Journal of Values and Character in Counseling

Attachment Style and Level of Students' Distress Disclosure

Latih Buran Tedra*, Sunawan, Mulawarman

Universitas Negeri Semarang, Indonesia

*Corresponding Author: tedralatih@gmail.com

Abstract

Attachment style is one of the factors that influence a level of students' distress disclosure. This study aims to analyze level of students' distress disclosure in terms of the type of attachment style. Data were collected using the distress disclosure index (DDI) and adolescent relationship scales questionnaire (ARQ) to 466 students selected by random sampling. The results of the one-way ANOVA analysis showed a significant difference in the level of student disclosure distress in the three groups of attachment style (F = 5.61, p <0.05). However, in subsequent tests using the Bonferroni test, significant differences were found in the type of attachment style secure with dismissing (mean difference = 1.915, p <0.05) and also secure with preoccupied (mean difference = 2.595, p <0.05). While the type of style dismissing with preoccupied did not show a significant difference (mean difference = 0.68, p> 0.05). This research has implications for guidance and counseling services to help understand distress disclosure and also the types of students' attachment styles.

Keywords: attachment style; students' distress disclosure

INTRODUCTION

Distress disclosure is part of self-disclosure. According to Jourard in Gladding (2012), refers to the process of disclosing personal information to make oneself known to others. Self-disclosure is the act of revealing personal, intimate, or personal information about yourself (Steuber, 2016). Whereas Derlega et al. (Rime, 2016) define self-disclosure by determining what self-disclosures are like what individuals verbally express about themselves to others including thoughts, feelings, and experiences.

Whereas distress disclosure is specifically defined as the disclosure of information and things that are sad and make the individual experience stress. In other words, distress disclosure is a part of self-disclosure but more specifically self-disclosure on things or information that is sad and the problems experienced by individuals. This concept was first coined by Kahn & Hessling (2001) who examined the person's tendency to reveal sad information in private. Kahn et al (2012) assert that one's tendency to express anxiety over time can be seen as a unidimensional construction that has implications for one's psychological health.

Kahn & Hessling (2001) suggested that distress disclosure contributes and benefits to improve psychological well-being and physical well-being. For example, someone with low distress disclosure is predicted to cause anxiety, depression, and also physical symptoms (Larson & Chastain, 1990). Because hiding sadness is believed to cause poor health due to psychological stress caused by someone hiding something unpleasant. Conversely, high distress disclosure can provide health benefits both physically and psychologically. It also relates to self-disclosure which is believed to bring health benefits because of the reduction in psychological stress caused by dealing with previously hidden stressors (Pennebaker, 1995).

Furthermore, related to factors that influence distress disclosure according to Sampthirao (2016), it is divided into two factors, namely intrapersonal factors and contextual factors. Intrapersonal factors such as biological development, individual maturity, child age, and personality contribute to one's level and needs in self-disclosure of others. Whereas the second is contextual factors, including opportunities and situations that individuals must express as created by the socio-cultural environment.

Furthermore, Cozby (1973) suggested that disclosure distress as personality attributes have several factors that need to be considered and predicted to affect the level of someone's disclosure distress, namely: (1) family patterns, explaining that parental openness and parental traits such as close, warm, friendly, and accept positive correlates with children's openness. (2) gender, that women reveal more intimate information about themselves than men. (3) race, ethnicity, and cultural factors, someone from a minority group are often afraid to express themselves and be open with others.

This study tries to analyze from one of the factors mentioned by Cozby (1973) in terms of family patterns, more specifically distress disclosure will be assessed based on one's attachment style. Attachment style according to Feist and Feist (2014) is a relationship between two people, not a character given to babies by caregivers. This relationship is a two-way, reciprocal, responsive relationship between the baby and caregiver, which influences each other's attitude. This theory stems from John Bowlby's thoughts on the baby's attachment. However, research on attachment style began to expand, so the object is not only babies but adolescents to adults. So Santrock (2002) also explains attachment as something more general, referring to a relationship between two people who have strong feelings for each other and do many things together to continue that relationship. The attachment style by Bartholomew & Horowitz (1991) is divided into four forms namely secure attachment, refusing, avoiding, and being insufficient. Attachment style as a personal construct has a relatively stable condition and lasts from children to adults.

METHOD

This study uses a correlational research design. The subjects in this study amounted to 466 junior high school students in Sukoharjo regency taken based on random sampling. Data retrieval is done directly where respondents who are willing to fill in the data fill in research instruments that have been prepared by researchers.

The Distress Disclosure Index (DDI) developed by Kahn and Hessling (2001) is used to measure a person's comfort by revealing sad personal information. DDI consists of 12 items using a Likert scale (0 = Disagree, 1 = Somewhat Disagree, 2 = Somewhat Agree, 3 = Agree). An example statement on this instrument is "*saya lebih memilih untuk tidak berbicara tentang permasalahan saya*". Instrument reliability using Cronbach's Alpha for the 12-item scale DDI skor= 0.93.

Adolescent Relationship Scales Questionnaire (ARQ) is a short questionnaire to uncover the characteristics of attachment in adolescents. 16 items are available but are grouped into 4 themes according to the type of attachment style that is secure, preoccupied, dismissing, and fearful, developed by Bartholomew & Horowitz (1991). Adolescent Relationship Scales Questionnaire (ARQ) has a reliability of 0.68 measured using Cronbach's Alpha. In this study, the data collected from respondents after analysis only showed 3 attachment styles (secure, preoccupied, and dismissing attachment style). While the fearful attachment style was not found in this study.

The current study uses a back-translation procedure conducted by the Center for Language Training (CLT) Unika Soegijapranata before the data collection process. To validate the Indonesian version, the instrument was translated from English into Indonesian. Translated items, re-translation of items into English and comparison of back translations and original questionnaires to inform the final version in Indonesian.

The data analysis technique used in this study uses descriptive analysis and One Way Analysis of Variance (One Way ANOVA) techniques to determine the variance of the 3 groups of attachment force toward students' distress disclosure. This test is carried out using SPSS 21. One Way ANOVA analysis is included in the parametric statistical category. As a condition of parametric statistics, to be able to use the regression formula, it is necessary to first test the classical assumptions including normality, heterokdastisitas, and normality.

RESULTS AND DISCUSSION

Based on Table 1, it can be seen the mean, standard deviation, and also the variable frequency of students' distress disclosure in terms of each type of attachment style. The type of secure attachment force has the most frequency with 285 students and also the highest students' distress disclosure (mean = 41.36), the type of attachment style dismissing 121 students with mean = 39.45, and preoccupied totaling 60 people students with mean = 38.77.

While in Table 2 it can be seen that there are significant differences in students' distress disclosure from the three groups of attachment style ($F = 5.61$, $p < 0.05$). Because the ANOVA test results showed a significant difference, the next test was carried out to see which groups were different. The further test (Post Hoc Test) used was the Bonferroni Test because the homogeneity variance test showed the same variance (P-value = 0.253). Based on Table 2, multiple comparisons (Bonferroni) test results based on the type of inaction style show a significant mean difference in the type of secure attachment with dismissing (mean difference = 1.915, $p < 0.05$) and the type of secure attachment with preoccupied (mean difference = 2.595, $p < 0.05$).

Table 1. Description of Student Attachment Style

Dependent Variabel	Attachment Style	Mean	SD	Frekuensi
Students' Distress Disclosure	Secure	41,36	6,969	285
	Dismissing	39,45	6,994	121
	Preoccupied	38,77	5,864	60
	Total	40,53	6,912	466

Table 2. ANOVA Test Results and Multiple Comparisons (Bonferroni)

Source of Variation	SS	df	Mean2	F	Sig.
Between Groups	525,7	2	262,8	5,61*	0,004
Within Groups	21690,4	463	46,85		
Total	22216,1	465			
Multiple Comparisons (Bonferroni) based on the type of attachment style					
	Mean Difference	**Std. Error**	**Sig.**		
Secure – Dismissing	1,915*	0,743	0,031		
Secure – Preoccupied	2,595*	0,972	0,024		
Dismissing – Preoccupied	0,680	1,081	1,000		

*Significance at 0,05; Dependent Variable Students' Distress Disclosure

Kahn & Hessling (2001) explain that distress disclosure as a result of an active process, which involves the interaction of inhibition and self-involvement in things or sad experiences experienced by someone. Furthermore, Cozby (1973) suggested that distress disclosure as a personality attribute has several factors that need to be considered and predicted to influence. In this study, it is examined from one aspect, namely family patterns, which are more specifically examined based on the concept of students' styles of inaction.

Attachment to others can be seen as the need to be close and seek contact with others (Haditono, 2000). Early attachment theory was developed by Bowlby which originated from Bowlby's observations between infants and caregivers (usually mothers) giving conclusions about attachment styles (Feist and Feist, 2014). Attachment style is a relationship between two people, not a character given to the baby by the caregiver. This relationship is a two-way relationship both the baby and caregiver must be responsive to each other and affect each other's behavior (Feist and Fesit, 2014). Bowlby first made three stages of anxiety in the separation between the baby and the caregiver, the first stage of protest, the second stage, the third stage of despair.

The attachment style above is based on the relationship between baby and child. But Bartholomew and colleagues proposed a different approach. With Bowlby's emphasis on two basic attitudes (regarding self and others), it is assumed that various aspects of interpersonal behavior are affected by the extent to which a person's self-evaluation is positive or negative and the extent to which others are perceived positively (trustworthy) or negative (not trustworthy) (Baron, 2005). Bartholomew's conceptualization took a step forward and proposed that the two dimensions (self-image and image of others) must be considered simultaneously. In this rapture the concept of inaction style and how it relates to student disclosure distress refers to the attachment style offered by Bartholomew & Horowitz (1991), with four types of attachment style namely secure, preoccupied, dismissing, and fearful.

Secure attachment style, in the Bartholomew model, is a style that has high self-image characteristics and a high image of others; usually described as the most successful attachment. So based on the results of research this inexperience has the highest level of distress disclosure compared to other attachment styles. Kahn et al (2012) assert that a person's tendency to express anxiety over time can be seen as a unidimensional construction that has implications for one's psychological health.

While the dismissing attachment style in the Bartholomew model is a style that has the characteristics of low self-image and low image of others. This force is the safest and least adaptive attachment. Furthermore, the preoccupied attachment style is a style that has the characteristics of low self-image and a high image of others. Usually described as a style that contains conflicting and insecure where the individual really wishes for a close relationship but feels unworthy of a partner and is also vulnerable to rejection (Baron, 2005).

The three styles of behavior that appeared in respondents in this study, while a fearful attachment style did not appear in this study. Fearful attachment style in Bartholomew's model is a style that has the characteristics of a high self-image and low image of others. This style is usually described as a conflict-filled and somewhat insecure style in which the individual feels he or she "deserves" a close relationship but does not trust a potential partner. The result is a tendency to reject other people at some point in the relationship to avoid becoming someone who is rejected (Baron, 2005).

CONCLUSION

Distress disclosure is an active process that involves the interaction of inhibition and involvement of self in things or sad experiences experienced by someone. This study shows the results that students' distress disclosure can be significantly influenced by three types of attachment styles. The findings of this study indicate that the secure attachment force has the most frequency and also the highest students' distress disclosure compared to the type of dismissing and preoccupied attachment style. Of the three attachments style, a significant difference was found in the type of secure with dismissing attachment style and also secure with preoccupied attachment style. While the type of dismissing with a preoccupied attachment style did not show a significant difference.

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