

Relationship between family affective atmosphere and attachment styles with student's prerogatives in elementary school students in the second part of Sabzevar city

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ABSTRACT: Introduction & Objectives: The purpose of this study was to investigate the relationship between family affective atmosphere and attachment styles with academic proclivity of elementary school female students of Sabzevar Secondary School. **Methodology:** The statistical population of this study is all female elementary school students in Sabzevar Secondary School in the academic year of 1998-97. The sample size was 361 people based on the number of the community and using the table. SPSS 18 software was used to analyze the data. In the inferential statistics, multivariate regression was used. Multi-stage cluster sampling method. **Results:** Attachment styles have a significant predictor of mental health. This can also be linked to academic procrastination. **Conclusion:** The results of this study indicate that family affective and attachment styles (safe, avoidance, and anxiety attachment) have an effect on academic proclivity of female students.

Key words: Family affective atmosphere, academic procrastination, attachment styles, elementary school female students.

INTRODUCTION

The family is the first cornerstone of personality, values and intellectual principles that plays a pivotal role in determining the destiny, style and course of individual's prospective life, and their morality, integrity and mental health depend to a large extent on it (Wright et al., 2015). On one hand, in addition to meeting physical and mental needs and transmitting social values, the family has a defining role in the educational responsibility of children (Bakhtiarpour, 2017). The individual learns the demands of one's society in the context of the family, and this knowledge guides him to develop certain behaviors. Proper family relationships and performance is of paramount importance to the health and the integrity of the individual, family, and eventually the society (Matthews et al., 2014). Emotional aspects of parent-child relationships play a significant role in forming children's manners and social views. In families where parents exhibit affectionate behaviors, children often grow up with positive moral behaviors and develop respect for others. The influence of the family on various aspects of children's social development is immeasurable. Self-concept and a sense of worth shaping within children are greatly influenced by the attitudes of

family members, especially parents. Also, the level of social acceptance of the children by their peers and the ability to establish intimate relationships therein is rooted in their family background (Ghadami, 2014). One of the variables that can be affected by family environments is educational procrastination. It has been widely proven that the family influences the growth and development of children, and children can only live up to their potential when they have full support of their parents (Rahimi & Zare, 2013).

Extensive research on families has also revealed that, as inconsistent behavior may develop through child's ill-fated relationship with one or both parents, it might be subject to the overall household environment as well (Ruin Tan et al., 2017). Thus, the family environment not only affects the individual with its quantifiable configuration, but also there are emotional flows within the family, by the consequences of which each of the members of the household are affected. In fact, the emotional atmosphere of the family is the result of how the members of a family relate to each other, the opinion of family members towards each other, and their feelings and interests therein (Bowlby, 2012). One of the factors influencing the formation of the emotional atmosphere of the family is the parenting style. There are many theories about parenting styles. Here, we refer to Baumrind parenting styles theory. In the early 1960s, Diana Baumrind conducted research on more than 100 school-age children using natural observation, interviews with parents, and other research methods. The findings revealed three characteristics: (1) acceptance and close relationships, (2) control, and (3) independence. Thus, four parenting styles were obtained, each with distinct characteristics: 1. Authoritarian or Disciplinary style, 2. Authoritative style, 3. Permissive style, and 4. Uninvolved style. The transmission of values and behaviors is different in each parenting style. In the authoritarian style, parents tend to be weak in child rearing and strong in their control. They promote strong discipline, while demand swift obedience. In the Authoritative style, parents are stern in upbringing, yet have moderate control. Their expectations are determined by well-thought-out behavior and provide the ground for social worthiness in childhood. In the Permissive style, parents want to be balanced in raising their children, but they often exhibit poor control. These parents accept the immediate demands of the children and have less control over the children's behavior compared to other parents. The Uninvolved style is also characterized by low demands and low responsiveness. While parents meet the basic needs of the child, they are mostly disconnected from their child's life. If necessary, they may even neglect or reject their needs (Hagman Jul, 1994).

According to Bowlby's theory, attachment is defined as the emotional bond that is formed in childhood between the child and his or her primary caregiver, influencing the child's social development and overall sense of life (Gordon, 2013). According to Shojae et al., attachment relationships have an important role in people attaining sense of security. He believes that most childhood and adulthood problems result from early childhood experiences (Shojae et al., 2014). Bowlby's theory of attachment was presented in 1969 under the title "Attachment and Separation" and was developed further by Ainsworth and colleagues. In expressing his theory, he exploited the views of philosophers such as Freud, Erickson, and Melanie Klein. Babies genetically begin to form attachment bonds at about six to twelve months of age (Lai, 2013). By studying 23 one-year-old children, Ainsworth divided attachment patterns into Secure attachment, Avoidant Insecure attachment, and Ambivalent Insecure attachment (Emadian & Firoozzadeh Pasha, 2015). People with secure attachment have a higher level of trust and satisfaction and a lower level of conflict, while people with ambivalent attachment are characterized by an imbalance in emotions and more conflicts, and people with avoidant attachment are characterized by less satisfaction and intimacy and more conflict (Collins et al., 2013). Based on the aforementioned discussion, the life cycle of the family is recognized as a continuous phase, each of which is consisted of a set of tasks family members must complete in order to be able to enter the next phase of development. Failure to perform tasks will lead to problems for family members, one of which is child procrastination. Discussions about doing work today and tomorrow in the field of psychology are noteworthy (Khormae et al., 2015). Procrastination is defined as a characteristic or behavioral defect that manifests itself in the form of postponement in performing tasks or decision-making. Procrastination is considered to be a behavioral tendency to delay what is necessary to achieve a goal, in other words, to delegate to the future what has already been decided (Savari, 2011).

RESEARCH BACKGROUND

In a study entitled "The effect of parent-child conflict and the emotional atmosphere of the family on the academic performance in first year high school students in Karun," (Bakhtiarpour, 2017) concluded that there is a negative and significant relationship between parent-child conflict with academic performance, while the emotional atmosphere of the family has no significant effect on the academic performance.

In an article named "Investigating the Relationship between Educational Styles and Academic Procrastination in Girls' High Schools in Kermanshah in 2015" (Ruin Tan et al., 2017) found that there is a significant relationship between authoritarian parenting style of education and academic procrastination of female high school students.

Moreover, the authors showed that there is a relationship between parents permissive parenting style and girls' academic procrastination.

In a study entitled "Investigating the Relationship between Attachment Styles and Academic Progress of Secondary School Girls in the Second Grade in 2006", (Roopnarine Jaipaul & krishnakumar, 2006) found that there is a significant relationship between safe attachment style and academic achievement and this positive relationship is weak. That is, with increasing secure attachment style, academic development improves. Also, the results indicated that there is no significant relationship between Ambivalent Insecure attachment style and academic development. Furthermore, the authors found out that there is a significant relationship between Avoidant Insecure attachment style and academic development, i.e. academic development improves with decreasing avoidant insecure attachment style.

In a study entitled "Studying the effects of attachment style and shyness on the educational development of student," (Fazlaei et al., 2011) concluded that there is a relationship between attachment styles and shyness, and educational development, to such extent that lower levels of educational development is witnessed more often in students with insecure attachment styles, while severe shyness is also correlated to weak educational development.

(Ganjuzadeh & Manzari Tavakoli, 2016) argued that students' educational incentives are rather influenced by the emotional atmosphere of the household and has a prominent role in improving their educational performance.

(Mohebbi Nooreddin Vand, 2011) reported that parent-child interaction, the emotional atmosphere of the family, and parents' responsibility have a significant role in students' educational incentives.

(Wright et al., 2015) classified educational procrastination into four categories: (1) those with hidden procrastination; (2) those who experience success under pressure; (3) those who are stressed; and (4) those who are disinclined to study. In the first two types, the procrastination is rather organized, while the other two are considered educational procrastination. The results of their research showed that the rate of procrastination in the first two types is lower, while the other two types are associated with high neuroticism and low responsibility.

In a study entitled "the effects of parenting styles, parent-child educational intervention and relationship between parents and schools on the social behaviors and educational skills of the children," (Roopnarine Jaipaul & krishnakumar, 2006) concluded that the authoritarian parenting style of the father is negatively correlated to the vocabulary breadth and the acquired skills of the children, while the authoritative parenting style of the father and parent-child educational interactions has a positive effect on the development of the aforementioned social skills. As for the mothers, it was revealed that the authoritarian parenting style of the mother has also a negative association with social behaviors of the children, while children of the mothers that are consistently in touch with their school experience better social development.

(Motaghdh Larijani, 2014) conducted a study on the "clarity and warmth of parent-child relationships and academic achievement and psychological performance of children of African-American descent" and showed a significant correlation between parents' good relationships with children and their academic development and overall competence.

In overall, it should be noted that the results of most of the above-mentioned studies indicate that there is a significant relationship between family emotional atmosphere and attachment styles with students' academic procrastination.

MATERIALS AND METHODS

The present study is descriptive in nature and correlational in methodology. The statistical population of the present study is consisted of all female elementary school students of Sabzevar in the 2019 academic year, whose frequency by grade is as following: 2099 students in 4th grade, 2009 students in 5th grade and 1912 students in 6th grade. The sample size is projected to be 361 people according to the Morgan table. The sampling method in this study is multi-stage clustering. As such, 5 schools from all the girls' schools and four classes from each school and students from each class were selected as the sample. The required information of the research has been collected using the following tools:

A. Hill Burn Family Emotional Atmosphere Questionnaire (1964)

The Family Emotional Questionnaire was developed by Hill Burn in 19 (cited by Mousavi Shoushtari et al., 1997) to assess the degree of affection in child-parent interactions. This item has 8 subscales (Love, caressing, sharing experiences, giving gifts, encouraging, trusting and feeling safe). The overall family emotional scale is consisted of 16 items, each two consisting a subscale. Odd-numbered items are related to the relationship between the subject's feelings towards the father, while the even-numbered items questions indicate the same relationship and feelings towards the mother. Furthermore, the inventory is consisted of 5-point Likert levels: very low, low, medium, high, very high, and the subject marks one of them according to his or her feelings. Dinklamann and Buff (2016) confirmed

the structural validity of the test and the reliability using Cronbach's alpha test was calculated to be 84%. This test was standardized in Iran by (Monshi & Arabzadeh, 2016) and its validity and reliability have been confirmed.

B. Attachment Styles Inventory

The theory of attachment styles was first proposed by John Bowlby. This theory states that the mother's initial relationship with the child forms a style of attachment, which exhibits its effects throughout life. There are three types of attachment styles, namely secure attachment style, ambivalent attachment style, and avoidant attachment style.

In 1990, Collins and Reid developed the Revised Adult Attachment Scale, based on Hazan and Shaver's theory. The inventory originally had 21 items, which were later reduced to 18 items. This questionnaire has three subscales: Anxiety Attachment Style (A), which corresponds to Ambivalent Attachment Style. Closeness style (C): which corresponds to the Secure Attachment Style; and Dependency Style (D): which is almost the opposite of Avoidant Attachment Style. This scale includes self-assessment of relationship building skills and self-descriptive approach to the formation of attachment relationships to close attachment figures and is consisted of 18 items that are marked on a 5-point scale (Likert type) ranging from "It does not correspond at all to my characteristics for (10), to "It is completely consistent with my characteristics." By analyzing the factors, 3 subscales are measured, each of which consists of 6 items. The 3 subscales are: Dependency (D) measures the extent to which subjects trust others and readily rely on them. Closeness (c) measures the level of comfort in relation to intimacy and emotional closeness. Anxiety (a) measures the fear of having a relationship. The test validity in Collins and Reid's (1990) research was reported to be more than 0.80, and in (Lai, 2013) study, the validity of the questionnaire was evaluated by retesting a group of 20 people with an interval of 10 days, with a correlation efficiency of 0.76.

C. Academic Procrastination Inventory

This inventory was developed by Solomon and Roth Bloom in 1984 and called the scale of academic procrastination. This scale was first used by (Ruin Tan et al., 2017) This scale has 27 items that examine 3 components: the first component is associated with preparation for exams and includes 8 items. The second component is preparation for assignments and includes 11 items, and the third component is preparation for the final dissertation articles, which include 8 items. The participants respond to the items based on a 5-level Likert scale ranging from "Never" with a score of 1, "Rarely" with a score of 2, "Occasionally" with a score of 3, "Usually" with a score of 4, and "Always" with a score 5. Items "2-4-6-11-13-15-16-21-23-25" are scored in reverse. (Ruin Tan et al., 2017) determined the reliability of this scale using Cronbach's alpha, which was estimated to be 0.64, the validity of the scale using was measured to be 0.84.

RESULTS

In order to analyze the data of the present study, first the information obtained from the questionnaire was extracted, which were analyzed through SPSS 18 software for descriptive statistics and inferential statistics. In the descriptive statistics section, frequency distribution, central indices and data distribution were examined, and for the inferential statistics, multivariate regression was used.

- *A: The main research hypothesis - The emotional atmosphere of the family and attachment styles predict the academic procrastination of female students.*

To calculate the correlation coefficient, considering that the research variables are of rank type, Pearson correlation test was employed. For this test, it was assumed that if the significance level is less than 0.05, the null hypothesis is rejected and the opposite assumption is accepted. If the relationship was determined to be significant, the value of this coefficient indicates the magnitude and direction of the relationship, usually if the absolute value of the correlation is in the range of 0.0-0.3, the correlation is considered weak, moderate in the range of 0.3-0.6, and strong in the range of 0.6-1.0 (Table 1).

Table 1. Correlation Coefficient

Row		Educational Procrastination	Emotional Atmosphere	Secure Attachment	Avoidant Attachment	Anxiety Attachment
Educational Procrastination	Pearson Coefficient	1	0.720	0.206	0.417	0.721
	Significance Level	-	0.000	0.000	0.000	0.000

	Sample Volume	361	361	361	361	361
Emotional Atmosphere	Pearson Coefficient	0.720	1	0.23	0.454	0.955
	Significance Level	0.000	-	0.000	0.000	0.000
	Sample Volume	361	361	361	361	361
Secure Attachment	Pearson Coefficient	0.206	0.239	1	0.288	0.277
	Significance Level	0.000	0.000	-	0.000	0.000
	Sample Volume	361	361	361	361	361
Avoidant Attachment	Pearson Coefficient	0.417	0.454	0.288	1	0.470
	Significance Level	0.000	0.000	0.000	-	0.000
	Sample Volume	361	361	361	361	361
Anxiety Attachment	Pearson Coefficient	0.721	0.955	0.277	0.470	1
	Significance Level	0.000	0.000	0.000	0.000	-
	Sample Volume	361	361	361	361	361

Given that the level of significance of emotional atmosphere, secure attachment, avoidant attachment and anxiety attachment is less than 0.05, it is safe to say that there is a correlation between the aforementioned factors and academic procrastination. Moreover, correlation coefficient for secure attachment, avoidant attachment, anxiety attachment with academic procrastination is 0.206, 0.417, and 0.721, respectively, and 0.720 for emotional atmosphere. There is a positive but weak relationship between avoidant attachment and procrastination, a moderate and positive relationship between anxiety attachment and procrastination, and a strong and positive relationship between the emotional atmosphere and academic procrastination. The correlation coefficient is only able to determine the existence or non-existence of a relationship and also the intensity between the two independent and dependent variables. Hence, regression analysis is used to investigate the magnitude of the variable effects (Table 2).

Table 2. Model Adequacy Index

Determination Coefficient	Adjusted Determination Coefficient	Error Standard Deviation
0.734	0.538	0.466

The coefficient of determination indicates the amount of change in the dependent variable which is explained by the independent variable. Here, the coefficient of determination is 0.734, which shows that 73.4% of the changes in students' academic procrastination are related to the emotional atmosphere of the family and attachment styles, namely secure, avoidant and anxiety attachment. The following (Table 3) the significance of regression by F-test:

Table 3. Significance Level

Model	Total squares	Average total squares	F-statistic	Significance Level
Regression	90.148	4	103.727	0.000
Residual	77.348	356		
Total	167.496	360		

If the significance level of the F-statistic is lower than 0.05, the independent variable is highly explained by the dependent variable. Otherwise, the independent variable is not able to explain dependent changes. As shown in (Table 4), the value of F-statistic is equal to 103.727 with a significance level of 0.000, which indicates that the model is significant.

Table 4. Coefficient

Model	Non-standard Coefficient		Standard Coefficient	t	Sig
	B	StdError	Beta		
Constant Value	1.040	0.187	0.000	5.559	0.000
Emotional Atmosphere	0.332	0.117	0.345	2.830	0.005
Secure Attachment	0.000	0.026	0.000	-0.015	0.988
Avoidant Attachment	0.092	0.039	0.098	2.349	0.019
Anxiety Attachment	0.344	0.123	0.346	2.789	0.006

According to (Table 4), with each unit of change in the predictor variables, the value of the academic procrastination of female students changes by the value of Beta. In other words, with each unit of change in the variable of household emotional atmosphere, the academic procrastination of female students changes by 0.345. With each unit of change in the variable of Secure Attachment, procrastination of female students changes by 0.000. Also, with each unit of change in the variable of Avoidant Attachment, the academic procrastination of female students changes by 0.098. Moreover, with each unit of change in the variable of Anxiety Attachment, the academic procrastination of female students changes by 0.346. Therefore, the biggest change is associated to the variable of emotional atmosphere of the family and anxiety attachment. The t-test for regression coefficients is also shown in this table for the independent variable, which is 0.005, 0.988, 0.019, 0.019, 0.06 for the variables of family emotional atmosphere, secure attachment style, avoidant attachment style and anxiety attachment style, respectively. Since the total beta value for these variables is 1.040 to t, 5.559, it can be concluded that the emotional atmosphere of the family and attachment styles (secure attachment, avoidant attachment and anxiety attachment) affect the academic procrastination of female students.

- *B: The first research hypothesis – There is a statistically significant relation between the emotional atmosphere of the family and the academic procrastination of female students.*

To calculate the correlation coefficient, considering that the research variables are of rank type, Pearson correlation test was employed. For this test, it was assumed that if the significance level is less than 0.05, the null hypothesis is rejected and the opposite assumption is accepted. If the relationship was determined to be significant, the value of this coefficient indicates the magnitude and direction of the relationship, usually if the absolute value of the correlation is in the range of 0.0-0.3, the correlation is considered weak, moderate in the range of 0.3-0.6, and strong in the range of 0.6-1.0 (Table 5).

Table 5. Correlation Coefficient

Row		Emotional Atmosphere	Educational Procrastination
Emotional Atmosphere	Pearson Coefficient	1	0.720
	Significance Level	-	0.000
	Sample Volume	361	361
Educational Procrastination	Pearson Coefficient	0.720	1
	Significance Level	0.000	-
	Sample Volume	361	361

Given that the level of significance is less than 0.05, there is a correlation between the variables of emotional atmosphere and educational procrastination. As the correlation coefficient is .720, the relation between the aforementioned variables is positive and strong.

The correlation coefficient is only able to determine the existence or non-existence of a relationship and also the intensity between the two independent and dependent variables. Hence, regression analysis is used to investigate the magnitude of the variable effects (Table 6).

Table 6. Model Adequacy Index

Coefficient Determination	Adjusted Coefficient of Determination	Error Standard Deviation
0.734	0.538	0.466

The coefficient of determination indicates the amount of change in the dependent variable which is explained by the independent variable. Here, the coefficient of determination is 0.518, which shows that 51.8% of the changes in students' academic procrastination is associated to the emotional atmosphere of the family. The following (Table 7) shows the significance of regression by F-test:

Table 7. Significance Level

Model	Total squares	Average total squares	F-statistic	Significance Level
Regression	86.718	86.718		
Residual	80.778	0.225	385.397	0.000
Total	167.496			

If the significance level of the F-statistic is lower than 0.05, the independent variable is highly explained by the dependent variable. Otherwise, the independent variable is not able to explain dependent changes. As shown in (Table 8), the value of F-statistic is equal to 103.727 with a significance level of 0.000, which indicates that the model is significant.

Table 8. Coefficient

Model	Non-standard Coefficient		Standard Coefficient	t	Sig
	B	StdError	Beta		
Constant Value	1.380	0.159	0.720	8.698	0.000
Emotional Atmosphere	0.692	0.035		19.632	0.000

According to (Table 8), with each unit of change in the predictor variables, the value of the academic procrastination of female students changes by the value of Beta. In other words, with each unit of change in the variable of household emotional atmosphere, the academic procrastination of female students changes by 0.720. The t-test for regression coefficients is also shown in this table for the independent variable, which is 19.632 for this variable, and thus emotional atmosphere has a significant effect on the educational procrastination of female students.

- *C: The second research hypothesis* - There is a statistically significant relation between the attachment styles and the academic procrastination of female students.

To calculate the correlation coefficient, considering that the research variables are of rank type, Pearson correlation test was employed. For this test, it was assumed that if the significance level is less than 0.05, the null hypothesis is rejected and the opposite assumption is accepted. If the relationship was determined to be significant, the value of this coefficient indicates the magnitude and direction of the relationship, usually if the absolute value of the correlation is in the range of 0.0-0.3, the correlation is considered weak, moderate in the range of 0.3-0.6, and strong in the range of 0.6-1.0 (Table 9).

Table 9. Correlation Coefficient

Row		Educational Procrastination	Secure Attachment	Avoidant Attachment	Anxiety Attachment
Educational Procrastination	Pearson Coefficient	1	0.206	0.417	0.721
	Significance Level	-	0.000	0.000	0.000
	Sample Volume	361	361	361	361
Secure Attachment	Pearson Coefficient	0.206	1	0.288	0.277

	Significance Level	0.000	-	0.000	0.000
	Sample Volume	361	361	361	361
Avoidant Attachment	Pearson Coefficient	0.417	0.288	1	0.470
	Significance Level	0.000	0.000	-	0.000
	Sample Volume	361	361	361	361
Anxiety Attachment	Pearson Coefficient	0.721	0.277	0.470	1
	Significance Level	0.000	0.000	0.000	-
	Sample Volume	361	361	361	361

Given that the level of significance of secure attachment, avoidant attachment and anxiety attachment is less than 0.05, it is safe to say that there is a correlation between the aforementioned factors and academic procrastination. Moreover, correlation coefficient for secure attachment, avoidant attachment, anxiety attachment with academic procrastination is 0.206, 0.417, and 0.721, respectively. There is a positive but weak relationship between secure attachment and procrastination, a moderate and positive relationship between avoidant attachment and procrastination, and a strong and positive relationship between the anxiety attachment and academic procrastination. The correlation coefficient is only able to determine the existence or non-existence of a relationship and also the intensity between the two independent and dependent variables. Hence, regression analysis is used to investigate the magnitude of the variable effects (Table 10).

Table 10. Model Adequacy Index

Determination Coefficient	Adjusted Determination Coefficient	Error Standard Deviation
0.727	0.524	0.471

The coefficient of determination indicates the amount of change in the dependent variable which is explained by the independent variable. Here, the coefficient of determination is 0.528, which shows that 52.8% of the changes in students' academic procrastination are related to the attachment styles, namely secure, avoidant and anxiety attachment. The following (Table 11) shows the significance of regression by F-test:

Table 11. Significance Level

Model	Total squares	Average total squares	F-statistic	Significance Level
Regression	88.407	29.469	133.022	0.000
Residual	79.088	0.222		
Total	167.496			

If the significance level of the F-statistic is lower than 0.05, the independent variable is highly explained by the dependent variable. Otherwise, the independent variable is not able to explain dependent changes. As shown in the (Table 12), the value of F-statistic is equal to 133.022 with a significance level of 0.000, which indicates that the model is significant.

Table 12. Coefficient

Model	Non-standard Coefficient		Standard Coefficient	t	Sig
	B	StdError	Beta		
Constant Value	1.016	0.189		5.618	0.000

Secure Attachment	-0.007	0.026	-0.011	-0.282	0.778
Avoidant Attachment	0.096	0.039	0.102	2.433	0.015
Anxiety Attachment	0.672	0.042	0.676	16.178	0.000

DISCUSSION

According to the table above, with each unit of change in the predictor variables, the value of the academic procrastination of female students changes by the value of Beta. In other words, with each unit of change in the variable of Secure Attachment, procrastination of female students changes by -0.011. Also, with each unit of change in the variable of Avoidant Attachment, the academic procrastination of female students changes by 0.102. Moreover, with each unit of change in the variable of Anxiety Attachment, the academic procrastination of female students changes by 0.676. Therefore, the biggest change is associated to the variable of avoidant attachment and anxiety attachment. The t-test for regression coefficients is also shown in this table for the independent variable, which is -0.282, 2.433 and 16.178 for the variables of secure attachment style, avoidant attachment style and anxiety attachment style, respectively. Since the total beta value for these variables is 1.061 and t-value is 5.559, it can be concluded that attachment styles (secure attachment, avoidant attachment and anxiety attachment) affect the academic procrastination of female students.

According to the research findings, the main hypothesis of the research is confirmed and the emotional atmosphere of the family and attachment styles (secure attachment, avoidant attachment and anxiety attachment) is able to predict the academic procrastination of the students. The results of this study confirm the results of the previous research by (Ruin Tan et al., 2017), (Ghadami, 2014), (Ariyanpooran, 2014), and (Berant et al., 2014). Furthermore, (Dinkelman & Buff, 2016) concluded that students' educational motivations can be influenced by the emotional atmosphere of the family, as it plays a role in improving students' academic performance, which is also consistent with the results of this study. The reason for this can be considered in the irreplaceable effect of all issues related to home and family on the formation of personality in childhood, one of which is the effect of emotional atmosphere of the family and various types of attachment on the educational procrastination of students. As such, the statistical population of this study includes students who are in their childhood, whose personality is being formed and are thus psychologically and emotionally affected by the environment.

Since the good emotional atmosphere of the family and appropriate attachment styles are crucial for the health of the individual, family and society, if the parameters mentioned are not properly adjusted, they will have bad consequences for children and thus endanger the mental health of family members. Academic procrastination is one of the problems that children growing up in such families face with.

Based on the findings, the first sub-hypothesis of the research is confirmed, and as a result, there is a significant relationship between the emotional atmosphere of the family and the academic procrastination of female elementary school students in the second year.

CONCLUSION

The results of this study are consistent with the research of (Ruin Tan et al., 2017) and (Rahimi & Zare, 2013) in which the emotional atmosphere of the family has been studied as one of the effective factors in educational development of students. The results of the study by (Bakhtiarpour, 2017), entitled "Relationship between parent-child conflict and family emotional atmosphere with academic performance in first year high school students in Karun city" is in contrast to those of this student, as the author has concluded in his research that there is no significant relationship between household emotional atmosphere and academic performance. This conflict can be traced to difference in the age class of the statistical population of the studies, as the statistical population of (Bakhtiarpour, 2017) research is consisted of students who are studying in high school and are thus more stable in terms of personality and mental health, but the statistical population of this study are middle high-school students who are very sensitive to the environment. Therefore, as mentioned, the children tested in this study are middle high-school students, who are strongly influenced by the environment, and the emotional atmosphere of the family can easily cause problems in their education, of which academic procrastination is an example. The findings show that the second sub-hypothesis of the research is also confirmed, and as a result, there is a significant relationship between attachment styles (secure attachment, avoidance and anxiety) with academic procrastination of students. This result is consistent with the results of (Ganjuzadeh & Manzari Tavakoli, 2016), and (Collins et al., 2013). Thus, the positive relationship between students' attachment styles and academic procrastination can be traced back to fact that interactions in attachment are

the main basis for cognitive development and emotional development and one of the signs of insufficient and inappropriate cognitive development is children's inability to regulate. Educational assignments are themselves regulations that children must perform at the required deadline, any child with an attachment disorder is unable to adjust these rules in his or her mind and thus perform educational tasks at the proper time interval.

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