

UDC 159.922.6:316.6

DOI: 10.52534/msu-pp.8(2).2022.46-52

**Olga V. Litvinova, Vira G. Staryk\***

Mykhailo Ostrogradsky Kremenchuk National University  
39600, 20 Pershotravneva Str., Kremenchuk, Ukraine

## Empirical Indicators of the Relationship between Attachment Style and Attitude to Love in Early Maturity

### Article's History:

Received: 22.03.2022

Revised: 22.05.2022

Accepted: 30.06.2022

### Suggested Citation:

Litvinova, O.V., & Staryk, V.G. (2022). Empirical indicators of the relationship between attachment style and attitude to love in early maturity. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 46-52.

**Abstract.** The paper focuses on the investigation of the phenomenon of love and the attachment style in early maturity, the study of which is conditioned by the increasing number of divorces, interpersonal conflicts in young couples, the lack of understanding that the attitude to love in adulthood can be associated with the attachment style formed at an early age. The actualisation of this problem is of practical value in the context of providing psychological support to young couples on the way to building harmonious interpersonal relationships. The purpose of the study was to provide a theoretical substantiation and empirical analysis of the influence of attachment style on the attitude to love. To achieve the goal and solve the tasks, a set of methods was used: theoretical – analysis, synthesis, comparison, generalisation; empirical – observations, conversations, ascertaining experiment, online testing (questionnaire “Your attitude to love” by E. Ilyin, the method “Test for reliability/unreliability of attachment” by E. Chen to identify attachment style and patterns of behaviour in relationships during a stressful situation; test “Manifestation of unreliable attachment” by E. Chen, an associative technique developed by the author regarding the attitude to the phenomenon of love “Love – is...” with subsequent content-analysis); methods of quantitative and qualitative data processing. The analysis of theoretical approaches to the study of the problems of attachment and love, which are considered by representatives of the psychoanalytic school, humanistic psychology, etc., is carried out. A pilot study using both standardised self-reports and content analysis of words-associations to the word “love”, established that the majority of respondents are characterised by romanticisation of love, a lack of understanding that love is a feeling that requires a responsible attitude towards a partner. It is stated that the attachment style that is formed in early childhood can be a factor influencing the attitude to love, to close relationships at a later age. Given this fact, psychological work to understand these phenomena should begin as early as high school, where psychological education can develop skills for interpersonal communication, responsible relationships in couples, and responsible parenthood in the future

**Keywords:** attachment in romantic relationships, the phenomenon of love, anxious attachment style, avoidant attachment style, realistic attitude to love, positive attitude to love

\*Corresponding author

## INTRODUCTION

In the 21<sup>st</sup> century, the problem of building strong relationships in a couple among young people is relevant, because the emotional colouring of relationships in a couple, the level of trust of partners in each other, and the available support in situations of social uncertainty depend on the ability to overcome difficult situations and adapt to stressful

living conditions. The strength and security of the couple's relationship as parents will contribute to the development of trust in the world among children. The relevance of the study is conditioned by the importance of understanding the mechanisms of influence of the attachment style formed in childhood on interpersonal relationships associated with

the manifestation of love in adulthood. Investigation of the attachment styles of a person and their impact on the attitude to love allows identifying maladaptive patterns of behaviour in relationships, and this knowledge will help not only strengthen young couples and reduce the number of divorces among families, but also contribute to the creation of new harmonious relationships. *The purpose of the study* is to draw the attention of Ukrainian psychologists to the problem, as well as to theoretically substantiate and empirically investigate the relationship between attachment style and attitude to love among young people. In accordance with the purpose of the study, it was necessary to solve a number of tasks: theoretically investigate the features of the attachment styles and the phenomenon of love in the scientific literature; to conduct a pilot study of the relationship between attachment style and love. The problem of attachment, in particular the role of attachment style in romantic relationships, is sufficiently considered studied only in foreign psychology. A significant contribution to the doctrine of attachment was made by the British psychologist, psychiatrist, and psychoanalyst J. Bowlby, who specialised in studying the role of family in a child's life. It is J. Bowlby who founded the attachment theory, according to which the desire for close emotional relationships is the main, specific human feature, which is laid down in childhood and which persists until old age [1]. At the age of three, attachment to parents provides the child with attention, protection, and assistance if necessary; in young people, attachment to parents is preserved and supplemented by romantic relationships. Features of attachment of a child to a mother or primary caregiver were determined by M. Ainsworth in the framework of the Baltimore longitudinal study [2]. The main provisions of the Baltimore longitudinal study were confirmed by K. Grossman and H. Kindler in a joint study on the relationship between mother and child [3]. F. Shaver, J. Belsky, and K. Brennen investigated attachment in romantic relationships [4].

## LITERATURE REVIEW

J. Bowlby's attachment theory is based on the situation of maternal deprivation: in the first years of life, due to the biological programming of both the mother and the baby for the manifestation of certain behaviours, the baby develops a certain attachment style, which becomes the basis for its future development and existence [5]. J. Bowlby considered the loss of a mother to be critical, and the consequences of it irreversible [5]. S. Freud was a proponent of the attachment theory from the standpoint of instincts, theoretically substantiating the importance of childhood and the role of the mother in the early period of childhood [6]. According to S. Freud, the relationship between mother and baby is unique and unrepeatable, such that it is laid for life as the first and strongest object of love and as the prototype of all personal relationships in the future [6; 7]. M. Ainsworth and S. Bell, in order to investigate the child's attachment to the mother, developed an experiment called "Unfamiliar situation", consisting of seven episodes of three minutes [8].

The child's behaviour was investigated in the situation of separation from the mother, during the appearance of a stranger, when the mother returns, etc. Based on her research, M. Ainsworth identified four main attachment styles: secure attachment – children of this type feel safe next to their mother and calmly explore the world around them; insecure avoidant – children of this type do not pay attention to the object of attachment and seem indifferent; insecure anxious – such children clearly and emotionally demonstrate dependence on the mother; ambivalent – a combination of avoidant and anxious styles [8]. K. Breterton notes that feminist communities have criticised the attachment theory, because it imposes an idealised model of a "good mother" on women, and this leads to a sense of self-inadequacy and a decrease in self-esteem in women [9]. D. Klass also criticised the views of J. Bowlby, since J. Bowlby described the attachment theory from the psychoanalytic standpoint, thus ignoring deeper connections [10]. S. Larouse and E. Bernier argue that mental autonomy is associated with positive adaptive outcomes, while absent-mindedness and anxiety are the consequences of a failed adaptation process [11]. Despite the clear results of the child attachment study, there is a lack of research on the mechanisms of association between attachment and adaptation in adolescence. F. Shaver used the ideas of J. Bowlby and M. Ainsworth for the study of romantic relationships, drawing a parallel between three attachment styles and patterns of behaviour and feelings in adolescents and adults [4]. "Secure" partners, like "secure" children, feel comfortable regardless of romantic relationships. Partners with the avoidant attachment style, like avoidant children, are overconfident and feel uncomfortable with intimacy. Anxious romantic partners, like anxious or ambivalent children, seem unusual, insecure, and emotionally labile. S. Johnson argues that attachment style determines key aspects of interaction in close relationships and how people transcode interaction patterns in mental patterns or typical reactions [12]. The attachment style in a relationship is not permanent, but changes due to new experiences, allowing cognitive working patterns of bonding and related emotion management strategies to be reconsidered.

The topic of love has long been ignored by academic psychology, this psychological phenomenon was perceived as impossible to comprehend. Only in the middle of the 19<sup>th</sup> century were the first attempts to describe the phenomenon of love. I. Sechenov identified three stages in the development of love: 1) creation of an ideal image; 2) meeting with an object similar to the created image; transition from platonic love to passionate; 3) suppression of passion, formation of love-friendship [13]. S. Freud believed that love exists only as a sexual attraction [6]. Another representative of psychoanalysis, M. Klein, had her own opinion about love: one of the most important ideas of M. Klein is that love, along with aggression, appears as a fundamental organisational force of the psyche [14]. Aggression splits the psyche, while love strengthens it. E. Fromm noted that love is a connection that helps the individual to maintain integrity and individuality [15]. L. Gozman put forward a theory

about the phenomenon of love, which includes a number of socio-psychological studies, viewing love as an attraction in a social context [16]. R. Sternberg developed a triangular theory of love, according to which love contains three components: 1) a sense of intimacy that manifests itself in relationships – this component can disappear if partners often quarrel, feel anger or irritability towards each other, and fear of being abandoned; 2) passion – it leads to physical attraction and sexual behaviour in relationships [13]; 3) commitment – implies a conscious decision of one person to love another person and the desire to preserve this love. The third component includes cognitive elements that are involved in making decisions about entering into relationships and maintaining them for a long time.

## MATERIALS AND METHODS

To achieve this goal, a set of theoretical and empirical research methods was applied, namely: analysis, systematisation and generalisation of theoretical data on the problem of studying the phenomenon of love and the problem of personal attachment; psychodiagnostic methods, which were divided into two blocks. The first block concerned the study of attachment styles (“Test for reliability/unreliability of attachment” by E. Chen to identify the attachment style and patterns of behaviour in relationships during a stressful situation [17]; test “Manifestation of unreliable attachment” by E. Chen [17]). The second block of methods concerned the study of the manifestation of attitude to love (questionnaire “Your attitude to love” by E. Ilyin [13] associative methodology regarding the attitude to the phenomenon of love “Love – is...” (in the author’s development). The questionnaire “Your attitude to love” by E. Ilyin was used to investigate the attitude of respondents to love and consisted of 15 closed-end questions [13]. The more points the respondent scored, the more positive their attitude to love is. The method of “Test for reliability/unreliability of attachment” by E. Chen was used for self-perception of respondents in relationships and consisted of two parts, 12 closed-end questions in each [17]. The first part shows what emotions the respondent reacts to differences with their partner, difficulties and stressful situations in the relationship. The more points the respondent scored, the more likely it is that love and close relationships throw

the respondent off balance. The second part examines the actions that the respondent performs to achieve a sense of security in the relationship, the beliefs and behaviours that the respondent conveys in the relationship. The test “Manifestation of unreliable attachment” by E. Chen was chosen to identify behavioural patterns of a certain attachment style of the individual and manifestations of uncertainty in relationships in a stressful situation [17]. This technique is presented as 12 unfinished sentences with two alternative continuation options. The associative method “Love – is...” concerning the attitude to love, was applied to better analyse the attitude of respondents to love. Respondents were asked to continue the sentence “Love – is...” 10 times, using the words that are most associated with the phenomenon of love. Based on the methodology, a qualitative content analysis was carried out to identify the main content load in the verbal constructs of respondents, which reflect a subjective understanding of this phenomenon, an emotional and value attitude (positive or negative) as an incentive to certain actions, as a manifestation of social maturity of the individual.

A pilot study of the relationship between attitudes to love and the attachment style of a person was conducted in March 2022 on the premises of the Kremenchuk Mykhailo Ostrohradskyi National University. The total sample consists of 30 respondents aged 20 to 25 years, including 19 girls and 11 boys. The selection of participants in the empirical study was carried out by randomisation based on the age periodisation of E. Erikson [18]. In particular, attention was focused on the stage of early maturity. Data collection was conducted for two weeks in the form of an anonymous online survey and consisted of two stages: applying methods to identify attitudes to love; applying methods aimed at identifying the attachment style. The results were processed over two weeks and consisted of quantitative and qualitative analysis.

## RESULTS AND DISCUSSION

At the first stage of the study, a block of methods was used to identify the attitude to love in respondents using the psychodiagnostic tools listed above. Respondents were both girls and boys together – the percentage is the arithmetic mean of the results of girls and boys together. The results of the questionnaire “Your attitude to love” by E. Ilyin are presented in Table 1 [13].

**Table 1.** Results of a survey on the questionnaire “Your attitude to love” by E. Ilyin [13] (in %)

| Attitude to love | Respondents | Boys | Girls |
|------------------|-------------|------|-------|
| Positive         | 65          | 73   | 57    |
| Realistic        | 35          | 27   | 43    |
| Negative         | 0           | 0    | 0     |

The results show that the majority of respondents, both boys (73%) and girls (57%), have a positive attitude to love. The preference for a positive attitude to love indicates the habit of idealising this feeling and romanticising it, which can lead to unrealistic views of the relationship and to problems in the relationship with the loved one. Respondents with a positive attitude to love are able to show their love,

completely dissolve in their partner, and the loss of love can be perceived as real grief, which often leads to apathy, depression, and isolation. 27% of boys and 43% of girls showed a realistic attitude toward love, which indicates the awareness of respondents, their responsibility and understanding of the possibility of difficulties in love and in romantic relationships in general. Thus, the majority of respondents have

a distorted understanding of love due to its romanticisation, idealisation, not understanding that to love means to take responsibility for their own actions in relation to the partner and for the results of interaction in the couple.

The associative method “Love – is...” allowed the study to distribute the answers of respondents into five groups: 1) love as a basic need – associated words: “proximity”, “security”, “understanding”, “support”, “mutual assistance”; 2) love as an emotional state – associated words: “happiness”,

“passion”, “tenderness”, “comfort”, “warmth”; 3) love as a prerequisite for creating a family – represented by associated words: “touch”, “hugs”, “family”, “procreation”; 4) love as a manifestation of social maturity – associated words: “grow and develop side by side”, “actions”, “work”, “willingness to compromise”, “ability to admit mistakes”; 5) love as negative experiences – “pain”, “game”, “meaningless decisions”, “contradictions”, “addiction” (Table 2).

**Table 2.** Results of an associative survey on attitudes to the phenomenon of love (in %)

| Associative groups                           | Frequency of use of this group of associated words |      |       |
|----------------------------------------------|----------------------------------------------------|------|-------|
|                                              | Respondents                                        | Boys | Girls |
| Love as a basic need                         | 68                                                 | 36   | 100   |
| Love as an emotional state                   | 83                                                 | 81   | 84    |
| Love as a prerequisite for creating a family | 41                                                 | 45   | 37    |
| Love as a manifestation of social maturity   | 50                                                 | 36   | 63    |
| Love as a negative experience                | 21                                                 | 36   | 5     |

According to the results, 68% of respondents associate love with the ability to meet basic needs (100% girls and 36% boys), which allows feeling safe, having support and unconditional acceptance from a partner. 83% of respondents see love as a certain emotional state, which is accompanied by a feeling of happiness, euphoria, and tenderness (84% of girls and 81% of boys). 50% of respondents understand love as their own actions, which indicate the presence of social maturity of the individual associated with responsibility for relationships, constant work on maintaining these relationships, and the mood to cooperate with a partner (63% of girls and 36% of boys). 41% of respondents perceive love as an incentive factor for starting a family and procreating (37% of girls and 45% of boys). Only 21% of respondents

associate love with experiencing negative emotional states, such as pain, trouble, addiction, etc. (5% of girls and 36% of boys). Interestingly, boys more than girls associate love with emotions, mostly positive, and for boys, love is a direct prerequisite for starting a family and procreation. Girls in most cases recognise the phenomenon of love as an opportunity to meet basic needs and show social maturity.

The second stage of the study was to conduct a block of techniques aimed at identifying the phenomenon of attachment. The method “Test for reliability/unreliability of attachment” by E. Chen is used to determine the self-perception of respondents in relationships [17]. The results obtained in the first part of the methodology aimed at measuring the level of unreliability of attachment are presented in Table 3.

**Table 3.** Results of the method “Test for reliability/unreliability of attachment” by E. Chen [17] (in %)

| Level of unreliability of attachment | Respondents | Boys | Girls |
|--------------------------------------|-------------|------|-------|
| Low                                  | 34          | 36   | 32    |
| Medium                               | 50          | 64   | 36    |
| High                                 | 16          | 0    | 32    |

Among the male sample, the dominance of the average level of unreliability of attachment was noted (64% of respondents), a low level is inherent in 36%, and a high level was not detected. Among girls, the average level of unreliability of attachment was found in 36% of respondents, low and high levels of unreliability of attachment – 32% each, respectively. Thus, the majority of respondents (50%) indicated an average level of unreliability of attachment, which indicates certain difficulties in relations with a partner. Such people may experience hopelessness, a constant fear of losing a partner, a fear of being unworthy of love, or compare feelings with a trap and torture. 34% of respondents have a low level of unreliability of attachment, which indicates their self-sufficiency, they are open to love, do not see the

purpose of their life in relationships, and feel comfortable both in and without relationships. Only 16% of respondents have a high level of unreliability of attachment. Relationships for such respondents are equated with a battlefield with a constant need to seek for confirmation of the partner's feelings. When faced with problems in relationships, such people tend to conclude that the loved one is not sufficiently involved in the relationship, and act according to this judgment, constantly resorting to accusations against the partner. The results are confirmed by the study of attachment as a psychological factor of relationships in a couple by N. Levus and O. Smolinska, which revealed that the lower the level of unreliability of attachment, the safer a person feels in a relationship [20].

The second part of the methodology “Test for reliability/unreliability of attachment” by E. Chen allows examining the reliability of attachment of respondents [17] (Table 4).

Among the sample of boys, the dominance of the average level of attachment reliability was noted (54% of respondents), a high level of attachment reliability is inherent in 46% of respondents, and there are no respondents with a low level of attachment reliability among boys. Girls have a dominant average level of attachment reliability (74% of respondents), 21% of respondents have a high level of attachment reliability, and 5% of respondents have a low level of attachment unreliability. The advantage of the majority of respondents (64%) of the average level of reliability of attachment indicates not only the importance of close relationships in the lives of respondents, their desire to maintain

relationships, but also the inability to correctly and clearly convey their own emotions and feelings during stressful situations. A high level of reliable attachment (33%) indicates the ability of respondents to build a strong reliable relationship with their partner. Respondents with a low level of attachment (3%) have difficulty building stable, long-term relationships. Respondents who received a low level of unreliability of attachment and a high level of reliability of attachment have a secure attachment style, but in a stressful situation may show signs of an anxious or an avoidant attachment style (13%).

It was also important to achieve this goal to conduct the test “Manifestation of unreliable attachment” by E. Chen to identify the characteristics of respondents’ behaviour in relationships or in a stressful situation in accordance with the attachment style [17] (Table 5).

**Table 4.** Results of the study on the second part of the methodology “Test for reliability/unreliability of attachment” by E. Chen [17] (in %)

| Level of reliability of attachment | Respondents | Boys | Girls |
|------------------------------------|-------------|------|-------|
| Low                                | 3           | 0    | 5     |
| Medium                             | 64          | 54   | 74    |
| High                               | 33          | 46   | 21    |

**Table 5.** Results of the test “Manifestation of unreliable attachment” by E. Chen [17] (in %)

| Dominant attachment style | Respondents | Boys | Girls |
|---------------------------|-------------|------|-------|
| Anxious                   | 37          | 27   | 47    |
| Tendency to anxious       | 47          | 46   | 47    |
| Avoidant                  | 3           | 0    | 5     |
| Tendency to avoidant      | 13          | 27   | 0     |

In boys, the dominance of the tendency to an anxious attachment style was found (46%), the dominance of the anxious attachment style and the tendency to an avoidant attachment style was found in 27% of respondents. As for the results obtained on the sample of girls, the dominance of the anxious style and the tendency to the anxious attachment style is characteristic – 47% of respondents, respectively, and the avoidant attachment style was found in 5% of respondents. The dominance of an anxious attachment style (37%) indicates an unconditional immersion in the idea of love, an excessive value of this state, while at the same time it indicates the presence of fears of being abandoned, neglected, and betrayed. Avoidant attachment style (3%) is an indicator of isolation and detachment from love and partner. In a study by the Italian psychologist H. Civilotti, men, on the contrary, showed belonging to the avoidant attachment style, while among women, the anxious attachment style prevailed [21]. Such differences may be conditioned by the difference in the mentality of Ukrainian and Italian men. The tendency to anxious or avoidant attachment styles implies the manifestation of the ambivalence of respondents: in a stressful situation, they may show too much worry that something will either happen to a loved one, or their partner will leave them. There are disagreements with the results of the study

of attachment as a psychological factor of relationships in a couple by N. Levus and O. Smolinska, since it identified 32.80% of respondents with a secure attachment style and only 18.04% with an anxious attachment style [20]. The difference in indicators may be due to the respondents’ stress at the time of participation in the study due to the outbreak of war between Ukraine and Russia. It is in a state of stress that maladaptive behavioural patterns conditioned by the attachment style manifest themselves.

According to E. Erikson, at the stage of early maturity, there is a struggle of intimacy and isolation: the personality formed during the previous stages shows a willingness to combine its identity with the identity of other people [18]. The desire for intimacy at this age manifests itself in the search for friendships and intimate close relationships and demonstrating a high level of morality, dedication, and honesty to strengthen and preserve them. This is the period when a person seeks to create a family based on mutual love [19]. Avoidance of such personal experiences for fear of losing own “self” and sacrificing own interests can turn into isolation and problems in building relationships with people in the future. Such distancing and avoidance is a person’s desire to protect themselves from intimacy, those feelings and people that can threaten the peace of mind and invade their personal space. The desire for intimacy is inherent in people with an

anxious attachment style, while isolation is characteristic of people with an avoidant attachment style.

Analysis of the results of the ascertaining experiment showed that respondents who have a positive attitude to love mostly have an anxious attachment style or a tendency to an anxious attachment style. In the minds of such respondents, the idea of love prevails as the satisfaction of basic needs and as a manifestation of emotional states, both positive and negative (according to the results of associative methods). This is conditioned by the peculiarity of an anxious attachment style, namely, the desire to love, connect with the partner as one, and achieve maximum intimacy, but it can also indicate a lack of understanding of personal boundaries and complete merging with the partner. For respondents with an anxious attachment style, love has no time limit, so when a relationship ends, love turns into great pain, suffering, and can lead to depression. M. Richter and K. Schlegel argue that because of the fear of being abandoned, people with an anxious attachment style are more likely to perceive other people as rivals, so they suffer from jealousy [22]. Respondents who are realistic about love belong mainly to the avoidant type. In the associative methodology regarding the attitude to the phenomenon of love, these respondents used the following words: "ease", "freedom", "strategy". This is conditioned by the peculiarity of the avoidant attachment style, namely, the tendency of respondents to be guided by reason rather than feelings, the fear of falling into the trap of relationships, the value of freedom, and ease in love. M. Favero found that people with avoidant attachment style are characterised by emotional deactivation to suppress negative emotions caused by the fear of rejection [23]. A. Santona found that people with the anxious type, on the contrary, show increased emotional responses [24]. During the analysis of gender characteristics, it was found that among boys, a positive attitude to love is more common than among girls. Girls perceive love as a way to meet basic needs, get positive emotions, and also show themselves as socially mature individuals through love. Boys equate love with an emotional state and believe that love is a suitable foundation for starting a family. Speaking of attachment, most girls do not feel safe in a relationship, but communicate a willingness to give a safe space to their partner. Most boys, on the contrary, feel safe in the relationship, but do nothing to increase the level of security for the partner. Attachment styles are not sustainable personality traits and can be adjusted in a safe therapy space or in a safe close relationship.

## CONCLUSIONS

Thus, according to the results of the conducted theoretical and empirical research, it was established that attachment is a basic need of the individual and is formed in childhood. Attachment is defined as a basic need of the individual, a stable emotional bond that is met in adulthood in a safe, long-term, and secure relationship. Attachment gives a person the opportunity to fully develop and function in society. It is noted that love is a stable long-term multicomponent feeling that combines intimacy, passion, and responsibility. In adulthood, attachment is transformed into an emotional connection between the partners of a romantic relationship. The attachment style has a direct impact on the life of a person and their interaction in society, in particular, on romantic relationships and attitudes towards them. The results of the study of attachment styles and their combination with the attitude to love indicate that the respondents are dominated by a positive attitude to love, an anxious attachment style, and an understanding of love as an opportunity to meet basic needs. The realistic perception of attachment is inherent in those who belong to the avoidant type and perceive love as an easy and free relations and a strategy for building serious relationships. It is noted that girls show socially mature traits in their attitude to love, giving more to their partner than expecting the same manifestations from him, which affects their distorted sense of security in the relationship. Boys, on the other hand, feel safe in relationships, but they are not yet ready to take responsibility and activity in interpersonal relationships to satisfy their partner's sense of security. At the same time, the result of content analysis of words-associations revealed that most girls understand love as an opportunity to meet basic needs (security, acceptance, tenderness, etc.), as a positive emotional state and a manifestation of social maturity. For boys, the advantage in love is the emotional state and the prerequisite for creating family relationships.

The next steps should be to familiarise respondents with the features of their inherent attachment style and analyse the attachment style of the partner, eliminate maladaptive behaviour patterns caused by the attachment style, and master new tools and techniques for better interaction of partners in relationships and strengthening of reliable communication. The area of further study may be to investigate the relationship between the attachment style of parents and the child, and the dependence of the attachment style of the child on the style of upbringing in the family.

## REFERENCES

- [1] Brisch, K.H. (2012). *Treating attachment disorders: From theory to therapy (translation from German)*. Moscow: Kogito-Tsentr.
- [2] Ainsworth, M.D.S., Blehar, M.C., Waters, E., & Wall, S. (2014). *Patterns of attachment: A psychological study of the strange situation*. New York: Psychology Press.
- [3] Grossmann, K., Grossmann, K. E., & Kindler, H. (2005). Early care and the roots of attachment and partnership representations: The Bielefeld and Regensburg longitudinal studies. In *Attachment from infancy to adulthood: The major longitudinal studies* (pp. 98-136). New York: The Guilford Press.
- [4] Shaver, P., Belsky, J., & Brennan, K.A. (2000). The adult attachment interview and self-report of romantic attachment: Associations across domains and methods. *Personal Relationships*, 7, 25-43.
- [5] Bowlby, J. (2003). *Attachment*. Moscow: Gardariki.
- [6] Freud, S., & Fromm, E. (2018). *Nature of love*. Moscow: Publishing "Algorithm".

- [7] Birns, B. (1999). Attachment theory revisited: Challenging conceptual and methodological sacred cows. *Feminism & Psychology*, 9(1), 10-21.
- [8] Dontsov, A.I., Zinchenko, Yu.P., Zotova, O.Yu., & Perelygina, E.B. (2019). Psychological security of personality: Textbook and workshop for bachelor's, specialist's and master's degrees. Moscow: Yurayt Publishing House.
- [9] Archakova, T.O. (2009). Attachment theory: Half a century of development, half a century of criticism. *PsyJournals*, 1(1). Retrieved from [https://psyjournals.ru/pi/2009\\_1/22261.shtml](https://psyjournals.ru/pi/2009_1/22261.shtml).
- [10] Cleary, R.J. (1999). Bowlby's theory of attachment and loss: A feminist reconsideration. *Feminism & Psychology*, 9(1), 32-42.
- [11] Larose, S., & Bernier, A. (2001). Social support processes: Social support processes: Mediators of attachment state of mind and adjustment in later late adolescence. *Attachment and Human Development*, 3(1), 96-120.
- [12] Johnson, S. (2021). *The power of attachment. Emotionally focused therapy to create harmonious relationships*. Moscow: Mann, Ivanov, & Ferber.
- [13] Ilin, E. (2013). *Psychology of love*. St. Petersburg: Piter Publishing House.
- [14] Klein, M. (2011). *Love, guilt and reparation*. New York: Random House.
- [15] Fromm, E. (2009). *The art of loving*. Moscow: AST Publishers.
- [16] Gozman, L.Ya. (1987). *Psychology of emotional relations*. Moscow: MGU.
- [17] Chen, E. (2021). *Attachment theory: Effective practices that will help build strong relationships with loved ones and a partner*. Moscow: Eksmo.
- [18] Erikson, E. (1996). *Childhood and society (translation from English) (2<sup>nd</sup> ed.)*. St. Petersburg: Lenato; AST; Fund "University book".
- [19] Pavelkiv, R.V. (2011). *Age psychology*. Kyiv: Kondor.
- [20] Levus, N., & Smolinska, O. (2022). Attachment as a psychological factor in a couple's relationship. In *Theses of the report scientific conference of the philosophical faculty* (pp. 166-168). Lviv: Ivan Franko National University of Lviv.
- [21] Civilotti, C., Dennis, J.L., Maran, D., & Margola, D. (2021). When love just ends: An investigation of the relationship between dysfunctional behaviors, attachment styles, gender, and education shortly after a relationship dissolution. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2021.662237.
- [22] Richter, M., Schlegel, K., Thomas, P., & Troche, S.J. (2022). Adult attachment and personality as predictors of jealousy in romantic relationships. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2022.861481.
- [23] Favero, M., Lemos, L., Moreira, D., Ribeiro, F.N., & Sousa-Gomes, V. (2021). Romantic attachment and difficulties in emotion regulation on dyadic adjustment: A comprehensive literature review. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2021.723823.
- [24] Santona, A., De Cesare, P., Tognasso, G., De Franceschi, M., & Sciandra, A. (2019). The mediating role of romantic attachment in the relationship between attachment to parents and aggression. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2019.01824.

**Ольга Володимирівна Літвінова, Віра Геннадіївна Старик**

Кременчуцький національний університет імені Михайла Остроградського  
39600, вул. Першотравнева, 20, м. Кременчук, Україна

## **Емпіричні показники взаємозв'язку типу прив'язаності та ставлення до кохання в ранній зрілості**

**Анотація.** У статті зроблено акцент на вивченні феномену кохання та типу прив'язаності в ранній зрілості, вивчення якої зумовлено сучасною ситуацією збільшення кількості розлучень, міжособистісних конфліктів в молодих парах, відсутності розуміння того, що ставлення до кохання в дорослому віці може бути пов'язано з типом прив'язаності, що формується в ранньому віці. Актуалізація цієї проблеми має практичну цінність в розрізі надання психологічного супроводу молодих пар на шляху побудови гармонійних міжособистісних стосунків. Мета дослідження полягала в теоретичному обґрунтуванні та емпіричному дослідженні особливостей впливу типу прив'язаності на ставлення до кохання. Для досягнення мети та розв'язання поставлених завдань використано комплекс методів: теоретичні – аналіз, синтез, порівняння, узагальнення; емпіричні – спостереження, бесіди, констатувальний експеримент, онлайн-тестування (опитувальник «Ваше ставлення до кохання» Є. Ільїна, методика «Тест на надійність/ненадійність прив'язаності» Е. Чен для виявлення типу прив'язаності та патернів поведінки у стосунках під час стресової ситуації; тест «Прояв ненадійної прив'язаності» Е. Чен, асоціативна методика в авторській розробці щодо ставлення до феномену кохання «Кохання – це...» з подальшим контент-аналізом); методи кількісної та якісної обробки даних. Здійснено аналіз теоретичних підходів до вивчення проблем прив'язаності та кохання, які висвітлено в роботах представників психоаналітичної школи, гуманістичної психології тощо. Проведене пілотне дослідження з використанням як стандартизованих самозвітів, так і контент-аналізу слів-асоціацій до слова «кохання», дозволило встановити, що для більшості респондентів характерна романтизація кохання, відсутність розуміння того, що кохання – це почуття, яке вимагає проявів відповідального ставлення до партнера. Констатовано, що тип прив'язаності, який формується в ранньому дитинстві може бути чинником впливу на ставлення до кохання, до близьких стосунків у більш пізньому віці. Враховуючи цей факт психологічна робота щодо розуміння цих феноменів повинна починатися вже в старшій школі, де за рахунок психологічного просвітництва можна розвинути навички міжособистісного спілкування, відповідального ставлення до стосунків у парі та відповідального батьківства в майбутньому.

**Ключові слова:** прив'язаність в романтичних стосунках, феномен кохання, тривожний тип