

The Effect of Attachment Style on Adolescent's Conflict Resolution Manner

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ABSTRACT. Closest figure, nanny or mother, has an important role and cannot be separated in the process of parenting from infants to adults. The process of parenting provided by the closest person affects psychological development of a person in the future and help him/her to explore their social life, including when they are facing the daily conflict. The purpose of this research is to determine the effect of attachment style to conflict resolution used by adolescents. Quantitative correlational research with multiple regression method was employed as the design in this study. The data were collected from 185 adolescents, as the subjects, by using instruments of Rahim Organizational Conflict Inventory-II (ROCI-II) and the Attachment Style Questionnaire (ASQ). The results showed that there was significant positive correlation between attachment style with collaborating, accommodating, and compromising styles. Meanwhile, the competing has no significant correlation with attachment style.

Keywords: Attachment style, conflict resolution, adolescent.

Introduction

Family is the smallest unit of society as the closest person to adolescents and has responsibility to maintain their growth and development from baby to adult. At this stage of development, an individual grows to build personality and behavioral pattern that will largely be settled in adulthood. This development greatly affects the interaction of adolescents with their environment, such as interaction with peers. Social interaction that occurs can be developed through the ability of human beings in developing the nature of openness and trust with the environment. It will lead to the establishment of conflicts encountered by adolescents. Conflicts can happen because of the lack of common goals and interpersonal understanding, the emergence of a third party in a new relationship, a change in the nature of the relationship causing the problem, and

the presence of expectations in the individual which inconsistent with other individuals (Hadipranoto, 2012). But on the other hand, peers as other parties who have similar experiences will be a place for adolescents to find solutions as a place of building dependency and mutual relationship.

Survey and research conducted in 2012 by the Department of Communications Science and Community Development, Faculty of Human Ecology, Institute of Agricultural Bogor (IPB) said that students are involved in brawl as a form of solidarity with their friends. Angga Tamimi Usman, a researcher from IPB, revealed that 62.5% students were involved in fighting due to solidarity or loyalty, 25% considered brawl as routine or fraudulent, 7.5% due to grudge, and 2.5% caused by personal problems (Prima, 2012). Based on the phenomenon that has occurred, adolescents should be able to create appropriate conflict resolution to solve the problems. Every person has different ways of solving problems with others. Constructive conflict resolution can help them to grow become individuals with good behavior and emotional control, as well as they are trained to think

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critically and creatively in problems solving. It can also be a reference for them when they come to confronting the same or more severe conflicts in the future. Thus, the conflicts faced by adolescents are not only have a negative impact but also have a positive impact.

A study conducted by Havengan (2008) suggests a significant relationship, though not overwhelming, that gender and age can influence individuals in using conflict resolution styles, in which female more often use relationship styles than male, as well as younger children who use dominating/competing style more often than older generation. This study was related to result provided by Vokić & Sontor (2010) which described that individual characteristics also affected the conflict resolution style, i.e. female who more often uses accommodating and compromising style than male. This is allegedly because female is born with higher concerns of paying attention to others than themselves.

Conflict resolution skills are personal resources that evolve over time. These skills cannot be provided by others, but parents, educators, and caregivers/nanny can support development of children with modeling skill. Conflict resolution skills that begin to develop from early interaction of children with others can stimulated individual development, reconstructed conflict situations, and gained new strategies for dealing with stress (Broadbear & Broadbear, 2000). Interaction in the social relationships of parents and children is a major source of emotional and cognitive development in individuals. This relationship refers to a strong emotional bond, especially between the individual and the closest figure or person who has strong feeling for each other and does many things together to continue the relationship. This relationship is able to give individuals opportunity to live and explore the wider social life such as peers, spouses, and other community environments (Bartholomew and Horowitz, 1991).

The maltreatment faced by an individual will also affect his physical, social, and emotional development. A research conducted by Zaenali, Sharifi, Enayati, Asgari and Pasha (2011) showed that authoritarian and neglectful parenting will result in insecure attachment. This form of attachment has a positive correlation with low self-regulation which increases the susceptibility of drug abuse to children.

The results of study by Collins (2004) stated

that individuals with insecure attachments received message and judged the message more negatively. Behavioral interactions with their partners were less supportive and significantly worse than individuals with secure attachment. They view social message as a disadvantage. Otherwise, if adolescents grow with insecure attachment, they tend to develop negative self-schemes and do not believe in their abilities, which then interfere their daily activities, especially in resolving conflicts. Therefore, the researcher wants to determine the dynamics between the attachment style in adolescents with conflict resolution manner they used.

Conflict Resolution

Conflict resolution is a way of ending disputes between two or more parties involved in a problem. The solution is achieved when the mediator acts as facilitator to ensure the both sides fix the problem and commit to create peace. Tschannen-Moran (in Oredeina & Eigbe, 2014) explains the process of conflict resolution as an integral process in creating programs that can disseminate ideas and skills to avoid, monitor, and resolve conflict peacefully. Thus, it can be concluded that conflict resolution is the process of solving a problem involving individuals and groups.

There are several models of conflict resolution. The models are developed with the idea that there are aspects that become the focus of attention when the individual seeks the goal, namely concerning to self and others. Concerning to self is measured by the degree of assertiveness or aggressiveness of a person. Concerning to others is emphasized by the high level of cooperation.

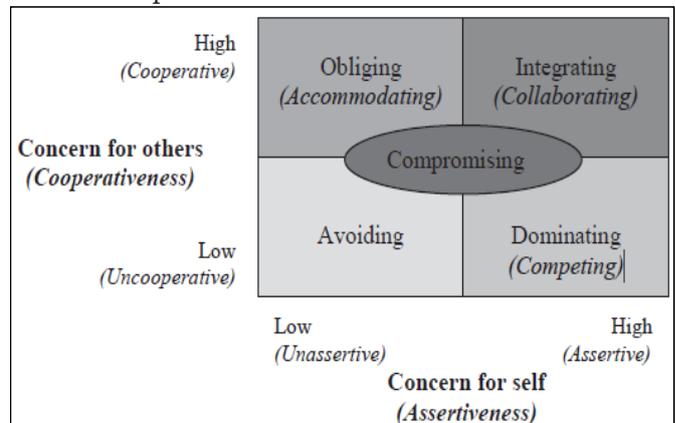


Figure 1. The 2D model of the conflict resolution style

This conflict resolution model identifies 5 conflict resolution styles: collaborating, accommodation, competing, avoiding, and compromising. The collaborating style shows individuals who have high concern for themselves and others and hold a firm and cooperative personality. Individuals who are open and have the ability to exchange information are able to test the differences between parties in the conflict in order to achieve mutual solution to generate a win-win solution. While, individuals with accommodation style have high concern for others but not for themselves. They are using self-sacrificing models and willing to sacrifice self-interest to meet the needs of others, place their opponent's interests above themselves, have an attitude to accommodate, and accept the opponent's desire (Rahim & Magner, 1995; Vokić & Sontor, 2010).

The competing style describes individuals with high concern for themselves and others and also have firm personality but they are commonly not cooperative. They have an aggressive drive to maximize one's profit or satisfy their interests even at the expense of others, with regard to the impact that the other side of conflict will be received. They will maintain a position that what he/she believes is right or even just because he/she wants to win, so they have a win-win solution. Moreover, individuals with avoiding style have low concern for themselves and others, unruly, and uncooperative. They tend to avoid problem, hide disputes, or delay problems until certain time. Meanwhile, compromising style is characterized by equal concern between themselves and others as well strong and cooperative personality. They tend to give and receive suggestion and solution of conflicts (Rahim & Magner, 1995; Vokić & Sontor, 2010).

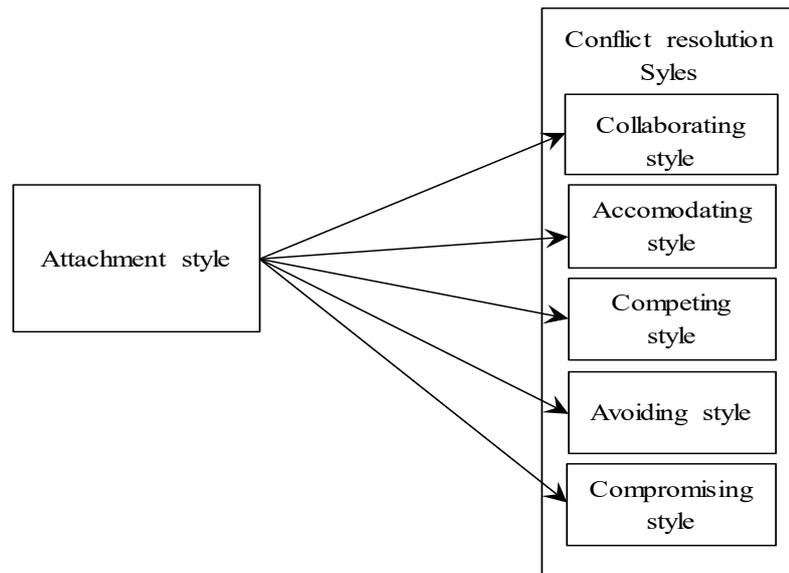
Adolescents who develop with a secure attachment will grow to be open individuals, have a positive self-concept, are able to express directly their needs, and communicate well to the people around them. Through it, they are able to solve problems by providing solutions to meet the needs of themselves and the parties involved in the conflict so that all of them get the result of resolution which is equally beneficial for all parties.

Attachment style

The "attachment" term was first proposed by a psychologist from England in 1958 named John Bowlby, who said that attachment is a strong emotional bond between a baby and the caregiver. Attachment refers to relationship between two people who have strong feelings for each other and do many things together to continue their relationship. Bowlby believes that the ability of emotional regulation relates to the force of individual attachment and emotional distress that grow and suitable with the individual attachment style (Iriana & Ninawati, 2005). The attachment that form in adolescence cannot be released directly with the attachment that formed during infancy. Attachment contributed to human life-span development through the emotional support that formed between individuals and their closest figures. Adolescents also cannot escape from family bond as they learn to develop another relationship out of there (Dewi & Valentina, 2013).

Secure attachment provides a situation with no problem in caregivers' attention and presence as an exploration center. It will be formed when the children get a warm, consistent, and responsive treatment from the caregiver. A secure individual is those who have low level of anxiety and avoidance. He/she grows with belief that they are loved and appreciated by others. Adolescents are able to develop direct and open communication. Meanwhile, adolescent who grow with insecure attachment will remember bad memories in childhood and show reluctance to explore the environment (Collin & Feeney, 2004; Santrock, 2002).

Each individual grows up with the ability to use a variety styles of conflict resolution, in which some individuals tend to rely on a particular style that suits them while there are some other individuals who are not flexible enough to choose the best style to deal with conflict situations (Vokić & Sontor, 2010). Adolescents who grow up with secure attachment styles have higher level of emotional intelligence than those with insecure attachment styles (Bonab & Koohsar, 2011). Adolescents with high emotional intelligence are able to confront and change their stressful conditions into something they can deal with and they are also more sensitive to the surrounding environment. They have effective controls in solving the conflicts.



Variables and Instruments

Based on the explanation then it is made the frame of thought as follows.

There are five hypotheses that are proposed in this study:

- H1: There is a positive relationship between attachment style and collaborating style.
- H2: There is a positive relationship between attachment style and accommodating style.
- H3: There is a positive relationship between attachment style and dominating style.
- H4: There is a positive relationship between attachment style and avoiding style.
- H5: There is a positive relationship between attachment style and compromising style.

Method

Design

This research is correlational quantitative research with multiple regression analysis, that is doing calculation to know whether or not there is effect between attachment style and conflict resolution manner in adolescents and to know how the relationship between the two variables.

Subjects

185 male and female adolescents were selected as the subjects in this study with age 15-20. The sampling quota (Non- probability sampling) was employed to select the subjects.

This research used two variables where conflict resolution style as dependent variable and attachment style as independent variable. Conflict resolution style measured by using the Organizational Conflict Inventory-II (ROCI-II) scale. This instrument measured 5 styles in dealing with conflicts; compromising, dominating, accommodating, avoiding, and collaborating. It consisted of 28 items using the Likert scale 1-5, from strongly disagree to strongly agree. ROCI-II has a Cronbach's alpha coefficient of 0.72-0.77 and the validity of the extract was 0.40 (Rahim, 1983).

Meanwhile, the attachment style was measured by Attachment Style Questionnaire (ASQ). The instrument has 24 items consisting of 4 sub-scales namely secure, fearful, preoccupied, and dismissing by using a Likert scale of 1-5, from strongly disagree to strongly agree. ASQ has adequate internal consistency, with Cronbach's alpha coefficient of 0.73-0.80 (Van Oudenhoven, Hofstra, and Bakker, 2003).

Result

The results of the study discussed about the effect of attachment style on conflict resolution style performed by adolescents and the presence or absence of relationship created by the two variables of the study. The results are shown in table 1.

Table 1. Description of Subjects

	Mean	Std. Deviation	N
Collaborating style	4.2066	.55283	185
Accommodating style	3.2365	.52436	185
Dominating style	2.5935	.75983	185
Compromising style	3.8405	.52283	185
Attachment style	51.77	5.875	185

The data in table 1 shows mean and standard deviation of the conflict resolution style of 185 respondents, and the highest are with the values of 4.206 and 0.552. This suggests that adolescents, as research subjects, are more likely to use cooperative ways and exchange information with the parties to the conflict with them. Thus, they are more likely to find alternative solutions to resolve conflicts and meet the needs that can benefit both themselves and the opposing side (Friedman, Tidd, Currall, Tsai, 2000).

Table 2. Multiple Regression Analysis Result of Attachment style to Conflict Resolution Style

	Collaborating style	Accommodating style	Dominating style	Compromising style
Attachment style				
r	.224*	.226*	-.033	.133*
R ²	.050	.051	.001	.018

N=185

* p<0.05

Table 3 shows that the attachment style has a positive relationship direction although the correlation is weak with the collaborating style, which is indicated by the coefficient correlation (r) of 0.224 and the significant level of 0.001 (p <0.05). While R2 represents a value of 0.050 which means the attachment gives an effect of 5% on the collaborating style and the remaining, 95%, is influenced by other factors that not described in the study (H1 accepted). Attachment style also has a positive relationship with the accommodating style but this relationship tends to be weak as seen from the coefficient correlation of 0.226 and a significant level of 0.001. The attachment has an effect on the accommodating style with an effective contribution of 5.1% (H2 accepted).

However, the influence of the attachment style to dominating style has a correlation coefficient value of -0.033, significance level 0.329, and the effective contribution of the attachment style to dominant style is only

0.1% (H3 is rejected). The correlation value between force and compromise force is 0.133 with a significance level of 0.036. Although the effective contribution by the attachment force is only 1.8% affecting the compromise style (H5 is accepted). While the researcher cannot test the hypothesis 4 because it cannot use the measurement with the style dimension to avoid the conflict resolution style.

Discussion

Based on the results of multiple regression analysis, it can be explained that the attachment style shows positive relationship with collaborating, accommodating, and compromising style, although this form of relationship tends to be weak but has a significant level of significance (p <0.05). The attachment style with the integration style indicates a positive relationship though weak direction with a significant level of (p = 0.001). The attachment style gives effect to collaborating style of 5%. This shows that adolescents with high attachment style refer to have secure attachment, grow into a person who believes in himself and others, open and communicative, and able to handle the anxiety arising from stressful situations. So, when they are faced with conflict situations, they show a cooperative personality, able to place themselves and others equally, and able to work with parties involved in the conflict to achieve a mutual beneficial solution.

Furthermore, the attachment style indicates the direction of positive but weak relationship to accommodating style. This relationship indicates a significance level of 0.001 and gives effect to adolescents in using accommodating style of 5.1%. It shows that the closest figure with the adolescent is able to have an effect on them to help and solve the encountered problem. Adolescents make themselves personally able to accommodate the wishes of others and even willing to move to the point of view of others when resolving conflict (Friedman, Tidd, Currall, Tsai, 2000).

In the analysis of the correlation between attachment style and compromising style, it was found that both variables had a significant positive relationship (p = 0.036) although the relationship between variables tended to be weak. This means that attachment style has an effect on adolescents in choosing compromising style that guides adolescents to behave

'moderate' in finding solutions of the conflicts with others. This conflict resolution style refers to a solution that can satisfy them and other parties by making both parties equally benefited.

Meanwhile, dominating style has a negative relationship that is not significant to the attachment style ($p = 0.329$). Characteristics of individual who form attachment styles are able to share their concern for themselves and others equally. It is contrast to the characteristics of the individual with dominating style, which tends to consider the needs or advantages of himself than others. They focus more on their needs that must be met in conflict rather than thinking of others. They are typically assertive and argumentative, making it difficult to reach mutual consent in conflict. (Friedman, Tidd, Currall, Tsai, 2000, Vokić & Sontor, 2010).

The results of research show that high attachment style, referring to secure attachment, has a positive relationship with mental health. Otherwise, insecure attachment, refers to the low attachment style, has a negative relationship with mental health. Positive mental health will help individuals hold a good psychological adjustment in his/her social environment, have effective emotional control, and avoid maladaptive behavior (Polek, Van Oudenhoven & Ten Berg, 2008; Bonab & Koohsar, 2011). Mental health and emotional intelligence correlates significantly with the effectiveness of controlling interpersonal conflict (Rostiana, 2004). The better a person's mental health is, the higher the emotional intelligence would be. It significantly indicates that the individual has effective controls in solving the conflicts encountered. Therefore, adolescents with attachment style already have a good influence in emotions and are sensitive to other people's feelings. They are aware of the needs of others and are able to accept different perspectives, create more effective conflict resolution process, including when they choose to resolve conflicts by way of settlement that benefits both parties in conflict.

Jamil states that communication and emotion are one of the factors that lead to conflict resolution (Puspitasari & Nashori, 2008). Communication is able to bridge ideas and feelings from one party to another to find solutions of problems faced cooperatively. The better of communication skills he/she has, the better encouragement of all parties to communicate the needs and interests that

need to be fulfilled in resolving the conflict. Emotion is the driver of any conflict. If one is able to think and behave calmly, rationally and objectively, she/he will be able to focus on how to resolve differences between the two parties involved in the conflict (Puspitasari & Nashori, 2008). These factors are also raised in the attachment style formed by adolescents. Adolescents with a secure attachment style grow as individuals with better emotional intelligence than insecure attachment (Bonab & Koohsar, 2011). Adolescents are able to control their emotions better, especially when they are faced with conflict or other stressful situations. They also grow their ability to establish cooperative relationships with others.

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