnaire and follow-up with a group's psychologists and powerful consultants in the field of psychotherapy. Also, to control aggression, group emotional adjustment and emotional management courses of school counseling centers for students with higher levels of aggression are suggested. In future studies, we suggest relationship between parenting styles and school attachment styles.

References

- Ebrahimi, Saeed (2014). Comparison of Social Adjustment of Life Satisfaction and Attachment Styles in Mothers with Mentally Retarded Children and Mothers with Normal Children in Arsanjan City. Master's thesis, Tehran Azad University.
- Pouladi, Reza (2012). Investigating the relationship between aggression dimensions and psychological well-being and social adjustment of adolescents in Khorramabad city. Master's thesis, Tehran Azad University.
- Tabari, Zahra (2014). Determining the relationship between family performance and parenting styles with students' social adjustment, master's thesis, Tehran Azad University.
- Hosseini Mighan, Mohammad (2016). The relationship between attachment styles and marital aggression in married staff of Complex 92-49, Golestan smoking organization, Iranian Journal of Psychiatric and Clinical Psychology. Thirteenth year, number 1
- Khodadadi, Seifollah (2015). The Effectiveness of Coping Strategies on Social Adjustment of Students with Learning Disability, Master's Thesis, Health Ministry, Medical Education, Social Welfare Sciences and Rehabilitation.
- Zarei, Mohammad Reza (2007). Investigating the relationship between attachment styles and social adjustment. Master's thesis, Tehran Azad University.
- Samadi Ahari, Mohammad (2015). The Role of Mediation in Solving Social Problems in Relationship between Process and Family Content and Adjustment among High School Students in Shiraz. Master's thesis, Shiraz Azad University.
- Arefi, Tahereh (2008). The Study of Communicative Aggression and its Relationship with Emotional-Social Adjustment in Elementary Fourth Grade Students. Master's thesis, Tehran Azad University.
- Mirzaei, Zahra (2011). Investigating the relationship between maternal attachment styles and emotional and social adjustment of adolescent girls in Varamin high schools. Master's thesis, Tehran Azad University.
- Naserian, Hashem (2014). The role of document bias and hostility in the mediating role of attachment styles and aggression among adolescents. Master's thesis, Tehran Azad University.
- Yaghtin, Hashem (2012). The Relationship between Attachment Styles and Intellectual Well-being of Parents on Social Adjustment of Shiraz High School Students. Master's Thesis, Tehran Azad University
- Anderson, F (2018). Investigating the relationship between attachment styles and social adjustment of adolescent students. *Psychological Review*, 111(6), 662-670.
- Chen & Cheng, H (2018). Relationship between attachment styles and aggression among students. *Psychological Review*, 111(6), 662-670.
- Danon, N (2015). The study of the relationship between social adjustment and aggression among primary school students. *Psychological Review*, 111(6), 662-670.
- Havi & Samaha, J (2016). Studying the relationship between attachment styles and social adjustment of students. *Psychological Review*, 111(6), 662-670.
- Janson, K & Rabertan, M (2014). The relationship between maternal attachment styles and emotional and social adjustment of adolescent girls, *Journal of Developmental Psychology*, 7(2), 36-23.
- Kent & Dioji, N (2012). Investigating the predictive role of aggression in social adjustment of students. *Psychological Review*, 111(6), 662-670.
- Rama, L. & Pittson, K (2017). The effect of cognitive-behavioral-communication training on social adjustment of students, *Journal of Developmental Psychology*, 1(2), 22-36.