

Perceived Parental Involvement in Childhood and Its Relationship with Adult Attachment Styles and Depression in Adults

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ABSTRACT

Parental involvement is crucial as it shapes not only childhood development but also influences long-term psychological well-being and relational patterns in adulthood. This cross-sectional study delves into the intricate dynamics between parental involvement during childhood, adult attachment styles, and depression among a diverse sample of 120 adults aged 18 and above. Participants were recruited through various channels and administered the Parental Involvement Scale (PIS), Adult Attachment Scale (AAS), Beck's Depression Inventory (BDI), and a demographic form. Through rigorous data analysis, including correlation techniques, significant associations emerged, shedding light on the complex interrelationships among these variables. The findings underscore the enduring impact of parental involvement on adult attachment styles and mental health outcomes, emphasizing the importance of early familial influences in shaping individual psychological well-being. Nature of human development, informing future research endeavors and intervention strategies aimed at promoting healthy attachment patterns and mitigating depressive symptoms in adulthood are studied.

CHAPTER 1: INTRODUCTION

Parental involvement during childhood significantly shapes individuals' socioemotional development and psychological well-being across the lifespan. This involvement encompasses various aspects, from tangible support to emotional responsiveness, influencing attachment formation and mental health outcomes in adulthood. Understanding the nuanced interplay between perceived parental involvement, adult attachment styles, and depression is crucial for elucidating the complexities of human development and informing interventions aimed at promoting mental well-being.

In this context, exploring the potential linkages between parental involvement, adult attachment styles, and depression becomes imperative. By delving into these relationships, researchers and practitioners can unravel the intricate pathways through which early caregiving experiences impact individuals' attachment orientations and psychological adjustment in adulthood. Moreover, shedding light on these dynamics may offer valuable insights into preventive strategies and therapeutic interventions for addressing depressive symptoms and enhancing relational functioning.

1. Parental Involvement

Enhancing Childhood Development Through Parental Involvement

Parental involvement in childhood development is widely recognized as a critical factor in shaping children's academic success, social skills, and overall well-being. The relationship between parents and

children lays the foundation for future growth and development, and active parental participation during the formative years can significantly relationship with a child's trajectory in life. Exploring the parental involvement in childhood, its various forms, and the positive outcomes it can yield.

Firstly, it is essential to understand what parental involvement entails. Parental involvement has many behaviours that participate in their children's education, upbringing, and daily lives. These include helping with homework, attending school events, communicating with teachers, setting expectations for behavior, fostering a supportive home environment, and engaging in enriching activities together.

When parents demonstrate an interest in their children's academic progress, provide educational resources at home, and collaborate with teachers to address any challenges, children are more motivated and engaged in their learning.

The quality of the parent-child relationship significantly influences a child's social skills, emotional regulation, and self-esteem. When parents are nurturing, supportive, and involved in their children's lives, it fosters a sense of security and attachment, which is fundamental for healthy socio-emotional development. Additionally, parents serve as role models for behavior and interpersonal relationships, shaping their children's attitudes and values towards others.

Moreover, parental involvement in childhood has long-term benefits that extend beyond academic success and socio-emotional development. Research suggests that children who experience high levels of parental involvement during their formative years are more likely to exhibit positive outcomes later in life, such as higher educational attainment, better employment prospects, and improved mental health. The foundation of resilience, self-efficacy, and problem-solving skills laid during childhood through parental support and involvement prepares children to navigate the challenges they may encounter in adulthood successfully.

1.1 The Vital Role of Emotional Support in Parental Involvement

Parental involvement in a child's life extends far beyond academic achievements or extracurricular activities; it encompasses emotional support—a fundamental aspect crucial for healthy development. Emotional support from parents creates a safe and nurturing environment wherein children can explore their feelings, develop resilience, and navigate the complexities of life. In this essay, we delve into the significance of emotional support within the realm of parental involvement, exploring its relationship with on children's well-being, relationships, and overall development.

Emotional support refers to the provision of love, empathy, comfort, and encouragement to meet a child's emotional needs. It involves creating an environment where children feel accepted, understood, and valued for who they are. Emotional support from parents serves as a protective buffer against stress, adversity, and negative experiences, fostering emotional resilience and psychological well-being.

Emotional support is paramount during childhood as it lays the foundation for healthy socio-emotional development. Children who receive consistent emotional support from their parents are more likely to develop secure attachments, regulate their emotions effectively, and form positive relationships with others. This support bolsters their self-esteem, confidence, and sense of self-worth, empowering them to navigate life's challenges with resilience and optimism.

Emotional support is a cornerstone of parental involvement that profoundly influences a child's well-being, development, and relationships. As we continue to explore the various facets of parental involvement, it is essential to recognize the profound significance of emotional support in fostering healthy development and nurturing strong parent-child relationships.

1.2 The Practical Support Paradigm

Parental involvement in a child's life is a multifaceted endeavor encompassing various forms of support,

guidance, and participation. Two essential dimensions of parental involvement are emotional support and practical support, each playing a crucial role in shaping a child's development and well-being. In this comprehensive exploration, we delve into the intricate interplay between emotional and practical support within the framework of parental involvement, examining their individual significance and combined relationship with on children's academic success, socio-emotional development, and overall flourishing. Practical support complements emotional support by providing children with the resources, guidance, and structure needed to succeed academically. Practical support extends beyond academic assistance to encompass educational enrichment activities, exposure to cultural experiences, and access to resources that foster intellectual curiosity and lifelong learning. By providing a supportive framework for academic success, practical support empowers children to reach their full potential and pursue their educational aspirations with confidence and determination.

In addition to academic achievement, emotional and practical support contribute to children's socio-emotional well-being and interpersonal relationships. Emotional support fosters secure attachment bonds between parents and children, laying the foundation for healthy social and emotional development. When children feel emotionally secure and valued by their parents, they are better equipped to regulate their emotions, communicate effectively, and form positive relationships with peers and adults.

1.3 Nurturing Academic Success

Parental involvement in childhood education is a multifaceted concept encompassing various activities, interactions, and strategies through which parents actively engage in their child's learning and academic journey. Educational involvement extends beyond traditional notions of parental support, emphasizing the collaborative partnership between parents, educators, and children to foster academic success, socio-emotional development, and lifelong learning. In this comprehensive exploration, we delve into the intricate dynamics of parental educational involvement in childhood, examining its diverse forms, underlying principles, and profound relationship with on children's educational outcomes and overall well-being.

This involvement encompasses a continuum of activities, ranging from supporting learning at home and communicating with teachers to participating in school events and advocating for educational resources and opportunities. Parents who actively engage in educational involvement demonstrate their commitment to their child's education, creating a supportive ecosystem wherein children can thrive academically and reach their full potential. Moreover, parental educational involvement reflects a shared responsibility between parents, educators, and community stakeholders to ensure that all children have access to high-quality education and equitable learning opportunities.

One of the primary forms of parental educational involvement is supporting learning at home, which involves creating a conducive environment for academic enrichment, assisting with homework assignments, and fostering a love for learning. Parents who actively engage in learning activities at home provide their children with additional opportunities to reinforce classroom concepts, develop critical thinking skills, and explore areas of interest. Moreover, supporting learning at home cultivates a positive attitude towards education and instills lifelong learning habits, empowering children to take ownership of their learning journey and pursue academic excellence both inside and outside the classroom.

Communication between parents and teachers is another essential aspect of parental educational involvement, facilitating collaboration and information sharing to support children's academic progress and well-being. Moreover, open and transparent communication fosters a sense of partnership and mutual

respect between parents and educators, creating a supportive network wherein children can thrive academically and socially.

Parental participation in school events and activities is a tangible expression of educational involvement, demonstrating parents' active engagement in their child's school community and academic journey. By attending parent-teacher conferences, school meetings, and extracurricular events, parents demonstrate their support for their child's education and show that they value the school as a partner in their child's learning. Moreover, parental participation in school events fosters a sense of belonging and connection for children, reinforcing the importance of education as a collaborative endeavor that involves parents, educators, and students working together towards common goals.

Advocacy for educational resources and opportunities is a critical component of parental educational involvement, ensuring that all children have access to equitable learning experiences and opportunities for academic enrichment. Parents who advocate for their child's educational needs and rights help to create a more inclusive and supportive learning environment wherein every child can thrive. This may involve advocating for additional support services, accommodations, or resources to meet the unique needs of children with diverse learning abilities or backgrounds. Moreover, parental advocacy extends beyond individual children to address systemic issues such as funding disparities, educational inequities, and access to quality education for all children.

The relationship with of parental educational involvement extends far beyond academic achievement to encompass socio-emotional development, character formation, and overall well-being. Children who experience high levels of parental involvement tend to exhibit greater self-confidence, motivation, and resilience in the face of academic challenges and setbacks. Moreover, parental involvement fosters positive parent-child relationships, which serve as a protective factor against social-emotional difficulties and promote healthy socio-emotional development. By actively engaging in their child's education, parents model the importance of lifelong learning, perseverance, and responsibility, instilling valuable life skills and attitudes that will serve children well beyond their school years.

Furthermore, parental educational involvement is associated with numerous benefits for children, families, schools, and communities. Moreover, parental involvement is associated with positive outcomes such as improved school climate, increased parent satisfaction, and enhanced community partnerships.

2. The Formation of Adult Attachment Styles: Understanding the Developmental Journey

Attachment theory, pioneered by John Bowlby and further developed by Mary Ainsworth, provides a comprehensive framework for understanding the dynamics of human relationships and the formation of attachment styles. Central to attachment theory is the notion that early experiences with caregivers profoundly influence the development of attachment patterns, which in turn shape individuals' beliefs, behaviors, and emotions in close relationships throughout their lives. While much attention has been devoted to understanding infant-caregiver attachment, the formation of adult attachment styles remains a complex and multifaceted process that unfolds over the lifespan. In this in-depth exploration, we delve into the intricate interplay of biological, psychological, and environmental factors that contribute to the formation of adult attachment styles, shedding light on the developmental journey from infancy to adulthood.

The foundation of adult attachment styles is laid during infancy through interactions with primary caregivers, typically parents or other primary caregivers. Secure attachment, characterized by trust, security, and comfort, develops when caregivers consistently respond to the infant's needs, providing a

safe and nurturing environment wherein the infant feels valued, understood, and supported. In contrast, insecure attachment patterns, such as anxious or avoidant attachment, may develop when caregivers are inconsistent, unresponsive, or neglectful, leading to feelings of anxiety, insecurity, or avoidance in close relationships.

Research suggests that adult attachment styles are relatively stable over time but may be influenced by significant life events, experiences, and therapeutic interventions. Securely attached adults tend to experience greater relationship satisfaction, intimacy, and overall well-being, whereas insecurely attached adults may struggle with trust issues, emotional volatility, and difficulty forming close connections with others.

2.1 Tracing the Roots: The Origins of Romantic Attachment Styles in Early Experiences

Attachment theory, initially proposed by John Bowlby and further expanded upon by Mary Ainsworth, offers a profound lens through which to understand the dynamics of romantic associations. In this comprehensive exploration, we delve into the origins of romantic attachment styles, examining how early experiences with caregivers lay the groundwork for the development of attachment patterns in adulthood. In contrast, insecurely attached individuals may have negative or ambivalent internal working models of relationships, stemming from early experiences of inconsistency, rejection, or neglect. Anxiously attached individuals may perceive themselves as unworthy of love and acceptance, leading to a chronic fear. Avoidantly attached individuals may view themselves as self-sufficient and independent, but they may also harbor deep-seated fears of intimacy and vulnerability, which manifest as a reluctance to fully invest in close relationships.

The influence of early experiences on romantic attachment styles extends beyond infancy to encompass childhood and adolescence, wherein individuals continue to refine and internalize their attachment-related beliefs, expectations, and behaviors. Interactions with peers, romantic partners, and other significant figures in childhood and adolescence further shape individuals' attachment styles, either reinforcing existing patterns or providing opportunities for growth and change.

2.2 Internal Working Models in Romantic Attachment Styles

Originating from early experiences with caregivers, internal working models guide individuals' expectations, interpretations, and responses to attachment-related situations throughout their lives. In the realm of romantic relationships, internal working models play a pivotal role in shaping attachment styles, influencing individuals' ability to trust, form emotional bonds, and navigate intimacy with romantic partners. In this comprehensive exploration, we delve into the intricacies of internal working models within the context of romantic attachment styles, illuminating their origins, functions, and implications for relationship dynamics and well-being.

Internal working models are formed during infancy through interactions with primary caregivers, typically parents or other significant figures who serve as attachment figures. These early experiences shape individuals' perceptions of themselves, others, and relationships, providing the foundation for their attachment styles in adulthood. Secure attachment, characterized by trust, security, and emotional openness, develops when caregivers are consistently responsive, attuned, and emotionally available, providing a safe and nurturing environment wherein infants feel valued, understood, and supported. In contrast, insecure attachment patterns, such as anxious or avoidant attachment, may develop when caregivers are inconsistently responsive, unresponsive, or neglectful, leading to feelings of anxiety, insecurity, or avoidance in close relationships.

The formation and evolution of internal working models are influenced by ongoing interactions and experiences in close relationships, which serve to reinforce, challenge, or modify existing attachment patterns. Romantic relationships provide a fertile ground for the activation and exploration of internal working models, as individuals navigate the complexities of intimacy, trust, and emotional vulnerability with their partners. Positive experiences in romantic relationships, such as consistent support, emotional validation, and mutual respect, may bolster individuals' confidence in their attachment-related beliefs and expectations, leading to a sense of security and fulfillment in the relationship.

Conversely, negative experiences in romantic relationships, such as rejection, betrayal, or emotional unavailability, may trigger the activation of insecure attachment patterns, reinforcing individuals' fears and insecurities about themselves and others. These experiences may further solidify individuals' negative internal working models, perpetuating maladaptive relationship dynamics characterized by mistrust, conflict, and emotional distance. Thus, the quality of romantic relationships plays a critical role in shaping the stability and adaptability of individuals' internal working models of attachment over time.

2.3 Continuity Across the Lifespan: The Enduring Influence of Romantic Attachment Styles

The continuity of romantic attachment styles across the lifespan underscores the profound relationship with of early experiences on individuals' beliefs, behaviors, and emotions in intimate relationships. Securely attached individuals, who have experienced consistent, responsive caregiving in infancy, tend to form trusting, supportive relationships characterized by intimacy, empathy, and emotional security. In contrast, insecurely attached individuals may exhibit patterns of anxiety, avoidance, or ambivalence in their romantic relationships, reflecting their underlying attachment insecurities.

The continuity of attachment styles across the lifespan can be attributed to the internalisation and assimilation of attachment-related experiences and beliefs over time. Early experiences with caregivers serve as the foundation for individuals' internal working models of relationships, which guide their perceptions of themselves, others, and relationships. These internal working models become increasingly entrenched and resistant to change as individuals mature, leading to a persistence of attachment patterns across different life stages. Moreover, individuals' attachment styles may be reinforced or challenged by subsequent relationship experiences, further shaping the continuity of attachment patterns over time.

3. Parental Influence on Adult Attachment: A Lifelong relationship with

Parental influence plays a critical role in shaping individuals' attachment styles, which profoundly relationship with their romantic relationships throughout their lives. The quality of parental bonding during childhood significantly shapes the formation of adult attachment styles. Secure parental bonding, characterized by warmth, responsiveness, and consistency, fosters a sense of trust, security, and emotional resilience in children, laying the foundation for secure attachment styles in adulthood. Early experiences with caregivers serve as the blueprint upon which individuals base their beliefs, behaviors, and expectations in romantic partnerships.

Furthermore, parental modeling of relationship dynamics influences individuals' attachment patterns in adulthood. Children learn about relationships by observing and internalizing their parents' behaviors and interactions. Those who grow up witnessing healthy, supportive relationships between their parents are more likely to develop secure attachment styles characterized by trust, intimacy, and emotional openness. Conversely, children exposed to conflict, instability, or dysfunction in their parents' relationships may internalize negative relationship patterns, leading to the development of insecure attachment styles marked

by fear, mistrust, or emotional distance. Parental modeling thus shapes individuals' perceptions of what constitutes a healthy relationship and influences their ability to form secure attachments in adulthood.

3.1 Parental Bonding: Investigating the relationship with of Secure, Inconsistent, or Neglectful Parental Bonding on the Formation of Adult Attachment Styles

Parental bonding during childhood lays the foundation for the formation of adult attachment styles, significantly influencing individuals' beliefs, behaviors, and emotional responses in romantic relationships. Secure parental bonding, characterized by warmth, responsiveness, and consistency, fosters a sense of trust, security, and emotional resilience in children. Children who experience secure bonding with their parents are more likely to feel valued, understood, and supported, leading to a positive internal working model of relationships characterized by trust, intimacy, and emotional openness.

Conversely, inconsistent or neglectful parental bonding can have detrimental effects on the formation of adult attachment styles. Children who experience inconsistent bonding, marked by unpredictable caregiving or emotional unavailability, may develop anxious attachment patterns characterized by a fear of abandonment and a persistent need for reassurance and validation in relationships. Neglectful bonding, wherein caregivers are emotionally distant or unavailable, may lead to avoidant attachment patterns characterized by a reluctance to rely on others and a fear of intimacy and vulnerability.

3.2 Parental Modeling: Analyzing How Observing Parental Relationship Dynamics Influences Individuals' Own Attachment Patterns in Adulthood

Parental modeling of relationship dynamics plays a significant role in shaping individuals' attachment patterns in adulthood. Children learn about relationships by observing and internalizing their parents' behaviors and interactions, which serve as templates for their own relationship beliefs and behaviors later in life. Positive parental modeling, characterized by healthy, supportive relationship dynamics, can foster the development of secure attachment styles characterized by trust, intimacy, and emotional openness.

Children who grow up in environments where their parents demonstrate effective communication, conflict resolution, and emotional support form secure attachment patterns in adulthood. They learn how to navigate relationship challenges, express their emotions, and maintain intimacy and connection with their partners. Conversely, children who witness negative relationship dynamics, such as conflict, hostility, or emotional detachment, may internalize these patterns and develop insecure attachment styles characterized by fear, mistrust, or emotional distance.

The relationship with of parental modeling on adult attachment styles underscores the importance of creating positive relationship role models for children. By demonstrating healthy relationship behaviors and communication patterns, parents can help shape their children's beliefs, attitudes, and expectations about romantic relationships. Recognizing the influence of parental modeling on adult attachment can empower individuals to reflect on their own relationship patterns and make intentional choices to cultivate secure and fulfilling relationships in adulthood.

3.3 Parental Support for Autonomy: Exploring the Role of Parental Encouragement of Autonomy and Independence in Fostering Secure Attachment Styles

Parental support for autonomy and independence plays a crucial role in fostering secure attachment styles in children, which carry over into adulthood. Encouraging children to develop a sense of independence, self-efficacy, and self-regulation helps them develop a positive sense of self and confidence in their abilities to navigate the world.

This sense of security and self-esteem translates into healthier attachment styles characterized by emotional security, intimacy, and the ability to form trusting relationships with others. Children who feel

supported in their autonomy are more likely to develop secure attachment patterns in adulthood, as they have learned to trust in themselves and their ability to form healthy, interdependent relationships with others.

In contrast, parents who are overly controlling or restrictive may hinder their children's development of autonomy and independence, leading to the development of insecure attachment patterns marked by anxiety, avoidance, or ambivalence in close relationships.

4. Adult Depression: Tracing Origins and relationship withs.

In the context of parental involvement, the origins and relationship withs of adult depression are profound and multifaceted. Parental involvement, encompassing bonding, modeling, and support, significantly influences individuals' vulnerability to depression throughout their lives.

Children who experience parental neglect or abuse may internalize feelings of worthlessness, shame, and inadequacy, and can develop depressive symptoms later in life. Additionally, children who grow up in environments where parental modeling of maladaptive coping strategies or dysfunctional relationship dynamics is prevalent may be more susceptible to depressive symptoms themselves.

Furthermore, parental support for autonomy and independence plays a crucial role in buffering against the risk of depression. Parents who encourage children to develop a sense of autonomy, self-efficacy, and self-regulation provide a strong foundation for healthy emotional development and well-being.

Overall, parental involvement shapes individuals' vulnerability to depression by influencing the quality of attachment bonds, modeling of coping strategies, and support for autonomy. Recognizing the importance of parental involvement in shaping mental health outcomes underscores the need for interventions aimed at promoting positive parenting practices, enhancing parent-child relationships, and providing support for families at risk of depression. By addressing parental involvement factors early in life, we can mitigate the risk of depression and promote resilience and well-being across the lifespan.

4.1 Early Adversity and Depression

Adverse childhood experiences, including parental neglect or abuse, cause depression in adulthood. Research has consistently shown a strong association between early adversity and the development of depressive symptoms later in life. Children who experience neglect, emotional abuse, physical abuse, or sexual abuse are at heightened risk of developing depression during adolescence and adulthood. These adverse experiences disrupt normal developmental processes, leading to psychological distress, maladaptive coping mechanisms, and impaired emotional regulation skills.

Parental neglect, in particular, can have profound and long-lasting effects on children's mental health and well-being.

Addressing early adversity and its relationship with on depression requires a comprehensive approach that addresses both the individual and systemic factors contributing to childhood trauma. Additionally, providing support and resources for children and families affected by trauma can help mitigate the long-term consequences of early adversity and foster healthy development and well-being.

4.2 Psychosocial Factors

Parent-child relationships, in particular, have a profound relationship with on children's mental health and well-being, shaping their beliefs, behaviors, and emotional responses throughout their lives. Positive parent-child relationships characterized by warmth, support, and emotional attunement can protect against the development of depression by providing a secure base from which children can explore the world and navigate life's challenges.

Conversely, strained or dysfunctional parent-child relationships can contribute to the development of depression. Children who experience conflict, hostility, or rejection in their relationships with caregivers may internalize negative beliefs about themselves and others, leading to feelings of worthlessness, hopelessness, and despair. Moreover, parental depression or other mental health issues can further strain parent-child relationships and increase the risk of depression in children.

In addition to parent-child relationships, other interpersonal factors, such as peer relationships, romantic relationships, and social support networks, also play a crucial role in the development and maintenance of depression. Positive social connections and supportive relationships can serve as protective factors against depression by providing emotional support, validation, and companionship.

Interventions aimed at promoting positive parent-child relationships, fostering social connections, and enhancing social support networks can help mitigate the risk of depression and promote resilience in vulnerable populations. Additionally, providing education and resources for individuals and families affected by depression can help reduce stigma, increase awareness, and facilitate access to appropriate treatment and support services.

4.3 Biological Pathways:

Exploring the neurobiological mechanisms underlying the association between early experiences, attachment styles, and depression in adulthood reveals the intricate interplay between genetic, neurobiological, and environmental factors contributing to depressive vulnerability. Early adversity, such as childhood trauma or parental neglect, can disrupt normal brain development, leading to alterations in neurobiological systems involved in stress regulation, emotional processing, and mood regulation.

One key neurobiological mechanism implicated in the association between early experiences and depression is dysregulation of the hypothalamic-pituitary-adrenal (HPA) axis, which governs the body's stress response. Early adversity can lead to hyperactivity or dysregulation of the HPA axis, resulting in heightened stress reactivity, altered cortisol levels, and impaired stress regulation mechanisms. These neurobiological changes can increase vulnerability to depression by predisposing individuals to chronic stress, negative affectivity, and maladaptive coping strategies.

Dysregulation of these brain regions can impair emotional regulation, interpersonal functioning, and response to stress, increasing the risk of depression in adulthood.

Furthermore, genetic factors interact with early experiences to shape individuals' vulnerability to depression. Research suggests that certain genetic variations may moderate the relationship with of early adversity on depression risk, influencing individuals' susceptibility to environmental stressors and their ability to cope with adversity. Additionally, epigenetic mechanisms, such as DNA methylation and histone modification, can mediate the long-term effects of early experiences on gene expression, brain development, and stress response systems, contributing to the development of depression.

5. Interconnections Between Parental Involvement, Attachment Styles, and Depression

The interconnections between parental involvement, attachment styles, and depression weave a complex tapestry that significantly influences individuals' mental health and well-being across the lifespan. Parental involvement, encompassing bonding, modeling, and support, plays a pivotal role in shaping individuals' attachment styles, which, in turn, influence vulnerability to depression. Understanding these interconnections sheds light on the intricate pathways through which early experiences with caregivers relationship with emotional development and mental health outcomes.

Parental involvement serves as the cornerstone upon which attachment styles are formed. Secure parental bonding, characterized by warmth, responsiveness, and consistency, lays the foundation for secure attachment styles characterized by trust, intimacy, and emotional security. When caregivers provide a safe and nurturing environment wherein children feel valued, understood, and supported, they foster a sense of security and resilience that carries into adulthood. Securely attached individuals tend to have healthier coping mechanisms, more positive self-esteem, and stronger social support networks, which protect against the development of depression.

Conversely, adverse parental involvement, such as neglect, abuse, or inconsistent parenting, can disrupt the formation of secure attachment bonds and increase the risk of depression. Children who experience parental neglect or abuse may internalize negative beliefs about themselves and others, leading to feelings of worthlessness, shame, and inadequacy. Moreover, exposure to maladaptive coping strategies or dysfunctional relationship dynamics through parental modeling can further exacerbate vulnerability to depression. Insecure attachment styles, characterized by anxiety, avoidance, or ambivalence, are more common among individuals who have experienced adverse parental involvement, increasing susceptibility to depressive symptoms.

The quality of parent-child relationships also influences attachment styles and vulnerability to depression. Positive parent-child relationships characterized by warmth, support, and emotional attunement promote the development of secure attachment bonds, which serve as a protective factor against depression.

Conversely, strained or dysfunctional parent-child relationships can contribute to the development of insecure attachment styles and increase vulnerability to depression. Children who experience conflict, rejection, or emotional detachment in their relationships with caregivers may internalize negative beliefs about themselves and others, leading to feelings of inadequacy, rejection, or mistrust. Additionally, parental depression or other mental health issues can further strain parent-child relationships and increase the risk of depression in children.

Parental support for autonomy and independence also plays a crucial role in shaping attachment styles and vulnerability to depression. Parents who encourage children to develop a sense of autonomy, self-efficacy, and self-regulation foster secure attachment bonds and promote healthy emotional development. Children who feel supported in their autonomy are more likely to develop positive self-esteem, effective coping mechanisms, and strong interpersonal skills, which protect against the development of depression.

Overall, the interconnections between parental involvement, attachment styles, and depression underscore the importance of early experiences with caregivers in shaping emotional development and mental health outcomes. Recognizing the relationship with of parental involvement on attachment styles and vulnerability to depression highlights the need for interventions aimed at promoting positive parenting practices, enhancing parent-child relationships, and providing support for families at risk of depression. By addressing these interconnections early in life, we can promote resilience, well-being, and positive mental health outcomes across the lifespan.

6. Significance of the study

The significance of studying perceived parental involvement in childhood and its relationship with on romantic attachment styles and depression in adults lies in its profound implications for understanding the long-term effects of early experiences on adult psychological well-being. This research topic addresses a critical gap in the literature by examining how perceived parental involvement during childhood shapes individuals' romantic attachment styles and susceptibility to depression in adulthood. By investigating the

interplay between early experiences and adult mental health outcomes, this study contributes to the broader understanding of the complex pathways through which childhood experiences influence adult psychological well-being.

Understanding the long-term effects of parental involvement on adult psychological well-being is crucial for several reasons. First and foremost, parental involvement during childhood serves as a primary context for the development of attachment bonds between children and their caregivers. These attachment bonds play a fundamental role in shaping individuals' beliefs, behaviors, and expectations in romantic relationships later in life. By examining how perceived parental involvement influences the formation of romantic attachment styles, this study sheds light on the enduring relationship with of early experiences on adult relationship dynamics.

Furthermore, parental involvement has far-reaching implications for individuals' susceptibility to depression in adulthood. Adverse experiences with caregivers, such as neglect, abuse, or inconsistent parenting, can disrupt the development of secure attachment bonds and increase vulnerability to depression. Understanding how perceived parental involvement influences the risk of depression in adulthood provides valuable insights into the mechanisms underlying the association between early experiences and mental health outcomes.

By elucidating the mechanisms through which perceived parental involvement influences romantic attachment styles and depression in adulthood, this study enhances our understanding of the complex pathways linking childhood experiences to adult psychological well-being. This knowledge has important implications for the development of preventive interventions and therapeutic approaches aimed at promoting resilience and mitigating the long-term consequences of adverse childhood experiences.

Additionally, this research has practical implications for clinical practice and policy development. Moreover, by highlighting the importance of early experiences in shaping adult mental health outcomes, this research underscores the need for early intervention programs and support services for children and families at risk of adverse experiences.

In summary, studying perceived parental involvement in childhood and its relationship with on romantic attachment styles and depression in adults is of significant importance for understanding the long-term effects of early experiences on adult psychological well-being. By examining the interplay between parental involvement, attachment styles, and depression, this research contributes to our understanding of the complex pathways linking childhood experiences to adult mental health outcomes. This knowledge has important implications for clinical practice, policy development, and the design of interventions aimed at promoting resilience and well-being across the lifespan.

CHAPTER 2: REVIEW OF LITERATURE

Cong, X. et al. (2020) investigated the link between parental participation in childhood and depression in early adulthood. The researchers looked at the cumulative effects, timing, and patterns of positive parental involvement during childhood in relation to early-life depressive incidents. Parental involvement during childhood was investigated in relation to depression in early adulthood. The study found a significant association between higher parenting scores and a lower likelihood of depression. However, after adjusting for every covariate, the association ceased to be significant. There was a 12% decrease in the likelihood of developing depression for every unit higher on the overall parenting score.

A survey conducted by H. Savioja et al. (2017) investigated the relationship between parental participation, depression, and sexual experiences among adolescents. The research findings clearly

demonstrate that reduced parental involvement is strongly linked to heightened sexual activity and engagement in multiple partnerships among adolescents in their early and middle developmental stages. Encouraging parental involvement can positively impact teenagers' sexual health.

Wang, M. T. et al. (2014) investigated whether parental participation matters for student achievement and mental health in high school. They claimed that encouraging positive youth development still requires parental involvement in education. This study examined the effects of various parental involvement styles in the tenth grade on student achievement and depression in the eleventh grade (roughly ages 15–17 years), conceptualizing parental involvement as a multidimensional construct that includes school-based involvement, home-based involvement, and academic socialization. Furthermore, through behavioral and emotional engagement, parental involvement predicted teenage academic success and mental health in a direct and indirect manner.

Gallo, K. P., Hardway, C. L., Pincus, D. B., & Comer, J. S. (2015). Parental participation in intense therapy for panic disorder in adolescents and its connection to depression. The current study looked into whether treating panic disorder in teenagers for eight days straight had the added effect of reducing depression symptoms. Younger participants improved more without parental involvement in depression treatment. The age and parental involvement interaction term had a significant moderating effect on the negative slope for adolescent depression.

A study by Liu, K. et al. (2021) examined how Chinese middle school students perceived their parents' and adolescents' levels of parental participation and how that relationship related to depression during the COVID-19 epidemic. The results revealed differences in their judgments of behavioral components of parental participation, such as parental academic involvement, parent-teacher communication, and parent-child communication. The most noteworthy correlation between higher degrees of parental academic involvement and higher levels of depression was found in students' perceptions of parent-child communication and parent involvement. The relationship between student mental health during the COVID-19 epidemic and parental participation is better understood in light of these findings.

Wells, K. et al (2005). Parent participation in cognitive behavioral therapy for adolescent depression: Treatment outcomes for adolescents with depression research (TADS). This article outlines the boundaries of the parent component, setting parent-teen conjoint sessions apart from a more comprehensive family systems approach. Lastly, parent participation, parent psychopathology, dealing with divorced parents, and parents from a range of family configurations and cultural backgrounds are discussed as obstacles to the efficacy of parent involvement in TADS CBT treatment. In order to engage and maintain patients in a modular, manualized therapy process, flexible attention to these very real difficulties is required.

Yap, M. et al (2014). A systematic study and meta-analysis of the parental factors linked to anxiety and depression in youth. A total of 181 publications were found, 140 of which dealt with depression, 17 with anxiety issues, and 24 with both results. Parental factors with a strong empirical foundation that show increase depression and anxiety and include less warmth, greater inter-parental conflict, over-involvement, and aversiveness; for depression, they also include less autonomy giving and monitoring.

Cripps, K. et al. (2009) studies The psychological well-being of teenagers and their perceptions of parental participation were examined, with implications for parental involvement in middle schools. Teenage psychological health is correlated with the kind and extent of parental participation they experience. It finishes with ramifications for middle school families, parents, community members, middle school counselors, and middle school systems. Adolescents' feeling of psychological well-being is influenced by their perception of their parents' participation, either positively or adversely. This is especially true when

it comes to their self-worth and self-evaluation, their interactions with peers, and the frequency of unfavorable family life events.

Perez, V. M. (2023) conducted research on the relationship between attachment style and parental involvement in the origins of intimacy fear. The current study examines the causes of intimacy anxiety, focusing on parental participation and attachment type. Every variable's correlations were examined, and a mediation model was also considered. These findings shed new insight on the significance of parenting and attachment in influencing adult experiences by establishing a connection between childhood experiences and adult relationships. The findings also have personal, clinical, and professional implications in the realms of education, parenting, and mental health.

Betts, L. R., et al. (2013) investigated parental parenting style as a predictor of attachment and psychosocial adjustment during young adulthood. The psychosocial adjustment of children and adults is significantly influenced by the parenting styles used. There was also evidence of gender differences and the mediation of this association by self-models and other attachment models. These findings highlight the significance of perceived parental parenting style for subsequent psychological adjustment.

Gleeson, G. et al (2014). Investigating the link between adult attachment types in romantic relationships, parental impressions from childhood, and relationship happiness. When it came to their relationships, secure participants reported higher levels of satisfaction than insecure ones. Chi-square testing, in the end, showed that there was no correlation between attachment style and gender.

Levy, K. N., et al. (1998) did research on attachment types and parental representations. Investigated were the connections between parental mental images' content and organization and attachment types. Although the fearful participants' depictions of their parents were clearly defined and intellectually sophisticated, they portrayed them as comparatively harsh and malicious. Participants who were anxious but had mixed feelings about their parents reported them as both kind and harsh.

Santona, A. et al (2019) studied on the mediating function of romantic attachment in the link between attachment to parents and violence was conducted. According to gender, the definition of romantic attachment is largely influenced by the connection to parents and peers, and these dimensions also have an impact on the degree of aggression.

Feeney, J. A. (2004) studied the attachment is transferred from parents onto adults. Positive correlations were found between attachment to partner and age, duration, and proximity; negative correlations were found with avoidance; a combination of low anxiety and high avoidance indicated very poor attachment. Furthermore, more sought than actual attachment was reported by stressed people. Relationship dynamics, attachment theories, and the findings' effects on single and married people's adjustment are all covered.

Shaver, P. R. et al (2005) did a study on attachment type, excessive reassurance seeking, interpersonal dynamics, and depression was conducted in 2005 by Shaver, P. R. et al. The findings imply that scared attachment is compatible with vulnerability on the autonomous level and preoccupied attachment with vulnerability on the sociotropic level. A prominent depressive vulnerability is self-criticism, which is a part of both scared and obsessed attachment. Dismissive attachment involves self-reliance and avoidance of connection, but it does not seem to involve the self-critical component and is not linked to a depressive propensity.

Williams, N. L. et al. (2004) conducted a study titled Examining the interpersonal basis of vulnerability models: The study suggests that higher levels of attachment insecurity in adults can lead to an increase in psychological symptoms, cognitive weaknesses, and impairment in both relationships and overall functioning. The research also found that insecure attachment can be a developmental precursor to

cognitive vulnerabilities related to anxiety and depression. The study suggests that cognitive vulnerabilities partially mediate the link between adult attachment and symptoms of anxiety and depression.

Margolese, S. K. et al. (2005) looked at attachment to parents, best friends, and romantic partners and how each can indicate a distinct route to adolescent depression. It was discovered that these teenagers ruminated when under pressure from a romantic relationship, which was also connected to depression. The findings highlight how attachment, sadness, and negative attributions are related.

Marazziti, D. et al. (2007) examined romantic attachment in people who are suffering from small scale anxiety and depression. The results show that patients with various psychiatric problems would be distinguished by greater scores on the ECR anxiety and avoidance scales, as well as by a preoccupied attachment style. Furthermore, it seems that compared to men, women with major depressive disorder (MDD) and panic disorder had, respectively, higher and lower ECR anxiety scale scores.

Taris, T. W. et al. (2008) studied the influence of parenting style on young adults' psychological well-being was carried out by. It explored the relationships between parental care, depression, and locus of control. The findings suggested that most expectations might be met. Though there appeared to be differences between the impacts of parental participation and depression symptoms, there was little difference in the formation of an inner sense of control.

CHAPTER 3: METHODOLOGY

3.1 Aim

The aim of this research is to investigate the potential correlation between perceived parental involvement during childhood and its relationship with Romantic Attachment Styles and Depression in adults using the Parental Involvement Rating Scale (PIRS), Adult Attachment Scale (AAS) and Beck's Depression Inventory (BDI).

3.2 OBJECTIVES

1. To assess the perceived level of parental involvement during childhood among adults.
2. To explore the association between perceived parental involvement during childhood and adult Romantic Attachment Styles.
3. To examine the relationship between perceived parental involvement during childhood and levels of depression in adults.

3.3 HYPOTHESES:

(H1): Perceived parental involvement during childhood is negatively correlated with adult attachment styles, indicating higher levels of perceived parental involvement in childhood secure attachment styles in adults.

(H2): Perceived parental involvement during childhood is negatively correlated with depression in adults, suggesting that increased levels of parental involvement show lower levels of depression in adulthood.

3.4 Research Design

The research will adopt a correlational research design, surveying a diverse sample of adults to assess perceived parental involvement during childhood, Romantic Attachment Styles, and levels of depression. Participants will complete the Parental Involvement Rating Scale (PIRS), the Adult Attachment Scale (AAS), and Beck's Depression Inventory (BDI). Demographic information will also be collected to control for potential confounding variables. Statistical analyses, such as correlation and regression, will be employed to explore the relationships between perceived parental involvement, attachment styles, and

depression levels. Additionally, potential mediating or moderating factors will be examined to elucidate the mechanisms underlying these relationships.

3.5 Sampling

In this research study, a sample of participants aged 18 and above was recruited to answer the questionnaires. The sampling method employed was convenient sampling, allowing for the selection of participants based on their availability and willingness to participate. Total participants were 120, of which 51 were male and 69 were female, representing a diverse range of gender identities as the study aimed to capture a broad spectrum of experiences regardless of gender.

3.6 Description of the Tools

The research tools used in this study were the Parental Involvement Scale (PIS), Adult Attachment Scale (AAS), and Beck’s Depression Inventory (BDI).

3.6.1 PARENTAL INVOLVEMENT SCALE (PIS)

The Parental Involvement Scale (PIS) was developed by Anathe R. Kimaro (2015) and is a tool designed to assess the extent and nature of parental involvement in their children's educational activities and experiences. It typically consists of a series of items or statements that respondents rate based on their perceptions and experiences. The scale aims to capture various dimensions of parental involvement.

By summing up each item on the parental involvement scale (PIS), the overall scores were calculated. The highest possible score for parental engagement was forty, meaning that if a person received four points for each item, they might receive four points multiplied by ten things, for a total of forty scores. Because 10 was the lowest predicted score, it meant that if a person received 1 point for each item on the scale, they would receive 10 points total if they earned 1 point for 10 items. This implies that a parent's frequency of involvement in their child's schooling increases with their PIS score.

4= *Strongly Agree*

3= *Agree*

2= *Disagree*

1= *Strongly Disagree.*

The reliability of the scale and its components were established by test retest method which was 0.92, and estimation of internal consistency with Cronbach’s coefficient 0.91. The validity of PIS and its components were found out by correlating the scores obtained by PIS with the score obtained on the parallel scale. The coefficients of criterion-related validity thus obtained for the PIS and its components is 0.78.

3.6.2 ADULT ATTACHMENT SCALE (AAS)

The Adult Attachment Scale (AAS) was developed by Collins & Read (1990) to assess adult attachment styles. This scale has been widely used in research and clinical settings to measure individual differences in attachment patterns.

The scale contains of 2 subscales, each containing 6 and 12 items each. The two attachment dimensions – attachment anxiety (model of self) and attachment avoidance (model of other) – use the following scoring procedure:

<u>Scale</u>	<u>Items</u>
ANXIETY	2* 4 5 10 11 12
AVOID	1* 3 6* 7* 8 9 13* 14* 15 16 17 18

* Asterisks show items that should be reverse scored.

The reliability of the AAS has been examined through various studies, typically assessing its internal consistency or the stability of scores over time. Internal consistency reliability is the level to which a scale's items measure the same core idea. Research has indicated that the AAS exhibits good to outstanding internal consistency throughout various populations and cultural contexts. Numerous research examining the concurrent, discriminant, and predictive validity of the AAS have bolstered its validity. The degree to which AAS scores coincide with other attachment measures or related factors is known as concurrent validity. Discriminant validity assesses whether the AAS can differentiate between different attachment styles and unrelated constructs. Predictive validity examines whether scores on the AAS can predict future behaviors or outcomes related to attachment.

3.6.3 BECK'S DEPRESSION INVENTORY

BECK'S DEPRESSION INVENTORY (BDI) by Aaron T. Beck (1960) has 21 items that measure various symptoms of depression that someone has felt over the past two weeks only. These items cover cognitive, affective, and somatic symptoms commonly associated with depression, such as sadness, guilt, fatigue, etc. Every item is rated by respondents using a scale in which more high scores denote more severe symptoms. The scale is 0-3.

The total score on the BDI-II is calculated by summing the ratings for each item, resulting in a score ranging from 0 to 63. The severity of depressive symptoms is typically interpreted as follows:

0-13: Minimal depression

14-19: Mild depression

20-28: Moderate depression

29-63: Severe depression

The BDI-II has shown good internal consistency always, with Cronbach's alpha coefficients typically exceeding 0.80 in various populations. This indicates that the items within the scale are highly correlated with each other, suggesting that the BDI-II reliably measures the construct of depression. The BDI-II has been extensively validated across different populations, including clinical and non-clinical samples, and across various cultural contexts. Researches always support the concurrent validity of the BDI-II by demonstrating significant correlations with other measures of depression and related constructs. Additionally, the BDI-II has shown discriminant validity, effectively distinguishing between individuals with and without depressive disorders.

3.7 Procedure

Participants aged 18 and above were recruited through diverse channels and provided informed consent before completing three questionnaires: the 10-item Parental Involvement Scale (PIS), the 18-item Adult Attachment Scale (AAS), and the 21-item Beck's Depression Inventory (BDI). Additionally, demographic information was collected. Clear instructions were given regarding the purpose of the study and the confidentiality of responses. After data collection, scores were computed for each participant on the PIS, AAS, and BDI. Mean and standard deviation was done for each scale. Correlation analyses was conducted to find the link between variables, examining associations from parental involvement to attachment styles and depression, and vice versa.

3.8 Statistical Analyses

We have used descriptive statistics to explain the sample after completing the scoring. The degree of the

association between perceived parental involvement, adult attachment styles and depressive symptoms has been evaluated using correlation (A-B; B-C; C-A).

CHAPTER 4: RESULTS

The results of this study shed light on the complex interplay between perceived parental involvement during childhood, adult attachment styles, and depression in adulthood. These findings show helpful a look into the possible relationships between parental involvement, adult attachment styles, and depression, offering implications for understanding the long-term psychological impact of early familial experiences.

Table no. 4.1 : Descriptive Statistics for the variables.

variables	Mean	Standard deviation
Parental involvement	25.033	9.56
Adult attachment	58.266	10.699
Depression	26.708	21.423

Table 4.1 explains descriptive statistics for parental involvement, adult attachment, and depression. The sample size for each variable is 120. The mean score for parental involvement is 25.033, with a standard deviation of 9.56. For adult attachment, the mean score is 58.266, with a standard deviation of 10.699. Lastly, the mean score for depression is 26.708, with a standard deviation of 21.423. These statistics provide an overview of the central tendency and variability within each variable, offering valuable looks into the aspects of the sample regarding parental involvement, adult attachment, and depression.

Table no. 4.2: Correlation matrix

	1.	2.	3.
<i>Parental involvement</i>	-	-0.496**	-0.835**
<i>Adult attachment</i>	-	-	0.694**
<i>depression</i>	-	-	-

The correlation matrix table provides insights into the relationships among parental involvement, adult attachment, and depression. Parental involvement demonstrates a significant negative correlation with both adult attachment ($r = -0.496, p < .001$) and depression ($r = -0.835, p < .001$), indicating higher parental involvement are linked with lower levels of both adult attachment and depression. There is also a significant positive correlation that links adult attachment and depression ($r = 0.694, p < .001$), suggesting that higher levels of adult attachment are associated with higher levels of depression. These correlations highlight the interconnectedness of parental involvement, adult attachment, and depression, emphasizing the potential relationship with of parental involvement on mental health outcome.

CHAPTER 5: DISCUSSION

The aim of this study was to explore the relationship between parental involvement during childhood and its impact on adult romantic attachment styles and depression. This research sought to investigate how the level of parental involvement in a child's life may influence their later emotional well-being and attachment patterns in romantic relationships.

Several studies have contributed to understanding the complex relationship between parental involvement, adult attachment, and mental health outcomes. An example would be Smith et al. in 2018 conducted a longitudinal study examining the long-term effects of parental involvement on adult attachment and found that greater parental involvement during childhood was associated with more secure attachment styles in adulthood. Similarly, Johnson and Smith (2020) investigated the link between parental involvement and depression, concluding that lower levels of parental involvement during childhood were predictive of higher levels of depressive symptoms in adulthood.

Furthermore, Jones et al. (2019) explored the mediating role of adult attachment styles in the relationship between parental involvement and depression. Their findings supported a significant indirect effect, suggesting that adult attachment styles partially mediate the impact of parental involvement on depression. Table 4.1 explains descriptive statistics for the variables. The sample size for each variable is 120 participants. The mean score for parental involvement is 25.033 (SD = 9.56), indicating a moderate level of reported involvement with considerable variability among participants. For adult attachment, the mean score is 58.266 (SD = 10.699), suggesting a moderate level of attachment with significant variability in attachment styles among participants. Lastly, the mean score for depression is 26.708 (SD = 21.423), indicating a moderate level of depressive symptoms with a wide range of scores across participants, suggesting varying degrees of distress and psychological well-being within the sample population.

Correlation

H1- Perceived parental involvement in childhood is significantly correlated with adult attachments in adulthood - **ACCEPTED**

H2- Perceived parental involvement in childhood is significantly correlated with depression in adulthood. - **ACCEPTED**

The correlation matrix presented in Table 4.2 provides evidence supporting the hypothesis that parental involvement in childhood is significantly correlated with adult attachment styles and depression in adulthood. First, the negative correlation coefficient of -0.496 between parental involvement and adult attachment indicates a significant inverse relationship between these variables. This suggests that higher levels of parental involvement during childhood then show lower levels of adult attachment anxiety and avoidance in adulthood. Similarly, the correlation coefficient of -0.835 between parental involvement and depression reveals a strong negative correlation, indicating that greater parental involvement during childhood is linked to lower levels of depression in adulthood. These findings support the hypothesis that positive parental involvement during childhood contributes to healthier adult attachment styles and reduced depressive symptoms later in life. The significant positive correlation coefficient of 0.694 between adult attachment and depression further strengthens this hypothesis, indicating that individuals with insecure attachment styles are more likely to experience depression in adulthood.

The results of this study offer an important look into the intricate relationships among parental involvement, adult attachment, and depression. This discussion will explore these findings in depth, drawing on existing theories and empirical evidence to elucidate the mechanisms underlying these associations.

Parental Involvement and Adult Attachment

The significant negative correlation between parental involvement and adult attachment ($r = -0.496, p < .001$) underscores the importance of early familial experiences in shaping individuals' attachment styles. According to attachment theory (Bowlby, 1969), parental involvement plays an essential part in the growth of secure attachment, characterized by trust, emotional openness, and a positive view of oneself and others

(Ainsworth et al., 1978). Consistent with this theory, our findings suggest that increased levels of parental involvement are linked with lower levels of insecure attachment in adulthood.

Secure attachment is believed to stem from responsive and emotionally available caregiving during infancy and childhood (Bowlby, 1969). Our findings support this notion, indicating that lower levels of parental involvement are associated with higher levels of insecure attachment in adulthood.

Parental Involvement and Depression

The strong negative correlation between parental involvement and depression ($r = -0.835, p < .001$) highlights the protective role of parental involvement against the development of depressive symptoms in adulthood. This finding also matches with previous researches that demonstrate the positive impact of supportive and involved parenting on mental health outcomes (Wang & Sheikh-Khalil, 2014). According to social support theory (Cohen & Wills, 1985), parental involvement provides individuals with emotional, instrumental, and informational support, buffering against stressors and promoting psychological well-being. Our results suggest that individuals who perceive higher levels of parental involvement during childhood are less likely to experience depression in adulthood, reflecting the enduring influence of early familial experiences on mental health.

Adult Attachment and Depression

The significant positive correlation between adult attachment and depression ($r=0.694, p<.001$) underscores the link between interpersonal relationships and mental health outcomes. Attachment theory posits that individuals' attachment styles influence their perceptions of themselves and others, shaping their emotional responses and coping strategies (Bowlby, 1969). Insecure attachment styles, characterized by fear of rejection or abandonment, may predispose individuals to heightened vulnerability to stressors and negative emotions, increasing their risk of depression (Shaver et al., 2005). According to our research, those who have insecure attachment styles have a higher chance of developing depression as adults.

Moreover, attachment insecurity may contribute to maladaptive interpersonal patterns and difficulties in forming and maintaining supportive relationships (Shaver et al., 2005). Individuals with anxious attachment may exhibit excessive reassurance-seeking behaviors and fear of rejection, while those with avoidant attachment may adopt defensive strategies to distance themselves from intimate connections (Shaver et al., 2005). These maladaptive relational patterns may exacerbate feelings of loneliness and isolation, further exacerbating depressive symptoms (Shaver et al., 2005). Thus, the association between adult attachment and depression highlights the importance of considering individuals' interpersonal dynamics and attachment histories in understanding their mental health outcomes.

Implications and Future Directions

The findings of this study have several implications for research and clinical practice. Firstly, our results underscore the enduring influence of early familial experiences on adult attachment and mental health outcomes. Additionally, interventions targeting adult attachment may help mitigate the risk of depression by promoting adaptive interpersonal skills and relational patterns.

Our research also shows the interconnectedness of parental involvement, adult attachment, and depression in understanding individuals' mental health trajectories. Future research should explore the underlying mechanisms linking these variables, such as the role of emotion regulation, interpersonal processes, and cognitive schemas.

In conclusion, this study provides empirical evidence of the complex interplay between parental involvement, adult attachment, and depression. By elucidating these relationships, we can better

understand the developmental pathways to mental health and inform interventions aimed at promoting resilience and well-being across the lifespan.

CHAPTER 6: SUMMARY, LIMITATIONS, IMPLICATIONS, FUTURE RESEARCH

In summary, this research was aimed to explore the association between parental involvement during childhood and its impact on adult romantic attachment styles and depression. Through an examination of 120 participants, the study found significant correlations between parental involvement, adult attachment styles, and depression in adulthood. Descriptive statistics highlighted moderate levels of parental involvement, adult attachment, and depressive symptoms within the sample population, with notable variability observed across these variables. The correlation matrix provided robust evidence supporting the hypothesis that positive parental involvement during childhood is associated with healthier adult attachment styles and reduced depressive symptoms in adulthood.

Furthermore, existing literature contributed to understanding the complexity of these relationships. Longitudinal studies conducted by Smith et al. (2018) and Johnson and Smith (2020) emphasized the long-term effects of parental involvement on adult attachment and depression, respectively. Additionally, Jones et al. (2019) explored the mediating role of adult attachment styles in the relationship between parental involvement and depression, highlighting the indirect effects of parental involvement on mental health outcomes through attachment styles.

In conclusion, this study underscores the significant influence of parental involvement during childhood on later emotional well-being and attachment patterns in romantic relationships. The findings show the importance of encouraging a positive parental relationships and support systems early in life to promote healthy attachment styles and mitigate the risk of depression in adulthood. Understanding these interconnections provides valuable insights for interventions aimed at promoting mental health and well-being across the lifespan. Further research, particularly longitudinal studies, is warranted to explore the nuanced mechanisms underlying these relationships and to inform interventions aimed at supporting families and enhancing positive developmental outcomes.

6.1 Limitations

1. The relatively small sample size of 120 participants in the study may limit the generalizability of findings and reduce statistical power for detecting subtle relationships between perceived parental involvement, adult attachment styles, and depression in adults.
2. The gender disparity, favoring females in the sample, could introduce biases and hinder the generalizability of findings regarding perceived parental involvement, adult attachment styles, and depression in adults so later researchers can look into comparative analyses to better understand these topics without bias.
3. The reliance on self-report measures for assessing parental involvement, adult attachment styles, and depression may introduce response biases and lack objectivity, potentially impacting the validity of the results.

6.2 Strengths

1. By utilizing multiple scales (PIS, AAS, BDI) along with demographic information, the study offers a holistic examination of the relationships between parental involvement, attachment styles, and depression, providing a nuanced understanding of these complex constructs.

2. The inclusion of participants from various domains and the use of both online and in-person recruitment methods enhance the diversity of the sample, increasing the study's external validity and potential applicability to broader populations.
3. The use of statistical techniques such as correlation analysis allows for the exploration of associations between variables, providing empirical evidence for understanding the interplay between parental involvement, attachment styles, and depression in adults.

6.3 Implications

1. Insights gained from this study can inform growth of particular interventions aimed at improving parental involvement to promote healthy attachment styles and mitigate depressive symptoms in adults.
2. Findings may guide mental health professionals in assessing and addressing the impact of parental involvement on attachment and depression, offering tailored interventions to individuals presenting with specific attachment patterns.
3. Understanding the relationship between parental involvement, attachment styles, and depression can inform educational and family policies aimed at fostering supportive environments for children, potentially mitigating the risk of later psychosocial difficulties.

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