

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

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ABSTRACT

This study explores the relationship between the residential status of schools and adult attachment styles and self-esteem. Adult attachment research is built on the motivational framework that produces a deep emotional connection between parents and their children as well as the bond that develops among adults in emotionally close relationships. Self-esteem is an individual's comprehensive perception of their own value or worth. It can be viewed as a measure of the extent to which a person "values, thinks of, respects, values, or likes himself or herself. The study was conducted on young adults between 20-40 years and the survey method was employed, participants consisted of adults who attended either a residential or non-residential school. In conclusion, the study examined the relationship between gender, school type, and various psychological variables such as self-esteem and adult attachment styles. The findings revealed significant main effects of gender and school type on self-esteem and adult attachment styles. Additionally, an interaction effect between school type and gender was observed for self-esteem, indicating that the impact of school type on self-esteem differs depending on gender.

Keywords: Residential Status, Schools, Adult Attachment Styles, Self-Esteem, Psychological Well-Being, Development, School Environment

The school environment is a critical context for child development. Children spend a significant portion of their time in school, and this environment can have a significant impact on their social and emotional development. Attachment theory and self-esteem have been identified as two critical developmental outcomes that are influenced by school environment. Attachment theory emphasizes the importance of early relationships in shaping the quality of relationships throughout the lifespan, while self-esteem is a critical aspect of overall well-being and resilience. While a vast body of research has explored the impact of various aspects of the school environment on child development, the role of residential status of schools in shaping attachment styles and self-esteem has been relatively understudied. Residential status refers to whether a school is a day school or a residential school, with students living on campus during the school term. The purpose of this research is to close this gap in the literature by investigating how adult attachment patterns & self-esteem are impacted by a school's residential status.

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Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

Adult attachment research is built on the motivational framework that produces a deep emotional connection between parents and their children as well as the bond that develops among adults in emotionally close relationships. “Adult attachment refers to the emotional bond individuals form with significant others in their adult lives, influenced by early attachment experiences in childhood” (Mikulincer & Shaver, 2016). Studying adult attachment is important for several reasons, including understanding the formation and maintenance of close relationships, predicting relationship outcomes, exploring the impact of early childhood experiences on adult relationships, and developing interventions to improve relationship functioning. Additionally, research on adult attachment has implications for various fields, including clinical psychology, social work, family therapy, and counseling. Understanding adult attachment can also help in developing effective therapeutic interventions and treatments for individuals struggling with attachment-related issues such as anxiety, depression, and relationship problems. Additionally, research on adult attachment has practical applications in various fields such as education, parenting, and workplace relationships. For instance, knowledge of adult attachment styles can aid in designing effective interventions for students struggling with emotional or behavioral problems in schools. Similarly, understanding attachment styles of employees can aid in improving communication, collaboration, and productivity in the workplace.

Self-esteem is an individual's comprehensive perception of their own value or worth. It can be viewed as a measure of the extent to which a person "values, thinks of, respects, values, or likes himself or herself" (Adler & Stewart, 2004). Self-esteem is a person's assessment of their overall worth or value. It is a personal opinion that conveys the dignity, self-worth, and confidence in oneself of an individual. Numerous factors influence self-esteem, including personal experiences, interpersonal relationships, societal messages, and social standards. People with a high sense of self-worth tend to possess a positive self-image, have trust in their skills, and tend to be more resistant to hardship than those in a low sense of self-worth. struggle with self-doubt. Developing and maintaining healthy.

Residential Status of School: Boarding schools and day schools are two different types of educational institutions that offer different benefits to students. Boarding schools, also known as residential schools, are institutions where students live on campus in dormitories or residential houses, while day schools are institutions where students attend classes in school and return to their homes for everything else. One of the significant advantages of boarding schools is that they provide an immersive educational experience, where students live and learn in a highly structured environment. This structure can help students develop better time management and self-discipline skills, as they are required to adhere to a strict schedule that includes both academic and non-academic activities. Boarding schools often have excellent facilities, including modern classrooms, libraries, and sports facilities, which can provide students with an enriched educational experience and boarding schools often provide opportunities for students to develop strong relationships with their peers, as they live and study together. This can help students develop strong social skills, self-confidence, and independence, as they learn to live and work with others. Boarding schools also provide 24/7 supervision, ensuring students' safety and well-being. On the other hand, day schools offer the benefit of staying with family, providing students with a sense of security and familiarity. Students have the opportunity to build and maintain relationships with their family members and have a stronger connection to their local community. Additionally, day schools allow for greater flexibility in terms of students' schedules, as they can participate in after-school activities and go home at the end of the day. This can also be advantageous for families who prefer to be more involved in their children's education and activities. Moreover, day schools

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

provide opportunities for students to develop a wider range of social skills and relationships, as they interact with a diverse group of peers who live in different neighborhoods and come from different backgrounds. Day schools also provide a broader range of extracurricular activities, such as sports, music, and drama, that can allow students to explore their interests and talents. However, the effects of the residential status of schools on adult attachment styles and self-esteem have not been thoroughly explored. It is well-established that early childhood experiences with primary caregivers play a critical role in shaping adult attachment styles and self-esteem. But, less is known about the impact of living in different residential settings during adolescence, such as boarding schools and day schools, on these outcomes

Relationship between residential status of schools and adult attachment styles: There is some research that suggests that individuals who attended residential schools may be more likely to develop insecure attachment styles in adulthood. For example, a study conducted in Canada found that individuals who attended residential schools had higher rates of avoidant attachment styles, which are characterized by a tendency to avoid close relationships and emotional intimacy. Other studies have suggested that individuals who attended residential schools may also be more likely to develop anxious attachment styles, which are characterized by a preoccupation with relationships and a fear of rejection or abandonment.

It is important to note that not all individuals who attended residential schools will develop insecure attachment styles. The relationship between residential status of schools and attachment styles is likely complex and influenced by a range of factors, including individual differences in temperament, social support, and life experiences. Additionally, it is possible that the type and quality of care provided in residential schools may have changed over time, which could impact the development of attachment styles among individuals who attended these schools at different points in history.

Now that we understand the concepts covered in this paper, let us look at some research which were done in the field, to better understand the scenario which warrants this current research. Faiza et al. (2022), explored the gender difference comparison between adolescents studied in different educational systems on attachment styles, level of self-esteem and the presence of internalizing and externalizing problems. Results indicated that boys tends to face more academic problems and internalizing problems as compare to girls; furthermore, there is a significant gender difference in rejection. Self-confidence was found to be significantly different among gender. Results also indicated that low level of self-esteem lead to internalizing and externalizing problems among both gender. This research has its implication in educational psychology in order to enhance self-esteem and motivation in education according to gender specific problems; counselling psychology in order to improve well-being and to ameliorate psychological problems and in developmental psychology in order to improve attachment styles which leads to self-esteem, self-confidence and developing problems in their further life. According to the study by Sasiprapha et al. (2022) conducted research on the impact of attachment styles on life satisfaction and emotional resilience of adolescent students mediated by self-compassion. The current research aimed to explore the direct influences of attachment styles on life satisfaction and emotional resilience, being mediated by self-compassion among adolescent students. The participants of the present study consisted of 328 students (aged between 14 to 18) from international schools, bilingual schools, and Thai system schools in English program in Thailand. The results from the statistical analysis showed that there was no direct relationship between anxiety attachment and self-compassion, while avoidant attachment showed a significant and negative association with self-compassion, also anxiety and avoidant attachment had a direct and

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

negative relationship with life satisfaction. Moreover, a higher level of self-compassion led to a higher level of life satisfaction and emotional resilience. In other study by Aslan et al. (2022) conducted research on the Attachment theory: the development and evaluation of a school attachment measure as well as its consequences for educational psychology in Albanian publicly secondary institutions. The pupils have a greater likelihood to be effective and circumvent errors such as truancy, abandonment, and addiction to drugs if they feel attached to their education and have positive interactions with teachers, peers, and administrators. This is because they are connected with peers and instructors by extracurricular pursuits that assist them devote longer at educational institutions rather than going their homes or elsewhere for once school activities, and this has an essential effect on their success or failure. Attachment Theory provides an evolutionary structure that includes the two adaptive as well as insensitive indicators for understanding secure and insecure attachments. Accordingly, a healthy educational psychology process is contingent upon rigorous research and a solid theoretical foundation. Guidelines of School attachment and hazards are assessed on a five-point scale: 1) Students' feelings for school, 2) Students' interest in learning, 3) Students' attitudes toward peers, 4) Students' views towards instructors, and 5) Students' views of educational institutions as behavioral patterns with adaptable and inappropriate effects on educational psychology. The purpose of the study is to understand the factors that fostered or inhibited adolescents' perceptions of concern, fascination, respect, being part of something, and trust, as well as to conceptualize grade level, sex, and demographic variations between teenagers. According to the study by Faulkner et al. (2022) analyzed the attachment styles of two groups of individuals from identical economic classifications 1 and 11 that were established by the Normal Occupation Taxonomy method developed by the Office of Demographic Surveys and Surveys in 1991. They two groups reflect the expert, managerial, or technical skills of middle-class individuals. The two categories attended either a fee-charging residential school or a fee-charging day school at home. A review for research revealed that special school administrators held positive views, but those who attended residential school instead of private day school had a less favorable experience. This research comprised a literature review on private schooling, attachment theory, and psychoanalysis. I traced the connection between Bowlby's days as a psychotherapist and the ensuing creation of his attached theory by attachment thinkers Ainsworth, Main, alongside Crittenden. Another study by George et al. (2022) The effects of ways of parenting on learning outcomes and adjustment to school between high school pupils in Nagaland, the Indian subcontinent, as mediated by adolescent a connection, regulation of emotions, and self-confidence in school were investigated. This study was regarded as the first step in employing adolescent attachment concepts (lack of furious distress, availability, and goal-corrected partnership) and investigating the impact of each of these dimensions on students' educational performance and school adjustment. The study's findings backed the dependability as well as reliability of all scales utilized. The findings also demonstrated that a strict parental style influences the academic performance and school adjustment of children. According to the study by Bahmani, et al. (2022) examined the relationship between attachment styles, methods of parenting, and maternal addictions as well as parental child maltreatment. In this vein, the effect of parental techniques, attachment styles, as well as addiction as a mediator factor on child abuse (CA) was investigated. From a theoretical standpoint, this paper offers an innovative viewpoint for subsequent studies. In addition, this study explored the relationship between parenting CA along with attachment styles, approaches to parenting, and familial dependencies. In addition, the results may increase parents' understanding of the significance of parenting CA according to attachment styles, methods of parenting, and familial dependence, as well as the value of a positive approach to parenting between children. Consequently, the results of this study can

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

raise knowledge and stimulate interest in further identifying this issue. This type of study assists couples in becoming familiar with various parenting techniques and their outcomes, correcting their behavior, and comprehending how to interact with their children. This study also aids educators in the development of skill-building exercises for parents aimed at enhancing pupil skills and competence. In another study by Kapoor et al. (2022), The effects of self-esteem on the decision-making process, interpersonal relationships, emotional health, and well-being were investigated. It also enhances inspiration, as those with a happy, positive view of themselves recognize their own abilities and may be inspired by taking on new responsibilities. On the other hand, types of attachment are characterized by distinct ways of interacting and responding in relationships. The interactions and connections among kids and adults impact how adults connect in relationships with others. The objective was to examine the connection among confidence as well as attachment style in adolescent relationships. The study also determined that self-esteem partially controlled the association among preschooler organizational chaos and signs of pre-adolescent melancholy, yet the idea hadn't been verified for anxious. The significance of adverse accusations and self-esteem as channels in which girls' nervous attachment to their mothers may contribute to symptoms of depression was also observed in one body of research. Moon-Seo et al. (2021) The significance of parental behaviors on college pupil transition was investigated. The objective of this study was to examine both the immediate and secondary impacts of parental styles on psychological, social, and scholastic adjustments, as well as the potential mediation function of self-esteem. We acquired data using a convenience sample of 300 graduates from a prominent public institution in a town in the American Southwest. The results of the study revealed that parent authority had the greatest impact on college students' self-worth, and this enhanced social, sentimental, as well as scholastic assimilation. The outcome of this research may aid university educators, educators, and counsellors in understanding the significance of parental approaches. According to the study by Srivastava et al. (2021) explored the influence of school residential status on attachment and fear of intimacy among young adults. Factors affecting Attachment and Intimacy are attachment style, Quality of caregiving, Family cohesion, Characteristics of the child and Family's internal working model. A sudden and irrevocable loss of primary attachments often leads to a significant trauma experienced by children sent to boarding school at a young age. The dependent variable was attachment and fear of intimacy. Attachment is affection, fondness or sympathy for someone or something and Intimacy means the feeling of closeness and bond in young adults in all kind of relationships. The independent variable was school residential status and gender. The study was conducted on young adults between 20-40 years of age and they participated in the study voluntarily. According to the study by Kimm et al. (2021) examined On the basis of an integrated theory, we examine the interactions between compounded interpersonal trauma, various aspects of adult attachment anxiety and avoiding it, compassion for oneself, and guilt. This was the first study to integrate attachment and self-love concepts via their associated conceptualizations of shame, parallels in their development, framework, and operate (e.g., internalizing of adolescent encounters; mental, emotional, and psychological elements; models of relating), and supplementary focus (i.e., interpersonal versus intrapersonal relating). The results of this structural equation modeling study supported the main model (see Figure 4), which reflected the theory that accumulative IPT impacts shame indirectly via the full negotiation of the associated concepts of attachment to adults anxiety, grown-up attachment evasion, and compassion for oneself. In particular, greater exposure to IPT was directly associated with increased attachment anxiety and avoidance, as well as diminished self-compassion in High experiences with anxiety about attachment correlated directly with greater shame, whereas greater amounts of avoidance of attachment and self-love correlated directly to reduced shame.

METHODOLOGY

Sample

The sample included 100 people. There were individuals aged between 20-40. Participants in the age range of 20-40. Individuals were Boarders who studied in boarding school for at least 4 years & Day-scholars who studied in non-boarding schools throughout their schooling period. - Participants proficient in English. *Exclusion criteria:* Non- English speaking young adults & Participants who only attended boarding in senior secondary i.e., grade 11th -12th.

Instruments

Data was collected using a self-administered survey distributed to a sample of adults who attended either a residential or non-residential school during their childhood. The survey includes standardized measures of attachment styles and self-esteem, as well as demographic information.

1. **Rosenberg Self Esteem Scale:** A 10-item scale which assesses combined positive & unfavorable sentiments regarding oneself to gauge overall self-worth. It is thought that the scale is one dimensional. The responses to each question were given on a 4-point Likert scale, with the options being strongly agreeing to strongly disagree.
2. **Although the Adult Attachment Scale (AAS):** was first published in 1990, it was based on prior research by Levy & Davis (1988) & Hazen & Shaver (1987). The scale was created by breaking down the initial 3 archetypal descriptions into a list of 18 components (Hazen & Shaver, 1987). There are 18 items on the measure, each with a 5-point Likert scale. It assesses the "Secure," "Anxious," & "Avoidant" adult attachment types.

RESULTS

Table No. 1: Table 1: Demographic Characteristics of Participants by Gender and School Type

Demographic	School Type	Girls	Boys	Total
Participants	Boarding	25	25	50
Participants	Day	25	25	50
Mean Age	Boarding	26.52	26.88	
Mean Age	Day	28.08	28.32	
Age Range	Boarding	3	3	
Age Range	Day	4	3	

Table 1: Demographic Characteristics of Participants by Gender and School Type: This table provides the demographic characteristics of participants categorized by gender and school type. It presents the number of participants, mean age, and age range for each group, as well as mean self-esteem and attachment style scores.

The total number of participants is 50 girls and 50 boys, with an equal distribution of 25 participants in boarding schools and 25 participants in day schools for both girls and boys. The mean age of participants in boarding schools is slightly higher for boys (26.88 years) compared to girls (26.52 years), the same trend is seen in day schools, the mean age is higher for boys (28.08), compared to girls (28.32 years). The age range overall higher in day schools, compared to boarding schools.

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

Table 2: Descriptive Statistics of Self-Esteem by Gender and School Type

Gender	School Type	Mean Self-Esteem	Std. Dev. of Self-Esteem
Girls	Boarding	25.16	3.837
Girls	Day	22.60	22.60
Boys	Boarding	22.88	2.891
Boys	Day	22.68	3.211

Table 2 presents the descriptive statistics of self-esteem by gender and school type. The mean self-esteem score is slightly higher in boarding schools for both boys (22.88) and girls (25.16) as compared to day schools – boys (22.68) and girls (22.60). Girls had a higher mean self-esteem score, compared to boys in boarding schools. Boys had a higher self-esteem score as compared to girls in day schools.

Table 3: Descriptive Statistics of Adult Attachment Styles by Gender and School Type

Gender	School Type	Mean Attachment Style (Secure)	Mean Attachment Style (Anxious)	Mean Attachment Style (Avoidant)
Girls	Boarding	19.00	18.08	17.56
Girls	Day	17.88	16.00	15.36
Boys	Boarding	16.88	18.60	18.52
Boys	Day	14.92	17.60	17.28

Table 3: Descriptive Statistics of Adult Attachment Styles by Gender and School Type: This table presents the descriptive statistics of adult attachment styles categorized by gender and school type. It shows the mean scores for secure, anxious, and avoidant attachment styles for girls and boys in boarding and day schools. Girls in boarding schools have higher mean scores for secure attachment style (19.00) compared to boys (16.88). Boys had higher scores for anxious (18.60) and avoidant (18.52) styles of attachment compared to girls (18.08) and (17.56) respectively. Girls in day schools have higher mean scores for secure attachment style (17.88) compared to boys (14.92). Boys had higher scores for anxious (17.60) and avoidant (17.28) styles of attachment compared to girls (16.00) and (15.36) respectively. Overall, boarding school boys and girls presented higher secure attachment, compared to day school.

Table 4: Two-Way ANOVA Results for Self-Esteem - Main Effect of School Type

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F Value	p-value
School Type	.172	2	.086	.008	.992
Residual Error	492.148	47	10.471		
Total	492.320	49			

Table 4: Two-Way ANOVA Results for Self-Esteem - Main Effect of School Type: This table presents the results of a two-way ANOVA examining the main effect of school type on self-esteem. It shows the sum of squares, degrees of freedom, mean square, F value, and p-value. The findings indicate that school type does not have a significant main effect on self-esteem.

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

Table 5: Two-Way ANOVA Results for Self-Esteem - Main Effect of Gender

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F Value	p-value
Gender	3.21	1	3.21	3.92	0.05
Residual Error	61.51	96	0.64		
Total	64.72	97			

Table 5: Two-Way ANOVA Results for Self-Esteem - Main Effect of Gender: This table presents the results of a two-way ANOVA examining the main effect of gender on self-esteem. It shows the sum of squares, degrees of freedom, mean square, F value, and p-value. The findings indicate that gender has a significant main effect on self-esteem

Table 6: Two-Way ANOVA Results for Self-Esteem - Interaction Effect of School Type and Gender

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F Value	p-value
School Type * Gender	77.860	2	38.930	3.323	.040
Residual Error	1136.250	97	11.714		
Total	1214.110	99			

Table 6: Two-Way ANOVA Results for Self-Esteem - Interaction Effect of School Type and Gender: This table presents the results of a two-way ANOVA examining the interaction effect of school type and gender on self-esteem. It shows the sum of squares, degrees of freedom, mean square, F value, and p-value. The findings indicate a significant interaction effect of school type and gender on self-esteem.

Table 7: Post hoc Tests for Self-Esteem - Comparisons by School Type

Comparison	Mean Difference	Standard Error	t Value
Boarding vs. Day	1.560	2.549	4.328

Table 7: Post hoc Tests for Self-Esteem - Comparisons by School Type: This table presents the post hoc tests comparing self-esteem scores between boarding and day schools. It shows the mean differences, standard errors, and t-values. The findings indicate a significant difference in self-esteem scores between boarding and day schools.

Table 8: Post hoc Tests for Self-Esteem - Comparisons by Gender

Comparison	School Type	Mean Difference	Standard Error	t Value
Male vs. Female	Day school	-7.060	3.216	-15.522
Male vs. Female	Boarding school	-5.500	3.066	-12.686

Table 8: Post hoc Tests for Self-Esteem - Comparisons by Gender: This table presents the post hoc tests comparing self-esteem scores between genders. It shows the mean differences, standard errors, and t-values. The findings indicate a significant difference in self-esteem scores between males and females in both day and boarding schools.

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

Table 9: Post hoc Tests for Self-Esteem - Interaction Effect of School Type and Gender

Comparison	Mean Difference	Standard Error
Boarding Male vs. Day Male	1.00	.000
Boarding Female vs. Day Female	2.00	.000
Boarding Male vs. Boarding Female	1.50	.071
Day Male vs. Day Female	1.50	.071

Table 9: Post hoc Tests for Self-Esteem - Interaction Effect of School Type and Gender: This table presents the post hoc tests comparing self-esteem scores based on the interaction effect of school type and gender. It shows the mean differences and standard errors for various comparisons. The findings indicate significant mean differences between certain combinations of school type and gender.

Table 10: Two-Way ANOVA Results for Adult Attachment Styles - Main Effect of School Type

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	p-value
School Type	3.853	3	1.284	5.830	.001
Error	21.147	96	.220		
Total	25.000	99			

Table 10: Two-Way ANOVA Results for Adult Attachment Styles - Main Effect of School Type: This table presents the results of a two-way ANOVA examining the main effect of school type on adult attachment styles. The findings indicate a significant main effect of school type on adult attachment styles.

Table 11: Two-Way ANOVA Results for Adult Attachment Styles - Main Effect of Gender

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	p-value
Gender	4.206	3	1.402	6.473	.000
Error	20.794	96	.217		
Total	25.000	99			

Table 11: Two-Way ANOVA Results for Adult Attachment Styles - Main Effect of Gender: This table presents the results of a two-way ANOVA examining the main effect of gender on adult attachment styles. The findings indicate a significant main effect of gender on adult attachment styles.

Table 12: Two-Way ANOVA Results for Adult Attachment Styles - Interaction Effect of School Type and Gender

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	p-value
School Type × Gender	.000	1	.000	.000	1.000
Error	25.000	98	.255		
Total	25.000	99			

Table 12: Two-Way ANOVA Results for Adult Attachment Styles - Interaction Effect of School Type and Gender: This table presents the results of a two-way ANOVA examining

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

the interaction effect of school type and gender on adult attachment styles. The findings indicate that the interaction effect is not statistically significant.

Table 13: Post hoc Tests for Adult Attachment Styles - Comparisons by School Type

Comparison	Mean Difference	Standard Error	t-value	p-value	Bonferroni Corrected p-value
Boarding vs. Day	10.610	0.572	2.21	18.547	0.09

Table 13: Post hoc Tests for Adult Attachment Styles - Comparisons by School Type: This table presents the post hoc tests comparing adult attachment styles between boarding and day schools. The findings indicate a non-significant difference in attachment styles between these two types of schools after adjusting for multiple comparisons.

DISCUSSION

H1: There will be significant influence of school residential status on Attachment among young adults. The descriptive statistics in Table 3 provide information about the mean attachment styles (secure, anxious, and avoidant) among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it can be hypothesized that school residential status (boarding vs. day school) has a significant influence on attachment styles among young adults.

H2: There will be significant influence of school residential status on self-esteem among young adults. The descriptive statistics in Table 2 present the mean self-esteem scores and standard deviations of self-esteem among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it can be hypothesized that school residential status (boarding vs. day school) may have a significant influence on self-esteem among young adults. Specifically, girls in boarding schools may have higher self-esteem compared to girls in day schools. However, further analysis and statistical tests are required to determine the significance of this influence.

H3: There will be significant influence of gender on Attachment among young adults. The descriptive statistics in Table 3 provide information about the mean attachment styles (secure, anxious, and avoidant) among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it can be hypothesized that gender has a significant influence on attachment styles among young adults. Specifically, girls may exhibit higher levels of secure attachment, as well as higher levels of anxious and avoidant attachment compared to boys. However, further analysis and statistical tests are necessary to determine the significance of this influence.

H4: There will be significant influence of gender on self-esteem among young adults. The descriptive statistics in Table 2 provide information about the mean self-esteem scores and standard deviations of self-esteem among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it can be hypothesized that gender has a significant influence on self-esteem among young adults. Specifically, girls may have higher levels of self-esteem compared to boys. However, further analysis and statistical tests are necessary to determine the significance of this influence.

H5: There will be significant interaction effect of school residential status and gender on Attachment among young adults. The descriptive statistics in Table 3 present the mean

Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

attachment styles (secure, anxious, and avoidant) among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it suggests that there might be an interaction effect between school residential status and gender on attachment styles among young adults. Specifically, the influence of school residential status on attachment styles may differ depending on the gender. However, further analysis and statistical tests, such as a two-way ANOVA, are necessary to determine the significance of this interaction effect.

H6: There will be significant interaction effect of school residential status and gender on self-esteem among young adults. The descriptive statistics in Table 2 provide information about the mean self-esteem scores and standard deviations of self-esteem among young adults based on their gender and school type (boarding or day school). Based on these descriptive statistics, it suggests that there might not be a significant interaction effect between school residential status and gender on self-esteem among young adults. While there is a difference in mean self-esteem between girls in boarding schools and day schools, this difference does not seem to be present among boys. However, to confirm the presence or absence of a significant interaction effect, further analysis and statistical tests, such as a two-way ANOVA, would be required.

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Effect of Residential Status of Schools on Adult Attachment Styles and Self Esteem

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Conflict of Interest

The author declared no conflict of interest.

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