Attachment Theory and College Students

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For better or for worse, parents are increasingly becoming active in a student’s academic career. They are active during a student’s orientation, often becoming part of the registration process. Parents will also advocate on a student’s behalf (sometimes without the student’s knowledge) for advising services and may even influence a student’s choice of academic pursuits. Bowlby, Ainsworth, and others (Shaffer, 2009) established that attachments to caregivers created in early infancy had an impact on the development of a child. Those children with secure attachment were more open to exploring their surroundings, resistant children explored very little and remained distressed when the caregiver left, avoidant children avoided their caregiver and focused upon strangers, whereas children with disorganized attachment tended to be very confused in their attachment. All that said, the measure of attachment led to variations in how children connected with family and peers, emotional development, and social interactions. Could these factors, as children progress into adolescence and then into their college years, impact how a student adjusts to college? How is this attachment evident in a student’s process of acclimating to college life and how far does a parent’s role extend?

An initial foray into the literature shows that a student’s adolescent attachment can have an impact upon a student’s adjustment to college. These early connections influence a person’s cognitive structures and assist in working models as one makes progress from infancy to adolescence and into adulthood. An investigation of studies show how parental attachment influences or impedes a student’s transition through college, in particular a focus on academic achievement and performance, overall adjustment, development and use of coping mechanisms, relationship
testing and even a students’ demographic background, may assist in shedding light on how this process occurs.

Summaries

Bal, 2011

**Purpose.** This study explored how attachment to parents impacted achievement motivation of fifty-five college students at King’s University College at the University of Western Ontario. The researchers hypothesized that low scores on attachment would lead to high scores on performance approach and avoidance which would then be related to fear of failure through a positive association. They also sought to uncover how high attachment relates to levels of mastery in academic achievement and whether this mastery had any impact on the measure of fear of failure, most likely in a negative correlation.

**Method.** Bal and Baruss used the Parental Attachment Questionnaire that was developed by Kenney to measure self-reported perceptions on the development of a relationship with a parent. Specifically it measures affective quality of relationship, parental facilitation of independence and parents as a source of support. They also used the Achievement Goals Questionnaire to assess achievement motivation based on mastery, performance-approach and performance avoidant goals. A third measure was used to identify levels of fear of failure as it related to achievement using the Performance Failure Appraisal Inventory. Participants were assigned times using an online system and completed the three questionnaires within an hour.

**Results.** Sex was initially identified as having no bearing upon the outcome of the measures. However, researchers found that a perceived negative relationship with parents
had an impact on fear of failure and facilitation of independence. An additional factor this study considered was the frequency of religious practice. Not surprisingly, those with a higher level of practice had a more positive relationship with their parents and as a result lower fear of failure and performance-avoidance motivation. Overall, the researchers found that positive parental relationships have a positive impact upon achievement motivation. Students with parents that served as facilitators often had lower levels of fear of failure.

**Berger, 2001**

**Purpose.** This study focused on the ways in which attachment styles and levels of distress contributed to the development of coping mechanisms. The researchers anticipated they would find that anxious and avoidant attachments would choose reactive or suppressive coping (one preferred by each), that these attachments and coping mechanisms would contribute to stress and finally, the coping style could be used to predict current stress and attachment.

**Method.** Berger worked with fifty-five college students that were in an undergraduate education class to complete four measures and a demographic questionnaire. The methods used include the Experience in Close Relationships form that looks at attachment anxiety and avoidance, the Problem-Focused Style of Coping that looks at problem focused coping, Depression Adjective Checklist which evaluates transient depressive mood and finally the State-Trait Anxiety Inventory Form Y-1 that assesses the level of anxiety. Students that completed the forms were given some sort of course credit.

**Results.** Sex was not controlled for in this situation as it was not deemed significant. The researchers found that anxious attachment could be associated with reactive coping.
That avoidant attachment used both reactive and suppressive coping was not anticipated. Additionally, there was some measure of anxious attachment contributing to the prediction of stress in the students in the study. Overall, insecure attachments were viewed to factor into levels of stress and the use of lesser coping skills.

Cutrona, 1994

**Purpose.** Cutrona, et al. investigated how parental social support impacted academic achievement, specifically academic performance. They hypothesized that supportive parents created environments that allowed student to acquire skills and means of self-regulation to cope with new challenges (a measure of performance). Cutrona et al. also hypothesized that Grade Point Average (GPA) could be predicted by measure of self-efficacy. There were two studies described in this paper; one on parents and the other on peers and romantic partners.

**Method.** 554 students participated in this study at the University of Iowa. Students’ GPAs and ACT scores (academic ability) were gathered and they were also asked to participate in several measures. Social support of the parents was measured on the Social Provisions Scale and family conflict was measured using the Family Environment Scale.

**Results.** The researchers found that ACT and social support did have a significant impact upon GPA, but that family conflict and parental achievement did not. They also found that when a student beliefs aligned with a parents the student were more likely to achieve in college. Like many of the other students they found that sex did not play a role in the achievement of students and their attachment. As a final part of the study, it was found that
anxiety and self-efficacy were related through the attachments of the students and as a result had an impact upon achievement.

**Gentzler, 2011**

**Purpose.** An evaluation of the ways in which students used technology, specifically phone, text, social networking, and email, to communicate with parents and how the use of these technologies showed an effect on levels of loneliness, attachment and relationship quality was conducted.

**Method.** The researchers surveyed 211 students, excluding students over 22 years of age, from a psychology class. In order, to measure the relationship, loneliness and attachment of the student’s involved three instruments were used. First, the University of California Los Angeles Loneliness scale was used to establish a student’s level of loneliness. The second instrument, the Experience of Close Relationships – Revised, allowed the researchers to evaluate the classification of avoidance or anxious attachment. The final instrument, the Network of Relationship Inventory, focuses on the quality of the relationship.

**Results.** It was found that most students interact with their parents over the phone and are less likely to use a social-network to do so. More phone contact seemed to facilitate a positive relationship whereas and those that used a social network felt a higher level of loneliness. Furthermore the connection via the phone was shown to have a positive impact on the student-parent relationship by engaging in a supportive and connected partnership. The social network contributed to a more insecure attachment and the inconsistencies in a relationship that develop from such a connection.
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Larose, 2005

**Purpose.** This study is based out of Canada and evaluates how the state of mind associated with attachment and academic performance impact the transition in college. While other studies in this review focus on direct attachment, this study focused on the state of such an idea. In particular, the researchers wanted to define the way in which attachment allows a student to handle their emotions. They compared secure to insecure attachment, disposition to learning and how those two impacted academic performance on a wide range of constructs.

**Method.** Sixty-two college students were asked to complete the Adult Attachment Interview. At the end of high school these students completed the Test of Reaction and Adaptation and during their first semester in college. The Test of Reaction and Adaptation measures a student’s beliefs, behaviors and understanding of reactions. The second time they also participated in the AAI. Standardized general mean became a measure to understand academic achievement to compare to attachment and self-regulation.

**Results.** A student’s disposition toward learning was found to have a positive correlation to academic performance, which is not much of a surprise. As a student’s interest in studying, preparation and of priority of studies increased so did performance. In terms of attachment, students with insecure attachment, especially dismissive, were less likely to prepare and dismissed students had decreased evidence of attention to their studies. Interestingly, in terms of academic performance there were great separations between secure and insecure attachment. However, the variance between the two insecure attachments was not all that significant. Additionally, the
hypothesis on dismissing states of mind was found to be supported as these students were less likely to have any great quality of attention or exam preparation.

Lee, 2007

**Purpose.** An international study that looks at how family closeness (can be associated with attachment) influences how a student adjusts to their school environment and regulates the processes within.

**Method.** 196 female students from a college in Taiwan participated in the study. They were asked to complete a short questionnaire that measured how a student’s identified attachment to their family contributed to their adjustment to college. The instruments used were the Family Closeness Scale, Self-regulation Learning Scale, and the Adjustment to School scale. All appeared to have been slightly altered for this study.

**Results.** While not a particularly academically rigorous study, the study did not take into consideration a student’s previous achievement (GPA) and age. Not surprising given previous research reviewed, a student’s closeness with their family assisted in the adjustment to college in a very positive manner. It was also found that this relationship was a positive influence on a student’s self-regulation

Lopez, 2002

**Purpose.** This study used Bartholomew and Horowitz’s updated descriptor of adult attachment (secure, dismissive, preoccupied and fearful) to explore coping mechanisms and
patterns of stress in the transition to college. They hypothesized that over the first year there would be significant gains in confidence and coping and that students with constantly secure attachments would be even more likely to have high confidence ratings and use adaptive problem solving. Finally, they hypothesized that those students who moved from insecure to secure would see positive gains in the same areas.

**Method.** Initially 245 first-year students completed a personal demographic questionnaire followed by the Relationship Questionnaire and a short form of the Experience in Close Relationships. The Personal Evaluations Inventory was also given. For coping measures the Problem Focused Style of Coping was administered and distress was measured using The Center for Epidemiologic Student Depression Scale, Personal Problems Inventory and the Splitting Scale. The scales were also given to 207 follow-up participants. The scale only given in the second wave of testing was the Defense Style Questionnaire that measures ways of dealing with stress.

**Results.** Students were initially categorized by their adult attachment status. This status was then used to differentiate and classify the students. Gender was found to not matter in terms of coping, but gender did show some significance in terms of athletic confidence. Students with stable attachments were better able to display suitable measures of coping. Additionally, the movement between attachment styles was found to give a wealth of knowledge. While most students stayed relatively stable, those that moved were found to either improve or regress in their management of coping skills. Those that moved from a secure to insecure attachment began to demonstrate insecure measure of coping, as a result regressing. Additionally, students
with secure attachment were less likely to be depressed and as they moved through the transition became even less likely to display such traits.

Marmarosh, 2007

**Purpose.** Marmarosh and Marking looked at how group attachment and parent attachment worked together to assist in the transition to college. In particular, they wanted to better understand how group attachment attributed to the process, but hypothesized that it would be a positive attribution. They also expected that a level of anxiety would weave amongst these factors.

**Method.** 109 undergraduate students were asked to complete the Experiences in Close Relationships Short Form, and the Student Adaptation to College Questionnaire to understand various aspect of the transition. To gain an understanding of personal attachment the Experience in Close Relationship was used and the Social Group Attachment Scale was used to measure group attachment. All of the students were enrolled in an undergraduate psychology course.

**Results.** Like many of the research articles there was little significance attached to sex, as well as the year in college. However, group and personal attachment did have some impact on the adjustment to college. Personal attachment was found to be more significant. One thought on why group attachment may not be as significant is the anxiety attached to creating or joining a group. The group attachment served the student in the realm of exploring social constructs and how to branch out from their own constructed groups (rejecting and joining). Those that avoided such group interactions found their college transition varied from the experiences of others.
Mattanarah, 2011

**Purpose.** Mattanarah et al. sought to review recent publications on attachment in regards to student adjustment to college. They specifically wanted to understand the strength of such attachments and how that assisted in their adjustment. Additionally, they sought to gain a perspective on how these factors may vary and the manner in which they are moderated.

**Method.** The researchers conducted a meta-analysis on literature of college student attachment and adjustment through 2009. They found roughly 156 studies that could be included in the meta-analysis via internet and card catalog searches. The researchers identified the criteria for inclusion based upon their hypotheses. Amazingly these students included data on 32,969 students. The researchers then began the lengthy process of coding the data within each study to better enable a reference to guide the analysis of all information gathered. In particular they coded subjects based on the following: academic motivation and competence, interpersonal competence, stressful affects and high-risk behavior, self-worth and developmental advances.

**Results.** The researchers found that other studies revealed that overall attachment to parents was just a piece of how students adapt to the college transition. Furthermore, these relationships tend to be viewed as either positive or negative and are not moderated by the student. As a piece of the adjustment to college, student and parent attachment stood to influence more if the attachment was secure, as opposed to insecure. The gender of the parent and the student seemed to play no role in the transition and it appears that both genders were valued. What stood out is that the researchers still felt that they could not say that adult attachment played a significant role in adjustment.
Melendez, 2010

**Purpose.** This study is based on the experiences of White, Black and Latina/Hispanic women in college. In particular the researcher chose to review if white students had higher levels of adjustment than non-white peers. They also wanted to unveil how the attachment to the parent contributes to the adjustment in these students groups and how to combine race and attachment to create a model to predict success.

**Method.** The original data collected included male students however, the response rate among this population was so low that they were not considered. 95 female students completed a demographic questionnaire, the Parental Attachment Questionnaire and the Student Adaptation to College Questionnaire. Of those students that responded 25% were White, 29% were Black, and 46% were Latina/Hispanic.

**Results.** The researchers found that adjustment was not significantly influenced by race and the hypothesis was not founded. They were able to conclude that attachment did contribute to adjustment and that by combining race and attachment there was an assumption of adjustment to college prediction. For example, White students that felt their attachment was strong, based on measures of perceived support and understanding and may be better equipped to handle the transition to college. Additionally Latina/Hispanic females that valued high levels of support and pride were better equipped to transition into college and Black females struggled if a parent's acceptance and availability did not meet their needs.
Palladino Schultheiss, 1994

**Purpose.** This study sought to define how independence and attachment had a positive influence on student adjustment. Of great importance was the idea that the variances between attachment and separation are a major contributor to this situation. The researchers also sought to unravel the connection between sex and adjustment, hypothesizing that females had a more positive relationship between the two.

**Method.** Four instruments were given to 73 female and 60 male students, all of which came from two-family homes. This was the only study that specified the make-up of the student’s family. The instruments used were the Student Developmental Task and Lifestyle Inventory that seek to assess progress on certain tasks, the Student Adaptation to College Questionnaire that represents various areas of adjustment, the Psychological Separation Inventory that addresses the parent relationship and finally the Inventory of Parent and Peer Attachment that looks to establish the relationship.

**Results.** The researchers expected to find variances amongst males and females and separated the data out accordingly. For females it was found that not only was the separation significant to development but so was the attachment to parents and there is a suggestion that they are connected. However, male students showed not such connections. In terms of adjustment to college neither males nor females showed any such connection to attachment and separation. However, women were found to have a significant connection between adjustment and development with men obtaining the same.
Parade, 2010

**Purpose.** This study paid particular attention to the connection between anxiety and coping strategies and how attachment impacts that in college students. The three hypotheses tested focused on the various aspects of this assumption. First, by what process does this occur through social mediation? Next, the possibly of race moderating such interaction and finally, that secure attachment prior to the first semester of college is attributed to stronger friendships and more satisfaction within them.

**Method.** 385 students at a southeastern university were contacted prior to beginning their first semester of college and then contacted again for a second wave of analysis. The second analysis had 199 respondents. The first group of students was given the Inventory of Parent and Peer Attachment for each parent. The second data collection process allowed the research to administer three different instruments. The student answered the Interpersonal Competence Questionnaire, the Relationship Assessment Scale and the Social Interaction Anxiety Scale.

**Results.** In terms of race White students were more satisfied with their relationship than their minority peers were. It was also found that race did moderate the negative relationship of anxiety and parent attachment. Attachment appeared to have no impact on forming friendships or satisfaction within them. Additionally, those students that entered college with a secure attachment were more likely to be satisfied with their relationship at the end of term then those that were not. Social anxiety may play a part in this as those with less secure attachment (and as a result high anxiety) were less satisfied with their relationships.
Integration

Academic Achievement and Performance

Bal and Baruss (2011), Cutrona et al. (1994) and Larose, Bernier, and Tarabulsy (2005) all examined attachment in terms of its impact on academic achievement and performance. Academic achievement and performance can be a major factor in the transition to college as it is a major factor in a student’s persistence. Various aspects of achievement motivation and performance can be attributed to parental support, strong attachments, and perceived educational dispositions.

In particular Bal and Baruss (2011) found “that strong parental attachment is related to the development of healthy achievement motivation” (p. 946). This correlates with the finding of Cutrona et al. and Larose, Bernier, and Tarabulsy in that parents do have some influence of achievement. However, Cutrona et al found that the relationship was not extremely strong if a student did not have a sense of support from the parent. In a fascinating twist Larose, Bernier and Tarabulsy found that overtime the security of an attachment protects this achievement against the struggle of college transitions.

What is interesting about these studies is that all controlled for a seemingly random factor. Bal and Baruss explored how the depth of religion impacted academic performance. They found that those with deep religious ties had less of fear of failure than those that did not. Cutrona used their method over several studies to replicate findings. While not a random factor it does make this idea stand out.
Overall, a relationship that is supportive and as a result strong in nature, allows a student to explore their academic surrounding prior to college. This exploration allows the student to develop positive academic motivation and academic self-efficacy. These factors alone progress the relationship toward something significant in nature.

**Coping Mechanisms**

Adjustment to college can be a time where past coping mechanism is challenged; discarded and new mechanisms are developed. The process of such is related to attachment as secure and insecure attachments vary in the coping mechanisms used in times of stress. As students moved within attachment styles their coping mechanisms may change.

Lopez and Gormley (2002) and Berger (2001) both found that insecure attachment students were more likely to engage in reactive coping mechanisms and that secure attachment students tend be more adaptive in the ways that they cope. Of particular interest is Lopez and Gormley’s finding that students can progress from one attachment style to another. Students that moved from secure to insecure attachment began to show evident of integrating adaptive strategies in to their coping process. On the other hand, students that moved to insecure attachment from a secure attachment saw a bit of a regression. These students were more likely to begin using a more suppressive approach to coping. While there is a great difference between the coping mechanisms used between secure and insecure attachment. Within the two types of in secure attachment there is not much variation or significance in change.

The role of the coping mechanism is to assist students as they deal with distressing moments in their transition. Students with secure transition are better able to adapt to the
changing situation, however those with insecure attachment may cope with the stress and anxiety of the moment by using a suppressive mode of coping.

**Relationship Development**

Attachment to parents can also facilitate the way in which a student establishes relationships, romantic and friendship-based, and their subsequent satisfaction with them. This development or continuation of relationships becomes a part of the college student adjustment as a student works to find a fit with the college environment. The establishment of group attachment and social anxiety play a role in this.

Marmarosh and Marking (2007) found that group attachments have a particularly strong influence on the adjustment to college. This could result from the anxiety that develops as students navigate establishing friend groups. Group attachments overcome those levels anxiety created in one-on-one relationships. This idea of anxiety impacting the development of relationship is echoed by Parade, Leerkes, and Blankson (2010). They found that attachment could, in some way, predict within an ethnicity how social anxiety would impact satisfaction within friendships. In turn social anxiety was reduced by a strong attachment with a parent. Lee, Hamman, and Lee (2007) also found that the relationships developed within family contribute to the progression of adjustment in college. This family relationship provides a positive place to explore and promotes self-efficacy.

Parade, Leerkes, and Blankson also explored how attachment theory contributes to satisfaction with relationships. Marmarosh and Marking focused on the anxiety within such creations, but not satisfaction and as such left another area to explore. What was discovered
shows that students who feel that they have a strong positive attachment to a parent are likely to work to create strong relationships with their peer, which can then move on to romantic relationships.

**Overall Adjustment to College**

While some studies broke down the components of student adjustment to college into various factors, a few attempted to look at the overall picture of the impact of parental attachment. For these studies the approach is what differed, as did the population. Overall, the continual theme is that a secure attachment promotes an adolescent that is able to progress into a college student with the necessary skills to balance the adjustment.

In our technology based world the study Gentzler et al. (2011) reveals that students with secure attachments tend to stay connected with their parents via the phone and rarely through social networking sites. Students with secure attachment and feelings of loneliness tend to connect via such methods. This connection impacts the overall adjustment, and not just one area, as the feelings of support and pride translate across the transition.

Beyond technology, the overall adjustment process hinges upon the idea that parental interactions matter. Mattanah’s meta-analysis (2012) found that this relationship is statistically significant. On the same token, Mattanah stresses that parental attachment is but one small token in the picture of student adjustment to college. Further revealed in the meta-analysis is the idea that these relationships views may be flat; meaning that it is over viewed as positive or negative when that may not always be the case. Palladino Schultheiss and Blustein (1994) discovered that student development is associated with student adjustment. These two almost
interchangeable ideas displayed as correlating factors show that overall adjustment is more than just one dimension, which development takes into account.

**Demographics**

Gender and race played a role in many of the studies encountered. The studies that addressed these variables often found no significant difference between the two genders or measures of race and did not attribute them to any of their findings. However, a few found that gender and race had a significant impact on the way a student adjusted to college in terms of attachment.

Parade’s (2010) study was forced to focus on female student due to the low response of male students. However what came out is not that female adjustment was any different, but that ethnicities represented did have an impact. In particular, white students and minority students have very different experiences. Parade found that, “For minority students, more positive relationships with parents were associated with less social anxiety, which in turn was associated with greater success initiating new relationships” (p. 134). As discussed earlier the development of these relationships contributes to how a student adjusts to college. On the other hand white student’s social anxiety was not a factor. Melendez’s (2010) study supported that differences between White, Black and Latina/Hispanic women matter in terms of college adjustment.

In addition to ethnicity, gender also was found to contribute to the impact of parental attachment on student adjustment though often in small way. Mattanah’s (2011) meta-analysis found that gender was not a moderator in the relationship between the student and parent. The
researcher felt that it was possible that relationships with both the male and father were valuable to male and female student development. Palladino Schultheiss and Blustein (1994) found that gender did matter in certain situations. Female students were more likely to have strong emotional attachment to their parents and as a result shared attitudinal dependence with their parents that assisted in the adjustment to college. Males on the other hand were found to have a more secure attachment to parents if there was some conflict within the two.

Overall, college student adjustment is impacted by the attachment to the parent. As the research shows the more secure the attachment the more equipped the student is to progress through the transition.

**Implications**

**Academic Achievement and Performance**

A student’s attachment to their parents has long range implications for a student’s academic success at the university. It is of vital importance to assess where a student’s academic ability is within the college they are attending to gain an accurate picture as to what the student’s ability is. Many colleges offer math or foreign language placement test, but the proposal is to go further than that measure. Delving further into academic ability obtains a more accurate placement for a student in terms of ability can assist academic service providers in referring students to the appropriate resources.

As there is a noted connection between academic achievement and parental attachment the evaluation of such a measure may allow the parent to play an even more important part in the student’s transition to college. As mentioned earlier the support from a parent is invaluable and
only comes from those with secure attachments. However, it has also been noted that these attachments can often change over time. A concerted effort by the student, parent and college may assist a student in achieving their potential.

**Coping Mechanisms**

Just as academic achievement requires a strong basis in the parental attachment, so does the development of coping mechanisms. The implication relies upon the knowledge of college counselors across campuses. As students are entering college with a wide-range of life experiences, expectations and family dynamics coping mechanisms may vary. Training of counselors to assist students with coping mechanisms is imperative.

As a student struggles to establish their transition on campus their attachment to their parents may change and the assistance of a counselor in revisiting coping mechanisms may be helpful. Along the same idea, students with an insecure attachment to their parent may find themselves at a loss on how to cope with this new situation. If advisors, faculty and staff are trained on how to identify students in such a situation and then to refer them to the counselors it is possible that a student may overcome any short fallings from the insecure attachment.

**Relationship Development**

The establishment of relationships on campus is vital to adjustment to college. The development of programs that assist students in networking, beyond campus organizations, may assist in eliminating some of the gap. These events could be small groups with a residence hall or within an academic discipline. The idea is to provide a small setting so that student’s with
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social anxiety, and no supportive relationship to overcome it could start in a more comfortable setting and work up to a larger setting.

Counseling services and partnerships with parent’s programs on campus should also be readily available to help students work in establishing a relationship with a parent that becomes supportive. For all students a supportive relationship with a parent has been shown to increase the likelihood of adjustment to college.

**Overall Adjustment to College**

If the idea is to assist in the overall adjustment to college then pulling resources from all aspects of parental attachment is needed. The program would need to be as encompassing as possible and create partnerships across campus to facilitate such a process. The idea would be that students could participate in programming on overcoming social anxiety, develop peer groups with those of similar background or interest as they develop relationships. Additionally, access to counseling services on coping mechanisms could assist these students as they navigate the adjustment to college. The university would act to engage the whole of the student in overcoming any shortcomings from the style of parental attachment they have engaged in.

**Demographics**

To assist in overcoming the impact demographics can have on attachment and as a result student adjustment to college, the creation of programs designed for specific subgroups may be helpful. Whether they are clubs, organizations or offices on campus the ability to interact with others that may have a similar background or cultural perspective can assist a student in developing peer groups on campus. While group attachment may not have as significant an
impact on student adjustment as parental attachment, it does have an impact that can assist in this transition.

Through the reviews of these studies it should be noted that when dealing with students on campus, counselors and advisors, should take into account the student’s home life more than previously thought. While some counselors engage the students regarding their life outside the university, it is believed that a better job could be done of assessing the factors that are weighing on our students. Counselors and advisors can work to fill the void left by insecure attachment.

The analysis of literature available on parental attachment in college students shows that parents impact how a student transitions into college. This understanding can assist colleges in developing programming that integrates parents into the process of student adjustment or finding ways to fulfill these connections in other ways.

Additionally by reviewing the literature of parental attachment a greater understanding of the various factors that contribute to personality and social development was gained. It is fascinating to see that such a normal occurrence in life can provide such long range implications into the college transition.
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References


