



THE MEDIATING ROLE OF SELF-EFFICACY BETWEEN PARENT-CHILD
ATTACHMENT AND ROMANTIC RELATIONSHIP AMONG UNDERGRADUATE
STUDENTS IN MALAYSIA

BEH ZYE HAN

HIEW YI XIN

OLIVIA KOH SHU QI

Table of Contents

Abstract 1

Chapter 1 1

Introduction..... 1

1.1 Background of Study..... 1

1.2 Problem Statement 3

1.3 Research Objectives 4

1.4 Research Questions 5

1.5 Research Hypothesis 5

1.6 Conceptual Definitions of Terms 5

1.6.1 Parent-Child Attachment 5

1.6.2 Romantic Relationship..... 6

1.6.3 Self-Efficacy..... 6

1.6.4 Undergraduate Student..... 7

1.7 Operational Definition of Terms 7

1.7.1 Parent-Child Attachment 7

1.7.2 Romantic Relationship..... 8

1.7.3 Self-Efficacy..... 8

1.7.4 Undergraduate Student..... 9

1.8 Significance of Study 9

SELF-EFFICACY, ATTACHMENT, ROMANTIC RELATIONSHIP

1.8.1 Parents.....	9
1.8.2 Students.....	10
1.8.3 Society and Knowledge Contribution.....	10
1.9 Conclusion.....	10
Chapter 2.....	12
Literature Review.....	12
2.1 Attachment Theory.....	13
2.1.1 Secure Attachment.....	13
2.1.2 Anxious Attachment.....	14
2.1.3 Avoidant Attachment.....	15
2.1.4 Disorganised Attachment.....	15
2.2 Parent-Child Attachment and Romantic Relationship.....	18
2.3 Self-Efficacy and Parent-Child Attachment.....	20
2.4 Self-Efficacy and Romantic Relationship.....	22
2.5 Conceptual Framework.....	24
2.6 Theoretical Framework.....	25
Chapter 3.....	30
Methodology.....	30
3.1 Research Design.....	30
3.2 Research Sample.....	30

SELF-EFFICACY, ATTACHMENT, ROMANTIC RELATIONSHIP

3.2.1 Sampling Method.....	30
3.2.2 Research Location	31
3.2.3 Plan to obtain ethical clearance approval	31
3.2.4 Sample Size	31
3.3 Research Instruments	32
3.3.1 Inventory of Parent and Peer Attachment - Revised (IPPA-R)	32
3.3.2 Relationship Involvement Scale (RIS)	32
3.3.3 New General Self Efficacy Scale (NGSE).....	33
3.4 Research Procedure	33
3.5 Pilot Study.....	34
3.6 Data Analysis	35
Chapter 4.....	38
Results.....	38
4.1 Descriptive Statistic.....	38
4.2 Normality Assumptions	39
4.3 Inferential Statistics.....	41
4.4 Exploration of Assumptions for Multiple Linear Regression	44
Chapter 5.....	48
Discussion and Conclusion.....	48
5.1 Introduction	48

SELF-EFFICACY, ATTACHMENT, ROMANTIC RELATIONSHIP

5.2 Constructive discussion of findings	48
5.2.1 <i>Statement for hypotheses and Results Analysis</i>	48
5.2 Implication of the study.....	50
5.2.1 <i>Theoretical implication for future study</i>	50
5.2.2 <i>Practical implication for programs and policies</i>	50
5.3 Limitations of the study.....	51
5.4 Recommendations for future study	52
References.....	54
Appendices.....	69
Appendix A	69
<i>Appendix A1: Calculation of Sample Size using G*Power</i>	69
Appendix B	70
<i>Appendix B1: Inventory of Parent and Peer Attachment (IPPA)</i>	70
<i>Appendix B2: Relationship Involvement Scale (RIS)</i>	78
<i>Appendix B3: New General Self Efficacy Scale (NGSE)</i>	80
Turnitin Report.....	82

SELF-EFFICACY, ATTACHMENT, ROMANTIC RELATIONSHIP

Abstract

The attachment styles have a significant influence on the development of children's interpersonal concepts, which would impact the quality of intimate relationships. There are only a few attempts have been undertaken to examine the connection between attachment type and romantic relationship involvement in Malaysia. Thus, the goal of this study is to examine the relationship between self-efficacy, parent-child attachment and romantic relationship. This study used quantitative research design to collect and analyze data. A total number of 138 participants were recruited through purposive sampling on social media platform such as Microsoft Team, WhatsApp, Instagram and Facebook. The data was collected through online using Qualtrics questionnaire survey form. All of the 138 participants completed the survey and fulfilled the criteria of (i) one must be a Malaysian undergraduate student currently enrolled in either Malaysian university, (ii) one must be between the ages of 19 to 25 and (iii) one must be engaging in a romantic relationship. Inventory of Parent and Peer Attachment – Revised (IPPA – R), Relationship Involvement Scale (RIS) and New General Self-Efficacy Scale (NGSE) were used to examine the desirable variables. Before distributing the questionnaire for the pilot study, numerous ethical issues should be addressed in order to properly administer the research. Malaysian undergraduates who met the requirements were sent an online questionnaire created using Qualtrics through online platform such as WhatsApp, Microsoft Team, Instagram and Facebook. The questionnaire includes an informed consent page at the beginning to ensure that respondents understand that their participation is entirely voluntary and that their responses will be kept confidential, after getting their consent, they can start proceeding with the questionnaires. Pearson correlation showed that there was a non-significant and positive relationship between parent child attachment and romantic relationship among undergraduates' students in Malaysia (r

SELF-EFFICACY, ATTACHMENT, ROMANTIC RELATIONSHIP

= .079, $n = 138$, $p = 0.361$). Furthermore, the findings of person's correlation showed that there was a significant relationship and positive relationship between parent-child attachment and self-efficacy among Malaysia undergraduate students ($r = .198$, $n = 138$, $p = .021$). Lastly, according to the multi linear regression, it showed that self-efficacy is a significant predictor of romantic relationship compared to parent-child attachment in the current study due to having a larger effect on romantic relationship among Malaysia undergraduate students. This research had highlighted the important manners regarding the relationship between self-efficacy, parent-child attachment and romantic relationship. This study could serve as a contribution to a certain extent in implications for future research in this field in both theoretical and practical dimensions. Future researchers who wished to look deep into this field should use longitudinal study as well as utilized bilingual survey and include validity scale to improve the generalisability of the results.

Keywords: Parent-Child Attachment, Romantic Relationship, Self-Efficacy, undergraduates

Chapter 1

Introduction

1.1 Background of Study

Parent-Child Attachment is an attachment theory that originates from the work of John Bowlby and Mary Ainsworth which begins in the 1930s, having John Bowlby as the basis of attachment theory and Mary Ainsworth with individual differences in thoughts (Crittenden, 2017). Attachment refers to the intimacy of a relationship that binds a family together in providing children with an opportunity to have an independent life (Rees, 2007). First and foremost, Bowlby in 1960s looked into the extended separation between a child and attachment figure after the war in England, discovering that separation from attachment figure is more harmful to children's psychological well-being compared to bombs. In this context, it is not limited to parents only, but it must be someone who is the attachment figure of the child, for instance, caregivers and family members (Crittenden, 2017).

Furthermore, Crittenden (2017) suggested from Bowlby and Ainsworth that this is because we as humans have the competency to organise the threats in all contexts around us to survive since the beginning of life. To develop an attachment style, self-protecting strategies are formed in the presence of attachment figures. Hence, studies show the importance of the family as a nurturing institution in shaping one's early socialisation followed by education institutions to comprehend one's mastery in adapting to their interpersonal relationship and social context (Doinita & Maria, 2015; Yin et al., 2021). From the experiment known as Strange Situation by Ainsworth (1978) in observing children's responses upon separation and reunion, coming out

with four attachment styles consisting of secure attachment which is (a) secure, and insecure attachments which are (b) avoidant, (c) anxious, (d) and disorganised, individuals will develop own kind of attachment in the ways they form an attachment with their primary caregivers (Doinita & Maria, 2015).

One of the most significant relationships that substantially influence one's physical, psychological well-being is social relationships and specifically romantic relationships, as it influences well-being and intensifies emotions and cognitions (Kansky, 2018). A romantic relationship is a concept socially constructed to have the meaning of intimacy, which is viewed to change along with age, having the transition from comparatively fleeting in the stage of adolescence to more long-lasting in the stage of adulthood (Lantagne & Furman, 2017). A romantic relationship is one of the relationships which develops and becomes a central aspect in one's life, showing a substantial impact on socio-affective and sexual development.

Meanwhile, the work of self-efficacy began to formulate and grow with the initiative of Albert Bandura in 1977, it has gained itself a prominent position in the field of psychology ever since then (Mauer et al., 2017). With social cognitive theory, self-efficacy is one's evaluation of their competency to handle situational tasks and the belief that their potential action will be successful (Bandura, 1977; as cited in Mauer et al., 2017). In the same vein, one's self-efficacy is the result of past experiences accumulated on their evaluation for the capability of accomplishment. It operates with two components, efficacy and outcome expectations. Efficacy is an individual's belief about their competency in completing given demands successfully while outcome expectations is an estimation of the responsiveness taken to carry out actions (Mauer et al., 2017). Thus, individuals with higher self-efficacy are prone to perceive themselves as completing tasks and demands successfully when they evaluate themselves before taking action,

this belief instils a sense of confidence and autonomy which will drive them to accomplish a task well.

These make self-efficacy, which serves as a mediating role in this study, an interest for various researchers, for example, organisation theory, cognitive and behavioural theory, including subjects related to accomplishment, health, stress, commitment (Gecas, 1989; as cited in Mauer et al., 2017). Furthermore, self-efficacy has a significant relationship with Romantic Relationship Involvement as individuals with higher self-efficacy tend to be more proactive like positivity, openness, and reliability in maintaining a relationship (Weiser & Weigel, 2016). In a nutshell, this study aims to investigate the association between Parent-Child Attachment and Romantic Relationship Involvement and the mediating role of Self-Efficacy in Romantic Relationship Involvement.

1.2 Problem Statement

First and foremost, Dykas and Cassidy (2011) and River et al. (2021) found that attachment has a significant influence on the development of children's interpersonal concepts, which would impact the quality of intimate relationships. Past studies found that the quality of Parent-Child Attachment may influence the long-term stability of romantic relationships by merely attachment security (Young et al., 2017; Pepping et al., 2018). Most significantly, only a few attempts have been undertaken to examine the connection between attachment type and romantic relationship involvement. Thus, the goal of this study is to gain a better knowledge of the quality of Parent-Child Attachment and the quality of romantic relationships. More importantly, the extent to which each kind of attachment affects Romantic Relationship Involvement.

Subsequently, the development of self-efficacy beliefs is considered to be influenced by attachment type, which results in a long-term effect on children (Yahya et al., 2021; Tavakolizadeh et al., 2015). Similarly, studies discovered that the quality and strength of attachment has a substantial association with the degree of self-efficacy (Amiri et al., 2013; Pan et al., 2021). However, little is known about how the types of attachment impact the quality of self-efficacy. Even so, many are carried out in the setting of education (Tavakolizadeh et al., 2015; Yuan et al., 2016; Mulyadi et al., 2016).

In Malaysia, there are limited studies and knowledge on how attachment affects romantic relationship involvement in recent years. Furthermore, research has revealed inconsistency in the association between parent-child attachment as well as romantic relationship involvement. Other than that, it is important to identify how the parenting styles can influence ones' romantic relationship involvement in Malaysian context. Thus, the purpose of this study is to fill the existing study gap to further validate the assumption that there is a relationship between Parent-Child Attachment and Romantic Relationship Involvement, with Self-Efficacy as mediating role among Malaysian undergraduate students.

1.3 Research Objectives

1. To determine the relationship between Parent-Child Attachment and Romantic Relationship Involvement among undergraduate students in Malaysia.
2. To determine the relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia.
3. To determine the relationship among Parent-Child Attachment, Self-Efficacy towards romantic relationships among undergraduate students in Malaysia.

1.4 Research Questions

1. Is there a relationship between Parent-Child Attachment and Romantic Relationship Involvement among undergraduates in Malaysia?
2. Is there a relationship between Parent-Child Attachment and Self-Efficacy among undergraduates in Malaysia?
3. Is there a relationship between Parent-Child Attachment, Self-Efficacy, towards romantic relationships among undergraduates in Malaysia?

1.5 Research Hypothesis

H1: There is a significant relationship between Parent-Child Attachment and Romantic Relationship Involvement among undergraduate students in Malaysia.

H2: There is a significant relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia.

H3: There is a significant relationship of Parent-Child Attachment and Self-Efficacy towards romantic relationships among undergraduate students in Malaysia.

1.6 Conceptual Definitions of Terms

1.6.1 Parent-Child Attachment

A form of strong, permanent, close, and persistent emotional tie that forms during interactions between children and their parents is known as Parent-Child Attachment.

Attachment is a fundamental human necessity that results in the establishment of strong emotional ties. The early parent-child relationship is a profound reflection of children's

emotional socialization (Yin et al., 2021). Also, attachment is an affectionate relationship that develops between a child and a caregiver, such as a parent, who contributes to creating the child to feel safe, secure, and protected. According to attachment theory, an infant who receives consistently responsive and sensitive care from a caregiver develops the perception that others will be supportive and available when needed (Ali et al., 2021).

1.6.2 Romantic Relationship

Romantic love is considered essential in all humankind, is prevalent across cultures and is claimed to be experienced by the general population (Kawamichi et al., 2016). A romantic relationship can be defined as a deep and significant emotional state, it begins with passionate love, which means the engagement between two people, it is the significant source of emotional bonding that helps to establish a good self-concept and social integration. Other than that, romantic relationships that are continuously improved represent a transition of the attachment relationship (Gómez-López et al., 2019). In addition, a romantic relationship is important to the well-being and positive experience of all humankind. Happiness is gained when an individual emotionally depends on their partners in a romantic relationship (Hazan & Shaver, 1987), a strong and healthy romantic relationship will positively contribute to one's mental health (Kawamichi et al., 2016).

1.6.3 Self-Efficacy

Self-Efficacy carries the meaning of a person's belief in their ability to carry out certain actions. Based on this description, self-efficacy can be viewed as an antecedent to motivation, which is supposed to impact behaviour (Holzberger & Prestele, 2021). Additionally, self-efficacy can be broad in scope, enabling people to hold a variety of self-efficacy perceptions to

themselves at any given time. This could contribute to significant behavioural disparities among people with differing levels of self-efficacy. People who have high levels of self-efficacy believe themselves as more capable of dealing with obstacles and view them as a must-complete task rather than a threat. Others with low self-efficacy have profound doubts about their capabilities, and thus any failures they face are tough to overcome (Wilde & Hsu, 2019).

1.6.4 Undergraduate Student

Undergraduates can be defined as a student who is studying for their first degree at a university or college (Cambridge University Press, 2021). The studies of undergraduates included bachelor's degrees and other professional qualifications. Undergraduates in Malaysia can be distributed to public universities, polytechnics, community colleges as well as private universities. Bachelor's degree can be defined as first degree, and it normally takes 3 to 4 years according to different courses. Undergraduate studies in Malaysia require a pre-university qualification such as STPM or GCE A-Levels and other relevant qualifications. Bachelor's degrees in Malaysia would usually start from age 18 or 19 according to the pre-university qualification that the students took (StudyMalaysia.com, 2015).

1.7 Operational Definition of Terms

1.7.1 Parent-Child Attachment

The Inventory of Parent and Peer Attachment (IPPA – R) was developed in 2005 by Gullone and Robinson, which would be used to assess Parent-Child Attachment. This instrument consists of a total of 75 items, divided into three subscales with 25 items in each. The three subscales include (a) mother-child attachment, (b) father-child attachment, (c) and peer

attachment, along with three dimensions: trust, communication, and alienation included in each subscale. Furthermore, there are reverse-scored items in IPPA – R. Each subscale scoring system will be generated by summing up the results from three dimensions. A higher score indicated the children are more attached to their respective attachment figures.

1.7.2 Romantic Relationship

The scale used to measure romantic relationships is the Relationship Involvement Scale, which is a 10-item scale that was developed to determine the level of Romantic Relationship Involvement (Whatley et al., 2006). Relationship Involvement Scale is a 7-Likert scale which 1 is interpreted as the least involvement while 7 is interpreted as the most involvement. The higher the total score indicates one has higher involvement in their relationship, in contrast, the lower the total score indicates one with lower involvement in their relationship.

1.7.3 Self-Efficacy

Self-Efficacy is known as the competency of one to carry out certain behaviour, which will influence the expectations towards the outcome of attitude (Williams, 2010). Williams (2010) found that self-efficacy demonstrates the independence of outcome expectancies, hence consistent with self-efficacy as it is prone to be affected by expected outcomes. In the New General Self-Efficacy Scale (NGSE), self-efficacy is an individual's belief in their competency to have motivation, cognitive resources and actions taken in meeting demands given by various tasks. One's belief varies in three dimensions which consist of (a) magnitude, the difficulty level of the task, (b) strength, competency in successfully performing actions, (c) generality, the degree of magnitude and strength that can be generalised across various tasks (Chen et al., 2001).

1.7.4 Undergraduate Student

An undergraduate student is a student who is currently pursuing a bachelor's degree, they are students who have not graduated from college or university, similarly, they have yet to receive a first degree (Vocabulary.com, n.d.). Undergraduate students in this study refer to students who are currently pursuing their degree in universities located in Malaysia, having the majority with age ranging from 19 to 25 years old, at the same time being involved in a romantic relationship.

1.8 Significance of Study

This study aimed to look further into the relevance of study in the terms of academic contribution as well as practical use that might be concluded from the findings. This part will discuss the contribution of this study to parents, students, society as well as knowledge contribution considering the roles and significance of Self-Efficacy as mediating role between Parent-Child Attachment and Romantic Relationship Involvement among undergraduates today. Data from this study will be applied to show the comparison and provide insight regarding the issues above regarding the impact of Parent-Child Attachment on romantic relationships.

1.8.1 Parents

The results of the study will allow parents have a better understanding of the existing knowledge needed in this area of study, it can educate and guide parents along with their children regarding the role of Parent-Child Attachment, Romantic Relationship Involvement along with Self-Efficacy, thus reducing their conflicts and issues regarding this field of study, as in the past research, there is fewer and unclear about the ways of different types of Parent-Child

Attachment influences on the quantity and quality of Self-Efficacy towards Romantic Relationship Involvement, even many are carried out in education settings. (Tavakolizadeh et al., 2015; Yuan et al., 2016; Mulyadi et al., 2016).

1.8.2 Students

Data provided will benefit the student as the findings may give support to them in taking this topic into account so that the effect of Romantic Relationship Involvement and Parent-Child Attachment, as well as Self-Efficacy, can be improved as well as updated and explored from time to time, furthermore, this will also increase their interest in expanding more into this field of study, as they can understand more regarding these issues.

1.8.3 Society and Knowledge Contribution

This study also provides awareness to society regarding how the mediating role of Self-Efficacy has a relationship with Parent-Child Attachment and romantic relationships. Based on the analysis of this study, society will have a new and better understanding of the topic. Other than that, the result of this study will discuss the relationship between Self-Efficacy, Romantic Relationship Involvement and Parent-Child Attachment, it will provide useful discussion for the future and thus, may lead to more in-depth analysis regarding the topic and issues, the data also serves to fill in the research gaps that exists between theoretical and practical aspects regarding the problem and issues, and to further explore the studies in Malaysia context.

1.9 Conclusion

In conclusion, this study used a quantitative framework to gain knowledge and explanation on Self-Efficacy as the mediating role between Parent-Child Attachment and

Romantic Relationship. The importance of factors that could influence and predict the variable of romantic relationship regarding involvement and quality needed to be focused on in recent and future studies. In our research, we planned to determine the impact of Self-Efficacy as a mediating role along with the Parent-Child Attachment towards Romantic Relationship.

Kochendorfer and Kerns (2017) found that different types of Parent-Child Attachment might develop into different types of romantic love perception. The relationship between Parent-Child Attachment and Romantic Relationship Involvement, the relationship between Parent-Child Attachment and Self-Efficacy, relationship of Parent-Child Attachment in Self-Efficacy towards Romantic Relationship Involvement in the aspect of romantic relationship and Self-Efficacy, were further explored through this study.

Chapter 2

Literature Review

The theory of attachment was proposed by John Bowlby and later further developed by Mary Ainsworth after observing the anxiety and distress that an infant undergoes when they are separated from their parents. In the "strange situation" experiment, Bowlby observed that infants reacted differently upon their caregiver's departure and reunion. Based on their emotions and behaviours, four attachment styles were proposed.

Parent-Child Attachment shows its importance in allowing one to have the sense of security and courage to explore the outside world with a "secure base" with the attachment figure. Experiences relevant to attachment will develop one's "internal working model" to become guidance in knowing the reliability of relationships, which is crucial in developing one's adaptation and flexibility. Based on attachment theory, individuals with secure attachment with caregivers, parents will evolve in positive internal working models eventually perceive themselves as loveable and capable (Bowlby, 1969; as cited in Pan et al., 2021). All these are fundamentally impacted by one's parents in terms of psychological, physical, well-being, the absence of having adequate attachment will pose a substantial burden for themselves and institutions around them including the community and society (Rees, 2007).

Moreover, attachment styles let one have skills to form a relationship with others in learning how to identify one's own needs, building trust, empathy and communication. This makes the quality of attachment styles between one and their attachment figure have an influential impact on the development of romantic relationships (River et al., 2021). Early experiences with attachment figures influence one's behaviour in interpersonal relationships

(Dykas & Cassidy, 2011; as cited in River et al., 2021). Specifically, there is a direct influence of attachment on the quality of Romantic Relationship Involvement (Simpson et al., 2007; as cited in River et al., 2021). As the formation of attachment is a two-way interaction process in contribution, chances for intimacy, attitudes of both sides, in ways of regulating and responding to a child's emotion in giving meaning (Rees, 2007).

Individuals with secure attachment styles show more intimacy while insecure attachment styles show fewer positive signs when they are involved in a romantic relationship (Santona et al., 2019). They appear to be more trustful and prone to seek comfort from their romantic partners and openness to confide in them when facing challenges. This makes the quality of Parent-Child Attachment become a strong predictor for the quality of romantic relationships when the child grows to become an adult (Mikulincer & Shaver, 2009; as cited in Yahya, 2021).

On the contrary, insecure attachment like anxiety attachment and avoidance attachment harms one's quality of a relationship, signifying attachment styles have a role in romantic relationships from emotional, behavioural and cognitive aspects; specifically, avoidance style has greatly impact quality of relationship in a negative way (Li & Chan, 2012; as cited in Sommantico et al., 2018). For instance, individuals with high avoidance will harm the romantic relationship by keeping their problems personally rather than seeking assistance from their romantic partners, they will choose to suppress their negative emotions defensively. They will be prone to view their romantic partner's actions negatively, resulting in underestimating the care and support their counterparts have provided (Simpson & Rholes, 2017).

2.1 Attachment Theory

2.1.1 Secure Attachment

Secure attachment is observed in the Strange Situation: children will explore the room by themselves in the presence of the attachment figure, show mild upset emotions when the attachment figure leaves, and explore less in the separation with the attachment figure, show happy emotions when they reunite with their attachment figure.

A secure attachment will provide a good foundation for children's future accomplishments (Hanson, 2021). Parents will be the main character in providing a pair of listening ears, fostering confidence in children who will be more willing to voice out their needs as they learn that they are worth being cared for as their parents demonstrated it with actions (Hanson, 2021). Children who are securely attached used to have parents who showed love and addressed their children's needs accordingly, this makes children have the trust to have their caregivers by their side when they are in need as a space that provides assurance (Koehn & Kerns, 2017). Secure attachment will be developed by a parent who is emotionally available and acknowledges their child's positive and negative emotions (Hanson, 2021). They can empathise as well as set boundaries, feel stable in close relationships with a good sense of self-worth, enjoy being with others but do not feel anxiety if they are not (WebMD Editorial Contributors, 2021).

2.1.2 Anxious Attachment

Anxious attachment being observed in Strange Situation, children will not explore much in the room by themselves in the presence of the attachment figure, show upset emotions even when attachment figure have not left, passive in exploring during separation with attachment figure, show clingy emotions when reunited with attachment figure and hard to be calmed down.

Nevertheless, the anxious attachment will let an individual become hot-tempered, distrustful as they face uncertainty and absence of predictability. This happens when parents do

not address their children's needs fitfully, which means the presence of concern and protection may not always be there. Hence, the individual will learn that they cannot rely on their parents if something threatens them which fails to develop the sense of security from their attachment figure.

Furthermore, individuals with anxious attachment usually have low self-esteem, yearning to have intimacy with others but worried that others do not want to be with them (WebMD Editorial Contributors, 2021). They face insecurity and fear of being abandoned in a relationship and thus they crave validation with clingy behaviour (Kelly, 2021). They demonstrate symptoms of anger and defiance, upset during separation but are unable to be easily soothed (Fraley, 2019).

2.1.3 Avoidant Attachment

Avoidant attachment being observed in Strange Situation, children will not explore much in the room by themselves in the presence of attachment figure, not many emotions when attachment figure leaves, will not explore much too in the separation with the attachment figure, show avoiding emotions when reunited with the attachment figure.

The avoidant attachment has features like having a negative view of others, which leads to uneasiness with closeness and shows reluctance to be close with others (Vollmann et al., 2019). Deactivating strategies in regulating emotions are involved in individuals who have avoidant attachment including refusal of attachment needs, paying a lack of attention from attachment-relevant information due to consistent inaccessibility of attachment figures in the past (Vollmann et al., 2019).

2.1.4 Disorganised Attachment

Anxious attachment being observed in Strange Situation, children did not show distinct behaviours as the other three attachment styles, which eventually makes it unfit in other three attachment styles, showing passive attitude and stress only, not showing indicators in either avoidant or anxious.

A disorganised attachment shows an absence of clear attachment behaviour, which they use to respond in a mix of behaviour including avoidance or resistance (Cherry, 2020). Often it is developed from a parent's inappropriate or neglectfulness in addressing children's needs and feelings (Pelly, 2019). One of the contributing factors to this attachment might be the inconsistent behaviour of parents (Reisz et al., 2017). Individuals with disorganised attachment do not feel they deserve love, which may originate from the intense fear, abuse or neglect in childhood (WebMD Editorial Contributors, 2021).

An adult with an avoidant attachment will face intimacy and close relationships as challenging (Simpson & Rholes, 2017). They may not express distinct indicators of upset and avoid physical contact with caregivers (Fraley, 2019). They do not commit much emotion in a relationship and undergo mild distress when a relationship ends (Cherry, 2020). They have characteristics like failing to provide support during difficult timings and sharing emotions with partners (Cherry, 2020). Individuals with avoidant attachment described romantic relationships as low in warmth, friendly interactions and emotional commitment when they were involved (Rokach, 2019). Upon the reunion with caregivers, infants with a disorganised attachment will be prone to show fearful, inconsistent, disorganised, uneasy, confused or other odd behaviours (Paetzold et al., 2015).

In addition, Paetzold et al. (2015) suggested the presence of disorganised attachment in adults as it shows disorganisation in the stage of infancy can be a predictor of behaviours in childhood, adolescence, and early adulthood. Individuals may be portrayed externally in behaviour that consists of aggression, conflicting problems, conduct-related issues, or general hostility, while internalising behaviour that consists of anxiety, distress (Paetzold et al., 2015).

At the same time, differences were discovered in six areas showing secure individuals are more likely than individuals who are insecure show (a) communicate effectively in their relationships, (b) resolve interpersonal conflict in an appropriate manner, (c) call back and competently discuss bitter memories, (d) feel content and commit in their relationship, (e) regulate their emotions competently, and (f) low vulnerability to signals of psychopathology and poor physical health (Gillath et al., 2016; Mikulincer & Shaver, 2016).

Children that developed a secure attachment will have better beliefs regarding the relationship with others, they will also develop a sense of self-worth as well as self-esteem. In addition, they will be more tolerant regarding the forms of giving and taking in relationships, which will enhance them to develop more feelings of empathy. Other than that, they will also be able to regulate their own emotions and be more competent in their later relationships (Kochendorfer & Kerns, 2017). Still, parents are important and act as the primary caregiver for their children even when they grow into adolescence or even in adulthood (Rosenthal & Kobak, 2010).

In our study, we will be looking these four attachment styles categorised into two groups, which are secure attachment style and insecure attachment style as our research instrument, IPPA – R can only measure secure attachment style and insecure attachment style. According to the

study from Armsden and Greenberg (1987), there are two groups of individuals who were grouped depending on their IPPA subscales, which included high security group, secure attachment, and low security group, which also considered as insecure attachment. Which this means that people who scored high in trust and communication regarding their close relationship, as well as recorded low in alienation were group as people with secure attachment. Meanwhile, individuals who recorded low trust and communication, along with high alienation in the relationship with their parents, were known as individual with insecure attachment.

2.2 Parent-Child Attachment and Romantic Relationship

Romantic relationships used to be viewed as a voluntary relationship which is a prevalent feature in human society, among the most prominent factors in daily life between individuals with intentions that each other will become a crucial part of the rest of their ongoing life (Kawamichi et al., 2016). Romantic relationship's definition is mutual, ongoing and voluntary interactions between two partners with particular expressions, for example, fondness and intimacy (Collins et al., 2009; as cited in Gómez-López et al., 2019). Romantic love assists in maintaining a relationship and eliminates the desire to seek alternative partners, it is also a vital aspect contributing to the well-being and positive experience in society (Kawamichi et al., 2016). A study by Vollmann et al. (2019) mentioned that romantic relationships are one of the most important relationships in life.

A romantic relationship is known as the foundation of many components in the development of a significant relationship. While attachment theory by Bowlby (1982) and Ainsworth (1989) suggested that children will form a permanent emotional connection to attachment figures aided by attachment behavioural systems, these systems act as the foundation

of an individual regarding the formation and maintenance of relationships with others. This attachment is a unique element between the relationship of the child and their caregiver which is concerned with giving safety, security and protection to the child.

Conjunctionally, Connolly and McIsaac (2011) found that the relationship with parents and friends of adolescents have a significant result with their Romantic Relationship Involvement and status. For instance, adolescents who valued their relationship with friends and family significantly will have higher chances to have a better quality of romantic relationships (Roisman et al., 2009). In mid-and late adolescence, when romantic relationships become more cognitively significant, the quality of a romantic relationship is more significantly linked to adjustment than it is in early adolescence (Collibee & Furman, 2015). Given the links between romantic relationship factors and adaptation, current studies have focused on determining the factors that determine Romantic Relationship Involvement and quality. Connolly and McIsaac (2011) suggested romantic relationships can be influenced by attachment theory. In retaining the notion that early involvement can be used to predict risk, anyone that is more securely attached would be much less likely to engage in romantic relationships throughout their adolescent lifetime.

These will allow children to form understanding towards others' viewpoints within their relationship with parents (Seo & Cho, 2017). In addition, when individuals get to interact with peers, social development will be experienced, eventually, social networks will be expanded as well. They will form relationships with parents followed by peers in schools, their relationship with parents plays a vital role in their development and flexibility to fit in relationships with others (Park & Kang, 2012; as cited in Seo & Cho, 2017). A study from Fermani et al. (2019) consists of 296 participants (50.7% male), who aged from 19 to 29 years old found out that

attachment has significantly predicted romantic relationship, and thus decreased the chances of a romantic relationship according to their attachment styles.

Individuals with secure attachment are known to be more enthusiastic, considerate according to their ability to concern themselves about others (Fermani et al., 2019). Individuals that are secured will not be anxious and will be more acceptable to the unpredictable circumstances of their other half. When they break up from the relationship, they will face feelings of loss, heartbreak, abandonment, and separation. For them to get ready for new relationship involvement, it will normally take about a year for them to get through the despair experience. On the contrary, a person who has insecure attachment will see themselves as unworthy of love and they can only trust themselves, they do not feel relatedness towards other people. Attachment can influence the romantic relationship of their child when they grow up, so it is significant to identify the emotions as well as the expectation in determining what is love (Fermani et al., 2019).

2.3 Self-Efficacy and Parent-Child Attachment

Parent-Child Attachment has an impact on one's self-efficacy and childhood happens to be a crucial stage as children interact with parents in real-world settings to foster a foundation of competency to adapt to the social world (Seo & Cho, 2017). Children will be able to form understanding towards others' viewpoints within their relationship with parents (Seo & Cho, 2017). In addition, when individuals get to interact with peers, social development will be experienced, and social networks will be expanded as well. They will form relationships with parents followed by peers in schools, their relationship with parents plays a vital role in their development and flexibility to fit in relationships with others (Park & Kang, 2012; as cited in

Seo & Cho, 2017). Besides forming relationships of an individual with others in an appropriate manner, Parent-Child Attachment continues to persist throughout an individual's life. Self-Efficacy will be enhanced when one gets to form a good attachment, as high self-efficacy leads to a higher satisfaction level.

In addition, Parent-Child Attachment shows an impact on Self-Efficacy as one's early attachment will be incorporated into the psychological representation in terms of self, others and interpersonal relationships (Maltais et al., 2017). The significant role in shaping one's belief in Self-Efficacy is attachment style can be seen in the positive relationship between attachment styles and academic Self-Efficacy (Tavakolizadeh et al., 2015). Attachment style will even influence one's self-efficacy in workplace experiences, secure attachment will let one have the ability to trust others and be reliable, hence they enjoy the benefits of teamwork in collaborating with colleagues. Whereas individuals with insecure attachment show anxiety, avoidance, hence they were linked with fewer activities that involve collaboration with outcomes, for example, suffering from burnout and depression (Leiter et al., 2015).

Apart from this, Parent-Child Attachment even has a place in affecting one's Self-Efficacy in career decision making. The scoring of career decision making self-efficacy is positively related to one's scoring of secure attachment. This finding can be understood as one with a secure attachment will adopt positive evaluation of self and others, viewing themselves as having the capability to meeting requirements of job scopes while insecure attachment style individuals are prone to face fear, increase in anxiety level, impatient which may result in the growth in defence mechanism and prone to show avoidance (Bolat & Odacı, 2016).

Furthermore, Parent-Child Attachment predicts one's internal working model is being shaped by one's social interactions with their primary caregivers, the internal working model covers the viewpoint of oneself and others from a mental aspect. Hence, this internal working model will result in having an impact on one's social functioning and adaptability throughout their lifespan. Differences can be distinguished among individuals with their attachment figure, mostly primary caregivers are parents who can portray the quality of their relationship and bonding. In the same vein, they found that one with secure attachment are prone to have higher Self-Efficacy as they view themselves as worthy to be loved and have the capability to complete things independently (Pan et al., 2021).

2.4 Self-Efficacy and Romantic Relationship

Self-Efficacy is one's self-confidence in one's own competency to have a sense of control over one's own motivation, behaviour and environment (Cherry, 2020). All these will influence all attitudes in one's life experiences like goals, commitment level towards goals, the energy level in achieving goals and the tendency in attaining specific grades of behavioural performance. Besides that, Self-Efficacy is crucial in the self-system which consists of an individual's attitude, ability, and cognitive skills (Cherry, 2020). Self-system has a significant role in how we perceive and respond to various situations, thus showing confidence in the ability to have control in our own motivation, attitude, and interaction with the social environment (Cherry, 2020).

Cherry (2020) mentioned individuals with higher self-efficacy will show deeper curiosity in activities involved, be more committed to their interests, regulate emotions faster after setbacks, and perceive challenging problems as skills to be mastered. On the contrary, individuals with lower self-efficacy will be prone to lose confidence in their own competency,

avoid challenging tasks, perceive things as difficult that exceed their competency, and only pay attention to personal shortcomings (Cherry, 2020).

Self-Efficacy in romantic relationships has been associated with relationship satisfaction, Weiser and Weigel (2016) proposed that one of the factors may be individuals with higher Self-Efficacy show higher commitment in maintaining relationships by showing openness, positivity. Bandura (1997; as cited in Cherry, 2020) mentioned a sense of self-efficacy begins to form since childhood through tackling with all sorts of context, tasks and experience, it continues to evolve throughout one's life when individuals obtain new skills and understanding. There are four major sources in the process of developing self-efficacy which consists of (a) mastery experiences, (b) social modelling, (c) social persuasion, and (d) psychological responses (Bandura, 1997; as cited in Cherry, 2020).

For instance, mastery experience is very effective in fostering a strong sense of self-efficacy by carrying out tasks successfully while failing to do so can diminish too. Social modelling will be observing others who are alike to us succeed in performing tasks will raise our own belief to possess the competency in succeeding in equivalent tasks. Social persuasion is when individuals could be persuaded to believe that they have the skills like verbal encouragement to conquer self-doubt. Psychological responses like moods, emotional states, physical responses, including the level of stress can vary individuals' competence in specific contexts. To improve self-efficacy, stress can be minimised, and mood will be elevated (Bandura, 1997; as cited in Cherry, 2020).

Romantic relationships and experiences are significant resources for emotional attachment and contribute to the maturation of positive self-evaluation and better social

consolidation (Meier & Allen, 2008; Montgomery, 2005; as cited in Gómez-López et al., 2019). Attachment styles are believed to persist in having insecure attachment relationships in childhood, notably close, romantic partners are considered to be primary attachment figures in adulthood (Paetzold et al., 2015). Several indicator factors will influence one's formation of a romantic relationship, for instance, upbringing, attractiveness, ways of interaction (Usera et al., 2021; Segrin & Flora, 2019).

In the same breath, different individuals with different attachment styles, one living with insecure attachment style may face challenges in developing romantic relationship with the others as they feel intimidated by the closeness. This may be because they are not comfortable in revealing oneself to the others, hard to develop trust in coping as well as communicate feelings and having interactions. Whereas individuals with secure attachment style would not hesitate in forming romantic relationship with one in having the competency to express own love and emotions, most probably is because their emotional regulation skills are more mature compared to their counterpart, hence it allows them to be comfortable in having a reliable romantic relationship (Yolcu & Akbay, 2020).

2.5 Conceptual Framework

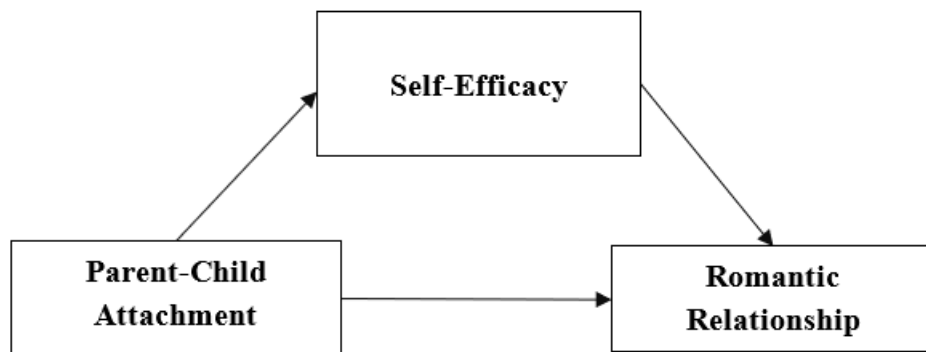


Figure 2.5.1. Conceptual framework model

This study attempts to investigate the mediating role of self-efficacy between parent-child attachment and romantic relationship among Malaysian undergraduate students. Parent-Child Attachment, Self-Efficacy, and Romantic Relationship are among variables examined in this study. Parent-Child Attachment is the independent variable (IV), Romantic Relationship is the dependent variable (DV), and Self-Efficacy is the mediating variable, as demonstrated in the conceptual framework.

2.6 Theoretical Framework

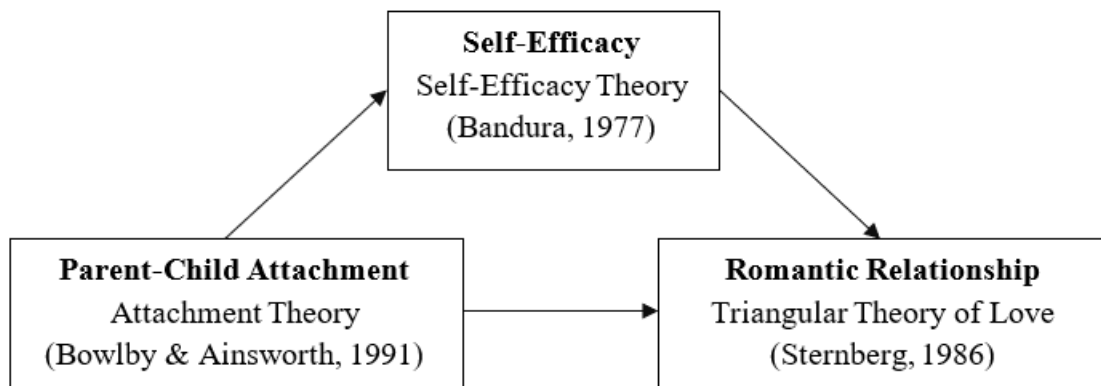


Figure 2.6.1. Theoretical framework model

Attachment Theory. The attachment theory developed by John Bowlby and Mary Ainsworth provides a framework for this study on how the Parent-Child Attachment develops and affects later development. According to Bowlby's (1988) attachment theory, humans are born with a psychological and biological mechanism known as the attachment behavioural system, which drives them to seek out and maintain interaction with an attachment relationship. Ainsworth discovered that individuals seek attachment figures for two primary reasons: a haven (i.e., distress reduction and pleasure) and a secure framework upon which to discover, learn, and

grow (Cherniak et al., 2020). Attachment theory also recognises individual differences, and it often results from varied attachment-figure experiences and the storing of all these interactions within cognitive structures of self and others known as internal working models (Cherniak et al., 2020). Early connections with caregivers are gradually replaced by a multitude of different interpersonal relationships in adolescence and adulthood, such as friends, lovers, and coworkers (Jones, 2015).

Attachment security is essential for the formation of positive relationships since it consists of perceptions that the world is secure, that learning new things is attainable as well as interacting well with others. Individuals with insecure attachments deal with their sadness by using inappropriate interpersonal communication styles, which results in problematic interpersonal interactions. Attachment theory's fundamental ideas were eventually applied to adult attachment, including romantic relationships. According to Little and Sockol (2020), adult attachment is typically divided into two dimensions: attachment anxiety, which is defined by uncertainty about having one's feelings recognized and fear of a partner leaving, and attachment avoidance, which is described by difficulties with trust and intimacy. Attachment anxiety and avoidance are both associated with dissatisfaction in adult romantic relationships (Candel & Turliuc, 2019).

Robert Sternberg triangular theory of love. The triangular theory of love is composed of three components that can be viewed as triangle edges, emphasising that love has three components: intimacy, passion, and commitment (Askarpour & Mohammadipour, 2016). Each side of the triangle represents a distinct but interconnected aspect of love. Self-disclosure is generally the first step in intimacy, accompanied by the sharing of emotions and stories with another person. It remains reasonably steady throughout the relationship, at least until the

individuals are no longer emotionally close or satisfied with the connection (Anderson, 2016). Closeness, compassion, and emotional engagement are characteristics of intimacy, but it is not only restricted to romantic relationships; it can also refer to a close friend, sibling, or parent. Predominantly, passion is the component that expresses desires and demands, and it is usually accompanied by a sexual attraction to another person. Romance, goal-oriented behaviours, and the determination to attract and keep the desired mating partner are all aspects of passion. The cognitive decisions made in the course of maintaining a relationship are linked to mutual caregiving and secure attachment and are referred to as commitment (Tobore, 2020).

Long-term commitment is the decision to maintain a specific connection over time, while commitment generally increases in long-term relationships. The intensity of the three love components varies depending on how long a relationship has been involved. For example, passion is likely to reach a high point quickly, but then speedily fade away (Sorokowski et al., 2020). Sternberg (1997) proposed early in the development of this theory that the Triangular Theory of Love be linked to attachment structures in order to better explain the complexities of love and relationships. Humans have an inherent attachment behavioural mechanism that is fundamental in love. Attachment is necessary for commitment and satisfaction in a relationship, and commitment leads to increased closeness. Based on Kansky (2018), positive attachment, such as secure attachment, could strengthen a person's ability to establish closeness, passion, and commitment, resulting in higher relationship satisfaction. Dysfunctional attachment styles, such as insecure attachment, have the opposite impact, resulting in a low capacity to create closeness, passion, and commitment, leading in lower relationship satisfaction.

Self-Efficacy Theory. The theory of Self-Efficacy was proposed by Albert Bandura, and it defines how self-efficacy forms and alters, and also how it impacts behaviour, performance,

and personal well-being. Self-Efficacy refers to one's belief in one's ability to develop and implement the courses of action required to deal with unexpected events. It is essential for any type of personal development and is known as the "basis of human motivation" (Iwanaga et al., 2020). Individuals' perceptions of confidence in their capacity to carry out a given activity and that the behaviour would result in a particular outcome for the individual are referred to as Self-Efficacy theory. Bandura's Self-Efficacy theory proposed four influencing techniques as well as four elements of self-efficacy, (a) performance successes, (b) vicarious experience, (c) verbal persuasion, (d) and emotional arousal, implying these four elements can impact Self-Efficacy directly and thus have a mediating effect on behaviours (Lippke, 2017). One's experience, regardless of whether a performance is successful or unsuccessful, has an influence on self-efficacy beliefs and one's future behaviours. The secondary source was vicarious experience, which includes all experiences observed by the individual.

The behaviours that individuals observed also have a direct or indirect impact on self-efficacy belief. In comparison to personal experience and a vicarious experience, verbal persuasion is the third and weakest way of influencing self-efficacy. Other people's verbal feedback and coaching, as well as texts or self-instruction, are less likely to influence one's self-efficacy. When emotional or physiological arousal comes to one's capacity to do an activity, it can have an impact on self-efficacy beliefs by implying incompetence and uncontrollability. However, when people feel confident in their abilities, this source has no impact on them (Lippke, 2017). Another study conducted by Yoo et al. (2019), the quality of the parent–child attachment was already connected to the development of Self-Efficacy, and emotional support was already proven to increase self-efficacy levels. The greater the parent–child bond, the more

satisfied individuals could feel with their capabilities, and the more confidence they grew in obtaining desired achievements.

These frameworks are appropriate to adopt in the present study to examine the mediating role of Self-Efficacy between Parent-Child Attachment and Romantic Relationship Involvement, based on the discussion above. This could be explained by the functioning of undergraduate students' attachment styles and Self-Efficacy beliefs behave differently in diverse ways.

Chapter 3

Methodology

3.1 Research Design

In this study, the independent variable is Parent-Child Attachment, the dependent variable is Romantic Relationship, and the mediator is Self-Efficacy. Quantitative Research is widely used in the field of natural and social sciences, which is a process of collecting and analysing numerical data. It can be used to discover patterns and averages, make predictions, test causal relationships, and generalise results to larger populations (Bhandari, 2021).

3.2 Research Sample

3.2.1 Sampling Method

Malaysian undergraduate students between the ages of 19 and 25 were our target population (StudyMalaysia.com, 2015). Purposive sampling, a non-probability sample design, was utilized to recruit participants. The purposive sampling method also defined as selective sampling, is a collection of procedures that relies on the study's judgement when determining which units to examine (Sharma, 2017). This sampling method aims to produce a sample that can be logically assumed to represent the population (Lavrakas, 2011). Purposive sampling is also broadly utilized to identify and select the individuals or groups of people which are considered understandable about or have similar experiences of interest (Palinkas et al., 2015). The explanation for the selection was related to the current study's research aim, which is to better identify romantic relationship involvement among Malaysian undergraduate students and also with improving the study's reliability and validity of data and outcomes. As such, we will choose participants based on the following criteria to determine who is qualified: (i) one must be

a Malaysian undergraduate student currently enrolled in either Malaysian university, (ii) one must be between the ages of 19 to 25 and (iii) one must be engaging in a romantic relationship.

3.2.2 Research Location

The current study was conducted online using a Qualtrics questionnaire survey, which was also distributed via social media platforms such as Microsoft Teams, WhatsApp, Instagram, and Facebook. With this method, this study was able to collect data from respondents who are currently studying in various states of Malaysia. This is because it allows us to reach out to the target population fast and efficiently, as it takes less time and costs little.

3.2.3 Plan to obtain ethical clearance approval

Before distributing the questionnaire for the pilot study, numerous ethical issues should be addressed to properly administer the research. A complete set of questionnaires were submitted to the UTAR Scientific and Ethical Review Committee (SERC) for review. It included a cover page, informed consent, the Inventory of Parent and Peer Attachment, the General Self Efficacy Scale, and the Relationship Involvement Scale. The SERC reviewed the questionnaires before distributing them for the pilot study. Ethical clearance intends to determine whether the data is ethnically representative by providing informed consent forms before participants begin participating in the survey.

3.2.4 Sample Size

G-Power, a sample size calculator application, was used in this study to compute sample size, which is a useful method for estimating sample size (Kang, 2021). The effect size is $f^2 = 0.32$, with a 0.05 error probability level and a 0.95 statistical power level. Malaysian

undergraduate students were the current study's target group. According to Malaysia's Ministry of Education (2020), this age group has a population of 641,189 individuals. A sample was drawn from the target population of the study. Therefore, the application stated that the sample size for this study is 138 participants.

3.3 Research Instruments

3.3.1 Inventory of Parent and Peer Attachment - Revised (IPPA-R)

Inventory of Parent and Peer Attachment – Revised (IPPA – R). The revised version was developed in 2005 by Gullone and Robinson (Andretta et al., 2017). Gullone and Robinson revised the usage of words in items (Andretta et al., 2017), consists of 25 items in each subscale, can assess fathers and mothers with items accordingly, which is different from the original IPPA only have two measures for parents and peers, having perceptions of both parents combined in a scale while the revised version comprised of items about fathers and mothers separately (Youthrex, n.d.). Items are rated on a rating from 1 (Almost never or never true) to 5 (Almost always or always true). Furthermore, the psychometric properties of IPPA – R show high reliability with internal consistency $\alpha = .66 - .86$ and convergent validity. IPPA – R is an indicator in assessing the quality of trust, communication, and alienation in parent and peer relationships perceived by adolescents and young adults (Andretta et al., 2017). In this study, only two subscales, which included the father subscale and the mother subscale were used.

3.3.2 Relationship Involvement Scale (RIS)

The Relationship Involvement Scale (RIS) was developed by students at Valdosta

University and at East Carolina University in 2006 to measure the degree of one's romantic relationship. RIS consists of 10 items, the scoring of items is rated from 1 (*strongly disagree*) to 7 (*strongly agree*), interpretation of scoring is summing up participants' responses, and the total score will range from 10 to 70. The higher the score, the higher one is involved in a romantic relationship. The midpoint will be having a scoring of 40, between a very uninvolved and very involved relationship (Whatley et al., 2006). The Relationship Involvement Scale (RIS) showed reliability with the internal consistency of $\alpha = .91$. This Relationship Involvement Scale aims to identify areas such as compatibility issues, and commitment anxiety, as well as areas of weakness in a romantic relationship involvement (Whatley et al., 2006).

3.3.3 New General Self Efficacy Scale (NGSE)

New General Self-Efficacy Scale (NGSE). NGSE was developed by Chen, Gully, and Eden in 2001 providing a measure for Self-Efficacy, enhancing the original version of the General Self-Efficacy Scale which consists of 17 items developed by Sherer and colleagues in 1982. NGSE consists of 8 items rated on a scale from 1 (strongly disagree) to 5 (strongly agree). Scoring is calculated by having an average of a total of 8 responses ranging from 1 to 5. Higher scores indicate higher self-efficacy (Ackerman, 2020). The test-retest reliability coefficients for NGSE were high $r_{t1-t2} = .65$, $r_{t2-t3} = .66$, $r_{t1-t3} = .62$, showing NGSE is theory-based, unidimensional, internally consistent, and stable over time. NGSE's internal consistency shows high reliability with $\alpha = .86$ and $.90$ (Chen et al., 2001).

3.4 Research Procedure

A complete set of questionnaires and informed consent was submitted to the UTAR Scientific and Ethical Review Committee (SERC) for review before distributing it. Excluding the

sample group, the process was identical to the pilot study. Malaysian undergraduate students who met the requirements were sent an online questionnaire created using Qualtrics. The participants were chosen based on the following criteria to determine who is qualified: (i) one must be a Malaysian undergraduate student currently enrolled in either Malaysian university, (ii) one must be between the ages of 19 to 25 and (iii) one must be engaging in a romantic relationship. We send the link to each of them separately via Microsoft Teams, Facebook, WhatsApp, and Instagram in order to collect data. The questionnaire includes an informed consent page at the beginning to ensure that respondents understand that their participation is entirely voluntary and that their responses will be kept confidential. Participants were directed to answer the questions after clicking the "I agree to participate" button, and they were requested to complete the online questionnaire. Participants' basic demographic information, such as gender, age, and ethnicity, along with responses to the Inventory of Parent and Peer Attachment – Revised (IPPA – R), New General Self-Efficacy Scale (NGSE), and Relationship Involvement Scale (RIS), were collected. This study took one month to collect 138 responses.

3.5 Pilot Study

The pilot study aimed to determine whether the proposed method is applicable, and how viable the study can be applied to a broader population (Leon et al., 2011). It also can be known as data collection instruments, sample recruitment strategies and other research methods for broader study. It is also a significant step in research and acts as a tool to determine the potential issues and deficiencies in the research tools during the study (Lancaster et al., 2004). It also aids in members becoming familiar with the procedures. A pilot study was conducted before the actual study and aims to make sure the research process will be smooth. There were 32 participants that answered our questionnaires through purposive sampling as we aimed to look

for participants who are currently in a romantic relationship. The objectives to conduct a pilot study included making sure that the participants in the actual study can have more consistent research procedures and processes and eliminating the external factors which will make the data and result inaccurate. Furthermore, the purpose of conducting the pilot study was to analyse and assess the validity of the instruments used for physical cleansing, moral judgement and immoral behaviour in this research.

The data from the pilot study were collected and SPSS version 23.0 was used to analyse the reliability test. The result showed that there is a non-significant and medium positive relationship between parent-child attachment and romantic relationship. Besides that, the reliability of the parent-child attachment scale was moderately high since the results showed an alpha Cronbach's coefficient ($\alpha = .604$). While romantic involvement scale it showed the result of alpha Cronbach's coefficient ($\alpha = .719$), and lastly, the self-efficacy scale showed the results of alpha Cronbach's coefficient ($\alpha = .768$). All in all, the reliability of the romantic relationship scale and self-efficacy scale is in an acceptable range since the results showed 0.719 and 0.768 respectively, while the reliability of the parent-child attachment scale was considered moderately high.

3.6 Data Analysis

After the data have been collected, the data was being analysed using IBM Statistical Package for the Social Sciences (SPSS) Statistics software. This study aimed to look into the mediating role of Self-Efficacy between Parent-Child Attachment and Romantic Relationship Involvement, the data was analysed using different tests including Pearson Correlation and Multiple Linear Regression to identify the hypothesis. Firstly, Pearson Correlation is used to

identify the relationship between Parent-Child Attachment and Romantic Relationship Involvement. Next, another Pearson Correlation that is used to determine the relationship between Parent-Child Attachment and Self-Efficacy. And, lastly, a multiple linear regression was used to identify the relationship between Parent-Child Attachment and Self-Efficacy toward Romantic Relationship Involvement. The reversed items in the questionnaire were being identified and mean scores for all variables were calculated before proceeding to the output of the tests.

Table 1: Statistical test used to measure hypothesis.

Hypothesis	Statistical Test
H ₁ : There is a significant relationship between Parent-Child Attachment and Romantic Relationship among undergraduate students in Malaysia.	Pearson Correlation
H ₂ : There is a significant relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia.	Pearson Correlation

H₃: There is a significant relationship of Parent-Child Attachment and Self-Efficacy towards Romantic Relationship among undergraduate students in Malaysia.

Multiple Linear Regression

Chapter 4

Results

4.1 Descriptive Statistic

The demographic information provided by the respondents in the present research was described in Table 4.1. The sample consisted of 138 people between the ages of 19 to 25 ($M = 22.47$, $SD = 1.285$), with most of them being 22 years old. There were 103 female (74.6%) and 35 male (25.4%) responders in the current research, with females slightly outnumbering males. Furthermore, the most of respondents (84.8%) were Chinese, followed by Malays (7.2%), Indians (4.3%), and others (3.6%).

Table 4.1

Demographic Information of Respondents (n=138)

		n	%	M	SD
Min	Max				
Age				22.47	1.285
19	25				
Gender					
	Male	35	25.4		
	Female	103	74.6		
Races					
	Malay	10	7.2		
	Chinese	117	84.8		
	Indian	6	4.3		
	Others	5	3.6		

Note. n = number of responses; % = percentage of responses; M = mean; SD = standard deviation; Min = minimum value; Max = maximum value. Sample of 138 respondents are from different universities in Malaysia.

The frequency distribution of this study, which included Parent-Child Attachment, Self-Efficacy, and Romantic Relationship Involvement among undergraduates, was shown in Table 4.2. Parent-Child Attachment, Self-Efficacy, and romantic relationship mean scores were 3.458 (SD =.62), 3.90 (SD =.60), and 5.35 (SD =.90), respectively. Since the scales were measured continuously, the mean was chosen as the cut-off point to divide the scores into below mean and above mean categories. Respondents who scored higher than the mean will be placed in the high-level category but respondents who score below the mean will be categorized in the low-level category.

Table 4.2

Frequency Distribution of Variables (n=138)

	M	SD	Min	Max
Parent-Child Attachment	3.458	.62092	93.00	243.00
Self-Efficacy	3.8971	.59801	15.00	40.00
Romantic Relationship Involvement	5.35	.90078	27.00	70.00

Note. M = mean; SD = standard deviation; Min = minimum value; Max = maximum value. Sample of 138 respondents are from different universities in Malaysia.

4.2 Normality Assumptions

Under descriptive statistics, skewness and kurtosis were also utilised to assess normality. Pallant (2016) found that the value of skewness provides information regarding the distribution's symmetry. The skewness of parent-child attachment was .076, while self-efficacy and romantic partnerships had skewness of -.347 and -.263, respectively, in table 4.3.

Moreover, the value of kurtosis presented information regarding the sharpness of the data distribution's peak (Pallant, 2016). Parent-child attachment and romantic relationship were shown to have values less than zero in the current study, with values of $-.337$ and $-.562$, respectively. It was reported that self-efficacy had positive values, with a score of $.389$. The data obtained by this study were considered satisfactory and met the assumptions of skewness and kurtosis since the skewness and kurtosis values of all variables were within the acceptable range.

Table 4.3

Skewness and Kurtosis Table

	Skewness	Kurtosis
Parent-Child Attachment	.076	-.337
Self-Efficacy	-.347	.389
Romantic relationship	-.263	-.562

Furthermore, normality was evaluated utilizing normality tests. A non-significant result with a p-value larger than $.05$ in Kolmogorov-Smirnov showed normality (Pallant, 2016). Parent-child attachment p-value was found to be larger than $.05$ in table 4.4, indicating that normality criteria were met. Self-efficacy and romantic relationships were all found to be less than $.05$, suggesting that normality assumptions were not satisfied, and the rule of normality was violated. However, Pallant (2016) stated that in greater samples, the normality assumption was frequently violated. The Shapiro-Wilk test was also performed to assess normality in table 4.4, but only the p-values of the parent-child attachment were found to be larger than $.05$, indicating that the data was normally distributed. The p-values for self-efficacy and romantic relationship were revealed

to be less than .05, indicating that the assumptions of normality were violated, and normality assumptions were not met.

Table 4.4

Kolmogorov- Smirnov and Shapiro-Wilk Table

	Kolmogorov- Smirnov			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Parent-Child Attachment	.068	138	.200	.989	138	.358
Self-Efficacy	.122	138	.000	.975	138	.014
Romantic relationship	.098	138	.003	.972	138	.006

Note. df = degrees of freedom; p = significant value

4.3 Inferential Statistics

RO1: To determine the relationship between Parent-Child Attachment and Romantic Relationship Involvement among undergraduate students in Malaysia.

H1: There is a significant relationship between Parent-Child Attachment and Romantic Relationship Involvement among undergraduate students in Malaysia.

Pearson Correlation test was conducted to determine the connection between Parent-Child Attachment and Romantic Relationship. According to table 4.5, the findings of the Pearson correlation showed that there was a non-significant and positive relationship between Parent-Child Attachment and Romantic Relationship among undergraduate students in Malaysia ($r = .079$, $n = 138$, $p = 0.361$). In other words, there was no correlation between parent-child

attachment and romantic relationship among Malaysian undergraduate students, therefore H1 is failed to be accepted. The magnitude of association between parent-child attachment and romantic relationship was analysed using Guildford's Rule of Thumb. According to Guildford's (1973) Rule of Thumb, the correlation between Parent-Child Attachment and Romantic Relationship was considered negligible since it was smaller than .20.

Table 4.5

Pearson Correlation of Parent-Child Attachment and Romantic Relationship Involvement

		Romantic Relationship Involvement
Parent-Child Attachment	Pearson's Correlation	.079
	Sig. (2 tailed)	.361
	N	138

Note. Correlation is significant at the 0.05 level (2-tailed)

RO2: To determine the relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia

H2: There is a significant relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia

Pearson Correlation was conducted to show the link between Parent-Child Attachment and Self-Efficacy. As portrayed in Table 4.6, the findings of person's correlation showed that there was a significant relationship and positive relationship between Parent-Child Attachment and Self-Efficacy among Malaysia undergraduate students ($r = .198$, $n = 138$, $p = .021$). This highlighted that Parent-Child Attachment was not only correlated but also positively connected

with Self-Efficacy, therefore hypothesis 2 was accepted. The strength of linking between Parent-Child Attachment and Self-Efficacy was analysed using Guildford's Rule of Thumb. According to Guildford's (1973) Rule of Thumb, the correlation was negligible between Parent-Child Attachment and Self-Efficacy due to the strength of the correlation coefficient being smaller than .20.

Table 4.6

Pearson Correlation of Parent-Child Attachment and Self-Efficacy

		Self-Efficacy
Parent-Child Attachment	Pearson's Correlation	.198
	Sig. (2 tailed)	.021
	N	138

Note. Correlation is significant at the 0.05 level (2-tailed)

RO3: To determine the relationship among parent-child attachment, self-efficacy towards romantic relationships among undergraduate students in Malaysia.

H3: There is a significant relationship between parent-child attachment, self-efficacy towards romantic relationships among undergraduate students in Malaysia.

Multiple linear regression was used to test if the Parent-Child Attachment and Self-Efficacy significantly predict romantic relationship among undergraduate students in Malaysia. From table 4.10, the model was statistically significantly predicted the romantic relationship $F(2, 133) = 4.633, p < .05$ and accounted for 5.1% of the total variance in the data. Besides, it was found that self-efficacy ($\beta = .248, t = 2.895, p < .05$), not parent-child attachment ($\beta = .03,$

$t = .349$, $p = .728$), significantly predicted Romantic Relationship. Hence, Self-Efficacy is a significant predictor of Romantic Relationship compared to Parent-Child Attachment in the current study due to having a larger effect on Romantic Relationship among Malaysian undergraduate students.

Table 4.10

Summary of Multiple Regression Analysis for Variables Predicting Romantic Relationship

Predictors	F	R ²	d.f.	Std. Error	β	t	p
	4.633	.051	(2,133)				
Parent-Child Attachment				.025	.03	.349	.728
Self-Efficacy				.161	.248	2.895	.004

4.4 Exploration of Assumptions for Multiple Linear Regression

Before doing multiple linear regression, preliminary analyses were performed to explore its underlying assumptions and verify that the regression analysis could be broadened.

Multicollinearity is an issue that occurs when independent variables have significant correlations. This assumption is to determine that there is a low inter-correlation between predictors rather than a high correlation between predictors. The justification for not having multicollinearity is because it has a major effect on the results of regression, making it difficult to identify the effect of each independent variable. According to Yeo et al, (2018), the assumptions are met and not violated when the tolerance values were greater than .10 and the variance inflation factor (VIF) values are not greater than 10. Table 4.7 showed that

the assumptions were met and not violated as the values of Tolerance and variance inflation factor (VIF) values were reported to be .961 and 1.041 respectively.

Table 4.7

Collinearity Statistics of Parent-child attachment and self-efficacy toward romantic relationship

(N=138)

	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Parent-child attachment	.961	1.041
Self-efficacy	.961	1.041

Note. VIF = Variance Inflation Factor

Independence of errors

The Durbin-Watson method was conducted to evaluate whether the residuals were independent of one another, which was used to determine error independence. In Table 4.8, the independence of errors was 1.824, which was in the range of 1 to 3, suggesting that the assumption was satisfied, and the residuals were independent of one another.

Table 4.8

Independence of Errors of Parent-Child Attachment and Self-Efficacy toward romantic relationship (N=138)

Model	Durbin-Watson
1	1.824

Multivariate Outliers

Cook's, Mahalanobis, and Leverage distances were used in this work to find potential multivariate outliers. According to Cook and Weisberg (1982), cases with a Cook's distance value larger than 1 should be excluded. There were no cases in Table 4.9 with values more than 1

because the maximum value in the current study for Cook's Distance was .114, showing that the results were satisfactory. Moreover, Mahalanobis distances were calculated using the critical value, which was depending on the number of independent variables in the study. (Tabachnick & Fidell, 2013). As there were only two independent variables, the critical value was determined to be 13.82, and there were no cases that exceeded this number, as shown in table 4.8, where the maximum is 12.307 (Tabachnick & Fidell, 2013). The cutoff value for Centered Leverage distance is two times $k+1/n$, wherein k is the number of predictors and n is the number of cases (Hoaglin and Welsch, 1978) and the cutoff value for Leverage distance in the present study is .435. As seen in Table 4.9, there were no cases that exceeded .435 because the maximum value is .091.

Table 4.9

Residuals Statistics of Parent-Child Attachment and Self-Efficacy toward Romantic Relationship Involvement (N=138)

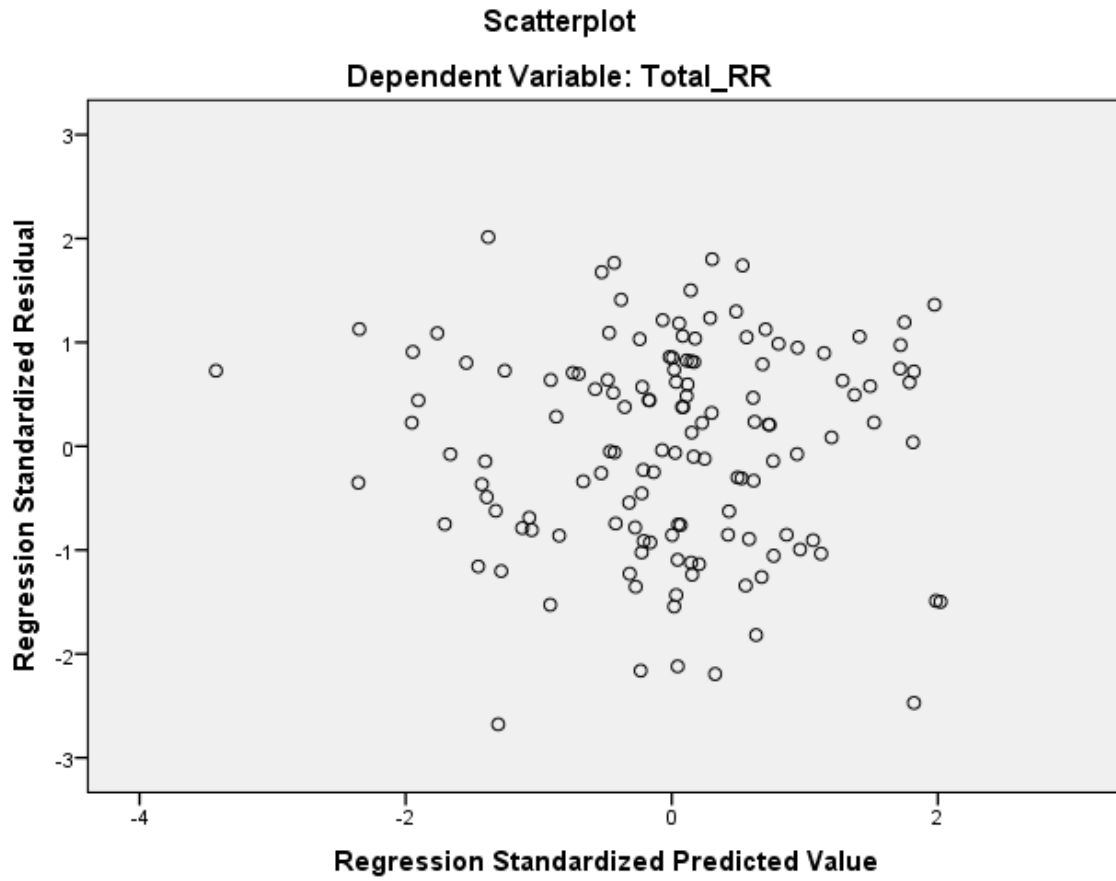
	Min	Max	M	SD
Cook's Distance	.000	.114	.008	.014
Mahalanobis distances	.030	12.307	1.985	2.094
Centered Leverage distance	.000	.091	.015	.016

Note. Min = minimum value; Max = maximum value; M = mean; SD = standard deviation
Normality, linearity, and homoscedasticity

Normality, linearity, and homoscedasticity are used to determine if the residuals were normally distributed, homogenous, and linearly related. Based on the Figure 4.1 portrayed that the residuals are distributed randomly and evenly across the graph so the normality residual, linearity residual & homoscedasticity are met and not violated.

Figure 4.1

Scatter Plot of Standard Predicted Value and Standard Residuals



Chapter 5

Discussion and Conclusion

5.1 Introduction

This study examined the relationship between Parent-Child Attachment and Romantic Relationship with Self-Efficacy as mediating role. This chapter will be looking into the findings related to the relationship between the variables, theoretical and practical implications of the study, limitations and recommendations for this study.

5.2 Constructive discussion of findings

5.2.1 Statement for hypotheses and Results Analysis

Parent-Child Attachment and Romantic Relationship. The first research objective of this study was to determine the relationship between Parent-Child Attachment and Romantic Relationship among undergraduate students in Malaysia. The results of the current study had discovered that there is no correlation between Parent-Child Attachment and Romantic Relationship. This result did not support the hypothesis suggested in this study which stated that there is a significant relationship between Parent-Child Attachment and Romantic Relationship.

This finding is consistent with Kretschmer et al. (2016) as positive and secure Parent-Child Attachment may affect how one develops a social relationship but the romantic relationship with a partner may have slight differences. This may be due to there being some individuals who will have a higher commitment to a romantic partner to cultivate a sense of belongingness and companionship they have missed out on during the early years with parents.

In addition, Little and Sockol (2020) also found that Parent-Child Attachment with insecure attachment style did not show a strong relationship with poorer romantic relationship involvement, instead, it found an impact on the transition of parenthood. In the same vein, new

parents with insecure attachment styles face challenges in forming an attachment with their newborn infants. These may suggest that one with a secure attachment may gain more benefits during the transition of parenthood when they grow up and become parents, as the insecure attachment was not strongly associated with lower involvement in a romantic relationship. On contrary, findings in this study did not show individuals with insecure attachment have a strong relationship with lower involvement in a romantic relationship.

Parent-Child Attachment and Self-Efficacy. The second research objective of this study was to determine the relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia. The results of the current study had found that there was a significant relationship and positive relationship between Parent-Child Attachment and Self-Efficacy. This result supported the hypothesis suggested in this study which stated that there is a significant relationship between Parent-Child Attachment and Self-Efficacy among undergraduate students in Malaysia.

This finding is consistent with Banik et al. (2021) as a parent plays a certain effect on enabling the Self-Efficacy of their children when there the interaction in the parent-child dyad is positive and healthy. This highlights the role of parents in providing family support and could instil a good sense of self-efficacy in one as self-efficacy tends to vary across their development when the frontal lobe started to become more mature. At this stage, parents' behaviour is still able to enhance their self-efficacy by providing sufficient social support and self-regulation.

Nonetheless, Pan et al. (2021) also suggested that the better the quality of Parent-Child Attachment, the better one's Self-Efficacy will be developed as they grow up with the ability to regulate their emotions, having the self-belief that they can handle challenges in their life. As

attachment is the relationship between the child and their parents, it would serve a big impact on children's mental model in how they develop social interactions and interpersonal relationships.

Parent-Child Attachment and Self-Efficacy towards Romantic Relationship. The third research objective of this study was to determine the relationship between Parent-Child Attachment, and Self-Efficacy toward Romantic Relationship among undergraduate students in Malaysia. The results of the current study had suggested that Self-Efficacy serves as a significant predictor of Romantic Relationship compared to Parent-Child Attachment in the current study as it has a larger effect on the romantic relationship among Malaysian undergraduate students.

This finding is consistent with Julal Cnossen et al. (2019) as lower Self-Efficacy will display lower involvement and satisfaction in a romantic relationship which will affect the quality of the romantic relationship as a result, they hold fewer beliefs towards themselves in performing the capacity in committing towards their partner in terms of actions like showing love and caring emotions. They tend to face challenges in expressing their love through actions and physical behaviours towards their partner when they are in an intimate and close relationship.

Furthermore, River et al. (2021) also suggested that there is a likelihood of one interaction with their parents as well as their romantic partner, but the most important element is their willingness and flexibility to adjust in the romantic relationship.

5.2 Implication of the study

This study could serve as a contribution to a certain extent in implications for future research in this field in both theoretical and practical dimensions.

5.2.1 Theoretical implication for future study

For theoretical implications for future study, this study has given us an insight into the relationship between Parent-Child Attachment, Romantic Relationship Involvement and Self-

Efficacy. It can assist in better understanding to avoid possible conflicts between parents and children and children with their partner in romantic relationships along with Self-Efficacy.

Parents and children can have better insights an early-stage about how their attachment will affect one's Self-Efficacy and involvement with partners in future.

5.2.2 Practical implication for programs and policies

For practical implications for programs and policies, with the knowledge of knowing the relationship between Parent-Child Attachment, Romantic Relationship Involvement and Self-Efficacy. It can play a role as guidance for the Ministry of Education, schools, and parents to work hand in hand with a concerted effort in cultivating better attachment between parent and child, which will have an impact on the child's future self-efficacy and involvement in a romantic relationship.

In addition, from the findings of this study, effective upbringing and communication skills to have secure attachment are encouraged to have in a country's programs and policies in raising a future generation with secure attachment, higher self-efficacy that can maintain a good relationship with their partner, instilling a sense of harmony in one country.

5.3 Limitations of the study

This study had some limitations. Firstly, one of the limitations of the study will be the instrument, Inventory of Parents and Peer Relationship – Revised (IPPA – R) is having three subscales which consist of father, mother and peers.

Secondly, it would be the demographic of respondents, most of the respondents are Chinese (84.8%), which may not serve as the most ideal representation as the Malaysian population is a combination of different races.

Thirdly, the distribution of this study was mainly circulated via an online platform among Universiti Tunku Abdul Rahman's students, we considered that a majority of the respondents are from similar socioeconomic statuses. With that said, there is only a limited population of university students' responses were being collected.

Fourthly, the IPPA – R and Romantic Relationship Involvement (RRI) are self-reported instruments, which may be a limitation as there may be a discrepancy between the self-reported and the actual attachment perceived by parents, romantic relationship's partner's viewpoint.

Fifth, this study's research was only distributed online which started from 16 February 2022 to 14 March 2022, only about 4 weeks duration of data collection, which can only reflect this short period as this study was being carried out with time restrictions.

5.4 Recommendations for future study

As mentioned above in the first limitation, although this study had removed the peer subscale and remain the father subscale and mother subscale, it is more encouraged to use the Inventory of Parents and Peer Relationship (IPPA) as this study focused on Parent-Child Attachment as one variable instead of mainly Father-Child Attachment and Mother-Child Attachment separately as two variables.

Along with the second limitation mentioned, it is encouraged to recruit equal distribution of races following the Malaysian population and ethnicity to have more reliable insight as a whole instead of mainly from one Chinese race. In the same vein, the gender of the respondents was mostly female, which contribute to 74.6% of the respondents compared to male respondents which only contribute 25.4%. The inequality of gender distribution may lead to reduced external validity in this study. It is encouraged to recruit equal distribution of gender to have more

validity in interpreting the data and results from both gender viewpoints equally instead of mainly female respondents.

Incoherent with the third limitation aforementioned, it is encouraged that future studies can recruit more respondents from different regions of the country and different socioeconomic status backgrounds among the country's university students.

As aforementioned in the fourth limitation, it is encouraged to include responses from parents' perception of their attachment with children and their partner's perception towards the relationship.

In corresponding with the fifth limitation, it is encouraged to have a longer duration in data collection to have more responses across the year time which might have changes in different times of years and months. For instance, a longitudinal study is recommended to be carried out in future to explore the impacts of one partner's Parent-Child Relationship's background quality on the other partner's romantic relationship attitude and to elaborate on the extent to which Parent-Child Attachment Style shows relationship between Parent-Child Attachment and Romantic Relationship.

References

- Ackerman, C. E. (2020, December 21). What is self-efficacy theory in psychology?
PositivePsychology.Com. <https://positivepsychology.com/Self-Efficacy/>
- Ainsworth, M. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709–716.
<https://doi.org/10.1037/0003-066x.44.4.709>
- Ali, E., Letourneau, N., & Benzies, K. (2021). Parent-child attachment: A principle-based concept analysis. *SAGE Open Nursing*, 7, 237796082110090.
<https://doi.org/10.1177/23779608211009000>
- Amiri, F., Banijamali, S., Ahadi, H., Ahadi, Y. (2013). The relationship between attachment style and self-efficacy beliefs with regard to sex. *European Journal of Experimental Biology*, 3(1):699-704. <https://www.imedpub.com/articles/the-relationship-between-attachment-style-and-selfefficacy-beliefs-with-regard-to-sex.pdf>
- Anderson, J. W. (2016). Sternberg's triangular theory of love. *Encyclopedia of Family Studies*, 1–3. <https://doi.org/10.1002/9781119085621.wbefs058>
- Andretta, J. R., McKay, M. T., Harvey, S. A., & Perry, J. L. (2017). Inventory of parent and peer attachment-revised scores in adolescents: A psychometric and person-oriented study. *Family Relations*, 66(3), 527–540. <https://doi.org/10.1111/fare.12252>
- Armsden, G. C., & Greenberg, M. T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427–454. <https://doi.org/10.1007/bf02202939>

- Askarpour, A., & Mohammadipour, M. (2016). Psychometric properties of Sternberg love scale. *Journal of Fundamental and Applied Sciences*, 8(4), 2036.
<https://doi.org/10.4314/jfas.v8i2s.164>
- Banik, A., Zarychta, K., Knoll, N., & Luszczynska, A. (2021). Cultivation and enabling effects of social support and self-efficacy in parent–child dyads. *Annals of Behavioral Medicine*, 55(12), 1198–1210. <https://doi.org/10.1093/abm/kaab004>
- Bhandari, P. (2021, July 16). An introduction to quantitative research. *Scribbr*.
<https://www.scribbr.com/methodology/quantitative-research/>
- Bluman, A. G. (2014). *Elementary statistics: A step by step approach* (9th ed.). New York: McGraw-Hill Higher Education.
- Bolat, N., & Odaci, H. (2016). High school final year students' career decision-making self-efficacy, attachment styles and gender role orientations. *Current Psychology*, 36(2), 252–259. <https://doi.org/10.1007/s12144-016-9409-3>
- Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. *American Journal of Orthopsychiatry*, 52(4), 664–678. <https://doi.org/10.1111/j.1939-0025.1982.tb01456.x>
- Bowlby, J. (1988). *A secure base: Parent–child attachment and healthy human development*. New York, NY: Basic Books.
[https://www.increaseproject.eu/images/DOWNLOADS/IO2/HU/CURR_M4-A13_Bowlby_\(EN-only\)_20170920_HU_final.pdf](https://www.increaseproject.eu/images/DOWNLOADS/IO2/HU/CURR_M4-A13_Bowlby_(EN-only)_20170920_HU_final.pdf)
- Cambridge University Press. (2021). Cambridge dictionary | English dictionary, translations & thesaurus. *Cambridge.org*. <https://dictionary.cambridge.org/>

- Candel, O.-S., & Turliuc, M. N. (2019). Insecure attachment and relationship satisfaction: A meta-analysis of actor and partner associations. *Personality and Individual Differences, 147*, 190–199. <https://doi.org/10.1016/j.paid.2019.04.037>
- Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational Research Methods, 4*(1), 62–83. <https://doi.org/10.1177/109442810141004>
- Cherniak, A. D., Mikulincer, M., Shaver, P. R., & Granqvist, P. (2020). Attachment theory and religion. *Current Opinion in Psychology*. <https://doi.org/10.1016/j.copsyc.2020.08.020>
- Cherry, K. (2020, July 22). How self-efficacy helps you achieve your goals. *Verywell Mind*. <https://www.verywellmind.com/what-is-Self-Efficacy-2795954#citation-2>.
- Cherry, K. (2020, June 3). What you should know about attachment styles. *Verywell Mind*. <https://www.verywellmind.com/attachment-styles-2795344#citation-9>.
- Collibee, C., & Furman, W. (2015). Quality counts: Developmental shifts in associations between romantic relationship qualities and psychosocial adjustment. *Child Development, 86*(5), 1639–1652. <https://doi.org/10.1111/cdev.12403>
- Connolly, J. A., & McIsaac, C. (2009). Romantic relationships in adolescence. *Handbook of Adolescent Psychology*. <https://doi.org/10.1002/9780470479193.adlpsy002005>
- Cook, R. D., & Weisberg, S. (1982). Residuals and influence in regression. In *conservancy.umn.edu*. New York: Chapman and Hall. <http://conservancy.umn.edu/handle/11299/37076>

- Crittenden, P. M. (2017). Gifts from Mary Ainsworth and John Bowlby. *Clinical Child Psychology and Psychiatry*, 22(3), 436–442. <https://doi.org/10.1177/1359104517716214>
- Dhakal, C. P. (2017). Dealing with outliers and influential points while fitting regression. *Journal of Institute of Science and Technology*, 22(1), 61–65. <https://doi.org/10.3126/jist.v22i1.17741>
- Doinita, N. E., & Maria, N. D. (2015). Attachment and parenting styles. *Procedia - Social and Behavioral Sciences*, 203, 199–204. <https://doi.org/10.1016/j.sbspro.2015.08.282>
- Dykas, M. J., & Cassidy, J. (2011). Attachment and the processing of social information across the life span: Theory and evidence. *Psychological Bulletin*, 137, 19–46. <https://doi.org/10.1037/a00213>
- Fermani, A., Bongelli, R., Carrieri, A., del Moral Arroyo, G., Muzi, M., & Portelli, C. (2019). “What is more important than love?” Parental attachment and romantic relationship in Italian emerging adulthood. *Cogent Psychology*, 6(1). <https://doi.org/10.1080/23311908.2019.1693728>
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.
- Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual Review of Psychology*, 70(1), 401–422. <https://doi.org/10.1146/annurev-psych-010418-102813>
- Gaumer Erickson, A. S. & Noonan, P. M. (2021). Self-efficacy assessment suite: Technical report. *College & Career Competency Framework*. <http://cccframework.org>

- Gillath O., Karantzas G., Fraley, R. C. (2016). *Adult attachment: A concise guide to theory and research*. New York: Academic.
- Gilmore, H. (2020, July 2). Attachment theory: Parent-child attachment affects relationship skills throughout life. *Psych Central*. <https://psychcentral.com/pro/child-therapist/2020/07/attachment-theory-parent-child-attachment-affects-relationship-skills-throughout-life#Ainsworth-Bowlby>.
- Giudice, D. M. (2011). Sex differences in romantic attachment: A meta-analysis. *Personality & Social Psychology Bulletin*, 37(2), 193–214. <https://doi.org/10.1177/0146167210392789>
- Gómez-López, M., Viejo, C., & Ortega-Ruiz, R. (2019). Well-being and romantic relationships: A systematic review in adolescence and emerging adulthood. *International Journal of Environmental Research and Public Health*, 16(13), 2415. <https://doi.org/10.3390/ijerph16132415>
- Guilford, J. P., & Fruchter, B. (1973). *Fundamental statistics in psychology and education* (5th ed.). New York: McGraw-Hill.
- Hanson, A. (2021). Parent-Child Attachment. *Family & Children's Center*. <https://www.fcconline.org/blog/parent-child-attachment/>.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, 52(3), 511–524. <https://doi.org/10.1037/0022-3514.52.3.511>
- Hoaglin, D. C., & Welsh, R. E. (1978). The hat matrix in regression and ANOVA. *The American Statistician*, 32(1), 17–22. <https://doi.org/10.1080/00031305.1978.10479237>

- Holzberger, D., & Prestele, E. (2021). Teacher self-efficacy and self-reported cognitive activation and classroom management: A multilevel perspective on the role of school characteristics. *Learning and Instruction*, 101513.
<https://doi.org/10.1016/j.learninstruc.2021.101513>
- Iwanaga, K., Chan, F., Tansey, T. N., Hoyt, W. T., & Berven, N. L. (2020). Evaluation of constructs based on self-determination theory and self-efficacy theory as predictors of vocational rehabilitation engagement for people with physical and sensory disabilities. *Rehabilitation Counseling Bulletin*, 64(3), 131–144.
<https://doi.org/10.1177/0034355220942301>
- Jones, S. M. (2015). Attachment theory. *The International Encyclopedia of Interpersonal Communication*, 1–5. <https://doi.org/10.1002/9781118540190.wbeic161>
- Julal Cnossen, F. S., Harman, K. A., & Butterworth, R. (2019). Attachment, efficacy beliefs and relationship satisfaction in dating, emerging adult women. *Journal of Relationships Research*, 10. <https://doi.org/10.1017/jrr.2019.14>
- Kang, H. (2021). Sample size determination and power analysis using the G*Power software. *Journal of Educational Evaluation for Health Professions*, 18, 17.
<https://doi.org/10.3352/jeehp.2021.18.17>
- Kansky, J. (2018). What's love got to do with it? Romantic relationships and well-being. *Handbook of well-being*. Salt Lake City, UT: DEF Publishers.
<https://www.nobascholar.com/chapters/10/download.pdf>

Kawamichi, H., Sugawara, S. K., Hamano, Y. H., Makita, K., Matsunaga, M., Tanabe, H. C.,

Ogino, Y., Saito, S., & Sadato, N. (2016). Being in a romantic relationship is associated with reduced gray matter density in striatum and increased subjective happiness.

Frontiers in Psychology, 7. <https://doi.org/10.3389/fpsyg.2016.01763>

Kelly, G. (2021, September 29). Your childhood can affect your adult relationships: Attachment

theory. *Mindbodygreen*. <https://www.mindbodygreen.com/articles/attachment-theory-and-the-4-attachment-styles>.

Kochendorfer, L. B., & Kerns, K. A. (2017). Perceptions of parent-child attachment relationships

and friendship qualities: Predictors of romantic relationship involvement and quality in adolescence. *Journal of Youth and Adolescence*, 46(5), 1009–1021.

<https://doi.org/10.1007/s10964-017-0645-0>

Koehn, A. J., & Kerns, K. A. (2017). Parent-child attachment: Meta-analysis of associations

with parenting behaviors in middle childhood and adolescence. *Attachment & Human Development*, 20(4), 378–405. <https://doi.org/10.1080/14616734.2017.1408131>

Kretschmer, T., Vollebergh, W., & Oldehinkel, A. J. (2016). Parent-child positivity and

romantic relationships in emerging adulthood. *International Journal of Behavioral Development*, 41(2), 198–210. <https://doi.org/10.1177/0165025415612228>

Lancaster, G. A., Dodd, S., & Williamson, P. R. (2004). Design and analysis of pilot studies:

Recommendations for good practice. *Journal of Evaluation in Clinical Practice*, 10(2), 307–312. <https://doi.org/10.1111/j..2002.384.doc.x>

- Lantagne, A., & Furman, W. (2017). Romantic relationship development: The interplay between age and relationship length. *Developmental Psychology, 53*(9), 1738–1749.
<https://doi.org/10.1037/dev0000363>
- Lavrakas, P. J. (2011). *Purposive Sample*. Sagepub.com.
<https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml>
- Leiter, M. P., Day, A., & Price, L. (2015). Attachment styles at work: Measurement, collegial relationships, and burnout. *Burnout Research, 2*(1), 25–35.
<https://doi.org/10.1016/j.burn.2015.02.003>
- Leon, A. C., Davis, L. L., & Kraemer, H. C. (2011). The role and interpretation of pilot studies in clinical research. *Journal of Psychiatric Research, 45*(5), 626–629.
<https://doi.org/10.1016/j.jpsychires.2010.10.008>
- Lippke, S. (2017). Self-Efficacy theory. *Encyclopedia of Personality and Individual Differences, 1–6*. https://doi.org/10.1007/978-3-319-28099-8_1167-1
- Little, K. K., & Sockol, L. E. (2020). Romantic relationship satisfaction and parent-infant bonding during the transition to parenthood: An attachment-based perspective. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.02068>
- Maltais, C., Duchesne, S., Ratelle, C., & Feng, B. (2017). Learning climate, academic competence, and anxiety during the transition to middle school: Parental attachment as a protective factor. *European Review of Applied Psychology, 67*(2), 103–112.
<https://doi.org/10.1016/j.erap.2017.01.002>

- Mauer, R., Neergaard, H., & Linstad, A. K. (2017). Self-Efficacy: Conditioning the entrepreneurial mindset. *International Studies in Entrepreneurship*, 293–317. https://doi.org/10.1007/978-3-319-45544-0_19
- Mikulincer, M., Shaver, P.R. (2016). *Attachment in adulthood: Structure, dynamics, and change*. New York, NY: Guilford. 2nd ed.
- Ministry of Higher Education. (2020). Statistics 2020. *Putrajaya: Ministry of Education Malaysia*. <https://www.mohe.gov.my/muat-turun/statistik/2020>
- Ministry of Higher Education. (2020). Statistics 2020. *Putrajaya: Ministry of Education Malaysia*. <https://www.mohe.gov.my/muat-turun/statistik/2020>
- Mulyadi, S., Rahardjo, W., & Basuki, A. M. H. (2016). The role of parent-child relationship, self-esteem, academic Self-Efficacy to academic stress. *Procedia - Social and Behavioral Sciences*, 217, 603–608. <https://doi.org/10.1016/j.sbspro.2016.02.063>
- Paetzold, R. L., Rholes, W. S., & Kohn, J. L. (2015). Disorganized attachment in adulthood: Theory, measurement, and implications for romantic relationships. *Review of General Psychology*, 19(2), 146–156. <https://doi.org/10.1037/gpr0000042>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. NCBI. <https://doi.org/10.1007/s10488-013-0528-y>
- Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (6th ed.). England: McGraw-Hill Education.

- Pan, Y., Zhang, Q., Liu, G., Li, B., & Liu, C. (2021). Parents' attachment styles and adolescents' regulatory emotional self-efficacy: The mediating role of adolescents' attachment to parents in China. *Applied Research in Quality of Life*. <https://doi.org/10.1007/s11482-021-09991-x>
- Pelly, J. (2019, September 27). Disorganized attachment: Definition, causes, prevention. *Healthline*. <https://www.healthline.com/health/parenting/disorganized-attachment>.
- Pepping, C. A., MacDonald, G., & Davis, P. J. (2018). Toward a psychology of singlehood: An attachment-theory perspective on long-term singlehood. *Current Directions in Psychological Science*, 27(5), 324–331. <https://doi.org/10.1177/0963721417752106>
- Rees, C. (2007). Childhood attachment. *British Journal of General Practice*, 57(544), 920–922. <https://doi.org/10.3399/096016407782317955>
- Reisz, S., Duschinsky, R., & Siegel, D. J. (2017). Disorganized attachment and defense: Exploring John Bowlby's unpublished reflections. *Attachment & Human Development*, 20(2), 107–134. <https://doi.org/10.1080/14616734.2017.1380055>
- River, L. M., O'Reilly Treter, M., Rhoades, G. K., & Narayan, A. J. (2021). Parent-child relationship quality in the family of origin and later romantic relationship functioning: A systematic review. *Family Process*. <https://doi.org/10.1111/famp.12650>
- Roisman, G. I., Booth-LaForce, C., Cauffman, E., & Spieker, S. (2008). The developmental significance of adolescent romantic relationships: Parent and peer predictors of engagement and quality at age 15. *Journal of Youth and Adolescence*, 38(10), 1294–1303. <https://doi.org/10.1007/s10964-008-9378-4>

- Rokach, A. (2019). On love and loneliness. *The Psychological Journey to and from Loneliness*, 207–236. <https://doi.org/10.1016/b978-0-12-815618-6.00009-6>
- Rosenthal, N. L., & Kobak, R. (2010). Assessing adolescents' attachment hierarchies: Differences across developmental periods and associations with individual adaptation. *Journal of research on adolescence*, 20(3), 678-706.
- Santona, A., Cesare, P. D., Tognasso, G., Franceschi, M. D., & Sciandra, A. (2019). The mediating role of romantic attachment in the relationship between attachment to parents and aggression. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01824>
- Scharfe, E. (2016). Sex differences in attachment. *Encyclopedia of Evolutionary Psychological Science*, 1–5. https://doi.org/10.1007/978-3-319-16999-6_3592-1
- Schreiber-Gregory, D. N., & Jackson, H. M. (2018). Ridge regression and multicollinearity: An in-depth review. http://cinsug.org/uploads/3/6/2/9/36298586_schreiber-gregory_multicollinearity___ridge_regression.pdf
- Segrin, C. & Flora, J. (2019). *Family communication* (3rd edition). Routledge.
- Seo, J.-S., & Cho, S. (2017). The influence of parent-child attachment on child's servant leadership-focused on mediator effect of self-efficacy-. *The Journal of Korea Institute of Information, Electronics, and Communication Technology*, 10(6), 570–579. <https://doi.org/10.17661/JKIIECT.2017.10.6.570>
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7), 749–752. <https://www.allresearchjournal.com/archives/2017/vol3issue7/PartK/3-7-69-542.pdf>

Simpson, J. A., & Rholes, W. S. (2017). Adult attachment, stress, and romantic relationships.

Current Opinion in Psychology, 13, 19–24. <https://doi.org/10.1016/j.copsyc.2016.04.006>

Sommantico, M., Donizzetti, A. R., Parrello, S., & de Rosa, B. (2018). Predicting young adults' romantic relationship quality: Sibling ties and adult attachment styles. *Journal of Family Issues*, 40(5), 662–688. <https://doi.org/10.1177/0192513x18820381>

Sorokowski, P., Sorokowska, A., Karwowski, M., Groyecka, A., Aavik, T., Akello, G., Alm, C., Amjad, N., Anjum, A., Asao, K., Atama, C. S., Atamtürk Duyar, D., Ayebare, R., Batres, C., Bendixen, M., Bensafia, A., Bizumic, B., Boussena, M., Buss, D. M., & Butovskaya, M. (2020). Universality of the triangular theory of love: Adaptation and psychometric properties of the triangular love scale in 25 countries. *The Journal of Sex Research*, 1–10. <https://doi.org/10.1080/00224499.2020.1787318>

StudyMalaysia.com. (2015, March 13). The Malaysian higher education system - An overview. *StudyMalaysia.com*. <https://www.studymalaysia.com/education/higher-education-in-malaysia/the-malaysian-higher-education-system-an-overview>

Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate analysis* (6th ed.). Boston: Pearson Education.

Tam, C.-L., Lee, T.-H., Kumarasuriar, V., Har, W.-M., Rahman, A., & Tunku, M. (2012). Parental authority, parent-child relationship and gender differences: A study of college students in the Malaysian context. *Australian Journal of Basic and Applied Sciences*, 6(2), 182–189. <http://www.ajbasweb.com/old/ajbas/2012/February/182-189.pdf>

- Tavakolizadeh, J., Tabari, J., & Akbari, A. (2015). Academic self-efficacy: Predictive role of attachment styles and meta-cognitive skills. *Procedia - Social and Behavioral Sciences*, *171*, 113–120. <https://doi.org/10.1016/j.sbspro.2015.01.096>
- Tobore, T. O. (2020). Towards a comprehensive theory of love: The quadruple theory. *Frontiers in Psychology*, *11*. <https://doi.org/10.3389/fpsyg.2020.00862>
- Vocabulary.com (n.d.). Undergraduate. Dictionary definition. *Vocabulary.com*.
<https://www.vocabulary.com/dictionary/undergraduate>
- Vollmann, M., Sprang, S., & van den Brink, F. (2019). Adult attachment and relationship satisfaction: The mediating role of gratitude toward the partner. *Journal of Social and Personal Relationships*, *36*(11–12), 3875–3886.
<https://doi.org/10.1177/0265407519841712>
- WebMD Editorial Contributors (2021). What is Anxious Attachment? *WebMD*.
<https://www.webmd.com/mental-health/what-is-anxious-attachment>.
- Weiser, D. A., & Weigel, D. J. (2016). Self-efficacy in romantic relationships: Direct and indirect effects on relationship maintenance and satisfaction. *Personality and Individual Differences*, *89*, 152–156. <https://doi.org/10.1016/j.paid.2015.10.013>
- Whatley, M., Little, G. M., & Knox, D. (2006). A scale to measure college student relationship involvement. *College Student Journal*, *40*(1).
https://www.researchgate.net/publication/234667809_A_Scale_to_Measure_College_Student_Relationship_Involvement
- Wilde, N., & Hsu, A. (2019). The influence of general self-efficacy on the interpretation of vicarious experience information within online learning. *International Journal of*

- Educational Technology in Higher Education*, 16(1). <https://doi.org/10.1186/s41239-019-0158-x>
- Williams, D. M. (2010). Outcome expectancy and self-efficacy: Theoretical implications of an unresolved contradiction. *Personality and Social Psychology Review*, 14(4), 417–425. <https://doi.org/10.1177/1088868310368802>
- Yahya, F., Wilson, S., Sochos, A., Talib, A. T., Singh, S. S., Khiri, M. J., & Khan, A. (2021). Parent-child attachment and romantic relationship among young adults in Malaysia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(5), 1343–1352. <https://doi.org/10.17762/turcomat.v12i5.2026>
- Yeo, B. L., Mohamed, R. H. N., Ismail, S., Rahman, M. K. B. A., & Shahid, S. A. M. (2018). Customer delight measurement in halal cosmetics industry in Malaysia: The relationship between functional values, epistemic values and customer emotions towards customer delight. *Int. J Sup. Chain. Mgt*, 7(5), 267.
- Yin, H., Qian, S., Huang, F., Zeng, H., Zhang, C. J. P., & Ming, W.-K. (2021). Parent-child attachment and social adaptation behavior in Chinese college students: The mediating role of school bonding. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.711669>
- Yolcu, D., & Akbay, S.E. (2020). Dating violence among university students: The role of self-esteem, perceived relationship self-efficacy and attachment styles. *European Journal of Education Studies*, 7(10), 241 – 257. <https://files.eric.ed.JOgov/fulltext/ED610083.pdf>
- Yoo, W., Shah, D. V., Chih, M.-Y., & Gustafson, D. H. (2019). A smartphone-based support group for alcoholism: Effects of giving and receiving emotional support on coping self-

efficacy and risky drinking. *Health Informatics Journal*, 146045821988840.

<https://doi.org/10.1177/1460458219888403>

Young, E. S., Simpson, J. A., Griskevicius, V., Huelsnitz, C. O., & Fleck, C. (2017). Childhood attachment and adult personality: A life history perspective. *Self and Identity*, 18(1), 22–38. <https://doi.org/10.1080/15298868.2017.1353540>

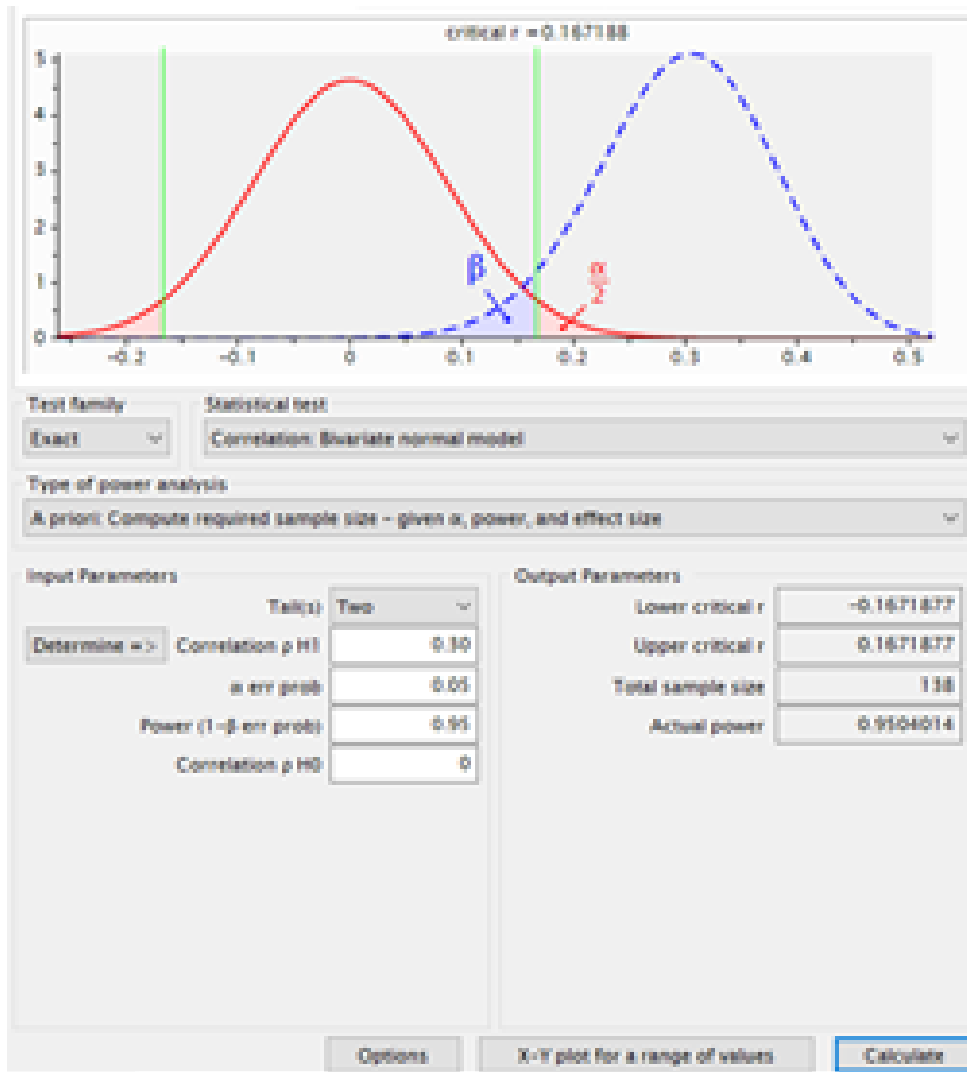
Yuan, S., Weiser, D. A., & Fischer, J. L. (2016). Self-efficacy, parent–child relationships, and academic performance: A comparison of European American and Asian American college students. *Social Psychology of Education*, 19(2), 261–280.

<https://doi.org/10.1007/s11218-015-9330-x>

Appendices

Appendix A

Appendix A1: Calculation of Sample Size using G*Power



Appendix B

Appendix B1: Inventory of Parent and Peer Attachment (IPPA)

This questionnaire asks about your relationships with important people in your life; your mother, your father, and your close friends. Please read the directions to each part carefully.

Part I

Some of the following statements ask about your feelings about your mother or the person 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.

Please read each statement and circle the ONE number that tells how true the statement is for you now.

1	2	3	4	5
Almost Never or Never True	Not Very Often True	Sometimes True	Often True	Almost Always or Always True

1.	My mother respects my feelings.	1	2	3	4	5
2.	I feel my mother does a good job as my mother.	1	2	3	4	5
3.	I wish I had a different mother.	1	2	3	4	5
4.	My mother accepts me as I am	1	2	3	4	5
5.	I like to get my mother's point of view on things I'm	1	2	3	4	5

	concerned about.					
6.	I feel it's no use letting my feelings show around my mother.	1	2	3	4	5
7.	My mother can tell when I'm upset about something.	1	2	3	4	5
8.	Talking over my problems with my mother makes me feel ashamed or foolish.	1	2	3	4	5
9.	My mother expects too much from me.	1	2	3	4	5
10.	I get upset easily around my mother.	1	2	3	4	5
11.	I get upset a lot more than my mother knows about.	1	2	3	4	5
12.	When we discuss things, my mother cares about my point of view.	1	2	3	4	5
13.	My mother trusts my judgment.	1	2	3	4	5
14.	My mother has her own problems, so I don't bother her with mine.	1	2	3	4	5
15.	My mother helps me to understand myself better.	1	2	3	4	5
16.	I tell my mother about my problems and troubles.	1	2	3	4	5
17.	I feel angry with my mother.	1	2	3	4	5

18.	I don't get much attention from my mother.	1	2	3	4	5
19.	My mother helps me to talk about my difficulties.	1	2	3	4	5
20.	My mother understands me.	1	2	3	4	5
21.	When I am angry about something, my mother tries to be understanding.	1	2	3	4	5
22.	I trust my mother.	1	2	3	4	5
23.	My mother doesn't understand what I'm going through these days.	1	2	3	4	5
24.	I can count on my mother when I need to get something off my chest.	1	2	3	4	5
25.	If my mother knows something is bothering me, she asks me about it.	1	2	3	4	5

Part II

This part asks about your feelings about your father, or the man who has acted as your father. If you have more than one person acting as your father (e.g. natural and step-father) answer the question for the one you feel has most influenced you.

1	2	3	4	5
Almost Never	Not Very Often	Sometimes True	Often True	Almost Always

or Never True	True			or Always True		
1.	My father respects my feelings.	1	2	3	4	5
2.	I feel my father does a good job as my father.	1	2	3	4	5
3.	I wish I had a different father.	1	2	3	4	5
4.	My father accepts me as I am.	1	2	3	4	5
5.	I like to get my father's point of view on things I'm concerned about.	1	2	3	4	5
6.	I feel it's no use letting my feelings show around my father.	1	2	3	4	5
7.	My father can tell when I'm upset about something.	1	2	3	4	5
8.	Talking over my problems with my father makes me feel ashamed or foolish.	1	2	3	4	5
9.	My father expects too much from me.	1	2	3	4	5
10.	I get upset easily around my father.	1	2	3	4	5
11.	I get upset a lot more than my father knows about.	1	2	3	4	5
12.	When we discuss things, my father cares about my point of view.	1	2	3	4	5

13.	My father trusts my judgment.	1	2	3	4	5
14.	My father has his own problems, so I don't bother him with mine	1	2	3	4	5
15.	My father helps me to understand myself better.	1	2	3	4	5
16.	I tell my father about my problems and troubles.	1	2	3	4	5
17.	I feel angry with my father.	1	2	3	4	5
18.	I don't get much attention from my father.	1	2	3	4	5
19.	My father helps me to talk about my difficulties.	1	2	3	4	5
20.	My father understands me.	1	2	3	4	5
21.	When I am angry about something, my father tries to be understanding.	1	2	3	4	5
22.	I trust my father.	1	2	3	4	5
23.	My father doesn't understand what I'm going through these days.	1	2	3	4	5
24.	I can count on my father when I need to get something off my chest.	1	2	3	4	5
25.	If my father knows something is bothering me, he asks me about it.	1	2	3	4	5

Part III

This part asks about your feelings about your relationships with your close friends. Please read each statement and circle the ONE number that tells how true the statement is for you now.

1.	I like to get my friend's point of view on things I'm concerned about.	1	2	3	4	5
2.	My friends can tell when I'm upset about something.	1	2	3	4	5
3.	When we discuss things, my friends care about my point of view.	1	2	3	4	5
4.	Talking over my problems with friends makes me feel ashamed or foolish.	1	2	3	4	5
5.	I wish I had different friends.	1	2	3	4	5
6.	My friends understand me.	1	2	3	4	5
7.	My friends encourage me to talk about my difficulties.	1	2	3	4	5
8.	My friends accept me as I am.	1	2	3	4	5
9.	I feel the need to be in touch with my friends more often.	1	2	3	4	5

10.	My friends don't understand what I'm going through these days.	1	2	3	4	5
11.	I feel alone or apart when I am with my friends.	1	2	3	4	5
12.	My friends listen to what I have to say.	1	2	3	4	5
13.	I feel my friends are good friends.	1	2	3	4	5
14.	My friends are fairly easy to talk to.	1	2	3	4	5
15.	When I am angry about something, my friends try to be understanding.	1	2	3	4	5
16.	My friends help me to understand myself better.	1	2	3	4	5
17.	My friends care about how I am feeling.	1	2	3	4	5
18.	I feel angry with my friends.	1	2	3	4	5
19.	I can count on my friends when I need to get something off my chest.	1	2	3	4	5
20.	I trust my friends.	1	2	3	4	5
21.	My friends respect my feelings.	1	2	3	4	5
22.	I get upset a lot more than my friends	1	2	3	4	5

	know about.					
23.	It seems as if my friends are irritated with me for no reason.	1	2	3	4	5
24.	I can tell my friends about my problems and troubles.	1	2	3	4	5
25.	If my friends know something is bothering me, they ask me about it.	1	2	3	4	5

Appendix B2: Relationship Involvement Scale (RIS)

This questionnaire is designed to assess the level of your involvement in a current relationship.

Please read each statement carefully and circle the number that reflects your level of disagreement to agreement, using the following scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Either Agree or Disagree	Somewhat Agree	Agree	Strongly Agree

1.	I have told my friends that I love my partner.	1	2	3	4	5	6	7
2	My partner and I have discussed our future together.	1	2	3	4	5	6	7
3.	I have told my partner that I want to marry him/her.	1	2	3	4	5	6	7
4.	I feel happier when I am with my partner.	1	2	3	4	5	6	7
5.	Being together is very important to me.	1	2	3	4	5	6	7
6.	I cannot imagine a future with anyone	1	2	3	4	5	6	7

	other than my partner.							
7.	I feel that no one else can meet my needs as well as my partner.	1	2	3	4	5	6	7
8.	When talking about my partner and me, I tend to use the words “us”, “we”, and “our.”	1	2	3	4	5	6	7
9.	I depend on my partner to help me with many things in life.	1	2	3	4	5	6	7
10	I want to stay in this relationship no matter how hard times become in the future.	1	2	3	4	5	6	7

Appendix B3: New General Self Efficacy Scale (NGSE)

This questionnaire is using a 5-point rating scale (1= strongly disagree; 3 = neither agree nor disagree; 5 = strongly agree). Please read each statement carefully and rate accordingly to show the degree of you agreeing with each of the statements given.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

1.	I will be able to achieve most of the goals that I set for myself.	1	2	3	4	5
2.	When facing difficult tasks, I am certain that I will accomplish them.	1	2	3	4	5
3.	In general, I think that I can obtain outcomes that are important to me.	1	2	3	4	5
4.	I believe I can succeed at most any endeavor to which I set my mind.	1	2	3	4	5
5.	I will be able to successfully overcome many challenges.	1	2	3	4	5

6.	I am confident that I can perform effectively on many different tasks.	1	2	3	4	5
7.	Compared to other people, I can do most tasks very well.	1	2	3	4	5
8.	Even when things are tough, I can perform quite well.	1	2	3	4	5

Turnitin Report

FYP turnitin

ORIGINALITY REPORT

16%	9%	6%	13%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universiti Tunku Abdul Rahman Student Paper	7%
2	eprints.utar.edu.my Internet Source	2%
3	M. Shuang, W. Yiqing, J. Ling, O. Guanzhen, G. Jing, Q. Zhiyong, W. Xiaohua. "Relationship between parent-child attachment and depression among migrant children and left-behind children in China", Public Health, 2022 Publication	1%
4	Submitted to Universiti Teknologi MARA Student Paper	1%
5	Submitted to University Of Tasmania Student Paper	1%
6	Submitted to University of Leeds Student Paper	1%
7	jultika.oulu.fi Internet Source	1%
8	docplayer.net Internet Source	