

The Template Of Attachment: From Parents To Romantic Partners

by

Elizabeth Angela Henry
B.Ed., University Of British Columbia, 1973

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

MASTER OF ARTS

in the Department of Psychological Foundations in Education

We accept this thesis as conforming to the required standard

[Redacted]

Dr. Geoffrey G. Hett, Supervisor (Department of Psychological Foundations)

[Redacted]

Dr. Donald W. Knowles, Departmental Member (Department of Psychological Foundations)

[Redacted]

Dr. Roy V. Ferguson, Outside Member (School of Child and Youth Care)

[Redacted]

Dr. Douglas R. Nichols, External Examiner (School of Physical Education)

© Elizabeth Angela Henry, 1998

University of Victoria

All rights reserved. This thesis may not be reproduced in whole or in part, by photocopying or other means, without the permission of the author.

Supervisor: Dr. Geoffrey G. Hett

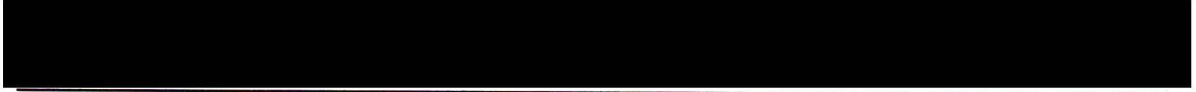
ABSTRACT

The association of a young adults' attachment to his or her parents and the attachment style reported in romantic relationships is examined in 170 college students. Subjects were administered the Bartholomew and Horowitz (1991) Relationship Questionnaire, the Griffin and Bartholomew (1994) Relationship Style Questionnaire and the Kenny, Moilanen, Lomax and Brabeck (1993) Parental Attachment Questionnaire. The three measures reflect attachment theory as proposed by Bowlby (1982) and Ainsworth, Blehar, Waters and Wall (1978) that conceptualizes attachment as an enduring affective bond established in childhood that persists across the lifespan and informs later adult close relationships. Results, although not statistically significant, reveal that a template of attachment that is forged by the attachment experiences with parents and influences the choice of romantic partners may indeed exist. Statistical measures to determine the power of the four dyadic relationships, mother-daughter, mother-son, father-daughter, father-son were not significant. Suggestions for further research are discussed.

Examiners:



Dr. Geoffrey Hett (Department of Psychological Foundations)



Dr. Donald W. Knowles, Departmental Member (Department of Psychological Foundations)



Dr. Roy V. Ferguson, Outside Member (School of Child and Youth Care)



Dr. Douglas R. Nichols, External Examiner (School of Physical Education)

TABLE OF CONTENTS

	Page
Abstract.....	ii
Table of Contents	iv
List of Tables	v
List of Figures	vi
Acknowledgments.....	vii
Chapter 1: Introduction	1
Chapter 2: Literature Review	5
Attachment Theory	6
Attachment in Adolescence.....	8
Attachment in Adulthood	13
Research Questions.....	21
Chapter 3: Methodology.....	22
Selection of Participants.....	22
Measures.....	24
Relationship Questionnaire.....	26
Relationship Style Questionnaire.....	27
Parental Attachment Questionnaire.....	28
Procedure.....	30
Chapter 4: Results and Discussion.....	32
Preliminary Results	32
Results	33
Discussion.....	41
Chapter 5: Conclusions.....	43
Limitations of the Study	44
Future Research.....	46
Conclusions.....	46
References	48
Appendices	
Appendix A: Consent Form	63
Appendix B: Relationship Questionnaire.....	66
Appendix C: Relationship Style Questionnaire	67
Appendix D: Parental Attachment Questionnaire	68

LIST OF TABLES

	Page
Table 1: Distribution of Sons and Daughters Across Four Attachment Style Categories	35
Table 2: Mean Scores and Standard Deviations of Subjects' Attachment to Parents by Gender with Attachment Style Ratings for Romantic Partners	36
Table 3: Pearson Correlations of Attachment Style Ratings with Measures of Attachment to Fathers and Mothers	39
Table 4: Pearson Correlations of the Model of Self and Other with Measures of Attachment to Fathers and Mothers	40

LIST OF FIGURES

	Page
Figure 1: The development of the attachment styles from the three Ainsworth, Blehar, Waters and Wall (1978) categories to the four categories of Bartholomew (1990).....	16
Figure 2: Bartholomew's (1990) four theoretical attachment styles derived from the two dimensions of model of self and model of other.....	17

ACKNOWLEDGMENTS

I acknowledge the following people for their support and guidance. My committee for their flexibility and support; my exceptional workmates, Pearl Arden and Lynda Warren for their loving support and encouragement; Paul Merner and Max Sternberg for de-toxing my stats; Sarah Baylow for her meticulous eye; Jon Schnute, a master teacher who can always make the complex simple; my loving family, Tasha, Damon and Tristesse, my sisters and brother for unfailing support and humour; and most importantly, my life mate, Gil Henry, the object of my enduring attachment and passionate love and with whom, all things become possible.

Chapter One

Introduction

'In solitude
What happiness? Who can enjoy alone,
Or all enjoying what contentment find?'
Milton, Paradise Lost

Whether happiness is found in the intimate relationship with another or in solitude, the act of choosing a romantic partner becomes a common behaviour of adolescence and adulthood that all but a very few experience. The choice of a romantic partner has been analyzed in terms of attraction variables (Berscheid & Walster, 1978; Sperling & Borgaro, 1995), as a developmental imperative, (Erikson, 1963), as a biological imperative and in the transpersonal literature as synchronicity. Choosing a romantic partner may, however, be a response to an internal template forged in childhood and tempered in adolescence that reflects the attachments of a child to his or her parent. If indeed there is a template forged in childhood of attachment behaviours and that model of attachment is carried forward to romantic partners, the implications for parents, teachers and counsellors is considerable. To understand the nature of romantic relationships and the motivations behind partner choice could provide an insight into the maladaptive behaviour surrounding the management of romantic relationships. One such body of knowledge that has burgeoned in the last decade is the research on adult close relationships and attachment style.

Attachment representations were first identified by John Bowlby in his observations of the infant-mother bond (1969, 1973, 1982, 1988). Mary Ainsworth, Bowlby's assistant examined children in what she called the Strange Situation to observe the attachment behaviours stimulated by a strange environment and mother absence (Ainsworth, Blehar, Waters, & Wall, 1978). Ainsworth identified three distinct attachment styles of behaviour, secure, anxious/ambivalent and avoidant. She postulated that these styles were a result of what Bowlby identified as a set of "internal working models" that were created by the experiences a young child has with his or her primary caregiver, usually the mother, and that these internal working models remained relatively stable over the stages of development. In 1987, Hazan and Shaver, in their seminal article entitled "Romantic Love Conceptualized as an Attachment Process", began the wave of research that focussed on adult attachment behaviours. Hazan and Shaver used Ainsworth's three attachment categories of secure, anxious/ambivalent and avoidant to determine the nature of romantic relationship styles. Since that study, a theory of attachment has been postulated and given rigorous test. Attachment theory therefore offers a promising theoretical framework for understanding why some people have difficulties in forming and maintaining satisfying bonds in their adult relationships and why some people even seem to avoid this presumably "natural" inclination. There is an expectation that family experiences forge the template upon which adult experiences are drawn. Indeed, Bowlby, (1979) claimed that "attachment

behaviour [characterizes] human beings from the cradle to the grave" (p.129).

However, only a few researchers have examined the direct relationship between attachment to parents and the impact on romantic partner choice (Brennan, Shaver & Tobey, 1991; Carnelley, Pietromonaco & Jaffe, 1994; Collins & Read, 1990; Feeney & Noller, 1990; Parker, Barrett & Hickie, 1992; Simpson, 1990).

These studies have focussed on the Hazan and Shaver three-style model. The current research in attachment has focussed upon the accuracy of the three-style typology to measure something as complex as adult close relationships.

The criticism of Hazan and Shaver's study is leveled against the supposition that the three styles of infant attachment, adapted as they have been to suit adult populations may not be adequate in explaining the depth or complexity of the adult relationship. Main and Solomon (1990) in their examination of Ainsworth's anxious/ambivalent category discovered there were two distinct behaviours inherent in the anxious/ambivalent infants and so created a fourth category which they labeled disorganized/disoriented. It was Bartholomew (1990) and Bartholomew and Horowitz (1991) that took Bowlby's internal working models, the model of self and the model of others, and created a two dimension, four category model of attachment. This four category model describes attachment styles as secure, preoccupied, fearful or dismissing, with preoccupied being related to Ainsworth's anxious/ambivalent style and fearful and dismissing as two facets of Ainsworth's avoidant style. Since the introduction of Bartholomew's typology, the attachment research has focussed upon determining the accuracy

of this model and to find correlates to it. Many of the studies, that are discussed in detail in chapter two, have used attachment theory to attempt to explain phenomena in social, cognitive and psychotherapeutic domains. However, the underlying assumption, Bowlby's bold claim that continuity does exist in the attachment representations established in childhood, maintained into adolescence and carried forward into adulthood, continues to be debated. Likewise, there is ambiguous data on the impact of father and mother on the adolescent's development of an attachment style. Youniss (1980) and Youniss and Smollar (1985) would see the cross-sexed parent as most important in creating the attachment expectations. However, Russell and Saebel (1997) found that the impact of father and mother, although different, was not distinct in determining the attachment behaviour of the child.

This researcher proposes an examination of the relationship between the degree of attachment young adults experience with both their parents and their style of attachment with their romantic partners, as measured by Bartholomew's four category model.

Chapter Two

Literature Review

The literature on attachment has burgeoned in the last decade. An intense interest in adult close relationships has risen out of the rich legacy of the early studies of John Bowlby (1969, 1973, 1980) and Mary Ainsworth (1968) and Ainsworth et al. (1978) on infant attachment. Once Hazan and Shaver (1987) adapted the typology used to measure infant attachment to adult populations and examined those attachment types in the context of romantic relationships, much research has followed to determine if attachment theory would be able to explain some of the complexities of adult close relationships. These studies have focussed upon six categories of inquiry; (1) attachment theory, (2) counselling implications, (3) measurement of attachment behaviours, (4) attachment and romantic partners, (5) attachment and parents and (6) attachment and the representations of the self.

Several studies establish a compelling theory of attachment (Baldwin, Keelan, Fehr, Enns & Koh-Rangarajoo, 1996; Bartholomew, 1993; Bretherton, 1992; Hazan & Shaver, 1987; the entire issue of *Psychological Inquiry*, Pervin, 1994). These researchers argue convincingly that Bowlby's theory of continuity of attachment representations is an attractive yet controversial one. Much interest has been generated around the notion that attachment theory may explain adult social bonding behaviours and patterns.

Attachment Theory

Attachment theory as developed by John Bowlby (1969/82, 1973, 1980 and Ainsworth et al. (1978) is a way of conceptualizing what Bowlby refers to as the making of strong affectional bonds to particular others. The theory leads to two bold hypotheses: (a) attachment behaviour characterizes human beings throughout life and (b) patterns established in parent-child relationships tend to structure the quality of later adult relationships.

Bowlby's work on attachment (1969, 1973) was born out of his observations of delinquent boys and his subsequent World Health Organization publication "Forty-four Juvenile Thieves: Their Characters and Home Life" (1951). A psychoanalyst, Bowlby was fascinated with what appeared to be consistent behaviours when children were separated from their parents, particularly their mother in the first three years of life. He asserted that maternal deprivation is developmentally harmful because it thwarts the satisfaction of an inborn need. His observations reinforced Freud's hypothesis that early childhood experiences set up the internal patterns or models of behaviour upon which all subsequent behaviour is based. However, Bowlby departed from Freud at this point. He believed Freud's focus on psycho-sexual development was too limited and did not honour the real-life experience of the child. In the twenty years since the WHO publication, Bowlby developed a theory of attachment of children to parents that has created the basis of much of the beliefs commonly adhered to about the developing child in the family.

Attachment theory holds that infants, because of their vulnerability at birth and for the first several years of life, utilize behaviours that function to maintain proximity to their caregiver, primarily their mother. This behavioural system includes the activities of crying, smiling, calling out and following their caregiver, all designed to keep that caregiver in close proximity. These behaviours are triggered by caregiver absence and persist until the caregiver returns. The degree of proximity required to keep anxiety at bay is related to the child's age, emotional and physical state and perceived threat from the environment. The establishment and maintenance of proximity engender feelings of security and love whereas caregiver absence produces anxiety, sometimes anger, and eventually sadness and depression. Because of these predictable affective responses, Bowlby argued that an attachment is an emotional bond. As long as the attachment figure is at close proximity, the attachment system is not activated. But the child will continue to check periodically for the caregiver's availability. This emotional state is what Sroufe and Waters (1977) call "felt security". The attachment figure may vary to any available person but is generally one person from whom a child objects to being separated (Schaffer & Emerson, 1964). According to Bowlby, three defining features of attachment are evident. The child seeks (a) proximity maintenance, (b) a secure base, and (c) a safe haven (Bowlby, 1973). Depending on the behaviours of the caregiver, the infant would develop, according to Ainsworth et al. (1978), one of three attachment behaviours; secure, anxious/ambivalent or avoidant. The secure

infant, encouraged by the responsiveness of the caregiver, develops a trust and comfort with his or her environment. The anxious/ambivalent infant, never sure of the responsiveness of the caregiver, becomes preoccupied with maintaining proximity to the caregiver. The avoidant infant, convinced of the unresponsiveness of the caregiver, distances himself or herself from emotional ties with the caregiver and does not expect security from the relationship. Through these experiences with the primary caregiver, the child establishes what Bowlby calls, a set of "internal working models". The model of self views the self as lovable or not. The model of other views others as responsive and trustworthy or not. This working model, then, becomes the scaffold of expectation upon which all subsequent relationships are built and upon which the attachment behaviours are developed. Lopez (1995) summarizes attachment theory by asserting that "throughout their individual and collaborative efforts, Bowlby and Ainsworth sought to create a comprehensive, lifespan account of healthy, human development in which one's continuing participation in mutually satisfying relationships would play a significant role" (p. 397).

Attachment in Adolescence

The object of the attachment behaviours over the developmental period from childhood through adolescence and into adulthood gradually shifts from parents to peers and finally, in most cases, to romantic partners. As Hazan and Shaver (1994) describe it, "parents are gradually relinquished as primary

attachment figures as attachment behaviors are, one by one, redirected to peers” (p.9). The role of the parents in reinforcing or restructuring the attachment representations, as the case may be, is not clear.

The literature on adolescence is abundant and describes in detail the development of identity, autonomy and social competence as the adolescent journeys toward maturity (see Gecas & Seff, 1990, for a review of literature). This research project is concerned primarily with the attachments the adolescent experiences with his or her parent and the mutability of these attachments. Something happens between the well documented attachments of childhood and the attachment representations that appear with romantic partners in young adulthood. Whether or not the parent is the prime architect of this attachment style is the focus of this study.

Youniss and Smollar (1985), in their study of adolescents’ relations with their parents, report that “adolescents did not perceive a single relationship with their parents but described two relationships—one with fathers, the other with mothers” (p. 89). The distinctness of these relationships Youniss and Smollar outline at length. Father roles tend to mediate between the family and the society and mother roles tend toward caregiving and emotional support. Youniss and Smollar describe a difference between the father/mother influence. Fathers and adolescents “fall short of getting to know each other as individual personalities. Instead, they understand each other practically and through roles” (p. 90). Mothers on the other hand share experience and come to know their

adolescent more directly, not through the veil of expectations of who they should be. In this way, the maternal relationship mediates the paternal one.

The primary difference in adolescence in contrast to childhood is the shift from the largely complementary attachments of childhood where the attachment figure provides but does not receive care and security, to a relationship that is typified by reciprocal attachment where each partner is both a provider and a recipient of care, what Youniss call "mutuality" (1983). Dalsimer (as cited in Rice, 1996) observes; "with the onset of puberty ... it becomes essential that parents be relinquished as the primary objects of love. This constitutes one of the most painful but also one of the most significant psychological tasks of adolescence" (p. 6). This heralds the beginning of intimacy and raises the question of who contributes more profoundly to the model of intimacy, the father, the mother or the cross-sexed parent. Benson, Harris and Rogers (1992) find that identity achievement is related to attachment to mother and unrelated to attachment to father. Russell and Saebel (1997) found the role definitions of father and mother less distinct. In terms of attachments, the four dyads of mother-son, mother-daughter, father-son, father-daughter did not reveal any particular parent-child relationship based on sex to be a reliable predictor of distinctiveness. Mothers and fathers serve different roles in the socialization of their adolescents. What is captured succinctly by Benson et al. (1992) is that "the secure base provided by attachments to mothers and fathers acts as a protective factor against a floundering inability to make commitments" (p. 187).

The popular literature echoes a commonly held belief that fathers inform daughters of what to expect in close relationships and that mothers likewise inform sons. An excerpt from Goulter and Minninger (1993) describes this:

Fathers are the first men daughters ever love. Fathers teach what men are and what sort of treatment daughters can expect from them. They give the first inkling of what the world of men expects from women. As children, daughters fight for their attention, bask in their praise, rebel against their authority, hide from their anger, weep over their rejection, delight in their smiles, and thrill to their manliness. (p. 17)

The empirical data does not wholly support this belief (Youniss & Smollar, 1985; Russell & Saebel, 1997). In the absence of a loving father, perhaps the affectional bond with a mother produces the same expectation about close relationships for a daughter as the father would have done and vice versa.

Shaver, Hazan and Bradshaw (1988) and Weiss (1982) describe the adult attachment relationship as a transformed one. The proximity maintenance behaviours of infancy are transformed into caregiving behaviours in adulthood.

This represents the model presented and currently being tested by Hazan, Hutt, Sturgeon and Bricker (1991) who propose that the proximity seeking, secure base and safe haven behaviours of early childhood become transformed into caregiving, sexual mating and attachment behaviours in adulthood. What is actually shifted is an interesting question. If indeed Bowlby's internal working

models are resistant to change, then the attachment behaviour is a “default strategy” as Fiske and Taylor (1991) describe it. Incoming information is assimilated to existing schemes rather than the schemes being modified to accommodate the information (Piaget, 1952). This would suggest the presence of a template of attachment behaviour. It would also account for the number of people who choose partners for themselves that do not offer a secure base or safe haven even though this would seem to be the primary motivation in partner choosing. Whether the attachment experiences with the father or mother create the template or whether it is the cross-sexed parent that creates the template is yet unclear.

What is known is that adolescents are engaged in a process of individuation from their parents. This is a natural following of what Erikson calls identity-formation, the psycho-social crisis of adolescents (1963). This individuation is characterized by the development of autonomy, independence and detachment from family members. The development of autonomy does not mean that adolescents must sever emotional ties with their parents. In Kenny’s study (1994), and Elder’s study (1993), the stronger the emotional ties with the parent, the greater the degree of autonomy demonstrated. Kenny observes that the college student living away from home who makes frequent phone calls to his or her parents probably demonstrates healthy functioning rather than maladaptive behaviour. Independence, on the other hand, may be a function of autonomy but may also be an adaptive behaviour in the face of an untenable

home-life. In other words, it may be an act of survival. This distinction between independence and autonomy is a seductive difference and unfortunately beyond the scope of this research project. However, independence typifies Bartholomew's attachment category of dismissing and so the separation from the parent, and the establishment of a mutually satisfying relationship with the parent, without sacrificing emotional autonomy is an important feature. Ryan and Lynch (1989) assert that "it is attachment rather than detachment that optimizes individuation and the capacities for relatedness to self and others during adolescence" (p. 355). Likewise, according to Elder (1993), it is through the context of emotional support within the parent-adolescent relationship that optimal autonomy develops. Attachment issues recur as themes throughout our lives. As Kegan (1982) describes it, "not as attenuated reprisals of infancy but as the next chapter in the life history of evolution" (p. 133).

Attachment in Adulthood

Since Hazan and Shaver (1987) adapted the three styles of attachment of Ainsworth et al. (1978) to adult populations, a wave of questions followed. Hazan and Shaver used a self-report measure, suitable for publication in a newspaper, from which they drew their sample. Since then, many measures have been developed and tested to determine if the measures are reliable, whether correlation of attachment style to any other personality construct provides meaningful data, and which method of data collection provides the

clearest and most representative data. Many of the measures require a retrospective account of childhood or adolescence and the efficacy of such measures is debated by several authors. This interest in measuring adult attachments kindled a second look at the original Bowlby and Ainsworth work. Collins and Read (1990) began examining Bowlby's model of self, and in concert with Hazan and Shaver's three style typology, developed the Adult Attachment Scale. Main and Solomon developed the Adult Attachment Interview (1990) based on their findings that a fourth category of infant attachment existed. They termed this fourth style disorganized/disoriented. It was Bartholomew (1990) and Bartholomew and Horowitz (1991) who extended the work of Collins and Read (1990), Hazan and Shaver (1987) and Main and Solomon (1990) and created a four category, two dimensional typology. Bartholomew described her four categories as secure, preoccupied, fearful and dismissing. Preoccupied relates to Ainsworth's anxious/ambivalent type and fearful and dismissing are two facets of avoidance. Figure 1 illustrates the evolution of the four styles from the original three.

Bartholomew tested the four category typology (Bartholomew, 1990; Griffin and Bartholomew, 1994a; Scharfe & Bartholomew, 1994) and determined that it better represented Bowlby's internal working models of self and other. Since 1994, many researchers have taken Bartholomew's typology and rigorously tested it against personality constructs, social competency, maladaptive behaviour, relationship satisfaction, counselling practice, partner

choice, relationships with parents, temperament and even nurturing styles with elderly parents (See Bartholomew, 1993; Hazan and Shaver, 1994; and Lopez, 1995 for a review of these studies). Bartholomew and Shaver (in press) speak to this plethora of attachment studies and caution researchers to be wary with the mix and match use of multiple measures claiming that the outcomes do not provide a clear picture of the real world of relationships. More recently, the research has shifted once again to include new measures of attachment (Brennan, Clark & Shaver, in press) and to consolidate and integrate the wealth of data on attachment measurement.

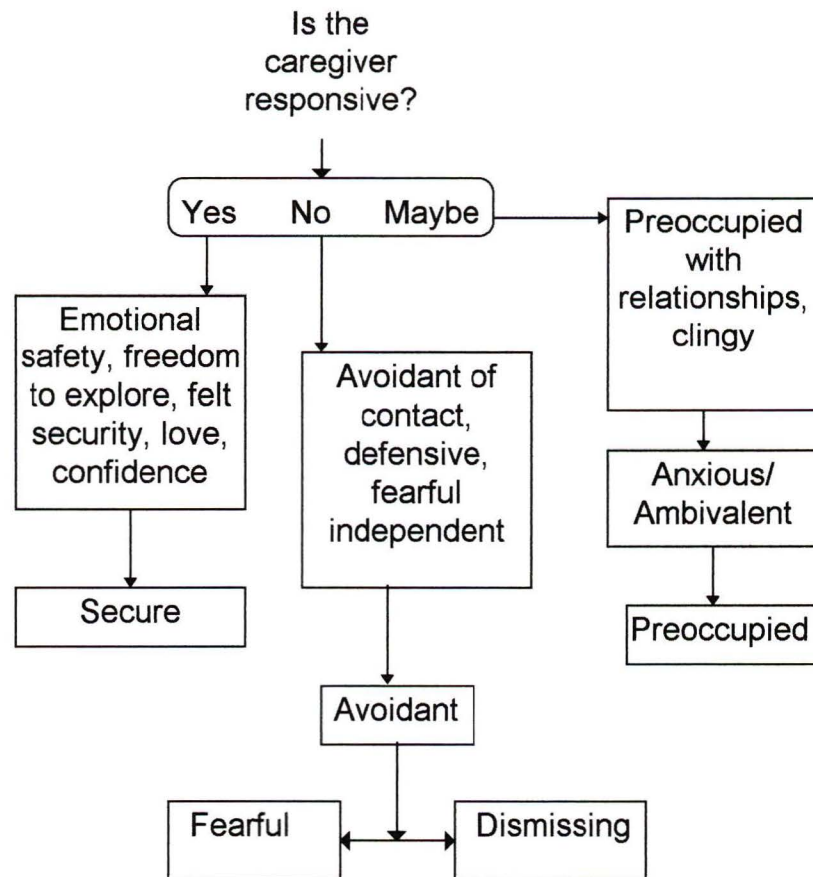


Figure 1. The development of the attachment styles from the three Ainsworth et al. (1978) categories to the four categories of Bartholomew (1990).

		Model of Self	
		Positive	Negative
Model of Other	Positive	<p>SECURE Comfortable with intimacy and autonomy</p>	<p>PREOCCUPIED Preoccupied with relationships</p>
	Negative	<p>DISMISSING Dismissing of intimacy Counter-dependent</p>	<p>FEARFUL Fearful of intimacy Socially avoidant</p>

Figure 2. Bartholomew's (1990) four theoretical attachment styles derived from the two dimensions of model of self and model of other.

Bartholomew and Shaver (in press) summarize the current research in adult attachment by describing two developing traditions of research; that concerned with parenting and that concerned with close adult relationships. The attachment theory does not assume or require that the internal working models persist without change across the lifespan. However, the theory and empirical evidence from longitudinal studies have led researchers to suspect that the effects of childhood attachment relationships extend into adulthood (Bartholomew, 1990, 1993; Main, Kaplan & Cassidy, 1985; Shaver, Hazan & Bradshaw, 1988; Weiss, 1982). Main et al. (1985) focussed on the adult's representations of their childhood relationships with parents and the impact these states of mind had on the parents' young children. These studies revealed what Bartholomew and Shaver (in press) refer to as "parallel attachment dynamics in parents and children" (p. 3).

The second and completely independent line of research investigated adult romantic relationships and postulates that romantic relationships might be an outgrowth of previous attachment experiences (Hazan & Shaver, 1987). Most researchers used the Hazan and Shaver (1987) three-style typology and measured a number of relationship variables: affect regulation in relationships (Brennan & Shaver, 1995); relationship quality (Collins & Read, 1990); abuse in intimate relationships (Dutton, Saunders, Starzomski & Bartholomew, 1994); courtship violence (Mayseless, 1991); individual and partner love styles (Morrow, Clark & Brock, 1995). More recent studies use Bartholomew's four-

style typology (1990): accommodation and attachment (Scharfe & Bartholomew, 1995); romantic jealousy (Sharpsteen & Kirkpatrick, 1997); conflict in close relationships (Simpson, Rholes & Phillips, 1996); interpersonal problems, attachment styles and psychotherapy (Horowitz, Rosenberg & Bartholomew, 1993); androgyny and attachment security (Shaver, Papalia, Clark, Tidwell & Nalbone, 1996). Only a few of the studies have examined a direct link between the attachment to parents and attachment to romantic partners: Brennan, Shaver and Tobey, (1991); Carnelley, Pietromonaco and Jaffe, (1994); Collins and Read, (1990); Feeney and Noller, (1990); Simpson, (1990). These studies use the Hazan and Shaver three-style typology which does not illuminate the distinctness between the model of self and the model of other. Latty-Mann and Davis (1996) examine partner choice and partner preference suggesting attachment theory rather than the notion of complementarity better explains the phenomena of partner choice. They use the Bartholomew's four-style typology among others and focus particularly on the insecure attachment styles. There is an absence of a study that examines the potential link between young adults' reported attachment to parents and the style of attachment to their romantic partner. Parker, Barrett and Hickie (1992) suggest the existence of a link between parenting received in childhood and social bonds in adulthood. Their study failed to find significant links except in the case of extreme parental deprivation. Kenny (1994) and Kenny and Donaldson (1991, 1992) examined the bridging from late adolescence to young adulthood in their studies of college

students. They sought to illuminate the role of the parents in assisting the young adult's separation from the family and his or her social functioning through the perspective of attachment theory. Kenny developed the Parental Attachment Questionnaire (1993) in order to do this. Further studies are needed using the current measures of attachment in adulthood to establish this elusive link. This link between parents and young adults is what van IJzendoorn (1995) refers to as the intergenerational transition gap.

If, indeed, the attachment style in place in late adolescence acts as a template for the development of intimate relationships in young adulthood, and that attachment style is scripted by the parent-adolescent relationship, it could explain dysfunctional intimate relationships. Attachment theory would be a valuable perspective from which to examine the practice of parents, educators and counsellors. Much of the literature in counselling and attachment already reveals an interest in and endorsement of the use of attachment theory as a metaperspective in psychotherapy (see Lopez, 1995 and Main, 1996 for a review of current literature).

The abundance of research on the two streams of attachment theory, adult close relationships and attachment to parents, led to the formulation of several research questions.

The Research Questions

1. Is there an association between the nature of the relationship young adults experiences with their parents and the style of attachment they report in their relationships to their romantic partners?
2. Is the degree of attachment to either parent more predictive of attachment style to a romantic partner than the attachment to the cross-sexed parent?
3. Do the attachment representations developed in adolescence remain stable and continuous into adulthood as the parent is replaced with a romantic partner?

The Directional Hypotheses:

1. A high degree of attachment to parents predicts a secure attachment style to romantic partners.
2. A low degree of attachment to parents predicts an insecure attachment style to romantic partners.
3. Attachment to the cross-sexed parent predicts romantic partner attachment style more significantly than attachment to the same-sexed parent.

Chapter Three

Methodology

This study focused on the relationship between young adults' attachment to their parents and their style of attachment to their romantic partners. First and second year college students were recruited from Camosun College Psychology courses. Participants were limited to between eighteen and thirty years of age and had to have had at least one intimate relationship that may or may not have been sexual. A total of 170 subjects were recruited; 106 females with a mean age of 21.0 years and 64 males with a mean age of 21.4 years.

Selection of Participants

The researcher sought permission in writing to conduct the study at Camosun College from the Dean of Arts and Science and the Acting Coordinator of the Psychology department. Individual members of the Psychology faculty were approached on the feasibility to collect data from their classes. The researcher subsequently visited six Psychology classes where a brief description of the research study was provided and the parameters of age and relationship described. A consent form (see Appendix A) was distributed and rights, responsibilities and confidentiality described. At this point, students who did not fall within the parameters of the study or who chose not to take part were allowed to leave the class early in the case of a post-class visit or were instructed to return to class in 30 minutes in the case of a pre-class visit. The

Human Subjects Committee required that counselling be provided for students distressed by the experience of filling out questionnaires that asked for reflection on family and intimate experience. Subjects were made aware of the offerings of the counselling department of the college and were also given the contact number of the research supervisor within the consent form (see Appendix A).

The upper age limitation of the subjects (30 years) was determined by the researcher in an attempt to diminish the effect of “defensive distortion” as described by Borman and Cole, 1993 and Smith & George, 1993 (as quoted in Lopez, 1995, p. 407). In essence, this describes an attempt to distort memory over time as a defense mechanism against pain or incongruence. It was also accepted by this researcher that the romantic experiences closer to late adolescence would provide a clearer picture of the internal working models or templates of attachment before repeated romantic experiences or psychotherapy had the opportunity to alter the internal models. There is always a risk of distortion with retrospective studies and this limitation will be discussed in chapters four and five. The age minimum of eighteen years for subjects was chosen because a) it avoided the necessity for parental consent, and b) it better grouped the subjects into late adolescence and early adulthood.

Measures

Three measures were selected to best reveal the attachment aspects sought (see Appendices B, C and D). Bartholomew's Relationship Questionnaire (RQ) and Relationship Style Questionnaire (RSQ), (Griffin & Bartholomew, 1994a) were used to categorize the attachment style with romantic partners into the four categories and in the case of the RSQ, to provide a continuous measure that could be used for correlational analysis. The two Bartholomew measures advance the Hazan and Shaver (1987) self-report by providing the two dimensions of model of self (positive versus negative) and model of other (positive versus negative). They also distinguish between the fearful aspect of Hazan and Shaver's avoidant category and the dismissing style. According to this categorical scheme, attachment security is associated with positive models of both self and others; preoccupation with attachment is associated with a negative model of self and a positive model of others; dismissing is associated with a positive model of self and a negative model of others; and fearful is associated with negative models of both self and others. The RQ and RSQ self-reports were chosen because they have been given rigorous test and best represent the attachment theory to date. Bartholomew also uses a semi-structured interview to determine the four categories of attachment style but the interview requires trained observers and more time than was at the disposal of this researcher.

The third measure was Kenny's Parental Attachment Questionnaire (PAQ), (see Kenny, Moilanen, Lomaz & Brabeck, 1993). This measure was chosen because it focussed upon the transition from late adolescence to young adulthood. Kenny was most interested in the transformation of young adults' relationships with their parents once they attended college. She found that the act of going to college by the young adult was instrumental in transforming the parent-child relationship (Kenny, 1994; Kenny & Donaldson, 1991, 1992; Kenny & Rice, 1995). Kenny was also concerned with parental attachment and the development of autonomy. She investigated the extent to which parents contribute to the social competence of their young adult through the emotional support they offer, the quality of the affectional bond they establish and the degree to which they facilitate independence. This measure was preferred over other parental attachment measures such as the Armsden and Greenberg (1987) Inventory of Parent and Peer Attachment and the Parker, Tupling and Brown (1979) Parental Bonding Instrument. The IPPA is equally concerned with emotional autonomy and attachment and the focus is upon adolescents as opposed to young adults. The Parker et al. instrument lacked the theoretical underpinnings of current attachment theory. The Kenny instrument is directed toward investigating the quality and correlates of parental attachment among late adolescents and young adults. This provided the best opportunity to examine the transitional period from eighteen to thirty years that typically is concerned with the establishment of intimate relationships.

Relationship Questionnaire (RQ)

The Relationship Questionnaire (RQ) by Bartholomew (1990) and Bartholomew and Horowitz (1991) is a self-report categorical measure that asks participants to select one of the four descriptors that best captures their attachment style in close relationships (see Appendix C). The measure consists of four paragraphs that describe relationship behaviours. These four descriptions were worded as follows:

Secure. It is easy for me to become emotionally close to others. I am comfortable depending on others and having others depend on me. I don't worry about being alone or having others not accept me.

Preoccupied. I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.

Fearful. I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.

Dismissing. I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me. (Griffin & Bartholomew, 1994).

The subjects select the category most descriptive of their relationship style by selecting A, B, C or D with A describing Secure, B describing Fearful, C describing Preoccupied and D describing Dismissing. The paragraph is then rated on a 7-point scale ranging from 'Not at all like me' to 'Very much like me'.

Bartholomew allowed for flexibility in the use of the measure by structuring questions that could accommodate partners or peers. She claims, "The measure can be worded either in terms of general orientations to close relationships, orientations to romantic relationships, or orientation to a specific relationship" (Griffin & Bartholomew, 1994, p. 51). The rating scale provides a continuous measure to expose distribution. The four category attachment typology is consistent with Bowlby's (1969) theory of internal working models; the model of self (as either worthy of love and acknowledgment or unworthy) and the model of others (as either responsive or unresponsive). The four categories are derived from the positivity or negativity of the model of self and the model of others.

Relationship Style Questionnaire (RSQ)

The Relationship Styles Questionnaire (RSQ) is a partnered measure to the Relationship Questionnaire. The RSQ (Appendix C) consists of 30 phrases drawn from the paragraph descriptions in Hazan and Shaver's (1987) attachment measure, Bartholomew and Horowitz's (1991) Relationship Questionnaire and Collins and Read's (1990) Adult Attachment Scale.

Participants rate on a 5 point scale how well each item fits their characteristic style in close relationships. RSQ scores for the four attachment prototypes are derived by computing the mean of the item representing each prototype. Griffin and Bartholomew (1994a) explain the low internal consistencies of the RSQ scores (in one sampling ranging from $\alpha = .41$ for the secure pattern to $\alpha = .70$ for the dismissing pattern) as:

this is neither from the low number of items making up each prototype score, nor from some accidental psychometric flaw in the construction of the scales. Instead, the internal consistencies of the RSQ scales can be low because two orthogonal dimensions (self-model and other-model) are being combined (p 27).

The authors go on to establish that “despite their factorial complexity, the RSQ pattern scores still show convergent validity” (p.27). The RQ provides a categorical measure with a distribution rating. The RSQ provides a continuous measure and a categorical measure.

Parental Attachment Questionnaire (PAQ)

The Parental Attachment Questionnaire (PAQ), developed by Kenny in 1987 (Kenny et al. 1993) was designed to assess “perceived parental availability, understanding, acceptance, respect for autonomy, facilitation of autonomy, interest in interaction with parents and affect towards parents during visits, student help-seeking behavior in situations of stress, and satisfaction with help

obtained from parents” (Kenny, 1990, p. 1). The PAQ (Appendix E) contains three subscales, affective quality of attachment, parental fostering of autonomy, and parental role in providing emotional support. The measure is a 55-item self-report. The participants choose a score on a 5-point Likert scale (1, not at all; 2, somewhat; 3, a moderate amount; 4, quite a bit; 5, very much) that best described their parents, their relationship with their parents and their feelings or experiences. Respondents rate both father and mother separately. If parents were separated, divorced, widowed or remarried, subjects were instructed to respond with reference to the living parent or the parent toward whom they feel closer. The reliability of the attachment measure was assessed by Kenny through test-retest and internal consistency methods (Kenny, 1990). Kenny reports that test-retest reliability over a 2-week interval was .92 for the measure as a whole and ranged from .82 to .91 for the three scales derived from factor analysis. Cronbach’s (1990) coefficient alpha was calculated for each of the three scales, “yielding coefficients of .96, .88 and .88” (p. 2). Construct validity was evidenced by correlating each of the three factor scales with the subscales of the Moos Family Environment Scale (Moos, as cited in Kenny, 1990). The theoretical underpinnings for the PAQ are Ainsworth et al.’s (1978) conceptualization of attachment as an enduring affective bond, which serves as a secure base in providing emotional support and in fostering autonomy and mastery of the environment. The attractiveness of this instrument to this researcher is the data it has revealed about late adolescents and young adults.

The instrument was developed by Kenny to particularly study the kind and quality of relationships this developmental group had with their parents once they attended college. It was this focus on late adolescents and young adults that was so valuable.

Procedure

The 170 subjects took between fifteen and thirty minutes to complete the three questionnaires. The questionnaires were pre-ordered so that the subject filled out the RQ followed by the PAQ and finally the RSQ. This was done to control for order effects. The questionnaires were coded with a three digit number, an 'M' or an 'F' for gender typing and the respondent's age. A coding might appear as '121F22' to indicate subject #121, a female aged 22 years. The questionnaires were collected separately from the signed consent forms. The consent forms were filed in a locked filing cabinet. Some of the subjects asked whether they were to analyze their present relationship behaviours with their parents or the relationship quality they experienced when they lived at home. This was an interesting question and revealed a limitation of the study to be discussed in chapter four. Subjects were instructed to respond to their present relationship with their parents.

The data were then subjected to descriptive statistical analysis, chi square and Pearson Product-Moment correlation tests. Various runs of the data

were required to isolate father/mother effects and son/daughter effects against the four categories of attachment styles.

Chapter Four

Results and Discussion

Preliminary Results

There was a general eagerness from the subjects to participate in this study. The notion that there may be a correlation between the relationship they experienced with their parents and the one they experience with their romantic partner was very attractive. It was this researcher's experience in discussing this study with subjects after they completed the questionnaires that there was much interest in examining the sometimes baffling experiences with romantic partners and a general enthusiasm for the notion that unpleasant relationship events could be explained by past experience. There was a distinct willingness of these college students to discuss and examine their relationships. It was as if there may be a clue embedded in the research that would free them from emotional angst. Particularly interesting was the disappointment of the students past age thirty who fell outside the parameters of this study. They wished to take part in the study and described a keen interest in examining all their relationships.

Results

The results of the Relationship Questionnaire measuring attachment to romantic partners revealed that 48% of the sample was classified as secure, 22% fearful, 14% preoccupied and 16% dismissing. This is consistent with other studies using this measure (Brennan, Shaver & Tobey, 1991; Horowitz et al., 1993; Scharfe & Bartholomew, 1994; Shaver et al., 1996; Simpson, Rholes & Phillips, 1996). For example, Horowitz et al. reported 47% secure, 21% fearful, 14% preoccupied and 18% dismissing in their study. In the current study, men reported 54% secure, 14% fearful, 12% preoccupied, 18% dismissing and women reported 42% secure, 31% fearful, 16% preoccupied, 14% dismissing (see Table 1). This distribution by gender is consistent with other studies (Griffin & Bartholomew, 1994; Simpson, Rholes & Phillips, 1996) that report more women fearful than men and more men dismissing than women. The men in the current study reported slightly elevated scores for the secure category than the mean.

The results of the Parental Attachment Questionnaire (PAQ) revealed a clustering of responses in the medium-high to high range for both sons and daughters. The potential range of the measure is 55 - 275. Higher scores indicate greater attachment to parents. See Table 2 for mean scores and standard deviations of the PAQ for sons and daughters with their reported romantic attachment style (RQ). The PAQ was divided into two categories of low

and high to be consistent with the research hypothesis that high attachment to parents would predict secure attachment to romantic partners and low attachment to parents would predict one of the three insecure attachment styles to romantic partners.

Table 1

Distribution of Sons and Daughters Across Four Attachment Style Categories

Attachment Style	Sex	
	Male	Female
Secure	54%	42%
Fearful	14%	31%
Preoccupied	12%	16%
Dismissing	18%	14%

Note: N = 170

Table 2

Mean Scores and Standard Deviations of Subjects' Attachment to Parents by Gender with Attachment Style Ratings for Romantic Partners

	Attachment Style Rating							
	Secure		Fearful		Preoccup.		Dismissing	
	Sons	Daugh	Sons	Daugh	Sons	Daugh	Sons	Daugh
Father								
M	183.8	199	187.5	175	173	185	182	176
SD	38.7	29.6	19.7	36.2	38.9	46.5	41.6	26.6
N	24	33	8	26	6	12	9	9
Mother								
M	199	200	202	187	190	198	189	188
SD	24.8	31.0	18.4	36.9	36.0	27.2	42.0	39.6
N	27	35	6	24	6	14	8	8

Note: The potential range for the Parental Attachment Questionnaire is 55 - 275. Higher scores indicate greater attachment to parents.

Cross-tabulations revealed that 86% of secure subjects scored high attachment to fathers and 88% of secure subjects scored high attachment to mothers. This would appear to support the first hypothesis that high attachment to parents would predict secure attachment to romantic partners. However chi-square tests of association and Pearson's Product-Moment Correlation Coefficient (r) did not reveal statistical significance.

A chi-square analysis was performed to determine the extent to which the PAQ categories were related to the four attachment styles of the RQ. The results were not significant, $\chi^2 = (3, N=170) = 3.46, p = .38$ for fathers and $\chi^2 = (3, N = 170) = 2.43, p = .78$ for mothers. Associated measures were used to determine congruence and they confirmed that the chi-square value is within a true range.

More encouraging results were found in the Pearson product-moment correlation between the subjects' attachment style with romantic partners and their attachment to father and mother (see Table 3). Secure attachment style with partners is positively correlated with attachments to fathers, $r(134) = .20, p < .05$ and mothers, $r(128) = .29, p < .01$. Insecure attachment style with partners is negatively correlated with attachments to fathers, $r(134) = -.17, p < .05$ and $r(134) = -.25, p < .01$ for mothers. The correlation of the model of self and model of other as examined with attachments to parents (see Table 4) reveals a stronger relationship between a daughter's development of the model of self, particularly with mother than son's development of the model of self. A modest

but positive correlation exists between attachment to mother and the internal working models of self, $r(156) = .36$, $p < .01$ and model of other, $r(156) = .26$, $p < .01$ whereas a lower correlation exists between attachment to fathers and model of self, $r(156) = .23$, $p < .01$ and model of other, $r(156) = .20$, $p < .05$. Interestingly, father-mother correlated at $r(156) = .42$, $p < .01$ (2-tailed).

Table 3

Pearson Correlations of Attachment Style Ratings with Measures of
Attachment to Fathers and Mothers

	Attachment Style Rating							
	Secure		Fearful		Preoccup		Dismissing	
	Sons	Daugh	Sons	Daugh	Sons	Daugh	Sons	Daugh
Father	.09	.28	-.09	-.34	-.18	-.10	-.05	-.22
Mother	.05	.38	-.24	-.41	-.31*	-.18	-.06	-.24

Note: * = $p < .05$ (2-tailed); N = 134 (fathers); N = 128 (mothers)

Table 4

Pearson Correlations of the Model of Self and Other with Measures of Attachment to Fathers and Mothers

	Internal Working Model			
	Self		Other	
	Sons	Daughters	Sons	Daughters
Father	.15	.28*	.01	.30**
Mother	.24	.41**	.02	.36**

Note: * = $p < .05$ (2-tailed); ** = $p < .01$ (2-tailed); N = 134, fathers; N = 128, mothers. Model of self derived from (secure + dismissing scores) - (preoccupied + fearful scores). Model of other derived from (secure + preoccupied scores) - (dismissing + fearful scores).

Discussion

Attachment to Parents as Predictor of Attachment Style

As expected, attachments to parents were positively correlated to secure attachment style to romantic partners and negatively correlated with the three insecure attachment styles of fearful, preoccupied and dismissing. The correlations are not statistically significant and therefore cannot confirm with confidence the research hypotheses number one and two. There is, however, a tendency in the data. On the whole, the parental attachments for daughters were more predictive of, although not significantly, secure or insecure attachment style to romantic partners than were sons' attachment to parents. As well, attachment to mothers was more predictive of, although not significantly, secure or insecure attachment to romantic partners than was attachment to fathers. This is consistent with what Youniss and Smollar (1985) describe as "the binding power of the maternal attachment" (p. 91).

Cross-sexed Parent as Predictor of Romantic Partner Style

The third hypothesis, that the cross-sexed parent is more predictive of romantic partner attachment style than the same-sexed parent was tested by Pearson's r correlation coefficient. The results show that main effects emerged for both gender and attachment style but none of the interactions were significant. Sons show a higher correlation of attachment to mother and secure

attachment style than to father and secure attachment style; $r = .28, p < .01$ for mothers and $r = .19, p < .05$ for fathers. This correlation is not strong enough to support or reject the hypothesis that the attachment to the cross-sexed parent is more predictive of the attachment style with a romantic partner than the attachment to the same-sexed parent but the tendency in the data suggests that attachments to mothers for sons and daughters is somewhat more influential in predicting attachment security with romantic partners. This would support the previously identified father role as mediator with societal functions and mother role as model for affectional bonds.

Chapter Five

Conclusions

This study suggests the existence of a template of attachment that is etched by the family experiences of relationship attachments. That many of the young adults in this study identified secure attachments with their parents and described an attachment style with romantic partners as a secure one, raises as many questions as it answers. The lack of distinctiveness between attachment to fathers and mothers is an unexpected outcome and does not permit an examination of the question of whether any close attachment sets up the style of attachment that is carried forward to the choice of romantic partner or whether it is largely driven by one or the other parent. The tendency in the data suggest a stronger maternal influence in setting up the attachment template but the lack of statistical significance does not make this picture clear. That reported attachments to parents were so homogeneous (80% of respondents described high levels of attachment to fathers and 84% described high levels of attachment to mothers) suggests a possible shift in family dynamics, an unrepresentative sample or an inadequacy of the measure. The implications of the existence of a template of attachment are many. If indeed, parents are the prime authors of the script for what adult close relationships will be, the responsibility of parents to create what Kegan (1982) calls "a culture of embeddedness" (1982, p. 122) is great. The mediating factors between the adolescent and his or her parent

need to be explored more fully. Some of the outcomes of the data suggest that introversion/extroversion may be a factor in a young adult selecting his or her style of attachment with potential partners. It was interesting to note a similarity between two young men who appeared very different in their categorical ratings, one chose secure, the other dismissing. The secure man reported a high degree of attachment to his parents, as predicted; the dismissing reported a low degree of attachment to parents, also predictable, yet on the continuous rating scale of the RQ, both rated the dismissing qualities as "very much like me" (a 6 or 7 on a 7-point scale). Bartholomew's (1990) descriptors for the dismissing category read, "I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me". This description might well be an attractive choice of an introvert even though in relationship functioning he/she may operate as secure. Temperament may be a mediating factor in attachment behaviour and needs further examination.

Limitations of the Study

The possibility of defensive distortion (Borman & Cole; Smith & George, as cited in Lopez, 1995) became evident in this study when it was clear that some subjects were describing their present relationship with their parents as much more harmonious than their experiences when they lived at home. This was revealed through questions asked while subjects filled out the

questionnaires. This could be accounted for in two ways: (a) the subjects, once separated from their parents, were able to negotiate a more mature and respectful relationship with them, what Youniss calls "mutuality" (1985) or

(b) the past experiences have been distorted in memory to assimilate negative experiences. The possibility exists also that an experience in a relationship since leaving the clutch of the family may have re-written the internal script. An insecure person (fearful, preoccupied or dismissing) may, through the relationship comfort with a secure person who provides proximity, safe haven and secure base, re-write his or her attachment style. This would then not reveal the earlier attachment influences. Also, the abundant literature on counselling and attachment issues (see Lopez, 1995 for a review) describes the effect of counselling on a subject's internal working models. That is, the belief that one is unlovable and the world is a hostile place can be changed through therapeutic intervention. This would also account for a change in a person's template of attachment.

Another limitation of the study was the use of the Parental Attachment Questionnaire (PAQ) as the measure to determine the nature of the parent-young adult relationship. The bluntness of the ratings of high and low attachment does not permit a look at the subtlety of the relationships, although the subscales of autonomy, emotional support and affective quality of the relationship provide an opportunity to examine dimensions of the parent-young adult relationship outside the scope of this study.

Future Research

Further studies are needed to illuminate variables effecting romantic partner choice. Research design that allowed for the use of hierarchical regression and structured equation would permit a closer look at variables influencing one's attachment with parents and the complexities of romantic relationships in young adulthood. Longitudinal studies that bridge the developmental period from adolescence to young adulthood could more closely monitor the changing relationship patterns. The use of the semi-structured interview to determine attachment style of both parent and young adult would yield more accurate data than the self-report measures (Bartholomew & Shaver, in press). The notion of introversion/extroversion as a mediator in attachment style in romantic relationships is very attractive. A qualitative research design that allowed for in-depth interviews with selected subjects could yield interesting results. It may be the case that a rich and supportive exosystem, as Bronfenbrenner (1979) describes mediated an insecure attachment experience with parents.

Conclusion

Some comfort can be derived from the assumption that the drive behind choosing a romantic partner may be "hard-wired" into us and therefore account in part for the poor choices some people make. It is also comforting to know that

the re-written script of attachment behaviours can change a pattern of repeatedly choosing poor romantic partners. This change in the template is what Pearson, Cohn, Cowan and Cowan, (1994) call “earned secure” status and attests to the resiliency of our human nature and the desire to have satisfying relationships. Harlow, in 1958, aptly claimed “the little we know about love does not transcend simple observation and the little we write about it has been written better by poets and novelists” (p. 673). There is considerable increase in writing about love and adult close relationships but if this study is any indication, we still know little.

REFERENCES

Ainsworth, M.D.S. (1968). Object relations, dependency, and attachment: A theoretical review of the infant-mother relationship. Child Development, 40, 969-1025.

Ainsworth, M.D.S. (1989). Attachments beyond infancy. American Psychologist, 44, 709-716.

Ainsworth, M., Blehar, M., Waters, E., & Wall, S. (1978). Patterns of attachment: A psychological study of the Strange Situation. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. Journal of Youth and Adolescence, 16, 427-454.

Baldwin, M. W., Keelan, J. P. R., Fehr, B., Enns, V. & Koh-Rangarajoo, E. (1996). Social-Cognitive conceptualization of attachment working models: Availability and accessibility effects. Journal of Personality and Social Psychology, 71(1), 94-109.

Baranowski, M. D. (1982). Grandparent-Adolescent relations: Beyond the nuclear family. Adolescence, 17(67), 576-584.

Bartholomew, K. (1990). Avoidance of intimacy: An attachment perspective. Journal of Social and Personal Relationships, 7, 147-178.

Bartholomew, K. (1993). From childhood to adult relationships: Attachment theory and research. In Steve Duck (Ed.), Learning About Relationships: Understanding Relationships Processes Series: Volume 2 (pp. 30-62). Newbury Park, CA: Sage Publications.

Bartholomew, K. & Horowitz, L. (1991). Attachment styles among young adults: A test of a four-category model. Journal of Personality and Social Psychology, 61, 226-244.

Bartholomew, K. & Shaver, P. R. (in press). Methods of assessing adult attachment: Do they converge? In J.A. Simpson, & W.S. Rholes, (Eds.), Attachment Theory and Close Relationships. New York: Guilford.

Bartholomew, K. & Thompson J. M. (1995). The application of attachment theory to counseling psychology. The Counseling Psychologist, 23, 484-490.

Berscheid, E. & Walster, E. (1978). Interpersonal Attraction, 2nd ed. Reading, Mass.: Addison-Wesley.

Benson, M.J., Harris, P.B. & Rogers, C.S. (1992). Identity consequences of attachment to mothers and fathers among late adolescents. Journal of Research on Adolescence, 2(3), 187-204.

Blustein, D. L., Prezioso, M. S. & Palladino Schultheiss, D. (1995). Attachment theory and career development: Current status and future directions. The Counseling Psychologist, 23, 416-432.

Bowlby, J. (1951). Maternal care and mental health. World Health Organization Monograph (Serial No. 2).

Bowlby, J. (1969/82). Attachment and loss: Vol. 1. Attachment. New York: Basic.

Bowlby, J. (1973). Attachment and loss: Vol. 2. Separation; Anxiety and anger. New York: Basic.

Bowlby, J. (1979). The making and breaking of affectional bonds. London: Tavistock.

Bowlby, J. (1980). Attachment and loss: Vol. 3. Loss: Sadness and depression. New York: Basic.

Bowlby, J. (1988). A secure base: Parent-child attachment and healthy human development. New York: Basic.

Brennan, K.A., Clark, C. & Shaver, P. (in press). Self-report measures of adult romantic attachment. An integrative overview. In J.A. Simpson, & W.S. Rholes, (Eds.), Attachment Theory and Close Relationships. New York: Guilford.

Brennan, K. A. & Morris, K. A. (1997). Attachment styles, self-esteem, and patterns of seeking feedback from romantic partners. Personality and Social Psychology Bulletin, 23(1), 23-31.

Brennan, K. A. & Shaver, P. R. (1995). Dimensions of adult attachment, affect regulation, and romantic relationship functioning. Personality and Social Psychology Bulletin, 21(3), 267-283.

Brennan, K.A., Shaver, P.R., & Tobey, A.E. (1991). Attachment styles, gender, and parental problem drinking. Journal of Social and Personal Relationships, 8, 451-466.

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. Developmental Psychology, 28(5), 759-775.

Bronfenbrenner, U. (1979). The ecology of human development. Cambridge, MA: Harvard University Press.

Carnelley, K.B., Pietromonaco, P.R. & Jaffe, K. (1994). Depression, working models of others and relationship functioning. Journal of Personality and Social Psychology, 66, 127-140.

Collins, N., & Read, S.J. (1990). Adult attachment, working models, and relationship quality in dating couples. Journal of Personality and Social Psychology, 58, 644-663.

Cicirelli, V. G. (1995). A measure of caregiving daughters' attachment to elderly mothers. Journal of Family Psychology, 9(1), 89-94.

Clarke-Stewart K. A. (1988). Parents' effects on children's development: A decade of Progress? Journal of Applied Developmental Psychology, 9, 41-84.

Cobb, C. L. H. (1996). Adolescent-Parent attachments and family problem-solving styles. Family Process, 35, 57-80.

Collins, N. L. & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. Journal of Personality and Social Psychology, 58(4), 644-663.

Davila, J., Hammen, C., Burge, D., Daley, S. E. & Paley B. (1996). Cognitive/Interpersonal correlates of adult interpersonal problem-solving strategies. Cognitive Therapy and Research, 20, 465-480.

Deary, I. J. (1996). A (latent) big five personality model in 1915? A reanalysis of Webb's data. Journal of Personality and Social Psychology, 71(5), 992-1005.

del Carmen, R. & Huffman, L. (1996). Epilogue: Bridging the gap between research on attachment and psychopathology. Journal of Consulting and Clinical Psychology, 64(2), 291-294.

Dutton, D. G., Saunders, K., Starzomski, A. & Bartholomew, K. (1994). Intimacy-Anger and insecure attachment as precursors of abuse in intimate relationships. Journal of Applied Social Psychology, 24, 1367-1386.

Elder, S. (1993). The impact of parental death during adolescence on separation-individuation process. Unpublished Doctoral Dissertation, University of Victoria, Victoria.

Elkind, D. (1976). Erik Erikson's eight ages of man: One man in his time plays many psychosocial parts. In Annual Editions: Readings in Human Development 75/76 (pp. 21-34). New York: Dushkin Publishing.

Erikson, E. H. (1963). Childhood and society. New York: Norton.

Feeney, J. A. & Noller, P. (1990). Attachment style as a predictor of adult romantic relationships. Journal of Personality and Social Psychology, 58(2), 281-291.

Fiske, S.T., & Taylor, S.E. (1991). Social cognition. New York: Random House.

Florian, V., Mikulincer, M. & Bucholtz, I. (1995). Effects of adult attachment style on the perception and search for social support. The Journal of Psychology, 129, 655-676.

Fox, N. A. (1995). Of the way we were: Adult memories about attachment experiences and their role in determining infant-parent relationships: A commentary on van IJzendoorn (1995). Psychological Bulletin, 117, 404-410.

Frank, S. J., Pirsch, L. A. & Wright, V. C. (1990). Late adolescents' perceptions of their relationships with their parents: Relationships among deidealization, autonomy, relatedness, and insecurity and implications for adolescent adjustment and ego identity status. Journal of Youth and Adolescence, 19(6), 571-589.

Gecas, V. & Seff, M.A. (1990). Families and adolescents: A review of the 1980s. Journal of Marriage and the Family, 52, 941-958.

Goulter, B. & Minninger, J. (1993). The Father Daughter Dance. Mississauga, ONT: Putnam Publishing Group.

Griffin, D. W. & Bartholomew, K. (1994a). The metaphysics of measurement: The case of adult attachment. Advances in Personal Relationships, 5, 17-52.

Griffin, D. W. & Bartholomew, K. (1994b). Models of the self and other: Fundamental dimensions underlying measures of adult attachment. Journal of Personality and Social Psychology, 67(3), 430-445.

Grotevant, H. D. & Cooper, C. R. (1986). Individuation in family relationships: A perspective on individual differences in the development of identity and role-taking skill in adolescence. Human Development, 29, 82-100.

Haigler, V. F., Day, H. D., & Marshall, D. D. (1995). Parental attachment and gender-role identity. Sex Roles, 33(3/4), 203-220.

Hammond, J. R. & Fletcher, G. J. (1991). Attachment styles and relationship satisfaction in the development of close relationships. New Zealand Journal of Psychology, 20(2), 56-62.

Harlow, H. (1958). The nature of love. American Psychologist, 13, 673-685.

Hazan, C., Hutt, M.J., Sturgeon, J., & Bricker, T. (1991, April). The process of relinquishing parents as attachment figures. Paper presented at the meeting of the Society for Research in Child Development, Seattle.

Hazan, C. & Shaver, P. R. (1987). Romantic love conceptualized as an attachment process. Journal of Personality and Social Psychology, 52(3), 511-524.

Heiss, G. E., Berman W. H. & Sperling, M. B. (1996). Five scales in search of a construct: Exploring continued attachment to parents in college students. Journal of Personality Assessment, 67(1), 102-115.

Hilburn Cobb, C. L. (1996). Adolescent-Parent attachments and family problem-solving styles. Family Process, 35, 57-82.

Horowitz, L. M., Rosenberg, S. E. & Bartholomew, K. (1993). Interpersonal problems, attachment styles, and outcome in brief dynamic psychotherapy. Journal of Consulting and Clinical Psychology, 61, 549-560.

Kegan, Robert. (1983). The evolving self: Problem and process in human development. Cambridge: Harvard University Press.

Kenny, M. (1990). [Validity data for the parental attachment questionnaire]. Unpublished raw data.

Kenny, M. E. (1994). Quality and correlates of parental attachment among late teens. Journal of Counseling & Development, 72, 399-403.

Kenny, M. E. & Donaldson, G. A. (1991). Contributions of parental attachment and family structure to the social and psychological functioning of first-year college students. Journal of Counseling Psychology, 38(4), 479-486.

Kenny, M. E. & Donaldson, G. A. (1992). The relationship of parental attachment and psychological separation to the adjustment of first-year college women. Journal of College Student Development, 33, 431-438.

Kenny, M. E. & Hart, K. (1992). Relationship between parental attachment and eating disorders in an inpatient and a college sample. Journal of Counseling Psychology, 39(4), 521-526.

Kenny, M. E., Moilanen, D. L., Lomax, R., & Brabeck M. M. (1993). Contributions of parental attachments to view of self and depressive symptoms among early adolescents. Journal of Early Adolescence, 13, 408-430.

Kenny, M. E. & Rice K. G. (1995). Attachment to parents and adjustment in late adolescent college students: Current status, applications, and future considerations. The Counseling Psychologist,23, 433-456.

Kobak, R. R. & Sceery, A. (1988). Attachment in late adolescence: Working models, affect regulation, and representations of self and others. Child Development, 59, 135-146.

Latty-Mann, H. & Davis, K. E. (1996). Attachment theory and partner choice: Preference and actuality. Journal of Personal and Social Relationships, 13(1), 5-23.

Lopez, F. G. (1995). Contemporary attachment theory: An introduction with implications for counseling psychology. The Counseling Psychologist, 23, 395-415.

Lyddon, W. J. (1995). Attachment theory: A metaperspective for counseling psychology? The Counseling Psychologist, 23, 479-483.

Maher, B. A. & Maher, W. B. (1994). Personality and psychopathology: A historical perspective. Journal of Abnormal Psychology, 103(1) 72-77.

Main M. (1996). Introduction to the special section on attachment and psychopathology: 2. Overview of the field of attachment. Journal of Consulting and Clinical Psychology,64(2), 237-243.

Main, M., Kaplan, N., & Cassidy, J. (1985). Security in infancy, childhood, and adulthood: A move to the level of representation. Monographs of the Society for Research in Child Development, 50(1-2, Serial No. 209), 66-104.

Main, M., & Solomon, J. (1990). Procedures for identifying infants as disorganized/disoriented during the Ainsworth Strange Situation. In M.T. Greenberg, D. Cicchetti, & E.M. Cummings (Eds.), Attachment in the preschool years (pp. 121-160). Chicago: University of Chicago Press.

Mallinckrodt, B. (1995). Attachment theory and counseling psychology: Ready to be a prime time player? The Counseling Psychologist, 23, 501-505.

Mayseless, O. (1991). Adult attachment patterns and courtship violence. Family Relations, 40, 21-28.

Meacham, J. A. & Santilli, N. R. (1982). Interstage relationships in Erikson's theory: Identity and intimacy. Child Development, 53, 1461-1467.

Mikulincer, M. (1995). Attachment style and the mental representation of self. Journal of Personality and Social Psychology, 69(6), 1203-1215.

Morrison, T. L., Goodlin-Jones, B. L., Urquiza, A. J. (1997). Attachment and the representation of intimate relationships in adulthood. The Journal of Psychology, 131(1), 57-71.

Morrow, G. D., Clark, E. M. & Brock, K. F. (1995). Individual and partner love styles: Implications for the quality of romantic involvements. Journal of Social and Personal Relationships, 12, 363-387.

Noller, P. & Callan, V. J. (1988). Understanding parent-adolescent interactions: Perceptions of family members and outsiders. Developmental Psychology, 24(5), 707-714.

Parker, M.D., Barrett, E.A., & Hickie, I.B. (1992). From nurture to network: Examining links between perceptions of parenting received in childhood and social bonds in adulthood. American Psychiatric Association, 149(7), 877-885.

Parker, G., Tupling, H. & Brown, L. B. (1979). A parental bonding instrument. British Journal of Medical Psychology, 52, 1-10.

Paul, E. L. & White K. M. (1990). The development of intimate relationships in late adolescence. Adolescence, 25(98), 375-400.

Pearson, J.L., Cohn, D.A., Cowan, P.A., & Cowan, C.P. (1994). Earned and continuous security in adult attachment: Relation to depressive symptomatology and parenting style. Development and Psychopathology, 6, 359-373.

Pervin, L.A. (Ed.). (1994). Psychological Inquiry: An International Journal of Peer Commentary and Review, 5(1). Hillsdale: Lawrence Erlbaum Associates, Inc.

Piaget, J. (1952). The origins of intelligence in children. New York: International Universities Press.

Pistole, M. C. & Watkins, C. E., Jr. (1995). Attachment theory, counseling process, and supervision. The Counseling Psychologist, 23, 457-478.

Priel, B. & Shamai, D. (1995). Attachment style and perceived social support: effects on affect regulation. Personality and Individual Differences, 19(2), 235-241.

Rice, F.P. (1996). The Adolescent: Development, relationships, and culture. (8th Ed.) Boston: Allyn and Bacon.

Rosenstein, D. S., and Horowitz, H. A. (1996). Adolescent attachment and psychopathology. Journal of Consulting and Clinical Psychology, 64(2), 244-253.

Rothbart, M. K. & Ahadi, S. A. (1994). Temperament and the development of personality. Journal of Abnormal Psychology, 103(1), 55-66.

Russell, A. & Saebel, J. (1997). Mother-son, mother-daughter, father-son, and father-daughter: Are they distinct relationships? Developmental Review, 17, 111-147.

Rutter, M. (1995). Clinical implications of attachment concepts: Retrospect and prospect. Journal of Child Psychology and Psychiatry and Allied Disciplines, 36, 549-571.

Ryan, R. M. & Lynch, J. H. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. Child Development, 60, 340-356.

Schaffer, H.R., & Emerson, P.E. (1964). The development of social attachments in infancy. Monographs of the Society for Research in Child Development, 29(3, Serial No. 94).

Scharfe, E. & Bartholomew, K. (1994). Reliability and stability of adult attachment patterns. Personal Relationships, 1, 23-43.

Scharfe, E. & Bartholomew, K. (1995). Accommodation and attachment representations in young couples. Journal of Social and Personal Relationships, 12(3), 389-401.

Sharpsteen, D. J. & Kirkpatrick, L. A. (1997). Romantic jealousy and adult romantic attachment. Journal of Personality and Social Psychology, 72, 627-640.

Shaver, P. R. & Brennan, K. A. (1992). Attachment styles and the "Big Five" personality traits: Their connections with each other and with romantic relationship outcomes. Personality & Social Psychology Bulletin, 18(5), 536-545.

Shaver, P. R. & Clark, C. L. (1994). The psychodynamics of adult romantic attachment. In J.M. Masling, & R.F. Bornstein, (Eds.), Empirical Perspectives on Object Relations Theory (pp. 105-156). Washington, DC: American Psychological Association.

Shaver, P.R., Hazan, C., & Bradshaw, D. (1988). Love as attachment: The integration of three behavioral systems. In R.J. Sternberg & M.L. Barnes (Eds.), The psychology of love (pp. 68-99). New Haven, CT: Yale University Press.

Shaver, P. R. & Norman, A. (1995). Attachment theory and counseling psychology: A commentary. The Counseling Psychologist, 23(3), 491-500.

Shaver, P. R., Papalia, D., Clark, C. L., Koski, L. R., Tidwell, M. C. & Nalbone, D. (1996). Androgyny and attachment security: Two related models of optimal personality. Personality and Social Psychology Bulletin, *22*(6), 582-597.

Simpson, J. A. (1990). Influence of attachment styles on romantic relationships. Journal of Personality and Social Psychology, *59*(5), 971-980.

Simpson, J. A., Rholes, W. S. & Phillips, D. (1996). Conflict in close relationships: An attachment perspective. Journal of Personality and Social Psychology, *71*(5), 899-914.

Sperling, M. B. & Borgaro, S. (1995). Attachment anxiety and reciprocity as moderators of interpersonal attraction. Psychological Reports, *76*, 323-335.

Sperling, M. B., Foelsch, P. & Grace, C. (1996). Measuring adult attachment: Are self-reporting instruments congruent? Journal of Personality Assessment, *67*(1), 37-51.

Sroufe, L.A., & Waters, E. (1977). Attachment as an organizational construct. Child Development, *48*, 1184-1199.

Thompson, R. A. (1993). Socioemotional development: Enduring issues and new challenges. Developmental Review, *13*, 372-402.

Tidwell, M. O., Shaver, P. K. & Reis, H. T. (1996). Attachment, attractiveness, and social interaction: A diary study. Journal of Personality and Social Psychology, *71*(4), 729-745.

van IJzendoorn, M. H. (1995). Of the way we were: On temperament, attachment, and the transmission gap: A rejoinder to Fox (1995). Psychological Bulletin, *117*(3), 411-415.

Verschueren, K. & Marceon, A. (1993). Gehechtheidsstijl, intimiteit en Vertrouwen in de jongvolwassenheid: Een reflectie van de ervaren ouderlijke sensitiviteit? [Attachment style, intimacy and trust in young adulthood: A reflexion of perceived parental sensitivity?]. Psychologica Belgica, 33(1), 49-76.

Weiss, R.S. (1982). Attachment in adult life. In C.M. Parkes & J. Stevenson-Hinde (Eds.), The place of attachment in human behavior (pp. 171-184). New York: Basic Books.

West, M. (1997). Reflective capacity and its significance to the attachment concept of self. British Journal of Medical Psychology, 70(1), 17-25.

White, K. M., Speisman, J. C., Costos, D. & Smith, A. (1987). Relationship maturity: A conceptual and empirical approach. Contributions to Human Development, 18, 81-101.

White, K. M., Speisman, J. C., Jackson, D., Bartis, S. & Costos, D. (1986). Intimacy maturity and its correlates in young married couples. Journal of Personality and Social Psychology, 50(1), 152-162.

Youniss, J. (1980). Parents and peers in social development: A Sullivan-Piaget perspective. Chicago: University of Chicago Press.

Youniss, J. (1983). Piaget and the self constituted through relations. In W.R. Overton, Ed., The relationship between social and cognitive development, 201-227. Hillsdale, N.J.: Erlbaum.

Youniss, J. & Smollar, J. (1985). Adolescent relations with mothers, fathers, and friends. Chicago: University of Chicago Press.

Appendix A

Consent Form for Participation in the Study Entitled "The Template of Attachment: From Parents to Romantic Partners"

Researcher: E. Angela Henry

Graduate Advisor: Dr. Geoffrey Hett, Department of Psychological Foundations
in Education, University of Victoria

Thank you for taking part in this research project. Your class was one of several classes chosen to participate because of your accessibility to the researcher. Please read carefully the following consent form. Your signature at the end is your consent to participate.

This research project is examining the relationship between young adults' attachment behaviours with their parent(s) and their romantic partners. You will be asked to fill out three questionnaires that ask you your thoughts and feelings about your relationship with your parent(s) and your romantic partners. These questionnaires were developed by leading researchers in the field of attachment. The questions, although personal, do not require you to divulge intimate details of your relationships. You will be asked to report your age and gender. The questionnaires take approximately 20 - 30 minutes to complete. The results will

Appendix A....

be written up and bound in a thesis at the University of Victoria and may be published in a scholarly journal.

It is possible that the questionnaires may trigger some uncomfortable feelings regarding your relationship with your parents or current or past partners. In such an event, contact me in Fisher 130 and I will assist you in making an appointment with Camosun's counselling department which will provide free counselling for you as long as you are a current student. You may also contact my supervisor, Dr. Geoffrey Hett, who would be happy to refer you to a personal counsellor.

Your participation is completely voluntary and you can refuse to participate at any time without explanation. You have the right to refuse to answer any questions you do not wish to answer. Your participation in the project is in no way tied to your role as a student in this class. Your responses on the questionnaires will be held in strictest confidence. The only people to have access to the data will be the primary researcher, Angela Henry, and her three graduate committee members. Your name will not appear on the questionnaires, only a code name and number. The consent forms will be stored separately from the questionnaires. Your teacher will not have access to the questionnaires and your refusal to participate will not affect your grade or status

Appendix A....

in your class in any way. The questionnaires will be kept in a locked filing cabinet in a locked office and destroyed at the completion of the project. Please feel free to ask any questions regarding the nature of this research and your potential involvement in it. Your participation is very helpful and much appreciated. Please sign and date the bottom of this page if you give your consent to take part in this project.

I have read and fully understand my rights and the expectations of this research project outlined above and give my consent freely to participate.

Signature _____ Date: _____

Appendix B

Relationship Questionnaire

Griffin, D.W., & Bartholomew, K. (1994). The metaphysics of measurement: The case of adult attachment. Advances in Personal Relationships, 5, 17-52.

Appendix C

Relationship Style Questionnaire

Griffin, D.W., & Bartholomew, K. (1994). The metaphysics of measurement: The case of adult attachment. Advances in Personal Relationships, 5, 17-52.

Appendix D

Parental Attachment Questionnaire

Kenny, M.E., Moilanen, D.L., Lomax, R., & Brabeck M.M. (1993).

Contributions of parental attachments to view of self and depressive symptoms among early adolescents. Journal of Early Adolescence, 13, 408-430.

PARTIAL COPYRIGHT LICENSE

I hereby grant the right to lend my thesis to users of the University of Victoria Library, and to make single copies only for such users or in response to a request from the Library of any other university, or similar institution, on its behalf or for one of its users. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by me or a member of the University designated by me. It is understood that copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Title of Thesis:

The Template of Attachment: From Parents to Romantic Partners

Author



Elizabeth Angela Henry

April 30, 1998