

Attachment Styles and Their Relationship with Parenting Styles and Early Childhood of Young Adults

Ms. Kanak Parmanandani

B.A. Psychology, Department of Psychology

Kalinga University, Raipur, Chhattisgarh

Abstract

The present study aims to explore the impact of perceived parenthood styles in early nonage on attachment styles, and how it affects the emotional capacity of youthful grown-ups. Current studies suggest that there are 4 attachment styles. An existent gets attached to their significant other and important people, and understanding attachment styles helps to dissect a person's nonage and duly understand an existent.

Parenthood styles play a major part in children's early development, and how they see the world and the people around them. A parent plays a huge part in the emotional development of a child. Both parents must be present to give their children a healthy terrain to grow up.

Keywords: Parent Styles, Attachment Styles, Early Development.

Introduction

Parenthood is the process of raising and fixing the child and tutoring them about society and how it works. Parenthood consists of taking care of a child physically, emotionally, and financially as well.

Parenthood plays a major part in an existent's life. Parenthood is responsible for a child's emotional, internal, and cognitive development. Parenthood develops an existent's outlook toward life and influences how a child, after growing up makes opinions and executes his/ her ideas on a bigger scale.

Researchers have set up that according to Parenting

Styles Theory, there are 3 major parenthood styles:

1. Authoritative Parenthood
2. Authoritarian Parenthood
3. Permissive Parenthood

There's one further type, but it isn't included in the proposition, which is uninvolved parenthood.

Attachment can be simply defined as a participated emotional and social connection between two people. Attachment is the emotional bond that forms between a child and caregiver, and it's how the helpless child gets primary requirements met. It also becomes a machine of posterior social, emotional, and cognitive development. A child's early social

experience stimulates the growth of the brain and can impact the conformation of stable connections with others. According to the Attachment proposition formulated by John Bowlby and further developed by Mary Ainsworth, there are 2 introductory attachment styles

1. Secure Attachment style
2. Insecure Attachment style

When a child is taken care of by their caregiver daily, there's a bond created between the caregiver and the child. Due to day-to-day communication between them, the child starts to develop trust and starts to depend upon the caregiver for the fulfillment of his requirements and wants, such as food, sanctum, safety, and emotional understanding.

When **they're securely attached**, the child isn't tense or stressed that he'll not have any place to come back to if the commodity goes wrong. The caregiver provides the child with the needed warmth and care, which allows the child to step out of his/ her comfort zone confidently and explore the surroundings, with a sense of belonging with his/ her caregiver.

Whereas, when the child faces ignorance, or realizes that the caregiver is substantially caught up with their work and issues, the child grows up being **insecurely attached** to the caregiver and grows anxious or fearful about getting abandoned by the caregiver. This insecure attachment alters the child's growth, especially emotional growth.

The child tends to carry forward these personality traits grounded on the parenthood style and the attachment style developed in his afterlife as a youthful grown-up, affecting his/ her consecutive particular, and emotional connections with the significant other person.

Under the Insecure attachment style, there are 3 subtypes:

- i. Anxious/ abstracted Attachment
- ii. Avoidant/ equivocal Attachment
- iii. Disorganized Attachment

The Parenting Theory

According to the parenthood styles proposition, three different types of parenthood have a direct influence on the cerebral growth of children which include authoritative, authoritarian, and permissive parenthood styles. Each style has different situations of demandingness as well as responsiveness; hence the way children see their parents' warmth, control, or support differs across the styles (Darling & Steinberg, 1993).

According to Baumrind(1971),

1. **Authoritative parents** are probative. They lay out some ground rules and explain to their children that there will be no concession regarding those rules but are lenient with other effects. They take action if the ground rules are broken by the children but they're still there for their children if they get into a problem. They allow their children to grow and make sure they're safe. So, it's a perfect balance between affection and discipline. youthful grown-ups who were raised in authoritative homes tend to parade advanced situations of confidence, tone- regard, emotional intelligence, and overall life satisfaction (Blondal & Adalbjarnardottir, 2014; Buri et al., 1988).
2. **Authoritarian parents** are veritably strict and anticipate their children to abide by their rules or commands without asking for any explanations. However, they're most likely to discipline them, If the children fail to meet their prospects. These corrections can permanently alter a child's brain chemistry and they can grow up developing Trauma and PTSD. youthful grown-ups who witness authoritarian parenthood may struggle with difficulties in forming healthy connections, emotional regulation issues, and increased vulnerability to internal health problems (Baumrind, 1991; Darling & Steinberg, 1993).

Those from authoritarian backgrounds may internalize a reliance on external confirmation and a

fear of failure, hampering their capability to form independent opinions and take power in their lives.

3. **Permissive parents** don't impose rules and restrictions on their children; they believe that treating their children with utmost affection will lead to their overall development. Permissive parents encourage their children to plan and execute everything at their convenience; not forcing them for anything. Permissive parenthood can lead to difficulties in delayed delectation, tone discipline, and the development of particular responsibility.

The present study aims to explore the impact of perceived parenthood styles on attachment styles, and a youthful grown-up's love style.

According to Martin and Maccoby (1983), there exists a fourth style called 'uninvolved' parenthood in addition to Baumrind's seminal typology on parenthood styles. Such a style is characterized by a lack of supervision and emotional involvement between children with their matters. (Maccoby & Martin, 1983).

The Attachment Theory

Attachment theory, a seminal concept in developmental psychology, describes that the nature of early bonds between children and their caregivers is critical to the individual's future emotional and interpersonal functioning (Swets & Cox, 2023). The theory was originally conceived by John Bowlby and later expanded by Mary Ainsworth. It has had a profound impact on our understanding of human development. It suggests that the quality of security and attachment in early childhood has lasting effects on relationships, self-concept, and resilience (Ainsworth, 1978; Bowlby, 1979).

British psychologist John Bowlby is considered the father of attachment theory. He proposed that the bond that forms between a child and their primary caregiver has an evolutionary basis and helps ensure the child's survival. Bowlby suggested that children are born with an unavoidable drive to form

attachments with caregivers because it helps them survive. He identified four stages of attachment formation: **pre-attachment, indiscriminate attachment, promiscuous attachment, and multiple attachments**. Bowlby also suggested that children form internal working models of relationships based on their early attachment experiences. These models guide children's feelings, thoughts, and expectations in subsequent relationships (Bowlby, 1979).

Then, this theory was expanded by Mary Ainsworth. Mary Ainsworth, a developmental psychologist, expanded on Bowlby's work through her research, which led to the identification of different types of attachment styles in children:

1) Secure Attachment: Children who show distress when their caregiver leaves but can compose themselves knowing that their caregiver will return. Children who are securely attached to their caregivers are generally brought up by Authoritative parents/caregivers.

2) Anxious-Ambivalent (Insecure) Attachment: Children who become extremely distressed when the caregiver leaves and are ambivalent when they return. These children in most cases have Authoritarian parents. They keep trying to please their parents, keeping their feelings aside.

3) Avoidant (Insecure) Attachment: Children who avoid their caregiver and show little emotion when the caregiver departs or returns. These children are brought up by working parents who are not at home with their children most of the time. Avoidant children learn to do everything by themselves without their parent's help, and they become excessively independent at a very young age. They are brought up by uninvolved parents and in some cases by Authoritative parents also.

4) Disorganized Attachment: A pattern of attachment characterized by a lack of clear attachment behavior. Children's behavior in this category is often contradictory, and they often appear confused or apprehensive in the presence of a caregiver (Ainsworth, 1978).

Relationship between Parenting Styles and Adult Attachment Theory

This proposition was developed by psychologists such as Cindy Hazen and Philip Shaver and extends the conception of attachment to connections between grown-ups. They suggested that the emotional bonds between grown-ups in romantic connections are a function of some of the same attachment processes that do between youthful children and their caregivers. According to Hazen and Shaver, there are three main attachment styles secure, anxious, and avoidant.

People with a **secure attachment style** are comfortable in intimate connections and can form close bonds with others. They believe that others are secure and dependable and feel comfortable expressing their passions. A secure attachment style helps to make up proper communication chops. Romantic connections with a secure attachment are duly communicative, and the mates admire each other's boundaries and try their stylish to maintain them. Mates who are securely attached maintain their tone- regard and tone- respect, and can handle distress, if they've to face it in the relationship. Securely attached people are generally brought up by Authoritative parents.

Anxious/Preoccupied Attachment is the most common type of attachment style. People with anxious attachment may have a high position of Abandonment anxiety. They're veritably anxious in general and they don't feel safe, they're always scared and manifesting a dangerous situation. They've difficulty relating their triggers and regulating their feelings and vulnerabilities, especially anxiety. They may feel extreme torture at being separated from their significant other because they feel that their mate may not return or come back. But when their mate returns, they act unresistant- aggressively as they ask to discipline their mate for leaving in the first place. Anxious/ abstracted people as the name suggests, are preoccupied with their relationship. They keep

allowing and questioning every move and the provocation behind their every action. They're hyperactive- watchful and are preoccupied with the fear of abandonment. Anxious/Preoccupied people are generally raised by Authoritarian parents.

Individuals with an **Avoidant/Ambivalent attachment** style have developed this style to keep themselves from getting hurt again. Their former relationship may not have met their requirements and emotional requirements, and they turned into Avoidant/Ambivalent. They warrant emotional closeness, they ask it but they're hysterical and don't want to go through all the pain and stress again, so they're confused if they're ready for another relationship.

These people can be emotionally distant and unapproachable. They've erected a huge wall in front of themselves to cover their peace, and it's generally tough for a stranger to break it. They prefer to be in their own space and they avoid seeing someone new or meeting new people. They don't sweat separation from their mate as they don't let the stress bother their peace. However, they will be okay with it and won't reply when the mate comes back, they will continue to live their regular life, if their mate has been down for a long time. Avoidant people avoid erecting a deep and intimate emotional bond with someone as they've developed a belief that it'll lead to their pain. They also find it tough to share their opinions and studies with someone.

Avoidant grown-ups are brought up by parents who are Authoritative and permissive, as they encourage their children to form opinions on their own, so the children grow up as hyperactive-independent people, making it tough for them to acclimate to romantic connections in their afterlife.

There's one further type, which is **Disorganized/Fearful**.

People having this attachment style are a blend of the below-mentioned styles. They may be anxiously attached to some people, securely attached to some,

and avoidant attached to some people. It's doubtful to find someone with all the attachment styles, but in some cases, some people are disorganized. The way they bear with a certain person doesn't mean they act and bear everyone in the same way.

Research Methodology

Objectives

1. To assess the perceived parenting styles, attachment styles, and the impact of parenting styles on adult attachment styles.
2. To assess the significant difference among parenting styles concerning demographic info such as gender, residing with parents or not, and the type of family.
3. To see the relationship between perceived parenting style and attachment style.

Hypothesis

H1: Young adults who experienced authoritative parenting during childhood will develop secure attachment styles.

H2: Individuals with anxious or avoidant attachment styles are more likely to have been raised with authoritarian or permissive parenting styles during childhood.

H3: Young adults who were raised in authoritarian or permissive households will demonstrate higher levels of anxiety and fear of abandonment compared to those from authoritative parenting backgrounds.

H4: Young adults who were raised in authoritative households will exhibit higher emotional intelligence compared to those from authoritarian or permissive parenting backgrounds.

Participants

The study involved a total of 32 participants, of which 20 were females and 12 were males. The participants were recruited through word-of-mouth referrals.

Data Collection

The data was collected using a self-made online survey. Participants were asked to complete a questionnaire that included questions related to the research topic.

Sampling Technique

The study employed a non-probability sampling technique, specifically a convenience sampling approach. The participants were young adults, ages ranging from 15 to 33, as the data was collected from school students, university-going students, and Professors. Participants were selected based on their availability and willingness to participate in the study.

Data Analysis

The data was collected and subjected to statistical analysis utilizing the Statistical Package for the Social Sciences (SPSS) software, along with the application of suitable statistical tests both descriptive and inferential statistical methods. Descriptive statistics, such as means and frequencies, were used to summarize the demographic characteristics of the participants.

Ethical Considerations

Participants were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Informed consent was obtained from all participants before data collection.

Limitations

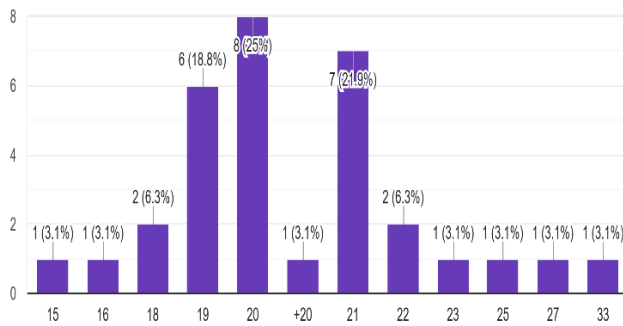
The study acknowledges the following limitations:

- The use of a convenience sampling technique may limit the generalizability of the findings.
- The self-reported nature of the data may be subject to potential biases and inaccuracies.
- The data can be too basic.

Data Analysis and Interpretation

Graph no.1 shows the age details of the Participants.

How old are you?
32 responses

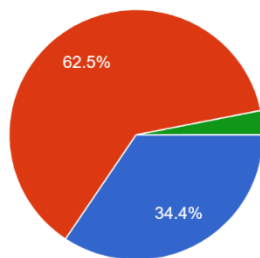


(Graph no.1)

The data presents the demographic profile of the sample population. The most common age is 20 years with 8 participants. It suggests that the majority of individuals in the sample are relatively young.

Graph no 2. shows the gender distribution. In terms of gender, females outnumber males, comprising 62.5% of the sample.

What are your pronouns?
32 responses



(Graph no.2)

Table no.1 shows the prevalent parenting styles

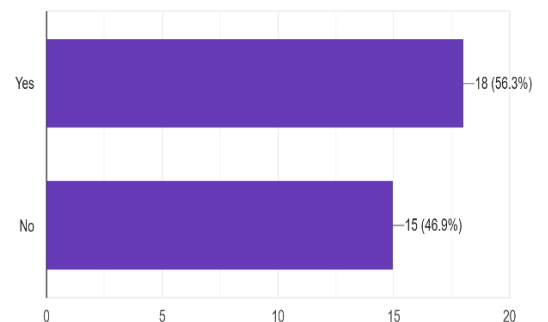
Parenting Style	Frequency	Percentage (%)
Authoritative	25	78%
Authoritarian	1	3.1%
Permissive	5	15.6%
Uninvolved	1	3.1%

(Table no.1)

These results indicate that authoritative parenting is the most prevalent style within the sample, followed by permissive and authoritarian parenting styles, respectively.

Graph no.3 shows that a significant portion live with their parents (56.3%), while a notable proportion reside in hostels or PG accommodations (46.9%).

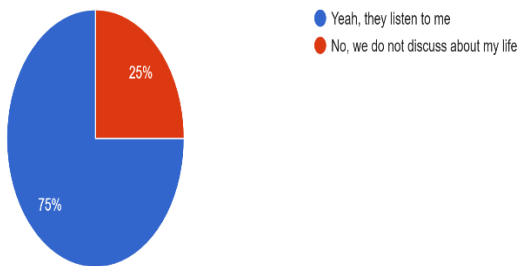
Do you live with your parents?
32 responses



(Graph no.3)

Graph no.4 shows the comfortability of the sample with their parents.

Do you feel free to talk to them about your life goals and your problems and feelings?
32 responses



(Graph no.4)

These results illustrate that participants with authoritative and permissive parents are confident enough to talk to their parents (75%).

46.9% of adults are in a relationship, 40.6% of participants are single and for 12.5% their relationship is complicated.

75% of participants are great with their partners, 20% of them have a disorganized relationship, and 5% of them have a lot of differences with their partner. (Secure attachment is dominant in this case).

68.4% of the participants and their partners understand each other and do not fear abandonment, and 31.6% avoid talking about the problems to avoid the risk of abandonment. (Secure attachment is dominant here as well).

After a fight, 40% of the people try to solve it as soon as they can, 25% of participants feel depressed after a fight, and the remaining 35% avoid talking about it and lead a normal life without really thinking about it. (Secure attachment is dominant here as well).

59.4% of participants talk to their friends and deal with their breakups positively and respect their partners' decisions. 9.4% of participants find it hard to move on, and 31.3% of participants keep the pain within themselves and do not talk about it. (Secure attachment is dominant here as well).

After conducting and studying the research, it was found that most of the participants were raised by

authoritative parents, followed by Permissive and Authoritarian respectively. Most of the participants are in a Secure relationship, followed by Avoidant and Anxious attachment.

Discussion

After studying all the propositions, in this study, we're agitating the issues related to Insecure attachment, both Anxious and Avoidant Attachment styles.

People having insecure attachment styles have to face problematic issues that hamper their romantic and social connections, making it tough for them to acclimate to people fluently.

1. Attention privation: No matter how important attention their mate gives them, they will always feel that it's not enough. They don't feel safe, they don't feel empowered, they're always stressed, their hyperactive- trouble system is always on, and they may be hyperactive- watchful.

2. Inflammation: It's enough common in people with insecure attachments to feel a burning sensation. Habitual stress leads to methodical inflammation.

3. Borderline Personality Disorder: The shift between I love you and I detest you, and difficulty in handling and regulating feelings are 2 effects we learn in a secure attachment, but face in insecure attachments.

4. Depression, Bipolar, and Schizophrenia: All of these mental health disorders are associated with neuroinflammation, Methodical Inflammation, and insecure attachments.

5. Substance Abuse (Bidirectional): Someone who's insecurely attached may develop a habit of using medicines to ease out the pain that's being caused due to the relationship. And someone who's addicted to medicine abuse may develop an insecure attachment. One can be in an impeccably secure

relationship but because of particular or fiscal issues, one of the mates may get addicted to drugs or alcohol, and this habit can affect the relationship negatively, causing it to turn into an insecure, anxious, and chaotic relationship.

Conclusion

In sum, as this study scrutinizes attachment propositions, it becomes apparent that attachment fabrics have significantly contributed to our understanding of mortal development and connections. Authoritative and Permissive parenting develop Secure and Avoidant Attachment Styles. Although Attachment Styles can change with time, age, and the situation, the roots of the primary attachment styles would remain the same. This critical examination serves as an assignation for continued converse, fostering the elaboration and refinement of attachment propositions in the ever-evolving geography of cerebral exploration and understanding.

Acknowledgments

I would like to express my gratitude to my professors.

Declaration of Interest

The author of this article declared no conflict of interest.

Ethics principles

In this research, ethical standards were considered.

Funding

The author declared no funding for this study.

References

1. Ainsworth, M. D. S. (1978). The bowlby-ainsworth attachment theory. *Behavioral and brain sciences*, 1(3), 436-438. <https://doi.org/10.1017/S0140525X00075828> Bowlby, J. (1979).
2. The bowlby-ainsworth attachment theory. *Behavioral and brain sciences*, 2(4), 637-638. <https://doi.org/10.1017/S0140525X00064955> Bronfenbrenner, U. (1979).
3. The ecology of human development: Experiments by nature and design. Harvard University Press. [https://books.google.com/books?hl=en&lr=&id=OCmbzWka6xUC&oi=fnd&pg=PA3&dq=Bronfenbrenner,+U.+\(1979\).+The+ecology+of+human+development:+Experiments+by+nature+and+design.+Harvard+university+press.&ots=yAJWK3PQhf&sig=74-NEl9hjEqqVMFKbRs_RiM6dcY#v=onepage&q=Bronfenbrenner%2C%20U.%20\(1979\)](https://books.google.com/books?hl=en&lr=&id=OCmbzWka6xUC&oi=fnd&pg=PA3&dq=Bronfenbrenner,+U.+(1979).+The+ecology+of+human+development:+Experiments+by+nature+and+design.+Harvard+university+press.&ots=yAJWK3PQhf&sig=74-NEl9hjEqqVMFKbRs_RiM6dcY#v=onepage&q=Bronfenbrenner%2C%20U.%20(1979))
4. A Dynamic-Maturational Model of Attachment. *Australian and New Zealand Journal of Family Therapy*, 27(2), 105-115. <https://doi.org/10.1002/j.1467-8438.2006.tb00704.x> Crittenden, P. M., & Landini, A. (2011).
5. Assessing adult attachment: A dynamic-maturational approach to discourse analysis. WW Norton & Company. https://books.google.com/books/about/Assessing_Adult_Attachment_A_Dynamic_Mat.html?id=sNsUvgAACAAJ Fearon, R. M. P., Groh, A. M., Bakermans-Kranenburg, M. J., van IJzendoorn, M. H., & Roisman, G. I. (2016).
6. Attachment and Developmental Psychopathology. In *Developmental Psychopathology* (pp. 1-60). <https://doi.org/10.1002/9781119125556.devpsy108> Hazan, C., & Shaver, P. R. (1994).
7. Deeper into attachment theory. *Psychological Inquiry*, 5(1), 68-79. https://doi.org/10.1207/s15327965pli0501_15 Lamb, M. E., & Bornstein, M. H. (2013).
8. Social and personality development: An advanced textbook. Taylor & Francis.

- <https://doi.org/10.4324/9780203813386>
Lopez, S. J., & Snyder, C. R. (2009).
9. The Oxford Handbook of Positive Psychology. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195187243.001.0001> Main, M., & Solomon, J. (1990).
 10. Procedures for identifying infants as disorganized/disoriented during the Ainsworth Strange Situation. Attachment in the preschool years: Theory, research, and intervention, 1, 121-160. [https://books.google.com/books?hl=en&lr=&id=WzHifiCXE8EC&oi=fnd&pg=PA121&dq=Main,+M.,+%26+Solomon,+J.+\(1990\).](https://books.google.com/books?hl=en&lr=&id=WzHifiCXE8EC&oi=fnd&pg=PA121&dq=Main,+M.,+%26+Solomon,+J.+(1990).)
 11. Cross-cultural patterns of attachment. Handbook of attachment: Theory, research, and clinical applications, 852- 877. https://d1wqtxts1xzle7.cloudfront.net/49637071/chapter_hanbook_2016-libre.pdf?1476616980=&response-contentdisposition=inline%3B+filename%3DCross_cultural_patterns_of_attachment_Un.pdf&Expires
 12. Attachment orientations and emotion regulation. Current opinion in psychology, 25, 6- 10. <https://doi.org/10.1016/j.copsyc.2018.02.006> Oldmeadow, J. A., Quinn, S., & Kowert, R. (2013). Attachment style, social skills, and Facebook use amongst adults. Computers in human Behavior, 29(3), 1142-1149. <https://doi.org/10.1016/j.chb.2012.10.006> Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. American psychologist, 55(10), 1093. <https://doi.org/10.1037/0003-066X.55.10.1093> Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2001). Deeper into attachment and culture. <https://doi.org/10.1037/0003-066X.56.10.827> Rutter, M. (1980).
 13. The Long-term Effects of Early Experience. Developmental Medicine & Child Neurology, 22(6), 800-815. <https://doi.org/10.1111/j.1469-8749.1980.tb03751.x> Ryan, R. M., Brown, K. W., & Creswell, J. D. (2007).
 14. How Integrative is Attachment Theory? Unpacking the Meaning and Significance of Felt Security. Psychological Inquiry, 18(3), 177-182. <https://doi.org/10.1080/10478400701512778> Schore, A. N. (2015).
 15. Affect regulation and the origin of the self: The neurobiology of emotional development. Routledge. <https://doi.org/10.4324/9781315680019> Seligman, M. E., & Csikszentmihalyi, M. (2000).
 16. Positive psychology: An introduction (Vol. 55). American Psychological Association. <https://doi.org/10.1037/0003-066X.55.1.5> Seligman, M. E. P. (2001).
 17. Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder & S. J. Lopez (Eds.), Handbook of Positive Psychology (pp. 0). Oxford University Press. <https://doi.org/10.1093/oso/9780195135336.003.0001> Sroufe, L. A. (2005).
 18. Attachment and development: A prospective, longitudinal study from birth to adulthood. Attachment & Human Development, 7(4), 349-367. <https://doi.org/10.1080/14616730500365928> Swets, J. A., & Cox, C. R. (2023).
 19. Insecure attachment and lower preference for romantic relationship nostalgia predict higher acceptance of infidelity. Personality and individual differences, 203, 112006. <https://doi.org/10.1016/j.paid.2022.112006> Wood, A. M., & Tarrier, N. (2010).
 20. Positive Clinical Psychology: A new vision and strategy for integrated research and practice. Clinical Psychology Review, 30(7), 819-829. <https://doi.org/10.1016/j.cpr.2010.06.00>