

Parental Attachment, Self-Regulation and Social Skills among Young Adults

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ABSTRACT

It is reported that adults learn and acquire the self-regulating skills and more of socializing skills from their peers and environment. Since the parents are the attachment figures, do they play the role in developing these factors in the adults is the predominant need of the study. This study explored the extent to which parental attachment teach the adult children, how to be self-regulated and be socializing with the society. A purposive sample of 100 college going students from Bangalore was carefully selected with both male and female participants. The 100 students were administered with Maureen E. Kenney's parental attachment questionnaire, Miller and Brown's self-regulation scale and Rathus scale of assertiveness. Pearson correlation was used to find the relationship among the parental attachment, self – regulation and the social skills. The results of correlation revealed that there exists no significant relationship among the parental attachment, self-regulation and social skills of the young adults. There are different sources such as peer groups, environment and the personality traits that influence the adults to be self-regulated and being socializing with the society. Intervention strategies can be implemented in order to improve the parent and the adult relationship.

Keywords: *Parental Attachment, Self-Regulation, Social Skills, Young Adults*

The important period in the lives of all individual could be undeniably the adulthood. As children, the parents are the significant characters and they are even considered the role models of life. But when the transition occurs, the detachment also undeniably occurs. As children every individual would have learned more information from their parents. But the adulthood is the period where the adults rejects the words of parents. It is period where many questions and confusions arises and it is also the time period where the adults need their parent's guidance a lot. Adulthood is the period where the adults learn how to regulate themselves and how to socialize. Though peers and the environment teach them many things; parents are the first source of love, attachment and so on. Relational Developmental System theory tells that an individual fully functions with his/ her, self-embedded concepts and ideals, but developmental theory makes out that human is also environmental driven, where half of the ideals are self-directed and the other half are learned

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Received: May 19, 2021; Revision Received: July 21, 2021; Accepted: August 03, 2021

from the environment and the society driven (Brandtstädter, 2006). (Geyskens, 2005) stated that attachment leads to socialization. Parents are the underlying factor to make a child become sociable. Social skill is a dexterity to develop and to be developed.

Parental Attachment

Bowlby, (1969) defined attachment as the lasting psychological connectedness between human beings. Manning, (1990) states that family is the concrete base where adolescence form a sense of self and research also evidences that families which provide congruence and support can develop a transition which would produce a positive social. The style of the attachment predicts the future adults. It confides the manner an adult creates the interaction or the relationship with others of their own age. Cox & Paley, (1997) explained that the family system highly influences the adult behaviour and the behaviour of every person creates a great vibrancy among the family members especially the adults. A person in a family is considered as a subsystem and the behaviour of a person affects each individual in a family. So the family system and the attachment undoubtedly play a significant role in the different aspects of the adult life. Putnam et al., (2002) pointed that an adulthood transition cannot be fulfilled through detachment of parents but only having a healthy relationship with them. Good parent relationship enhances autonomy and health among adults. Rohner, (1970) states that unhealthy or neglected family bonding results in an emotional volatility which would result in an adolescence behaviour as an instable emotional outcome and would give rise to symptoms if anxiety and depression.

Self-Regulation

Self-regulation in the elemental term means controlling one's own emotions, behaviour and thoughts. It also means that having control in all one's entire actions and cogitation. Vohs & Baumeister, (2004) stated that self-regulation is always been viewed in the psychological concept, because through the psychological view the importance of self is been emphasized. Bowlby stated that the early attachment with the children is later reflected in their lives. Parents who have a good relationship with their children, they later know how to emotionally regulate themselves, in whatever situation they are put in (Calkins & Leerkes, 2004). Cui et al., (2016) states that self-regulation of the adults plays a role in emotional balancing. Parental attachment increased the balance of emotions and the behavioural aspects of adults. Self-regulation is also involved in the goal setting ability of the adults. Carver & Scheier, (2001) stated that optimization is the person's capability of choosing the right time and engaging with the right people to reach the goal. In other words, after goal setting the manner, a person takes measures to reach his goal is the crucial part. Goal setting can be done when a person is self -regulated. Zimmerman, (2002) pointed that the way an adult selects the goal, the efforts they put and in between if any trouble occurs and the tactics used to overcome and attaining the goal has many factors in process such as decision making, problem solving, emotion and Self-regulation. In all these factors self-regulation plays a crucial role.

Social Skills

Social skills in general is having a good communication with others; being socially competent, ability to solve problems, capacity to form good interpersonal relationships and so on. Gresham & Gullone (2012) explained that social skill is the ability to form and initiate the relationships and the ability to comfort others and provide the necessary help when an individual is in need. Engels et al., (2001) states that the interacting between the parents and the adolescence equips the adolescence with the socializing skills and makes them initiate the healthy relationship with peers and predicts the future romantic

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relationship. Parental attachment is crucial in emotional balancing in adolescence. Rokach, (2002) pointed the way the homes and the home environment influence the adults. If there is lack of home environment it would lead to loneliness of adults. This would psychologically affect them and lead them to be less intimate with others further causing the inability to form the social relations. This would lead to the social distant and conflicts and also leads to drug intake in a very large amount. Barry et al., (2008) pointed that shyness is one of the barriers for socializing. The surface level reason could be the fear of being negatively judged. But this study states that socialization or the interaction with the society depends on the upbringing of the child and it crucially depends on the parents. Thus, parents are the basic agents or the models of learning.

The Aim of the Study

The study intended to explore the level of significant relationship that exists among the parental attachment, self-regulation and social skills of the young adults.

Hypotheses

- H01: There is no significant relationship between the parental attachment and the self-regulation of the young adults.
- H02: There is no significant relationship between the parental attachment and the social skills of the young adults.
- H03: There is no significant relationship between the self-regulation and the social skills of the young adults.

Sample

The data was collected from 100 members of 18-25 years of age of college going students. Both male and female were included in the study around the Bangalore city. Through purposive sampling technique 50 male and 50 female participants was selected.

Measures

Parental attachment was measured using the Parental attachment questionnaire by Maureen E. Kenny published in 1987. Parental Attachment Questionnaire by E. Kenny is a 5 point likert scale with 55 items, ranging as 5 = very much, 4 = quite a bit, 3 = A moderate amount, 2 = somewhat, 1 = Not at all. It has three subscales namely, affective relation with parents, parents as the facilitators of independence and parents as a source of support. Cronbach's alpha ranges from .86 to .93.

Self-regulation was measured the self-regulation questionnaire by Miller and Brown published in 1991. Self-Regulation scale by Miller and Brown is a 5 point rating scale with 63 items ranging as 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree. Cronbach's alpha is .91 at $p < .0001$.

Social skills were measured using the Rathus scale of Assertiveness published in 1973. Assertiveness scale by Rathus used to assess the social skills of the adults consists of 30 items ranging as +3 = always, +2 = usually, +1 = sometimes, -1 = once in a while, -2 = rarely, -3 = never. It has a high-test retest reliability as $r = .78$ at $p < .01$ and a split-half reliability of $r = .77$ at $p < .01$

RESULTS AND DISCUSSION

Table 1: Summary of the correlation: Parental attachment and self-regulation

(N=100)		Parents as affective relations	Parents as the facilitators of independence	Parents as the source of support	Self-Regulation
Parents as affective relations	Correlation coefficient (r)	1	.604	.353	.069
	Significance (p)		.000	.000	.493
Parents as the facilitators of independence	Correlation coefficient (r)	.604	1	-.210	-.005
	Significance (p)	.000		.036	.960
Parents as a source of support	Correlation coefficient (r)	.353	.210	1	.206
	Significance (p)	.000	.036		.040
Self-Regulation	Correlation coefficient (r)	.069	-.005	-.206	1
	Significance (p)	.493	.960	.040	

* $P < 0.05$

H01: There exists no significant relationship between the parental attachment and the self-regulation of the young adults.

Table 1 shows the correlation and the significance level at 0.05 significance level. It indicated that there exists no significant difference between the parental attachment and the self-regulation of young adults. Hence the hypothesis is accepted.

Table 2: Summary of the correlation: Parental attachment and social skills

(N=100)		Parents as affective relations	Parents as the facilitators of independence	Parents as a source of support	Social skills
Parents as affective relations	Correlation coefficient (r)	1	.604	.353	.006
	Significance (p)		.000	.000	.950
Parents as the facilitators of independence	Correlation coefficient (r)	.604	1	-.210	.078
	Significance (p)	.000		.036	.439
Parents as a source of support	Correlation coefficient (r)	.353	.210	1	-.021
	Significance (p)	.000	.036		.835
Social skills	Correlation	.006	.078	-.021	1

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(N=100)	Parents as affective relations	Parents as the facilitators of independence	Parents as a source of support	Social skills
coefficient (r)				
Significance (p)	.950	.439	.835	

* $P < 0.05$

H02: There exists no significant relationship between the parental attachment and the social skills of the young adults.

Table 1 shows the correlation and the significance level at 0.05 significance level. It indicated that there exists no significant difference between the parental attachment and the social skills of young adults. Hence the hypothesis is accepted.

Table 3: Summary of the correlation: Self-regulation and social skills

(N=100)		Self-Regulation	Social skills
Self-Regulation	Correlation coefficient (r)	1	.094
	Significance (p)		.353
Social Skills	Correlation coefficient (r)	.094	1
	Significance (p)	.353	

* $P < 0.05$

H03: There exists no significant relationship between the self- regulation and the social skills of the young adults.

Table 3 shows the correlation and the significance level at 0.05 significance level. It indicated that there exists no significant difference between the self-regulation and the social skills of young adults. Hence the hypothesis is accepted.

CONCLUSION

The results of the present study indicated that there exists no significant difference between the parental attachment and the self-regulation of the young adults. Self-regulation plays an important role in adolescent development, predicting success in multiple domains including school and social relationships (Farley & Kim-Spoon, 2014). But there found to be a significant positive correlation between Parent as a source of support and Self-regulation. Children and younger adolescents report more communication with parents while older adolescents report more communication with peers than with parents. However, parents do continue to serve as primary and important developers of self-regulation in adolescence McGue et al., (2005) and important models and attachment figures into adolescence (Nickerson & Nagle, 2005). Peer and friends could be the major contributors to the self-regulatory behaviour of young adults than parents, but as the present study results indicates supportive parents has a role to play in the development of the self-regulation in adults. The result also indicated that there exists no significance difference between the parental attachment and the social skills of the young adults. Social skills play a crucial role in socializing. Socializing has its contributing factors in academics also. Because academics needs competence and it is the component of the social skills (F. M. Gresham, 1988). But findings indicate that there exists a positive correlation between parents as the facilitators of

independence and the social skills of the young adults. Finkenauer et al., (2005) states that parenting behaviour has a huge impact in the behaviour of the adolescence behaviour. Behaviour of parents towards adolescence has its effects in the emotional balancing and the self-control of the adolescence. The socializing skills are largely influenced by peers to the adults, because they spend a lot more time with their friends and seek their advice a lot (Larson & Richards, 1991). Despite of these contributing factors parents continue in facilitating adolescence by socializing which has a high impact in self-control and the tolerance level of adolescence (Hay & Forrest, 2006). The results also indicated that there exists no significance difference between the self-regulation and the social skills of the young adults. Bandura & McClelland, (1977) states that social relationship do not affect the self-regulation of an adolescence but self-regulation affects an adolescence relationship with the society and the people.

Limitation

- The attachment style, the adults were grown is not been incorporated.
- The study was only restricted to the city of Bangalore.
- Participants filled the form via online, which would perhaps have discomfort.

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Acknowledgement

The author appreciates and thanks everyone who participated in this study and helped to simplify the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Mercy M J N & Vijayan D (2021). Parental Attachment, Self-Regulation and Social Skills among Young Adults. *International Journal of Indian Psychology, 9*(3), 403-409. DIP:18.01.041.20210903, DOI:10.25215/0903.041