



Theoretical Framework of Attachment Models in Education: Analysis of Social Control Theory Variables

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Abstract. Research on schools and educational institutions have conventionally focused on evaluation, avoidance, and measurement with numerous strategic factors that have impact on educational performance of students in regard with attachment models. However, performance enhancement requires complete and solid information of developmental procedures that can be observed both with negative and positive aspects. Furthermore, to reach an adequate application of school psychology, a robust theory and an investigation centered approach are required. In this context, present study aims at analysis of Social Control Theory variables; attachment, commitment, involvement and belief. One of the major findings of the study suggests that educational performance enhancement should be measured together with these four variables to reach a complete framework of a bonding model in education. The study provides an overview of the research on Attachment Theory and its relationship with Social Control Theory variables as an educational model through analysis of a comprehensive research table in the field.

Keywords: *social control theory, bonding models, development, attachment, commitment, involvement, belief.*

Introduction

Attachment as a theory not only addresses development in regard with emotions, it also addresses societal development of the individuals through procedures and consequences that occur to be either adaptive or delinquent behavior; as well as predicting overall performance, pathological well-being, and competence of the individuals. The theory with its capability of providing empirical and theoretical structure for school

psychologists also helps them to generate sub-theories, produce measurement scales, policy making plans on individual, institutional, national, and international levels. In this context, the reciprocal interrelations between the child-parent and student-teacher studies also gain meaning as attachment levels and risk factors can be measured with their outcomes related with categorization of attachment. In regard with attachment models, Social Control Theory (SCT) is considered to be about individual's search for developing connections with parts of society as in schools that involve control of the behavior by supporting dedication to social standards related with that part of the society. Social development models, in this regard, refer to child's learning design of behavior as they explore their surroundings. Control theory provides a wider conceptualization of attachment to parts of societal organizations in particular schools. For instance, engagement and devotion are perceived to be within common environment process that helps attachment; loyalty within societal parts is observed as a result of attachment, and as an agent that has impact on outcomes of expected behavior (Catalano et al., 2004). In this regard, Hirschi (1969) studied the roots of delinquent behavior and tried to understand the reasons triggering such behaviors. The essential question he asked himself was why majority of people were abiding by the rules and not getting involved with delinquency, and why the other small number of individuals were getting involved with delinquency. He, thus established his concept of SCT by explaining the elements of bonding like family, peers, community, school etc. as causes for preventing or limiting delinquency, which are also considered as external variables that have impact on adolescent development as well (Aslan, 2014). The theory indicates that people with strong social bonds are more likely to avoid delinquency as they would obey and accept social rules more easily, however the ones with weak bonds would show more tendency in breaking the rules (Booth et al., 2008; Hirschi, 1969) which shows parallel indications with school attachment (SA) as present study aims at demonstrating through SCT variables.

Literature Review

There have been several theoretical approaches on three of which were developmental theories suggested by Catalano et al. (2004); including Attachment Theory (Ainsworth, 1979; Bowlby, 1969), Social Control Theory (Hirschi, 1969) and the Social Development Model (Hawkins & Weis, 1985). Progress based environmental models, adolescent development theories, and Social Capital Theory had been categorized to be the foundations of SA by Whitlock (2006). Environmental models in regard with development presented by Lerner, Lewin-Bizan, and Warren (2011) emphasized the interrelation of intrinsic and extrinsic aspects of the organization, personal, social, uniformed, and recorded structures. Belief, standards, and interaction were described as vital social supplies by Social Capital Theorist Hollenbeck and Jamieson (2015). Adolescent development theories

however were mentioned with the significance of conceptualizing the circumstances that influence enhancement of personal skills and the essentiality of identifying youth as mobile attendants within their surroundings (Case, 2015).

The stage-environment fit theory (Eccles et al., 1993) appears to have a core function in comprehension of SA. The theory suggested that personal interventions that determine traits as in mental well-being, aspirations, and attitude are all contexts of social climate at a school. Five central developmental necessities are meant to be referred by schools, autonomy, competence, adult support, supervision, and peer acceptance. Many studies conducted on diverse facets of SA used this theory as a reference of framework to conceptualize student connection and their needs for development (Eccles, Early, Fraser, Belansky, & McCarthy, 1997; McNeely et al., 2002; Whitlock, 2006).

It is apparent that a noticeable number of theories in relation with sociology, psychology and pedagogy tried to conceptualize bonding models and provide variables for SA. Although these theories diversify on various aspects, attachment of individuals and organizations through communal interrelations were some of the common grounds. The thrusting forces under this system may occur with discrepancies, nevertheless it is commonly accepted that students tend to develop attachment strings to people and schools. The discrepancy is mainly based on the ways SA is defined as a variable itself. Every step taken by SCT studies shows the contribution of its development and growth as Aslan et al. (2019) provided in Table 1.

Methodology

The research sample was obtained from 25 research and review papers written in the English language only, using A-Z Publications Finder (EBSCO) and Eric for educational research content through AUM Library; initially, the papers were randomly selected using inclusion criteria of decade period time from 1920 to 2012.

The methodology used in the present study was of a qualitative research type to describe, decode, and to discover meaning or to translate phenomenon in theories (Easterby-Smith, Thorpe, & Lowe, 2002). Based on the presented literature review, content analysis was used to present different theoretical foundations of adolescence based on SCT variables as an educational model. Content analysis helped us to analyze the presence, meaning, and relationship of certain themes or concepts (Charmaz, 2006). The main goal in the content analysis (Krippendorff, 1980) was to choose a concept that was based on Hirschi's four scaled SCT variables: attachment, commitment, involvement and belief which were the codes of four thematic concepts. Code of existence of a concept (Elo, Kääriäinen, Kanste, Pölkki, Utriainen, & Kyngäs, 2014) was used in the analysis of the literature where a particular concept appeared at least once in a text. Based on coding, different theoretical foundations of school attachment were analyzed and presented in the "results" part in Table 1.

Authors implemented categorization of 51 research and review papers based on content analysis that were conducted on the SA and SCT variables, categorization was done independently first, and then inconsistencies were diagnosed thoroughly using the codes of four thematic concepts by authors to achieve a final categorization of 25 research papers conducted only on SCT variables in relation with educational models.

Results

Attachment as a construct of development needs to be explained together with Social Control Theory that was first presented by Hirschi (1969) in order to measure student's attachment levels to schools. SA as a bonding model aimed at providing a better comprehension of the framework and create variables in evaluating SA in relation with social bonding constructs. Together with the following sub-headings an overview of the SCT is given, then its relation with SA is established to conceptualize its importance in building the SA measurement constructs, finally SA is studied with its internal and external structures with its relations to other variables of theoretical frameworks.

Constructs of Social Control Theory Variables

Social Control Theory concentrates on four variables of connectedness namely; *Attachment, Commitment, Involvement* and *Belief*.

Attachment

According to SCT attachment is described as the connection between the person and societal group within which the he/she lives in, which involves person's private relations with immediate medium of the close by people like; peers, teachers, parents etc. The level of interactions between teachers, students and peers are the main focus areas of attachment. In regard with teachers, attachment involves student's perception of the teacher, closeness, the impacts of rewards on students etc. are some of the focus areas of attachment; as for students, the relations built between friends and its quality level; if the student is able to go along with peers, if the student has delinquency issues etc. are some of the focus areas.

A person's positive senses and caring for people around is the source for responding their expectations and wishes, thus he suggested that close relations with other people make the individual obey their rules, values, expectations, norms etc. however, divergence from socially shared values causes delinquencies or misconducted behavior. Hirschi defined delinquency as; "to act contrary to the wishes and expectations of other people" (Hirschi, 1969, p. 18). The theory basically hypothesizes that a person who builds stronger bonds with other people around is more likely to care and show loyalty to

their values, norms etc. and consequently would be more attached to customary ways of behaviors (Booth et al., 2008; Hirschi, 2002).

Commitment

The interposing of school services with students' needs in achieving targeted goals which also appoints students' perception of school, assignments, extracurricular activities etc. are considered to be predictors in measuring the level of students' commitment. The students' perception is based on the quality of the facilities, services and activities which would eventually help them to achieve success, contentment, and satisfaction, if the school environment is well suited for such goals then the student would develop healthy relations with school and feel more committed with school activities. The logical assumptions of consequences when delinquent behavior is conducted and their impact on the person are also what reflect commitment. When the individual holds on the side of "stakes in conformity" (Hirschi, 1969, p. 152), the person would have made a choice between consent and deviation from the customary ways of acting thus would spend energy in getting better education, staying away from substances, hardworking etc. The commitment is expected for the rules and values of communal group the person lives within. However, if the commitment scales to conformity are low, the individual is more likely to indicate misconducted behavior and show deviation from customary rules or values of social group (Booth et al., 2008; Hirschi, 2002).

Commitment in regard with school overall evaluates student's individual endowment to school which is consequently seen through his/her behaviors and beliefs. When student makes such an endowment he/she also puts forth the trust in the importance and value of grading system as he/she also believes that engaging with school activities and displaying some particular behaviors are needed for achieving better performance as in doing homework, bringing school materials from home etc. (Libbey, 2004). Studies of school commitment indicate that students that are with high scales of engagement with school activities due to commitment investments and do their tasks with commitment senses are reported to be with overall higher performances and lower delinquency behaviors (Sciarra & Seirup, 2008; Stewart, 2007).

Involvement

The contentment feelings from school life and overall experiences with conventional and non-conventional school activities are indicators to show the level of student's involvement. In this regard, student-school interactions are based on customary or non-customary experiences of extracurricular activities which are defined by SCT to reflect students' outcome as well. The effort and time used in customary actions and

its scale defines its strength and weakness. The idea is basically based on individual's engagement with expected behaviors so that there wouldn't be time for any other misconducted behavior. If a person is left alone without any engagement he or she would end up with a deviant activity, thus the theory hypothesizes that the person should be preoccupied with expected, desired activities like educative activities, trainings etc. so as to stop ways of delinquency (Booth et al., 2008; Hirschi, 2002).

Involvement in regard with school overall is described through student's participations to school activities, in particular to after school activities which includes diverse types of extracurricular activities that make students display some certain behavioral patterns (Maddox & Prinz, 2003) through which favorable outcomes and interactions occur that create relations between displayed behaviors of student's participations to activities and school performance as well as performance related consequences (Dumais, 2008, 2009; Fredricks & Eccles, 2008; Zaff, Moore, Papillo, & Williams, 2003). The relation between extracurricular activities and school involvement shows that such engagements as well as doing homework etc. has positive impact on school attachment.

Belief

The rules, values shared within communal group are measured with members' belief in them and their validness, reliance etc. are what determines an individual's belief. The theory suggests that if an individual has strong senses of belief, the scales of delinquent behavior would be low accordingly as they have strong correlation with each other (Booth et al., 2008; Hirschi, 2002). The students basically accept and internalize school regulations and their applications by admin staff and teachers as fair and rightful. SCT indicates that all four attachment variables are positively correlated with one another, it was also mentioned that there was no characteristic of a ranking order as one variable could not be superior or inferior to the other as mentioned: "*the more closely a person is tied to conventional society in any of these ways, the more closely he [she] is likely to be tied in the other ways*" (Hirschi, 1969, p. 27).

1 table

Summary of Theoretical Framework of Attachment Theory and Its Development Process by Author, Content and Contribution to the Field

Author	Content of the Study	Contribution to the Field
Freud, S. (1920)	-The psychogenesis of a case of homosexuality in a woman. In 3. Strachey (Ed.and Trans.)	influences of Freud on Bowlby, especially on his thoughts of psychoanalysis
Bowlby, J. (1940, 1944, 1958, 1960, 1969, 1973, 1982.)	<ul style="list-style-type: none"> - The influence of early environment in the development of neurosis and neu-rotic character - Forty-four juvenile thieves: Their characters and home lives -The nature of the child's tie to his mother - Grief and mourning in infancy and early childhood - Attachment. Attachment and Loss: Vol. 1. Loss. - Infants and mothers: Differences in development - Attachment and loss (vol. 2), Separation: Anxiety and anger - Attachment and loss: Vol. 1 second edition. Attachment. 	Attachment primarily, not only as a theory but also as a pioneering model, has been developed throughout John Bowlby` s lifespan. It basically studies the development of unique and strong fondness between a child and its parent through which the child seeks comfort and security from the parent.
Ainsworth, M. S. (1965, 1967, 1969, 1973, 1978, 1979)	<ul style="list-style-type: none"> - Child care and the growth of love. - Infancy in Uganda: Infant care and the growth of love, Baltimore - Object Relations, Dependency, and Attachment: A Theoretical Review of the Infant-Mother Relationship - The development of infant-mother attachment - Patterns of attachment: A psychological study of the Strange Situation - Infant-mother attachment 	Ainsworth same as Bowlby, believed that human circumstances could be enhanced through psychology and profound research. They were both interested in maternal deprivation, but Ainsworth went beyond that to study infant development, especially in regard with security aspects.Ainsworth reached following results also known as three basic attachment patterns; Secure Attachment Anxious-Ambivalent insecure attachment Anxious-Avoidant insecure attachment
Main and Solomon, (1986)	-Discovery of a New,Insecure-Disorganized/Disoriented Attachment Pattern	Discovery of a New,Insecure-Disorganized/Disoriented Attachment Pattern
Schaffer & Emerson, (1964)	-The development of social attachments in infancy	Monographs of the Society for Research in Child Development

Author	Content of the Study	Contribution to the Field
Heinicke & Westheimer (1966)	- Brief separations	Extra reunion and separation researches
Ambrose, J. A. (1961)	- The development of the smiling response in early human infancy	An experimental and theoretical study of their course and significance.
Brazelton, T. Berry (1969, 1992)	- Infants and mothers: Differences in development - Touchpoints. Child's Emotional and Behavioral Development	Brought the theory to today's modern understanding. Implemented studies on early infancy.
Klaus & Kennell (1976)	- Maternal-infant bonding: The impact of early separation or loss on family development	They worked for many years and brought up the concept of bonding together with attachment as bonding occurs from parent to infant and attachment occurs from infant to parent.
Sroufe, L. A. (1983)	- Infant-caregiver attachment and patterns of adaptation in pre-school: : The roots of maladaptation and competence	The Minnesota study, outlined by Alan Sroufe was one of the major longitudinal studies on the relationship between secure attachment and caregiving quality.
Schwartz, J. (2015)	- The Unacknowledged History of John Bowlby's Attachment Theory	detailed information on differences between attachment bond and trauma bond
Slade, A. (2006)	- Attachment Theory and Research: Implications for the Theory and Practice of Individual Psychotherapy with Adults	Set differences between attachment theory and clinical work.
Arikan & Karanci (2012)	- Attachment and coping as facilitators of posttraumatic growth in Turkish university students experiencing traumatic events	Used Salde's opinion as a frame of reference in treating trauma.

Note. Reprinted from Social Control Theory Variables in Conceptualizing Bonding Models of Attachment Theory and Adolescent Development, by Aslan et al. Retrieved from Academic Journal of Interdisciplinary Studies 2019.

Social Control Theory Variables in Comprehension of Attachment

SCT takes a powerful role in conceiving and measuring the interrelation between a person and the social group he/she lives in. The practicability of the social norms/values; each and every individual's way of understanding, the time and effort spent

with them, reliability and validity, individuals interactions within the social groups are what the SCT tries to cover as a theory. This approach with variant aspects and variables also help studies to analyze and investigate student's interrelations with schools as social organizations. Previously implemented studies however, were mostly attempted on conceptualization and measurement of SA through SCT (Battistich & Hom, 1997; Brown & Evans, 2002; Cho, Hallfors, & Sánchez, 2005; Loukas, Roalson, & Herrera, 2010; O'Farrell & Morrison, 2003; Resnick et al., 1997). Later on previous studies were compared to the innovative work of Hirschi (2002) by O'Farrell and Morrison (2003) through a meta-review and components of SA found to be similar with Hirschi's (2002) social bonding components.

SCT together with Social Development Theory (SDT) has been regarded as one of the key foundations in conceptualization of SA, in particular when it's held with Attachment Theory (Catalano & Hawkins, 1996). The three founded theories are interconnected: Attachment theory plays the core role and helps with the infrastructure of SCT. SDT, on the other hand is very much related with adolescent development within social organizations and it's a derivation of SCT to measure youth learning skills. Attachment Theory is basically about individual's feelings of reliance on important other people that provide conform, belief, norms, values etc. depending on how secure was the attachment developed. This concept also helped foundation of SCT as Hirschi (1969) used "prolonged separation" to define "deprivation" and to explain socially weakened bonds (Hirschi, 1969, p. 86).

Nonetheless the relationship between the individual and organizations, person's comprehension of facilities, reliance on admin staff, contentment with services etc. are not directly addressed by Attachment Theory. In this regard, SCT plays a core role in focusing on interpersonal and intrapersonal relations, especially between the individual and organization, in particular conceptualizing SA and social organizations. Likewise, SDT and Social Learning Theory (SLT) are sub-structures of SCT. Development of social bonds through which adjustment of behaviors occur is considered by Catalano and Hawkins et al. (2004) as transformation of behaviors, gaining of socially adaptive attitudes and child's social development, because the individual goes through communal settings like schools. Moreover, the expected behaviors and delinquent behaviors are considered separately by these theories.

Discussion and conclusion

Although SA in a wider sense has been studied by researchers; school community, school connectedness, and school climate had always been part of the research areas in a narrower sense. These research areas indicate similar focuses on SA in general, yet they have partial differences. School community focuses on the human aspect of SA. Interpersonal relations, standards, purposes, morals, school activities, opportunities

and decision making processes in relation with human aspect and the surroundings which are held as focus areas (McMillan & Chavis, 1986). School climate is defined through intercommunication of variables like; students, teachers, administrators, schedule, tangible surroundings etc. as a whole that create the atmosphere of education for students (Aslan et al., 2020). The intercommunication of above mentioned variables together with measurement of quality and frequentness of intercommunications and interactions of the people at school was described as school culture (Kuperminc, Leadbeater, & Blatt, 2001). However, students' attitude toward school was measured through individuals (Loukas, Suzuki, & Horton, 2006). An individual's experiences through school context was regarded as school bonding. In other words, student's level of connectedness (high or low) was determined through favorable or unfavorable school climate (Wilson, 2004). On the contrary, the current paper, together with the literature on the theme as well as Table 1, indicates that although research on SA focused on performance enhancement with educational models; the SCT variables assessing performance enhancement are significantly neglected. As the data on Table 1 indicates only 25 studies of the research from 1920 to 2012 focused on all four variables of SCT.

Present study as well as the table created by Aslan et al. (2019) on the research field, indicates that the four variables of SCT model; *attachment*, *commitment*, *involvement*, and *belief* thus far, are among some of the best approaches in conceptualizing students' interactions with school as they give a direct sight to the relationship between student and school as a community. Current study together with research in the field indicates that the framework constructed by this model not only provided a measurement instrument but also helped researchers to empirically comprehend and conceptualize this relationship. This model based on four variables can also be applied to SA studies with both possible additions or extractions. The characteristics of individuals and the community they live in can be studied by application of SCT variables as it provides a genuine interaction based framework for social organizations like peer units, schools, student-teacher interactions and family.

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Teorinis prisirišimo modelių pagrindas ugdyme: socialinės kontrolės teorijos kintamųjų analizė

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Santrauka

Moksliniai tyrimai mokyklose ir švietimo įstaigose tradiciškai buvo sutelkti į vertinimą, vengimą ir vertinimą, turintį daug strateginių veiksnių, darančių įtaką mokinių ugdymosi rezultatams, atsižvelgiant į prisirišimo modelius. Tačiau norint pagerinti našumą, reikia išsamos ir tvirtos informacijos apie vystymosi procedūras, kurios gali būti stebimos ir neigiamais, ir teigiamais aspektais. Be to, norint tinkamai pritaikyti mokyklos psichologiją, reikalinga tvirta teorija ir į tyrimą orientuotas požiūris. Šiame kontekste šio tyrimo tikslas yra išanalizuoti socialinės kontrolės teorijos kintamuosius: prisirišimą, įsipareigojimą, išitraukimą ir tikėjimą. Viena iš pagrindinių tyrimo išvadų rodo, kad švietimo rezultatų gerinimas turėtų būti vertinamas kartu su šiais keturiais kintamaisiais, kad būtų pasiekta visa švietimo susiejimo modelio sistema. Tyrime apžvelgiamas prisirišimo teorijos tyrimas ir jo ryšys su socialinės kontrolės teorijos kintamaisiais kaip edukacinis modelis, analizuojant išsamią šios srities tyrimų lentelę.

Esminiai žodžiai: socialinės kontrolės teorija, susiejimo modeliai, vystymasis, prisirišimas, įsipareigojimas, išitraukimas, tikėjimas.

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