

Exploring Sibling Bonds and Emotional Distance in the Film *Frozen*: The Role of Birth Order and Attachment

Merlin A. A.

School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India

V. Vijayalakshmi*

School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India

Abstract—Birth order influences a child’s personality development and has an impact on their attachment style significantly shaping their dynamics with their siblings. This paper focuses on sibling estrangement by analysing the sisters Elsa and Anna from the film *Frozen* (2013). Applying Alfred Adler’s Birth order theory and, John Bowlby and Mary Ainsworth’s Attachment theory, the paper focuses on the two attachment styles that the sisters attain, Elsa acquires avoidant attachment style, showing traits such as isolation, loneliness, and disinterest in emotional attachment while Anna obtains anxious attachment style, indicating features of wanting to have an emotional bond and fear of being left alone. The study works on the importance of the relationship and communication between siblings. The estrangement between the sisters in the film *Frozen* is analysed by utilizing the two attachment styles (anxious and avoidant). Through instances, dialogues, and scenes from the film, an understanding of the connection between birth order and attachment styles can be analysed through the sibling relationship between Anna and Elsa. The emotional well-being and the harmony in the relationship that the siblings share after the estrangement show the importance of communication to revive from the sibling estrangement.

Index Terms—birth order theory, attachment theory, anxious attachment style, avoidant attachment style, sibling estrangement

I. INTRODUCTION

Alfred Adler, an Australian psychotherapist, established the birth order theory in his work regarding "Individual Psychology" in the 1920s. According to Cunic and Bennett, the birth order theory is described as a notion in which “the order in which a child is born within their family has influence over their development and personality” (Cunic & Bennett, 2021, p. 1). A child’s conduct varies depending on their birth order. “The way a person behaves, interacts, and achieves has been linked to the order in which he was born” (Khan et al., 2018, p. 39). The literature as a discipline reflects life and hence has probed many facets of the birth order theory as well. This is evident as Eckstein and Kaufman say that throughout history, the concept of birth order has been highly explored in the field of literature (Eckstein & Kaufman, 2012). Adler iterates that one of the personality characteristics of birth order is that no two children are born in the same family with the same psychological situation (Adler, 1964). This highlights the disparity, illustrating how there is a change of perspective, growth, and relationship between two children of the same family. Sulloway’s research shows that birth order influences a person’s thoughts about themselves and the quality of their personality (Sulloway, 1996). Meanwhile, birth order echoes parental style and quality, which also influences attachment styles between siblings. “Birth order is very likely to determine the quality and quantity of parental care; consequently, the characteristics of parental care would be expected to have an impact on attachment styles” (Liuba, 2021, p. 9). This paper, however, unearths the relationship between birth order and attachment styles.

In his book *An Introduction to Object Relations*, John Bowlby mentions that “human beings are born with inbuilt patterns of behaviour which promote and maintain relationships, unfolding in an orderly sequence in interaction with the environment” (Gomez, 1998, pp. 155-156). These "patterns of behaviour", coupled with their "interaction with the environment", result in the formation of attachment styles that vary from person to person. “Attachment style is a reflection of differences in beliefs and emotions with which people approach relationships, and these differences are partially rooted in a history of relationships” (Liu et al., 2023, p. 404). Though John 1988 and Mary Ainsworth collaborated on the work *An Introduction to Object Relations*, John Bowlby developed the initial formulation of the Attachment style and theory. In addition to Bowlby and Ainsworth, Mikulincer and Shaver state that there is a difference in attachment for each individual, which could potentially be examined through attachment style (Bowlby, 1988; Mikulincer & Shaver, 2007). Initially, attachment theory helped in the study of primary caregivers, the emotional

* Corresponding Author.

attachment they provide, and how they shape their bonds, especially mothers with their infants (Murti & Kumari, 2024). Later, this study widened its scope by incorporating enquiries on adults and their attachment styles. The way a person expects, their dimension of need, emotional patterns, behavioural shifts, and social and intimate relations define their attachment style according to Hazan and Shaver (2017). “The effect of birth order on attachment style according to attachment theory is an important unit for family system” (Bayraktar & Yahsi, 2016, p. 217). Birth order is one of the many variables that affect how sibling relationships are structured. Fraley identifies different types of attachments, namely security, avoidance, and anxiety (Fraley, 2019).

II. METHODOLOGY

The paper takes up the qualitative research methodology, using dialogues, instances, and scenes from the film to explain how the siblings' attachment style, which was impacted by their birth order, caused them to become estranged. The film that is chosen for study is Walt Disney's *Frozen* (2013), directed by Chris Buck and Jennifer Lee.

This study focuses on the estrangement encountered by siblings and the attachment pattern inherited as a result of their birth order. The two attachment styles discussed in this article are avoidant and anxious attachment styles, which depict the differing types of attachment between the two siblings in the film *Frozen*. It also bridges the gap between birth order theory and attachment theory in the select film by analysing the two main characters, Elsa and Anna. It posits that their differing attachment styles, resulting from their birth order, lead to a strained relationship. This study analyses how birth order significantly affects attachment styles in siblings, specifically the avoidant attachment style of Elsa and the anxious attachment style of Anna, ultimately contributing to their estrangement.

III. LITERATURE REVIEW

This review focuses on various works done on Birth order theory and Attachment theory, including the different attachment styles. The review also includes a section on how the chosen theories and styles are interconnected.

Birth order, according to Coan et al. (2018), influences the habit formation of an individual. The formation of habit, to some extent, depends on the relationship between parents and the child, as it plays a key role. At an early age, the influence of the dynamics of the parental relationship towards the child leads to creating new habits and different styles of personality later in life (Coan et al., 2018). Additionally, Damian and Robert (2015) demonstrate through their study on American students that the prominence of the environment created by a family and the care of the parents influences the personality of the individual according to their birth order. Though birth order theory is worked on habit formation and the importance of the relationship between parent and child, the study extends to places of business and is pivotal in the analysis of the workers. Katz et al. (2017) analyze the potential of workers, leaders, and managers in a workplace environment based on birth order theory, helping to develop the potential of an individual. Moreover, research on birth order and its effect on personality has been carried out for decades, based on families, nationality, as well as on an academic basis. The out-turn of birth order over personality is attained, and social confidence and social interactions are also acquired. A study done by Bleske-Rechek and Kelly states the variance of socializing seen in children. “Parents who perceived one of their children as highly extraverted were likely to perceive their other child as less extraverted” (Bleske-Rechek & Kelley, 2014, p. 17). Thus, there is an association between birth order and personality, and Boccio and Beaver (2019) executed a study to understand the connection between personality traits and birth order by analysing the representatives in American families. Hence, birth order theory has been utilized in analysing the parent-child relationship, to infer workers, leaders, and managers in working premises, to apprehend the importance of the environment created by a family and their influence over a child, according to which the variance in personality and examined. Adding on to the birth order theory, attachment theory is also applied in the paper to explore the personality and certain features in the film.

Attachment theory is relevant to many areas, including developmental psychology. Simpson (2020) in his research article titled *Major Principles of Attachment Theory*, indicates that personality development, cognitive development, neuroscience, and clinical are some of the areas that this theory explores. Further, research on attachment theory included child healthcare development, specifically with the power of relationships. Stern et al. (2022), in their research paper titled, *Working Toward anti-racist Perspectives in Attachment Theory, research, and practice*, focuses on studying racial ethnic socialization, and youth development of that particular race. This research exclusively focuses on African-American families and their children's health development and is implemented “to understand and promote healthy child development via the power of relationships” (Stern et al., 2022, p. 412). Though Bowlby's belief of attachment's motive is only for protection, Granqvist in his paper provides another evolutionary function where he states that “Attachment relationships, and particularly secure ones, are important contexts for social learning and cultural transmission” (Granqvist, 2021, p. 90). Moreover, he argues that secure attachment in attachment theory serves as an anchor to develop the cultural evolution and transmission of an individual. According to him, the theory of attachment acts as a developmental connection between gene-culture co-evolution and cultural evolution. Although research on attachment theory addresses cultural evolution and gene-culture, which explicitly refer to the area of science, further studies have talked about the relationship one has spiritually and bonds that connect emotionally. “Attachment theory deals with the development and dynamics of interpersonal affectional bonds. It also provides a framework for understanding individuals' relationship with God” (Chernaik, 2021, p. 126). Furthermore, adding to the spiritual connection, the concept of hope is also analysed

through a religious point of view. Chernaik (2021) assesses the differences in the religious and cultural beliefs of an individual and their relationship with God through attachment theory. The spiritual relationship between man and God is analysed, and the research further extends to the analysis of the relationship between man and wife. Therapies for couples and extensive research were framed to understand the different ways of relationships in an adult's love life by utilizing attachment theory (Johnson, 2019). Thus, attachment theory is applied in various fields, such as children's healthcare development, youth development, as well as their personality development, social learning, and cultural evolution. This theory also focuses on contradictory fields, science, and spirituality, and is also used in treatments and remedies medically, in therapy for couples. Though this theory focused on various aspects of society, there has not been much research done on the application of attachment theory in sibling relationships. This paper focuses on two attachment styles and their effect on the sibling in the select animated film.

Ainsworth et al. (2015) proposed three important attachment styles. Secure, avoidant, and insecure-ambivalent (also called anxious). Main and Solomon (1990) came up with a fourth attachment style, disorganized and dismissing. According to D'Arienzo et al. (2019), attachment styles are a framework adopted to analyse and understand caregiver and infant relationships and communication, which gives a glimpse of their future relationship. Thus, the attachment styles started to be accepted to be applicable in human relationships. Child trauma and children's well-being in terms of psychological and mental health are analysed through attachment styles in the paper titled, *The Link between Types of Attachment and Childhood Trauma*, by Erozkhan (2016). Through this study, the significant relationship between a child who underwent a damaging childhood and the attachment styles that the child acquired is identified. In the same manner, these three attachment styles were also applicable in romantic relationships (Hazan & Shaver, 2017) the attachment styles to apply to couples, these styles were also relevant to group organizations. Boccato and Capozza (2011) (applied [7]), proving that secure, avoidant, and anxious attachment styles apply not only to infants but also to adults. Considering attachment styles in the context of organizations, considering them as 'a key role in an individual's life', reviewing the impact of attachment styles on group processes. Further research applied attachment styles clinically to patients in the field of psychological studies. Meyer and Pilkonis (2001), in their research, show how attachment style is used for patients, and how analysing the attachment style with their therapists helps clinically, in the field of psychotherapy. Thus, attachment styles have been used to analyse and study patients in psychotherapy. Studies have been extended to examine young adults, focusing on attachment styles, and showcasing the variations in 'cognitive appraisals' and 'social functioning' (Sheinbaum et al., 2015). Just as cognition and societal functioning were studied, emotional bonds in the workplace were also analysed. The way people develop emotional bonds in their workspace is researched through attachment theory, showing the effect of different attachment styles that influence trust and attitude in a leader (Jeffrey et al., 2018). Attachment theory has also focused on areas such as emotional development. In a study done by Rom and Mikulincer (2003), it was found that cognition and emotional development in group-related representations, in a workspace, can be affected due to different types of attachment styles. In clinical aspects under psychological study, treatment for 'hopelessness' and 'self-esteem' can be focused on attachment style, as proposed by Ringer et al. (2014). Though there are three attachment styles attributed to attachment theory, their work further focused on how attachment styles influence memory, focusing on the two styles of attachment, anxious and avoidant, the memory processing of an individual is differentiated. Thus, the focus on attachment styles from a broader view focuses on the two styles, anxious and avoidant. These two attachment styles have been researched in various aspects. In psychological and medical fields, addictive behaviours and substance abuse are particularly seen in avoidant and anxious attachment styles. Further research in medical fields is also carried out by Declerq and Willemsen (2006), who researched and assumed the impact on post-traumatic stress disorder due to attachment styles, especially anxious and avoidant attachment styles. Further studies included research on social media addiction with an emphasis on Facebook, which provided a connection between social media addiction and the two attachment styles, anxious and avoidant.

Behrens et al. (2007) addressed avoidant as insecure avoidant and defined it as the independence of a child from its attachment figure, both emotionally and physically. Just as avoidant attachment has its few features, anxious attachment styles have their own. Showing characteristics, such as seeking attention, not being able to rely on a relationship, wanting to have a bond with the important attachment figure they have, and usage of strategies to maintain and have the relationship they already have are some of the characteristics that Gasiorowska et al. (2022) devises. Through these characteristics, studies on these two attachment styles were connected with birth order in the medical field. Research, connecting attachment styles (anxious and avoidant) with birth order in various fields, including medical and clinical areas on stress disorders, schizophrenia, and the impact of parenting styles on children, is carried out. Though there are studies done on attachment styles, focusing on secure, anxious, and avoidant attachment styles on child trauma, romantic relationships, and group organizations, this article focuses on the two attachment styles, anxious and avoidant, connecting them with the birth order of the siblings in the film *Frozen*.

Frozen (2013)

Walt Disney's *Frozen*, directed by Chris Buck and Jennifer Lee, was produced by Walt Disney Animation Studios and released in 2013 by Walt Disney Pictures. Chris Buck was well known for his works such as *Tarzan* (1999) and *Surf's Up* (2007) as the director. Jennifer Lee is known for *Wreck-It Ralph* (2012) as the screenwriter. Adding on to their works, both Buck and Lee directed a sequel to the films *Frozen*, *Frozen Fever* (2015), and *Frozen II* (2019). This film won an Academy Award for the song "Let It Go" in the category 'Best Original Song' and another for 'Best Animated Feature'.

It was also awarded the Golden Globe Award for Best Animated Feature Film and the BAFTA Award for Best Animated Film.

Frozen (2013) is about Anna and Elsa, two sisters, where Elsa is gifted with ice powers and Anna is a normal child. The film revolves around the adventurous journey of Anna to find her sister, who accidentally freezes their kingdom, making it an eternal winter. This fantasy-heavy movie also explores the relationship between the two sisters. Hans Christian Andersen's fairy tale *The Snow Queen* is the inspiration for this film (Widayanti & Kustinah, 2018).

Frozen (2013) is studied on various aspects such as language learning, communication, by learning to imitate speech, in personality development, and also in aspects of gender roles. Different types of speech acts are found by Widayanti and Kustinah (2018) in the film *Frozen* (2013). Widyanti and Kustinah have also identified the way of communication through this film for children to understand and adopt utterances and imitate speech. Studies on this film were further executed from communication to language learning. The language used in *Frozen* is used in language learning, both in spoken and written. It is suggested to be taken as academic material, as a learning medium, to teach children values in character development (2020), by analysing the characters, which reveals the values of their characters. Learning 'character development' paves the way to study the psychological aspects of this film. The psychological conflicts portrayed by the character in the film are researched, analysing the negatives and positives of Elsa's character using the theory of personality development (Rahman et al., 2017). Further, research on the language used in the film is carried out, and Darojatun et al. (2023) study and analyze the polysemy (many or multiple meanings) used in the film. Disney movies' princesses (Disney princesses) are a good platform to study gender roles. The film *Frozen* (2013) brings out the challenges faced by the main character due to the traditional gender roles they are supposed to follow from a feminist point (Putri, 2022). Studies on gender equality, focusing on liberal feminism and the four aspects of it and its representation of Elsa and Anna in the film *Frozen*, are studied by Laili and Hidayat (2021). Psychological conflicts portrayed by the character in the film are researched. Thus, in the select film *Frozen*, research has been done focusing on various topics, including language learning, psychological medical aspects, and gender studies.

IV. DISCUSSION

Anna and Elsa are two sisters who were isolated when they were young. They lost their closeness and connection, adhering to a mishap where Anna got injured by Elsa. To shield Anna from Elsa's unrestrained powers, they were kept apart by their parents, leading to a disconnect in communication between the sisters. Considering this transpired at a very young age, Anna is unaware of the trigger for their separation. Fearful of what she could do to the inhabitants of Arendale, Elsa flees the palace. Though she wants to be alone, Anna looks for her to re-establish an emotional connection with Elsa and embrace her for who she is. However, the emotional bond seems distant as Anna is consistently pushed away by Elsa throughout the film. Elsa realizes that denying the opportunity to be herself is the cause of all her struggles. The two daughters in the family acquired distinct styles of attachment as a result of their birth order, as depicted in the animated film *Frozen* (2013).

Certain behaviours will cause people to take different stances depending on their birth order, either in their development of personalities or when they are confronted with emotional conditions that alter their emotional intelligence (Iglesias et al., 2023). Depending on the birth order, children grow up with certain traits and attachment styles that further distance them from one another within the family. "The familial dynamics within which an individual will grow and mature play a vital role in shaping their interpersonal relationships and psychological development throughout their life" (Murti & Kumari, 2024, p. 39).

According to Chandola and Tiwari (2016), a person's individuality, personality, and identity shape their social behaviors based on their relationships with parents and siblings. Such a relationship between parents and siblings and their social behaviour are apparent in the film *Frozen*. When Elsa inadvertently injures Anna with her powers, their parents prioritize their children's safety over their emotional bond. Their emphasis is on Elsa's mastery over her abilities resulted in the sisters' separation. The parents fail to understand the significance of the sibling connection and the anguish of the sisters who are forcibly separated.

Birth Order and Attachment Style

A. Elsa

Being the firstborn, it is known that Elsa will become the queen of Arendelle. She exhibits the responsible and meticulous nature of a firstborn child. Her leadership and responsibility are showcased in the same way as well. "Firstborn children are given more responsibilities and expected to mature earlier" (Sultan & Malik, 2023, p. 185). Elsa is compelled to endure isolation due to her father's insistence "Conceal it. Don't feel it. Don't let it show" (Buck & Lee, 2013, 00:09:05 – 00:09:09). Even after their parents' death, Elsa remained isolated and continued to hide her emotions, emphasizing on the obligations, commitments and duties to Arendale over the emotional bond with her sister which leads to Elsa's loneliness. She is prone to 'responsibility above emotional connect' as a result of firstborn traits and at her father's request. "Some oldest children will be protective, supportive, and nurturing of younger siblings because they often act as a third parent figure" (Marano, 2017, p. 4). Elsa's behaviour indicates that she is extremely protective of her younger sibling. Elsa, the eldest daughter, begins to act as a parent to protect Anna. The fact that she is the firstborn puts her under immense pressure, as evidenced by her father's continuous caution to hide her true identity. "Conceal it. Don't feel it. Don't let it

show” (Buck & Lee, 2013, 00:09:05 – 00:09:09). “Don’t let them in, don’t let them see, Be the good girl you have always have to be” (Buck & Lee, 2013, 00:15:44 – 00:15:51). “The firstborn is the only child where parents instil their views, rules and traditions” (Sultan & Malik, 2023, p. 184). The eldest child in a household is tremendously dependent on their parents and longs for their presence. A possible explanation is that the firstborn received the parents' entire attention from the moment of birth before the second child was born. Elsa is dependent on her parents' assistance to control her powers, and hence, she fears being alone and not able to control her powers without her parents' assistance. “For sibships of two, firstborns should be more likely to feel closest to a parent” (Rohde et al., 2003, p. 263). Research indicates that fear is influenced by birth order, with firstborns exhibiting higher levels of dread than those in other birth orders (Argys et al., 2006), which makes the firstborns more reliant on their parents than the secondborns. This demonstrates how Elsa’s fear of controlling her powers, hurting her family, particularly her sister, overrides everything else, resulting in a fear of being herself.

B. Anna

According to Adler (1964), the youngest child in a family is typically playful, spontaneous, and gregarious. These characteristics are visible in Anna's characterisation in the film. Anna is the youngest sibling and not the heir to the throne. Hence, she holds a less prominent position within the family. Anna comparatively spends less time with her parents than her elder sister, Elsa. Even though there is no response from Elsa, Anna talks alone in the song, ‘*Do you wanna build a snowman*’ as if she is having a conversation with Elsa, “We used to be best buddies. And now we’re not. I wish you would tell me why” (Buck & Lee, 2013, 00:08:38 – 00:08:45). Because of Elsa’s absence, Anna plays all alone and frequently converses with the portraits in the palace’s ballroom. “I’ve started talking to the pictures on the walls. Hang in there, Joan” (Buck & Lee, 2013, 00:09:21- 00:09:24). “Lastborn children fear always to stand and do things on their own” (Esheya, 2019). Anna’s fear of being alone is explained during the coronation scene, where, fearful of being alone in the future, she decides to marry the first person she spoke to. Growing up all alone without her parents, sibling, and the connection to the outside world makes her believe that she had fallen in love with the first person she spoke to during the coronation. Anna even admits to Elsa that she cannot bear to live in the same manner she has been living anymore, implying that she is terrified of being alone. “Elsa, please, please. I cannot live like this anymore!” (Buck & Lee, 2013, 00:27:05 – 00:27:08).

In terms of birth order, Anna is diametrically opposite to Elsa. They develop different attachment styles and behaviours. Vortal (2023) mentions that a younger and older child are complete opposites. Elsa prefers to stay indoors in the palace, whereas Anna is excited to meet new people at Elsa’s coronation. Attention-seeking behavior is frequently connected with last-born children, which might include defiant and quarrelsome tendencies (Paulhus, 1999). During the celebration after the coronation, Anna demands an explanation from Elsa for all the times Anna has been excluded. “What did I ever do to you? No, why? Why do you shut me out? Why do you shut the world out? What are you so afraid of?” (Buck & Lee, 2013, 00:27:17 – 00:27:25). She becomes both defiant and quarrelsome, and this scene serves as the film's pivotal point, in which Elsa loses control. “The laterborns are coordinated to be the rebellious members of the family since they are less identified and not getting enough support from their parents” (Largado et al., 2024, p. 132).

C. Attachment Style and Estrangement

According to attachment theory, children with an anxious attachment style should be able to regulate their emotions. In contrast, children with an avoidant attachment style are likely to be less aware of other people's feelings (Mikulincer et al., 2003). Elsa isn't conscious enough to recognize and acknowledge her sister Anna's feelings. Anna is either ignored, shut out, or sent away from Elsa whenever she tries to reach out to her sister. This is one of the traits of an avoidant attachment style. Elsa has difficulty expressing her emotions. She is unable to describe or demonstrate them. Though Elsa isolates herself from Anna, out of love, she fails to describe and emotionally get attached to Anna, leading to estrangement due to their misunderstandings. When Anna tries to reconnect with Elsa during the coronation, she says, “I have never been better. This is so nice. I wish it could be like this all the time” (Buck & Lee, 2013, 00:22:10 – 00:22:17), Elsa also wishes for the same, but does not accept it and stops herself from having a moment of emotional bond with her sister saying, “But it can’t” (Buck & Lee, 2013, 00:22:23). Anna remembers and reiterates their confined bond as kids when she discovers Elsa in her ice palace. Elsa doesn't make an effort to emotionally connect with Anna, despite Anna's desire to be close now as well. Rather, she answers. “No. We can’t. Goodbye, Anna.” (Buck & Lee, 2013, 00:55:35 – 00:55:39).

Anna attempts to be extremely polite to Elsa at the start of the film, not understanding why she is secluded. She comprehends the scenario and assists Elsa in escaping her predicament after realizing the cause of her seclusion, displaying traits of an anxious attachment style, such as emotional regulation. Oskis et al. (2013) recognize anxious and avoidant attachment participants in their research. They bring out the contrasting ability to show and describe emotions. Participants with avoidant attachment style struggle to explain their emotions, whereas those with anxious attachment style frequently recognize sensations. Anna desires to contact Elsa emotionally during their dreadful period following the death of their parents. She tries to communicate and also to be there for Elsa emotionally, even when Elsa does not respond, understanding that both are grieving the loss of their parents. “Elsa? Please I know you’re in there. People are asking where you’ve been. They say ‘Have Courage.’ And I’m trying to. I’m right out here for you. Just let me in. We only have each other. It’s just you and me. What are we gonna do?” (Buck & Lee, 2013, 00:10:42 – 00:11:09). Those with an anxious attachment style struggle to manage and control their emotions, or their reactions to emotions (Stevens, 2014). Children with an anxious attachment style are adept at recognizing and characterizing their emotional side, but they also have

difficulty controlling and managing it. Anna's inability to manage her emotions is evident during the coronation when she quarrels with Elsa without taking into account the event or the guests. After being separated from Elsa, Anna's need for a confidante, playmate, and sister grew stronger until Elsa's coronation. Even though she is mourning the loss of her parents, she handles everything by herself. She grew up in isolation and desperately needs a partner, so she plans to wed Hans, a prince of the Southern Isles she first met after the coronation. This illustrates her incapacity to act rapidly due to the confused emotional outburst. She struggles to control and manage her emotions, which leads to her making sudden choices. This is further demonstrated by the events that transpired during the search for Elsa, such as leaving her country in the care of a stranger and daring to ask a stranger to guide her to the north mountain.

According to Howe and Recchia (2006), conflicts between siblings arise later in life due to a lack of emotional connection and a need for a continuous companion, particularly in the preteen years. Anna's accident caused the sisters to stop spending time together. A lack of emotional attachment was the main cause of Elsa and Anna's eventual estrangement. This is apparent in the scene when Anna discusses their connection to Hans, as she states "Elsa and I were really close when we were little. But then, one day, she just shut me out, and I never knew why" (Buck & Lee, 2013, 00:23:31 – 00:23:39). Because of their different attachment styles, Anna and Elsa became estranged from one another due to a lack of emotional attachment and a loss of friendship. According to Hans and Steinback (2023), sibling estrangement can be viewed as just a lapse in their communication over time.

Analysis of the two siblings' attachment styles has revealed that this causes the sisters to perceive each other differently. Anna, in particular, is affected by the separation from her sister without understanding why, but finally comes to terms with it. Anna's desire to be with her sister is revealed when she has the opportunity to communicate with her sister. The estrangement they experience on the day of the coronation derives from Anna's belief that Elsa has shut her out, indicating a bad relationship. The prime reason for estrangement is a negative relationship one has with another family member (Scharp, 2023). When the sisters dispute over Anna's engagement to Hans, Anna says, "All you know is how to shut people out" (Buck & Lee, 2013, 00:26:45 – 00:26:48). The two sisters' differing attachment styles, which are either imposed or attained by themselves, cause them to break apart. Their incapacity to communicate in times of need contributes to their failure to comprehend each other.

V. CONCLUSION

The sisters' not being able to communicate and express themselves owing to their separation constitutes the primary reason for their estrangement. There are many detrimental factors at play here, but Elsa's real rationale for forsaking Anna is to safeguard her from her magical powers, something she has no control over. "Siblinghood emphasizes the ambiguity and ambivalence of affective relation, challenging their definition, limits and possibilities" (Silvia, 2020, p. 10). Since the two siblings struggle to interact precisely because of the varied attachment styles resulting from their distinct birth orders, they miss out on the harmonious connection they might have had from a young age. This film portrays the process of recuperation after the sibling bond is broken. Irrespective of their estrangement and struggles, when Elsa struggles to fit in with society, Anna breaks the monotony by pushing Elsa outside of her comfort zone and urging her to acknowledge her for who she is. The sacrifice and love they display at the end indicate that they both went to tremendous lengths to keep each other's best interests in mind. After developing an emotional link, being physically present, conversing, and forging bonds of connection, the two sisters garnered peace, unconditional love, support, and understood each other's aspirations. The sisters mature in their sisterly bond during the journey together, learning to regulate their emotions and embrace their genuine selves as they gain perspectives about each other's personalities. The balanced attachment they form after sorting everything becomes the ultimate revelation for their characters.

This article explains how birth order influences siblings' attachment styles, resulting in estrangement. The study explores the processes that contribute to the development of specific attachment styles in children. Elsa and Anna have different attachment styles as a result of their parents' unfortunate demise, and also the mishap that separated them. Embracing their differences and accepting each other despite having distinct attachment styles was critical in resolving conflicts between them. The negative aspects and consequences of having distinct attachment styles are examined, along with how these styles affect the sisters in the film.

The influence of birth order and attachment style between the siblings is evident through the estrangement they experience in the film. Once the insecurities and emotional disconnect are resolved, the emotional bond is restored to its pre-accident state, illustrating that birth order affects attachment style, which leads to estrangement among siblings.

REFERENCES

- [1] Adler, A. (1964). *Problems of neurosis*, New York et al. (Harper Torchbooks), 1964.
- [2] Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). *Patterns of attachment: A psychological study of the strange situation*. Psychology press.
- [3] Argys, L. M., Rees, D. I., Averett, S. L., & Witoonchart, B. (2006). Birth order and risky adolescent behavior. *Economic Inquiry*, 44(2), 215-233. <https://doi.org/10.1093/ei/cbj011>
- [4] Bayraktar, S., & Yahşi, G. (2016). The effect of birth order on attachment style according to attachment theory. *International Journal of Social Sciences and Education Research*, 2(1), 209-218. <https://doi.org/10.24289/ijsser.279098>

- [5] Behrens, K. Y., Hesse, E., & Main, M. (2007). Mothers' attachment status as determined by the Adult Attachment Interview predicts their 6-year-olds' reunion responses: A study conducted in Japan. *Developmental Psychology*, 43(6), 1553–1567. <https://doi.org/10.1037/0012-1649.43.6.1553>
- [6] Bleske-Rechek, A., & Kelley, J. A. (2014). Birth order and personality: A within-family test using independent self-reports from both firstborn and laterborn siblings. *Personality and Individual Differences*, 56, 15-18. <https://doi.org/10.1016/j.paid.2013.08.011>
- [7] Boccato, G., & Capozza, D. O. R. A. (2011). Attachment styles and social groups: Review of a decade. *Testing, Psychometrics, Methodology in Applied Psychology*, 18(1), 19-30. <https://doi.org/10.4473/tpm.18.1.2>
- [8] Boccio, C. M., & Beaver, K. M. (2019). Further examining the potential association between birth order and personality: Null results from a national sample of American siblings. *Personality and Individual Differences*, 139, 125-131. <https://doi.org/10.1016/j.paid.2018.11.017>
- [9] Bowlby, J. (1988). Developmental psychiatry comes of age. *The American journal of psychiatry*, 145, 1-10.
- [10] Buck, C., & Lee, J. (2013). *Frozen*. Walt Disney Studios Motion Pictures.
- [11] Chandola, R., & Tiwari, S. C. (2016). Birth Order Significantly Affects the Mental Health Emotionally as Well as Psychologically. *International Journal of Indian Psychology*, 3(4), 2348-5396. <https://doi.org/10.25215/0304.184>
- [12] Cherniak, A. D., Mikulincer, M., Shaver, P. R., & Granqvist, P. (2021). Attachment theory and religion. *Current Opinion in Psychology*, 40, 126-130.
- [13] Coan, A., Garia, K. D., & Sabuncu, P. (2018). Birth order theory and habit formation: a literature review. *Obrazovanie Lichnosti*, 3, 37-43.
- [14] Cunic, D., & Bennett, K. (2021). Birth Order. In *Encyclopedia of Evolutionary Psychological Science* (pp. 623-625). Cham: Springer International Publishing.
- [15] Damian, R. I., & Roberts, B. W. (2015). The associations of birth order with personality and intelligence in a representative sample of US high school students. *Journal of Research in Personality*, 58, 96-105. <https://doi.org/10.1016/j.jrp.2015.05.005>
- [16] Darajatun, D. U., Nurhapitudin, I., & Sulaeman, D. (2023). Polysemy in *Frozen* (2013) movie. *CALL*, 5(2), 121-133. <https://doi.org/10.15575/call.v5i2.18569>
- [17] Declercq, F., & Willemsen, J. (2006). Distress and post-traumatic stress disorders in high risk professionals: adult attachment style and the dimensions of anxiety and avoidance. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, 13(4), 256-263. <https://doi.org/10.1002/cpp.492>
- [18] Eckstein, D., & Kaufman, J. A. (2012). The Role of Birth Order in Personality: An Enduring Intellectual Legacy of Alfred Adler. *Journal of Individual Psychology*, 68(1), 60-74.
- [19] Erozkan, A. (2016). The Link between Types of Attachment and Childhood Trauma. *Universal journal of educational research*, 4(5), 1071-1079. <https://doi.org/10.13189/ujer.2016.040517>
- [20] Esheya, O. P. (2019). *Birth Order and Personality Traits Among Children: A Case Study of Families in Kawuku Village, Wakiso District, Central Uganda* [Bachelors thesis]. University of Kisubi. Researchgate. DOI:10.13140/RG.2.2.16885.09441
- [21] Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual review of psychology*, 70(1), 401-422. <https://doi.org/10.1146/annurev-psych-010418-102813>
- [22] Gasiorowska, A., Folwarczny, M., & Otterbring, T. (2022). Anxious and status signaling: Examining the link between attachment style and status consumption and the mediating role of materialistic values. *Personality and Individual Differences*, 190, 111503, 1-7. <https://doi.org/10.1016/j.paid.2022.111503>
- [23] Gomez, L. (1998). An Introduction to Object Relations. *British Journal of Educational Psychology*, 68(3), 227-237.
- [24] Granqvist, P. (2021). Attachment, culture, and gene-culture co-evolution: expanding the evolutionary toolbox of attachment theory. *Attachment & Human Development*, 23(1), 90-113. <https://doi.org/10.1080/14616734.2019.1709086>
- [25] Hank, K., & Steinbach, A. (2023). Sibling estrangement in adulthood. *Journal of Social and Personal Relationships*, 40(4), 1277-1287. DOI:10.1177/02654075221127863
- [26] Hazan, C., & Shaver, P. (2017). Romantic love conceptualized as an attachment process. In *Interpersonal development* (pp. 283-296). Routledge. DOI:10.4324/9781351153683-17
- [27] Howe, N., & Recchia, H. (2006). Sibling relations and their impact on children's development. *Encyclopedia on early childhood development*, Centre of Excellence for Early Childhood Development, 1-8.
- [28] Johnson, S. M. (2019). Attachment theory. *Encyclopedia of couple and family therapy*, Springer nature, 169-177. https://doi.org/10.1007/978-3-319-49425-8_215
- [29] Katz, N. H., Lowe, A., & Mischenko, P. (2017). Organizational impact analysis of the training program "Birth order type habits model: leadership and teamwork". *Personalities in Education*, 1, 41-46.
- [30] Khan, R. M. S., Nawaz, K., Khan, R. M. S., Yaseen, S., Rouf, A., Maryam, M., & Tabassum, S. (2018). Relationship between birth order, personality and academic performance. *Rawal Medical Journal*, 43(1), 39-44.
- [31] Laili, F., & Hidayat, N. (2021). *The Representation of Gender Equality on The Figures of Elsa and Anna in the Frozen Movie (2013): A Feminist Approach* [Doctoral dissertation]. Universitas Muhammadiyah Surakarta.
- [32] Largado, A. M. S., Gonzales, P. X., Bautista, G. J. Y., & Gabriel, B. D. (2024). Implications of birth order on personality and social behavior. *Cognizance Journal of Multidisciplinary Studies*, 4(3), 127-143. <https://doi.org/10.47760/cognizance.2024.v04i03.012>
- [33] Liuba, S. A. (2021). *Investigating the Statistical Mediation of Birth Order Between Adult Attachment Styles and All Factors of Emotional Intelligence* [Doctoral dissertation]. Alliant International University.
- [34] Liu, Y., Wang, B., & Van Lange, P. A. (2023). The development of social value orientation: Attachment styles, number of siblings, age, and a comparison of measures. *European Journal of Personality*, 37(4), 402-417. <https://doi.org/10.1177/08902070221094216>
- [35] Main, M., & Solomon, J. (1990). Procedures for identifying infants as disorganized/disoriented during the Ainsworth Strange Situation. *Attachment in the preschool years: Theory, research, and intervention*, 1, 121-160.

- [36] Marano, K. (2017). An analysis of empirical validity of Alfred Adler's theory of birth order. *Aletheia*, 2(1), 1-14. <https://doi.org/10.21081/ax0082>
- [37] Meyer, B., & Pilkonis, P. A. (2001). Attachment style. *Psychotherapy: Theory, Research, Practice, Training*, 38(4), 466.
- [38] Mikulincer, M., Shaver, P. R., & Pereg, D. (2003). Attachment theory and affect regulation: The dynamics, development, and cognitive consequences of attachment-related strategies. *Motivation and emotion*, 27, 77-102. <https://doi.org/10.1023/A:1024515519160>
- [39] Murti, A., & Kumari, N. (2024). Relationship Between Birth Order, Attachment Styles and Inferiority Complex: A Correlational Study. *The International Journal of Indian Psychology*, 12(2). <https://doi.org/10.25215/1202.404>
- [40] Oskis, A., Clow, A., Hucklebridge, F., Bifulco, A., Jacobs, C., & Loveday, C. (2013). Understanding alexithymia in female adolescents: The role of attachment style. *Personality and Individual Differences*, 54(1), 97-102. <https://psycnet.apa.org/doi/10.1016/j.paid.2012.08.023>
- [41] Paulhus, D. L., Trapnell, P. D., & Chen, D. (1999). Birth order effects on personality and achievement within families. *Psychological Science*, 10(6), 482-488. <https://doi.org/10.1111/1467-9280.00193>
- [42] Putri, N. A. (2022). Disney Frozen. *Litera Kultura: Journal of Literary and Cultural Studies*, 10(2), 59-67. <https://doi.org/10.26740/lk.v10i2.55373>
- [43] Rahmah, N., Kuncara, S. D., & Valiantien, N. M. (2017). The Influence of Psychological Conflict Toward Elsa's Character Development in Frozen Film. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni dan Budaya*, 1(2), 59-72. DOI: <http://dx.doi.org/10.30872/jbssb.v1i2.675>
- [44] Ringer, J. M., Buchanan, E. E., Olessek, K., & Lysaker, P. H. (2014). Anxious and avoidant attachment styles and indicators of recovery in schizophrenia: Associations with self-esteem and hope. *Psychology and Psychotherapy: Theory, Research and Practice*, 87(2), 209-221. <https://doi.org/10.1111/papt.12012>
- [45] Rom, E., & Mikulincer, M. (2003). Attachment theory and group processes: The association between attachment style and group-related representations, goals, memories, and functioning. *Journal of Personality and Social Psychology*, 84(6), 1220-1235. <https://doi.org/10.1037/0022-3514.84.6.1220>
- [46] Rohde, P. A., Atzwanger, K., Butovskaya, M., Lampert, A., Mysterud, I., Sanchez-Andres, A., & Sulloway, F. J. (2003). Perceived parental favoritism, closeness to kin, and the rebel of the family: The effects of birth order and sex. *Evolution and Human Behavior*, 24(4), 261-276. [https://doi.org/10.1016/s1090-5138\(03\)00033-3](https://doi.org/10.1016/s1090-5138(03)00033-3)
- [47] Sharp, K. M. (2023). Estrangement and Impact on Family Communication. In *Oxford Research Encyclopedia of Communication*. <https://doi.org/10.1093/acrefore/9780190228613.013.1454>
- [48] Shaver, P. R., & Mikulincer, M. (2007). Adult attachment strategies and the regulation of emotion. *Handbook of emotion regulation*, 446, 465.
- [49] Sheinbaum, T., Kwopil, T. R., Ballespi, S., Mitjavila, M., Chun, C. A., Silvia, P. J., & Barrantes-Vidal, N. (2015). Attachment style predicts affect, cognitive appraisals, and social functioning in daily life. *Frontiers in psychology*, 6, 296, 1-10. <https://doi.org/10.3389/fpsyg.2015.00296>
- [50] Silva, B. L. (2020). *Between Siblings: How the Sibling Metaphor Reimagines Affective Entanglements in the Victorian Novel* [Doctoral dissertation]. University of Rhode Island.
- [51] Simpson, J. A., Rholes, W. S., Eller, J., & Paetzold, R. L. (2020). Major principles of attachment theory. *Social psychology: Handbook of basic principles*, The Guilford Press, 222-239.
- [52] Stern, J. A., Barbarin, O., & Cassidy, J. (2022). Working toward anti-racist perspectives in attachment theory, research, and practice. *Attachment & Human Development*, 24(3), 392-422. <https://doi.org/10.1080/14616734.2021.1976933>
- [53] Stevens, F. L. (2014). Affect regulation styles in avoidant and anxious attachment. *Individual Differences Research*, 12(3), 123-130.
- [54] Sulloway, F. J. (1996). *Born to rebel: Birth order, family dynamics, and creative lives*. Pantheon Books.
- [55] Sultan, H., & Malik, S. (2023). Development of Adler Birth Order Scale. *Pakistan Journal of Psychological Research*, 38(2), 183-206. <https://doi.org/10.33824/pjpr.2023.38.2.12>
- [56] Villanueva Iglesias, M., & García Martín, J. (2023). Birth Order Theory related to Emotional Intelligence development. *Revista Fuentes*, 25(3), 283-292. <https://doi.org/10.12795/revistafuentes.2023.20449>
- [57] Vertel, A. V. (2023). The Order of Childbirth in the Family and its Influence on Personality Development (Using the Psychoanalytic Pedagogy of Alfred Adler as an Example). *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки*, (113), 28-37. DOI:10.35433/pedagogy.2(113).2023.28-37
- [58] Widayanti, S. R., & Kustinah, K. (2018, August). Speech Act Analysis on Walt Disney Film Entitled 'Frozen' (A Pragmatic Study). In *Fourth Prasasti International Seminar on Linguistics (Prasasti 2018)* (pp. 429-433). Atlantis Press. <https://doi.org/10.2991/prasasti-18.2018.79>
- [59] Yip, J., Ehrhardt, K., Black, H., & Walker, D. O. (2018). Attachment theory at work: A review and directions for future research. *Journal of Organizational Behavior*, 39(2), 185-198.

Merlin A. A. is a research scholar working under the guidance of Dr. V. Vijayalakshmi, Associate Professor Senior of VIT Chennai. She has been part of theatre and drama in her previous universities, in the English department. Her area of study includes Animated films and Children's literature. She has attended several Webinars and Workshops.

V. Vijayalakshmi, Associate Professor, is an accomplished and dedicated professor in the field of English Language Teaching and Literature. She has completed her Ph.D. in English from Anna University, Chennai. Having a strong commitment towards education, she has been actively involved in teaching for 36 years overall in schools and colleges, and at VIT for ten years. She has made significant contributions to the field through her research work and has produced six Ph.D. scholars so far. Currently, 5 scholars are working under her guidance in ELT and Literature. She has published 17 Scopus articles in reputable academic journals.