

CHILDHOOD SOCIAL SKILLS AND ATTACHMENT STYLES: A SYSTEMATIC REVIEW

Ninda Falah Yuniar¹,
Universitas Pendidikan Indonesia,
ninda_falah@upi.edu

Received: January 10th 2021

Revised: February 20th 2021

Accepted: March 25th 2021

Abstract: Attachment is the first and most crucial relationship that children have with their caregivers (often the mother but not necessarily); the built relationship will last long enough and provide a sense of security even though the attachment figure is not visible in the child's view. Examined the impact of attachment and its effect on social skills. Consequently, this study systematically reviews evidence on attachment and social skills. A total of 35 articles published between 2001 and 2020 met the criteria after searching in the following databases: sage journal, springer link, thesis database, science direct, hazing, researchgate, Google, Google Scholar. Cambridge. The findings suggest a positive relationship between safe and unsafe attachment (anxiety and avoidance) and social skills. The findings show that safe attachment will provide self-confidence, responsiveness, shows that children's social competence can relate well to teachers and peers at school and in the community. The unsafe attachment will hurt the child. Children are not confident and less good at responding to their environment or lack social skills.

Keywords: Attachments, Insecure Attachments, Literature Review Secure Attachments, Social Skills

OPTIMA: Journal of Guidance and Counseling
Website: <http://ejournal.upi.edu/index.php/OPTIMA>

Permalink:

How to cite (APA): Yuniar, N., F. (2021). Childhood Social Skills and Attachment Styles: A Systematic Review. *OPTIMA: Journal of Guidance and Counseling*, 1(1), Page. 36-54



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Children spend significant periods of their lives in school, which provides essential opportunities for children to build consistent, trustworthy, and safe relationships with adults. Moreover, they can experience themselves positively, thereby increasing their self-esteem and self-confidence (O'Shaughnessy & Dallos, 2009). Secure attachment has been found to facilitate the development of coping skills and as an essential protective factor for mental health in subsequent childhood. Interactions with teachers differ

between children who are safely protected and insecure. O'Shaughnessy & Dallos (2009) said that Relative to their need for emotional support, insecure attachment children tend to seek their teachers at a higher frequency than their classmates who have safe attachment (p. 561). They often seek to attract attention, whether positive or negative (Belsky & Fearson, 2002), whereas safe children receive needed support from their teachers and seek help when they need it, openly communicating their difficulties when the demands of the assignment become overwhelming.

Bowlby (1958) describes attachment behavior as an effort to attach children to attachment figures in facing threats. Children develop adaptive patterns to get attention, support, and nutrition from the primary caregiver, usually the mother. Most of the children had formed an attachment to the *primary caregiver* at the age of about eight months, with the proportion of 50% to mothers, 33% to fathers, and the rest to others. Attachment is formed through a process, not something that occurs naturally (Bowlby, 2015). A person who has experienced secure attachment tends to have a representative figure model that is representational, available, responsive, and valuable and is likely to approach the world with confidence and, when faced with a potentially worrying situation, is likely to cope effectively with it or seek help.

Hermiyanty, Wandira Ayu Bertin (2017) suggested that Various studies have emphasized the importance of having adequate social skills because of their impact on academic performance, behavior, and socio-emotional health. Having social competence has also been linked to various other competencies needed both at school and afterwards. Without the right social skills, children will not be able to function successfully in school or society because they will not know how to speak or act appropriately in social situations, which hurts their ability to form positive relationships with peers and adults.

Social skills can be defined as socially acceptable learning behaviors that allow a person to interact with others in a way that generates positive responses and helps in avoiding negative responses (Cartledge and Milburn, 1986, p. 7). According to a previous study Kwon, Kim, & Sheridan (2014) found that children conceptualize kindness differently depending on whether it is aimed at adults or peers. That is, kindness directed at adults has more to do with compliance and cooperation, whereas that directed at peers includes behaviors that promote positive relationships such as empathy and kindness.

Childhood Social Skills and Attachment Styles: A Systematic Review

Likewise, the conception of children's social skills may change as their social context changes with development.

This article systematically reviews existing studies regarding parental attachment that contributes to children's social skills. This was done to understand better the relationship between parental attachment and children's social skills. Based on the previous literature showing that parental attachment and children's social skills are more general, attachment theory seems to be a good theory explaining specific aspects of children's social skill involvement. For example, children without secure attachment can grow up similarly, unable to build safe attachments with other children (Toof et al., 2020). Children who have a secure attachment to their parents grow up safe, independent, and, about other people, they tend to be more trusting, cooperative, and helpful (Maximo & Carranza, 2016). Children who feel insecure tend to be less socially competent during childhood than safe children. Insecure children tend to have poor quality friendships (Bergin & Bergin, 2009).

METHOD

Systematic reviews were carried out using the following databases: sage journal, springer link, thesis database, science direct, hazing, research gate. Although most of the studies on this topic were published in the last decade, a more extended period was chosen in 2001. To form a search, the advanced search combines the following keywords: attachment style, attachment theory, parental attachment, social skills in primary school, social development, the theory of social skills. As for simple search, keywords are attachment, social skills. In this article, there are two languages collected: Indonesian and English. The database was searched in February and March 2020. A total of 80 records were identified. Articles that do not meet the criteria are eliminated. Only articles include discussions about attachment.

Childhood Social Skills and Attachment Styles:
A Systematic Review

FINDINGS AND DISCUSSIONS

Table 1

In this systematic review, there are several articles assessing attachment to social skills in childhood.

Author, year	Number of participants	Country/ ethnicity	An instrument to assess social skills	An instrument to assess attachment styles	Main findings
Seven (2015)	103 (age 6,8 tahun)	Anak Turkey	Adaptation to School in the First Month Questionnaire (ASFMQ) (Cassidy (1988) Teacher Assessment of Social Behavior (TASB) (Cassidy & Asher, 1992)		Differences school adaptation (F = 5.11, p = 0.027). The mean score for safe children's school adaptation (M = 25.79) was higher than for unsafe children (M = 24.00). With regard to social behavior, there was a difference significant preschool (F = 7.11, p = 0.009). At the first level, there was a significant difference between attachment and behavior aggressive(F = 6.67, p = 0.012).
Granot (2001)	113 (Anak)	Israel	Adjustment rating scale (Smilansky & Shefatya, 1977)	The Attachment security scale (Kerns et al., 1996)	Attachment perceptions were significantly and positively correlated with the school adjustment index.
Wright & Lyon (2019)	419 (Anak)	USA	The Social Provisions Scale (SPS; Cutrona & Russell, 1987)	The Continued Attachment Scale (CAS; Berman et al., 1994)	Paternal attachment was significantly associated with closeness emotional(0.15, p <0.003 & 0.13, p = 0.024, respectively).

Childhood Social Skills and Attachment Styles:
A Systematic Review

Verissimo o et al (2016)	147 (Anak)	Portugal	Social competence using a set of seven measures representing three broad dimensions: (a) social engagement vation (SE/M), (b) behavioral and psychological attributes (BPAs), (c) peer acceptance (PA)	Attachment representations	The relationship between safe attachment and competency values was assessed using the Pearson correlation coefficient; the safety attachment score was positively and significantly associated with the composite social competency score and each of the three component dimensions for both samples.
Scharf, Kerns, & Rousseau (2016)		Israel	Social Anxiety Scale for Children -SASC- R (La Greca & Stone, 1993).	The Security Scale (Kerns et al., 2001).	Simple safe attachment is negatively correlated with symptoms of social anxiety. Kids who were more close safely put a friend aside when they were under stress.
Ross & Fuertes (2010)		New York	The Children's Perception of Inter-parental Conflict Scale (Grych, Seid, &	The Inventory of Parent and Peer Attachment- Mother and Father Form (IPPA)	Stickiness social engagement [R2 =0.08, F (1,104) = 8.29 P Fincham, 1992) (Armsden &

<0.01]

Childhood Social Skills and Attachment Styles:
A Systematic Review

Childhood Social Skills and Attachment Styles:

The Scale for Children's Interpersonal Behavior (SIB) (Arrindell et al., 1984).
 The Conflict-Resolution Behavior Questionnaire (CRBQ). (Rubenstein & Feldman, 1993)

Nickerson (2014)	303 (usia tahun)	Anak 9-12	New York	The Parent and Peer Scales of People in My Life (Cook, Greenberg, & Kusche, 1995)	With the higher quality of parent-child attachment, the child is less aggressive, has lower social pressure and higher self-esteem.
Groh, Fearon, Baker ns-, Ijzendoorn, & Steele, (2014)			London		Children of social competence with peers than children who were rated as unsafe.

Childhood Social Skills and Attachment Styles:
A Systematic Review

Muhammad d & That (2015)	407 (Anak)	Malaysia	Self-Directed Learning (SDL) was measured using adapted instruments of SDL (Findley, 2009; Williamson, 2007; Fisher et Al., 2001).	Attachment Styles were measured using adapted instruments of Attachment Style Questionnaire (Feeney and Noller, 1990; Bartholomew and Horowitz, 1991; Thorpe and Caltabiano, 2004).	findings contribute 15.6% of the students' self-directed learning ($\beta = 0.395$, sig = 0.001).
Kauravas lis, Doyle, & Market icz, (2003)	414 (Usia tahun)	Anak Kanada		The Parenting Styles Questionnaire (Lamborn, Mounts, Steinberg, & Dornbusch, 1991) Patterns of insecure attachment for participants in	This study shows that mothers of children who secure control, laboratory In comparison, mothers of unsafe (ambivalent) children were the least responsive and showed more friction in their home interactions.

Childhood Social Skills and Attachment Styles:

A Systematic Review

Grades 4–6,

the short form of

Childhood Social Skills and Attachment Styles:
A Systematic Review

Childhood Social Skills and Attachment Styles:
A Systematic Review

				the Coping Strategies Questionnaire was used (CSQ; Finnegan et al., 1996). The Kerns Security Scale	
Rose-krasnor, Rubin, Booth, & Coplan, (2014)	111 (Anak)	Kanada	Play Observation Scale (Rubin,1989)	The Reunion Rating Scale(RRS; Both & Perman 1989)	Attachment is secure positively related to social engagement with new friends.
Target, Fonagy, & Shmueli-Goetz, (2011)	89 (Anak)	London		Coding Quality Attachment, Classroom assessment, Teacher reports, Classification of sociometric status, dan Coding of Physical Attractiveness.	of Children who have unsafe attachments have less good relationships with of peers and teachers than children who have safe attachments.

Childhood Social Skills and Attachment Styles:
A Systematic Review

(Dereli & Karakuş, 2011)	Turkey	Social Inventory	Skills	Relationships Scale Questionnaire	Regression analysis showed that a significant effect of attachment style on social skills was detected. There was a significant positive relationship between safe attachment style and emotional expressiveness, emotional sensitivity, emotional control, social expressiveness, and scores social control.
--------------------------	--------	------------------	--------	-----------------------------------	---

Childhood Social Skills and Attachment Styles: A Systematic Review

Attachment and Social Skills Scale

In this systematic review, several articles were used to assess the relationship between attachment and social skills (Seven, 2015) using the Adaptation to School in the First Month Questionnaire (ASFMQ) instrument, Incomplete Stories with Doll Family (ISDF), and Teacher Assessment of Social Behavior (TASB), totaled 103 participants aged 6.8 years and found a significant relationship between safe attachment and social behavior in pre-primary school. It was found that children in their safe attachments adapted better to a school than children with unsafe attachments. (Ross & Fuentes, 2010) using the instrument The Inventory of Parent and Peer Attachment-Mother and Father Form (IPPA), The Children's Perception of Inter-parental Conflict Scale, The Scale for Interpersonal Behavior (SIB), The Conflict-Resolution Behavior Questionnaire (CRBQ), The Self-Perception Profile for College Students, Self-Esteem Scale (SES), and the Kandel Depression Scale (KDS), totaled 295 participants and found that in terms of social skills, there was a statistically significant indirect effect that originated from dad's attachment. This suggests that better attachment to fathers predicts better social skills, which promotes greater relational competence and, ultimately, better emotional adjustment. In contrast, the indirect effect of maternal attachment through conflict resolution behavior was statistically significant. Thus, better maternal attachment is a more optimistic prediction of conflict resolution behavior, which promotes greater relational competence and, ultimately, better emotional adjustment.

(Wright & Lyon, 2019) using the instruments of The Social Provisions Scale and The Continued Attachment Scale, the number of participants was 419 and showed an attachment between father and mother with emotional closeness. (Veríssimo et al., 2016) using the instrument Attachment representations, Social competence was evaluated by using a set of seven measures representing three broad dimensions: (a) social engagement/motivation (SE / M), using directly observed behaviors (rate scores for visual attention received, initiated positive and initiated neutral interactions), (b) behavioral and psychological attributes (BPAs), using Q-sort descriptions and Preschool Q-sort, (c) peer acceptance (PA), using sociometric interviews (acceptance scores for nomination and paired-comparison sociometric tasks) participants totaled 147 children and showed that there was a relationship between parental attachment and social competence in peer relationships.

Childhood Social Skills and Attachment Styles: A Systematic Review

Another study also reported that (Scharf, Kerns, & Rousseau, 2016). They are using the instruments The Security Scale, Social Anxiety Scale for Children -SASC-R, Friendship competencies: Children's strategies in response to seeking and giving help within a friendship, and Teacher reports of peer competence. Participants totaled 404 children and showed the results of children who have a safe attachment; they will not put a friend aside when he experiences stress. Moreover, safe attachment is also negatively correlated with symptoms of social anxiety. (Granot, 2001) using the instrument The Attachment security scale, Adjustment rating scale, the number of participants is 113 children and shows that children who have safe attachment can adapt to their school. (Nickerson, 2014) using the instrument Attachment to parents and peers: People in My Life (Cook, Greenberg, & Kusche, 1995). Child and early adolescent attachment relationships with parents and peers were assessed with the Parent and Peer Scales of People in My Life; the participation amounted to 303 children aged 9-12 years, the results showed that the attachment of parents and children had higher quality, then children behave less aggressively, have lower social pressure and higher self-esteem. The results of the research conducted by (Target, Fonagy, & Shmueli-goetz, 2011) totaled 89 children using assessments inform of the laboratory assessment, Coding of Quality of Attachment, Classroom assessment, Teacher reports, Classification of sociometric status, and Coding of Physical Attractiveness. To support the relationship between the quality of child and mother's attachment to the child's social competence, children who have unsafe attachments are less able to have good relationships with their peers and teachers than children who have secure attachments.

Another study is also from (Rose-krasnor, Rubin, Booth, & Coplan, 2014), using assessments of Maternal Directiveness, Children's Social Problem-solving, Children's Social Engagement, and Attachment Security. Participants totaled 111 children, and also their mothers showed the results that safe attachment is positively related to social engagement with new friends. The developmental risks for children with unsafe attachments can be exacerbated by children's tendency to withdraw from social interactions with their peers. The sensitivity of the goals and strategies for solving children's social problems is related to the mother's controlling interpersonal style. (Muhamad & Taat, 2015) using the instrument Attachment Style Questionnaire (Feeney and Noller, 1990; Bartholomew and Horowitz, 1991; Thorpe and Caltabiano, 2004) and SDL instruments (Findley, 2009;

Childhood Social Skills and Attachment Styles: A Systematic Review

Williamson, 2007; Fisher et al., 2001). Participants numbered 407 children; the results show concrete evidence of the importance of attachment style to self-directed learning. Students who have positive thoughts about themselves will have a better implementation of self-directed learning. In contrast, students with the attachment type who are afraid have negative thoughts about themselves and have a poor implementation.

(Groh et al., 2014) the results of their research show that children who are considered to have secure attachment show a higher level of social competence with peers than children who are considered to have an insecure attachment (Granot, 2001). different insecurity correlates with different adjustment profiles for primary schooling in middle-aged children. Children who exhibited avoidant and irregular patterns showed the worst emotional, scholastic. Social adjustment, the highest prevalence of behavioral problems (both externalizing and internalizing), and the highest rates of peer rejection (Karavasilis et al., 2003) studied using the instrument The Parenting Styles Questionnaire (Lamborn, Mounts, Steinberg, & Dornbusch, 1991) Patterns of insecure attachment for participants in Grades 4–6, the short form of the Coping Strategies Questionnaire was used (CSQ; Finnegan et al., 1996), and The Kerns Security Scale, participants of 414 children aged 10.6 years and the results of the study showed that mothers of secure children were higher in warmth, involvement, supervision, and affirmation during joint laboratory assignments.

In comparison, mothers of insecure (ambivalent) children were the least responsive and showed more friction in their home interactions. Furthermore, research from (Dereli & Karakuş, 2011) using the Social Skills Inventory instrument and the Relationships Scale Questionnaire shows that social skills' attachment style is detected. There was a significant positive relationship between secure attachment style and emotional expressiveness, emotional sensitivity, emotional control, social expressiveness.

Discussion

The purpose of this article is to examine the relationship between attachment and social skills in children (and in particular social interaction with their environment). Overall, evaluated study results support an association between the two types of secure and insecure parent-child attachment and social skills. This review provides evidence that children who have secure attachments can interact with teachers, peers, and the community. Besides that, they can also be cooperative children, responsive to their

Childhood Social Skills and Attachment Styles: A Systematic Review

environment. Conversely, children who have unsafe attachments will respond negatively to feeling insecure and less able to relate well to their environment.

The Impact of Secure and Insecure Attachment

From the studies reviewed, children who have safe attachment can adapt to school, and safe attachment is positively related to social engagement with new friends (Scharf et al., 2016; Seven, 2015). This is by the theory of Ainsworth et al., Bowlby that a safe attachment relationship with parents provides an adaptive function in providing a safe base where children can explore and master new environments independently and develop peer relations Chen, B. (2011). Children who have secure attachments are less able to relate well to their peers and teachers than children with insecure attachments. More specifically, compared to those in the safe group, boys who have insecure bonds are less liked by their peers and teachers, seen as more aggressive by their peers, and seen to exhibit more behavioral problems and be seen as less socially competent by teachers.

According to (Scharf et al., 2016), children who have secure attachments can adjust to the school system and the intellectual, social, emotional, and behavioral demands associated with it than children who have insecure attachments. Studies with children who typically develop have shown that children identified as having strong ties have more appropriate social behavior than those categorized as more unsafe (Schneider, Atkinson, & Tardif, 2001). Children who have safely have been shown to have more friends have less conflict with peers, show better self-regulatory behavior and are more likely to interpret aggressive acting by other children (Easterbrooks & Goldberg, 1990). (Muhamad & Taat, 2015) stated the importance of attachment style towards self-directed. Shown by children who have positive thoughts about themselves. The busy, fearful attachment-type child, who has negative thoughts about themselves, will have a poor implementation. Several previous studies also reported that students with secure attachment showed higher academic achievement and could communicate with their peers.

Sroufe, Carlson, & Shulman (Colonnesi et al., 2011) stated in general, it has been found that children who are insecurely attached are less able to solve social problems and form and maintain friendships. may also experience more rejection and receive less support from peers or caregivers. In addition, (Colonnesi et al., 2011) That children who are insecure bound tend to show a low capacity for self-regulation, which is reflected in lower levels of ego control (adaptive and flexible control of motivational and emotional drives) and ego-

Childhood Social Skills and Attachment Styles: A Systematic Review

resiliency (dynamic capacity to respond flexibly and sense of changing demands).

CONCLUSION AND RECOMMENDATION

Based on the results of the literature study that has been described above, it can be concluded that children who have social skills will be able to interact and adapt to the environment. Social skills are those that enable people to communicate, ask for help, meet their needs in an appropriate way, get along with others, make friends and develop healthy relationships between individuals. The relationship between children and parents is a source of emotional and cognitive for children. This relationship gives children the opportunity to explore their environment and social life. Children who have secure attachment to their parents are more likely to display the ability to explore new environments and build positive relationships with others, whereas insecure attachments will have negative consequences for children. The child is not confident and responds poorly to their environment or lacks social skills.

Recommendations for the next researchers who are interested in conducting further studies or research in order to add more literature related to research.

ACKNOWLEDGEMENTS

The author would like to thank all those who have supported and contributed to this writing.

REFERENCES

- B. E. (2016). *Associations Between Attachment Security and Social Competence in Preschool Children*. *Associations Between Attachment Security and Social Competence in Preschool Children*, 60(1), 80-99. DOI: <https://doi.org/10.13110/merrpalmquar1982.60.10080>
- Bergin, C., & Bergin, D. (2009). *Attachment in the Classroom*. (February 2015). DOI : <https://doi.org/10.1007/s10648-009-9104-0>
- Bowlby, J. (2015). *Perilaku Kelekatan Pada Anak Usia Dini (Perspektif John Bowlby)*.
- C. (2020). The Relation Between Attachment and Depression in Children and Adolescents: A Multilevel Meta-Analysis. *Clinical Child and Family Psychology Review*, 23(1), 54–69. DOI: <https://doi.org/10.1007/s10567-019-00299-9>

Childhood Social Skills and Attachment Styles:
A Systematic Review

- Cavenett. (2013). *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. DOI: <https://doi.org/10.1017/CBO9781107415324.004>
- Cartledge & Milburn. (1986). *Teaching Social Skills to Children*. New York: Pegamon.
- Chaput, J.-P., & Tremblay, A. (2012). Obesity at an early age and its impact on child development. *Child Development*, 1, 2. URL: <http://www.child-encyclopedia.com/documents/Chaput-TremblayANGxp.pdf>
- Chen, B. (2011). *Interpersonal strategy, attachment security, and social status among Chinese children in the initial secondary school period*. DOI: <https://doi.org/10.1177/0143034311409854>
- Chen, K. (2006). Social Skills Intervention for Students with Emotional/Behavioral Disorders: A Literature Review from the American Perspective. *Educational Research and Reviews*, 1(4), 143–149. URL: <http://www.academicjournals.org/ERR>
- Colonnese, C., Draijer, E. M., Stams, G. J. J. M., Bruggen, C. O. Van Der, & Bo, S. M. (2011). *The Relation Between Insecure Attachment and Child Anxiety : A Meta-Analytic The Relation Between Insecure Attachment and Child Anxiety : A Meta-Analytic Review*. (July). DOI: <https://doi.org/10.1080/15374416.2011.581623>
- Cortazar, A., & Herreros, F. (2010). Early attachment relationships and the early childhood curriculum. *Contemporary Issues in Early Childhood*, 11(2), 192–202. DOI: <https://doi.org/10.2304/ciec.2010.11.2.192>
- D'Arienzo, M. C., Boursier, V., & Griffiths, M. D. (2019). Addiction to Social Media and Attachment Styles: A Systematic Literature Review. *International Journal of Mental Health and Addiction*, 17(4), 1094–1118. DOI: <https://doi.org/10.1007/s11469-019-00082-5>
- Dereli, E., & Karakuş, Ö. (2011). An examination of attachment styles and social skills of university students. *Electronic Journal of Research in Educational Psychology*, 9(2), 731–744. DOI: <https://doi.org/10.25115/ejrep.v9i24.1464>
- Ding, F., Zhang, D., & Cheng, G. (2016). *The Effect of Secure Attachment State and Infant Facial Expressions on Childless Adults ' Parental Motivation*. 7(August), 1–8. DOI: <https://doi.org/10.3389/fpsyg.2016.01237>
- George, C. (2016). Attachment theory : Implications for young children and their parents. *Infant and Early Childhood Mental Health*, (October), 97–110. URL: https://www.researchgate.net/publication/261436928_Attachment_the_ory_Implications_for_young_children_and_their_parents
- Granot, D. (2001). *Attachment security and adjustment to school in middle childhood*. 25(6), 530–541.

Childhood Social Skills and Attachment Styles:
A Systematic Review

DOI: <https://doi.org/10.1080/01650250042000366>

- Groh, A. M., Fearon, R. P., Bakermans-, M. J., Ijzendoorn, M. H. Van, & Steele, R. D. (2014). *Attachment & Human Development The significance of attachment security for children ' s social competence with peers : a meta-analytic study*. (October), 37–41. DOI: <https://doi.org/10.1080/14616734.2014.883636>
- Hermiyanty, Wandira Ayu Bertin, D. S. (2017). *Journal of Chemical Information and Modeling*, 8(9), 1–58. DOI: <https://doi.org/10.1017/CBO9781107415324.004>
- Hock, C. U. S., Ocial, P. E. S., Upport, S., & Djustment, C. O. A. (2001). Huff 2001. 29(3), 246-264.
- Karavasilis, L., Doyle, A. B., & Markiewicz, D. (2003). Associations between parenting style and attachment to mother in middle childhood and adolescence. *International Journal of Behavioral Development*, 27(2), 153–164. DOI: <https://doi.org/10.1080/0165025024400015>
- Kwon, K., Kim, E. M., & Sheridan, S. M. (2014). The Role of Beliefs About the Importance of Social Skills in Elementary Children's Social Behaviors and School Attitudes. DOI: <https://doi.org/10.1007/s10566-014-9247-0>
- Maximo, S. I., & Carranza, J. S. (2016). Parental Attachment and Love Language as Determinants of Resilience Among Graduating University Students. DOI: <https://doi.org/10.1177/2158244015622800>
- Muhamad, S., & Taat, M. S. (2015). The Influence of Attachment Styles on Students's Self-Directed. *International Interdisciplinary Journal of Science Research* 1(1). URL: https://www.researchgate.net/publication/288059503_THE_INF LUENCE_OF_ATTACHMENT_STYLES_ON_STUDENTS'S_SELF-DIRECTED_LEARNING
- Nickerson, A. (2014). Parent and Peer Attachment in Late Childhood and Early Adolescence. (March). DOI: <https://doi.org/10.1177/0272431604274174>
- O'Shaughnessy, R., & Dallos, R. (2009). Attachment research and eating disorders: A review of the literature. *Clinical Child Psychology and Psychiatry*, 14(4), 559–574. DOI: <https://doi.org/10.1177/1359104509339082>
- Ranson, K. E., & Urichuk, L. J. (2008). The effect of parent-child attachment relationships on child biopsychosocial outcomes: A review. *Early Child Development and Care*, 178(2), 129–152. DOI: <https://doi.org/10.1080/03004430600685282>

Childhood Social Skills and Attachment Styles:
A Systematic Review

- Rees, C. (2007). Childhood attachment. *British Journal of General Practice*, 57(544), 920–922. DOI: <https://doi.org/10.3399/096016407782317955>
- Rose-krasnor, L., Rubin, K. H., Booth, C. L., & Coplan, R. (1996). Behavioral Development. DOI: <https://doi.org/10.1177/016502549601900205>
- Ross, J., & Fuertes, J. (2010). Parental Attachment, Interparental Conflict, and Young Adults' Emotional Adjustment. *The Counseling Psychologist*, 38(8), 1050–1077. DOI: <https://doi.org/10.1177/0011000010376094>
- Scharf, M., Kerns, K. A., & Rousseau, S. (2016). Mother-child attachment and social anxiety: Associations with friendship skills and peer competence of Arab children. DOI: <https://doi.org/10.1177/0143034316631179>
- Seven, S. (2015). Attachment and Social Behaviors in The Period of Transition From Preschool to First-grade Attachment and Social Behaviours in The Period Of. (March). DOI: <https://doi.org/10.2224/sbp.2010.38.3.347>
- Shirvanian, N., & Michael, T. (2017). Implementation of attachment theory into early childhood settings. *International Education Journal*, 16(2), 97–115. URL: <https://openjournals.library.sydney.edu.au/index.php/IEJ>
- Spruit, A., Goos, L., Weenink, N., Rodenburg, R., Niemeyer, H., Stams, G. J., & Colonnaesi,
- Sujan Kumar, D. M., & Raj, S. J. M. (2016). The Impact of Attachment Styles on Social Competence of Adolescent Students. *Artha - Journal of Social Sciences*, 15(1), 1. DOI: <https://doi.org/10.12724/ajss.36.1>
- Target, M., Fonagy, P., & Shmueli-goetz, Y. (2011). *Attachment representations in school-age children : the development of the child attachment interview (CAI) Attachment representations in school-age children : the child attachment interview (CAI)*. (December 2014), 37–41. DOI: <https://doi.org/10.1080/0075417031000138433>
- Toof, J., Wong, J., & Devlin, J. M. (2020). Childhood Trauma and Attachment. *Family Journal*. DOI: <https://doi.org/10.1177/1066480720902106>
- Veríssimo, M., Santos, A. J., Fernandes, C., Shin, N., Brian, E., Veríssimo, M., ... Vaughn,
- Wright, S. L., & Lyon, A. R. (2019). *How Parental Attachment Influences College Students ' Social Domains*. 1–16. DOI: <https://doi.org/10.1177/152102511985382>