

**“THE EFFECT OF ATTACHMENT STYLE ON INTERPERSONAL COMMUNICATION AND
ACHIEVEMENT MOTIVATION OF ADOLESCENT (SINGLE CHILD/CHILD WITH SIBLINGS)”**



**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
REQUIREMENT FOR THE DEGREE MASTER OF SCIENCE (M.Sc)
SPECIALIZATION IN CLINICAL AND COUNSELLING PSYCHOLOGY**

Submitted by

DEBASMITA MUKHERJEE

M.Sc 4th Semester

Clinical and counselling Psychology

Roll No-9314

Registration No-1031821401136

Of 2021-2023

Under the supervision of

DR. SUCHISMITA SINHA

Present Faculty and Former Head of the Department

Department of Psychology

Sarojini Naidu College for Women

Affiliated to West Bengal State University

ABSTRACT

Background: The current study postulated possibility of an association between the effect of attachment style on interpersonal communication and achievement motivation of adolescent of single child and child with siblings.

Objective: This study aims to investigate the effect of attachment style on interpersonal communication and achievement motivation of adolescent (single child/child with siblings)

Methodology: The study has been conducted on 100 secondary and higher secondary students studying in North 24 pgs. Which included 50 single child and 50 child with siblings. All the students were administered by Measure of attachment style scale, Achievement motivation scale by Deo Mohan and interpersonal communication inventory scale. Statistical techniques like t-test and correlation were used to find out the mean differences and association between the variables.

Result: The study finds suggests that child with siblings reported higher levels of achievement motivation, interpersonal communication and secure attachment style than single child so it can be said that having siblings is an important factor here to be considered. The study found that single child reported higher ambivalent and avoidant attachment style than child with siblings .Findings also reveal that there is an association between achievement motivation, interpersonal communication secure attachment study on the other hand there is no significant association between ambivalent attachment style and avoidant attachment style.

INTRODUCTION

The term adolescence comes from a Latin word **adolescere**, which means "to grow up" or "to grow into **maturity**." The term adolescence has a broader meaning and includes not only physical maturation but also mental, emotional and social maturation. Traditionally, adolescence has been thought of as a period of "Storm and stress" because it's time to physical and glandular changes. Adolescence considered to be distinct period in life span. It is the important period of lifespan than others because of their immediate effect on attitude and behaviour, whereas other are significant because of their long term effects. **Attachment styles** are described by different ways of interacting and behaving in relationships. During early childhood, these attachment styles were more focused on how children and parents interact. Attachment involves a special emotional relationship and exchange of comfort, care, and pleasure with closer one. The roots of research on attachment began with Freud's theories later, **John Bowlby** devoted extensive research to the concept of attachment. He identified there are four types of attachment style those are secure, anxious-ambivalent, avoidant and disorganized. **Secure attachment style: ambivalent attachment style. Avoidant attachment style: Individual. Interpersonal communication** Interpersonal communication is the process by which two or more people exchange information, ideas, and feelings through verbal or non-verbal means. Its aim to establish sustaining relationships among people. Interpersonal communication has great impact in our lives especially in adolescents. There are several types of interpersonal communication as **Verbal**: it is associated with words which an individual chose to speak. **Non-verbal** expressions include gestures, facial expressions, and tone of voice. Listening ability to listen actively. It is the most important communication skills, written communication it helps to give clarity in life. **Achievement motivation-** Achievement can be defined as an ability of an individual to work toward their highest performance level. If a person is driven by achievements, then the person is likely to take on tasks where it is not too hard, nor too easy. Achievement motivation is often associated with actual behavioral. Actual achievement behavior of individuals is influenced by their ambition to succeed as well as by their expectations for success and their level of failure anxiety. When people believe they have a good possibility of succeeding, they are more inclined to put in extra effort than when they believe their goals are unattainable. David McClelland's theory of Human Motivation was proposed in the 1960s This Theory states that every "person has one of three main driving motivators: the needs for achievement, affiliation, or power. Those motives are not innate. We develop them through culture and life experiences. "Through achievement motivation a person can develop high problem-solving skills.

Assee A.J. (1992) studied sibling relationships and interaction among 102 fourth to sixth grade students. Results showed age-related variables predicted sibling conflict, relative status, power, but warmth and closeness cohesion indirectly related to sibling warmth and closeness.

A study was conducted by Wentzel K.R(1998) to explore the adolescents' supportive relationships with parents, teachers, and peers were examined in relation to motivation at school (school-and class-related

interest, academic goalorientations, and social goal pursuit).The study was conducted among 167 sixth-grade students. Result outcome showed that Peer support was a positive predictor of prosocial goal pursuit, teacher support was a positive predictor of both types of interest and of social responsibility goal pursuit, and parent support was a positive predictor of school-related interest and Perceived support from parents and peers was indirectly related to interest in school through a negative association with emotional distress.

Shapiro D. L., Levendosky A. A. (1999) examined the attachment style and coping strategies as potential mediating variables between childhood sexual abuse (CSA) and psychological and interpersonal functioning. Research was conducted among eighty adolescent females, aged 14–16 years. Structural equation modeling reveals attachment style mediates CSA, child abuse, neglect's effects on coping and psychological distress.

A researcher was conducted by Accordino D. B., Accordino M.P., Slaney R. B. (2000) to explore the relationship of perfectionism with measures of achievement and achievement motivation and mental health aspects of depression and self-esteem in high school students. Research were conducted among 123 tenth- through twelfth-grade students. Result show that students' personal standards were significant predictors of academic achievement.

Soucy.N., Larose .S(2000) examined adolescents' attachment security, behavioral, and psychological control in family and mentoring contexts among 158 adolescents (63 men and 95 women, 16–20 years old). Results showed positive associations between control forms, with psychological control negatively affecting adjustment and behavioral control positively affecting it.

A researcher was conducted by Freeman H., Brown B. (2001) to explore the nature of adolescent attachment to parents and peers during adolescence. Among 99 students who were in 11th and 12th grade divided into secure, insecure dismissing, and insecure preoccupied attachment groups. Result outcome showed Secure adolescents significantly favored mothers over best friends, boy/girlfriends, and fathers.

Ducharme J., Doyle A.B, Markiewicz .D (2002) found that adolescents with secure attachment to both parents reported more positive and fewer negative interactions with their parents, compared to those insecurely attached to both parents.

Muris P., Meesters C., Berg S.V.D (2003) Study reveals attachment style, parental rearing behaviors, and internalizing and externalizing symptoms in 742 adolescents; Result highlighted that avoidantly or ambivalently attached displayed higher levels of internalizing and externalizing symptoms than adolescents who classified themselves as securely attached.

Tella A. (2007) investigate the impact of motivation on students' school academic achievement in mathematics in secondary schools using motivation for academic preference scale ($\alpha = 0.82$). 450 students were chosen for the study from secondary school of 10 schools in two local Governments areas in Ibadan .Their ageranged from 15 – 22 years. Results suggested that gender difference were significant

when impact of motivation on academic achievement was compared in male and female students.

A researcher was conducted by punyanunt N.M (2008) to find the family communication patterns between themselves and their fathers impact fathers' and daughters' interpersonal communication satisfaction with each other. 207 fatherdaughter participants was chosen. Result highlighted that conversation but not conformity orientation was associated with both daughters' and fathers' communication satisfaction.

Ben-Ari R., Hirshberg I. (2009) aimed to study adolescents' attachment styles, conflict perceptions, and coping strategies in junior high school. Results showed strong correlations between attachment style, coping strategy, and conflict perception, with higher secure attachment scores indicating more positive attitudes towards conflict.

Abd-El-Fattah S. M., Patrick R. R (2011) have conducted a study to finds positive correlation between individual-oriented and social-oriented achievement motivation in academic achievement among 503 students. Result outcome is that individual-oriented achievement motivation (IOAM) and social-oriented achievement motivation correlated positively.

Riffat-Un-Nisa A., Noureen G., Naz .A (2011) aimed to investigate the achievement and it relationship with achievement motivation and self-concept. Study conducted Among 336 students (146 males and 172 females) Result showed that achievement motivation and self-concept are significantly related to academic achievement. Significant gender differences were found that favor of girls.

Riggs A. S (2013) examined the mediating role of attachment in 86 two-parent families with children aged 8-11. Result outcome shown that the implications for families experiencing conflict and speak to the importance of attachment in the parent-child relationship when explaining the association between instances of interparental conflict and child behavioral outcomes.

Significance of the Study:

The findings of the study would help to understand what type of attachment style influenced child to enhance motivation and also help to identify the intellectual pattern of children. The finding of the study would help their parents to provide positive reinforcement and provide meaningful rewards for their children, the children are more likely to strive to achieve their goals. This can help to motivate them to work hard and reach their full potential. When parents are encouraged to use supportive parenting strategies, such as engaging in more positive interactions with their children, they can help to reduce attachment insecurity in their children. This, in turn, can help to change attachment patterns that may have been entrenched for generations. This research will help to understand interpersonal communication pattern, the types of emotions that different people express, and how to effectively communicate with them.

Methodology

AIM: - The effect of attachment style on interpersonal communication and achievement motivation of adolescent (single child/child with siblings).

OBJECTIVES-

- To find out if there is a difference among adolescence who are only child and those with sibling in the respect of the achievement motivation.
- To find out if there is a difference among adolescence who are only child and those with sibling in the respect of the interpersonal communication.
- To find out if there is a difference among adolescence who are only child and those with sibling in the respect of the different type of attachment style.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- To find out if there is a relationship of interpersonal communication and achievement motivation of adolescence who are only child.
- To find out if there is a relationship of interpersonal communication and achievement motivation of adolescence those with siblings.
- To find out if there is a relationship of interpersonal communication and different type of attachment style of adolescence who are only child.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- To find out if there is a relationship of interpersonal communication and different type of attachment style of adolescence those with siblings.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- To find out if there is a relationship of achievement motivation and different type of attachment style of adolescence who are only child.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style

- To find out if there is a relationship of achievement motivation and different type of attachment style of adolescence those with siblings.
- (3.a) Secure attachment style
- (3.b) Ambivalent attachment style
- (3.c) Avoidant attachment style

HYPOTHESIS

- H_{01} = T_0 There is no significant difference among adolescence who are only child and those with sibling in the respect of the achievement motivation.
- H_{02} =There is no significant difference among adolescence who are only child and those with sibling in the respect of the interpersonal communication.
- H_{03} =There is no significant difference among adolescence who are only child and those with sibling in the respect of different type of attachment style.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- H_{04} =There is no significant relationship between interpersonal communication and achievement motivation of adolescence who are only child.
- H_{05} =There is no significant relationship between interpersonal communication and achievement motivation of adolescence those with siblings.
- H_{06} =There is no significant relationship between of interpersonal communication and different type of attachment style of adolescence who are only child.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- H_{07} =There is no significant relationship between of interpersonal communication and different type of attachment style of adolescence those with siblings.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style

- H₀₈=There is no significant relationship between of achievement motivation different type of attachment style of adolescence who are only child.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style
- H₀₉=There is no significant relationship between of achievement motivation different type of attachment style of adolescence those with siblings.
 - (3.a) Secure attachment style
 - (3.b) Ambivalent attachment style
 - (3.c) Avoidant attachment style

SAMPLE:

The sampling technique used in the present study was **Convenient/ Incidental Sampling**.

The present study includes single child and child having siblings, in north 24 pgs. within age range of 14-16 years.

Inclusion criteria:

- Students who are within the age group of 14-16 years participant were included in this study.
- Adolescent who are only child and those with siblings were included in this study.
- School students were included in this study.
- Both male and female students were included in this study.

Exclusion criteria:

- Students whose ages are less than 14years or more than 16 years participants were excluded in this research.
- College students were excluded from this research.
- Orphan children were excluded from this research.

MEASURES USED IN THE PRESENT STUDY:

ATTACHMENT STYLE QUESTIONNAIRE (ASO) (Naseem Ahmad, Azmat Jahan, Nasheed Imtiaz,2016)

This scale was developed to assess the attachment patterns of the individual. Initially an item pool was gathered for the scale keeping in mind the attachment patterns proposed by Ainsworth et al. (1970,

1986). 40 items were decided to select. Each item was rated on 5-point Likert type rating scale ranging from 1 “Strongly disagree” to 5 “strongly agree”. The higher score shows the dominant attachment pattern. The 52 items were presented in a randomized order. For establishing the internal consistency reliability: Cronbach’s alpha is used which was found to be 0.80 for the entire scale. Data screening was carried out in order to existence of multi-collinearity (i.e. items that are highly correlated) and singularity (i.e. items that are perfectly correlated) in the scale. For testing multi-collinearity and singularity “Determinant” of the R-matrix was estimated and it has to be greater than 0.00001.

INTERPEASONAL COMMUNICATION INVENTORY (Millard J.

Bienvenu. S.r.,1971)

The Interpersonal Communication Inventory (ICI) is a 54-item scale designed to measure communication in social interactions. It focuses on patterns, characteristics, and styles, such as listening, empathizing, and understanding, handling anger, and expressing oneself. The scale is divided into three columns: "Usually," "Sometimes," and "Seldom." The ICI was tested by sociologists, psychologists, and human relations specialists, and is best suited for individuals aged 7th grade and above with sufficient mental maturity to be frank and objective in their responses. Internal reliability coefficients (Cronbach alpha) were from 0.91 to 0.97. Coefficients with a two-tailed $P < 0.05$ are reported.

ACHIEVEMENT MOTIVATION SCALE (Deo Mohan, 1985)

The Deo Mohan Achievement Motivation (n-Ach) scale, developed by Prathiba Deo and Asha Mohan, assesses achievement motivation in boys and girls aged 13-20. It consists of 50 items, with 13 negative and 37 positive items. The scale's validity was established through a concurrent method, with separate stencil keys for positive and negative items. The total score is the sum of all scores, with a minimum of 0 and a maximum of 200. Reliability of the inventory was found by test-retest method, and it was found to be

91 for the total self-concept measure. Expert’s opinion obtained to establish the validity of the inventory 100 items was given to 25 psychologists to classify the items to the category to which it belongs. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

PROCEDURE

Phase 1: Before the actual work was undertaken, the area of study was decided and a literature review was carried out. Detailed planning was then carried out. At this stage, the purpose and objectives of the study were defined. The nature of the content or elements to be included was determined, the method (including the measurement tools to be used) and the sampling was determined.

Phase 2: In this study, simple random sampling has been analysed. Both single child and with siblings

data were collected. Ages ranged from 14-16, and care was taken to ensure that participants were able to do after understanding English. Data are collected by help of questionnaire. The consent form was required to be completed by participants. In this phase participants were administered with Measure of attachment style scale, Achievement motivation scale by Deo Mohan and interpersonal communication inventory scale.

Phase 3: A scoring norm for each scale was applied after the data collection, and all scores were tabulated and statistical operations were performed on the scores. In this phase each variables were compared with one another regarding Scale.

STATISTICAL TECHNIQUES-

To analyse the data, t-tests and correlation were employed. SPSS software will be used to analyse data.

In this research, mean (arithmetic average) and standard deviation (dispersion in a set of values) has been used. The following techniques were used to analysis the research data and the data was computed using the SPSS software:

t-test: t-test was used to compare the means of two groups. It had been used in hypothesis testing to determine whether a process or a treatment is genuinely affects the target population or whether there are difference between two groups. Independent sample t-test was done.

Correlation: Correlation was used to determine how closely two variables are associated linearly. Pearson's correlation was done.

SPSS (Statistical Package for the Social Sciences):- It is a software program designed by the IMB that analyzes scientific data related to the social sciences. The data obtained from SPSS is widely used for surveys, data mining, market research, etc. It was undertake the statistical procedures.

RESULTS

***To find out the significant difference in the relationship between single child and child with siblings among school students on the basis of achievement motivation.**

***Ho1=There is no significant relationship between interpersonal communication and achievement motivation of adolescence who are only child and those with siblings.**

Group		Mean	Std. Deviation	t value	sig.(2tailed)	Remarks
Achievement motivation	Single child	133.68	27.826	-4.241	0.000	SIGNIFICANT
	with siblings	158.50	30.625	-4.241		

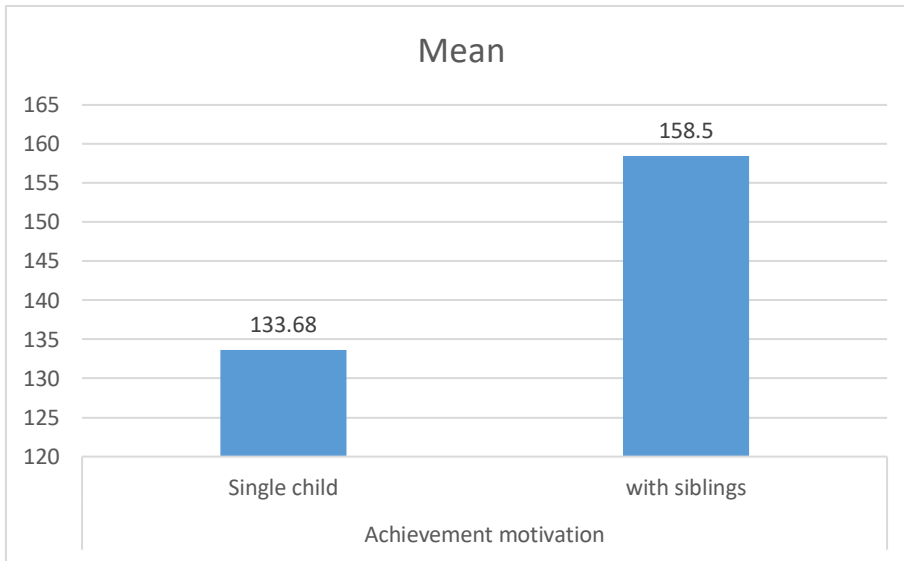


TABLE1 and GRAPH1 Showing mean and standard deviation of achievement motivation among adolescence who are single child and those with siblings. The result suggests that having siblings group mean is comparatively high than single child group's mean. It was discovered that the mean for single child among students was 133.68 while, Child with siblings mean found out among students was 158.50 It was discovered that the P value for achievement motivation ($P=0.00$) was $P<0.005$. Thus alternative hypothesis is accepted.

***To find out the significant difference in the relationship between single child and child with siblings among school students on the basis on Interpersonal communication.**

***Ho2=There is no significant difference among adolescence who are only child and those with sibling in the respect of the interpersonal communication.**

Group		Mean	Std. Deviation	t value	sig.(2tailed)	Remarks
Interpersonal communication	Single child	60.40	10.614	-2.070	0.041	SIGNIFICANT
	with siblings	64.84	10.835	-2.070		

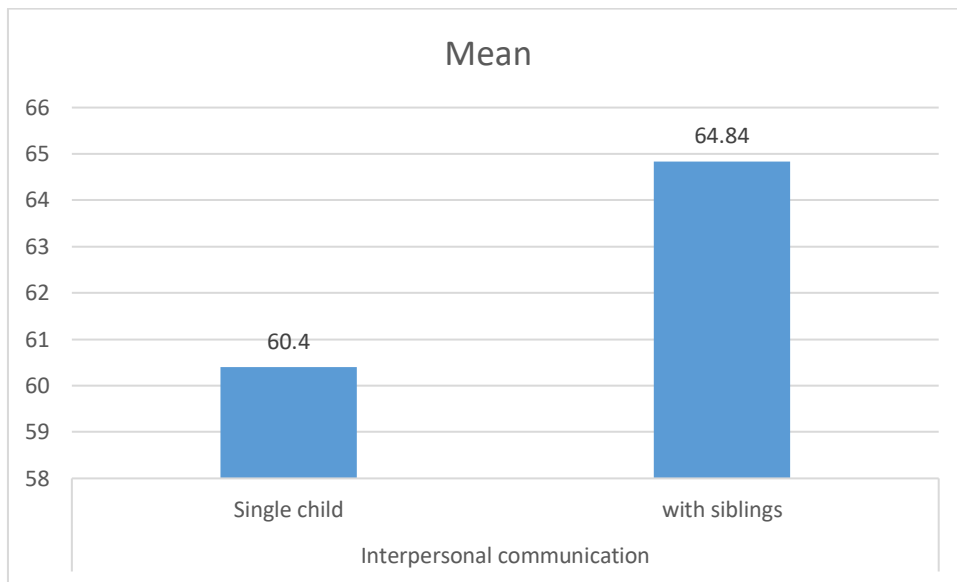


TABLE4 and GRAPH4: This table and graph are showing t-test between single child and child with siblings of Interpersonal communication.

TABLE2 and GRAPH2 Showing mean and standard deviation of achievement motivation among adolescence who are single child and those with siblings. The result suggests that having siblings group mean is comparatively high than single child group's mean. It was discovered that the mean for single child among students was 60.40 while, Child with siblings mean found out among students was 64.84 It was discovered that the P value for achievement motivation ($P=0.041$) was $P<0.005$. Thus alternative hypothesis is accepted.

*** To find out if there is a difference among adolescence who are only child and those with sibling in the respect of the different type of attachment style.**

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

Ho3=There is no significant difference among adolescence who are only child and those with sibling in the respect of different type of attachment style.

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

DIMENSION	GROUP	MEAN	STANDARD DEVIATION	t Value	sig.(2tailed)	Remarks
Attachment style (Secure)	Single child	28.16	4.675	-2.107	.038	SIGNIFICANT
	with siblings	30.22	5.092	-2.107		
Attachment style (Ambivalent)	Single child	31.14	5.383	2.267	.026	SIGNIFICANT
	with siblings	28.84	4.744	2.267		
Attachment Style(Avoidant)	Single child	29.82	5.197	2.894	.005	SIGNIFICANT
	with siblings	27.12	4.064	2.894		

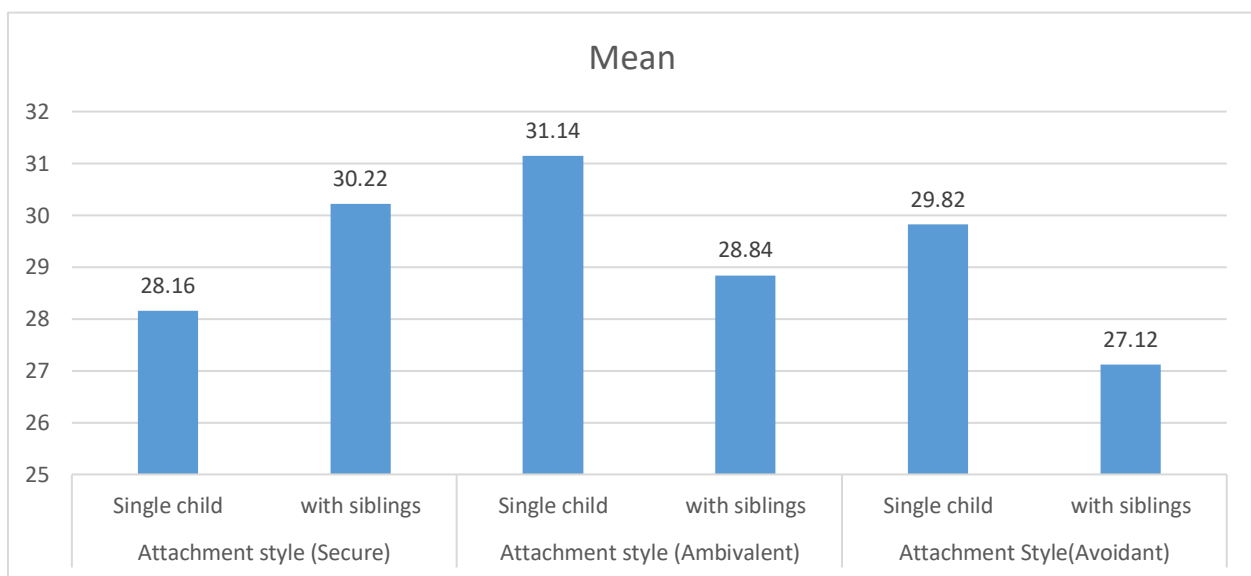


TABLE3 and GRAPH3: Showing T value of two dimension of attachment style of the two groups, that is, single child (group 1) and having siblings (group 2). From the above data it can be seen that the two groups, that is single child (group1) and having siblings (group2) differ significantly with respect to secure attachment style, ambivalent attachment style and avoidant attachment style type of attachment style. It is also suggests secure attachment style mean is higher among siblings group than single child group mean. It also seen that the single child group mean is higher than the child with siblings groups mean in term of ambivalent and avoidant attachment style. Thus alternative hypothesis is accepted.

***To find out if there is a relationship of interpersonal communication and achievement motivation of adolescence who are only child.**

***Ho4=There is no significant relationship between interpersonal communication and achievement motivation of adolescence who are only child.**

***To find out if there is a relationship of achievement motivation and different type of attachment style of**

adolescence who are only child.

- (3.a) Secure attachment style
- (3.b) Ambivalent attachment style
- (3.c) Avoidant attachment style

***Ho8=There is no significant relationship between of achievement motivation different type of attachment style of adolescence who are only child.**

- (3.a) Secure attachment style
- (3.b) Ambivalent attachment style
- (3.c) Avoidant attachment style

***To find out if there is a relationship of interpersonal communication and different type of attachment style of adolescence who are only child.**

- (3.a) Secure attachment style
- (3.b) Ambivalent attachment style
- (3.c) Avoidant attachment style

*** Ho6=There is no significant relationship between of interpersonal communication and different type of attachment style of adolescence who are only child.**

- (3.a) Secure attachment style
- (3.b) Ambivalent attachment style
- (3.c) Avoidant attachment style

Domains	Correlated With	Correlation Coefficient
Achievement motivation	Interpersonal communication	.715**
Achievement motivation	attachment style (secure)	.531**
interpersonal communication	attachment style (secure)	.462**

** . Correlation is significant at the 0.01 level (2-tailed)

Showing correlation values (as obtained by calculating Pearson's product moment correlation) of Achievement motivation and interpersonal communication, in single child group. From the above data it can be seen that Achievement motivation had significant positive correlation with Interpersonal communication, value was 0.715 0.01 level ($P < 0.01$). Thus Alternative hypothesis is accepted.

From the obtained results it also found that (as obtained by calculating Pearson's product moment correlation) of Achievement motivation and attachment style (secure) in single child group. From the above data it can be seen that Achievement motivation had significant positive correlation with attachment style (secure) with values was 0.531 at 0.01 level ($P < 0.01$). Thus Alternative hypothesis is accepted.

Results suggests from the obtained value (as obtained by calculating Pearson's product moment correlation) of, interpersonal communication and attachment style (secure) in single child group. From the above data it can be seen that interpersonal communication had significant positive correlation with attachment styles (secure) values are 0.462 at 0.001 level ($P < 0.01$). Thus Alternative hypothesis is accepted.

Showing correlation values (as obtained by calculating Pearson's product moment correlation) of There is no significant association between achievement motivation and ambivalent attachment style; interpersonal communication and ambivalent attachment style; achievement motivation and avoidant attachment style; interpersonal communication and avoidant attachment style among single child group. Thus Null hypothesis is accepted.

***To find out if there is a relationship of interpersonal communication and achievement motivation of adolescence those with siblings.**

Ho5=There is no significant relationship between interpersonal communication and achievement motivation of adolescence those with siblings.

***To find out if there is a relationship of interpersonal communication and different type of attachment style of adolescence those with siblings.**

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

***Ho7=There is no significant relationship between of interpersonal communication and different type of attachment style of adolescence those with siblings.**

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

***To find out if there is a relationship of achievement motivation and different type of attachment style of adolescence those with siblings.**

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

***Ho9=There is no significant relationship between of achievement motivation different type of attachment style of adolescence those with siblings.**

- **(3.a) Secure attachment style**
- **(3.b) Ambivalent attachment style**
- **(3.c) Avoidant attachment style**

Domains	Correlated With	Correlation Coefficient
Achievement motivation	Interpersonal communication	.771**
Achievement motivation	attachment style (secure)	.330*
interpersonal communication	attachment style (secure)	.499**

**Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Showing correlation values (as obtained by calculating Pearson's product moment correlation) of Achievement motivation and interpersonal communication, in having siblings group. From the above data it can be seen that Achievement motivation had significant positive correlation with Interpersonal communication, value was 0.771 0.01 level ($P < 0.01$). Thus Alternative hypothesis is accepted.

From the obtained results it was also found that (as obtained by calculating Pearson's product moment correlation) of Achievement motivation and attachment style (secure) in child with siblings group. From the above data it can be seen that Achievement motivation had significant positive correlation with attachment style (secure) with values was 0.330 at 0.05 level ($P < 0.05$). Thus Alternative hypothesis is accepted.

Results suggests from the obtained value (as obtained by calculating Pearson's product moment correlation) of, interpersonal communication and attachment style (secure) in child with siblings. From the above data it can be seen that interpersonal communication had significant positive correlation with attachment styles (secure) values are 0.499 at 0.001 level ($P < 0.01$). Thus Alternative hypothesis is accepted.

Showing correlation values (as obtained by calculating Pearson's product moment correlation) of There is no significant association between achievement motivation and ambivalent attachment style; interpersonal communication and ambivalent attachment style; achievement motivation and avoidant attachment style; interpersonal communication and avoidant attachment style among child with siblings. Thus Null hypothesis is accepted.

DISCUSSION:

The purpose of the study is to investigate the effect of attachment style on interpersonal communication and achievement motivation of adolescent (single child/child with siblings). Attachment style

characterized by different forms of interaction and behavior in a relationship. In early childhood, these attachment patterns are common for children with parents.

Achievement motivation is the desire to achieve a goal or to perform at a high level. Interpersonal Communication is the exchange of information between two or more people. When people have a strong achievement motivation, they are more likely to engage in effective interpersonal communication and collaborate more effectively with others it has similar consequence if less interpersonal communication is less then it contributes low motivation.

Present study found out that there is a positive correlation between achievement and interpersonal communication in both single child and child with siblings. A study was conducted by Park S. Y and Kim.U (2006) also investigate the association between achievement and interpersonal communication on (39 student of grade 8 and 31 students of class 9) were and similarly found a positive association between two variables in both single child and child with siblings.

Additionally, from the result it revealed that there is a significant difference between single child and child with siblings in respect of achievement motivation. It is seen that child with sibling's group's mean is comparatively higher rather than single child so it can be said that having siblings is an important factor here to be considered. The causal factor mainly suggests the comparative nature among those children who have their siblings so that completeness keep them motivating and drive them to achieve something on the other hand single children is usually very pampered so they have lack of motivation to achieving something many psychologists showed in their research that achievement motivation has warm relationship from the 'independence training' given by the parents to their child. The meaning of this training is that parents compel their child independently to do different types of the work. A similar study conducted by Stronge S., Shaver.J ., Bulbulia .J(2019) among 200 student(100 single child and 100 with siblings) their result highlighted a significant difference between single child and child with siblings in achievement motivation.

In Addition to, from the result it revealed that there is a significant different between single child and child with siblings in term of interpersonal communication. It is identified that child with sibling's group's mean is comparatively higher rather than single child so it can be said that having siblings is an important factor here to be considered. Children with siblings can have an opportunity to practice communication skills, learn to problem solve and negotiate, and develop cooperation and empathy. Children with siblings also learn how to form relationships and develop social skills that can help them later in life than only child. Specifically, interpersonal communication are relatively stable personal characteristics that explain why people communicate with others and how people communicate to satisfy interpersonal needs. These influence who people talk with, how they talk, and what they talk about. In addition, these also influence satisfaction in the relationships and success in achieving personal goals. Child who has their siblings can communicate with others to satisfy needs, and they initiate, maintain, and terminate interactions on the basis of whether those needs are being satisfied identified three primary needs that individuals possess. Rocca K. A (2010) in a study

revealed a significant difference between single child and with siblings in interpersonal communication. Siblings have better interpersonal communication rather than single child.

In this present study it revealed that there is a positive correlation between achievement motivation and secure attachment style in both single child and child with siblings. People with a secure attachment style tend to have higher levels of achievement motivation because they are more comfortable with taking risks and believing in their own ability to succeed. They are also more likely to receive support from their social environment which increases their motivation similarly insecure attachment style reduce achievement motivation. A similar study conducted by Bat. M., Ishai.M(2015) among 75 school going children result found out a positive correlation between achievement motivation and secure attachment style in both participants single child and child with siblings.

Research findings suggested that there is a significant association between interpersonal communication and secure attachment style in both single and child with siblings. In findings it can be verified that secure attachment also contributes positive characteristic including intimacy and happiness. A study was conducted by Bayrami.M, Heshmati .R (2012) have among 400 students (200single child and 200with siblings) and their findings suggests that there is a positive association between interpersonal communication and secure attachment style.

Furthermore, from the research findings it revealed that there is a significant difference between single child and child with siblings in respect to secure attachment style. It is noticed that child with sibling's group's mean is comparatively higher than single child with siblings mean so it can be said that having siblings is an important factor here to be considered. Children with siblings are usually more exposed to different types of social interactions, which can help them build and strengthen their attachment bonds. They can also learn how to better manage conflict, build resilience, and develop communication and empathy skills. All these things can help them form secure attachments. Siblings are supportive of each other. Children frightened by their parents who maltreat them, are put in an approach/avoidance conflict when their attachment behavior is activated. They are left without an organized strategy, frightened because they cannot go to the parent for protection if he or she is also the source of their fear. They are likely to be classified as insecure. Whelan D.J (2003) have investigated a study among 60 students (single child and with siblings) result revealed that there is a significant difference between single child and child siblings. Child with siblings has secure attachment style than single child.

This research study shows that there is no significant correlation found between achievement motivation and ambivalent attachment style. Soares I, Lemos M. S, and Almeida C. (2005) conduct a study among 44 students who were 11 to 14 years old male and female (singlechild22 and with siblings22) there study result also found out no significant relationship between achievement motivation and ambivalent attachment style.

Present findings suggested that there is no significant relation between interpersonal communication and ambivalent attachment style reported that they talked around the issue more than members of the other groups.

Additionally, Jang. A. S, Smith S.W, and Levine. R. T (2002) conduct a study among 200 students who are single child and have siblings their result suggested that there is no significant association between interpersonal communication and ambivalent attachment style.

Another point to consider that, there is a significant difference single child and child with siblings in respect to ambivalent attachment style. It is spotted that single child group's mean is comparatively higher than with siblings mean. Many literatures review suggests that Single child has ambivalent attachment style because they don't have siblings to compete with for their parent's attention, they can become overly dependent on their parent. They are also less likely to learn how to compromise or share with others, making it difficult for them to form healthy relationships in the future. The infant's attachment behavior is activated much of the time, and the child is vigilant for the whereabouts of the parent, keeping an eye out for signs of departure, and clings to the parent to avoid a separation. At times the parent's own attachment behavior is aroused when distressed or anxious. Similar study by Rholes S. W., Simpson J.A, Blakely have found out a significant difference between single child and child with siblings. Single child have ambivalent attachment than child with siblings.

This study suggested that there is no association between achievement motivation and avoidant attachment style. Esfahani. A. K., Golshani G. M (2016) conduct research among 60 students and their result found out suggested that there is no association between achievement motivation and avoidant attachment style.

This research study shows that there is no significant relation between interpersonal communication and avoidant attachment style in both group single child and child with siblings. Avoidant display frequent detachment behaviors relationships have been shown to be related to caregiver relationship history, and individual variation in such relationships forecasts qualities of later relationships (Sroufe & Fleeson, 1986). As children grow older, their need for parental presence.

Gradually decreases, and their bonds of attachment with the parents must become attenuated and ultimately end (Weiss, 1986). Otherwise, living apart from parents would be emotionally disturbing. Eventually children grow up and may find love, get married, and have their own family. Similar study found out by Mark Kennedy M Betts L. R & Underwood J.D.M (1987) among 90 school going children (45 single child and 45 with siblings group) result also suggested no association between interpersonal communication and avoidant attachment style.

From present research findings it is revealed that there is a significant difference single child and child with siblings in respect to avoidant attachment style. It is detected that single child group's mean is comparatively higher than with siblings mean. From, many literatures review it revealed that Single children often get lack the opportunity to form secure attachments with multiple caregivers, leading to an avoidant attachment style. This can lead to difficulty forming close relationships with others. Avoidant parents did not feel as close to their children this is because they tend to withdraw from emotional closeness and avoid commitment and intimacy. As a result, they do not provide the same level of support as other types of parents, and children

often feel neglected and isolated. Berry. K., Barrowclough .C, Wearden (2008) conduct research among 96 school children (single child and with siblings) their result found out there is a significant difference between single child and with siblings and suggests that single child have avoidant attachment than child with sibling.

LIMITATIONS OF THE STUDY:

The limitations of the present research work were as follows:

- The first and foremost limitation was time constraints which were one of the major causes to delimit the study.
- The distance was also one of the limitations which existed during research work.
- Expenditure was also an obstacle to conducting this research.
- Some teachers and students showed a Non-cooperative attitude due to their inadequate knowledge of this research work.

IMPLICATION FOR THE FURTHER RESEARCH

This research could have implications for understanding the relationship between achievement motivation, interpersonal communication and attachment style in other populations. Further research should be conducted to understand the dynamics of this relationship and achievement motivation. Such research could provide insight into which strategies are most effective for improving achievement motivation and interpersonal communication among adolescents (single child/have siblings). It could also provide insight into the cultural and environmental factors that may influence this relationship and achievements. Additionally, research could investigate how this relationship and achievement motivation changes as people age, and how it may differ between genders, socioeconomic classes, and ethnicities This, in turn, could lead to improved mental health outcomes and better overall well-being.

CONCLUSION-

This study finds suggests that child with siblings reported higher levels of achievement motivation, interpersonal communication and secure attachment style than single child so it can be said that having siblings is an important factor here to be considered. The study found that single child reported higher ambivalent and avoidant attachment style than child with siblings .Findings also reveal that there is an association between achievement motivation, interpersonal communication secure attachment study on the other hand there is no significant association between ambivalent attachment style and avoidant attachment style.

ACKNOWLEDGEMENT

I would like to acknowledge and give my warmest thanks to my supervisor Dr. Suchismita Sinha who made this work possible. Their constant guidance carried me through all the stages of writing my paper. I would also like to thank my psychology department's teachers for helping me to make this work successful.

I would like to thank all the participants for giving me their valuable time.

Also I would like to give special thanks to my family as a whole for their continuous support and understanding during undertaking my research work. Their prayer for me is what sustained me this far.

REFERENCES:

Aux K A (2000) maternal affective communication and parenting behavior: Mechanisms for intergenerational transmission of attachment in preschoolers. George Mason University ProQuest Dissertations Publishing, 2000. 9962985

Akbag.M.,Imamoglu .E.S(2010)The Prediction of Gender and Attachment Styles on Shame, Guilt, and Loneliness. Muge Akbag, Seval Erden Imamoglu. Educational Sciences: Theory and Practice 10 (2), 669-682, 2010.Educational Sciences: Theory and Practice, v10 n2 p669-682 Spr 2010

Abd-El-Fattah S. M., Patrick R. R (2011)The Relationship among Achievement Motivation Orientations, Achievement Goals, and Academic Achievement and Interest: A Multiple Mediation Analysis.Australian Journal of Educational & Developmental Psychology, v11 p91-110 2011.

Aquino K.M.C, Enriquez Q.B, Gonzales K. B, Landicho L.C (2015)Emotional Maturity, Anxiety and Interpersonal Communication among Adolescents with Separated and Non-Separated Parents.Asia Pacific Journal of Education, Arts and Sciences, Vol. 2 No. 3, July 2015.

Beauchamp. G, Martineau M, Gagnon.A(2016)Examining the link between adult attachment style, employment and academic achievement in first semester higher education.Social Psychology of Education volume 19, pages367–384 (2016)Cite this article1827 Accesses4 Citations

Ben-Ari R.,Hirshberg I (2009)Attachment styles, conflict perception, and adolescents' strategies of coping with interpersonal conflict. 10.1111/j.1571- 9979.2008.00208.x © 2009 President and Fellows of Harvard College. First published: 15 January 2009

ChenY.Z,Liu R.X(2014) Comparing Adolescent Only Children with those Who Have Siblings on Academic Related Outcomes and Psychosocial Adjustment Hindawi Publishing Corporation Child Development Research Volume 2014, Article ID 578289, 10 pages

Çalışkan B(2017)Relationship between early maladaptive schemas, perceived maternal parenting style, emotion regulation difficulties and psychological well- being 201280003 Thesis Advisor: Assist. Prof. Hasan Galip Bahçekapı

Ducharme J., Doyle A.B, Markiewicz .D (2002) Attachment security with mother and father: Associations with adolescents' reports of interpersonal behavior withparents and peers.Journal of Social and Personal relationships 19 (2), 203-231, 2002.Volume 19, Issue 2

Freeman H., Brown B. (2001).Primary attachment to parents and peers during adolescence:

Differences by attachment style. *Journal of Youth and Adolescence* volume 30, pages653–674 (2001)

Cite this article 2933 Accesses136 Citations 3 Altmetric

Herrero D. M.(2014)The relationship among achievement motivation, hope, and resilience and their effects on academic achievement among first-year college students enrolled in a Hispanic-serving.Texas A&M University - Corpus Christi ProQuest Dissertations Publishing, 2014. 3666196

HP Mishra(2017)Achievement Motivation of Secondary School Students in Murshidabad District of West Bengal.*International Journal of Peace, Education and Development* Year : 2017, Volume : 5, Issue : 1First page : (15) Last page : (23).

Hu.Q.,Feng.S.Q(2022)Parenting style and prosocial behaviour among Chinese Preschool children: A moderation model. *Early Child Development and Care* Volume 192, 2022 - Issue 9, Pages 1444-1461 | Received 16 Dec 2020, Accepted 04 Feb 2021, Published online: 22 Feb 2021

Koo.H.Y(2018)Influence of achievement motivation and parent-child relationshipon ego identity in Korean nursing students. *Child Health Nursing Research*, Vol.24, No.1,January 2018: 48 -57

Muris P., Meesters C., Berg S.V.D (2003) Internalizing and externalizing problems as correlates of self-reported attachment style and perceived parental rearing in normal adolescents. *Journal of Child and Family Studies*, Vol. 12, No. 2, June 2003 (©C 2003), pp. 171–183.

punyanunt N.M (2008)Father-daughter relationships: Examining family communication patterns and interpersonal communication satisfaction.*Narissra Maria Punyanunt-Carter Communication Research Reports* 25 (1), 23-33, 2008
Pages 23-33 | Published online: 31 Jan 2008

Riggs A. S(2013)The Role of Attachment in Perceptions of Interparental Conflictand Behavior Problems in Middle Childhood.*Doctor of Philosophy (Counseling Psychology)*, August 2013, 107 pp., 7 tables, references, 134 titles.

Strage.A., Brandt T.S(1999)Authoritative parenting and college students' academic adjustment and success. *Journal of Educational Psychology*, 91(1), 146–156.

Soucy.N., Larose .S(2000)Attachment and control in family and mentoring contexts as determinants of adolescent adjustment at college. *Journal of Family Psychology* 2000, Vol, 14, No. 1,125-143Copyright 2000 by the American Psychological Association, Inc.0893-3200/OO/\$5.00

Tella A (2007) the impact of motivation on student's academic achievement andlearning outcomes in mathematics among secondary school students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology Education*, 2007, 3(2), 149- 156

Yan. Z., Han.C., Tian.X., Lv.B.,(2021)The influence of parenting style on sibling relations among children aged 4–6 in rural areas in Northern China—a regression model.Volume 29, 2021 – Issue 4381,Views 1CrossRef citations to date 0 Altmetric Research Article Pages 533-546 | Published online: 20 Jun 2021