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Attachment styles to parents, aggression and quality of relations in close relationships among male residents of a juvenile detention centres

The aim of the study was to demonstrate how parenting style and aggression are related to the quality of relationships in close relationships. Examined groups consisted male residents of a juvenile detention centres and students aged 18-20.

Results have confirmed the differences between boys in juvenile detention centres and their peers in attachment styles and in the level of aggression and intimacy. Significant correlations between attachment and quality of relations in close relationships have existed only in the control group, while among boys in juvenile detention centres - between aggression and quality of relation in close relationship. In this group, there was no significant correlations between attachment styles and quality of relations in close relationships.

Attachment theory has been very popular among researchers and clinicians almost from the very beginning. It was created by a British psychiatrist and psychoanalyst John Bowlby (1990). He derived his inspiration from etiological conceptions, evolutionary theory and psychoanalysis. Bowlby established a new model of thinking to explain how human psychological development occurs. His theory mostly refers to the first years of life and it allows to explore psychic and biological mechanisms of bond creation and its influence on further development.

1. Origins of attachment theory

The starting point of Bowlby's pondering was his own experience in clinical work combined with studies conducted in the forties and fifties of the twentieth century in the USA and Europe. This studies referred to a loss of mother's care as a result of: long-lasting stay in a hospital or in an orphanage, frequent changes of the persons who engage in a surrogate child care, mother's death, mother's loss due to divorce, mother's rejection (Bowlby, 1958, 2007; Bretherton, 1992; Spitz, 1946). Bowlby strived to integrate knowledge derived from various disciplines to discover an explanation for his observations.

The source of inspiration was undoubtedly psychoanalytic theory. This theory indicates that the factor contributing to the creation of the bond between a mother and a child is libido, understood as a psychic energy. Bond is treated here as a relation with an object (Bowlby, 1990). At an early stage of development infant is considered to be in a phase of primal narcissism. Mother, through the fulfillment of child's basic needs, relieves its tension. Mother is gradually becoming a synonym of pleasure and needs' fulfillment. It provokes forming of the bond between the mother and the child. Lack of mother or even just the threat of losing her evokes child's anxiety (Bowlby, 1958). Psychoanalysis considers the mother-child relation as secondary. It is the result of fulfillment of basic biological needs.

An important issue was acknowledging attachment bond to be a factor enabling survival in primal human environment. Attachment system is a part of evolutionary human heritage as well as of heritage of other species. Among many animal species cubs show behaviors that aim to maintain closeness and endeavor to mend the relation when intimacy has been broken off. As Bowlby (1958, 1990) indicates, a function of attachment system is a protection against predators because offsprings that stay close to adult individuals have a greater chance to survive thanks to protection and defense. Undoubtedly, activation of the bond increases child's sense of security. Mother's closeness and observation of her behaviors causes infant to learn which mechanisms contribute to survival.

Results of etiological studies played a particular role in Bowlby's conception. H. Harlow (1958) conducted studies with young rhesus monkeys and their so called 'replacement' mothers. Two mannequins were placed in cages: one wire that had a bottle of milk attached and a second one that was covered in a soft frotte fabric. Monkeys spent practically all of their time with the 'soft' mother, leaving her only for a short time of feeding. Even then some of them were still attached to the 'soft' mother.

Other research by K. Lorenz (1950) referred to something called 'following after'. This behaviors are observed among chicks of a certain bird species that, as soon as they are born, they need to know who is their caretaker to be able to behave properly while following. The choice of object occurs without regard to who the nurturer is. His part might be played also by, except mother, other animals, humans or moving object. This phenomenon is called *imprinting* (Ainsworth, & Bowlby, 1991).

The development of attachment behaviors among human infants happens in a similar way as amidst other mammals and birds, although in a slower manner. This behaviors might be included in the category of *imprinting* (Bowlby, 1990).

Etiologists' conclusions were a breakthrough for the development of attachment theory because they indicated that bond, occurring between the mother and the child, is primal and inborn, what was also claimed by evolutionary assumptions (Ainsworth, & Bowlby, 1991). What is more, it occurred that attachment bond does not serve only as a way to fulfill physiological needs.

2. Attachment and development of non-adaptive behaviors

Bowlby (1988) indicates that there is a connection between attachment style and further human development. Different attachment styles give rise to different developmental paths. It does not mean that attachment entirely determines development but it is one of the most important factors that influence this process. Potential developmental paths might lead to psychic health as well as to a variety of disorders.

A series of studies has been conducted to examine a relationship between attachment styles developed during the first years of life and further personal development (Sroufe, 2005; Zimmermann, Maier, Winter, & Grossmann, 2001). Persons with secure attachment style have a more flexible way of reacting to changing conditions, they are able to cope well when frustration appears. Development of this social competences may be observed in the toddler years, during easy tasks of taking and giving. This persons form good relations with others more easily, is perceived as more competent and resourceful, having leadership skills.

Disorders in early forming of the bond with the attachment figure lead to a molding of attachment styles named as *unsecure attachment*. Among this persons the need to fulfill the need of closeness and safety often went hand in hand with a sense of danger from the caregiver. The experience of extreme emotions led to a creation of dysfunctional styles of coping with stress which prompted to such reactions as distrust, indifference, anger, tendency to retreat or dependence in interpersonal contacts (Cassidy, & Kobak, 1988; Mikulincer, 1998). They may evolve into depressive, anxiety or dissocial symptoms and aggressive and antisocial behaviors. Studies about attachment often show that aggression is a way of reacting to a lack of sense of security. Thus unsecure attachment styles have a significant influence on a psychosocial human development. One of the reasons for this phenomenon is the fact that attachment plays an important role in emotions' regulation (Iniewicz, Wiśniewska, Dziekan, & Czuszkiewicz, 2011).

Research by Renken, Egeland, Marvinney, Mangelsdorf, S., and Sroufe (1989) connect manifestation of aggression and infringing of legal norm primarily with avoidant attachment style. Authors seek the explanation of this issue in a fact that since the earliest years this persons learn that they cannot look for interest and confidence of others. Along with the development process they reassure themselves that other people do not have a friendly attitude and as a result they manifest a high level of aggression. During childhood a lack of caregiver's reaction stimulates learning process that emotions should not be expressed. On the contrary, all feeling of distress should be ignored. Not being open towards one's emotions does not allow to understand the situation of others, thus empathy does not develop among this people. Such a long-lasting suppression of negative emotions leads eventually to a development of inadequateness in social situation, outbursts of anger, and dissatisfaction. Frequent reoccurring of such situations may lead to the preservation of

irrational outbursts of anger and to their transformation to aggressive and antisocial behaviors (Allen, Moore, Kuperminc, & Bell, 1998; Mikulincer, 1998).

Instead, insecure ambivalent attachment style leads to a passive retreating and forming of a belief of being ineffective and unattractive. Due to a concern of being rejected, a strong need to remain in a dependence to others forms. Thus, persons with this attachment style rarely will behave as aggressors in comparison with ambivalently attached people. They will often become the victims (Mikulincer, & Shaver, 2003; Tryjarska, 2010).

3. Method

3.1. Materials

Experience in Close Relationships-Revised (ECR-R, Fraley, Waller, & Brennan, 2000, in Polish adaptation by Lubiewska et al., 2016) is one of the most popular self-report scales for measuring individual differences in terms of attachment in close relationships among adults. Specific items were created to examine intimate relationships but – as recommended by authors (Fraley, 2015) – they may also be adjusted to other types of relations (e.g. with parents).

Attachment is measured on two subscales:

- Attachment Anxiety (18 items) – it is connected with anxiety when attachment figure is not showing acceptance and love towards the participant who might be abandoned or rejected;
- Attachment Avoidance (18 items) – it indicated a discomfort derived from the closeness of attachment figure and preference to maintain distance and autonomy.

Combination of the results obtained on this two dimensions allows to distinguish following attachment styles: secure, anxious-avoidant, anxious-resistant and disorganized/disoriented. In the questionnaire 7-point Likert scale was used where 1 means *Strongly disagree* and 7 means *Strongly Agree*. Psychometric parameters of the questionnaire are satisfying. Confirmatory factor analysis supported two-factor structure of the questionnaire. Anxiety and Avoidance subscales correlate with one another at a moderate level ($r = .44$). Scale's reliability was measured using the rate of internal consistency *alfa* Cronbacha for Anxiety $\alpha = .92$ and for Avoidance $\alpha = .88$ (Fraley et al., 2000; Lubiewska et al., 2016).

The Aggression Questionnaire (BPAQ, Buss, & Perry, 1992; Polish adaptation by Instytut Amity, 2005). It is one of the most broadly used questionnaires for aggression measurement. It consists of 29 items that may be summed to get a general aggression and of 4 factors that relate to a direct aggression only:

- Physical Aggression (PA; 9 items) and Verbal Aggression (VA; 5 items) – they embrace behavioral component of human aggression;
- Anger (A; 7 items) – affective component; it is connected with affective arousal;

- Hostility (H; 8 items) – cognitive factor; it represents the feeling of grief, reluctance, and injustice.

The participant has to rank items on a scale from 1 to 5 where 1 means *extremely unlike me* and 5 means *extremely like me*. Research on psychometric properties of the questionnaire were conducted in different countries and cultures and the results support the four-dimension structure of the scale and its satisfying reliability (Aranowska, & Rytel, 2011). Construct validity was confirmed by correlation with other tests measuring different components of personality. Differences between men and women were also addressed. Obtained differences were significant for all of the scales. Men have a higher level of aggression in comparison with women. The only exception was anger subscale.

Kwestionariusz Jakości Związku [Relationship Quality Questionnaire] (Kuczyńska, 1998). The questionnaire is based on Triangular Theory of Love by Sternberg (1986). Self-report scale consists of 21 questions that are in line with three love components:

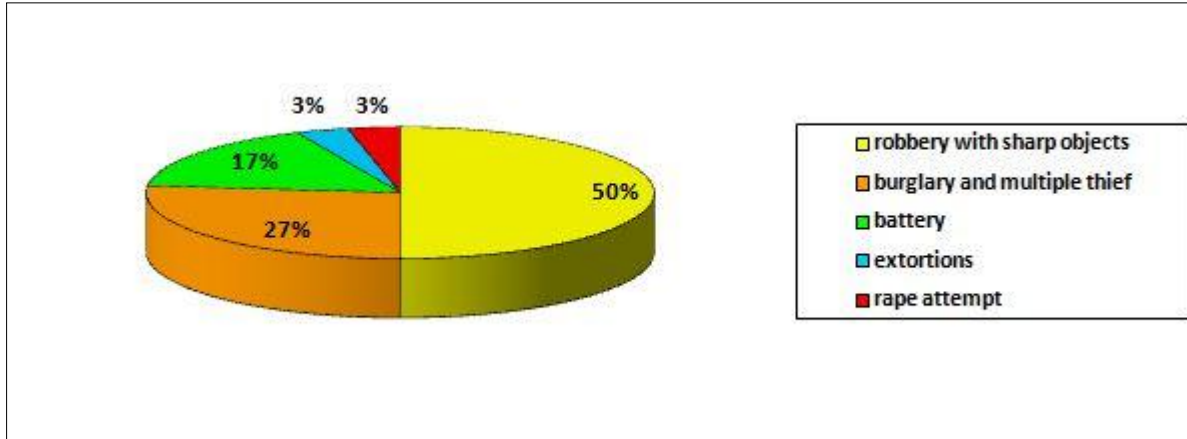
- Intimacy – feeling of closeness and support in mutual relations, understanding of other person's needs, positive feeling and actions to intensify partners' attachment;
- Passion – it mostly draws on physical desire towards the other person, strong motivation in aiming for union, experiencing a whole scale of feelings, both positive (joy, happiness) and negative (longing, jealousy, anxiety), frequently associated with the idea of love itself;
- Commitment – considered in two aspects: short-term that indicated the decision to form a relationship with another person (proposal, marriage) and long-term that means all of the efforts to sustain the relationship's stability (including constructive way of dealing with problems, redeem of duties, adjusting activities for common good), it is the only aspect of love that might be controlled (Sternberg, 1986).

All of the scales consist of 7 items. Participants refer to them on 7-point Likert scale from 1 (*completely disagree*) to 7 (*completely agree*). The rates of internal consistency *alfa* Cronbacha obtained by examination of Polish sample are satisfying and total: for Intimacy $\alpha = .91$, for Passion $\alpha = .93$ and for Commitment $\alpha = .82$. Intraclass correlation coefficients are lower and they total respectively: $r = .62$ for Intimacy, $r = .70$ for Passion and $r = 0,50$ for Commitment (Kuczyńska, 1998).

3.2. Participants

The research involved 60 participants divided into two groups. First group consists of 30 boys between the age of 17 and 19 ($M = 17,9$; $SD = 0,88$) living in four half-open juvenile detention centers. All of the examined boys attended vocational schools. They mostly come from families affected by pathology (criminality, alcohol), frequently broken where is a lack of proper care over children. They most often committed robberies and burglaries, less frequently other crimes (batteries, extortions, rape attempts). Figure presents the group structure in terms of committed crimes.

Figure 1. Types of crimes committed by male residents of a juvenile correctional centers.



The comparative group consisted of 30 students of Warsaw high schools and technical schools between 18 and 25 years of age ($M = 20,7; SD = 0,72$).

All participants had finished them recently. Figures present a number of people who have been involved in this kind of relationships and people who are not. The chart shows the duration of current or recently finished relationships.

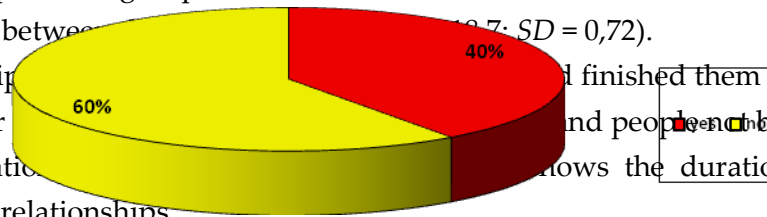


Figure 2. The number of people in relationships among male residents of a juvenile correctional centers.

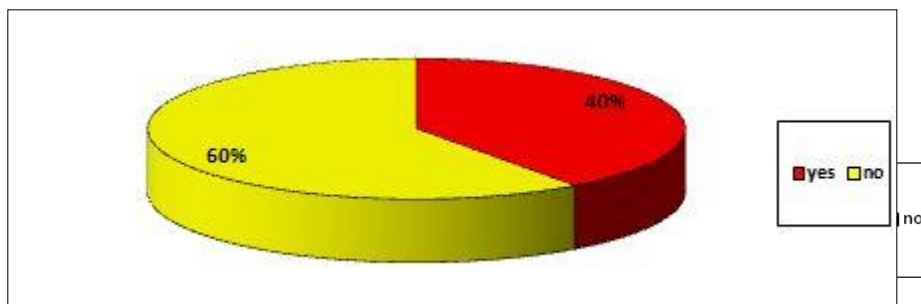


Figure 3. The number of people in relationships among students.

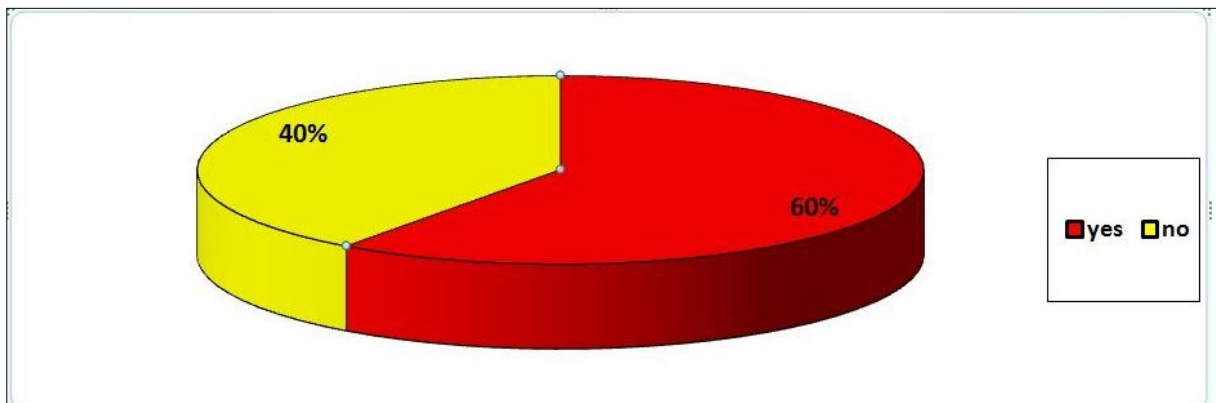


Table 1.

The duration of relationships (in month) in both examined groups

	Min.	Max.	Relationships generally		Ongoing relationships		Finished relationships	
			M	SD	M	SD	M	SD
Male residents of a juvenile correctional centers	1	48	12.80	12.23	17.08	14.69	9.94	9.70
Students	1	48	12.73	12.42	15.06	13.38	9.25	10.39

3.3. Procedure

Presented study was conducted with snowball sampling. It was anonymous and voluntary. Researcher conducted the study individually or in front of the psychologist with paper-and-pencil method.

Participants filled in three questionnaires in following order: *Expierence in Close Relationships-Revised*, *The Aggression Questionnaire* and *Kwestionariusz Jakości Związku* [Relationship Quality Questionnaire]. The study took around 20 to 30 minutes.

In the case of *Expierence in Close Relationships-Revised* scale the last sentence of the instruction was modified: from 'We are interested in how you *generally* experience relationships, not just in what is happening in a current relationship.' to 'We are interested in how you experienced relationships with your mother or both of your parents in childhood.' to adjust the scale to the measurement of attachment with parents in childhood.

3.4. Hypotheses

Based on a review of the literature and results of previous research following hypotheses were formed:

Hypothesis 1. Among male residents of a juvenile correctional centers most frequent attachment style is avoidance and among students – secure attachment style.

Hypothesis 2. Male residents of a juvenile correctional centers have a higher level of aggression in comparison with students.

Hypothesis 3. A relationship quality is higher among students than among male residents of a juvenile correctional centers.

Hypothesis 4. There is a positive correlation of secure attachment and quality of relationship in both examined groups.

Hypothesis 5. There is a negative correlation of aggression and relationship quality in both examined groups.

3.5. Results

Descriptive statistics

In the first phase of analyses a description of examined variables in terms of mean, standard deviation as well as kurtosis and skewness to establish if their distributions might be considered as a normal distribution, were conducted. Results of conducted analyses are presented in tables below.

Table 2

Descriptive statistics in the both groups

Variables	Group	M	SD	Curtosis	Skewness
Avoidance	1	3.30	1.01	-0.57	-0.74
	2	2.78	0.78	0.67	0.47
Anxiety	1	3.83	1.17	-1.12	-0.07
	2	2.93	1.02	0.84	-0.80
Physical aggression	1	28.67	7.87	-0.46	-0.09
	2	23.57	6.78	-0.70	0.33
Verbal aggression	1	15.50	3.88	-0.46	-0.60
	2	17.77	4.02	1.44	-1.31
Anger	1	24.10	5.29	-1.01	-0.65
	2	20.87	5.68	0.09	0.82
Hostility	1	25.30	5.87	-1.14	-0.21
	2	22.17	6.69	-0.79	0.12
General aggression	1	93.57	16.53	-0.52	-0.01
	2	84.37	15.37	-0.67	0.19
Intimacy	1	35.73	8.65	-0.38	-0.46
	2	40.83	7.88	-0.71	1.19
Passion	1	35.67	9.72	-1.08	-0.39
	2	39.07	9.36	1.07	-1.25
Commitment	1	34.37	7.51	-0.01	-0.55
	2	35.67	4.85	-0.35	0.03

Adnotation. 1 – male residents of a juvenile detention centres, 2 – control group.

The analysis of skewness and kurtosis for MSQ scale's variables show that they total in range of $<-1,1>$. It means that the distribution of examined variables might be considered

as similar to a normal distribution and in the next part of the analysis parametric tests may be used.

The aim of the next phase of analysis was to verify previously formed research hypotheses. Results of Student's *t*-test for two independent samples and Pearson correlation are presented below.

Differences in attachment styles

To verify hypotheses about differences in attachment styles between juvenile delinquents in detention centres and control group Student's *t*-test for two independent samples was applied. Results indicate differences in attachment anxiety, $t(28) = 2.24, p < .05$ and attachment avoidance, $t(28) = 3.16, p < .05$. It means that juvenile delinquents in detention centres have higher degree of attachment anxiety and attachment avoidance, so this indicates a higher incidence of insecure attachment styles with them.

Table 3

Differences between male residents of a detention centres and control group in terms of attachment dimension

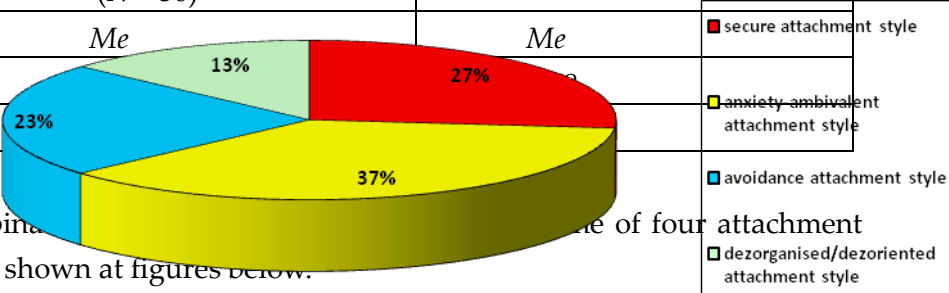
Variables	Male residents of a juvenile detention centres (N = 30)		Control group (N = 30)		t	p
	M	SD	M	SD		
Avoidance	3.30	1.01	2.78	0.78	2.24	.029
Anxiety	3.83	1.17	2.93	1.02	3.16	.003

For attachment anxiety and attachment avoidance in both groups median was computed. Results lower or equal median indicate a low level of attachment anxiety or attachment avoidance, while results above the median – a high level of attachment anxiety or attachment avoidance,

Table 4

Median of attachment dimension in both groups

Variables	Male residents of a juvenile detention centres (N = 30)	Control group (N = 30)
	Me	Me
Avoidance	23%	27%
Anxiety	13%	37%



Based on the combined results of four attachment styles were categorized, as shown at figures below.

Figure 4. Structure of group male residents in juvenile detention centres ($N = 30$) in terms on attachment styles.

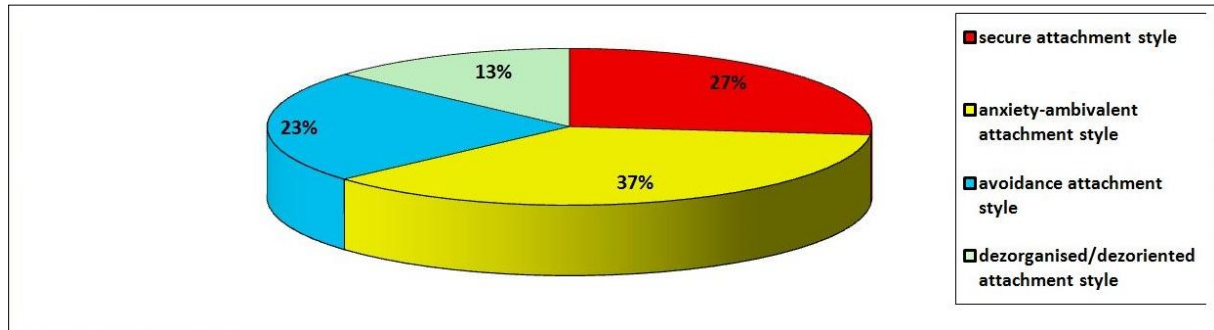
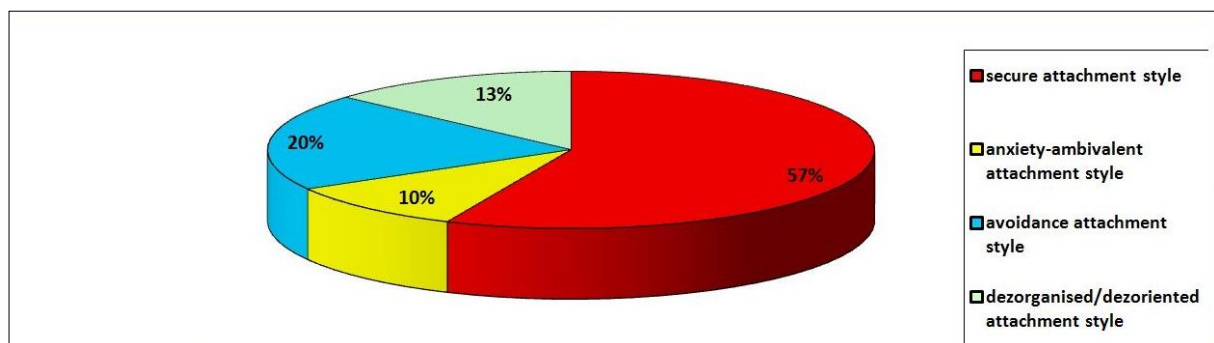


Figure 5. Structure of control group ($N = 30$) in terms of attachment styles.



Jouvenile delinquents in detention centres may be classified as anxious-ambivalent (37%). Insecure attachment styles appear more often (73%) the attachment security (27%). On the other hand, secure attachment style predominate in control group (57%). The structure of this group is similar to the percentage distribution of attachment styles in population (van Ijzendoorn, 1995).

Differences in aggression

To verify hypotheses about differences in aggression between juvenile delinquents in detention centres and control group Student's t -test for two independent samples was applied. Results indicate differneces in phisycal aggression, $t(28) = 2.69, p < .05$, verbal aggression, $t(28) = -2.22, p < .05$, anger. $t(28) = 2.28, p < .05$ and general aggression, $t(28) = 2.23, p < .05$. In terms of hostility statistic tendency might be observed, $t(28) = 1.93, p < .059$. It means that jouvenile delinquents in detention centres have higher degree of phisycal aggression, anger, hostility and general aggression, while students from control group –

higher degree of verbal aggression.

Table 5

Differences between male residents of a juvenile detention centres and control group in terms of aggression

Variables	Male residents of a juvenile detention centres (N = 30)		Control group (N = 30)		t	p
	M	SD	M	SD		
Physical aggression	28.67	7.87	23.57	6.88	2.69	.009
Verbal aggression	15.50	3.88	17.77	4.02	-2.22	.030
Anger	24.10	5.29	20.87	5.68	2.28	.026
Hostility	25.30	5.87	22.17	6.69	1.93	.059
General aggression	93.57	16.53	84.37	15.37	2.23	.029

Differences in quality of relations in close relationships

To verify hypotheses about differences in quality of relations between juvenile delinquents in detention centres and control group Student's *t*-test for two independent samples was applied. Results indicate differences in intimacy, $t(28) = -2.39, p < .05$. It means that juvenile delinquents in detention centres have higher degree of intimacy in close relationships than control group. Results indicates non-differences in passion and commitment, so juvenile delinquents in detention centres and control group do not differ from each other.

Table 6

Differences between male residents of a juvenile detention centres and control group in terms of quality of relations in close relationships

Variables	Male residents of a juvenile detention centres (N = 30)		Control group (N = 30)		t	p
	M	SD	M	SD		
Intimacy	35.73	8.65	40.83	7.88	-2.39	.020
Passion	35.67	9.72	39.07	9.36	-1.38	.173
Commitment	34.37	7.52	35.67	4.86	-0.79	.430

Relations between attachment styles and quality of relations in close relationships

To verify hypotheses about dependence between attachment styles and quality of relations in both groups Pearson correlation was applied. Results indicate non-dependences between attachment styles and quality of relations in close relationships among juvenile delinquents in detention centres.

On the other hand, results indicate a statistically significant, negative dependence between attachment avoidance and intimacy, $r = -.50$, $p < .01$, between attachment avoidance and passion, $r = -.49$, $p < .01$, between attachment anxiety and intimacy, $r = -.51$, $p < .01$, and a statistically significant, positive dependence between attachment anxiety and passion, $r = -.36$, $p < .05$. It means that secure attachment persons (low level of attachment avoidance and low level of attachment anxiety) feel a higher level of intimacy in close relationships, while anxiety-ambivalent attachment people (low level of attachment avoidant and high level of attachment anxiety) have a higher level of passion in close relationships.

Table 7

Pearson correlation between attachment dimension and quality of relations in close relationships in both groups

Variables	Group	Intimacy	Passion	Commitment
Avoidance	1	-.33	-.35	-.25
	2	-.50**	-.49**	-.24
Anxiety	1	-.07	.13	.23
	2	-.51**	-.36*	.13

Adnotation. 1 – male residents of a detention centres, 2 – control group.

* $p < 0,05$; ** $p < 0,0$

Relations between attachment styles and quality of relations in close relationships

To verify hypotheses about dependence between aggression and quality of relations in both groups Pearson correlation was applied. Results indicate a statistically significant, positive dependence between hostility and commitment, $r = .42$; $p < .05$. It means the higher level of hostility, the higher level of commitment in close relationships.

Table 8

Pearson correlation between aggression and quality of relations in close relationships in both groups

Variables	Group	Intimacy	Passion	Commitment
Physical aggression	1	-.16	-.01	.15
	2	-.15	-.28	-.17
Verbal aggression	1	-.13	.15	.25
	2	.07	.04	.06
Anger	1	-.14	-.13	-.08
	2	-.16	-.17	.14
Hostility	1	-.02	.29	.42*
	2	-.28	-.21	-.01
General aggression	1	-.16	.10	.25
	2	-.17	-.18	.06

Adnotation. 1 – male residents of a juvenile detention centres, 2 – control group.

* $p < 0,05$

4. Discussion

The aim of the empirical research presented in this article was to find the relation of attachment styles and aggression with relationship quality. An attempt to indicate differences in terms of this variables among male residents of a juvenile correctional centers and their peer that have not committed crimes was undertaken.

The first hypothesis concentrated on attachment styles in both examined groups. It was assumed that among male residents of a juvenile correctional centers unsecure attachment styles are the most common, particularly avoidant attachment style whereas among students secure attachment style. This hypothesis was confirmed partially. Boys from detention centers have a higher level of two attachment dimensions: attachment anxiety and avoidant attachment in comparison with students. Analysis of the group in terms of the frequency of particular attachment styles shows that around three-quarters of the group have unsecure attachment styles (73%) among which the most frequent is anxiety-ambivalent attachment style. However, as might be derived from other studies, it is the development of avoidant attachment style that predisposes to aggressive behaviors and overstepping of social norms because this kind of persons have difficulties with coping with frustration (Kobak, 1999; Renken et al., 1989). In terms of anxious-ambivalent style there is no unambiguous answer (Crittenden, 1994). Often this people adopt passive attitude and others' aggression concentrates on them. However, they can also present aggressive behaviors, primarily provocative behaviors, as a way of gaining attention. During childhood uncertainty towards the attachment figure often leads to a gathering of intensive emotions and one of the ways of dealing with them might be aggression (towards others, e.g. siblings or objects; Aronson, 2010). In general, in the light of other studies it may be assumed that a factor that might contribute to the development of socially unacceptable behaviors is attachment style that gives no feeling of security (Guttman-Steinmetz, & Cromwell, 2006; Fonagy, Gergely, Jurist, & Target, 2003; Wallin, 2007).

Comparison group's structure in terms of particular attachment styles occurrence is concurs with percentage distribution of attachment styles in the whole population that was obtained by the number of studies (van Ijzendoorn, 1995). According to the hypothesis the most people have secure attachment. This people are more elastic in changing environmental conditions and can cope with the feeling of anger more easily (Tryjarska, 2010).

In the second hypothesis is was presumed that there is a difference between examined groups in terms of aggression, predicting its higher level among boys staying at a juvenile detention centers. Obtained results confirm this hypothesis in the field of general aggression as well as its components: physical aggression, anger and hostility. In terms of verbal aggression its higher level is more characteristic for the comparison group consisting of students. Aggression is considered to be an essential feature of criminal behaviors. It appears as a habit in person's behaviors as well as in emotional and cognitive realms,

connecting with such feeling as anger, frustration or hostility (Mikulincer, 1998). The research conducted on the group of male residents of a juvenile correctional centers indicate that they gain higher results almost on all of aggression factors than the comparison group (Szubert, Strombek-Milczarek, Wierzbiński, Szpilewska, & Florkowski, 2009). Fact that verbal aggression is lower among this group might be a result of a diffusion a bullying phenomenon in schools that most often represents itself in a form of psychic and emotional aggression rather than physical aggression (O'Moore, 2014).

Next hypothesis related to the higher level of relationship quality among students in comparison with male residents of a juvenile correctional centers. Conducted analysis allowed to confirm this hypothesis only in terms of intimacy. There weren't any significant differences in the field of passion and commitment between the two groups. According to Sternberg (1986) intimacy comprises of ability of partners to communicate with one another, mutual understanding, giving support and help. Undoubtedly secure attachment style that predominates in the group of students helps to develop such behaviors. Such persons experience a whole range of positive feelings, they do not feel discomfort due to extending of intimacy and dependence of another person. Instead, dysfunctional attachment styles more often lead to a development of pathological relationships where feelings between partners are diminished and relations fall apart more quickly (Aronson, 2010; Shaver, & Mikulincer, 2006; Tryjarska, 2010). Persons belonging to both groups report similar duration of their relationships (about 1 year). This relations are still young, passion remains at a high level. They have some stability which is connected with a similar level of commitment, i.e. with an effort to sustain the relationship (Acker, & Davis, 1992; Sternberg, 1986).

The forth hypothesis related to the positive relation of secure attachment style and relationship quality in both examined groups. It was partly confirmed, only with respect to comparison group. Among male residents of a juvenile correctional centers a relation between attachment dimensions and particular aspects of relationships quality were not indicated. It might be connected with a fact that attachment style towards parents and towards partner is not identical among participants. Although in most cases attachment formed in childhood is transferred to other important relations in adolescence and adulthood, it might be changed by various life experiences (e.g. long-lasting separation from significant persons, experience of violence; Hazan, & Shaver, 1987; Senator, 2010; Wallin, 2007). In this case for the relationship quality more important would be attachment styles towards romantic partner rather than towards parents. As studies indicate, secure attachment style is often a predictor of relationship satisfaction regardless of gender. Unsecure attachment styles (that dominate among boys from juvenile detention centers) is more important among women. Results of studies about relationship quality and unsecure attachment are ambiguous for men (Collins, & Read, 1990; Kirkpatrick, & Davies, 1994). Result in a group of students indicate that persons with secure attachment styles have a higher level of intimacy, while persons with anxious-ambivalent attachment style have a higher level of passion in close relationships. Linking intimacy to secure attachment style is

consistent with theoretical assumptions (Aronson, 2010; Hazan, & Shaver, 1994; Sternberg, 1986; Tryjarska, 2010), according to which this style of attachment allows to feel more satisfaction derived from close relationships and it helps with forming of a lifelong relation. Instead, people with anxious-ambivalent attachment style have a tendency to fall in love quickly and to create relationships with a wide range of intensive feelings. This people also sick strong closeness and union with their partner, coming to a fusion even. These are the characteristic trades for passion. When passion is at a high level partners feel strong motivation to union and to physical closeness. Apart from desire and glee, they experience extreme feeling of longing, jealousy and anxiety (Aronson, 2010; Collins, & Read, 1990; Hazan, & Shaver, 1994; Kirkpatrick, & Davies, 1994; Shaver, & Mikulincer, 2006).

The last hypothesis related to the negative relation between aggression and relationship quality in both examined groups. It was confirmed only with regard to one of the components of aggression – hostility and one of the aspects of relationship quality – commitment among male residents of a juvenile correctional centers. Behaviors that have an aim to sustain the relation in the future intensify along with an increase in aggression that manifests itself in negative attitude and sense of harm and abuse from other people. It might be connected with rival attitude towards potential competitor what somewhat forces the person to present a greater initiative to maintain the relationship (Buss, 2006). Fact that remaining factors of aggression, both in a group of male residents of a juvenile correctional centers and in comparison group of students, are not connected with relationship quality in close relations might be explained that only a general aggression towards unspecified persons and objects was examined. Meanwhile, a greater meaning might have a level of aggression towards partner in a romantic relation. Aggression targeted at the environment does not have to transfer to using aggression in relationships and thereby might not influence the satisfaction of the bond with the partner. What is more, levels of aggression and relationship quality were presented from the perspective of one person. If person's own aggression does not have to affect relationships contentment, it might be important for the partner. Aggression, even directed generally, presented by one person might appeal the second person's perception of relationship quality (Arriaga, Cappelz, & Daly, 2016; Follingstad, Rutledge, Berg, Hause, Polek, 1990; Taft et al., 2006).

Conducted study is not free from limitations. First limitation is connected with examined group's characteristics. Juvenile detention center, as well as prison, fulfils the criteria of a total institution that has its own rights and social system. To penetrate this kind of environment it is important to gain trust to be able to survey mechanism that rein there more carefully (Chomczyński, 2012; Tracy, 2000). Research also indicate differences in an intellectual level between male residents of a juvenile correctional centers and their not sentenced peers. Adolescents in juvenile detention centers experienced school disadaptation and learning difficulties (e.g. repeating a class). Often in their cases before labor and perinatal complications appear. They also have a lower level of intelligence quotient (Szubert et al., 2009). Conversations with psychologists and groups' counselors during the study

confirmed this data. They indicated that boys might have problems with understanding some of the questions from the questionnaires. Meanwhile, in terms of the comparison group, as was suggested by teachers there weren't any cases of divergence in intellectual level in comparison with the whole group. Examined boys had a correct intellectual development, right for their age. None of them showed significant learning difficulties nor repeated a class.

Research embraced only a group consisting of boys. A greater availability than in terms of girl staying in juvenile detention centers in Poland was the reason. Including girls in the study might enable to capture different behavior patterns in the field of examined variables (Rytel, 2011; Senator, 2009; Szubert et al., 2009).

Examined group was relatively small – it involved 30 boys from juvenile detention centers and 30 in the comparison group. It is only a minor representation of the whole examined population. Thereupon, conclusions that were drawn according to conducted analysis may not capture a full diversity existing in reality. This situation was caused by a necessity to eliminate a big number of people because they did not complete all of the questionnaires or due to an unreliable fulfillment of the study.

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