

Peer Attachment and Child's Social Competence

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Abstract: *Peer attachment has a big influence on children's social competence; thus, it needs to be improved, especially their attachment to the surrounding environment. To achieve social competencies as expected, it is important to develop social abilities in children. The role of peers is a supporting factor for children in terms of the development of social abilities. Stickiness greatly influences success in developing social competence. The purpose of this journal analysis is to review the effect of peer attachment on children's emotional competence. The study was conducted on children aged 7-18 years. The data analysis uses linear regression. The analysis shows that peer attachment can affect a child's social competence. The higher the secure attachment, the higher the child's social competence in the future. Conversely, the lower the attachment to safety, the lower the social competence of children in the future.*

Keywords: *peer attachment, social competence, children*

Introduction

Social abilities/competencies are important for children, especially in terms of communication and cooperation. Individuals who have social abilities will be able to express themselves precisely as evidenced by the ability to adapt, greater self-confidence, high competence, ability to be relied on, positive attitude, trust in others, objectivity, and high openness. Conversely, when individuals lack social skills, they are proven to have poor adaptability, low self-confidence, fear, anxiety, low self-esteem, and turning to be closed individuals.

Attachment theory suggests that sensitive, responsive, and reliable caregiving promotes secure attachment and provides a foundation for children's long-term social and emotional development. Securely attached children develop beliefs (working models) that others are trustworthy and caring, which in turn shape their expectations for relationships and promote empathy and concern for others (Houston & Grych, 2016).

Originally conceptualized, attachment is a term used to evaluate the bonding relationship between a mother and her baby. This idea then adds to include a shift toward peers as evidence of healthy adolescent development. Process developing attachments occur over a period of time and not automatically or directly. Attachment relationships can have positive relationships and negative characteristics, and perceptions of safety or support in parent-child relationships affect the tone and relationships for the future (Schnyders, Rainey, & McGlothlin, 2018).

The bond between the individual and the attachment figure will remain even if the sticky figure does not appear in the range of view. An attachment that is well-established since childhood will also have a good impact on children in the future, both in social competence, emotional, and cognitive. The better the attachment established in childhood, the better the child's relationship with others in the future. This evidence proposes that, regardless of biological bonds,

children are most likely to develop adaptive, revisable attachment working models when parents can model an emotionally open and available relationship (Barone, Lionetti, & Green, 2017). From this bond, a child will see and imitate all actions, ways of thinking, and will understand all the behavior carried out by his peers. Peers will mediate what is good, what is happening, what is important, and even how they have perceptions about themselves.

Peer Attachment

Peer attachment is actively strengthened in early adolescence, and children experience direct satisfaction while socializing with peer groups. Some children validate their resistance to parents or society through friends who share the same worries and problems, and through this process, the degree of depression, sense of guilt, and nervousness decreases (Ju & Lee, 2018). As an ideal type, authoritative parenting is characterized by a high level of nurturance, responsiveness, involvement, reasoning, and encouragement of autonomy, and children of authoritative parents have been described as most academically and socially competent (Lim & Lee, 2017). Father-daughter attachment and mother attachment are similar. The roles of fathers are as important as mothers in the development of peer Attachment (Yang, Zhu, Chen, Song, & Wang, 2016).

Peers are the environment of children who have age or level of maturity that is more or less the same as their age. One of the basic tenets of attachment theory suggests that early attachment relationships with primary caregivers influence the quality of children's future relationships with their peers (Priscilla K. Coleman, 2003). When children grow up in adverse family environments characterized by maltreatment, social competence is likely affected by a host of risk, protective, and promotive factors across the social ecology that serve to heighten or ameliorate the detrimental effects of this family-based adversity (Holt, Mattanah, & Long, 2018). Anti-bullying prevention

and intervention programs should aim to reduce these negative automatic thoughts and to develop healthy relationships with parents and peers (Balan, Dobrea, & Balazsi, 2018).

From the explanation above, it can be concluded that peer attachment has a very big influence on children's social competence, so it needs to be improved, especially the attachment to the surrounding environment, to achieve social competencies as expected.

Review Procedure

The data was collected from papers that are available in the E-journals database, for instance, Google Scholar, EBSCO, etc. The papers used require that the journals must have been published during the last ten years. The keyword applied to find the suitable papers was "peer attachment, social competence, and children," which resulted in 25 papers that fulfilled the criteria.

Discussion

Data in recent years, there have been various studies related to peer attachment and social competence. The results had obtained 25 papers that fulfilled the criteria. The sample in this study literature totaling 3136 people was taken from various sources such as children, students, and so on. From the journal, various results were found as described below:

Peer Attachment and Social Competence

The analysis shows that peer attachment can affect a child's social competence. The higher the secure attachment, the higher the child's social competence in the future. The teacher-student relationship has a direct positive effect on the emotional moment (Ayuningtyas, Hartati, & Sumadi, 2019). The results of subsequent studies indicate that there is a relationship between teacher-student relationships with school connectedness (Wahyuni, 2018). No gender differences were found regarding attachment toward father at any time, whereas significant gender differences emerged regarding attachment toward peers across the age range. Girls scored higher than boys at all measurement points (Cortés-García, Hoffmann, Warschburger, & Senra, 2019). Based on the results of the study, there is a relationship between teacher-student relationships with school connectedness (Scharf, Kerns, Rousseau, & Kivenson-Baron, 2016).

Anxiety Attachment and Emotional Intelligence

Subsequent research results indicate that anxiety attachment and emotional intelligence have no relationship, while the variables of communication intensity, secure attachment, and avoidance attachment have a relationship with emotional intelligence (S. F. Waters & Thompson, 2016). Other studies have resulted in high correspondence between theoretical models and empirical findings and different patterns of relationships between model components for the three populations.

These findings provide support for the DSM conceptualization of RAD and DSED as separate dimensions of child psychopathology. Thus, RAD and DSED assessments provide information beyond other mental health problems (Lehmann, Breivik, Heiervang, Havik, & Havik, 2016). Other results from this study are the use of the Spearman correlation test. The results of two multiple linear regression analyses (one for boys and one for girls) explain respectively emotional instability. In considering emotional and cognitive variables, the results for the group of participants showed that parenting style and peer bonds are as important as predictors of emotional instability (Llorca-Mestre, Samper-García, Malonda-Vidal, & Cortés-Tomás, 2017).

Parental and Social Relationship for Attachment

Students who switch from higher parental ties show a decrease in loneliness; those who move away from low peer relationships show an increase in social functioning (Holt et al., 2018). Children generally have a similar, but not identical, work model of their relationship with mothers and teachers that is related to the internal work model of their relationship with friends. Furthermore, the element of children's narratives about teachers and peers is related to the teacher's assessment of children's social competence. The findings of this study indicate the dynamic and interactive nature of children's representation of relationships with their mothers, teachers, and friends (Vu, 2015).

In the research, several processes that calculate the relationship between quantity and behavior most likely are bad child-care relationships and negative peer interactions, do not reduce attachment to the mother or reduce the sensitivity of the mother. There are still many questions about the duration of effects, developmental and individual differences, conceptualizations that are more nuanced to the quality of care and social behavior, and variations across cultural and ethnic groups (Huston, Bobbitt, & Bentley, 2015).

The research found that attachment representations were quite stable across those four years, with students who maintained secure representations of their attachment to parents and peers faring the best in terms of their academic, social, and emotional adjustment outcomes in senior (Holt et al., 2018).

When in control, the mother-child partner shows a pattern of physiological synchronization and reciprocal positive social involvement, which can play a role in the development of adolescents from safe social bonds and healthy emotional regulation. In contrast, MDD mothers and children show a decreased and discordant vagal response pattern. More research is needed to understand the development and consequences of these parasympathetic response patterns among depressed mother-child partners (Amole, Cyranowski, Wright, & Swartz, 2017). There is a statistically significant difference between juvenile delinquents and nondelinquent adolescents about the style perceived by

parents and the bonding style of parents (Afğın & Özçelgk, 2018)

Interventions that focus on strengthening child-care relationships in children exposed to violence can reduce aggressive behavior by interfering with the development of aggressive attitudes (Houston & Grych, 2016). The importance of considering the characteristics of the whole family system is in the emotional and social development of children with ASD. The role of family counseling to improve emotional regulation skills and prosocial behavior is underlined because of its impact on long-term social adjustment (Mira, Berenguer, Baixauli, Roselio, & Miranda, 2019). All studies reproduce a significant relationship between children's safe basic texts and social competence, as well as other related social/cognitive variables. None of this would have been possible if the writer had not developed an efficient rating system for assessing children's script knowledge. They not only provide a more sophisticated cognitive-based analysis of the relationship between attachment and social competence but also new methodological tools to explore relationships in more detail and open up the possibility of longitudinal studies and adapt narrative techniques to assess peer-based scripts (H. S. Waters, 2019).

Safe attachment from parents increases the likelihood of children to present safe attachment patterns; in particular, maternal attachment patterns are strongly associated with their adopted children, with fathers making additional contributions. Two years after adoption, safe children show more adequate social competence than their unsafe and disorganized peers and provide better emotional understanding (Barone et al., 2017).

Conclusion

The study concludes the importance of developing social competence and safe attachment to children for their future. The higher the safe attachment, the higher the social competence will be in the future. Conversely, the lower the attachment to safety, the lower the child's social competence will be in the future.

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