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## THE RELATIONSHIP BETWEEN ANXIETY ATTACHMENT STYLE AND PROBLEM SOLVING SKILL IN HIGH SCHOOL GIRL STUDENTS

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**Abstract.** The purpose of this study is to determine the relationship between anxiety attachment style and problem solving skill. Therefore, this study focuses on whether there is a significant relationship between the mentioned skill and the anxiety attachment style. This is a descriptive correlational study. Students aged 15-17 of second grade of high school in Tehran-Dist.1 formed the statistical population of the study. Multistage cluster random sampling method was used, in which 5 schools (200 students) were selected out of the schools in District 1. The tools include Collins & Reid Attachment Style Questionnaire and Heppner & Petersen Problem solving Questionnaire. The results were analyzed using Pearson Correlation Coefficient and regression. The results indicated that there is a significant and reverse correlation between anxiety attachment style and the component of self-efficacy in problem solving, avoidance tendency and personal control with reliability of 0.99. So, it is argued that the increase in anxiety style can be associated with decreasing the scale of confidence in self-efficacy to solve problems, avoidance tendency and personal control.

**Key words:** anxiety attachment style, problem solving skill.

**Introduction.** Attachment is a psychological term that expresses mother-child emotional and social relationship. The primary mother-child relationship is one of the main factors in the emotional and social development of the child. Also, long-term results are followed by the child's attachment to the mother and the foundation of the child's future relationship with his parents and emotional and social relationships. Balbi described the process of formation of the mother-child attachment for the first time and showed how the system of emotions and attachment behaviors brings the child closer to his mother and keeps him away from danger. The attachment style represents the actual experiences of the individual about the mother's responsiveness sensitivity and active and regular presence during infancy, childhood

and adolescence. Balbi believes that attachment is associated with relative stability over time; that is, it specifies the individual's future relationships with his peers and friends and it is very important in healthy growth and individual's mental health (Besharat et.al, 2005).

The problem solving ability is a cognitive and behavioral process that identifies and suggests effective strategies to deal with problematic situations in everyday life. Problem solving is an important coping strategy that increases personal and social ability and advancement and reduces tension and psychological semantics.

**Statement of Problem.** Attachment is an important application of the critical period of growth in human growth. This concept implies that life early experiences play an important role in the next behavior of human "being". John Balbi was a psychoanalyst who applied theory of ethology to understand mother-child relationship, inspired by imprinting observations. He believed that the infants' attachment behaviors such as smiling, babbling, grabbing and crying are inherent social symptoms that encourage parent to approach and care for the baby and interact with him. In fact, this attachment is an act of creating security. The development of attachment in humans is a long process that involves changes in mental structures and causes the infant to develop a deep emotional relationship with his caregiver. Balbi believed that this connection and lifelong consequences affect the relationships from the cradle to grave.

Therefore, mother is the first person that every child is seen and touched at birth; mother's warm hug will relieve the lost security for the child who has passed the embryonic safe world and stepped into this world. This full of emotion base is founder of the first emotional psychedelics and communication schemas in the newborn, which undoubtedly guarantees emotional-psychological security in the first few years of life. Perhaps, the effects of maternal feelings would continue in future life (Armsden and Greenberg, 2003). So, the adolescents with secure attachment can express their independence without fear of being criticized or rejected, and in contrast to the adolescents with insecure attachment (anxiety), they often have little confidence in the stability of their interpersonal communications and cannot have proper problem solving methods in the event of problems and failures.

This attachment may be secure or insecure (anxiety) depends on the type of mother's behavior; also, it determines one's attitude towards problems, individual's readiness to solve problems and the individual's reaction to social problems and failures (Pakdaman, 2004).

**Importance of Subject Matter.** Considering that the attachments styles form the individual's future life and interfere and affect in some cases such as interpersonal relationships, intrapersonal relationships (self-concept or self-image), social skills, coping with tensions, marital compatibility, anxiety and life experiences and so; the importance of the problem generally makes it clear that there are a few issues to consider:

- 1- Interaction and the mother-child emotional relationship shape the child's future social relationship; and treatment manner of a mother with her child affects the child's socialization and acquisition of social skills. Researches indicate that if a mother's parenting style in the first few months of life was in a way that nurture her child as secure attachment, the child will not experience many of the problems that people face in adulthood such as marital incompatibility, divorce, communication with others and educational backwardness.
- 2- Individuals with a secure attachment style have high emotional intelligence, can manage emotions, make effective decisions in life and have the ability to deal effectively with tensions. Gellman believes that traditional intelligence quotient or IQ can only measure %20 of an individual's success, and %80 is the emotional intelligence or EQ.
- 3- In the inherent relationship between attachment behavior and tension, the secure attachment is considered as a major protective factor that results in positive evaluation and constructive coping strategies. On the contrary, the insecure attachment is considered as a fundamental risk factor, leading to negative evaluations in less effective and constructive coping strategies.
- 4- Regarding the importance of education in individuals' lives, it is essential that the authorities take actions that, first of all, students' parents will be involved in secure attachment parenting practices and secondly, they educate the students in terms of emotional intelligence. The students will progress in reaching their goals, be able to cope with life threats, be able to make effective decisions and even their behavioral disorders will reduce.

**General Objective.** Determination of the relationship between anxiety attachment style and problem solving skills

**Specific Objectives.** Determination of the relationship between anxiety attachment style and the component of self-efficacy in problem solving

- Determination of the relationship between anxiety attachment style and the component of personal control
- Determination of the relationship between anxiety attachment style and the component of avoidance tendency

**Hypothesis.** There is a relationship between anxiety attachment style and the problem solving skills in the students.

#### **Literature Review**

**Attachment.** The child's tendency to establish a close relationship with certain peoples and feel more secure in the presence of these peoples (Atkinson, Baraheni, 2001);

Today, the theory of attachment ethology is the most acceptable theory about the child's emotional connections with caregiver. In their opinion, many human behaviors have evolved in the history of our species for the sake of our

survival. This suggests that attachment has a biological basis. According to Balbi, the parent- child relationship begins as a series of innate symptoms that attract the parent to the child (Farhangi, 2015).

**Attachment Assessment.** Ainsworth invented a method used to assess the attachment quality between one and two years of age that is familiar position or condition. In this assessment, children are divided into three main groups based on their behaviors. The basis for the classification of children was mother's return time (Quoted by Atkinson, Baraheni, 2001).

In the secure attachment group, the children actively contact with their mother at her return time.

**Insecure Attachment, Avoidant.** This group of children refuse to interact with their mother when she returns, and they often do not show distress when the mother leaves the room due to the fact that a stranger can also calm them like their mother. The boys in this group show a tendency for schizophrenia in adulthood.

**Insecure Attachment, Ambivalent.** In this group, the infants resist against their mother at her return time. At the same time, they seek to stay in touch and avoid their mother. The boys in this group have shown depression and seclusion in adulthood.

Some infants are not in any of the groups, so recent studies have classified the fourth group of the infants as disturbed group. This group includes infants who often show conflicting behaviors. This group shows the most insecurity. On the contrary to the previous three groups, the behavior of this group is unpredictable. Adults in the secure attachment group had real inner patterns that they considered themselves to be loved ones who were easily recognized; they feel happy with intimacy; they describe their most important romantic relationship in terms of trust, kindness and friendship; they treat their spouse as supportive and their problem solving strategies are constructive.

Adults in the avoidant insecure attachment group (arrogant, reckless and faultfinder parents) showed real inner patterns that they emphasized on dependency, distrust of the beloved and concerning about deep intimacy of people with them; hardly they find their romantic love and rarely survive; jealousy, emotional distance and few pleasure of physical contact dominate their love relationship.

Adults in the ambivalent insecure attachment group (resistant) (parents who respond unpredictably and unfairly) have inner functional patterns including drowning in love with other and immediate love, fear of losing, harass others, jealousy, emotional ups and downs, concerning about their spouse's response to love, expressing fear fast and disclosure of inappropriate information about themselves.

In general, positive and negative parents-child experiences can be transmitted to adult relationships and cause people to believe that they do not deserve love or cannot trust the intimate spouse, although the inner functional patterns are changeable and adaptable to the present conditions. Totally, everyone treats in adulthood in the same way as they were in each type of attachment in childhood. In other words, the type of attachment is transmitted to the next growth process.

**Study Profile of Problem solving.** Study profile of problem solving dates back to Socrates, Plato and Aristotle. But, the interest in problem solving has grown among educators and psychologists in the early 20<sup>th</sup> Century.

**Problem.** When a learner faces a situation that cannot respond quickly to the situation using the information and skills at the moment or when the learner has a goal and still has no way to reach it, we say he face with a problem.

**Problem Solving.** Definition of problem solving is identification and application of knowledge and skills that lead to the learner's correct answer to a position or achievement of his goals.

Therefore, application of the previously learned knowledge and skills in new situations is the basic element of problem solving. For this reason, in the classification of learning types (Bloom et.al, 1956), problem solving is included in the application category (Seif, 2003).

Problem solving, as a higher mental activity, is a type of learning; so, learning to solve a problem leads to new knowledge and skills.

Problem solving is a skill that can be learned and applied. Problem solving involves several activities. First, define the problem carefully and then propose and review different solutions to the problem, and finally select and implement the most appropriate and effective solution.

**Problem Solving and Decision-Making Skills Training Guide.** At the beginning of problem solving and decision-making skills training, using the question and answer method, discussing and presenting in short speeches, show the audience that having a problem in life is normal and the way to deal with the problems is important. Also, consider short-term and long-term consequences of the unresolved problems and make the audience aware of the necessity of problem solving.

- 1- After suggesting the subject and preparing the participants, using the question and answer method and brainstorming, list the common problem solving and decision-making methods. Then, introduce the steps to solve the problems by concluding the mentioned issues.
- 2- After introducing the basic steps to solve the problem, pose a problem and ask them to write down what they felt and what they learned? And persuade individuals to discuss the topic further.
- 3- To train decision-making skill, we first use question and answer method and brainstorming and force the individuals to express the effective factors on decision-making. Then, we form small groups and ask them to review the effective factors on decision-making.
- 4- Identify common decision-making practices after reviewing various factors and concluding the discussion. So, the individuals will understand the decisions they make.
- 5- Introduce the essential steps of effective decision-making and practice on this.

6- Ask the individuals to identify a specific recent problem and practice how to decide and solve the problem.

**Problem solving Steps.** Problem solving consists of five steps, which are introduced with entry of IDEAL, according to the first letters of the first words of the steps in English (Woolfolk, 1995).

**Problem Identification.** The first step in problem solving is to recognize and identify the problem; that is, the learner realizes that there is a problem. In fact, the important part of problem solving is identification of the problem or issue.

### **1- Defining, Introducing and Understanding the Nature of a Problem**

Once the problem is recognized and identified, it is time to define and understand its nature. Defining and understanding the problem requires finding the appropriate information and ignoring the irrelevant details.

### **2- Discovering Possible Ways**

Once you have defined the problem precisely, you will enter this step. At this point, you should think carefully and list all possible solutions to solve the problem. There are several solutions to solve a problem, and the more solutions you can find, the more successful you will be in problem solving. If we find more solutions, then we can choose the best solution among them; and if a solution was not affective, we would use another one. Brainstorming is a good way to find different solutions. To use this method, you must benefit from stream of consciousness mind and write down all the solutions that come to your mind, whether good or bad, hard or easy. So, at this point we do not judge whether or not the solutions are appropriate.

### **3- Operating the Discovered Solutions**

After defining the problem, and in the third step, list the possible ways to solve the problem, here it is necessary to choose the best solution among the listed ones. Which is the best solution? How do we figure out which solutions is the best? To choose the best solution, you are required to compare different solutions to find out the best. So that, ask yourself: if I use this solution, what will happen and what will be the outcome. Remember that whatever we do has a consequence. Therefore, if we learn to predict the consequences before doing anything, then we will make fewer mistakes and create fewer problems for ourselves and others. In this step, we predict the consequences before using a solution; afterwards, choose the best solution by comparing the consequences and outcomes of different solution. To predict the consequences of a solution, you can use “if... then...” method. So, think about any of the listed solutions in the previous step, and ask yourself if I use this solution, then this will happen. Note that a solution has not only one consequence, thus you have to think well and predict all the consequences of a solution using the “if... then...” method. This is also called “Cost-Benefit Analysis”. In this way you have to consider the costs and disadvantages of the provided solutions and their possible advantages and choose the solution with the lowest cost and the most advantages. Also, you should consider the coordination of the solutions with individual and family values in addition to assessment of the short-term and long-term consequences of different solutions. Some solutions may have positive outcomes, but they would not be selected due to the fact that they are not suitable for our beliefs and values. You should also consider the feasibility of solutions and choose the solutions that can be implemented (Mohammadkhani, 2009).

### **4- Retrospecting and Evaluating Results of the Activities**

After the learner chooses and uses the solution, he must evaluate the results. This step involves examining the evidence to confirm accuracy of the solution and the answer to the problem (Seif, 2003).

Problem solving is closely related to decision-making skill. For instance, when solving a problem, you are required to decide on the best solution after considering different solutions. Effective decision-making is one of the most important life skills. Individuals, who do not have this skill, face many problems. Decision-making in different cases can be useful such as selection of a field of study, selection of a job and so; for this reason, decision-making skill is essential in mental health.

**Research Background.** Besharat (2007) conducted a research entitled “*Attachment Styles & Coping with Tensions*”. The purpose of this study was to investigate the relationship between secure, avoidant and ambivalent attachment styles with coping strategies with tension in three forms of problem-oriented, positive emotion-oriented and negative emotion-oriented. 223 students (120 girls and 103 boys) participated in the present study by completing the adult attachment list (Besharat, 2005; Hazen & Shaver, 1987) and coping style scale (Besharat, 2006; Carver, Scheier & Weintraub, 1989). The results indicated a significant relationship between attachment styles and coping strategies with tensions. There was a positive correlation between secure attachment styles and positive emotion-oriented and problem-oriented coping styles. While, there was a negative correlation with negative emotion-oriented style. There were positive correlations between avoidant attachment style with problem-oriented coping style, and negative emotion-oriented coping style and ambivalent attachment style with positive emotion-oriented coping style. Based on the findings here, it is concluded that the coping strategies are affected by the attachment styles.

In a research entitled *The Relationship between Attachment Styles and Achievement Motivation with Students' Performance Level in Mathematics*, the statistical population of which included the first high school students in Mahabad City, in the academic year of 2010-2011, Shams (2010) concluded that among the attachment patterns, the secure attachment has a significant and positive relationship with the students' performance in mathematics; and individuals who had a good performance in math test also showed high achievement motivation and the students with ambivalent insecure style had poor performance in mathematics.

In a study by Fattahifar (2014) entitled *The Relationship between Attachment Styles and Spiritual Intelligence with Problem solving Ability in Secondary High School Girl Students*, the population of which included all high school girl students in Tehran City, in the academic year of 2013-2014 that 300 students were selected as samples according to Cochran Sampling Formula and employing clustering method. This is a correlational study. In the present study, three

measurement instruments were used including Standardized Questionnaires of Greenberg Attachment Styles (2009), Spiritual Intelligence Questionnaire of Diner (2007) and Problem solving Questionnaire of Heppner & Petersen (1992). Results showed that the attachment styles have a positive effect on the students' problem solving ability. Communication with parents has a significant positive effect on the students' problem solving ability. If the alienation with parents increases among the students, their ability to solve problems decreases. Erozkan (2013) conducted a research on the effect of communication skills and interpersonal problem solving skills on social self-efficacy. The purpose of this research is to examine communication skills and interpersonal problem solving and social self-efficacy in adolescents and predict the role of communication skills and interpersonal problem solving on social self-efficacy. The study was of descriptive and correlational type. The sample consisted of 226 girls and 268 boys who were randomly selected from among different high school students. Results indicated that there is a significant relationship between communication skills and interpersonal problem solving with social self-efficacy. Communication skills and problem solving are important predictors of social self-efficacy. Armsden and Greenberg (1998) concluded from their numerous studies that the quality of attachment to parents and peers is related to mental health of adolescents, identity formation, coping with different crises and life satisfaction (Pakdaman, 2001). Researches demonstrated that insecure attachment to parents causes attachment problems, behavioral disorders, educational problems, memory and learning disorders, and low self-confidence in children.

Hanson & Mintz (1997) showed that there is a significant relationship between constructive problem solving methods and mental health (Mohammadi).

Kobak et.al (1993) found a positive correlation between secure attachment with problem solving ability, applying of problem-oriented coping style and less anger experience; insecure attachment with less problem solving ability and more anger experience.

**Research Methodology.** In the present study, research method is descriptive and correlational and the relationship between the variables is investigated. According to the type of data, this is a quantitative study and based on the purpose, it is included in applied researches (because it seeks out the results that parents could use in their upbringing issues and also the results can be used in education to train life skills (problem solving).

**Statistical Population.** All of the girl students aged 15-17, studying in the second grade of public high schools in Tehran, Dist.1, during the academic year 2015-2016. The students were selected from 5 schools (two classes from each school) who were studying in the Humanities, Experimental Sciences and Mathematics Fields.

**Sampling Method and Sample Size.** In the present study, multistage cluster random sampling method was used, in which 5 schools (Fadak, Imam Hassan Mojtaba (Peace be Upon Him), Taghavinia, Ferasat and Behjatiyeh) were selected randomly; we referred to Tehran Department of Education and obtained the necessary permission, and then referred to the Department of Education, Dist. 1 and they submitted us a list of the public high schools. By referring to the schools and coordinating with the school principal, we randomly selected two classes from each school and provided the students with questionnaires.

$$n = \frac{z^2 s^2}{d^2} \quad n = \frac{(1.96)^2 (0.5)^2}{(0.07)^2} = 196$$

z is the standard score equivalent to the reliability;  
s<sup>2</sup> is variance;  
d is degree of accuracy.

In this study, the sample size is 200 individuals, using the Cochran Formula.

### Research Tools

#### Reliability and Validity of Collins and Reid's Attachment Styles Questionnaire

Test-retest reliability coefficient for each of the three scales of proximity, dependence and anxiety were reported to be 0.68, 0.71 and 0.52, respectively. Collins and Reid (1990) indicated that subscales of proximity (C), dependence (D) and anxiety (A) were stable over the period of 2 months and even 8 months. Considering that the Cronbach alpha values are equal to or greater than 0.80 in all cases, the obtained reliability is high.

In Iran, the reliability level was also obtained by test-retest method as a correlation between two runs on a sample of 100 subjects. The results of the double implementation of this questionnaire, with a one-month interval, demonstrated that the difference between double implementation of the scales A, D, and C in RAAS was not significant and the reliability of the test is %95. But due to the correlation between the results of double implementation, the subscale A is the most reliable (r=0.75), subsequently, the subscale C is reliable (r=0.57) and the subscale D has the lowest reliability among the three subscales (r=0.47). on the other hand, calculating Cronbach's Alpha, it was found that the anxiety subscale (A) had the highest reliability (0.74) and the dependence subscale (D) had the least reliability (0.28); and reliability of the proximity subscale was intermediate (0.52). The results are consistent with the test-retest method (Hamidi, quoted by Pakdaman, 2003).

Validity of the test, by Cronbach's Alpha, is 0.81 that is high.

#### Reliability and Validity of Heppner and Petersen's Problem solving Questionnaire

The problem solving questionnaire has been prepared and tested with several sample subjects. There is a relative high internal consistency with alpha values between 0.72 and 0.85 of the following subscales; confidence in self-efficacy (0.72), avoidance tendency (0.85), personal control (0.84) and the total scale (0.90). Test-retest reliability of the

questionnaire's total score was reported in the range of 0.83 to 0.89 within two weeks, which indicates that the problem solving questionnaire is a reliable tool for measurement of the problem solving ability. The questionnaire was distributed to 30 undergraduate nursing students of Tabriz University of Medical Sciences to determine the reliability of tools. In the present study, Cronbach's Alpha Coefficient obtained as follows: the whole questionnaire= 0.94; confidence component in problem solving= 0.86; avoidance-tendency to the problem= 0.87; and personal control= 0.74.

This questionnaire was translated by Rafati and with the guidance of Khosravi in 1996 and used in Iran for the first time. (Khosravi, et.al, 1998) The obtained Cronbach's Alpha in the study by Khosravi, Darvizeh and Rafati (1998) was 0.86 and in the study by Bazl (2004) was 0.66, which are acceptable.

### Data Analysis

To analyze the data, descriptive statistics (frequency distribution tables, mean and standard deviation) were used to describe the demographic characteristics and variables of the research questionnaires. Inferential statistics (Pearson correlation, regression, independent t-test, one way ANOVA, and Tukey post hoc test) were used to examine the relationship between variables and predict the relationship between variables.

### Findings

The mean and standard deviation (SD) of the presented answers about the components of the "problem solving" questionnaire

Table 1: The mean and standard deviation of the presented answers about the components of the "problem solving" questionnaire

Components	Number	Scores' Down Threshold	Scores' Up Threshold	Mean	SD
Confidence in Problem solving	186	2.20	5.60	4.1048	0.66714
Avoidance Tendency	178	2.38	5.19	3.9140	0.54275
Personal Control	191	1.00	5.40	3.1937	0.95099
Average Total of Problem solving Questionnaire	160	2.09	5.19	3.7535	0.56549

According to Table 1, the results describe the components of the "problem solving" questionnaire. The assessment of respondents indicates that "confidence in problem solving" component with an average of 4.104 has a higher mean than the other two components. After that, "avoidance tendency" component with an average of 3.914, and finally, the "personal control" component with an average of 3.19, has the lowest means. The total problem solving questionnaire's mean is 3.753.

The mean and standard deviation (SD) of the presented answers about the components of "types of attachment styles" in Collins & Reid's questionnaire

Table 2: The mean and standard deviation of the presented answers about the components of "types of attachment styles" questionnaire

Components	Number	Scores' Down Threshold	Scores' Up Threshold	Mean	SD
Proximity Style	195	1.33	4.50	3.1128	0.50124
Attachment Style	198	2.00	4.50	3.0825	0.43783
Anxiety Style	195	1.00	5.00	3.3009	0.94558
Average Total of all Components	190	2.28	4.17	3.1854	0.35364

According to Table 2, the results describe the components of "types of attachment styles" questionnaire. The assessment of respondents indicates that "anxiety style" component with an average of 3.3 has a higher mean than the other two components. After that, "proximity style" component with an average of 3.11, and finally, the "attachment style" component with an average of 3.08, has the lowest means. The total types of attachment styles questionnaire's mean are 3.18.

### Analysis of the Findings & Responding to the Research Hypothesis

**Research Hypothesis: There is a relationship between anxiety attachment style and problem-solving skills in students.**

Table 3: correlation coefficient between anxiety attachment style and problem solving

		Confidence in Self-Efficacy to Solve Problems	Avoidance Tendency	Personal Control over Emotions
Anxiety Style	Correlation Coefficient	**-.0334	**-.0221	-0.414
	Significance Level	0.000	0.003	0.000
	Frequency	182	175	186

The results of correlation coefficient test between anxiety attachment style and problem-solving included: (confidence in self-efficacy to solve problems, avoidance tendency, and personal control over emotions) which has been analyzed by Pearson Correlation Test and provided in the above table. The results demonstrated that there is a significant and reverse correlation between anxiety attachment style and confidence in self-efficacy to solve problems ( $r=-0.384$ ;  $\text{sig}=0.000$ ), avoidance tendency ( $r=-0.221$ ;  $\text{sig}=0.003$ ) and personal control ( $r=-0.414$ ;  $\text{sig}=0.000$ ) with reliability of %99. So, it can be stated that the increase in anxiety attachment style can be associated with decreasing the scale of confidence in self-efficacy to solve problems, avoidance tendency and personal control style.

**Discussion and Conclusion.** Adolescence is one of the most important periods of human life, due to the fact that the individual experiences different values and identity evolutions in his personal and social life. The crises that affect the individual's communications and put him in a position to make many decisions are considered of adolescent features. This distinctive feature of adolescence emphasizes on necessity of the individual's enjoyment of personal and social life skills. Problem solving skill is a special skill to overcome the crises of this particular period of life. Childhood plays an impressive role in human life, which is observable in all stages of the individual's life and in this era, the individual initiates many future behaviors. Mother is one of those, playing an important role in this era. The mother-child emotional relationship forms the child's future social relationships. The interaction between mother and infant has a considerable impact on the child's socialization and acquisition of social skills. Indeed, mother-child attachment forms basis of child's socialization in the coming years. This connection is a serious, extensive and wonderful matter in the child's development.

**Research Hypothesis: There is a relationship between anxiety attachment style and problem-solving ability.** The results of correlation coefficient test between anxiety attachment style and problem-solving, which has been analyzed by Pearson Correlation Test, demonstrated that: There is a significant and reverse correlation between anxiety style and confidence in self-efficacy to solve problems, avoidance tendency and personal control with reliability of 0.99. So, it can be concluded that the increase in anxiety style can be associated with decreasing the scale of confidence in self-efficacy to solve problems, avoidance tendency and personal control style.

Fattahifar (2014) concluded that the attachment styles have a positive effect on the students' problem solving ability. Communication with parents has a significant positive effect on the students' problem solving ability. If the alienation with parents increases among the students, their ability to solve problems decreases.

Kobak et.al (1993) found a positive correlation between secure attachment with problem solving ability, applying of problem-oriented coping style and less anger experience; insecure attachment with less problem solving ability and more anger experience.

In explaining the results, it can be argued that problem solving is an important coping strategy that increases personal and social ability and advancement and reduces tension and psychological semantics. Therefore, the individuals with secure attachment cope with the problems more comfortable and forsake their life crises easier. They have perseverance, endurance and responsibility. They use problem-oriented coping strategies to deal with the problems. The individual adopts constructive measures in relation to stressful conditions and tries to eliminate or alter the source of tension. On the contrary to the individual with insecure attachment, they apply emotion-oriented coping strategies. So, the individuals with secure attachment apply constructive methods to deal with the problems.

**Recommendations.** 1- Regarding the importance and necessity of the variables of this research (anxiety attachment style and problem-solving skill) and the effect of these variables on the relationships and communications of the individual with others, such as peers and family members, study of all these components can be a useful and important contribution to the awareness of parents and educators in educational issues of the children and adolescents. 2- Regarding the results of the present study and importance of improving the quality of mother-child relationship in the first two years of life, which is a critical and vital part of this period, including useful actions to increase the quality of this relationship, as well as reduce the anxiety style, increase assistance and cooperation of the spouse at home. Other actions include increasing maternity leave for working mothers and providing a relaxed environment to increase the secure attachment style of children and adolescents. 3- This research should also be conducted at non-governmental schools, since it is possible that students studying at non-governmental schools have a different level of welfare, and this will make a difference in the type and degree of their attachment.

**Limitations.** 1- The sample group included all girl students in the second grade of high school in Tehran, Dist.1; which is reduces the possibility of generalization of the results, as it may have different results for boys and the students in other levels.

2- Attachment styles and problem solving skill include various components that it was impossible to measure all of them in the present study.

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**IN THE NAME OF GOD**  
**COMPARATIVE INVESTIGATION OF BINARY OPPOSITIONS IN THE HOLY CHAPTER AL-LAIL**  
**WITH THEIR CORRESPONDING EPIGRAPHS AND MUSICAL NOTES**

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**Abstract.** The Holy Quran, which is likened to a multifaceted charter, is considered the miracle of Holy Prophet (PBUH). Binary oppositions such as soul and body, night and day, rationality and sensibility, man and woman, etc. have been considered among controversial topics from ancient times until now. In this paper, binary oppositions in the Holy Chapter Al-Lail were investigated. Besides, it was attempted to make use of the Holy Quran manuscripts in order to collate pairs of words and binary oppositions in the color of epigraphs (including designs, background and framework). Next, it was attempted to extract the music associated with the Holy Chapter Al-Lail through matching the color of each binary opposition to the corresponding musical notes. Actually, this research made use of library and documentation methods in order to establish a connection between theology and arts so that the function of binary oppositions in the Holy Quran might be explained. The results showed that there were 8 binary oppositions in the Holy Chapter Al-Lail. The forenamed binary oppositions were collated with binary oppositions in the color of epigraphs as Lail and Nahar (Night and Day), Yaqsha and Tajalla (Veil and Reveal) with azure and golden, Zakara and follows: Onsa (Male and Female) with light red and green, A'ta and Bakhel (Munificence and Stinginess), Ettaqa and Estaqna (Abstinence and Independence), Saddaqa and Kazzaba (Belief and Disbelief) with white and black, Yosra and Osra (Convenience and Hardness) with light blue and orange and Akherah and Olaa (Hereafter and Pristine) with purple and light yellow, dark yellow and dark green. In addition, each color was associated with its own musical note and, thus, a beautiful music was generated for the Holy Chapter Al-Lail. The musical notes corresponding to each color as well as binary oppositions in this Chapter were articulated as follows: Lail and Nahar, Yaqsha and Tajalla were collated with "La" and "Mi", respectively. A'ta and Bakhel, Ettaqa and Estaqna, Saddaqa and Kazzaba were collated with "Si" and "Mute" and, Yosra and Osra were collated with "Sol" and "Re", respectively. Finally, Akherah and Olaa were collated with "Si" and "Mi" (Praised World) and "Mi" and "Fa" (Reprimanded World).

**Key words:** Binary oppositions, Chapter Al-Lail, comparative investigation, color of epigraph, musical note.

**Introduction.** The Holy Quran is a sacred and didactic book which is regarded the miracle of the Holy Prophet (PBUH) holy book is to guide mankind as the vicegerent of Allah on earth and direct them to and Islam. The mission of this perfection and divine fruition. Binary oppositions are one of the most beautiful figures of speech as well as thinking and reasoning components considered in this supernal book and they should be approached from a new perspective. Binary opposition is a term used in Structuralism to denote a method of extracting meaning from binary systems, regulating the