



المجلة الإلكترونية الشاملة متعددة التخصصات

Electronic Interdisciplinary Miscellaneous Journal (EIMJ)

العدد التسعون - شهر (12) 2025

Issue 90, (12) 2025

ISSN: 2617-958X

(The Relationship Between Parental Attachment Styles and Identity Statuses Among Male and Female High school Students)

Dr.uhuud fahad saif Alassaf

Assistant Professor Department of Psychology, Bisha University

Mobile Number: 0531000911

Email: uhuud2017@gmail.com

Abstract

This study aimed to identify the relationship between parental attachment styles and identity levels among high school students. The study employed a descriptive-analytical approach, utilizing the Parental Attachment Styles Scale developed by Bernen and Shaver (1991) and translated by Al-Harout (1999), as well as the Objective Identity Levels Scale developed by Adams and Bennion (2000) and translated by Al-Ghamdi (2002). The research population consisted of High School students aged 15-18 years in the Mahayil Asir Governorate. The researcher selected a random sample of boys' and girls' schools within the Mahayil Asir Education Department, comprising four boys' schools: Al-Falah High School, Al-Mughirah ibn Shu'bah High School, Al-Yamamah High School, and Al-Qurayhah High School; and three girls' schools: Thuluth Al-Manzar High School, Bariq High School, and Khamis Mutair High School. A random sample of High School students was also selected, specifically first-year, second-year, and third-year students. The research instruments were administered to a random sample of 30 students from each grade level. The schools were randomly selected, with the research instruments being administered to 90 students from each of the four boys' schools and 80 students from each of the girls' schools. The total sample size for the research instruments was 600 students, but the final sample size was only 482 students (248 males and 234 females). The study yielded several important findings, including: the research showed that the fearful attachment style to the father was the most common among students, while the secure attachment style to the mother was the most prevalent. The study also revealed that the level of identity achievement was the most widespread in the sample. The results showed positive correlations between secure attachment styles and mature identity levels, while insecure styles, such as fearful and rejecting, were

associated with less mature identity levels. Statistically significant differences were found in some attachment styles based on grade level, favoring first-year High students, with no significant differences between genders in most styles. Differences in identity levels were found based on gender, favoring females, while no combined effect between grade level and gender was observed. The results also showed differences between secure and insecure attachment styles in identity levels, particularly in attachment to the mother. Predictive analysis demonstrated the possibility of predicting certain identity levels based on attachment patterns, such as identity achievement through isolated attachment, identity suspension through fearful attachment, and identity fragmentation through preoccupied attachment to the parent. Among the study's recommendations are encouraging adolescents' independence and giving them the opportunity to make their own decisions, especially regarding their lives, and emphasizing that a democratic family environment is crucial for adolescent identity formation.

Keywords: Relationship/Attachment Patterns to Parents/Identity Levels/High School.

Introduction to the Research

Introduction:

If adolescence is the stage of independence and identity achievement, then independence and identity achievement can only be realized within a secure relationship with parents characterized by understanding, love, appreciation, and respect. This relationship allows adolescent children to establish peer relationships as a psychological necessity for this stage, which is marked by numerous physical, emotional, cognitive, and social changes, requiring readjustment to these changes (Shulman & Krenke, 2018).

Bowlby (2016) indicates that attachment lays the foundation for an individual's future relationships, determines their attitudes toward themselves and others, and even toward life in general. Secure attachment is the basis of mental health and the cornerstone of normal development and a healthy personality. Attachment styles in general are extensions of those formed in childhood; children live under different circumstances and are exposed to diverse socialization methods that influence their attitudes toward themselves and others and determine their personal relationships. Attachment is a form of intimate relationship between the child and the caregiver, often the mother. Psychologists have attempted to uncover the nature of this relationship and the role of both the child and the caregiver in shaping it, as well as

the forms of the relationship, its continuity over time, and its effects on the individual's future personality and social adjustment (Ghazal & Jaradat, 2019).

Given the importance of attachment as an influential aspect of psychological development, as it is a significant source in forming an individual's future personality, it has attracted the attention of contemporary psychological theories, despite differences in their interpretations of its origins and thus determining its roots as an aspect of emotional and social development. This is confirmed by the results of numerous studies, including those by: (Abdul Ghani, 2019; Al-Ash, 2022; Al-Shahwan, 2022; Jaradat & Ghazal, 2019; Huntsinger & Luecken, 2023; Floyd, 2023; Leas & Mellor, 2021).

The beginnings of studying attachment behavior trace back to Bowlby's attachment theory, which focuses on the nature of the relationship between the child and the mother and the issues of separation anxiety. It highlighted the importance of attachment in human development and the attached individual's need for an object that provides security, comfort, and protection. This theory assumes that mental representations of actual attachment experiences formed in the early life stage explain this continuity through two behavioral systems: attachment behaviors and exploration behaviors (Al-Baghdadi, 2024).

The ability to form healthy reciprocal relationships with others and sustain them is the most valuable and important asset for human beings. These relationships have absolute importance for any of us to learn, work, love, and avoid harm. Social relationships with others take many forms, ranging from pleasure to pain at times during interactions with family, friends, and loved ones. Each individual's ability to form relationships with others varies between normal and extreme during the formation of emotional bonds with others, starting with parents and ending with all forms of communication with people and the universe. The term attachment refers to a unique bond for highly distinctive relationships during developmental stages—an emotional relationship with a lasting character, either a secure positive attachment providing comfort, pleasure, and calm for both parties or suffering from psychological and behavioral disorders (Aydi, 2024).

In light of the above, the current research comes as an Arab initiative to study the relationship between parental attachment styles and identity statuses among high school students, as no study has addressed this topic within the researcher's knowledge, especially in the Saudi environment.

Research Problem:

The research problem is defined in the following main question: What is the relationship between parental attachment styles and identity statuses among high school students? This question branches into the following sub-questions:

1. What are the prevalent attachment styles among high school students?
2. What is the distribution of high school students across identity statuses?
3. Is there a statistically significant correlation between parental attachment styles and identity statuses among high school students?
4. Is there a statistically significant effect of the variables: grade level and gender, and their interaction, on attachment styles among high school students?
5. Is there a statistically significant effect of the variables: grade level and gender, and their interaction, on identity statuses among high school students?
6. Are there statistically significant differences between secure and insecure attachment styles in identity statuses?
7. Can some identity statuses be predicted through parental attachment styles among students?

Research Objectives:

The current research aims to achieve the following objectives:

1. Identify the prevalent parental attachment styles among high school students.
2. Identify the widespread identity statuses among high school students.
3. Identify the correlation between parental attachment styles and identity statuses among high school students.
4. Identify the effect of the variables grade level, gender (males, females), and their interaction on attachment styles among high school students.
5. Identify the effect of the variables grade level, gender (males, females), and their interaction on identity statuses among high school students.
6. Identify the possibility of predicting identity statuses among high school students through their prevalent attachment styles.

Research Significance:

First: Theoretical Significance:

The importance of the age stage addressed in the research, which is adolescence, representing in itself one of the most developmental stages characterized by physiological and psychological changes that can generate numerous pressures, conflicts, and psychological problems related to attachment styles, and the resulting difficulties in achieving identity and individuation.

Second: Applied Significance:

The results of the current research may contribute to a deeper understanding of the relationship between attachment styles and identity statuses among high school students to achieve their identity and discover facilitating factors, with attachment styles being one of these factors, leading to general adjustment in this important stage of human development.

Research Terms:

First: Attachment Styles:

The researcher operationally defines it as the score obtained by the participant from responding to the attachment styles scale.

Second: Identity Statuses:

Identity statuses are operationally defined in this research as the classification under which the individual falls, representing the status to which they belong among the four identity statuses (achievement – moratorium – foreclosure – diffusion), based on the score the individual obtains on the ego identity scale used in the current research.

Research Limitations:

The current research limitations are as follows:

1. **Objective Limitations:** The study is limited to exploring attachment styles (secure - preoccupied - dismissive - fearful) with parents and their relationship to identity statuses among high school students.
2. **Spatial Limitations:** The study is limited spatially to the Education Department in Mahayil Asir Governorate.
3. **Temporal Limitations:** The study is temporally limited to the academic year 1446-1447 AH.

Theoretical Framework of the Research

First: Definition of Attachment Styles:

The term "attachment" emerged in psychology through Bowlby's observations, leading him to define attachment as the human individual's tendency to establish intimate emotional bonds with specific people in their social environment. This

tendency is a fundamental component of human nature, beginning from birth and continuing throughout life (Bowlby, 1973, 2016).

The researcher defines attachment as: "An emotional bond that arises between the child and their parents, often involving behaviors that emerge from early childhood between the child and parents, where the child feels a sense of security, support, and assistance."

Second: Theories Explaining Attachment: Attachment Theory

Psychological theories have addressed the phenomenon of attachment, each contributing to its interpretation in one way or another, based on their specific concepts. Bowlby's theory is the most comprehensive in this field and leads modern research, being the most widespread for studying attachment development. The following details each theory.

1. **Bowlby's Theory:** This is one of the earliest theories to investigate the nature of attachment. Bowlby explains that attachment represents the balance between the child's desire to play and explore the surrounding environment and, at the same time, their need for a sense of security. The child cannot do both unless assured of a secure base to return to when feeling afraid, threatened, or in need of protection. Thus, the child attaches to the person who provides this security. The child's need for attachment is as essential as their need for food, not because of food as psychoanalysts believe, and it begins with the child attaching to the person who provides care, affection, and attention, becoming evident from 6-7 months (Bowlby, 2016).
2. **Ainsworth's Theory of Attachment:** Ainsworth presented a theory titled "Post-Infancy Attachments," addressing attachment as behavior extending across the life cycle and influencing various activities thereafter. This theory comes as a natural extension of developmental changes accompanying children's attachment to their caregivers during post-infancy years and recognizing emotional bonds throughout an individual's life. This theory is based on behavioral systems through which interaction and attachment occur.
3. **Margaret Mahler's Theory of Separation and Individuation:** This theory describes how the young child acquires a sense of separation from the mother. Mahler based her theory of separation-individuation on observations of interactions between children and their mothers, where separation experience occurs as the child advances toward differentiation through physical maturation and psychological development. It is a process every child undergoes during maturation processes (Benjam & Virgink, 2023). Mahler outlined stages of normal development as follows:

The First Stage: Normal Autism or Primary Undifferentiated Stage.

Third: Scales Measuring Attachment Using Interviews: Adult Attachment Interviews

- **Self-Report Scales:**
 1. **Hazan and Shaver Scale (Hazan & Shaver, 2006):** Based on theoretical and psychometric foundations used in research on childhood attachment styles, Hazan and Shaver developed a scale for adult attachment styles based on Ainsworth's attachment classification. This scale relies on individuals' self-reports, presenting three descriptions: the first indicating secure attachment to others, the second anxious attachment, and the third avoidant attachment. Participants are asked to indicate the description that applies to them in their emotional relationships with attached individuals. Hazan and Shaver found that secure individuals describe their emotional relationships as happier and more reliable than avoidant and anxious individuals describe theirs (Al-Shahwan, 2022).
 2. **Simpson Scale (2014) and Collins and Read (2014):** Simpson, Collins, and Read broke down the compound sentences from Hazan and Shaver into separate paragraphs that can be agreed upon or rejected to varying degrees. When factor analysis was conducted on these Likert-scale paragraphs, two factors were obtained in Simpson's study and three in Collins and Read's. In the case of three factors, two (discomfort with closeness and discomfort with dependence on the romantic partner) were significantly related. Simpson et al. named their two dimensions "secure" versus "avoidant" and "anxious" (from abandonment). Collins and Read (2014) named their three dimensions "closeness," "dependence," and "anxious" (from abandonment) (Bernan et al., 2019).

Previous Research and Studies

Perelman Study (Perlman, 2019): This study aimed to reveal the relationship between parental attachment and both difficulties in independence and separation, and depression symptoms, on a sample of 210 adolescent girls. Instruments applied included: Parental Attachment Questionnaire, Perceived Parental Psychological Control Scale, and Emotional Independence from Parents Scale. The results indicated that self-criticism is associated with strict parental controls and the absence of a secure attachment with parents, and that secure attachment makes children more capable of independence and individuation.

Goossens et al. Study (Goossens et al., 2020): This study aimed to identify the relationship between parental attachment styles and feelings of loneliness on a

sample of 557 adolescents aged 15-18 years, classified into four groups based on attachment style (secure - preoccupied - fearful - dismissive). Two scales were applied: Adolescent Attachment Style Scale and Multidimensional Loneliness Scale. The results indicated that adolescents with secure attachment showed low levels of loneliness related to parents, and this effect extends to loneliness in their peer relationships. Preoccupied and avoidant attachment individuals perceived more positivity in being alone.

Jao et al. Study (Jao et al., 2020): This study aimed to reveal the relationship between attachment styles and both self-confidence and self-esteem on a sample of 113 individuals, 80% female, aged 17 years. Instruments used: Attachment Styles Scale, Self-Confidence Scale, and Rosenberg Self-Esteem Scale. The results indicated a positive correlation between low self-esteem and avoidant attachment style, but not at the lowest level shown among preoccupied attachment individuals. The study also found that adolescents more securely attached to their fathers were more positive in describing themselves and capable of acknowledging normal deficiencies, reflecting self-confidence and enabling exploration of strengths and weaknesses.

Research Methodology and Procedures

The researcher addressed the methodological procedures of the research, including: research method, population and sample, research tools and procedures for verifying their validity and reliability, and statistical methods used for data processing. Details follow.

Research Method:

The current research relied on the descriptive-analytical method, as it is one of the most suitable approaches for the nature and objectives of the research, to identify parental attachment styles and their relationship to identity statuses among high school students. Obeidat et al. (2021) indicate that the descriptive method is a style based on studying reality or the phenomenon as it exists, contributing to an accurate description and expressing it qualitatively or quantitatively. Al-Asaf (2023) mentions that the descriptive method in its causal and comparative aspects is suitable for investigating relationships between variables and knowing the impact of a factor on research variables.

Research Population:

The research population consists of high school students in Mahayil Asir Governorate aged 15-18 years. The researcher selected a random sample from boys' and girls' schools under the Mahayil Asir Education Department, comprising four boys' schools: Al-Falah High School, Al-Mughirah ibn Shu'bah High School, Al-Yamamah High School, and Al-Qurayhah High School; and three girls' schools: Thuluth Al-Manzar High School, Bariq High School, and Khamis Mutair High School.

Research Sample:

A random sample was selected from high school students (first-year, second-year, and third-year). The research tools were applied to a random sample of 30 questionnaires per grade. Schools were randomly selected, with 90 students per boys' school and 80 per girls' school. The total sample was 600 students, but the final effective sample was 482 (248 males, 234 females) after excluding incomplete questionnaires or those invalid due to parental death or divorce to homogenize the sample and achieve the study's goal of studying attachment to both parents (father-mother). Table (1) provides a comprehensive description of the research sample.

Table (1): Descriptive Data of the Study Sample

Grade Level	Gender	Number	Average Age for the Grade
First High School	Males	95	15.90 years
	Females	88	
	Total	183	
Second High School	Males	106	18.20 years
	Females	90	
	Total	196	
Third High School	Males	47	18.36 years
	Females	56	
	Total	103	
Total	Males	248	17.20 years
	Females	234	

4. Research Tools:

Attachment Styles Scale:

(Developed by Bartholomew & Horowitz, 1991, translated by Al-Harout, 1999). The current research used the Attachment Styles Scale developed by Bartholomew and Horowitz (1991), which views the internal working model as involving two main bipolar dimensions: one representing the view of self, the other the view of others. Each ranges from positive to negative. Bartholomew and her colleague classified

attachment styles based on the view of self and others into four categories: secure (positive self and positive others), preoccupied (positive self, negative others), dismissive (negative self, negative others), and fearful (negative self, positive others). See Table (2). The scale was standardized and Arabized for the Arab environment, benefiting from Brennan and Shaver's attachment dimensions scale translated and adapted by Al-Harout (1999) for the Jordanian environment to measure views of self and others in parental attachment relationships.

Since Brennan and Shaver's scale does not cover the two main dimensions (view of self and view of others targeted here), Al-Shahwan (2022) added sixteen new items to the scale used in this study to cover these dimensions adequately.

Table (2): Attachment Styles Resulting from Views of Self and Others According to Bartholomew & Horowitz (1991)

Model of Others	Model of Self	Positive	Negative
	Positive	Secure Style Comfortable in relationships with others, independent	Preoccupied Style Preoccupied in relationship
	Negative	Dismissive Style Dismissive of intimate relationships, versus dependency	Fearful Style Fearful of intimacy, socially avoidant

Table (3) shows the items borrowed from Al-Harout's scale, and Table (6) includes the numbers of statements added to the scale by Al-Shahwan (2022). As shown in these tables, four unipolar subscales were prepared: positive view of self, negative view of self, positive view of others, negative view of others.

Table (3): Classification of Items in the Modified Attachment Scale Based on Bartholomew & Horowitz's Working Models

Model	Item Numbers Classified According to Bartholomew's Model
Positive View Toward Self	None
Negative View Toward Self	15, 16, 17, 20
Positive View Toward Others	4, 7, 8, 9, 10, 11, 12, 13, 14, 18, 21
Negative View Toward Others	1, 2, 3, 5, 6, 19, 22, 23, 24, 25, 26, 27

Table (4): Added Items in the Study Scale to Cover Internal Working Models According to Bartholomew's Perspective

Model	Added Items to the Scale
--------------	---------------------------------

Positive View Toward Self	35, 36, 37, 38, 39, 40, 41, 42, 43
Negative View Toward Self	31, 32, 33, 34
Positive View Toward Others	None
Negative View Toward Others	28, 29, 30

The attachment scale for the current study included 43 items, each on a five-point graded scale (5 = very high degree, 1 = very low degree). A separate scale was formulated for attachment to the mother and one for the father.

Reliability and validity were calculated on a sample of adolescents (n=80) males and females. For father attachment styles reliability, Cronbach's alpha was used. Results showed Cronbach's alpha for secure attachment = 0.84, preoccupied = 0.65, dismissive = 0.86, fearful = 0.61.

Table (5): Cronbach's Alpha Coefficients for Father Attachment Styles

Attachment Style	Number of Items	Cronbach's Alpha
Secure	8	0.83
Preoccupied	8	0.65
Dismissive	11	0.86
Fearful	15	0.61

For the mother attachment scale, Cronbach's alpha showed secure = 0.83, preoccupied = 0.71, dismissive = 0.86, fearful = 0.76.

Table (6): Cronbach's Alpha Coefficients for Mother Attachment Styles

Attachment Style	Number of Items	Cronbach's Alpha
Secure	8	0.83
Preoccupied	8	0.71
Dismissive	11	0.86
Fearful	15	0.75

For validity, factor validity was used, conducting factor analysis for the final dimensions using principal components with Hotelling and Varimax rotation for Kaiser, summarized in Table (7):

Table (7): Factor Analysis for Father Attachment Dimensions

Dimensions	Factor Matrix Before Rotation		Factor Matrix After Rotation		Communalities
	1	2	1	2	
Secure	0.76	-0.64	0.99	—	0.99
Preoccupied	0.88	-0.17	0.82	—	0.81
Dismissive	—	0.58	0.67	0.79	

Fearful	—	0.06	0.99	0.97	
Latent Root	2.45	1.12	2.001	1.57	Total
Variance %	61.47	28.01	50.01	39.46	89.48%

The table shows saturation of father attachment dimensions on two factors absorbing 89.48% of total variance. The first factor includes secure and preoccupied attachment, named secure and preoccupied attachment factor. The second includes dismissive and fearful, named insecure attachment factor, indicating good factor validity.

Table (8): Factor Analysis for Mother Attachment Dimensions

Dimensions	Factor Matrix Before Rotation		Factor Matrix After Rotation		Communalities
	1	2	1	2	
Secure	0.70	-	0.98	—	0.97
Preoccupied	... (truncated as per original)				

(Note: The original text is truncated here; the translation reflects the provided content.)

(The document continues with details on the identity status scale, its standardization, validity, reliability in Arab and Saudi contexts, and procedures.)

The identity status scale is the Objective Measure of Ego Identity Status (OMEIS) by Adams et al. (2000), translated by Al-Ghamdi (2002). It measures four identity statuses: achievement, moratorium, foreclosure, diffusion, across ideological and interpersonal domains, with 64 items on a 6-point Likert scale.

Scoring uses raw scores, with cut-off at one standard deviation above the mean for each subscale, yielding three cases: pure identity statuses, undifferentiated moratorium, transitional states.

The test has high validity and reliability in original American samples (Abdel Rahman, 2019; Al-Ghamdi, 2022).

In the Arab environment, Abdel Rahman (2019) standardized it on an Egyptian sample, calculating content validity via convergent and divergent correlations, factor validity (three factors absorbing 61.76% variance), internal consistency, and test-retest reliability.

In Saudi Arabia, Al-Ghamdi (2021, 2022) studies showed acceptable validity and reliability.

1-In the current research, validity and reliability were confirmed through:

Internal Consistency for Total Identity Status Scores: Correlations between sub-statuses and total.

Table (9): Internal Consistency for Identity Statuses

Total Identity Status Score	Ideological Identity	Interpersonal Identity
Achievement	0.85	0.89
Moratorium	0.82	0.63
Foreclosure	0.80	0.84
Diffusion	0.70	0.78

All correlations significant at 0.01, indicating suitable internal consistency.

2. Split-Half Reliability: Pearson correlation between odd and even items, corrected with Spearman-Brown.

Table (10): Split-Half Reliability Coefficients for Identity Statuses

Identity Status	Achievement	Moratorium	Foreclosure	Diffusion	Significance Level
Reliability Coefficient	0.73	0.82	0.77	0.79	0.01

Coefficients range 0.73-0.82, indicating high reliability.

5. Research Procedures:

The research procedures consisted of the following steps:

1. Determining the research topic, variables, problem, and objectives.
2. Determining the research population and sample.
3. Determining the research tools to be applied to the target sample.
4. Applying tools to an exploratory sample to calculate validity and reliability and ensure suitability for the full sample.
5. Applying tools to the final research sample.
6. Scoring tools according to each test's instructions and tabulating scores.
7. Statistically processing data using appropriate methods.

8. Interpreting results in light of the theoretical framework and previous research.

Statistical Processing Methods:

In light of the research objectives and hypotheses, the researcher used a set of statistical methods to process data and test hypotheses:

- Frequencies and percentages.
- Pearson simple correlation coefficient.
- Two-way (2×2) analysis of variance.
- T-test for significance of differences between means.
- Scheffé test.
- Multiple regression.

Study Results

Summary of Research Results

First: Summary of Research Results:

The key findings of the research can be summarized as follows:

- **Results of the First Hypothesis:** "The secure attachment style is prevalent among high school students." The results indicated:
 1. The fearful attachment style to the father is the dominant style among students.
 2. The secure attachment style to the mother is the most common among students.
 3. The fearful attachment style to the father is dominant among females.
 4. The fearful attachment style to the mother is the most common among females regarding mother attachment.
- **Results of the Second Hypothesis:** "The identity achievement status is prevalent among high school students." The results indicated:
 1. Identity achievement status is the dominant status among students.
- **Results of the Third Hypothesis:** "There is a statistically significant correlation between parental attachment styles and identity statuses among high school students." This hypothesis divides into two parts:
 1. There is a positive statistically significant correlation between secure attachment styles and more mature identity statuses (achievement - moratorium) among high school students.
 2. There is a positive statistically significant correlation between fearful and dismissive attachment styles and less mature identity statuses

(foreclosure - diffusion) among high school students." The results indicated:

3. Positive correlation at 0.01 between identity achievement and secure attachment to father and dismissive to father, and at 0.05 with preoccupied to father.
 4. Positive correlation at 0.01 between moratorium and preoccupied to father, and fearful to father.
 5. Negative correlation at 0.01 between diffusion and secure to father, and preoccupied to father.
 6. Positive correlation at 0.01 between achievement and secure to mother, preoccupied to mother, dismissive to mother.
 7. Positive correlation at 0.01 between moratorium and fearful to mother, and at 0.05 with dismissive to mother.
 8. Correlation at 0.01 between foreclosure and secure to mother, negative at same with fearful to mother.
 9. No correlation between diffusion and secure, preoccupied, dismissive, fearful to mother.
- **Results of the Fourth Hypothesis:** "There is no statistically significant effect of the variables: grade level (first, second, third high school), gender, and their interaction on attachment styles among high school students." The results indicated numerous specific significant differences across styles, grades, and genders, as detailed in the original (e.g., differences favoring first-year in secure to father, etc.).
 - **Results of the Fifth Hypothesis:** "There is no statistically significant effect of the variables: grade level (first, second, third high school), gender, and their interaction on identity statuses among high school students." The results indicated specific differences, e.g., in achievement favoring females, moratorium favoring first-year, etc.
 - **Results of the Sixth Hypothesis:** "There are statistically significant differences between secure and insecure attachment styles in identity statuses." The results indicated specific differences, e.g., between secure to father and fearful in foreclosure favoring secure, etc.
 - **Results of the Seventh Hypothesis:** "Some identity statuses can be predicted through prevalent attachment styles among high school students." The results indicated predictive abilities, e.g., dismissive to father predicts achievement (2% contribution), with regression equations provided.

Second: Recommendations:

The study indicates that the fearful attachment style to the father is the most prevalent among students, and secure to the mother is dominant across grades, with

a positive relationship between secure attachment and identity achievement. Therefore, the study recommends:

- Meeting children's basic needs to enable them to face problems efficiently, and preparing family conditions that help children with secure parental attachment, giving them self-confidence and aiding identity achievement.
- Encouraging adolescents toward independence and giving them opportunities to make decisions, especially regarding their lives.
- Emphasizing that a democratic family climate leads to adolescent identity formation.
- Preparing guidance programs for parents on healthy family socialization methods leading to complete personality aspects for children.
- Incorporating attachment and identity topics into curricula through study units enhancing students' self-understanding and awareness of family and social relationships.
- Activating school counselors' role in providing psychological and social support programs to detect and address insecure attachment styles early.
- Organizing educational workshops for mothers and fathers to raise awareness of positive communication with children and its impact on building secure attachment and stable identity.

References

Arabic References:

1. Amal Ahmed Sadiq, Fouad Abdul Latif Abu Hatab (2020): Human Development from Fetal Stage to Elderly Stage. 4th ed. Cairo: Anglo Egyptian Library.
2. Ibn Manzur, Abu Al-Fadl Ismail bin Al-Khatib (2014): Lisan Al-Arab, Vol. 7, Part 1. Dar Sader, Beirut.
3. Aydi, Amira Fikri (2024): Attachment Styles and Their Relationship to Psychological Depression Among Adolescents. Unpublished Master's Thesis, Faculty of Education, Zagazig University.
4. Abdel Rahman, Mohamed Al-Sayed (2016): Parental Treatment Styles as Perceived by Children and Their Relationship to Psychological Independence from Parents in Late Adolescence, Journal of Faculty of Education, Tanta University. Issue 14, pp. 146-199.
5. Abdul Muti, Hassan Mustafa (2016): A Study of Some Variables Related to Identity Formation Among University Youth. Journal of Psychology (issued by the Egyptian General Book Authority, Cairo). Issue 25, pp. 221-255.
6. Abdul Wahid, Saeed (2022): A Study of the Relationship Between Identity Statuses and Moral Development Among University Students, Unpublished Master's Thesis, Faculty of Education, Zagazig University.

7. Obeidat, Dhawqan et al. (2021): Scientific Research. Dar Majdalawi. Amman: Jordan.
8. Arabic Language Academy (2022): Al-Mu'jam Al-Wajiz, Cairo, Ministry of Education.
9. Al-Asaf, Saleh (2024): Introduction to Research in Behavioral Sciences, 4th ed., Riyadh: Obeikan.
10. Qantar, Fayez (2015). Motherhood, Development of the Child-Mother Relationship. Kuwait: Alam Al-Ma'rifah.
11. Kashif, Iman Fouad (2022): Value System Among University Female Students and Its Relationship to Their Coping Styles in Identity Crisis, Psychological Studies, Vol. 11, Issue 3, pp. 465-528.
12. Kafafi, Alaa Al-Din (2018): Developmental Psychology "Psychology of Child and Adolescence". Cairo, Al-Asala Foundation.
13. Al-Majnouni, Abdul Mohsen Abdullah (2022): Formation of Ego Identity in a Sample of Male and Female Students at Umm Al-Qura University According to Some Demographic Family Variables, Master's Thesis, Umm Al-Qura University. Mecca.
14. Mohamed, Salah Al-Din (2024): Perceived Parental Attachment and Its Relationship to Friendship Quality and Depression Among University Students, Faculty of Education, Benha University, Issue 73.
15. Morsi, Abu Bakr (2022): Identity Crisis in Adolescence and the Need for Psychological Guidance, Cairo, Nahda Egyptian Library.
16. Morsi, Abu Bakr (2018): Identity Crisis and Psychological Depression Among University Youth. Journal of Psychological Studies (issued by Egyptian Psychological Specialists Association, Cairo). Issue 3, pp. 323-325.
17. Al-Harout, Hanadi Abdul Wahab (1999): Attachment Styles and Their Relationship to Anxiety and Social Efficacy in Late Childhood, Unpublished Master's Thesis, Graduate Studies College, Jordanian University: Amman.

Foreign References:

18. Adams, G. R; Bennion, L. & Huh, K. (2000): Objective measurement of ego-identity status: A reference manual, Copyright.
19. Baumeister, R. (1995): Self and identity: An Introduction. In: Tesser, A. (Ed.), Advanced Social Psychology (pp. 51-97), New York, McGraw-Hill, Inc.
20. Beck, A; Brown, G; Steer, R; Eidelson, J & Riskind, A. (2006): Differentiating anxiety and depression: A test of the cognitive content specificity hypothesis. Journal of Abnormal Psychology. 96(3) 179-183.
21. Cassidy, J & Kerish, S. Scohan K. (2017): Attachment and representation of peer relationships, Developmental Psychology, Vol. 32, No. 5, pp. 892-904.

22. Crowell, J. & Treboux, D. (1995): A review of adult attachment measures: Implications for theory and research. *Social Development*, 4, 294-327.
23. Kumru, A. & Thompson, R. (2023): Ego-identity status and self-monitoring behavior in adolescents, *Journal of Adolescence*, Vol. 18, No. 5, pp. 481-495.
24. Laible, D; Gustavo, C. & Reffaelli, M. (2021): The differential relations of parent and peer attachment to adolescent adjustment, *Journal of Youth and Adolescence*, Vol. 29(1), 45-59.
25. Leas, L. & Mellor, D. (2021): Prediction of delinquency: The role of depression, risk-taking, and parental attachments behavior change, *Dissertation Abstracts International*, Vol. 17, pp. 155-166.
26. Slater, R. (2024): Attachment: Theoretical development and critique, *Educational Psychology*, Vol. 23(3), Sep, 205-219.
27. Snow, C. (2019): *Infant development*, Prentice Hall, New Jersey.
28. Surcinelli, P; Rocci, N; Montebanocci, O, & Baldaro (2025): *Adult Attachment Styles and Psychological Disease: Examining the Mediating Role of Personality Traits*. University of Bologna.
29. Trusty, J; Ng, K., & Watts, R. (2024): Model of Effects of Adult Attachment on Emotional Empathy of Counseling Students, *Journal of Counseling & Development*, Vol. 83, 66-77.
30. Webster, H. (2021): The relationship between parental attachments, perceptions of social support and depressive symptoms in adolescent boys and girls. *Dissertation Abstracts International*. Vol. 61. pp. 513.
31. Weinberg, K. & Isabelle, E. (2015): Psychological separation from parents in firstborn and laterborn, late adolescents, *Dissertation Abstracts International*, Vol. 52-05B, p. 2812.