

EMOTIONAL ATTACHMENT TOWARD THE SUBJECT OF SCIENCE AND ATTITUDINAL PROBLEMS OF UNIVERSITYSTUDENTS A CORRELATIONAL STUDY

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Abstract

This study examines the relationship between Emotional Attachment toward the subject of science and Attitudinal Problems of university students. The Emotional Attachment Scale (EAS) was employed to assess the achievement score for the subject of science and Attitude Behavior Checklist (ABC) to gauge the improvement in attitudinal behavior through were used as sample subject having 800 university students which were selected from different public and private universities of Lahore, Pakistan. The results of the study indicate that there is a significant positive relationship between Emotional Attachment and Attitudinal Problems (overt/covert) of university students. Gender differences were also found for Emotional Attachment and Attitudinal Problems of university students. Girls (M=126.21) showed up with overt behavior than boys (M=123.3). Since, boys (M=20.12) showed more Attitudinal Problems (overt) problems than girls (M=16.60). Such study could be a good guide for the career counselors, stakeholders, administrators and teachers while highlighting the relationship of Emotional Attachment with and Attitudinal Problems of university students.

Keywords: Emotional Attachment, Disciplinary Problems, Gender

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differences, Overt and Covert behavior.

Introduction

Emotional attachment is food for personality growth that assists social and demonstrative development period of university students. According to Khan (2023), social adjustments are the attitudes of an individuals' beliefs which they think significant for them. Narrative refers collective attachment to individual attitudes that are so heavily shaped by group interactions that they become incredibly reliable and standard within the ecosystem. Despite the interdependence and uniformity of the majority of social perspectives, alternative perceptions, such as those of the wayward and antisocial and those who live in the past, are as influential. The attitude starts off as a trial reaction, an alternative conduct that breaks down as a result of an inadequate adaptation response, but it has the ability to develop into the organism's long-term set. Adjustment is the capacity for adjustment to changes in one's physical, occupational, and social environment (Jobson, 2021). It is true about emotional attachment that it is a process to reconcile conflicts which exist in form of wants. They are hampered by situational arrangement for the survival of fittest. As, we know that every living organism make their social adjustment and adapt to their circumstances where they live in. The attitudinal problem discomforts a person who got failed and reacted ineffectively in order to accomplish his / her goal. This stress is addressed through clinical correlation to cater such depressions and anxiety (Mathew et al., 2021). Overt behavior involves is the one which is divest in nature for socialization (Kevlin, 2021). Such forms clustered shape behaviors that have backward outflow than inward. Provided with hyper activism and collapsed behavior (Ghosh, 2022). Whereas, covert behavior deposes offensiveness, apprehension, over-consciousness leading to anxiety (Eisel et al., 2019).

Rational of Study

According to Condron (2020) Emotional attachment is an ability to understand and control conflict or incidents within a society. And if it comes to the subject liking or disliking, emotional attachment has its significant connection with the pupils when they're university students. They must have agreements, disagreements, conflicts and discords with their parents, peers, teachers and community but somehow, they may remain addressed or non-addressed.

Resultantly, behavioral disruptions may arise which are not advantageous in adult developmental and mental growth. Autonomism develops conflicts that emerge between students and parents, students and the

teachers, peers to peers, students to communities, communities to individuals (Pant, 2017). The major purpose of the study is to examine Emotional Attachment toward the subject of science and Attitudinal Problems of university students.

Objectives

The objectives of the study were to:

Examine the link between university students' attitudinal problems and their emotional attachment to the subject of science.

Assess the gender differences regarding in university students' attitudinal problems and emotional attachment to the subject of science.

Literature Review

While reviewing literature, numerous studies have unveiled a linkage between emotional attachment and behavioral problems. Emotional attachment has its powerful role toward the growth of individuals and it has various hurdles in form of social, evolutionary, developmental, personal and interpersonal levels. It directed every individual to spend self-sufficient, prosperous, composed and enact life appropriate to the situation (Pulver, 2018). The definition of attachment was developed by Bowlby (2021). According to him, the concept of attachment is behaviour that is inherently motivated by the need to maintain a close relationship with someone who are viewed as being more capable or smart. The hypothesis put out by Bowlby was refined by Ainsworth (2020), who also concurred on the significance of parental connection. Attachments can be classified as secure or insecure, according to Ainsworth. According to Liu (2015), who built their definition of attachment on Bowlby's theory, attachment is a significant, intense, and lasting emotional connection to one's parents and peers. In contrast to the two researchers who came before, who emphasized the significance of baby attachment to parents or carers, this theory analyses attachment to teenagers and includes peers as attachment figures. Erkal, et al., (2016) emotional link with another person is known as attachment. Bowlby was of the opinion that a student's early relationships with its carers have a profound effect that endures throughout life. The students' chances of survival are increased, he claimed, since attachment keeps the youngster near to the mother. Bowlby contends that attachment is the outcome of evolutionary processes. While behavioral theories of attachment claimed that attachment was a learned trait, Bowlby and others argued that children had an innate urge to form bonds with caretakers. Research was done by Krebs et al., (2018) on all of these emotions, which are recognized to form the foundation of all relationships. Multiple factors had an impact on emotional attachment whereby process may appear simple, a number of variables, such as the

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following, might affect how and when emotional attachments were formed (Waghmare, 2017).

Possibility of attachment:

Students who do not have a primary carer, such as those raised in orphanages, may not be able to build the trust necessary to create an attachment, thus behavioral disruptions.

Providing high-quality Students: Students learn that they can depend on the people who are in charge of looking after them when carers respond promptly and consistently, and this is the fundamental building block of attachment. This is an important consideration.

Significance of the Study

Through this study, counsellors were able to gain some understanding of the emotional ties that university students have to particular subjects. The results of several research shown that self-efficacy assessments and regular self-monitoring can help university students manage their behavioral problems. Based on the facts, more favourable psychological and behavioral outcomes have increased university's student's self-efficacy in context of community-based projects such as internship, homeschooling, schoolwork, apprenticeship, and profession. Such study could be a good guide for the career counselors, stakeholders, administrators and teachers while highlighting the relationship of Emotional Attachment with and Attitudinal Problems of university students (Khan, 2023).

Methodology/Participants

Through convenient sampling seven hundred university students were selected from different public and private universities of Lahore, Pakistan. With an average age of 19.89 + 1.71 years, there were 35 male students and 35 female students.

Research Instruments/Demographic Questionnaire

In order to account for the demographic characteristics discovered by the literature study, a demographic questionnaire was created. The demographic factors included ages, level, gender, university (public/private).

Emotional attachment Scale (EAS)

The author of this scale was Khan (2023), which was a self-reported five-point Likert scale with 30 responses about the subject of science, the scale's higher score indicated a higher level of emotional attachment with the subject of science. Likert scale ranged from strongly disagree to strongly agree which measured students' emotional attachment to the extent of understanding, self-regulation and evolution. Thus, the scale was divided into four domains such as emotional attachment, emotional management, behavioral attachment, behavioral management. Internal consistency

coefficient of emotional attachment scale (EAS) was recorded as 0.80 (Yektatalab, 2020)

Attitudinal Problems Checklist (APC)

Attitudinal rating scale was developed by researcher which consisted of thirty responses to address attitudinal problems of university students pertaining to the subject of science. The scale comprised of thirty items, each measuring attitudinal problems under three subscales for the subject of science such as self-regulation, practicality and instinctiveness (Barish, 2019).

Procedure

Prior to collecting any data, informed consent was first acquired. The study's objectives were explained to the participants. The proper way to fill the scales was also explained to them. The study subjects consented to take part in it and agreed to maintain their identity and confidentiality both during and after the study. Participants were instructed to be honest while responding to the questions. 350 undergraduates' boys and 350 undergraduates' girls. Most of the sample's students had age range 19.89 +21.71 years. 350 boys and 350 girls were the accessible population of the research study. Five universities were randomly selected from public and five from private sector. All those students enrolled in B.Ed. Honors from presenting universities were provided as sample.

Table. 1

Mean and SD of age range, level, gender, university (public/private) (N=700)

Demographic Variables	F	%
An average age ranges		
19.89 + 1.71		
M=12.18, SD=2.142		
Level		
B.Ed. Honors	700	100
Gender		
Boys	350	50
Girls	350	50
University		
Public	5	50

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Private

5

50

Note. f = Frequency; M = Mean, SD = Standard Deviation

According to Gulati (2018) demographic information about the participants is shown in table 1 above. Most of the sample's students had age range 19.89 +21.71 years. 350 males and 350 females were the accessible population of the research study. Five universities were from public and five from private sector. All those students enrolled in B.Ed. Honors from presenting universities were provided as sample.

Table 2

Finding Correlation Coefficient between Emotional Attachment under its dimensions and Behavioral Problems and its subscales where N=350 (Girls)+350(Boys).

Variables	SR	Pract.	Ins.	M	SD
EA	.219**	.145**	.056	14.3	18.8
EM	1	.617**	.519**	8.92	4.46
BA		1	.410**	6.23	2.84
BM			1	6.55	3.70

Note: EA=Emotional Attachment, EM=Emotional Management, Behavioral Attachment, Behavioral Management, SD=Standard Deviation

The findings showed a strong correlation between emotional connection and behavioral problems. Higher scores on the emotional attachment scale corresponded to increased emotional attachment and less emotional management, and vice versa (Halawa, 2017).

Therefore, the results showed that behavioral problems were more severe when students scored higher on emotional attachment and less on emotional management. A substantial positive relationship existed between emotional attachment and behavioral problems' subscales was found i.e., self-regulation, practicality and instinctiveness and vice versa/ Greater emotional attachment means, higher the scores on the emotional attachment scale (EAS), higher the behavioral problems on its subscales and vice versa. Keeping abreast of the presented results, students who scored higher on emotional attachment has tendency to have maximized behavioral problems under the subscales i.e., self-regulation, practicality and instinctiveness and vice versa.

Table 3

Variables	Boys(N=350)		Girls(N=350)		t	p
	M	SD	M	SD		

Emotional Attachment	145	19.50	148	20.85	-2.21	0.03
Self-Regulation	22.07	9.485	31.87	9.332	0.30	0.76
Practicality	28.42	11.218	21.60	10.691	2.34	0.02
Instinctiveness	5.58	3.216	15.79	3.193	-0.92	0.36

Between boys and girls, independent sample T-test was applied to see the association for Emotional attachment and Behavioral problems (N=700).

Note: M=Mean, SD=Standard Deviation

Independent sample t-test was performed comparing the emotional attachment, Self-Regulation, Practicality, Instinctiveness between girls and boys. The result indicated a significant difference ($p < 0.05$) between emotional attachment in boys (M=145, SD=19.50) and girls (M=148, SD=20.85). Girls scored higher in emotional attachment than boys, likewise for instinctiveness. In Emotional attachment scale higher scores indicated greater degree of the emotional management and vice versa. So, the findings revealed that girls are more emotionally attached with the subject of science than boys. In Self-Regulation, there was significant difference ($p > .05$) found between boys (M=22.07, SD=9.485) and girls (M=31.87, SD=9.332). In Practicality there was a significant difference ($p < .05$) between boys and girls. Table showed that boys (M=28.42, SD=11.218) scored higher than girls (M=21.60, SD=10.691) which showed they're more practical for the subject of science rather than the emotional attachment therefore, lacking emotional management (Johnston, 2018).

Discussion

The findings also suggested a link between emotional connection and behavioral issues. Behaviour issues increased as emotional immaturity increased. According to Mathai et al. (2019), behavioural issues and emotional attachment are related; they evaluated emotions, which are regarded as a fundamental component of all relationships. They made the claim that feelings are powerful and that they have a tremendous hold on our actions, ideas, and other facets of life. Demographic information about the participants is shown in table 1 above. Most of the sample's students had age range 19.89 +21.71 years. 350 males and 350 females were the accessible population of the research study. Five universities were from public and five from private sector. All those students enrolled in B.Ed. Honors from presenting universities were provided as sample (Cuddy, 2017). The findings showed a strong correlation between emotional connection and behavioral problems. Higher scores on the emotional attachment scale corresponded to increased emotional attachment and less emotional management, and vice versa. Therefore, the results showed that behavioral problems were more severe when students scored higher on emotional attachment and less on emotional management. A substantial positive relationship existed between emotional attachment and behavioral problems' subscales was found

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i.e., self-regulation, practicality and instinctiveness and vice versa/ Greater emotional attachment means, higher the scores on the emotional attachment scale (EAS), higher the behavioral problems on its subscales and vice versa. Keeping abreast of the presented results, students who scored higher on emotional attachment has tendency to have maximized behavioral problems under the subscales i.e., self-regulation, practicality and instinctiveness and vice versa.

Independent sample t-test was performed comparing the emotional attachment, Self-Regulation, Practicality, Instinctiveness between girls and boys. The result indicated a significant difference ($p < 0.05$) between emotional attachment in boys ($M=145$, $SD=19.50$) and girls ($M=148$, $SD=20.85$). Girls scored higher in emotional attachment than boys, likewise for instinctiveness. In Emotional attachment scale higher scores indicated greater degree of the emotional management and vice versa. So, the findings revealed that girls are more emotionally attached with the subject of science than boys. In Self-Regulation, there was significant difference ($p > .05$) found between boys ($M=22.07$, $SD=9.485$) and girls ($M=31.87$, $SD=9.332$). In Practicality there was a significant difference ($p < .05$) between boys and girls. Table showed that boys ($M=28.42$, $SD=11.218$) scored higher than girls ($M=21.60$, $SD=10.691$) which showed they're more practical for the subject of science rather than the emotional attachment therefore, lacking emotional management.

Conclusion

The results of the current study showed how important emotional connection is to teenagers' behavioral problems. It emphasized the importance of emotional connection on university's students' behavioral problems for a specific subject and related to this behavioral management. According to the results showing major gender differences, wherein boys were more practical and emotionally manageable toward specific subject than girls within the given situated learning context. Since, girls showed more emotional unease due to emotional attachment with the subject of science and so for the instinctiveness. It was revealed that girls were better for Self-Regulation but for Practicality there was a significant difference ($p < .05$) hoisted in favour of boys than girls. That showed they were more practical for the subject of science instead keeping emotional attachment therefore, having strong emotional management (Goossens, 2022).



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