

PARENTAL ATTACHMENT ON ADOLESCENT PERCEPTION OF THE SCHOOL ENVIRONMENT AND SCHOOL CONNECTEDNESS OF HIGH SCHOOL STUDENTS

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Abstract

The purpose of this study was to investigate parental attachment on adolescent perception of school environment and school connectedness. Sample 811 Grade 9 students from seven selected high schools participated in this study. Parental Attachment Questionnaire, Psychological Sense of School Membership Scale, and Classroom Environment Scale were used. In this study there were significant differences in parental attachment by gender, schools and region. Female students had better attachment and closer relationship with their parents than male students. Students from Yangon Region received more attachment, guidance and mutually supportive relationships from their parents than that of students from Ayeyarwady Region. It was found that father's occupation, mothers' occupation and schools affected on perception of adolescents. And school connectedness was significantly positively correlated with parental attachment. Then, school attachment was significantly correlated with perception of classroom environment. Next, perception of classroom environment was significantly positively correlated with parental attachment. Multiple regression analyses revealed that the strongest predictors for adolescent perception of school connectedness were classroom environment and parental attachment. There may be more benefits in conducting a longitudinal study using both qualitative and quantitative research methods.

Key words: Adolescence, Adolescent, Parental Attachment, School Environment, School Connectedness, Perception

Introduction

Research in psychology, sociology, and education has generated new insight on understanding adolescent development with various social contexts. From an attachment perspective, research has connected parent-adolescent relationship quality with developmental outcomes. School, the second only to family, is the most important stabilizing force in the lives of young people. Students who feel like they are cared for and belong at their school have more success in school and have fewer problem behaviors in and out of school

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(Nagel, M., 2009). This concept, best understood as school connectedness, is a powerful predictor in a variety of health and academic outcomes (Oberle, E., Schonert-Reichl, K., Guhn, M., Zumbo, D., & Hertzman, C., 2014). Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society (Cohen & Geier, 2010).

Purpose of the Study

The main purpose of the study was to examine the interactions between parental attachment and school environment on predicting school connectedness in adolescents. **Definition of Key Terms**

Adolescence: Adolescence is considered to be the second most critical and the second most vulnerable developmental period in the life span, surpassed in importance by early childhood (Dahl, 2004; Moretti & Peled, 2004).

School Connectedness: School connectedness is defined as the extent to which students feel personally accepted, respected, included and supported by others in the school social environment (Goodenow, 1993).

School Environment: The physical environment and psychosocial climate can set the stage for positive student perceptions of school (CDC, 2009).

Parental Attachment: Parental attachment is conceptualized as "perceived parental availability, understanding, acceptance, respect, and facilitation of autonomy, interest in interaction with parents in help-seeking situation, and affect towards parents, help-seeking behavior in situations of stress and satisfaction with the help obtained from parents" (Kenny, 1990 as cited in Imtiaz & Naqvi, 2012).

Perception: Verma (1983) has defined that perception represents one of the specific ways in which come to know and think about other individual, their characteristics qualities and other states (Verma, 1983).

Review of Related Literature

Adolescence is a time of considerable increase in risk in a range of psycho-social problems. These include substance use or abuse, school misconduct, academic failure, juvenile crime, self-injury and suicide etc.

Adolescents during the high school years encounter many opportunities and challenges. Some adolescents will get involved with sports, music, and make lasting friendships while others will become involved with drugs, drop out of school, and be uncertain about their futures.

Student's academic interest, success or failure is not influenced by only individual intelligences or abilities, but also by situational and contextual factors (Goodenow, 1993). Interpersonal relationships that provide students with a sense of belongingness can contribute to the motivation of their interest in school. Thus, supportive relationships are likely to enhance educational and personal development. They can also have impact on the lifestyle of a child by affecting overall adaptation in later life (Baumeister & Leary, 1995).

From an attachment perspective, adolescence is marked by critical changes in cognitive, behavioral, and emotional systems. Adolescents develop their own points of view and separate them from their parents' (Bowlby, 1982). Further, the transition to adolescence implies a modification in the family balance between connectedness and autonomy. Indeed, during this developmental phase, adolescents search greater independence and autonomy from their parents. Adolescent autonomy is established not to the detriment of family attachment bonds but in the context of secure, close, and lasting relationships with parents (Allen, Hauser, Bell, & O'Connor, 1994; Fraley & Davis, 1997). In other words, adolescents can engage in exploratory behaviors independently from their parents because they know that parents are available attachment figures to whom they can look for support in case of real need (Allen, Hauser, Eickholt, Bell, & O'Connor, 1994).

The connection between the child and the attachment figure is considered extremely important throughout the lifespan, and provides the potential for instilling security and competence (Kenny & Donaldson, 1991). The attachment figure provides a comforting sense of psychological well-being and reduces distress during dangerous and stressful situations. Attachment behaviors are proposed to be established in infancy and activated throughout childhood. Children tend to have security-providing relationships with both parents and often grandparents or other relatives. Bowlby (1982) asserted that attachment behaviors are reinforced through interaction with the primary caregiver, which contributes to the child's formation of cognitive "internal working models" that provide representation of the self, others and the environment.

Working models are thought to contain processes that influence interpretation and memory of experiences and to become more elaborate and stable as the child grows older and learns to extend the models for use in novel situations. In this way, internal working models are said to form the basis for attachment styles, which contain expectations of responsiveness and stability in future interpersonal relationships, for coping with stress and seeking social support (Bowlby, 1969; Kenny, Moilanen, Lomax & Brabeck, 1993). If parental relationships continue to offer a secure base throughout childhood, parents' advice, comfort, and support may be sought out when children are faced with the social and developmental challenges of adolescence (Kenny et. al., 1993).

School environment refers to all the human and material resources available in the school. An ideal school "climate" includes a strong emphasis on academic achievement, positive student-teacher relationships, respect for others, fair and consistent discipline, attention to safety, family and community involvement. Schools are the primary place where most adolescents spend their time, the opportunity to experience connectedness or a sense of belonging should be felt by all students. In addition, schools can help families create a supportive learning environment at home and involve communities in the success of their schools.

School connectedness is a general term to describe a sense of belonging to the school environment. Students feel connected when (1) they felt they are a part of the school (2) they are happy and like school (3) they are engaged at school (4) they feel safe at school (5) they feel accepted school (6) they participate in school activities (5) they feel that teachers are fair and care about them (7) they have good relationships with other students. School connectedness is even more important particularly if it is taken into account that it implies the ability to successfully, resiliently and innovatively participate in the routines and activities deemed significant by a cultural community (the school). Karcher and Lee (2002) theorized that connectedness is actually composed of three distinct levels or sub constructs: belongingness, an individual's perception of the amount of social support he or she receives in general; relatedness, an individual's perception of the amount of social support he or she receives in specific relationships; and connectedness, the individual's active involvement with and value of his or her general and specific sources of social support. These three relationships or sources of connectedness are considered to be most important in the study of school connectedness (Osterman, 2000). Overall, school connectedness turns around

the notion that when young people receive empathy, attention and praise at school they feel a sense of belonging and support that leads to healthy growth and development (Whitlock, 2003).

Establishing and maintaining connectedness to others, to society, and to oneself is a pervasive human concern (Baumeister & Leary, 1995; Gilligan, 1982). Baumeister and Leary (1995) proposed that belongingness is perhaps the most important psychological resource for overall human wellbeing. They describe the need to belong as the universal need for frequent, pleasant social contact (Baumeister & Leary, 1995) which individuals reciprocate by trying to connect with those things, people, and place that reflect contexts of belonging. Connectedness is shaped both by feelings of general belongingness and by assessments of person-specific interpersonal relatedness. Within the theory of adolescent connectedness (Karcher, 2002), connectedness is described as movement towards others through affection and activity. Connectedness is considered a response to relatedness and belonging. When individuals feel a sense of relatedness to others and belonging in general they, in turn, value those relationships and social institutions in which they experience belongingness and relatedness. They pursue activities and relationships, which further cements their affective commitment. Connectedness, then, reflects one's perception of their own involvement in and affection for others, activities, and organizations. Connectedness is a function of the need to belong, such that when belonging and relatedness is not experienced by an individual in a social ecology, he or she will become more connected to other social ecologies as a compensatory act (Baumeister & Leary, 1995). For example, when disconnection occurs with family members, connectedness with friends may increase; when adolescents become disconnected from school, they often seek connectedness outside of school in their neighborhood (Hirschi, 2005). Adolescents' sense of self is born out of these sometimes divergent connections to family, teachers, friends and peers (Buhrmester, 1990; Harter, 1997) who facilitate the development of a sense of oneself in the present as well as oneself in the future.

One of the crucial issues related to the formation of a positive relationship between parents and children is assisting children to become more successful at school by increasing their participation in the social context of the school. School activity involvement has been demonstrated to have positive effects for adolescent wellbeing. They achieve and participate more in school as long as they are securely attached to both the school and home. McNeely et al., (2002) also investigated the relationship between student

participation and school connectedness, with results to indicate that those who participated in school activities experienced higher overall school connectedness. Thus it is evident that participation in school activities is an important contributing factor to school connectedness.

Connectedness is influenced by societal factors, personal traits, and contextual factors (McNeely, C., 2013). Thus in sum there are a number of school environment factors that might account for the overall sense of school connectedness. Some of these factors might be influenced by parent adolescent attachment while others might be independent of this influence. It is absolutely vital to understand this relationship because there might be no point in placing efforts into changing the school environment to promote school connectedness if the perception of the school environment is eclipsed by an attachment predisposition that comes from parental attachments. Secure parental attachment and a sense of school connectedness may increase academic success and reduce adolescent health risk behavior.

Yet there is limited research investigating the relationship among between parental attachment and school connectedness, there may be to explore the relationship between parental attachment, perception of school environment and school connectedness. Thus, families, schools, and communities all need to work together to create an environment that facilitates healthy development of children and adolescents.

Method

Design of this study is cross sectional in nature and descriptive survey method.

Participants of the Study

Participants of this study were Grade 9 students from selected regions in the academic year of 2015-2016. In this study, 417(51.55%) participants were from Yangon Region and 392(48.45%) were from Ayeyarwady Region. Female comprised 51.79% and the rest were males.

Instruments

The Parental Attachment Questionnaire(PAQ) (Kenny, 1987) is a 55-item self-report inventory adapting the conceptualization of attachment developed by Ainsworth et al., (1978) for use with adolescents and young

adults. It contains three subscales- Affective Quality of Relationships(AQR), Parental Fostering of Autonomy(PFA), and Parental Role in Providing Emotional Support(PES). Affective Quality of Relationship sub-scale consists of (27) items; Parental Fostering of Autonomy involves (14) items and Parental Roles in Providing Emotional Support involves (14) items. Participants used a five-point rating scale (1 = not at all to 5 = very much) in response to items that assess the participant's descriptions of parents, the relationship with parents, and associated feelings and experiences. The researcher added these to derive a total PAQ score, with higher scores representing greater attachment. Respondents' scores on each scale will reflect attachment to both mother and father or the primary caregiver(s). Examples of items include "In general, my parents are persons I can count on to listen to me when I feel upset(PAQ)" and "In general, my parents respects my privacy(PFA)" and "In general, my parents support my goals and interests(PES)".

The reliability coefficients of Affective Quality of Relationship, Parental Fostering of Autonomy and Parental Roles in Providing Emotional Support are 0.820, 0.697 and 0.775 respectively. The reliability coefficient of the whole scale of the Parental Attachment Questionnaire(PAQ) was 0.736.

Psychological Sense of School Membership (PSSM) scale was developed by Goodenow (1993) to measure students' perceived sense of belonging to school. It was for use specifically with early and mid-adolescent students as a measure of their subjective sense of school membership. The PSSM which assesses the extent to which students feel like an accepted, respected, and valued part of their school context, has been used to assess students' sense of belonging at both the classroom level and at the whole school level (Freeman, Anderman, & Jensen, 2007). PSSM consists of (24) items that are answered on a five-point Likert scale (1 = not at all true to 5 = completely true). Negatively worded five items are reverse scored and all item values are averaged for a scale score for each student. The PSSM includes items that involve not only perceived liking, personal acceptance, and inclusion (e.g., "Most teachers at this school are interested in me", "I feel like a real part of this school") but also respect and encouragement for participation (e.g., "People here notice when I'm good at something", "Other students in this school take my opinions seriously") (Goodenow & Grady, 1993). The reliability coefficient of Psychological Sense of School Membership (PSSM) was 0.803.

Classroom Environment Scale (CES) was used to measure additional aspects of the classroom environment (Moos & Trickett, 1987). It is a self-report scale designed to measure nine dimensions of the classroom environment. An important property of the CES is that it assesses dimensions reflective of the responsibility of the teacher to provide suitable learning conditions and support and systematically assesses student peer relationships (Moos & Trickett, 1987). The Classroom Environment Scale, consists of (32) items, a five-point Likert scale questionnaire measured students' perception of their classroom social environment. The reliability coefficient of Classroom Environment Scale (CES) was 0.821.

Data Collection Procedure

The data collection at Yangon and Ayeyarwady Region was held during January, 2016. The questionnaires were administered to the students in their regular classrooms. At first, the researcher explained to the participants the purpose and the importance of the participation in this study. In addition, the researcher assured the participants of the confidentiality of their responses and that their responses would be used only for the research purposes. Then, the questionnaires were distributed and instructions were given to the participants on how to answer the items. They were also encouraged to answer as truthfully as they could and to ask questions if they had difficulty in understanding instructions or items in the questionnaire. The participants were allowed 30 minutes to complete the questionnaires. According to the above procedures, the collection of the required data was conducted in each selected school by survey procedure.

Findings

In this study, high school students' parental attachment, perception of classroom environment and school connectedness were investigated among the selected schools from Yangon Region and Ayeyarwady Region. With the aim to answer the research questions, differences between gender, region, schools, fathers' and mothers' occupation were further investigated. Moreover, in order to explore predictor of school connectedness, parental attachment and perception of classroom environment were examined.

Table 1 Descriptive Statistics for Grade 9 Students' Parental Attachment

Sub-scales of Parental Attachment Questionnaire	Mean	Mean%	Standard Deviation
PAQ	204.12	74.23	8.407
AQR	103.05	76.33	9.347
PFA	47.64	68.06	9.882
PES	53.43	76.33	9.691

PAQ= Parental attachment total, AQR= Affective quality of relationship

PFA= Parental fostering of autonomy,

PES= Parental roles in providing emotional support

According to the results shown in Table 1, Grade 9 students' parental attachment was above average (above 70%). It can reasonably be said that participant students in this study showed more attachment with their parents. Moreover, the mean percentage for Grade 9 students' affective quality of relationship (AQR) and parental roles in providing emotional support (PES) were the same. It may be interpreted that students in this study had same close relationship and emotional support from their parents. However, it was observed that Grade 9 students' parental fostering of autonomy were weaker than others. This may be due to the fact that students in this study received less encouragement from their caregivers. Therefore, it may be interpreted that parents worried that their children might become drug-addicted, dropping out of school, delinquent and so on.

Table 2 Results of *t*-test for Grade 9 Students' Parental Attachment by Gender

Sub-scales	Gender	N	Mean	Mean%	SD	<i>t</i>	<i>p</i>
PAQ	Male	419	201.66	73.33	8.149	-3.155**	.002
	Female	390	206.77	75.19	3.582		
AQR	Male	419	101.85	75.44	8.992	-2.802**	.005
	Female	390	104.33	77.28	9.636		
PFA	Male	419	47.39	67.70	9.678	-1.069	.284
	Female	390	47.91	68.44	10.095		

Sub-scales	Gender	N	Mean	Mean%	SD	<i>t</i>	<i>p</i>
PES	Male	419	52.42	74.88	9.906	-4.480***	.000
	Female	390	54.53	77.89	9.215		

PAQ= Parental attachment total, AQR= Affective quality of relationship

PFA= Parental fostering of autonomy,

PES= Parental roles in providing emotional support

It was observed that the mean score of female students were higher than that of male students on the whole test as well as the two sub-scales of parental attachment, affective quality of relationship, parental roles in providing emotional support. This may be due to the fact that female participant students spent more time with their parents and they are more obedient than male students. So, female students have better attachment and closer relationship with their parents than male students. However, the mean scores of parental fostering of autonomy between male and female students were the same. It can be interpreted that male and female participants in this study showed the same autonomy with their parents.

Table 3 Results of *t*-test for Grade 9 Students' Parental Attachment by Region

Sub-scales	Region	N	Mean	Mean %	SD	<i>t</i>	<i>p</i>
PAQ	Ayeyarwady	417	199.90	72.69	9.303	-5.455***	.000
	Yangon	392	208.61	75.86	6.984		
AQR	Ayeyarwady	417	100.78	74.65	10.273	-5.355***	.000
	Yangon	392	105.46	78.12	7.879		
PFA	Ayeyarwady	417	46.85	66.92	10.895	-3.388**	.001
	Yangon	392	48.48	69.26	8.525		
PES	Ayeyarwady	417	52.27	74.67	10.384	-5.117**	.001
	Yangon	392	54.67	78.10	8.559		

**The mean difference is significant at the 0.01 level.

***The mean difference is significant at the 0.001 level.

The results showed that the mean scores of students from Yangon Region were higher than that of students from Ayeyarwady Region on the

whole test as well as affective quality of relationship, parental fostering of autonomy, and parental roles in providing emotional support. It can be due to the fact that parents of students from Yangon Region spent more time taking care of their children than parents of students from Ayeyarwady Region. This may be interpreted that students from Yangon Region received more attachment, guidance and mutually supportive relationships from their parents than those of students from Ayeyarwady Region.

Table 4 ANOVA Results of Grade 9 Students' Parental Attachment by Fathers' Occupation

Sub-scales	Group1	Group2	Group3	Group4	Group5	Group6	<i>F</i>	<i>p</i>
PAQ	72.05	75.60	74.66	72.98	73.99	72.91	3.214*	.007
AQR	73.74	77.89	76.73	75.11	76.01	75.01	3.192*	.007
PFA	66.98	68.75	68.21	67.76	68.22	67.14	0.633	.675
PES	73.85	78.03	77.11	74.09	75.86	74.62	4.158**	.001

*The mean difference is significant at the 0.05 level.

**The mean difference is significant at the 0.001 level.

Group 1= Fatherless, Group 2= Government Staff, Group 3= Farmer, Group 4= Others, Group 5= Company Staff, Group 6= Businessman

Table 4 showed that the mean score of students whose fathers work as government staff were the highest in the whole scale as well as the three sub-scales of parental attachment than others. According to Myanmar tradition, most of the government staff were educated persons. So it can be interpreted that they can guide their children with the right way. And then, the mean score of students whose fathers work as farmers were the second. The mean score of students who were fatherless was the lowest. It can be due to the fact that they cannot get protective and caring from their fathers. So the more attachment they get the closer relationship with their caregivers.

Table 5 ANOVA Results of Grade 9 Students' Parental Attachment by Mothers' Occupation

Sub-scales	Group1	Group2	Group3	Group4	Group5	Group6	F	p
PAQ	71.27	74.80	74.16	71.03	70.96	74.03	2.699*	.020
AQR	73.16	76.89	76.46	73.66	72.92	75.69	2.314*	.042
PFA	64.74	68.79	67.22	65.08	66.75	68.87	1.648	.145
PES	74.16	71.40	76.66	71.90	76.79	76.99	3.395**	.005

* The mean difference is significant at the 0.05 level.

** The mean difference is significant at the 0.01 level.

Group 1= Motherless, Group 2= Non working mother, Group 3= Others, Group 4= Company Staff, Group 5= Government Staff, Group 6= Private

Concerning the mother's occupation, the mean scores of students who have non-working mothers were higher in parental attachment than others. It can be interpreted that non-working mothers spent more time on taking care of their children, were more likely not to work full time, were seen as more protective their children, still spent more time to communicate with their children than that of other occupation groups. Compared to other students, they can get closer relationship their mothers.

Table 6 Results of t-test for Grade 9 Students' School Connectedness by Gender

Scale	Gender	N	Mean	SD	d.f	t	p
PSSM	Male	419	89.41	10.127	807	-3.926***	.000
	Female	390	92.06	9.077			

***The mean difference is significant at 0.001 level.

PSSM= Psychological Sense of School Membership Scale

The results of t-test revealed that significant differences were found to the whole test of school connectedness at 0.001 level. This may be due to the fact that female students were more obedient and believing that school is important to their future.

Table 7 Results of *t*-test for Grade 9 Students' School Connectedness by Region

Scale	Region	N	Mean	SD	d.f	<i>t</i>	<i>p</i>
PSSM	Ayeyarwady	417	89.23	10.237	807	-4.472***	.000
	Yangon	392	92.24	8.891			

***The mean difference is significant at 0.001 level.

PSSM= Psychological Sense of School Membership Scale

The results of independent sample *t*-test revealed that significant differences were found in students' school connectedness at 0.001 level between Yangon and Ayeyarwady Region. This may be interpreted that students from Yangon Region were better in school connectedness than that of students from Ayeyarwady Region. It can reasonably be said that students from Yangon Region were actively engage to their school. It can be due to the fact that participant students from Yangon Region feel more of a connection to their school when they see school staff dedicating their time, interest, attention and emotional support to them than of students from Ayeyarwady Region.

Table 8 Results of *t*-test for Grade 9 Students' Perception of Classroom Environment by Gender

Scale	Gender	N	Mean	SD	d.f	<i>t</i>	<i>p</i>
CES	Male	419	112.72	12.388	807	-3.287*	.001
	Female	390	115.22	12.664			

*The mean difference is significant at 0.05 level.

CES= Classroom Environment Scale

It was found that perceptions of female students were better than that of male students on classroom environment.

Table 9 Results of *t*-test for Grade 9 Students' Perception of Classroom Environment by Region

Sub-scale	Region	N	Mean	SD	d.f	<i>t</i>	<i>p</i>
CES	Ayeyarwady	417	111.08	11.997	807	-6.296***	.000
	Yangon	392	116.54	12.626			

***The mean difference is significant at 0.001 level.

CES= Classroom Environment Scale

The mean score of students from Yangon Region were higher than that of students from Ayeyarwady Region on the perception of classroom environment. The results of *t*-test confirmed that significant differences were found to be on the perception of classroom environment at 0.001 level and 0.05 level. This may be interpreted that participant students from Yangon Region feel more personally accepted, respected and included in the school community than those of students from Ayeyarwady Region.

Table 10 Inter-correlations between School Environment, School Connectedness and Parent-Adolescent Attachment Variables

Variables	PSSM	AQR	PFA	PES	CES
PSSM	1	.425**	.333**	.404**	.642**
AQR		1	.641**	.661**	.416**
PFA			1	.601**	.316**
PES				1	.445**
CES					1

** $p < 0.01$

To identify the best model for predicting in school connectedness of Grade 9 students, backward elimination multiple regressions was used.

Table 11 Multiple Regression Analysis Summary for Predictions of School Connectedness

Variables	B	β	<i>t</i>	R	R ²	Adj R ²	F
Significant predictor of PSSM	25.092		9.333**	.667	.445	.442	161.232
AQR	.110	.142	3.662**				
CES	.426	.023	18.525**				

$p^{**} < 0.001$

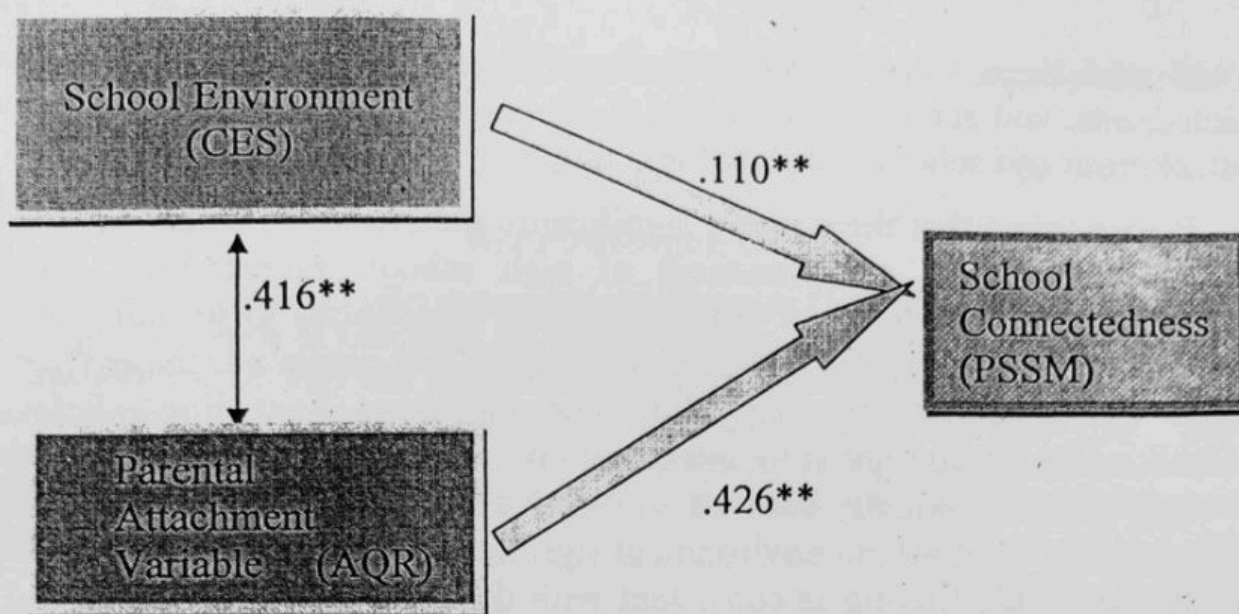


Figure 1 Predictor Powers of School Environment, Parent-Adolescent Attachment Variables and School Connectedness

In summary, parental attachment (affective quality of relationship) significantly predicts the adolescents' school connectedness. The perception of the school environment also predicts school connectedness. Similarly, perception of school environment was influenced by parental attachment. Bowlby (1982) had argued that the quality of children's attachment to their caregivers had a strong influence upon their ability and willingness to explore their environment. The "secure base" provided by the attachment figure provides that the developing children can safely explore in their environment. Alternatively, the less securely attached adolescents either feel less confident to explore or are less able to explore because of their preoccupation with lack of attachment to their parents.

Conclusion

In this study it was observed that there were gender difference in parental attachment, school connectedness, and school environment. This finding is not surprising and is consistent with attachment literature. Wentzell and Caldwell (1997) found that female students reported significantly higher parental attachment than male students. The authors concluded that males develop significantly more negative relationships with parents and schools than females, suggesting that females have closer relationships with their parents and more trust with their parents than males. In addition, it was

observed that there were school difference in parental attachment, school connectedness, and school environment. Greenberger and Chen (1996) found that attachment and school connectedness may vary from school to school.

It was found that there was a significant relationship between parental attachment and school connectedness of high school students. Selbt, J.C. (2000), examined the effects of parent and peer attachment to overall well-being in a sample of adolescents. Results indicated that parent attachment had a stronger relationship to well-being than peer attachment. According to Selbt, J.C. (2000), the strong parent-adolescent attachment relationship allowed adolescents to independently seek out and thrive in new situations. It was not surprising to find that school environment significantly correlated with school connectedness. This finding is consistent with the results of McNeely et al., 2013. Previous research had yielded findings to suggest that participation in school activities was associated with higher rates of school connectedness, lower rates of school absences (McNeely et al., 2013). Given these results, it was expected that these variables would predict school connectedness.

And then, it was also found that there was a significant relationship between parental attachment and perception of school environment. The degree to which a student is socially bonded to their school depends on (among other things) their attachment to school personnel and peers and involvement in school activities (Wehlage et al., 1989). In addition, the earlier findings by Freeman, Anderman and Jensen, (2007) who demonstrated that school-related factors such as attachment to personnel, school involvement and school environment have a significant impact upon adolescent's experience of school connectedness. And then, the predictor variables (parental attachment and perception of school environment) explain 45% of the variance in school connectedness. There may be more benefits in conducting a longitudinal study using both qualitative and quantitative research methods. School connectedness plays in adolescent mental health and psycho-social development, so further studies and more detail analysis will be needed in greater depth how much of the individual differences in school connectedness is accounted for by the perception of the school environment and how much is a general predisposition to attachment that could be linked to parental attachment. In addition, the future research should be conducted that there are multiple points of opportunities for enhancing this important sense of school connectedness. These findings represent a unique contribution, as they offer the new suggestion that individual background attachment characteristics

influence perception of school environment and consequently impact on school connectedness.

Acknowledgements

We would like to offer respectful appreciation to Dr. Aye AyeMyint, Acting Rector of Yangon University of Education, Dr. PyonePyoneAung, Pro-Rector of Yangon University of Education and Dr. May San Yee, Pro-Rector of Yangon University of Education, for their encouragement, administrative supports, official permission, and providing facilities throughout the research. We would like to express our indebtedness to Headmasters and Headmistresses from selected schools from Yangon and Ayeyarwady Regions for their permission to conduct this study.

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