Study on the Influence of Adult Attachment on College Students' Mental Health and Well-Being

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Abstract: Objective To explore the impact of adult attachment on college students' mental health and well-being. Methods The "Revised Adult Attachment Scale" (AAS), "Symptom Self-Rating Scale" (SCL-90) and "General Well-being Scale" (GWB) were selected to conduct a questionnaire survey of 200 universities in an undergraduate college in Hengyang. , And perform statistical analysis on the data. Results (1) There was a certain difference in attachment among college students of different genders and professional categories (P<0.05); (2) There were certain differences in the SCL-90 scores of college students of different grades and professional categories (P<0.05); (3) The totality of college students of different genders There is a certain difference in well-being (P<0.05); (4) There are certain positive and negative correlations between adult attachment and SCL-90 score and overall well-being. (5) In the regression analysis of adult attachment to SCL-90, the higher the anxiety score, the higher the scl-90 scale score, and the worse the mental health; the higher the closeness dependence composite score, the lower the scl-90 scale score. Mental health is good. (6) In the regression analysis of adult attachment to overall well-being, the compound dimension of closeness dependence is a positive predictor, and the anxiety dimension is a negative predictor. Conclusion (1) Both adult attachment and SCL-90 have significant differences in professional categories; adult attachment and college students' overall well-being have significant differences in gender. (2) There is a close relationship between adult attachment and college students' mental health and overall well-being; (3) Adult attachment has a predictive effect on college students' mental health and overall well-being.

1. Introduction

Adult attachment refers to the recollection and reappearance of early childhood attachment experience by adults, as well as the current evaluation of childhood attachment experience, which is embodied in the intimate relationship and partner relationship of adults [1]. Bartholomew and Horowitz developed three types of attachment into four types of adult attachment based on Ballby's theory: safe, focused, contradictory and fearful [2]. Many studies have shown that early attachment experience directly affects the development of adult interpersonal relationships, including the establishment of intimate relationships in adulthood, the expression of interpersonal social functions, and the formation of personality functions and traits [3]. Compared with childhood

attachment research, the academic research on adult attachment is relatively difficult and lagging behind. At present, domestic scholars' research on "attachment" is still in the preliminary stage of exploration. He Tengteng, Gong Wenbing, Miao Yanjun, Zhang Jinfu and others [4] found that adult attachment and interpersonal communication between college students and college students [4] Have a certain impact. Domestic studies have confirmed that adult attachment can predict interpersonal disturbance and social anxiety, but whether adult attachment affects the individual's interpersonal communication efficacy remains to be further studied [1]. The university stage is a critical period for the development of individual self-power. The development of self-power is hindered, which will directly affect the personality development, interpersonal relationship improvement, academic and professional development of college students. Mental health and happiness are important factors that constitute self-power. From the perspective of adult attachment, this research explores the impact of adult attachment on college students' mental health and happiness based on the current status of college students' mental health and well-being, so as to lay the foundation for subsequent research on the development and improvement of college students' self-strength. 2 research design 2.1 Sample In this study, students from freshmen to junior years of an undergraduate college in Hengyang were the research objects. A total of 200 questionnaires were made and distributed, and 198 valid questionnaires were collected, with an effective rate of 99%. Details are shown in Table 1:

Table 1 Basic Situation Of the Research Objects (n=198)

	Sample variable	Frequency	percentage (%)
gender	M	94	47.47
	F	104	52.53
grade	Freshman	79	39.90
	Sophomore	59	29.80
	Junior	60	30.30
Birthplace	Rual	128	64.65
	Town	70	35.35
Professional category	science	59	29.80
	liberal arts	60	30.30
	Liberal Arts and Science	79	39.90
Is it an only child	only child	58	29.30
	Non-only child	140	70.70
Parental relationship	good	173	87.37
	Discord	14	7.07
	Divorced	9	4.55
	Single parent	2	1.01

Tools 2.2.1 Adult Attachment Scale (AAS) The scale was developed by Collins and Read in 1990, and Wu Weili revised it in 2003 [5]. 2.2.2 Symptom Self-Rating Scale (SCL-90) The scale is compiled by L.R. Derogatis and is one of the most famous mental health test scales in the world [6]. 2.2.3 Overall happiness scale (GWB) The scale is a formal testing tool developed by the National Center for Health Statistics. In 1996, Jianhua Duan revised the scale to evaluate the subjects' statements of happiness [7]. 2.3 Procedure In this study, SPSS16.0 software was used for data processing and analysis, mainly for descriptive statistical analysis, independent sample t-test, analysis of variance and correlation analysis, and regression analysis. 3 Research results 3.1 Results of the university-born person attachment assessment 3.1.1 The overall situation of university attachment

Table 2 Overall Situation Of Adult Attachment of College Students (n=198)

Items	M	SD
Get close	3.3771	0.504
rely	3.1978	0.523
anxiety	2.6002	0.691
Intimacy dependent compound	3.2875	0.415

2. Results of the Overall Well-Being Assessment of College Students

Table 3 the Basic Situation of the Overall Well-Being of College Students (n=198)

Items	M	SD
Satisfaction and interest in life	7.7828	1.796
Worries about health	8.0960	2.599
energy	18.1566	3.806
Melancholy or happy mood	15.7222	3.019
Control over emotions and behavior	13.6919	2.094
Relaxation and tension	16.6061	3.203

It can be seen from Table 3 that the scores of the four dimensions of college students' overall well-being, from high to low, are energy, relaxation and tension, melancholy or pleasant mood, control of emotions and behaviors, worries about health, and satisfaction with life. And interest.

Table 4 Gender Differences In Overall Well-Being among College Students

Items	M(N=94) (M±SD)	F(N=104) (M±SD)	t
Satisfaction and interest in life	7.829±1.976	7.740±1.625	0.349
Worries about health	8.468±2.773	7.759±2.395	1.928
energy	18.457±3.903	17.884±3.713	1.058
Melancholy or happy mood	15.946±3.217	15.519±2.828	0.995
Control over emotions and behavior	13.553±2.270	13.817±1.924	-0.886
Relaxation and tension	17.308±3.488	15.971±2.788	2.992*

It can be seen from Table4 that there are differences between men and women in the dimensions of relaxation and tension, and boys score higher than girls. There is no difference in other dimensions.

3. Scl-90 Evaluation Results for College Students

Table 5 Basic Situation Of College Students Scl-90 (n=198)

Items	M	SD
Somatization	1.331	0.436
Obsessive-compulsive disorder	1.957	0.686
Interpersonal sensitivity	1.681	0.563
Depression	1.573	0.550
anxiety	1.493	0.496
hostility	1.423	0.494
terror	1.366	0.457
Paranoid	1.448	0.494
Psychotic	1.436	0.463
Sleep and diet	1.479	0.490

It can be seen from Table 5 that the scores of college students in SCL-90 from high to low are obsessive-compulsive disorder, interpersonal sensitivity, depression, anxiety, sleep and diet, paranoia, psychosis, hostility, horror, and somatization.

Table 6 Differences in Grades of Scl-90 for College Students

Items	Freshman (M±SD)	Sophomore (M±SD)	Junior (M±SD)	F
Somatization	1.386±0.535	1.257±0.365	1.332±0.341	1.487
Obsessive-compulsive disorder	2.132±0.687	1.854±0.682	1.828±0.647	4.431*
Interpersonal sensitivity	1.781±0.591	1.585±0.539	1.645±0.536	2.244
Depression	1.670±0.607	1.473±0.476	1.543±0.527	2.321
anxiety	1.552±0.596	1.420±0.447	1.420±0.421	1.614
hostility	1.479±0.541	1.429±0.506	1.342±0.407	1.328
terror	1.434±0.506	1.317±0.437	1.324±0.401	1.471
Paranoid	1.475±0.517	1.447±0.498	1.414±0.464	0.253
Psychotic	1.504±0.513	1.407±0.475	1.375±0.367	1.493
Sleep and diet	1.550±0.532	1.397±0.468	1.466±0.445	1.681

4. Analysis and Discussion

4.1 Differences in Overall Gender, Grade, and Professional Category of Adult Attachment

According to the statistics of this study, there are differences between men and women in the anxiety dimension, and women's scores are significantly higher than those of men. The anxiety subscale in the scale mainly measures a person's degree of worry about being abandoned or not liked. Analyzing the above results, in love relationships, women generally have higher needs and attention for emotions or intimacy than men, and are more worried about being abandoned and unloved, making their anxiety dimension score higher than men.

In the "anxiety" dimension of this study, the differences in the three major categories of liberal arts, science, and liberal arts have reached a significant level. According to the results of multiple comparisons after the event, the difference in anxiety between science and liberal arts has reached an extremely significant level, while the difference in anxiety between science and liberal arts students has reached a significant level.

From this analysis, the content of science majors is mainly technology and theory, thinking is more rational and realistic, and the score in the "anxiety" dimension is significantly lower than liberal arts majors and liberal arts majors; the courses for liberal arts majors are literature, philosophy, etc. The content of, pay more attention to the expression of human nature, and the score on the "anxiety" dimension is higher than the other two professional categories; while the liberal arts and sciences are more intermediate and comprehensive than the above two majors, and the score in this dimension is higher than that of science major , And lower than liberal arts majors.

4.2 Differences in Overall Gender and Grade of College Students' Overall Happiness Scores

After testing the gender differences in the six dimensions of the overall happiness scores of college students, there are differences between men and women in the dimensions of relaxation and tension. The dimension of relaxation and tension is mainly to measure whether an individual has stressful responses such as worry, stress and anxiety and their degree in the past month. In the dimensions of relaxation and tension, boys score higher than girls. The reason may be that women are more sensitive and delicate in emotional thoughts than men, and have deeper emotional experience. Compared with men, they are more likely to care about details in life, which affects the overall happiness. Sense of score.

4.3 Differences in Overall Gender, Grade and Professional Category in the Scores of the Scl-

90 Symptom Self-Rating Scale for College Students

This study found that the scores of the SCL-90 symptom self-rating scale for college students have differences in grades in the dimension of obsessive-compulsive disorder. The obsessive-compulsive disorder dimension is to measure whether an individual knows it is unnecessary, but can't control himself. It is mainly manifested in thoughts and behavioral symptoms. The scores of the obsessive-compulsive disorder dimension in the first to third grades are gradually decreasing, so it is guessed that the reason may be that the university's life style or higher education has a certain impact on students; it may also be the impact of high school education on students. The influence of the two factors will change with the passage of university time, so there are differences in the scores of each grade in the obsessive dimension.

The results of the research data found that the scores of the SCL-90 Symptom Self-Rating Scale for college students have differences in professional categories in the seven dimensions of obsessive-compulsive disorder, interpersonal sensitivity, and depression. Analyzing the main reason may be related to the professional learning process, learning tasks and pressure. The learning process of liberal arts majors is generally rote memorization, and the learning tasks are the accumulation of complex knowledge, while the learning process of science majors is more flexible and learning The task is the application of theory and technology, and both liberal arts and sciences belong to an intermediate subject. The learning processes and tasks of the two majors overlap. Therefore, in the SCL-90 symptom self-rating scale scores, majors are different in most dimensions.

4.4 The Correlation between the Adult Attachment Scale and the Scl-90 Symptom Self-Rating Scale

The data results of the study and related analysis show that all dimensions of the Adult Attachment Scale are related to certain factors of the SCL-90 Symptom Self-Rating Scale.

In the dimension of closeness, the correlation coefficients of the average score of closeness, closeness and dependence and the SCL-90 symptom self-assessment measurement all reached the significant level, and all showed negative correlation. All factors measured with SCL-90 symptom self-evaluation have reached a significant level, and all are negatively correlated.

In the dimension of dependence, the correlation coefficients between the average dependence score and the seven factors of SCL-90 symptom self-evaluation measurement, such as interpersonal sensitivity, depression and anxiety, have reached a significant level, and they are all negatively correlated;

The correlation coefficients of the average anxiety score and the factors measured by the SCL-90 symptom self-evaluation have reached the significant level, and they are all positively correlated.

Based on the above studies, we can conclude that individuals can better establish close and dependent relationships with others, and scores of many negative factors in SCL-90 will be reduced; on the contrary, individuals cannot establish good attachment relationships with others, and scores of some negative factors in SCL-90 Will rise, thereby affecting the individual's mental health. It can show that the establishment of a good attachment relationship is conducive to the development of individual mental health.

4.5 The Correlation between the Adult Attachment Scale and the Overall Happiness Scale

Research correlation analysis shows that there are significant differences and correlations between the four dimensions of the Adult Attachment Scale and some factors of the overall Simford Scale.

In the compound dimensions of closeness, dependence and closeness dependence, the average

closeness score, the average dependence score and closeness and dependence scores are positively correlated with the satisfaction and interest in life in the overall well-being.

In the dimension of anxiety, the correlation coefficients between the average score of anxiety and the five factors of satisfaction and interest in life in the overall sense of happiness have reached a significant level, and they are all negatively correlated.

In summary, it can be judged that individuals can better establish close and dependent relationships with others, and the overall happiness score will be higher. On the contrary, if the individual cannot establish a good attachment relationship with others, the overall happiness score will decrease. Therefore, it shows that the establishment of a good attachment relationship is beneficial to the individual to enhance the sense of happiness.

4.6 Regression Analysis of Adult Attachment to the Overall Happiness Scale

Through data analysis, we can conclude that the correlation coefficients of closeness and dependence and the four factors of satisfaction and interest in life in overall well-being have reached a significant level, and they are all positively correlated; the average score of anxiety is positively correlated with the overall well-being. The correlation coefficients of the five factors of life satisfaction and interest, relaxation and tension have reached a significant level, and all are negatively correlated; from this analysis, when an individual establishes an intimate and dependent relationship with others, it can improve the individual's sense of security; When an individual cannot establish a good attachment relationship with others, he will lack a sense of security for others, and his life will be single, which will cause continuous depression in his heart.

4.7 Regression Analysis of Adult Attachment to the Scl-90 Symptom Self-Rating Scale

Through the above data analysis, we can conclude that the correlation coefficients between the average anxiety score and each factor of the SCL-90 Symptom Self-Rating Scale have reached a significant level, and they are all positively correlated. Therefore, the higher the anxiety score, the higher the SCL-90 symptom self-rating scale. The higher the score on the 90 scale, the poorer the mental health, and the various factors measured by the closeness and dependence and the SCL-90 symptom self-evaluation have reached a significant level, and they are all negatively correlated, so the higher the closeness dependence composite score, The lower the score on the SCL-90 scale, the better the mental health.

From this analysis, when an individual is able to establish an intimate and dependent relationship with others, it can improve the individual's sense of security, help the individual to relieve psychological pressure and establish a healthy psychological environment, and when a person cannot establish an intimate and dependent relationship with others , Then when you encounter a problem, you lack a sense of security for others, and you can't relieve your psychological pressure in time, which will gradually cause psychological depression.

5. Summary and Suggestions

5.1 Summary

(1) Both adult attachment and college students' subjective well-being have significant differences in gender; adult attachment and SCL-90 symptom self-rating scale scores have significant differences in professional categories;

(2) There is a close relationship between adult attachment and college students' subjective well-being and mental health;

(3) Adult attachment types have predictive effects on their subjective well-being and mental health.

5.2 Suggestions

Family relationships have an important influence on the foundation of college students' self-strength construction. In family relationships, the relationship between family members must be handled properly, and secondly, the children's own ideas must be respected, and the children's good habits must be cultivated so that the children can live in the university life. Can better deal with challenges.

The main place of life and study for college students is the school, so the school plays a very important role in the cultivation of college students' self-power. With the continuous acceleration of social life, schools should not only pay attention to the subject education of students, but also pay attention to the physical and mental development of students. Schools should promote the comprehensive development of school students, provide students with more high-quality platforms, so as to enhance the self-power of college students.

In the university stage, students gradually get rid of dependence on family or friends, and their autonomy also increases. In this process, college students should actively face the challenges of life and improve their ability to solve problems through continuous learning. Secondly, It is necessary to handle the influence of interpersonal relationships on oneself, so as to benefit one's own development and continuously improve one's own strength.

Rely on the care of the native family to form a healthy attachment model. The native family, that is, the family in which you were born and grew up, is generally composed of family members such as parents, brothers and sisters. The child's attachment to his parents affects the child's ability to establish valuable attachment relationships with important people around him. Attachment theory believes that babies who experience the love of their parents and establish a safe relationship with their parents will form a safe and unconscious internal working model of establishing a trusting relationship with others when they grow up. [4]

Acknowledgement

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