

**Effect of Attachment Style, Self Esteem and Delay of
Gratification on Academic Achievement**

A

Thesis submitted

In the partial fulfillment of the requirement for the degree of

**MASTER OF ARTS
IN
PSYCHOLOGY
(Clinical)**



Submitted by:
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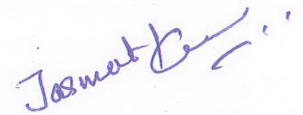
UNDER THE SUPERVISION OF

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**THAPAR UNIVERSITY
PATIALA
June, 2017**

CERTIFICATE

This is to certify that the thesis entitled “Effect of attachment style, self esteem and delay of gratification on academic achievement” being submitted in partial fulfillment of requirements for the award of degree of Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar University, Patiala is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and that no part of this project has been submitted for the award of any other degree.



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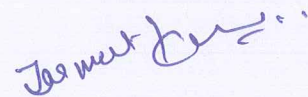
CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, “ **Effect of attachment style, self esteem and delay of gratification on academic achievement**” in partial fulfillment of the requirement for the award of Degree of **Master of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar University, Patiala**, is an authentic record of my own work carried out under the supervision and guidance of **Dr. Santha Kumari**, Professor & Head, School of Humanities and Social Sciences, Thapar University, Patiala and refers other researcher's work which are duly listed in the reference section.

The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

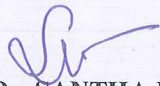
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ACKNOWLEDGEMENTS

Accomplishment of any project required the hard work and efforts of many people. This project work would not have been possible without the kind support and help of many individuals.

I wish to express my deep sense of gratitude to my supervisor **Dr. Santha Kumari**, for her invaluable guidance, encouragement, useful suggestions and readiness to resolve any point of confusion by mutual discussion, which helped me gain some key insights about the subject and thus, made my research a great learning experience.

I would also like to thank all the faculty member of **School of Humanities and Social Sciences** of Thapar University, Patiala for their vision and relentless effort, support, and encouragement to provide me with this excellent opportunity to carry out my project work.



Jasmeet Kaur

TABLE OF CONTENTS

Declaration	2
Acknowledgements	3
Table of contents	4
List of tables.....	5
Abstract	6
Chapter 1 Introduction.....	7
1.1 Attachment theory.....	7
1.2 Stages of attachment.....	8
1.3 Patterns of attachment.....	9
1.4 Academic achievement.....	10
1.5 Delay of gratification.....	11
1.6 Self esteem.....	12
Chapter 2 Literature review.....	13
Chapter 3 Motivation behind the study.....	16
3.1 Objective of the research.....	17
3.2 Hypotheses.....	17
3.3 Design.....	18
Chapter 4 Method.....	19
4.1 Sample.....	19
4.2 Revised adult attachment scale.....	19
4.3 Rosenberg self esteem scale.....	19
4.4 Delay of gratification inventory.....	20
4.5 Procedure.....	20
Chapter 5 Result.....	21

Chapter 6	Discussion.....	23
Chapter 7	Limitation & Future direction for the research.....	28
Chapter8	References.....	31
Appendix.....		33

LIST OF TABLES

Table 1: Descriptive statistics of self esteem, delay of gratification & attachment styles.....	21
Table 2: Correlation between self esteem, delay of gratification & attachment style.....	22
Table 3: Linear Regression of self esteem & academic achievement.....	23
Table 4: Linear Regression of delay of gratification & academic achievement.....	24
Table 5: Linear Regression of close attachment style & delay of gratification.....	25
Table 6: Linear Regression of depend attachment style & delay of gratification.....	25
Table 7: Linear Regression of anxiety attachment style & delay of gratification.....	26
Table 8: Linear Regression of self esteem & attachment style.....	27

ABSTRACT

The main aim of the study was to examine the effect of attachment style, self esteem and delay of gratification and academic achievement. One hundred student volunteers (females), of the age range 20-22 years participated in the study. The participants were from Punjab University, Chandigarh. Revised Adult Attachment Scale (RAAS), Rosenberg self esteem scale, Delay of Gratification Inventory were used for measuring Attachment Style, Self Esteem, Delay of Gratification, respectively. It was predicted that self esteem and delay of gratification have appositive effect on academic achievement. In addition to this, attachment style such as close and anxiety has a positive effect on academic achievement, delay of gratification and self esteem. Similarly, the anxiety attachment style is negatively associated with academic achievement. Correlation and regression were used analyze the results. The results indicate that the delay of gratification factor social & money has a positive effect on academic achievement. Out of the attachment style, anxiety attachment style has a negative effect on the overall delay of gratification and also close attachment has a negative effect on delay of gratification for the factor food. The present study found that, the delay of gratification benefits the individuals in achieving higher performance whereas, anxious attachment hampers in attaining delay of gratification. The close attachment style has a negative impact on the delay especially on food.

Keywords: attachment style, self esteem, delay of gratification and academic achievement.

Chapter 1

INTRODUCTION

The purpose of the present study was to examine the effect of attachment styles and academic achievement, self esteem and academic achievement and also delay of gratification with academic achievement. Attachment styles are relationship-based trait dispositions that reflect an individual's propensity to relate to others in relationships (Richards & Hackett, 2012). Self-Esteem is the ability of an individual to deal with different challenges of life. It is the feeling of being worthy to do something extra ordinary, to enjoy the right and the ability to do hard work (Wiggins,1987). The ability to delay gratification is a process of the self-regulatory system of willpower that orchestrates maintenance of motivation and enactment of goal (Metcalf & Mischel, 1999; Mischel, 1973; Mischel, Cantor, & Feldman,1996).

The present study aimed to look at the relation between the three dimensions of attachment i.e. close, depend, anxiety on academic achievement which was the main focus of the current research. Also, the present study explored the impact of self esteem on the academic achievement. Along with this, we tried to observe the association of delay of gratification with academic achievement. The sub scales of delay of gratification i.e. food, physical, social, money and achievement were considered for the evaluation of the link between them and academic achievement.

1.1 Attachment Theory

Mary Ainsworth (1991) says that “attachments lie at the heart of family life. They create bonds that can provide care and protection across the life cycle”,(page no 1).

John Bowlby (1969) built up his hypothesis of attachment to clarify the source, capacity, and improvement of youngsters' initial socio-passionate conduct. At the point when kids are isolated from their essential attachment figures (i.e. guardians) a standardizing grouping of move makes put that separates kids as far as their detachment tension and methods for dealing with stress (Bowlby, 1969). Bowlby (1969, 1973, 1979, 1980) initially suggested that the attachment behavioral framework capacities to shield newborn children from mischief and improve their probability of survival by keeping them near guardians and driving them to look for vicinity and contact when they experience possibly debilitating or unsafe circumstances. The nearness of a security improving attachment figure gives three primary capacities: solace of being physically

or mentally shut, a place of refuge in times of trouble, and a safe base from which investigation can happen (Ainsworth, Blehar, Waters & Divider, 1978; Ainsworth, 1989). The arrangement of security helps a kid beat nervousness in times of misery and goes about as an impetus for self-improvement (i.e. the quest for their objectives in a safe and non-debilitating condition), (Fraley, 2002; Hazan & Zeifman, 1994). As a kid develops, their connection behavioral framework concentrates more on securing mental closeness and exceeds the requirement for physical nearness (Shaver & Hazan, 1988).

1.2 STAGES OF ATTACHMENT

Pre-attachment Stage: From birth to three months, newborn children don't demonstrate a specific connection to a particular parental figure. The newborn child's signs, for example, crying and objecting normally draw in the consideration of the parental figure and the infant's sure reactions urge the guardian to stay close.

Indiscriminate Attachment: From around a month and a half of age to seven months, newborn children start to show inclinations for essential and auxiliary parental figures. Amid this stage, newborn children start to build up a sentiment trust that the parental figure will react to their requirements. While they will at present acknowledge mind from other individuals, they turn out to be better at recognizing natural and new individuals as they approach seven months of age. They likewise react all the more emphatically to the essential parental figure.

Discriminate Attachment: Now, from around seven to eleven months of age, newborn children demonstrate a solid connection and inclination for one particular person. They will challenge when isolated from the essential connection figure (division tension), and start to show uneasiness around outsiders (more peculiar nervousness).

Multiple Attachments: After around nine months of age, youngsters start to frame compelling passionate bonds with different parental figures past the essential connection figure. This frequently incorporates the father, more established kin, and grandparents.

1.3 PATTERNS OF ATTACHMENTS

Secure Attachment

Secure Attachment is set apart by misery when isolated from parental figures and is cheerful when the guardian returns. These kids feel secure and ready to rely on upon their grown-up parental figures. At the point when the grown-up leaves, the kid might be vexed however he or she feels guaranteed that the parent or guardian will return. Whenever terrified, safely connected youngsters will look for solace from parental figures. These youngsters know their parent or guardian will give solace and consolation, so they are open to searching them out when help is really needed.

Ambivalent Attachment

Secure Attachment is set apart by trouble when isolated from guardians and is upbeat when the parental figure returns. These kids feel secure and ready to rely on upon their grown-up parental figures. At the point when the grown-up leaves, the tyke might be vexed yet he or she feels guaranteed that the parent or guardian will return.

At whatever point frightened, securely joined children will search for comfort from watchmen. These children know their parent or gatekeeper will give comfort and relief, so they are content with seeking them out when help is truly required.

Avoidant Attachment

Kids with an avoidant attachment have a tendency to stay away from guardians or parental figures. At the point when offered a decision, these youngsters will demonstrate no inclination between a guardian and a total outsider. Youngsters who are rebuffed for depending on a parental figure will figure out how to abstain from looking for help later on.

Disorganized Attachment

Kids with a disordered attachment regularly show a confounding blend of conduct and may appear to be muddled, entranced, or befuddled. Kids may both maintain a strategic distance from

or oppose the parent. A few analysts trust that the absence of a reasonable connection example is likely connected to conflicting conduct from guardians. In such cases, guardians may fill in as both a wellspring of solace and a wellspring of dread, prompting muddled conduct.

In our study, we are relating the four connection styles with the sub sorts of the polls since we are concentrate under these sub-headings, i.e. disordered attachment and avoidant attachment are identified with anxiety and depend sub parts, conflicted attachment is identified with close sort and secure attachment is identified with close and depend sub sort.

1.4 Academic achievement or (academic) performance

Academic Achievement or (scholastic) execution is the result of training — the degree to which an understudy, educator or organization has accomplished their instructive objectives.

Academic Accomplishment is normally measured by examinations or persistent evaluation yet there is no broad concurrence on how it is best tried or which viewpoints are most imperative — procedural learning, for example, abilities or definitive information, for example, facts.

Academic Accomplishment alludes to an understudy's achievement in meeting short-or long haul objectives in instruction. Scholastic accomplishment may likewise allude to a man's solid execution in a given scholarly field. Instruction affiliations and schools screen the general level of understudy scholarly accomplishment to choose what, assuming any, progressions should be made in the instructive framework. In California, the accomplishment of schools is measured by the Scholarly Execution Record.

1.5 DELAY OF GRATIFICATION

Delay of instantly available opportunities to fulfill driving forces for goals that are transiently remote however apparently more profitable (Bembenutty,1997; Bembenutty & Karabenick, 1999). Delay of Gratification or conceded satisfaction, is the capacity to oppose the allurements for a quick reward and sit tight for a later reward. Mostly, delay of gratification is related with opposing a littler yet more quick reward keeping in mind the end goal to get a bigger or all the more continuing prize later. Delay of gratification occurs when immediate smaller gratification is delayed by people for the sake of more distant but deferred goals (Mischel,1981). A developing

assemblage of writing has connected the capacity to delay gratification to a large group of other positive results, including scholastic achievement, physical wellbeing, mental wellbeing, and social fitness.

A man's capacity to postpone satisfaction identifies with other comparative abilities, for example, tolerance, motivation direction, self-control and resolution, all of which are included in self-direction.

A few elements can influence a man's capacity to delay gratification. Intellectual methodologies, for example, the utilization of diverting or "cool" musings, can expand postpone capacity, as can neurological components, for example, quality of associations in the frontal-striatal pathway. Age assumes a part as well; youngsters under 5 years of age show a checked absence of postponed delight capacity and most normally look for quick satisfaction. A little contrast amongst guys and females propose that females might be better at postponing rewards.

Children as preschoolers who chose delay of gratification were seen to achieve more in high school and they were known to be academically and socially seen to be more efficient in comparison to children who opted for immediate gratification (Mischel, Shoda & Peake, 1988).

1.6 SELF ESTEEM

Self esteem mirrors a man's general subjective enthusiastic assessment of his or her own value. It is a judgment of oneself and also a state of mind toward the self. Self esteem incorporates convictions around oneself, (for instance, "I am skillful", "I am commendable"), and also enthusiastic states, for example, triumph, despondency, pride, and disgrace. Smith and Mackie (2007) characterized it by saying "The idea of self is that we consider that the self is simply the positive or negative assessment of the self ". Scientists have conceptualized it as a compelling indicator of specific results, for example, scholarly accomplishment, bliss, fulfillment in marriage and relationships and criminal conduct. Self Esteem can apply particularly to a specific measurement (for instance, "I trust I am a decent author and feel glad about that") or a worldwide degree (for instance, "I trust I am an awful individual, and feel terrible about myself as a rule"). Mohammad (2010), the results in the study indicated that self esteem strengthens the prediction of academic achievement.

Chapter 2

LITERATURE REVIEW

2.0 Attachment Styles

There are various studies on Attachment style which have been conducted, one of such study has found out that the learning process is influenced on a large scale by the different attachment styles. Also, it was suggested that this study and also its results found can be very helpful for Educational professionals and also to lead to a smooth learning environments (Bowlby ,1969). Motivated learners at school are found to have a a very secure relation with their parents (Learner & Kruger, 1997). The various types of qualities with the respective parents i.e. secure attachment is related to academic results because the positive internal working model of the self derived from a secure attachment relationship may lead to the development of the child's intrinsic motivation and perceived academic competence (Larose, Bernier, & Tarabulsy ,2005; Moss & St-Laurent, 2001). Some studies have shown that students who have full control over their impulsiveness in class appear to make a better adjustment better at school, whereas those who don't have control lead to higher levels of anxiety and depression perceive themselves to be lacking in academic ability (Cole, Martin, Peeke, Seroczynski, & Fier,1999).

Some studies have indicated that attachment quality to parents is negatively associated with the presence of externalized problems, such as theft, drug use, vandalism (Noom et al., 1999), and aggressive behavior (Laible et al., 2000; Noom et al., 1999); and internalized problems, such as anxiety and depressive mood (Allen, Moore, Kuperminc, & Bell, 1998; Nada-Raja, McGee, & Stanton, 1992). According to attachment theory, social exploration is possible because of the security a person derives from their parents. (Bowlby, 1969). Self-reliance and independence are the result of feeling secure (Bretherton & Munholland,1999). They might seem hyperactive as they drift from object to object. As teens they may express a strong need for their caregiver in a stressful situation, have lots of trouble when they are separating, also they have excessive concern about the caregiver's whereabouts, and have difficulty recovering from being upset

(Hodges et al,1999). Care givers often report feeling depressed, anxious, and dissatisfied with their marriages and home interactions (Stevenson-Hinde & Verschueren, 2002). Their children are unsure of the parents ability or willingness to respond to them, but do not have any fear regarding rejection. As a result, they may also force the attached parent into immediate availability by using angry threats, tantrums, pouting, sullenness, or other exaggerated displays of emotions or helplessness. Resistant children's clingy, dependent behavior elicits caregiving from an AF who is inconsistently or inadequately responsive.

Insecure/disorganized-disoriented children do not have any organized response to the attached parent. As older children they may take charge to an unnatural degree in order to reduce uncertainty and may appear confident, yet brittle and anxious (Stevenson-Hinde & Verschueren, 2002). Noticeable form of Insecure attachment in high school may also lead to a predict lower achievement during the first year in college. One study found that insecure students, compared to secure students, prepared poorly for exams, did not concentrate as well, feared failure, sought less help from teachers, and gave less priority to studies (Larose et al,2005).

2.1 Self Esteem

The results in this study indicated that self esteem strengthens the prediction of academic achievement (Mohammad,2010). A study was conducted regarding self esteem and its link to the academic achievement and it was found that academic self esteem and family self esteem had a positive relationship with academic achievement (Sadaat, Ghasemzadeh & Soleimani,2012).

Lack of achievement motivation and self esteem leads to lack of interest to achieving high on grades (Abdullah, 2000). A study was conducted on the self esteem of rural and urban adolescents and the results showed that girls had higher academic achievement then boys (Joshi & Srivastava,2009).

2.2 Delay of Gratification

The results regarding the study showing the relationship of delay of gratification and academic achievement showed a positive relationship between delay of gratification and IQ related to the academic achievement (Duckworth & Seligman,2006). A study was conducted on secondary students and there was found a significant relationship between delay of gratification and as well

as in the academic achievement. Similar study was conducted and revealed that students scoring high on academic barred from the long term reward of extra credit work less than the lower scoring students(Silva & Gross,2004).

2.3 Academic Achievement

The results in the study by Ahmad, Zeb, Ullah and Ali (2005), showed that students who core high on academic performance have high self esteem. Therefore, from this study we can conclude that there is a very high and also a positive relationship between self-esteem and academic achievements of students. According to the results found out from their study that teachers should also be motivated to respect and care their students.

A study investigated the relationship between academic achievement and attachment style, and the study displayed a strong correlation between delay of gratification and academic achievement (Bembenutty & Karabenick,1998).

Chapter 3

MOTIVATION FOR THE STUDY

The aim for this study was to find out the relationship between self esteem, delay of gratification and attachment style on academic achievement. Many research have been done exploring the various aspects of attachment styles in terms of secure, avoidant, ambivalent and disorganised attachment style. This study has focused to link the close, depend and anxiety attachment dimensions of the attachment styles to the academic achievement.

Second, self esteem is very important part of our life as it mirrors a man's general subjective enthusiastic assessment of his or her own value. Earlier studies have been done looking at the association between self esteem and academic achievement. Although there are studies indicating the relationship between self esteem and academic achievement, but the present study tries to understand the linkage between the variables such as self esteem, delay of gratification, attachment style & academic achievement.

Third, Delay of Gratification is the capacity to oppose the allurements for a quick reward and sit tight for a later reward in case of delay of gratification. Twenty-first century is an era where internet has become a necessity and delay of gratification is no more being practiced by us youngsters, people order things which are available at their door step very easily. Many studies have been done on delay of gratification in the Western Culture. There is a paucity of research related to delay of gratification and other variables in the Indian context. Therefore, this study can shed more light on the linkage between attachment style, delay of gratification and self esteem.

3.1 Objectives

1. To study the effect of self-esteem on academic achievement.
2. To study the effect of delay of gratification on academic achievement.
- 3 .To study the effect of attachment style on academic achievement.

3.2 Hypotheses

Self esteem is referred to as a person's overall subjective emotional evaluation of his own worth. Self Esteem is found to have a positive effect on Academic Achievement of students. High self esteem of students works out to be very positive in the learning process. Such students are more confident and motivated towards learning new things and exploring them as well. Also, Students with high self-esteem seem to perform better in academics as compared to the students who have low self-esteem (Jordon & Kelly ,1990). Based on the above reviews the following hypothesis was formulated.

H₁: Self esteem has a positive effect on Academic Achievement.

Delay of gratification is referred to as when we tend to resist the temptation for an immediate reward getting later in the future. A study by Herndon, Bembenuddy and Gill (2011), indicated that there is a beneficial relationship between delay of gratification and academic achievement. It suggested that the development of delay of gratification skills help out in reaching the academic success. Based on the above reviews the following hypothesis was formulated.

H₂: Delay of gratification has positive effect on Academic Achievement

The close dimension refers to the extent to which a person is comfortable with closeness and intimacy. The close dimension correlated highly with the secure attachment style. Adolescents

who perceive their parents as a source of security are more highly motivated in school (Lerner & Kruger, 1997). Based on the above reviews the following hypothesis was formulated.

H₃: The “close” attachment style has positive effect on academic achievement.

The depend dimension refers to the extent to which a person feels he/she can depend on others to be available when needed. The previous research indicates that secure individuals score high on depend dimension. According to attachment theory, security deriving from the relationship with parents encourages social exploration (Bowlby, 1969). Based on the above review the following hypothesis was formulated.

H₄: The “Depend” attachment style has positive effect on academic achievement.

Some studies have shown that students who control their impulsiveness in class appear to make a better adjustment to school, whereas those who manifest higher levels of anxiety and depression perceive themselves as lacking in academic ability (Cole, Martin, Peeke, Seroczynski, & Fier, 1999). Based on the above reviews the following hypothesis was formulated.

H₅: The “Anxiety” attachment style has negative effect on academic achievement.

Baumeister, DeWall, Ciarocco, and Twenge (2005) found that individuals who were not close to their parent or were rejected, they were less likely to drink a healthy yet bad-tasting beverage, more prone to overeat an unhealthy snack food, gave up more quickly on a frustrating puzzle task, and experienced more attention regulation impairments than non rejected individuals. Based on the above reviews the following hypothesis was formulated.

H₆: The close attachment style has negative effect on delay of gratification.

Adolescence is the phase of establishing autonomy and some independence from the family. Because some people confuse attachment with dependency, they mistakenly assume that attachment must wane during adolescence. Instead, self-reliance and independence are the result of feeling secure (Bretherton & Munhollan,1999). Based on the above reviews the following hypothesis was formulated.

H₇: The depend attachment style has negative effect on delay of gratification.

Rejected individuals are also less able to delay gratification which further causes anxiety in them (Twenge, Catanese, & Baumeister,2003), and exhibit more self-destructive behaviors, such as foolish risk taking, unhealthy decision making, and procrastination (Twenge, Catanese, & Baumeister,2002), than non-rejected individuals. Based on the above reviews the following hypothesis was formulated.

H₈: The anxiety attachment has negative effect on delay of gratification.

Chapter 4

METHOD

4.1 Sample

A total of 100 subjects were tested in the study in which all the participants were females. The participants in the study were students of Punjab University, Chandigarh, age group ranging from 20-22 years ($M= 20.8, SD=2.30$) who voluntarily took part in the study after signing a consent form stating the confidentiality of the experiment. Each subject further provided background information like name, age and gender.

4.2 Design

In this study, the independent variables are attachment styles, self esteem and delay of gratification and the dependent variable is academic achievement.

4.3 Tools Used

4.3.1 Revised Adult Attachment Scale (Collins,1996)

The Revised Adult Attachment Scale is given by Collins(1996). The Revised Adult Attachment Scale was used to assess the three attachment dimensions (Close, Depend, and Anxiety). RAAS is an 18-item self-report scale, that asks participants to rate the extent to which each statement describes their feelings and behaviors in romantic relationships in general (5-point Likert scale; 1 - not at all characteristic of me, 5 - very characteristic of me).

4.3.2 Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agrees to strongly disagree. Instructions of test are these, below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the

statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

4.3.3 Delay of Gratification Inventory (Hoerger, Weed and Quirk, 2011)

Development and validation of the Delaying Gratification Inventory by Hoerger , Weed and Quirk (2011) is a 35 item scale which yields gratification delay scores for five domains such as food, physical pleasures, social interactions, money and achievement. Deficits in delay of gratification are related with a huge range of public health problems, like obesity, risky sexual behavior, and substance abuse.

4.4 Procedure

The subjects were informed in detail about the study protocol. At first the consent forms by the participants were filled, afterwards they were given the self esteem questionnaire, then further the participants were asked to fill the delay of gratification questionnaire and at last the attachment style questionnaire was given to the participants.

Chapter 5

RESULTS

After the data collection , the scores were compiled . Mean and standard deviation was computed. Self Esteem : Mean and standard deviation of the scores are 21.25 and 4.92 respectively. Close's attachment style: Mean and standard deviation of the scores are 13.77 and 5.02 respectively. Depend's attachment style: Mean and standard deviation of the scores are 14.36 and 3.36 respectively. Anxiety's attachment style: Mean and standard deviation of the scores are 15.79 and 4.47 respectively. DGI 10 – Mean of the scores are 29.75 and standard deviation of the scores is 6.13. Food – Mean of the scores are 21.88 and standard deviation is 6.13. Physical Pleasures – Mean of the scores are 23.17 and standard deviation is 5.66. Social Interactions – Mean of the scores are 23.30 and standard deviation is 5.58. Money- Mean of the scores are 21.52 standard deviation is 5.32. DGI 35- Mean of the scores are 119.62 and standard deviation is 17.50.

Table1: Descriptive Statistics of Self Esteem, Attachment Styles and Delay of Gratification.

Variables	Mean	Standard Deviation
Self Esteem	21.25	4.92
Close	13.77	5.02
Depend	14.36	3.36
Anxiety	15.79	4.47
DGI 10	29.75	6.43
Food	21.88	6.13
Physical	23.17	5.66
Social	23.30	5.58
Money	21.52	5.32
DGI 35	119.62	17.50

Correlation was computed between all the variables studied in the present work. It is clear from the table 2 that the correlation between depend attachment style with self esteem i.e. .021 , and also with anxietyclose attachment style with food i.e. -0.22, self esteem & physical i.e. 0.21, all are significant at .05 level. Also the correlation between money & academic achievement i.e.0.49 which has been found to be at .01 level.

Table2: Correlation between Attachment Style, Self Esteem, Delay of Gratification .

	<i>close</i>	<i>depend</i>	<i>anxiety</i>	<i>self esteem</i>	<i>dgi 35</i>	<i>dgi 10</i>	<i>food</i>	<i>physical</i>	<i>social</i>	<i>money</i>	<i>achievement</i>
close	1										
depend	0.536	1									
anxiety	-0.033	0.354	1								
self esteem	0.096	0.214*	0.193	1							
dgi 35	0.027	0.055	-0.154	0.105	1						
dgi 10	-0.030	0.012	-0.025	0.172	0.178	1					
food	-0.222*	-0.157	-0.170	-0.087	0.029	0.182	1				
physical	-0.016	-0.029	-0.115	0.217*	0.044	0.258	0.404	1			
social	0.005	0.009	-0.048	0.202	0.084	0.306	0.054	0.210	1		
money	-0.136	-0.158	-0.036	-0.027	0.273	0.156	0.082	0.016	0.303	1	
achievement	0.031	0.091	0.060	0.064	0.140	0.184	0.047	-0.138	0.209	0.498*	1

Regression Analysis was carried out to understand the relationship between Self Esteem and Academic Achievement. It is clear from table 3 that there is no significant relationship to be found between self esteem and academic achievement.

Table 3: Regression Analysis of Self Esteem for Academic Achievement.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Adjusted R square
	B	Std. Error	Beta	
(Constant)	21.556	2.342		9.206
self esteem	.068	.107	.064	.637

Regression Analysis was carried out to understand the relationship between Delay of Gratification and Academic Achievement. It is clear from table 4 that there is a significant relationship between social domain and academic achievement i.e. Adjusted R square value is .034 which means 3.4 % variation can be attributed to delay of gratification and the B value is found .19 which indicates that one unit increase in the delay of gratification leads to .19 unit change in the academic achievement.

Also, there is a significant relation between money domain and academic achievement i.e. R square value is .241 which means 24 % variation can be attributed to the delay of gratification and the B value is found .49 which indicates that one unit increase in the delay of gratification leads to .49 unit change in the academic achievement.

Table 4: Regression Analysis of Delay of Gratification for Academic Achievement.

	DV	B	Std.Error	Beta	t-value	Adjusted R square
Academic Achievement	DGI	.054	.039	.140	1.400	.010
	Food	.041	.086	.048	.474	-.008
	Physical	-.128	.042	-.139	-1.386	.009
	Social	.196	.093	.209	2.116*	.034
	Money	.491	.086	.499	5.697**	.241

*p<.05, **p<0.01

Regression Analysis was carried out to understand the relationship between Close Attachment Style and Delay of Gratification. It is clear from table 5 that there is a significant relationship between food domain and delay of gratification i.e. Adjusted R square value is .054 which means 5.4 % variation can be attributed to delay of gratification and the B value is found -.31 which indicates that one unit increase in the delay of gratification leads to -.31 unit change in the close attachment style. is a significant relationship between “close” attachment style and delay of gratification.

Table 5: Regression Analysis of Close Attachment Style for Delay of Gratification

	DV	B	Std.Error	Beta	t-value	Adjusted R square
	DGI	-.192	.332	-.071	-.578	.011
Close	Food	-.313	.147	-.256	-2.119*	.054
	Physical	-.046	.141	-.041	-.327	-.016
	Social	-.023	.140	-.021	-.165	-.028
	Money	-.076	.132	-.072	-.577	-.002

*p<.05

Regression Analysis was carried out to understand the relationship between Depend Attachment Style and Delay of Gratification. It is clear from table 6 that there is no significant relationship to be found between “depend” attachment style and delay of gratification.

Table 6: Regression Analysis of Depend Attachment Style for Delay of Gratification

	DV	B	Std.Error	Beta	t-value	Adjusted R square
	DGI	.687	.530	.171	1.296	.011
	Food	.091	.236	.050	.384	.054
	Physical	.065	.226	.038	.286	-.016
	Social	.073	.224	.044	.326	-.028
	Money	-.191	.211	-.121	.908	-.002

Regression analysis was carried out to understand the relationship between anxiety attachment style and delay of gratification. It is clear from table 7 that there is a significant relationship between “anxiety” attachment style and delay of gratification i.e. Adjusted R square value is .011 which means 1.1 % variation can be attributed to delay of gratification and the B value is found -.65 which indicates that one unit increase in the delay of gratification leads to .65 unit change in the anxiety attachment style.

Table 7: Regression Analysis of Anxiety Attachment Style for Delay of Gratification.

	DV	B	Std.Error	Beta	t-value	Adjusted R square
	DGI	-.657	.336	-.218	-1.954**	.011
Anxiety	Food	-.270	.149	-.197	-1.806	.054
	Physical	-.165	.143	-.130	-1.150	-.016
	Social	-.081	.142	-.065	-.569	-.028
	Money	.004	.134	.003	.031	-.002

*p<.05

Regression Analysis was carried out to understand the relationship between Attachment Style and Self Esteem. It is clear from the table 8 that there is no significant relationship to be found between self esteem and attachment style.

Table 8: Regression Analysis of Self Esteem for close, depend and anxiety attachment Style.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Adjusted R square
	B	Std. Error	Beta		
(Constant)	15.341	2.446		6.273	
Close	.017	.120	.018	.143	.032
Depend	.228	.191	.156	1.191	
Anxiety	.152	.121	.138	1.256	

Chapter 6

DISCUSSION

The present study investigated the effect of attachment style, self esteem and delay of gratification on the academic achievement of students.

The first hypothesis that higher self esteem will have positive effect on academic achievement of students was not confirmed. Self esteem strengthens the prediction of academic achievement (Mohammad,2010). The present study could not confirm the studies by Mohammad(2010). The hypothesis could not be confirmed, this can be attributed to the nature of the sample chosen. The sample in the present study had only female participants and were exclusively taken from a particular university. The purposive sampling might have led to the results obtained in this study. According to Sadaat(2012), self esteem and family self esteem had a positive relationship with academic achievement. Although there are studies which indicate the relation between self esteem and academic achievement, the present study could not find evidence for this.

The second hypothesis was that delay of gratification is positively correlated with academic achievement of students. Delayed gratification is associated with resisting a smaller but immediate reward in order to receive a larger or more enduring reward later. A growing body of literature has linked the ability to delay gratification to a host of other positive outcomes, including academic success, physical health, psychological health and social competence.

Our hypothesis in the present study was partially confirmed and a positive relation was obtained for two dimensions i.e. Social and Money. The findings of the present study are in line with the study by a research conducted which showed a greater delay of gratification in the social domain (Kupersmidt & Coie,1990), examined the links between social and academic outcomes and investigated the value of peer rejection in predicting adolescent delinquency and school maladjustment (Baldwin et al.'s (1997). A greater delay of gratification in the money domain has been found. It found that expenditures had a positive indirect effect on student achievement, acting through teacher-student ratios, Wenglinsky(1997). He also found that the way in which expenditures influenced achievement was contingent on students' grade levels. More recent studies have found statistically significant relationships between expenditures and college outcomes (Astin, 1993; Gansemer-Topf & Schuh, 2004; Hayek, 2001; Ryan, 2004b; Smart, Ethington, Riggs, & Thompson, 2002; Toutkoushian & Smart, 2001). Hayek (2001) found a

positive relationship between persistence and graduation rates and expenditures for instruction, research, academic support and institutional support.

The third, fourth and the fifth hypothesis, i.e. close, depend and anxiety attachment style have an effect on academic achievement, were not confirmed. Close attachment style did not have any relationship with academic achievement and also no relationship was found for Depend Attachment Style and same was found for Anxiety Attachment Style. A study conducted reveals that there is a less possibility that attachment theory would lead to good academic performance (Sroufe,1988). It indicates that the academic achievement of young adults is not affected by attachment styles. The reason behind this could be that the present generation is less into secure relationships and their understanding of their own self is not dependent on how the other people perceive them, with whom they are in relationships.

The sixth hypothesis, that close attachment style is negatively related with delay of gratification has not been confirmed. Surprisingly, a negative association has been found between the two variables. Previous study found that rejected individuals were less likely to drink a healthy yet bad-tasting beverage, more prone to overeat an unhealthy snack food, gave up more quickly on a frustrating puzzle task, and experienced more attention regulation impairments than non rejected individuals (Ciarocco & Twenge,2005). Close attachment style is negatively correlated with all the factors of delay of gratification. And especially, delay of gratification's food factor has been found to be negatively correlated with close attachment style.

The seventh hypothesis that depend attachment style has an effect on delay of gratification but this hypothesis was not confirmed that there was no significant relationship to be found in them. The eighth hypothesis says that anxiety attachment style is negatively correlated with delay of gratification and the hypothesis has been confirmed. Rejected individuals are also less able to delay gratification (Twenge & Baumeister,2003) and exhibit more self-destructive behaviors, such as foolish risk taking, unhealthy decision making, and procrastination (Twenge, Catanese, & Baumeister, 2002), than non-rejected individuals.

IMPLICATIONS

This study can be useful for parents, teachers and counselors. In the present era, children demand many things from parents and expect immediate gratification, parents must avoid satisfying the needs of the child immediately. Delay of gratification is related to ego development and impulsivity. Training program for parents can be conducted to understand the importance of delay of gratification for achievement.

LIMITATION AND FUTURE DIRECTION FOR THE RESEARCH

The present study was conducted exclusively on females, therefore future studies can extend it to males as well. As the present study is a cross sectional one, a longitudinal study can shed more light on the relationship between delay of gratification, attachment style, self esteem and academic achievement. In the present study convenient sampling was used and therefore, heterogenous population with random sampling can be attempted in future studies.

Chapter 7

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APPENDIX

CONSENT FORM

I am the student of MA Psychology of School of Humanities & Social Sciences of Thapar University, doing a research project on Leadership Styles of people in relation to some personality styles. I need your co-operation for the conduct of this study by way of filling up this questionnaire.

I assure you that the information given by you would be used only for academic purposes and will be kept strictly confidential. If you wish to have the feedback about your performance I will provide you.

Thanking you for your cooperation and time.

I, _____ hereby give the consent to participate in this research.

Signature of the Participant

Gender _____

Age _____

DELAY OF GRATIFICATION INVENTORY SCALE

Instructions:

Read each of the following statements. Rate how well each statement describes you, using the following 5-point scale.

Rating Scale:

1	2	3	4	5
Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree

1. I can resist junk food when I want to
2. I am able to control my physical desires
3. I hate having to take turns with other people*
4. When I am able to, I try to save away a little money in case an emergency should arise
5. I worked hard in school to improve myself as a person
6. I would have a hard time sticking with a special, healthy diet*
7. I like to get to know someone before having a physical relationship
8. Usually I try to consider how my actions affect others
9. It is hard for me to resist buying things I cannot afford*
10. I have tried to work hard in school so that I could have a better future
11. If my favorite food were in front of me, I would have a difficult time waiting to eat it*
12. My habit of focusing on what “feels good” has cost me in the long run *
13. I think that helping each other benefits society
14. I try to spend my money wisely
15. In school, I tried to take the easy way out*
16. It is easy for me to resist candy and bowls of snack foods
17. I have given up physical pleasure or comfort to reach my goals

18. I try to consider how my actions will affect other people in the long-term
19. I cannot be trusted with money*
20. I am capable of working hard to get ahead in life
21. Sometimes I eat until I make myself sick*
22. I prefer to explore the physical side of romantic involvements right away *
23. I do not consider how my behavior affects other people*
24. When someone gives me money, I prefer to spend it right away*
25. I cannot motivate myself to accomplish long-term goals*
26. I have always tried to eat healthy because it pays off in the long run
27. When faced with a physically demanding chore, I always tried to put off doing it *
28. I value the needs of other people around me
29. I manage my money well
30. I have always felt like my hard work would pay off in the end
31. Even if I am hungry, I can wait until it is meal time before eating something
32. I have lied or made excuses in order to go do something more pleasurable *
33. There is no point in considering how my decisions affect other people*
34. I enjoy spending money the moment I get it*
35. I would rather take the easy road in life than get ahead*

REVISED ADULT ATTACHMENT STYLE QUESTIONNAIRE

The following questions concern how you *generally* feel in *important close relationships in your life*. Think about your past and present relationships with people who have been especially important to you, such as family members, romantic partners, and close friends. Respond to each statement in terms of how you *generally* feel in these relationships.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1-----2-----3-----4-----5

Not at all
characteristic
of me

Very
characteristic
of me

- 1) I find it relatively easy to get close to people.

- 2) I find it difficult to allow myself to depend on others.

- 3) I often worry that other people don't really love me. _____
- 4) I find that others are reluctant to get as close as I would like.

- 5) I am comfortable depending on others.

- 6) I don't worry about people getting too close to me. _____
- 7) I find that people are never there when you need them.

- 8) I am somewhat uncomfortable being close to others. _____
- 9) I often worry that other people won't want to stay with me. _____
- 10) When I show my feelings for others, I'm afraid they will not feel the
_____ same about me.
- 11) I often wonder whether other people really care about me. _____
- 12) I am comfortable developing close relationships with others.

- 13) I am uncomfortable when anyone gets too emotionally close to me. _____
- 14) I know that people will be there when I need them. _____
- 15) I want to get close to people, but I worry about being hurt. _____
- 16) I find it difficult to trust others completely. _____
- 17) People often want me to be emotionally closer than I feel comfortable being.

- 18) I am not sure that I can always depend on people to be there when I need them.

ROSENBERG'S SELF ESTEEM SCALE

Please record the appropriate answer for each item, depending on whether you Strongly agree, agree, disagree, or strongly disagree with it. 1 = Strongly agree 2 = Agree 3 = Disagree 4 = Strongly disagree

- _____ 1. On the whole, I am satisfied with myself.
- _____ 2. At times I think I am no good at all.
- _____ 3. I feel that I have a number of good qualities.
- _____ 4. I am able to do things as well as most other people.
- _____ 5. I feel I do not have much to be proud of.
- _____ 6. I certainly feel useless at times.
- _____ 7. I feel that I'm a person of worth.
- _____ 8. I wish I could have more respect for myself.
- _____ 9. All in all, I am inclined to think that I am a failure.
- _____ 10. I take a positive attitude toward myself.

