

Parental attachment, self-confidence and deviant behavior at Albanian teenagers

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In the recent years, instances of deviant student behavior have become more concerned and focused. Using attachment theory and self-confidence theory, as well as the parent-child, this research probed into the deviant behavior. This study gives a general picture of adolescence, changes that happens during this period of life, starting by neurological, cognitive, emotional and psychological changes, what is the attachment and why is it so important during the adolescence. This research aimed to identify the quality of the attachment and parent-child relationship, self-confidence and their role on good behavior, far away from the deviant behavior.

In this paper have been explored the attachment, the parent-child communication, the trust and the distance at the parent-child relationship, the adolescence self-confidence at 15-16 years old.

It included 150 teenagers from Elbasan and 150 teenagers from Tirana. It compared the influences of the parent-child relationship and self-confidence on students' deviant behavior. The results showed that parent-child relationships and parent-child attachment, as well as the healthy self-confidence, negatively influence the deviant behavior. There is a positive correlation between the attachment with the caregivers (mother and father), and their peers that affects negatively the deviant behavior. There is also a positive correlation between attachment and self-confidence. This study resulted that the healthy attachment parent-child and the healthy self-confidence has negative correlation with deviant behavior.

There was no difference between the adolescents of Elbasan and Tirana, demonstrating that the Albanian society affects more than the civilization and the Albanian tradition is stronger than other cultures.

It was recommended a further study at these students to detect their behavior after the adolescence. Equally, will be proposed a general study including all the cities of Albania to observe the differences.

Keywords: Parent - child relationship, attachment, self-confidence, Students' deviant behavior, teenager

Theoretical approach

The attachment theory was developed because of the connection between toddler and the primary caregiver, the mother (Bowlby, 1988; Bretherton, 2010). This connection is very important for general wellbeing (Kreppner & Ullrich, 1998; Kreppner 2000), and it works as a template for all relationships during individual life (Waters, Merrick, Treboux, Crowell, & Albersheim, 2000). Childhood approaches are conceived as a multitude of distinct and integrated behaviors that the child takes to respond to the behaviors of his guardian (mother). There are three accompanying behaviors that determine how life-long applause is seen: proximity seeking, protests against separation, secure base (Hazan & Shaver, 1987; Segrin & Flora, 2005). Although peers become important in middle-aged childhood, studies show that peers do not become accompanying figures, although children can conduct behavior at their peers if parental figures are unavailable. Attendance with peers tends to melt into teens, even though parents continue to be affluent figures. Kerns KA (2008). In the adolescent period, affiliated relationships have the same meaning as ancillary relationships at the time of childhood, but in this period, they are expressed in a cognitive component such as belief, communication, and denial. Faith can be translated as the adolescent's required security for emotional support from his parents. Communication refers to the quality of verbal communication between teen and parent, while denial is a measure of unsafe applause (Pearson 2008).

According to the cognitive theory, the advanced development of resonant skills includes the ability to think of multiple options and opportunities. This involves the elaboration of an opinion, with a strong logic, and the ability to think things hypothetically. Developing abstract thinking skills involves thinking of things that cannot be touched, seen or heard, for example: loyalty, beliefs, and spirituality.

Behavior that violates norms. Deviant behavior is behavior that violates the normative rules, understandings, or expectations of social systems. This is the most common usage of the term and the sense in which it will be used here (Thomson, 2008).

Peer behavior influences can be negative at times is well known, but to this point, research on these influences has focused almost entirely on smaller groups of deviant peers that entrain one another into deviant behavior (Dishion, Poulin, & Burraston, 2001). Yet, population rates of deviant behavior increase dramatically, indeed almost normatively, from early to mid-adolescence, in part as a likely by-product of growing adolescent strivings for autonomy during this period (Allen, Weissberg, & Hawkins, 1989; Moffitt, 1993). Given these increases, some adult norms for teens are likely to be broadly challenged within the peer group (Allen et al., 1989). This suggests the obvious, if somewhat disconcerting, hypothesis that the most popular and hence "best" socialized individuals in early adolescence may well also be at heightened risk of being socialized to engage in increasing levels of the minor, deviant behaviors that are valued by and becoming increasingly prevalent within their peer groups.

Methodology

Participants in this study were 300 respondents, 150 students (80 women and 70 men) from Elbasan and 150 students (80 women and 70 men) in Tirana. All participants, at age of respondents was 15-16 years, lived in urban area.

The first instrument used was the Inventory of Approach to Parents and Parents (IPPA, Armsden & Greenberg, 1987) is a self-report questionnaire that includes 25 items designed to measure adolescent attachment to mother, father and peers. This instrument evaluates the affective and positive cognitive and negative dimensions associated with attachment. Three dimensions of faith, communication, anger (denial) are used to measure attachment.

The second instrument was Rosenberg's self-assessment inventory with 10 questions translated into Albanian by Prof. A. Tamo and widely used by students in various studies. This questionnaire defines three types of self-assessment: low, high, and normal using the four-degree scale, by no means agreeing in full.

The Comprehensive School Survey (CSS). The CSS is provided to all staff, all parents, and students for collecting data concerning academic indicators, school community, empathy, ethics, service, environment, safety, and employee job satisfaction. The CSS measures the opinions of students, parents, staff, and teachers in JCPS using Likert type scale items (i.e., 1= Strongly Agree, 2 = Agree, 3 = Disagree, and 4= strongly disagree) as well as Yes/No questions.

Focus groups - there are two focus groups, with 10 participants. Each focus group consisted of 5 men and 5 women. The questions that were prepared for the focus group were based on the Inventory of Parental and peers' attachment and the effect on deviant behavior.

The questions were constructed in such a way as to obtain additional information about teenage interpersonal relationships with their parents and peers. These questions were created in the function of the study, to see in the most detailed way the communication, the belief that characterizes the delicate period of adolescence.

Findings

The findings from the study show that there is a positive correlation between the affiliation relationship with the mother, the father and the companions among themselves, but there is also a positive correlation of these relationships with teenagers.

The correlations between the affiliation relationship with the mother, father and companions: Attachment mother & father 0.751; Mom motherhood & friends 0.535; Attachment father & friends 0.509

The correlations between affiliation relationships with mother, father and companions with self-esteem:

Attachment with mother with self-rating 0.678; Approach with father with self-esteem 0.590;

Courage with friends with self-esteem 0.380

91 subjects show a healthy appetite with their father, 81 of them show a healthy appetite even with their friends.

Attachment results for women and men

Tab. 1 Women's' attachment level with mother, father and friends						
	Low level attachment	Low level attachment %	Mid level attachment	Mid level attachment %	High level attachment	High level attachment %
Tirana						
Mother	0	0%	16	32 %	34	68 %
Father	0	0%	20	40 %	30	60 %
Friends	0	0%	20	40 %	30	60 %
Elbasan						
Mother	0	0%	17	32 %	33	68 %
Father	0	0%	19	40 %	29	60 %
Friends	0	0%	20	40 %	31	60 %

Tab. 2 Men's attachment with mother, father and friends						
	Low level attachment	Low level attachment %	Mid-level attachment	Mid-level attachment %	High level attachment	High level attachment %
Tirana						
Mother	0	0%	29	58%	21	42%
Father	0	0%	29	58%	21	42%
Friends	0	0%	39	78%	11	22%
Elbasan						
Mother	0	0%	28	58%	20	42%
Father	0	0%	28	58%	20	42%
Friends	0	0%	41	78%	14	22%

Self-confidence results at women and men

Tab. 3 Self-confidence of men		
	No. of men	percentage
Low self-	22	30.8 %

Tab. 4 Self-confidence of women		
	No of women	percentage
Low self-confidence	15	24%

confidence		
Normal self-confidence	108	55.2 %
High self-confidence	10	14 %
Total	140	100 %

Normal self-confidence	140	71 %
High self-confidence	5	5 %
Total	160	100 %

Tab. 5 Correlations Among School Level Data and Risk Behaviors (N=300)

Variable	1	2	3	4	5
1. School Climate	-	.69***	-.41***	-.45***	-
2. School Level Status	-	-	-.15	-.89***	-
3. Test Scores	-	-	-	-.90***	-
4. Free Reduced Status		-	-	-.002	-
5. Risk Behavior	-	-	-	--	-

*p < .05; **p < .01; *** P < .001

Discussion

This study was conducted in Albania to see the connection of parental attachment, self-confidence and deviant behavior at adolescents. It was studied the parental and peers' attachment to see how it is related with adolescent self-concept and deviant behavior. The respondents' results showed that parent-child relationships and parent-child attachment as well as healthy self-confidence negatively influence deviant behavior. It was found that the positive correlation between attachment with mother, father and their peers that affects negatively deviant behavior (McGregor, et al 2007). Since family is the primary social interaction among children, parents are the first to form, or hinder their child's self-esteem; they create rules and an environment for their child to be classically conditioned through; and parents also mold their child's view on relationships (Engle, 2006). Parents have such a significant impact on an individual's development that they have the extraordinary power, sometimes used intentionally, for their children to become anything the parents wish; based on the parents' pattern of behavior and children's physical and emotional attachment to their parents, children can develop healthily and become self-motivating; however, children also can become maladaptive and even destructive to themselves and/or others. Deviant behavior among children, adolescents, and adults appear to be strongly influenced by the unfavorable attachment and relationship they experienced with their parents. According to the psychological theory of Family Systems, 'Individuals are best understood through assessing the interactions between and among family members 'it is not possible to accurately assess an individual's concern without observing the interaction of the other family members' (Corey, 2009).

There is also a positive correlation between attachment and self-confidence. This study resulted that healthy attachment parent-child, healthy self-confidence has negative correlation with deviant behavior. It was seen that adolescents with healthy self-confidence had lower deviant behavior. The findings of Simons et al. (2001) and Gomez and McLaren (2007), self-esteem proved not to be a significant mediator of the associations between attachment and deviant behavior. Furthermore, there was no difference between adolescents of Elbasan and Tirana.

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