

AN ABSTRACT OF THE THESIS OF

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Title: The Relationship Between Parenting Styles and  
Parental Attachment: First Year College Students

Abstract approved by: 

The purpose of this study was to investigate the relationship between parenting style and perceived parental attachment in first year college students. The sample consisted of 64 traditional, freshman volunteers (17 males and 47 females) who were 18 to 19 years of age with their natural mother and natural father still together, had completed high school in the past calendar year, and were enrolled in undergraduate psychology courses at a midwestern regional state university. Participants completed a demographic questionnaire, two forms of the Parental Authority Questionnaire (PAQ; Buri, Louiselle, Misukanis, & Mueller, 1988), one for each parent, and the Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987).

Utilizing responses from both parent forms of the PAQ and the IPPA, separate multiple regression analyses were performed for mother-adolescent and father-adolescent questionnaires, respectively. The three parenting style subscale scores (Authoritativeness, Authoritarianism, and Permissiveness) were used as predictor variables, while the criterion variable was the level of attachment.

For mothers, multiple regression analysis revealed 56% of the variance of attachment was accounted for by overall parenting style,  $F(2, 61) = 25.05, p < .001$ . For fathers, analysis revealed 36% of the variance of attachment was accounted for by overall parenting style,  $F(2, 61) = 11.48, p < .001$ . Examination of the data revealed that use of the authoritative parenting style was associated with higher levels of attachment to both the mother and father. In contrast, those participants raised with an authoritarian parenting style noted a much lower attachment, thus showing a direct inverse relationship. Finally, while a slight correlation was noted when analyzing permissiveness separately with attachment, the relationship between these two variables was nonsignificant when all parenting styles were considered simultaneously.

The significant relationship between authoritative parenting and high attachment suggests the importance of authoritative parenting beyond childhood. The need for recognition of low parental attachment due to authoritarian parenting should also be noted. Further research with the adolescent age group is warranted to investigate these findings.

THE RELATIONSHIP BETWEEN PARENTING STYLES  
AND PARENTAL ATTACHMENT:  
FIRST YEAR COLLEGE STUDENTS

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A Thesis

Presented to

the Division of Psychology and Special Education

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

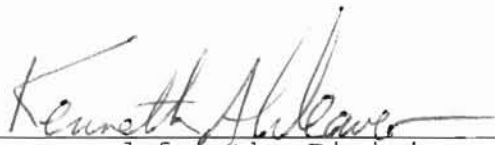
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by

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Thesis  
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Approved for the Division of  
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TABLE OF CONTENTS

	PAGE
LIST OF TABLES.....	i
LIST OF APPENDICES.....	ii
ACKNOWLEDGEMENTS.....	iii
CHAPTER	
1. INTRODUCTION.....	1
Attachment.....	2
Parenting Styles.....	4
Attachment Research with College Populations.....	5
Effects of Parenting Style on Late Adolescents.....	6
Hypotheses of this Study.....	7
2. METHOD.....	9
Participants and Sampling Procedure.....	9
Measures.....	9
Procedure.....	11
3. RESULTS.....	13
4. DISCUSSION.....	18
REFERENCES.....	23
APPENDICES.....	28

## LIST OF TABLES

TABLE		PAGE
1.	Descriptive Statistics for Parental Authority Questionnaire and Inventory of Parent and Peer Attachment.....	14
2.	Intercorrelations Between Predictor and Criterion Variables for Mother and Father.....	15
3.	Regression Analysis of Mother and Father Parenting Style and Attachment.....	16

## LIST OF APPENDICES

APPENDIX	PAGE
A. DEMOGRAPHIC QUESTIONNAIRE.....	30
B. PARENTAL AUTHORITY QUESTIONNAIRE.....	32
C. INVENTORY OF PARENT AND PEER ATTACHMENT.....	36
D. INFORMED CONSENT DOCUMENT.....	41
E. DEBRIEFING FORM.....	43

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## CHAPTER ONE

### Introduction

Attachment is a relatively permanent bond between parents and children that influences various aspects of one's life. Attachments provide the secure base from which individuals can explore and gain information about their environment (Bowlby, 1979). In addition, the type of attachment formed with a caregiver is duplicated when individuals relate to others. Therefore, these childhood bonds affect the type of connections one develops later through friendships, romantic affiliations, and personal parenting style (DeAngelis, 1994).

Emotional and behavioral problems are reportedly influenced by the repercussions of dysfunctional families and parent interactions. Guidano and Liotti (1983) have associated agoraphobia, depression, eating disorders, and obsessive-compulsive disorders with insecure attachments. Determination of a possible cause of differences in the development of parent-child attachment is essential.

Parenting techniques, while relatively stable within families and over time, can change during transition stages. For example, separation from one's family when leaving for college represents a significant transition in a late adolescent's life. The quality and type of parental ties during this stage of change can influence the adolescent's autonomy, independence (Arnstein, 1980; Chickering, 1969),

and relationships with significant others. If parenting styles cause different attachments, parents could learn and practice the beneficial types of parenting, resulting in closer attachments and healthier children.

This study examined the relationship between parenting styles experienced by first-year college students and their existing parent-child attachments. The type of parenting style predicted the present attachment type in both father-adolescent and mother-adolescent relationships.

### Attachment

Bowlby (1977) defined attachment as "the propensity of human beings to make strong affectional bonds to particular others" (p. 201). Infants' level of security in this bond will determine their desire to explore their surrounding environment. Insecurity or failure to develop secure attachment negatively affects children's perception of themselves, others, and the environment (Bowlby, 1982, 1988).

Measuring the quality of responsiveness between infant and caregiver, Ainsworth, Blehar, Waters, and Wall (1978) qualified attachments as secure (deriving comfort and confidence from the caregiver), avoidant (aversion to the caregiver), or anxious-ambivalent (some attachment mixed with protest and anger). Ainsworth et al. observed infants' behaviors with strangers, the primary caregiver, combinations of these, or alone. Securely attached infants

used the caregivers, usually one's mother, as a secure base from which to explore and, if distressed, sought out the caregiver for comfort. Ainsworth et al. noted that infants with avoidant behaviors tended to exhibit what Bowlby originally classified as detachment, avoiding interaction with the caregiver throughout the observation time and not showing distress when separated from her. They also recognized that anxious-ambivalent infants exhibited what Bowlby initially called protest behaviors, becoming extremely anxious when separated and avoidant when reunited.

Main and Cassidy (1988) indicated attachment classification in infancy was highly correlated with attachment at age 6. Cassidy (1988) also rated securely attached six year olds higher on self-esteem and affect relationship than insecurely (avoidant and anxious-ambivalent) attached individuals.

In order to assess attachment during adolescence, Kobak and Sceery (1988) grouped late adolescents into secure, dismissing, and preoccupied categories. Those in the secure group were found to be less distressed and more supported by others. Those in the dismissing group reported feeling more distanced from others. Individuals in the preoccupied group reported high levels of stress but also had higher levels of familial support.

Ainsworth (1985) and Sroufe and Waters (1977) have suggested that attachment development continues throughout

life by describing complex and flexible attachment behaviors that can serve several functions (e.g., security seeking, caregiving) that change with age. These attachment behaviors, according to Sroufe and Waters, are ultimately a felt security from which a person gains confidence with others.

Throughout life, healthy attachments lessen stress, heighten self-esteem, and build confidence within romantic relationships. Therefore, the factors affecting the healthiness of attachment need to be well understood.

### Parenting Styles

Children's socialization is influenced by various parent and child variables. Psychodynamic researchers (Darling & Steinberg, 1993) assessed a child's psychosexual, psychosocial, and personality development, and the influence of the parent-child emotional relationship on this development. These theorists believed differences in the emotional relationship result from parental attitudes toward autonomy granting, ignoring, punitiveness, strictness, use of fear to control, and expressions of affection. In contrast, Sears, Maccoby, and Levin (as cited in Darling & Steinberg, 1993) note that behavioral and social learning perspectives focus on parental behaviors in order to identify parenting styles. In this approach, differences evident in children's development were reflective of the parenting styles used with those children. Factors

addressed within parenting style by these researchers included use of physical punishment, rules for chores, and regulation of aggression.

Baumrind (1967, 1971) identified control as the main parenting function and delineated among (1) authoritarian, (2) authoritative, and (3) permissive prototypes. The way parents employ authority affects how other factors such as maturity demands and communication are utilized. Baumrind carefully linked parenting style to the attributes of the parents, not to qualities of the parent-child relationship in general.

Maccoby and Martin (1983) narrowed Baumrind's model by categorizing parenting style along two rather than three dimensions: demandingness or the quantity and type of demands made by the parents, and responsiveness or parental reinforcement of children's activities. They also expanded the parenting categories to four, rather than three. Authoritative parents are high in both demandingness and responsiveness, authoritarian parents are high in demandingness but low in responsiveness, indulgent parents are highly responsive but undemanding, and neglectful parents are low in both dimensions.

#### Attachment Research with College Populations

Attachment figures can foster security for individuals in anxiety-ridden or crisis situations (Weiss, 1986). While assuming parental attachments should decrease while striving

for autonomy and independence during the adolescent years, Kenny (1990) maintains that stable parental attachment promotes self-reliance. Supporting this perspective is Kenny's (1987) study that found first year female college students reporting a high level of parental attachment and a high level of assertiveness, both characteristics of high self-reliance.

In support of Kenny's (1990) research, Bell, Avery, Jenkins, Feld, and Schoenrock (1985) found first year college students reporting a high level of parental closeness scored higher on social competence measures. In addition, college students with higher levels of parental attachment report higher self-esteem, better life satisfaction, greater career maturity, superior college adjustment, and a stronger sense of personal and social identity (see Bradford & Lyddon, 1993). A central consideration, therefore, is the influences in developing this attachment during earlier childhood and adolescent years.

#### Effects of Parenting Style on Late Adolescents

Various patterns of adolescent maturation in academic achievement and psychosocial situations have been recognized. Dornbusch, Ritter, Liederman, Roberts, and Fraleigh (1987) and Steinberg, Elmen, and Mounts (1989) report adolescents benefit least from permissive and authoritarian parenting and most from authoritative

parenting styles. Baumrind (1991) in a longitudinal study of 124 families reported adolescents reared with an authoritative style of parenting were most likely to be competent and engage in prosocial behaviors and less likely to internalize problems and use drugs. In contrast, authoritarian parents produced less competent and prosocial children. However, authoritarian-parented adolescents did not display many behavioral problems such as drug use. Adolescents from indulgent families appeared equally as competent and prosocial as those from authoritative families but were much more likely to use drugs. Those adolescents raised by neglectful parents were least competent and prosocial and most prone to behavioral difficulties. Lamborn, Mounts, Steinberg, and Dornbusch (1991) duplicated these results through self-reports of approximately 10,000 high school students.

Due to the differences in parent-adolescent relationships, Kenny (1990) suggests further research needs to address family systems and attachment. Which aspects of parenting and parent-adolescent relationships are adaptive or maladaptive also require further elaboration. Therefore, the current study attempted to measure the attachments adolescents develop as a result of their parents' parenting style. The parenting style utilized with adolescents during their upbringing was hypothesized to predict the degree of attachment in the parent-adolescent relationship during the

transitional time of leaving home to start college. More specifically, adolescents raised with an authoritative parenting style were expected to report a higher level of parental attachment than those raised in other parenting situations, and adolescents raised with a permissive parenting style were expected to report a lower level of parental attachment than those raised in other parenting situations. No specific predictions were made about the effects of authoritarian parenting style due to the uncertainty of the type of attachment formed. With authoritarian parenting, an attachment level possibly could be measured, but the healthiness of the attachment, due to it resulting from either possible dependence on the parental figures or fear of authority, could not be determined. Therefore, this determination was not made.



## CHAPTER TWO

### Method

#### Participants and Sampling Procedure

The target population for the research study included all traditional undergraduate freshman whose biological parents were still married. Sixty-four traditional, freshman volunteers (17 males and 47 females) who were 18 to 19 years of age, living at home ( $n = 14$ ) or away from home ( $n = 50$ ), and in undergraduate psychology courses at a midwestern regional state university, and had both natural parents still together and completed high school in the past calendar year participated. The participants were members of an undergraduate research pool and received extra credit for their involvement.

#### Measures

Demographic Questionnaire. A demographic questionnaire (see Appendix A) was presented in order to obtain necessary information about the participants. The following information was requested: academic level, age, gender, parents' marital status (married, separated, divorced, widowed), and living arrangement (at home or away from home).

Parental Authority Questionnaire. The Parental Authority Questionnaire (PAQ; Buri, Louiselle, Misukanis, & Mueller, 1988) (see Appendix B), based on Baumrind's (1971) three prototypes of parenting, was used to record

participants' perceptions of parents as authoritative, authoritarian, or permissive. The instrument consists of 10 authoritative, 10 authoritarian, and 10 permissive five-point Likert statements. The Likert scale responses range from strongly disagree (1) to strongly agree (5). Each item in the PAQ is stated from the perspective of individuals evaluating their parents. Two forms for the PAQ were utilized to evaluate the perceived styles of the father and mother, respectively. Both forms of the PAQ generate six separate scores: mother's authoritativeness, mother's authoritarianism, mother's permissiveness, father's authoritativeness, father's authoritarianism, and father's permissiveness. Scores on each subscale can range from 10 to 50, with a higher score indicating a greater level of the particular parenting style. Test-retest reliabilities of at least .77 have been reported (Buri, 1989) for all six individual scales. Cronbach alphas, measuring internal consistency of the instrument's scales, have been reported by Buri at .74 or greater.

Inventory of Parent and Peer Attachment. The Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987) (see Appendix C) is a three-part, 75-item self-report measure utilizing a five-point Likert scale. The Likert scale responses range from 1 (almost never or never true) to 5 (almost always or always true). Participants indicated how each statement described their relationship with their

mother (Part I), their father (Part II), and their peers (Part III). Calculating an attachment score requires reverse-scoring specific items and then summing the 25 items in each part. Scores on each part can range from 25 to 125, with a higher score indicating a higher level of attachment to the specified parent or peer. The three resulting scores reveal the relative degree of attachment security felt by participants. Test-retest reliabilities reported for the IPPA range from .86 to .93 for late adolescents (Armsden & Greenberg, 1987). Armsden and Greenberg also cite supporting construct and criterion-related validities. All norming data on the IPPA were based on samples of adolescents and college students ages 16 to 21 years.

#### Procedure

All volunteers completed and signed a consent form (see Appendix D) confirming their understanding of the research process and their privilege to discontinue without penalty. Other than the informed consent signature, no names or identifying information were collected. Questionnaire packets were individually distributed. The experimenter instructed participants to follow specific directions printed on each questionnaire and to record their responses on the provided scan sheet. They then completed a demographic questionnaire, the Parental Authority Questionnaire (PAQ; Buri et al., 1988), form A, for the perceived relationship with their mothers and form B, for

the perceived relationship with their fathers, and the Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987).

Questionnaires were presented in alternating sequences in each packet to counterbalance sequence effects. Testing lasted approximately 30 minutes. Following the data collection, participants placed materials in a sealed envelope until analysis. A concise debriefing form was provided to participants upon completion of the questionnaire packet (see Appendix E).

## CHAPTER THREE

## Results

In the present study, 64 participants from intact families rated the perceived parenting style of their parents on the Parental Authority Questionnaire (PAQ; Buri et al., 1988) and their parental attachment level on the Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987) for both mother and father. Means and standard deviations for the PAQ and the IPPA for each parent are presented in Table 1. The attachment means for mothers ( $M = 99.78$ ) and fathers ( $M = 90.69$ ) significantly differed,  $t(63) = 3.79$ ,  $p < .001$ , consistent with Armsden and Greenberg's (1987) result of greater attachment to the mother.

Utilizing responses from both parent forms of the PAQ and the IPPA, separate multiple regression analyses were performed for mother-adolescent and father-adolescent questionnaires, respectively. The scores from the three subscales of the PAQ were used as predictor variables, while the criterion variable was the level of attachment. A .05 significance level was utilized. The intercorrelations among the variables, for mother and father separately, are presented in Tables 2 and 3, respectively. As hypothesized, higher attachment was positively correlated with both authoritative and permissive parenting styles. While not specifically predicted, the negative correlation of

Table 1

Descriptive Statistics for Parental Authority Questionnaire  
and Inventory of Parent and Peer Attachment

Variables	Mean	Standard Deviation
Mother		
Parental Authority		
Authoritativeness	36.94	5.95
Authoritarianism	28.37	6.78
Permissiveness	24.49	5.49
Attachment	99.70	18.24
Father		
Parental Authority		
Authoritativeness	34.00	7.40
Authoritarianism	31.72	7.31
Permissiveness	24.49	6.37
Attachment	90.69	18.24

Table 2

Intercorrelations Between Predictor and Criterion Variables  
for Mother and Father

Variables	Attachment	Authorita- tiveness	Authori- tarianism
Mother			
Authoritativensess	.657***		
Authoritarianism	-.483***	-.207	
Permissiveness	.220*	.320**	-.238*
Father			
Authoritativensess	.532***		
Authoritarianism	-.368***	-.213*	
Permissiveness	.360**	.422***	-.196

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 3

## Regression Analysis of Mother and Father Parenting Style and Attachment

Variables	Beta	t
Mother		
Authoritativeness	.599	6.51***
Authoritarianism	-.373	-4.15***
Permissiveness	-.060	-.649
Father		
Authoritativeness	.422	3.68***
Authoritarianism	-.252	-2.38*
Permissiveness	.133	1.16

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .



authoritarian parenting style with attachment level should be noted. Correlations were significant at the .05 level.

Multiple regression analyses were computed to test the proposed hypotheses for all parenting styles. For mothers, analysis revealed 56% of the variance of attachment was accounted for by overall parenting style,  $F(2, 61) = 25.05$ ,  $p < .001$ . For fathers, analysis revealed 36% of the variance of attachment was accounted for by overall parenting style,  $F(2, 61) = 11.48$ ,  $p < .001$ .

When interpreting the significance of the parenting styles in the regression analyses, a noticeable pattern emerged for both the mother and the father (see Table 3). Examination of the data revealed that use of the authoritative parenting style was associated with higher levels of attachment with both the mother and father. In contrast, those participants raised with an authoritarian parenting style noted a much lower attachment, thus showing a direct inverse relationship. Finally, while a slight correlation was noted when analyzing permissiveness separately with attachment, the relationship between these two variables was nonsignificant when all parenting styles were considered simultaneously.

## CHAPTER FOUR

## Discussion

Parenting style as measured by the Parental Authority Questionnaire (PAQ; Buri et al., 1988) predicted the attachment level in first year college students. While the hypothesis that those from authoritative homes should report higher levels of attachment was confirmed, no support was found for the hypothesis that a low level of attachment can be predicted from permissive parenting. Rather, the results of this study produce no connection between permissive parenting and attachment. However, the unpredicted inverse relationship of authoritarian parenting style and level of attachment should be noted.

Although Baumrind (1991) and Lamborn et al. (1991) agree upon the positive effects of authoritative parenting, only Hauser, Powers, and Noam (1991) connect parenting style and attachment by proposing families in which adolescents and parents listen to and are emotionally available for each other provide important ingredients for healthy attachments. The direct relationship of parenting style and attachment, using a measure of trust, communication, and alienation such as in the PAQ has not been reported however. The present study provides clear evidence of positive effects of authoritative parenting on attachment and, conversely, negative effects of authoritarian parenting on attachment level.

Implications of this research include the need for recognition of the importance of the authoritative parenting style in the development of healthy attachments beyond childhood. Promoting the authoritative prototype is needed. Authoritative parenting is important because it results in competence, confidence in one's own abilities, prosocialness, better developmental progress (Baumrind, 1991; Lamborn et al., 1991) and according to the results of this study, a high attachment level. Higher attachment fosters better mental health, higher self-esteem, more stable relationships, and a promise of better future parenting (DeAngelis, 1994; Guidano & Liotti, 1983; Kobak & Sceery, 1988).

Baumrind and Lamborn et al. have cited positive aspects of authoritarian parenting such as obedience, a smaller likelihood of engaging in deviant activities, and higher school achievement. However, negative traits have also been reported for this obedient and somewhat conforming group of young adults, including low self-confidence, low self-reliance, and low self-perceptions in social and academic activities. Now low level of parental attachment, not reported previously, should be added. The lack of research involving parenting style and attachment specifically in college freshman might account for this factor's absence in the literature. In addition, adolescents may actively detach from their authoritarian

upbringing, where little freedom is granted, in order supposedly to achieve their goal of autonomy and independence.

Since the population studied is freshman college students, the lower attachment associated with the authoritarian parenting style may actually be a positive sign of emotional autonomy and psychosocial health. Lamborn et al. (1991) argue that while some detachment from parents while attending college is expected, those who maintain a strong parental attachment function at a higher level than those who do not. Overall, autonomy combined with positive family bonds, presumably high attachment, is what characterizes healthy psychosocial development (Hill, Holmbeck, Marlow, Green, & Lynch, 1985; Sullivan & Sullivan, 1980).

The absence of support for the hypothesis that permissive parenting would predict a low level of attachment may be due to two types of permissiveness noted by Maccoby and Martin (1983). Since the permissive prototype includes parents who could be both permissive indulgent (allowing adolescents free reign of choices without maturity demands and with some nurturance) or permissive neglectful (giving no direction, maturity demands, or nurturance), attachment results could be mixed. Some adolescents raised in the general category of permissive parenting could form somewhat healthy attachments while others form unhealthy ones. This

is more likely when taking into consideration the components measured by the PAQ that include trust, communication, and alienation. Those from permissive indulgent families could score higher in these areas, while those from permissive, neglectful families could score lower, thus negating any overall effect. However, the PAQ did not measure these two subtypes, making this analysis impossible.

An additional limitation of this study is the possibility of each parent having a dissimilar parenting style. Buri et al. (1988) report self-esteem is highest in those persons with authoritative parents while self-esteem is lowest in children with authoritarian parents. Assessing the effect of dissimilar parenting styles on attachment is an important issue for future research.

Although obtaining data from parents, particularly to confirm parenting styles, would have been helpful, the study focused on the participants' self-report data. However, Steinberg, Lamborn, Dornbusch, and Darling (1992) argue adolescent perceptions regarding parental practices may be more accurate as parents respond in socially desirable ways. In addition, adolescents' perceptions influence aspects of their own psychosocial processes, including family relations.

Further research needs to replicate and explore the significance of the connection between lower attachment level and the authoritarian parenting style. Whether one

parenting style can override another in attachment formation should also be investigated. The possible differences in attachment formation due to the two types of permissiveness, rather than the global permissiveness, needs to be addressed. In addition, addressing the differences of parenting style and attachment at different adolescent ages is of importance. Finally, the present study included only those from intact families. Further research is needed to ascertain the relationship of parenting style and attachment in single-parent families.

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APPENDIX A  
DEMOGRAPHIC QUESTIONNAIRE

## Demographic Questionnaire

Please fill in the following answers that apply to you or your family on the scan sheet.

1. Academic Level: A=Freshman

B=Other

2. Age: A=18

B=19

3. Gender: A=Male

B=Female

4. Parents' Marital Status: A=Married

B=Separated

C=Divorced

D=Widowed

5. Current Living Arrangement: A=At home

B=Away from home

APPENDIX B  
PARENTAL AUTHORITY QUESTIONNAIRE

Parental Authority Questionnaire (PAQ)  
Form A

Instructions: For each of the following statements, fill in the number on the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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1	2	3	4	5
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1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.
2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.
6. My mother has always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.
7. As I was growing up, my mother did not allow me to question any decision she had made.
8. As I was growing up, my mother directed the activities and decisions of the children in the family through reasoning and discipline.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

1

2

3

4

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9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to be.

10. As I was growing up, my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.

11. As I was growing up, I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.

12. My mother felt that wise parents should teach their children early just who is boss in the family.

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.

14. Most of the time as I was growing up, my mother did what the children in the family wanted when making family decisions.

15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.

16. As I was growing up, my mother would get very upset if I tried to disagree with her.

17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.

18. As I was growing up, my mother let me know what behaviors she expected of me, and if I didn't meet those expectations, she punished me.

19. As I was growing up, my mother allowed me to decide most things for myself without a lot of direction from her.

20. As I was growing up, my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.



Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

1

2

3

4

5

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.

22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.

23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.

24. As I was growing up, my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

26. As I was growing up, my mother often told me exactly what she wanted me to do and how she expected me to do it.

27. As I was growing up, my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.

28. As I was growing up, my mother did not direct the behaviors, activities, and desires of the children in the family.

29. As I was growing up, I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.

Note. In Form B, "mother" is replaced with "father" in all statements.

APPENDIX C  
INVENTORY OF PARENT AND PEER ATTACHMENT

Inventory for Parent and Peer Attachment (IPPA)  
Part I

Instructions: Each of the following statements asks about your feeling about your mother or the woman who has acted as your mother. If you have more than one person acting as your mother (e.g. a natural mother and a step-mother) answer the questions for the one you feel has most influenced you. For each of the following statements, fill in the number corresponding to the 5-point scale (1 = almost never or never true, 5 = almost always or always true), on the scan sheet, that best describes how that statement applies to you and that person.

Almost Never or Never True	Not Very Often	Sometimes True	Often True	Almost Always or Always True
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1	2	3	4	5
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1. My mother respects my feelings.
2. I feel my mother does a good job as my mother.
3. I wish I had a different mother.
4. My mother accepts me as I am.
5. I like to get my mother's point of view on things I'm concerned about.
6. I feel it's no use letting my feelings show around my mother.
7. My mother can tell when I'm upset about something.
8. Talking over my problems with my mother makes me feel ashamed or foolish.
9. My mother expects too much from me.
10. I get upset easily around my mother.
11. I get upset a lot more than my mother knows about.
12. When we discuss things, my mother cares about my point of view.

Almost Never or Never True	Not Very Often	Sometimes True	Often True	Almost Always or Always True
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13. My mother trusts my judgment.
14. My mother has her own problems, so I don't bother her with mine.
15. My mother helps me to understand myself better.
16. I tell my mother about my problems and troubles.
17. I feel angry with my mother.
18. I don't get much attention from my mother.
19. My mother helps me to talk about my difficulties.
20. My mother understands me.
21. When I am angry about something, my mother tries to be understanding.
22. I trust my mother.
23. My mother doesn't understand what I'm going through these days.
24. I can count on my mother when I need to get something of my chest.
25. If my mother knows something is bothering me, she asks me about it.

Note. In Part II, "mother" is replaced with "father" in all statements.

Inventory for Parent and Peer Attachment (IPPA)  
Part III

Instructions: Each of the following statements asks about your feelings about your relationships with your close friends. For each of the following statements, fill in the number corresponding to the 5-point scale (1 = almost never or never true, 5 = almost always or always true), on the scan sheet, that best describes how that statement applies to you and those people.

Almost Never or Never True	Not Very Often	Sometimes True	Often True	Almost Always or Always True
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1	2	3	4	5
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1. I like to get my friends' point of view on things I'm concerned about.
2. My friends can tell when I'm upset about something.
3. When we discuss things, my friends care about my point of view.
4. Talking over my problems with my friends makes me feel ashamed or foolish.
5. I wish I had different friends.
6. My friends understand me.
7. My friends help me to talk about my difficulties.
8. My friends accept me as I am.
9. I feel the need to be in touch with my friends more often.
10. My friends don't understand what I'm going through these days.
11. I feel alone or apart when I'm with my friends.
12. My friends listen to what I have to say.
13. I feel my friends are good friends.
14. My friends are fairly easy to talk to.

Almost Never or Never True	Not Very Often	Sometimes True	Often True	Almost Always or Always True
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1

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3

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15. When I am angry about something, my friends try to be understanding.
16. My friends help me to understand myself better.
17. My friends care about how I am.
18. I feel angry with my friends.
19. I can count on my friends when I need to get something off my chest.
20. I trust my friends.
21. My friends respect my feelings.
22. I get upset a lot more than my friends know about.
23. It seems as if my friends are irritated with me for no reason.
24. I can tell my friends about my problems and troubles.
25. If my friends know something is bothering me, they ask me about it.

APPENDIX D  
INFORMED CONSENT DOCUMENT

## INFORMED CONSENT DOCUMENT

The Division of Psychology and Special Education supports the practice of protection for human participants taking part in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study.

The findings of this research project will broaden the understanding of parental attachment and perceived parenting styles. It will also add to the knowledge base of parenting in the field of psychology and related disciplines.

Please complete the Demographic Questionnaire and the five questionnaires following this form. There is no risk or discomfort involved in completing this study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

After fully understanding the procedure and assuming the responsibility voluntarily, please sign below. Thank you for your participation.

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Name

---

Date



APPENDIX E  
DEBRIEFING FORM

### DEBRIEFING FORM

Thank you for participating in this research. The eventual goal of this research is to examine the effects parental authority has on parent-child attachment.

If you would like to learn more about the results of this research, you can contact me during the summer. At that time, I will be happy to share any information that I learned in regard to this research. If you would like to learn more about effects of parenting styles or attachment on college students, the references below should help you.

If you have questions at any time about this research, please contact the researcher, Kristen K. Dreyer, at 343-9406.

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Kristen K. Dreyer  
Signature of Author

7/1/95  
Date

The Relationship Between Parenting Styles  
and Parental Attachment: First Year College Students  
Title of Thesis/Research Project

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