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## ATTACHMENT AND TRUST FEATURES OF CHINESE COLLEGE STUDENTS

*This article focuses on the study of attachment and trust in the student's age. It presents the results of empirical research and statistical analysis of the characteristics of attachment and trust depending on various socio-demographic parameters.*

*Статья посвящена изучению привязанности и доверия в студенческом возрасте. В ней представлены результаты эмпирического исследования и статистического анализа таких характеристик как привязанность и доверие в зависимости от различных социально-демографических параметров.*

Attachment, as an important aspect of human adaptation to survival, not only enhances the likelihood of individual survival, but also participates in the construction of an individual's lifelong adaptive characteristics due to its early formation [1]. Ultimately, attachment also helps individuals to develop better adaptation throughout their lives. The attachment status of college students affects many aspects, including trust. Trust has an important impact on interpersonal interactions and relationship building, and there is an element of trust in attachment [2]. As an important part of interpersonal interaction and self-internalization and cognitive judgment, trust is necessary for us to establish good social relationships. It is generally accepted that a good state of trust, in turn, has an impact on the type of attachment an individual has.

Intimate Experience Scale (ECR) and Interpersonal Trust Scale (ITS) are psychodiagnostic methods. The study was conducted at the Hope College of Jiaotong Southwestern University. The study sample consisted of 100 students. A description of the study sample is presented in Table 1.

Table 1 — Descriptive statistics based on the overall situation of the sample taken

Socio-demographic variables		n	Percentage
Gender	Male	46	46%
	Female	54	54%
Grade	Freshman year	21	21%
	Sophomore	19	19%
	Junior	26	26%
	Senior Year	34	34%
Majors Studied	Science and Engineering	58	58%
	Arts and Sciences	42	42%
Place of birth	Urban	40	40%
	Rural	60	60%
Only child	Yes	48	48%
	No	52	52%
Have you ever been in love?	No	27	27%
	Yes	73	73%

The results of the study of the type of attachment are presented in Table 2.

Table 2 – Calculated and analyzed types of attachment by Fisher's linear discriminant formula

Type of attachment	n	Min	Max	M
Safety type	5	6.12	39.21	21
Anxiety type	59	1.76	53.52	25.08
Infatuation type	9	3.51	53.28	21.97
Avoidance type	27	4.85	42.62	23.86

According to the research results presented in Table 2, consistently anxiety attachment is most prevalent among college students. The Chinese parental role, due to the social and cultural background, is mostly «introverted, subtle, and reserved» and hardly displays their emotions in daily life, so that the initial attachment bond with the child is established with an intimate but contradictory feeling. The attachment that is formed is retained as a pattern and grows with the child. Almost 30% of respondents are characterized by avoidance attachment.

The results of the analysis of differences in anxiety and avoidance attachments by socio-demographic variables are presented in Tables 3-4.

Table 3 – Analysis of differences in anxiety attachment on socio-demographic variables

Socio-demographic variables		M ± SD	N	t	df	P
Gender	Male	66.91 ± 17.451	46	0.612	98	0.552
	Female	64.81 ± 17.610	54			
Majors Studied	Arts and Sciences	68.26 ± 18.604	42	1.211	98	0.229
	Science and Engineering	63.98 ± 16.550	58			
Place of birth	Urban	67.28 ± 16.038	40	0.697	98	0.488
	Rural	64.78 ± 18.443	60			
Only child	Yes	65.04 ± 18.180	48	-0.404	98	0.687
	No	66.46 ± 16.957	52			
Have you ever been in love?	Yes	66.37 ± 18.834	73	0.553	98	0.582
	No	64.19 ± 13.324	27			

Table 4 – Analysis of differences in avoidance attachment on socio-demographic variables

Socio-demographic variables		M±SD	N	t	df	P
Gender	Male	66.30 ± 9.587	46	-2.004	98	0.048
	Female	70.43 ± 10.778	54			
Majors Studied	Arts and Sciences	71.50 ± 8.566	42	2.492	98	0.014
	Science and Engineering	66.38 ± 11.135	58			
Place of birth	Urban	69.08 ± 9.872	40	0.426	98	0.671
	Rural	68.17 ± 10.810	60			
Only child	Yes	67.79 ± 11.636	48	-0.680	98	0.498
	No	69.21 ± 9.183	52			
Have you ever been in love?	Yes	67.66 ± 11.042	73	-1.385	98	0.169
	No	70.89 ± 8.159	27			

The avoidance attachment was significantly different on the socio-demographic variables of gender and profession ( $t = -2.004$ ,  $p < 0.05$ ;  $t = 2.492$ ,  $p < 0.05$ ), while there were no significant differences on place of birth, whether one child or not and whether one has been

in a relationship ( $p > 0.05$ ). And the anxiety attachment was not significant on any of the dimensions ( $p > 0.05$ ). The change in social climate, increase in the status of women, advocacy of equality and cross compatibility of disciplines can be explained as being the reasons that triggered such findings.

The results of the analysis of differences in trust for socio-demographic variables are presented in Table 5.

Table 5 – Analysis of differences in total trust scores and socio-demographic variables

Socio-demographic variables		M ± SD	N	t	df	P
Gender	Male	104.80 ± 6.369	46	1.118	98	0.266
	Female	103.24 ± 7.448	54			
Majors Studied	Arts and Sciences	103.55 ± 6.992	42	-0.501	98	0.618
	Science and Engineering	104.26 ± 7.020	58			
Place of birth	Urban	103.48 ± 7.369	40	-0.565	98	0.573
	Rural	104.28 ± 6.755	60			
Only child	Yes	105.04 ± 7.314	48	1.498	98	0.137
	No	102.96 ± 6.574	52			
Have you ever been in love?	Yes	104.01 ± 7.338	73	0.126	98	0.9
	No	103.81 ± 6.039	27			

The overall trust scores of the subjects were high and there were no significant differences in the dimensions of the socio-demographic variables ( $p > 0.05$ ).

The results of the analysis of the difference in grade levels, attachment and trust are presented in the Table 6.

Table 6 – Analysis of variance for grade level and attachment and trust

Grade level	Research feature	M ± SD	df	Mean Square	F	p
Freshman year	Attachment	137.76 ± 21.440	3	128.315	0.294	0.830
	Trust	105.57 ± 7.047		48.668	0.998	0.397
Sophomore	Attachment	133.68 ± 21.011		128.315	0.294	0.830
	Trust	103.11 ± 6.172		48.668	0.998	0.397
Junior	Attachment	134.50 ± 20.568		128.315	0.294	0.830
	Trust	104.92 ± 4.890		48.668	0.998	0.397
Senior Year	Attachment	132.38 ± 20.750		128.315	0.294	0.830
	Trust	102.71 ± 8.533		48.668	0.998	0.397

There was no significant difference in the total scores of both attachment and trust at grade level ( $p > 0.05$ ).

Results of the Pearson correlation analysis present in Table 7.

There was no correlation between attachment and trust. According to the reference literature, there are both positive and negative results between attachment and trust.

The current study presents data from empirical studies on the characteristics of attachment and trust at different levels, demonstrates the overall status of attachment and trust among college students, discusses the reasons behind the various data that can be uncovered, and provides extended ideas for campus students' mental health, psychological crisis intervention and interpersonal relationship improvement efforts, as well as some suggestions for family rearing styles and improving intra-family relationships.

Table 7 — Analysis of the correlation between attachment and trust

Results of the correlation analysis		Total score of questionnaire 1	Total score of questionnaire 2
Total score of questionnaire 1	Pearson correlation	1	-.146
	Significance (Bilateral)		.146
	Sum of squares and fork products	42309.390	-2092.760
	covariance	427.368	-21.139
	N	100	100
Total score of questionnaire 2	Pearson correlation	-.146	1
	Significance (Bilateral)	.146	
	Sum of squares and fork products	-2092.760	4825.840
	covariance	-21.139	48.746
	N	100	100

Thus, according to the results of the empirical research anxiety and avoidance attachments are prevalent among college students. The dominant level of trust is at a high level. The avoidance attachment depends on gender and profession, the trust does not depend on the socio-demographic variables. Both attachment and trust do not depend on the grade level.

#### Literature

- 1 Liu, M. Y. Adult attachment and its research progress / Liu M. Y., Guo L. // Journal of Hubei Normal College (Philosophy and Social Science Edition), 2009. – № 8. – P. 127–129. 2 Sun, Xuesong. Research and Prospects of Trust Issues / Sun Xuesong, Yang Nini // Journal of Luliang College, 2013. – № 3(04). – P. 70–74.