

Attachment Style and Emotional Stability of Migrated Students in India

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ABSTRACT

Attachment style and Emotional stability are two important psychological factors that can impact the well-being and adjustment of migrated students. Attachment style refers to the way individuals form and maintain relationships with others, based on the early experiences they had with caregivers during infancy and childhood. On the other hand, Emotional stability among migrated students is a critical aspect to consider in understanding their well-being success in a new environment. The present study aims to determine the level of attachment style and emotional stability among migrated students within India. Sample of 120 young adults (30=males,90 =females) was taken from different states of India. The study aimed to check the significant relationship between the attachment style and emotional stability among migrated students. Adult Attachment Scale (Collins,1996) and Emotional Stability Questionnaire (ESQ) were used. The data were analyzed using different statistical tools such as Pearson's correlation. Findings revealed that there was a significant relation between attachment style and emotional stability among migrated students. The study concluded that attachment style and emotional stability had an impact on migrated students.

Keywords: Attachment Style, Emotional Stability, Migrated Students

As per Government of India's Census (2011), there were 45.36 crore (453.6 million) internal migrants in India, accounting for close to 37% of the country's total population. In the Indian context, migration is driven by various factors, including both voluntary and forced migration. Economic factors have been a primary motivation for migration in India, as students seek better employment and livelihood opportunities. Previous studies in India have mainly focused on these economic reasons for migration (Bhagat 2016; Mahapatro 2012; Srivastava 2012). Student's emotional and professional growth is significantly impacted by student migration in India. Student who goes away for further education frequently improve personally become more independent, and have more networking and professional developmental chances (Gupta & Saxena, 2018). On the other hand, the experience of moving to a new place can be challenging and stressful, as they may have to navigate new cultural norms, adjust to different academic environment, and form new social connections. Their attachment style, which are largely shaped throughout their

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Received: April 26, 2023; Revision Received: July 20, 2023; Accepted: July 23, 2023

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childhood, can influence how they cope with these challenges and the degree to which they feel emotionally stable and secure in their environment. Attachment styles and emotional stability are two important psychological factors that can impact an individual's well-being and adjustment to new environments, particularly for students who have migrated to a new place.

John Bowlby, a psychoanalyst who studied the effects of newborns being separated from their parents, is the creator of the psychological theory of attachment (Fraley 2010). Attachment theory proposes that the nature of our early relationships with our caregivers shapes our beliefs about relationships and our expectations of others in later life. These beliefs and expectations, in turn, can influence our emotional stability and ability to form healthy relationships with others. Understanding attachment styles among migrated students can provide insights into their emotional needs and help educators and mental health professionals support their well-being. This paper will set the stage for exploring the attachment styles of migrated students and their impact on emotional stability. For a successful existence emotions have significant worth in life.

Emotional stability is one of the seven important indicators of mental health (Matheen,2011). Emotional stability is the process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally (Smitson,1974). In migrated students this can lead to emotional distress and affect their academic performance and overall well-being.

According to Nair and Khanna (2016), the attachment style and resilience are important determinants of psychological discomfort among overseas students. Students with insecure attachment style (i.e., Apprehensive and avoidant) reported higher levels of psychological discomfort, whereas students with secure attachment style reported lower levels. Furthermore, pupils with higher levels of resilience reported less psychological anguish. Sharma and Singh's (2018), in their findings, attachment style has a substantial influence on the emotional stability of migrated students in India. Students with secure attachment styles have stronger emotional stability and adaptability to new contexts, whereas students with insecure attachment style may have more emotional distress and trouble adapting to new conditions. They also discovered that social support is important in supporting mental stability and well-being among migrant students. Chen and Zhang (2017) are significantly associated with social support and psychological well-being. The findings shed light on the emotional obstacles that overseas students comfort and emphasize the significance of resolving attachment issues and boosting social support in order to enhance their well-being. Singh & Singh (2018) the study looks at the connection between emotional intelligence, resilience and adjustment among Indian migrant students. Emotional intelligence and resilience were revealed to be significant predictors of adjustment among emigrated students in the study. Zhang et. al. (2015) looks at the resilience, social support, and coping techniques of Chinese rural-to-urban migrants women. Discovered that resilience and social support were substantially connected with these women's coping mechanisms. Both of these publications shed light on the significance of emotional maturity and perseverance in the lives of migrant students, particularly female students.

The research gap here is found in papers mostly on international migrated students that of internal migrated students. In these studies, cultural differences may face unique challenges and experiences compared to internal migrants who may be moving within their country.

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International students may have more limited social support than internal migrants. This could impact their adjustment to a new environment and their ability to cope with stressors.

This paper covers the relationship between attachment style and emotional stability among migrated students of different courses across India. Previous papers talk about specific domains of research which gives only an understanding of that particular domain rather than exploring more domains that can help to understand the problem in a border aspect. This paper studies the perspective of students of various courses which has helped to understand the relationship between attachment style and emotional stability.

METHODOLOGY

Research design

The present research was descriptive in nature. Descriptive research involves collecting data in order to answer questions concerning the current status of the subject. Among the different methods that are used in the descriptive research, the survey (questionnaire) method was used for the present study. A survey is an attempt to collect the data from members of the population with respect to one or more variables.

Objectives

To determine the relationship between attachment style and emotional stability of migrated students within India.

Hypothesis

H_0 1= There is no relationship between attachment style and emotional stability of migrated students within India.

Sample

The present study included 120 samples, consisting of 30 (25%) male & 90 (75%) female each from different courses (Masters, Diploma, Medical, Engineering, Pharma) migrated to different states of India, within the age range of 18 to 30 years.

Inclusion criteria

- The age group of the participants ranged from 18-30 years
- The study was conducted among young adults
- Both male and females were included in the sample

Ethical considerations

- No harm was done to anyone in this study
- Informed consent was obtained from the participants and they had complete freedom to quit from the study at any point.
- All the information provided was maintained with confidentiality.

Instruments

In this study, to measure attachment style and emotional stability the following tools are used:

- **The Revised Adult Attachment Scale.** was developed by R. Chris Fraley and Nancy Collins 1996. It is a questionnaire designed to measure an individual's attachment style. It consists of three subscales, each composed of six items. The three subscale are Close, Depend and Anxiety. The Close scale measures the extent

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to which a person is comfortable with closeness and intimacy. The Depend scale measures the extent to which a person feels he/she can depend on others to be available when needed. The Anxiety subscale measures the extent to which a person is worried about being rejected or unloved. The questionnaire is frequently employed in studies to evaluate how a person's attachment style may affect their emotional and behavioral reactions in partnerships. It is a self-administration scale with 18 items. Scoring procedure of the scale is scored on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scoring is done using the scoring key provided. Each dimension's responses to each item are added up and averaged. Greater attachment-related anxiety is indicated by higher scores on the attachment anxiety scale, and greater attachment avoidance is indicated by higher scores on the attachment avoidance scale.

- **Emotional Stability Questionnaire.** The Emotional Stability Questionnaire developed by Psycom services (1995). It is a self-administration with 60 items. Scoring of ESQ is quite objective and simple. The raw scores are totaled and transformed to sten score. The sten of 8-10 denotes a high or extremely high score, 4-7 indicates an average score, and 1-3 indicates a low or extremely low score. The reliability of the test retest was determined to be 0.78. It has 0.80 average association with tests such as Mohsin's Emotional Maturity Scale and Rao Stewart Maturity Scale.

Procedure

The aim of the study is to find out the level of attachment style and emotional stability among migrated students within India. A total of 120 participants took part in the study. Survey method was used and data was collected through questionnaires distributed through Google forms. The participants were aged between 18-30 and all were from different states of India. Informed consent, debriefing and voluntary participation were ensured. The participants were ensured confidentiality of the response they given. The participants were given instructions to select the response which is most suited to them from the given. The doubts were clarified accordingly. The participants took about 10-12 minutes to complete the questionnaire.

Statistical analysis

The data collected were analyzed using the following statistical tests. The statistical analyses such as Student's t-test and Pearson's Correlation coefficient were carried out using the SPSS. Microsoft Word and Microsoft Excel were used to generate tables.

RESULT AND DISCUSSION

The present study aimed to assess the relationship between attachment style and emotional stability of migrated students within India.

The data collected were scored, tabulated and also their descriptive statistics were calculated. In turn, the results were then interpreted and is presented and discussed as follows:

H_0 = There is no relationship between attachment style and emotional stability of migrated students within India

In order to test the above hypothesis, the mean scores obtained by the migrated students on attachment styles and emotional stability from SPSS. The mean score and the standard deviation scores of each factor is indicated below in Table 1.

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Table 1 Descriptive statistics of Attachment style and Emotional stability

	Mean	Standard deviation	N
Attachment Style	54.53	8.678	120
Emotional stability	65.95	12.817	120

Further, the significance of relationship between attachment style and emotional stability was computed using Pearson correlation test which yielded the following:

Table 2 Correlation between Attachment style and Emotional stability among migrated students

Pearson Correlation	Emotional stability
Attachment style	-.268**

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

From the above table it can be inferred that there was a significant relationship between attachment style and emotional stability among the migrated students within India as when the scores were subjected to Pearson correlation test, it yielded the Pearson correlation coefficient 'r' as $-.268^{**}$, which was statistically significant at 0.01 level. This can be supported by a research conducted by S. Sharma and R. Singh's (2018), in their findings, attachment style has a substantial influence on the emotional stability of migrated students in India. Students with secure attachment styles have stronger emotional stability and adaptability to new contexts, whereas students with insecure attachment style may have more emotional distress and trouble adapting to new conditions. They also discovered that social support is important in supporting mental stability and well-being among migrant students.

Limitations

- The study only included participants from India. Hence, the study could have been done on a wider scale with samples involving people from different countries of India. Hence, a wider study could have provided more credibility to the results as well as in the generalization of the findings.
- The study only tested the relationship between two variables among the population. Hence the study could have tested the individual variable among the population. Hence a wider study could have provided.

CONCLUSION

The research concluded that there is a significant relationship between attachment style and emotional stability among migrated students within India which sheds light on an important aspect of the psychological well-being of young adults who have left their homes to pursue higher education or career opportunities.

It can also be supported by the Attachment theory that suggests that our early relationships with caregivers shape our patterns of behavior and emotions in adulthood, including our ability to regulate emotions and form close relationships with others. The study's finding that, attachment style is related to emotional stability among migrated students suggests that the disruptions caused by migration can have a significant impact on their psychological functioning. Another argument is that the cultural differences and social isolation that many migrants face can have an impact on their attachment style and emotional stability. Students

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coming from collectivistic cultures where social assistance is strongly prized, for example, may struggle to transition to the individualistic religion.

The discovery that attachment style is associated with emotional stability in migrant students has practical significance for mental health providers engaging with this demographic. Therapists can enhance student's emotional well-being and facilitate their adjustment to the new environment by recognizing and addressing attachment-related difficulties.

Overall, this study adds to our understanding of psychological effects of migration on young people and emphasizes the necessity of including attachment-related concerns in mental health interventions for this demographic.

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Shinde, S. & Vignaanth, B.K.G. (2023). Attachment Style and Emotional Stability of Migrated Students in India. *International Journal of Indian Psychology*, 11(3), 1043-1048. DIP:18.01.099.20231103, DOI:10.25215/1103.099