

## Attachment and Love

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*My HEART fills up with tears of my parent, knowing you are in my life forever.*



### CREDIT....

- *"Social psychologists **Zick Rubin (1970)** deserves credit for focusing explicit attention on love by showing that this apparently fuzzy topic could be approached with as much rigor as any other topic within psychology."*

### WHY STUDY LOVE?

- *There are casualties of love in the form of heartbreak and divorce, in the abuse of spouses and the neglect of children.*
- *Though not diagnostically labeled, loneliness lies near the center of such disorders as anxiety, depression, schizophrenia, and substance abuse. (Booth, 1983; McWhirter, 1990)*
- *When asked to describe bad events or things that have gone wrong in their lives, the majority of people recount relationships conflict or losses (Veroff, Douvan & Kukla, 1981).*
- *The long standing pervasive bias within the social sciences to focus on the negative till the 1950's led an unalloyed good to be overlooked.*
- *one of the ways that researchers legitimized the study of love was to highlight the problems ensuing from its absence and to identify factors helpful to avoid them.*

### IMPORTANCE OF LOVE

#### *Relation with Well-Being-*

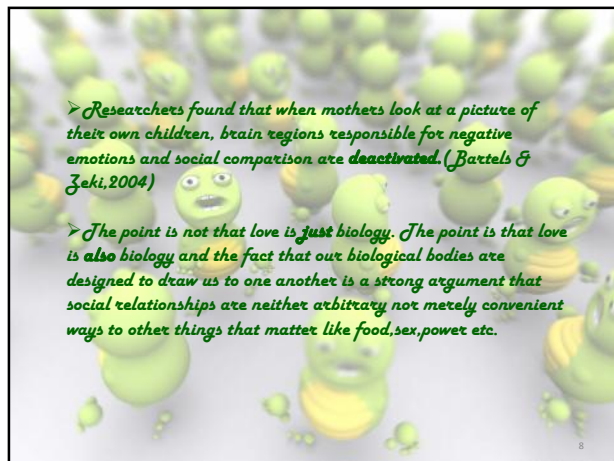
- *The capacity to love and to be loved is viewed by contemporary theorists as an inherently human tendency with powerful effects on **Well-Being** from infancy through old age.*
- ***Harris Reis & Shelly Zable (2003)** went so far as to conclude that good relations with others may be the **single most important** source of life satisfaction and emotional well-being, across different ages and cultures ( Berscheid & Reis, 1998; Klinger, 1977).*
- ***Aron & Aron (1986)** are of the view that falling in love provides a sense of very rapid expansion of the boundaries of self and is, therefore, a very pleasurable state of being.*

### BIOLOGICAL BASIS

- *In this context special attention has been given to the hormone-like substance **oxytocin**, which is released in the brain in response to social contact, especially skin-to skin touch (Insel, 1997). It has been called the **cuddle hormone** and it has been linked to the creation of a loving bond between two individuals and perhaps even to monogamy (Carter, 1998; Porges, 1998; Young, Wang & Insel, 1998).*
- *Oxytocin increases during pregnancy and its presence facilitates the production of milk and more general "material behavior".*

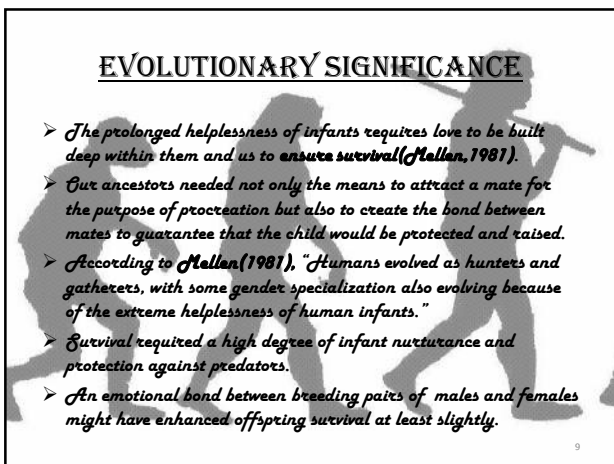


- The oxytocin levels of a father to be rise as well during pregnancy of his spouse and to the degree that he spends time with his infant, his oxytocin level continue to increase.
- Oxytocin is associated with the neurotransmitter 'dopamine' which is broadly responsible for reinforcement and pleasure.
- Neuroimaging studies of individuals show that their brains work differently when they are looking at a picture of their true love versus picture of good friends of the same age & gender. (Bartels & Zeki, 2000)

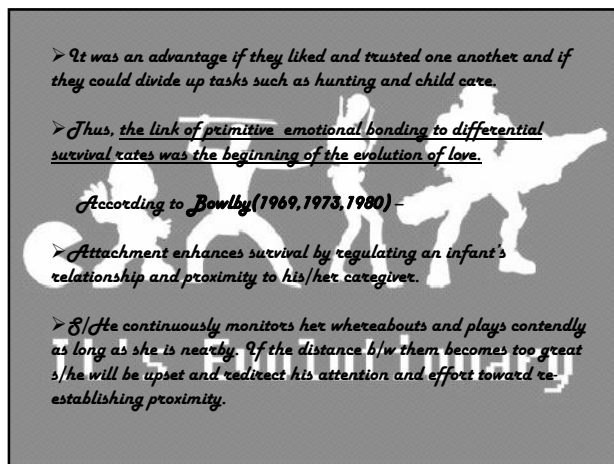


- Researchers found that when mothers look at a picture of their own children, brain regions responsible for negative emotions and social comparison are deactivated. (Bartels & Zeki, 2004)
- The point is not that love is just biology. The point is that love is also biology and the fact that our biological bodies are designed to draw us to one another is a strong argument that social relationships are neither arbitrary nor merely convenient ways to other things that matter like food, sex, power etc.

### EVOLUTIONARY SIGNIFICANCE



- The prolonged helplessness of infants requires love to be built deep within them and us to ensure survival (Mallan, 1981).
- Our ancestors needed not only the means to attract a mate for the purpose of procreation but also to create the bond between mates to guarantee that the child would be protected and raised.
- According to Mallan (1981), "Humans evolved as hunters and gatherers, with some gender specialization also evolving because of the extreme helplessness of human infants."
- Survival required a high degree of infant nurturance and protection against predators.
- An emotional bond between breeding pairs of males and females might have enhanced offspring survival at least slightly.

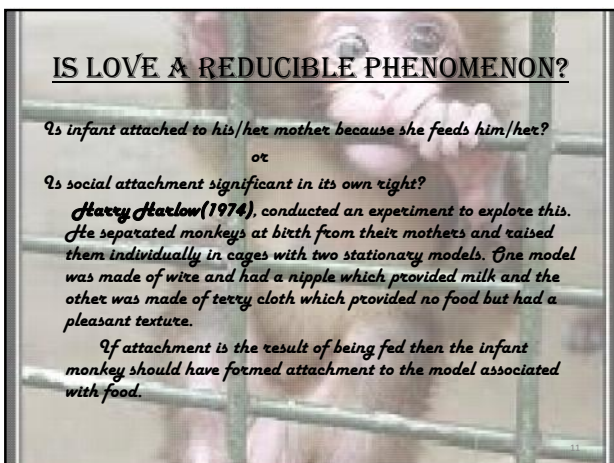


- It was an advantage if they liked and trusted one another and if they could divide up tasks such as hunting and child care.
- Thus, the link of primitive emotional bonding to differential survival rates was the beginning of the evolution of love.

*According to Bowlby (1969, 1973, 1980) -*

- Attachment enhances survival by regulating an infant's relationship and proximity to his/her caregiver.
- S/he continuously monitors her whereabouts and plays contently as long as she is nearby. If the distance b/w them becomes too great s/he will be upset and redirect his attention and effort toward re-establishing proximity.

### IS LOVE A REDUCIBLE PHENOMENON?

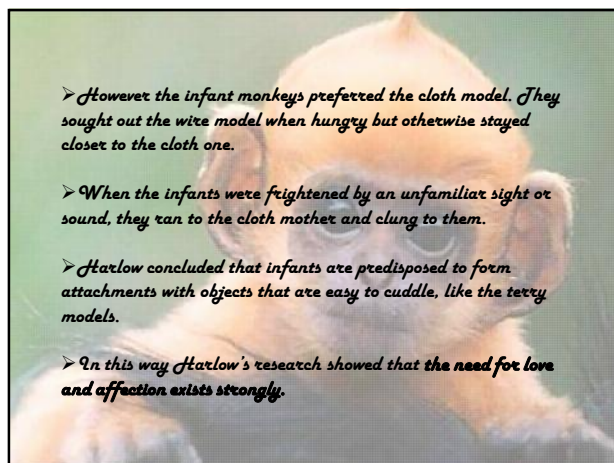


Is infant attached to his/her mother because she feeds him/her?  
or

Is social attachment significant in its own right?

**Harry Harlow (1974)**, conducted an experiment to explore this. He separated monkeys at birth from their mothers and raised them individually in cages with two stationary models. One model was made of wire and had a nipple which provided milk and the other was made of terry cloth which provided no food but had a pleasant texture.

If attachment is the result of being fed then the infant monkey should have formed attachment to the model associated with food.



- However the infant monkeys preferred the cloth model. They sought out the wire model when hungry but otherwise stayed closer to the cloth one.
- When the infants were frightened by an unfamiliar sight or sound, they ran to the cloth mother and clung to them.
- Harlow concluded that infants are predisposed to form attachments with objects that are easy to cuddle, like the terry models.
- In this way Harlow's research showed that the need for love and affection exists strongly.

- In an important study, **Johnson, Dziurawiec, Ellis & Morton (1991)** showed that within **First hour** following birth, Infants are more likely to track with their eyes a moving stimulus that looks like a face than they are to track similar but non-face like stimuli.
- It shows that the newborn is predisposed by evolution to attend to the most important aspects of the environment- The Parent and the parent's attention in turn is drawn to responsiveness of the infant, forming the base for attachment.

### IS LOVE ALL GIVE AND TAKE..??

- Equity theory suggests that close relationships, friendships or romances-persist to the degree that both people involved believe that what they are getting out of the relationship is proportional to what they are putting into it. (**Walster, Walster & Berschid, 1978**). However challenges to equity theory have come from various quarters. A relationship that is strictly a mutual exchange can only be thought of as a business deal.
- To prevent this cynical construal, individuals in a friendship or romance must sacrifice some of their own rewards for the good of their partners. Then the relationship can be interpreted as genuine.
- Equity theory fails most profoundly because it ignores the feelings that people bring to their relationships. We do not have friends and spouses because we "think" they will benefit us. We have them because we love them.

### ROOTS OF LOVE.....

#### THE ATTACHMENT!!

- It is a process that probably starts during the first moment of an infant's life. It is the emotional link that forms between a child and a caregiver, and it physically binds people together over time. (**Ainsworth, Ball & Stayton, 1992**).
- Attachment is a reciprocal, enduring emotional tie between an infant and a caregiver, each of whom contributes to the quality of the relationship.
- **Mary Ainsworth** first studied attachment the early 1950s with **John Bowlby**. Ainsworth devised the **Strange Situation**, a now-standard laboratory - based technique designed to assess attachment patterns between an infant and an adult.

- The strange situation consists of a sequence of eight episodes, which takes less than half an hour.
- During that time, the mother twice leaves the baby in an unfamiliar room, the first time with a stranger. The second time she leaves the baby alone, and the stranger comes back before the mother does. The mother then encourages the baby to explore and play again and gives comfort if the baby seems to need it. (**Ainsworth, Bashir, Waters & Wall, 1978**). Of particular concern is the baby's response each time the mother returns.
- When **Ainsworth and her colleagues** observed 1-year olds in the strange situation and at home, they found three main patterns of attachment: **Secure** and two forms of anxious or insecure attachment: **Avoidant** and **Ambivalent** or **Resistant**.
- **Securely Attached** children show the pattern of seeking and maintaining contact with their mother.
- **Avoidant Children** do not cry when their mother leaves and either ignore her or turn away upon her return.
- **Ambivalent Children** cry when their mother leaves but are not comforted when she returns.

Other research (**Main & Solomon, 1986**) has identified a fourth pattern, **Disorganized disoriented attachment**.

- Such babies often show inconsistent, contradictory behaviors; greet the mother brightly when she returns but then turn away or approach without looking at her; seem confused and afraid.
- This may be the **least secure** pattern and is most likely to occur in babies whose mothers are **insensitive, intrusive or abusive** (**Carlson, 1998**).
- The key to attachment lies in the interplay between the quality of the relationship with the caregiver and the infant's emotional makeup.
- **Supportive and affectionate** mothers beget **securely attached** children.
- **Critical and rejecting** mothers produce **avoidant or ambivalent** infants.
- **Depressed** mothers may be **emotionally unavailable** to her child resulting in an avoidant child. (**Lownstein & Field**).

- Attachment is a dynamic force that connects children to their caregivers.
- Security of attachment seems to affect **emotional, social and cognitive** competence. (**Van Ijzendoorn & Sagi, 1997**).
- Secure attachment provides the safe environment in which children can take chances, engage in learning activities, initiate new relationships and grow into healthy, socially adept adults.
- Insecurely attached infants, by contrast, often have later problems: inhibitions and negative emotions in toddlerhood, hostility toward other children at age 5, and dependency during the school years.
- Those with disorganized attachment tend to have behavioral problems at all levels of schooling & psychiatric disorders at age 17. (**Carlson, 1998**).
- It is possible that correlations between attachment in infancy and later development stem not from attachment and parent-child interaction after infancy. (**Larab, 1987**)

## ADULT ATTACHMENT SECURITY

- > Personal perspective on attachment are carried through childhood and adolescence and into stages of adulthood in the form of an internal working model of self & others. (Bowlby, 1980; Shaver, Hazan & Bradshaw, 1988).
- > Early in their development, children integrate perceptions of their social competence, appeal and loyability (the self model) with their expectations regarding accessibility, responsiveness and consistency of caregivers. (the other model).
- > The model is a "conscious mindful state" of generalized expectations and preferences regarding relationship intimacy that guide participants information processing of relationship experiences as well as their behavioral response patterns. (Lopez, 2003).
- > If people carry forward a secure mindful state, they see the world as safe and others as reliable.

- > People who see the social world as unpredictable and other people as unreliable have difficulty overcoming their desires to keep others at a distance.
- Numerous theorists have extended attachment theory across the life span into other adults as well as to the children for whom they will serve as caregivers.
- > Mary Main & Colleagues (George, Kaplan & Main, 1985; Main & Goldwyn, 1984, 1998) developed the **Adult Attachment Interview (AAI)** that asks adults to recall and interpret feelings and experiences related to their childhood attachments.
- > They found that adult attachment could best be described by a four category system comprising **Secure/Autonomous, Dismissing, Preoccupied & Unresolved/Disorganized**.
- > An analysis of eighteen studies using the AAI found that the clarity, coherence and consistency with which these early attachments are remembered and interpreted reliably predicts the security with which the respondent's own child will be attached to him/her. (Van IJzendoorn, 1996).
- > Cindy Hazan & Phillip Shaver studied attachment in the context of adult romantic relationship and found that the three category of **Secure, Avoidant & Anxious** effectively described the nature of adult attachment to a significant other.

- > Bartholomew & Horowitz expanded the three categories of adult attachment to four categories by differentiating two types of avoidant attachment, dismissive and fearful.
- > Brennan et al (1998) considered Bartholomew & Horowitz's system from a different perspective. They conceptualized attachment on the two dimensions of attachment-related avoidance and attachment-related anxiety.

Attachment Style	Anxiety	Avoidance
Secure	Low	Low
Dismissing	Low	High
Preoccupied	High	Low
Fearful	High	High

- > Some adult attachment involves a **comfort with emotional closeness and a general lack of concern about being abandoned by others**.
- > By successfully recruiting care from significant others, children and adults become stronger and more able to cope with threats. (Bowlby, 1988)
- > By pursuing growth experiences within the context of safe secure relationships, we can pursue optimal human functioning and flourishing. (Lopez & Brennan, 2000)

### THREE PROMINENT CLASSIFICATION SYSTEMS OF ADULT ATTACHMENT STYLES

Main & Goldwyn (1984, 1998)	Description
Secure/Autonomous	Interview demonstrates coherent. Description and evaluation of attachment-related experiences are consistent, whether experiences are favorable or unfavorable.
Dismissing	Interview is not coherent, and interview is dismissing of attachment-related experiences and relationships.
Preoccupied	Interview is not coherent and interviewee is preoccupied with or by past attachment relationships/experiences. Interviewee appears angry, passive uses words that are long grammatically entangled.
Unresolved/Disorganized	During discussions of loss or abuse, interviewee shows striking lapse in the monitoring of reasoning or discourse. Interviewee may lapse into prolonged silence or eulogistic speech.

Hazan & Shaver (1987)	Description
Secure	I find it relatively easy to get close to others and am comfortable depending on them, having them depend on me. I don't often worry about being abandoned or about someone getting too close to me.
Avoidant	I am somewhat uncomfortable being close to others, I find it difficult to trust others completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close and often love partner want to be more intimate than I feel comfortable being.
Anxious	I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me.

Bartholomew & Horowitz (1991)	Description
Secure	It is easy for me to become emotionally close to others. I am comfortable depending on others and having others depend on me. I don't worry about being alone or having others not accept me.
Dismissing	I am comfortable without close emotional relationships. It is very important for me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.
Preoccupied	I want to be completely emotionally intimate with others, but I find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.
Fearful	I am uncomfortable getting close to others. I want emotionally close relationships but I find difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.

## IS THERE NO HOPE FOR THOSE OF US WHO HAD AN INSECURE ATTACHMENT STYLE.....???

- Through researches on love and attachment, psychologists have learned something about the cultivation & re-cultivation of love among adults. **Emotionally focused couples therapy** is a well validated approach for troubled couples, which is based on attachment theory and teaches a more flexible approach to expression and satisfaction of needs. (S.M. Johnson, 1996; S.M. Johnson, Hunsley, Steenberg & Schlinda, 1999).
- Partners learn to comfort, to reassure, to support one another, in short to open the doors to new emotional experiences, those that bind people together in secure relationships.

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## LOVE.....

### THE COLOR OF LIFE

- "Life without love would be for many people like a black and white movie full of events and activities but without the color that gives vibrance and provides a sense of celebration."  
*Hendrick & Hendrick*
- The capacity for love is a central component of all human societies.
- Love in all its manifestations, whether for children, parents, friends or romantic partners, gives depth to human relationships.

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- Love is definitely something more than a close friendship, and, something different from merely being romantically or sexually interested in another person...

## WHAT IS LOVE...???

- Robert J. Sternberg (1995) says -  
"Love is a story. The lovers are its authors, and the kind of story they make up reflects their personalities and their feelings about their relationships."
- In fact an agreed on definition of Love has proved elusive for both laypeople and love theorists.
- According to Baron & Byrne  
"Love is a combination of emotions, cognitions and behaviors that often play a crucial role in intimate relationships."

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- The **Prototype approach** to love is a possible solution to this dilemma.
- According to this approach a concept is defined in terms of its "best example" or its "best set of features", referred to as the prototype of the concept.
- In an initial work with this approach **Beverly Fehr (1988)** found that in a free listing of 68 features of love (and centrality ratings of those features), the prototype of love in general equals companionate love, though passionate as well as other features were also found.
- The results were confirmed by **Fehr & Russell (1991)** who had research participants rate the prototypicality of 20 types of love.
- **Maternal love, Parental love and friendship** were the three most prototypical examples.
- Romantic love was ranked 5<sup>th</sup>, but passionate love and sexual love were ranked quite low on the list.

*There is something missing - YOU*

- Analyses from several studies revealed that the prototypical features of love consistently found were **trust, caring, honesty, friendship and respect.** (Fehr, 1993)

- **Ragan et al (1998)** found that when the focus was explicitly on romantic love, sexual attractiveness and passion were included on the list of central features.

- However, they were ranked well below **trust, honesty, happiness** and other companionate features.

- Romantic love domain also includes same sex partners who experience romantic feelings for each other and consider themselves to be a couple.

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## Contd.....

- **Aron & Westbay (1996)** factor analyzed prototype 68 features and identified three dimensions
- Passion, intimacy and commitment (earlier identified by Sternberg in theory of love)
- Intimacy to be more central than passion and intimacy
- Most general conception of love is companionate love.

*My HEART fills up with waves of happiness knowing you are in my life forever.*

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## LOVE IN HISTORICAL PERSPECTIVE....

- **The nature of love** is a three-volume philosophical history of love from antiquity until the modern era by **Erving Singer (1946, 1984b, 1987)**.
- **Singer distinguished four traditions of love, denoted by Greek terms:**
  - ❑ **Eros**, the search for the beautiful; approaches love in terms of **desire**.
  - ❑ **Philia**, the affection in friendship; refers to love as **friendship**.
  - ❑ **Amos**, submission and obedience to the divine; **submission to God's will or obedience to the desire of a loved one**.
  - ❑ **Agape**, or the bestowal of love by the divine, is selfless love that **approaches the divine**.
- Within western civilization, ideas about love have changed radically over centuries:
  - ❑ In ancient Greece, homosexual love was prized above heterosexual relationships.
  - ❑ In King Arthur's court love involved a non sexual chivalry rather than intimacy.
  - ❑ In Victorian England love was viewed as noble motion but sex was considered a necessary evil, required only for producing children.
  - ❑ Amore modern view is that of loving a person for who he or she is, words and all.

- An ongoing historical debate is whether romantic love as we think about it today even existed prior to the last few centuries. (**Simpson, Campbell & Berscheid, 1986**)
- Marriage based on romantic love is a relatively modern intervention, dating only to the 18<sup>th</sup> century in the western world, and it is still not common in many parts of the world. \*(e.g. Gadlin, 1977; Murstein, 1974)
- \*In much of the world, especially those with collectivist cultures, arranged marriages are the norm.
- Evidences show that marriages can be quite satisfying for the partners (e.g. **Ajzen, Madathiles & Jingle, 2005**)
- **Peterson & Seligman** are of the view that after all, they are created by family members who know the principals well and have their best interests at heart.
- Families work with an expert - a marriage planner as opposed to a wedding planner who actually knows something about match making. So, arranged marriages may also be "love marriages" although the love is between parents and their children.

## THEORETICAL APPROACHES TO ROMANTIC LOVE

There is a classical distinction between **Passionate Love** and **Compassionate Love**.

- In their book **"Interpersonal Attraction"** **Berscheid & Walster (1969)** devoted one chapter each to passionate and compassionate love.
- **Passionate or Romantic Love** was defined as a state of intense passionate absorption of two lovers with each other in which emotion is primary and there is likely to be both anguish and ecstasy in the relationship.
- There is the implication that love relationships begin in the heat of passionate love, but because they are based on strong emotion that cannot endure, over time passion cools into the quiet glow of compassionate love.
- **Compassionate Love** is defined as simply the unshakable affection felt for each other by two people whose lives are deeply intertwined.
- Passionate love involves an intense and often unrealistic emotional reaction to another person. It usually begins as as **instant, overwhelming surging, all consuming positive reaction** to another person-a reaction that feels as if it's beyond your control.

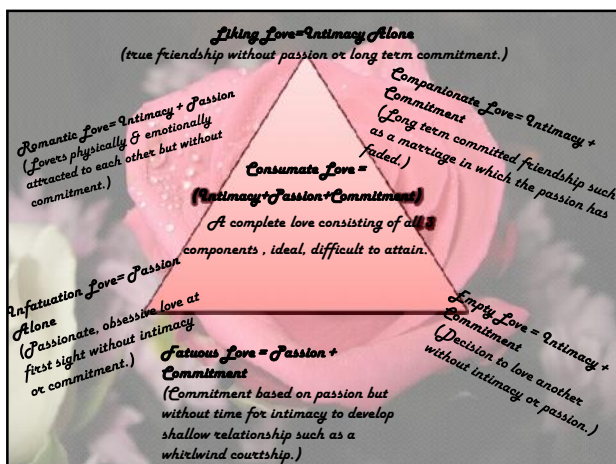
- The person in love is preoccupied with the loved one and can think about little else.
- Unlike passionate love, compassionate love is based on an extremely close friendship in which two people are attracted to each other, have a great deal in common, care about each other's well-being and express mutual liking and respect. (**Caspi & Harbernet, 1990**)
- It is not exactly as exciting as passionate love but it is able to sustain a satisfying and lasting relationship.
- These two forms of love can occur simultaneously or intermittently rather than sequentially (from passionate to compassionate).
- **Hatfield (1988)** noted that most people "hope to combine the delights of passionate love with the security of compassionate love in their intimate relationships."
- Likewise **Walster & Walster (1978)** noted that most passionate love affairs end in termination of the affairs. But if one is lucky, a passionate relationship can ripen into compassionate love. Couple who began as passionate lovers can evolve into good friends.
- **Hendrick & Hendrick (1993)** using both written accounts ratings, found that friendship-type love was the most frequently mentioned account theme.
- In another study they found that nearly half of the college students named their romantic partners as their closest friends.
- **Noller (1996)** concluded that "this combination of passionate and compassionate love is likely to be related to the love that supports marriage and family."

## TRIANGULAR THEORY OF LOVE

**Sternberg (1986)** proposed a triangular model of love".

- This formulation suggests that each love relationship is made up of three basic components that are present in varying degrees in different couples. (**Aron & Westbay, 1996**).
- ❑ **Intimacy**-The closeness two people feel and the strength of the bond that holds them together.
- ❑ **Passion**-Based on romance, physical attraction and sexual drives.
- ❑ **Commitment (Decision)**-A decision to initiate and sustain a relationship.
- The various possibilities of the combination of the three components yield eight types of relationships including "Non Love" in which all the three components are absent.

- **Non Love** describes most interpersonal relationship which are simply casual interactions.
- **Liking**-There is closeness, understanding, emotional support, affection, bondedness and warmth.
- **Infatuation**-"Love at first sight", can flare up suddenly and die just as fast or given certain circumstances, can sometimes last for a long time.
- **Empty Love**-Often found in long term relationships that have lost both intimacy & passion, or in arranged marriages.
- **Romantic Love**-Romantic lovers are drawn to each other physically and bonded emotionally. They are not, however committed to each other.
- **Compassionate Love**-Long-term committed friendship, often occurring in marriages in which physical attraction has died down but in which the partners feel close to each other and have made the decision to stay together.
- **Fatuous Love**-Kind of love that leads to a whirlwind courtship, in which a couple makes a commitment on the basis of passion without allowing themselves the time to develop intimacy. This kind of love usually does not last despite the initial intent to commit.
- **Consummate Love**-"Complete love" which many people strive for, especially in a romantic relationship; easier to achieve than to hold onto it. Either partner may change what he/she wants from the relationship. If the other partner changes too, the relationship may endure in a different form. If the other person does not change, the relationship may dissolve.



➤ **Sternberg** linked his theory to other theories and discussed how the three primary love components might change over time within a relationship & between different relationship.

➤ Some of the researchers have focused on the predictive value of these three ingredients of love:

- ❑ In a study of 104 couples, both husbands' & wives' intimacy, followed by passion, predicted marital satisfaction. (**Silberman, 1998**).
- ❑ Research on adults' views about their relationships found that commitment was the best predictor of relationship satisfaction, especially for the long-term partnerships. (**Acher & Davis, 1992**)

### CULTURAL INFLUENCES ON LOVE

➤ Although love seems to be virtually universal (**Jolman, 1992**), its meaning and expression vary across time and space.

➤ According to **Anne E. Beall & Robert Sternberg, 1995**:

- ❑ People in different cultures define love differently and the way they think about love affects what they feel.
- ❑ Love, is a social construction – a concept people create out of their culturally influenced perceptions of reality.
- ❑ This concept influences what is considered normal, acceptable, or ideal.
- ❑ Culture influences not only the definition of love, but the features considered normal, acceptance, or ideal.
- ❑ Culture influences not only the definition of love, but the features considered desirable in choosing a beloved, the feelings & thoughts expected to accompany love and how lovers act toward each other
- ❑ Social approval and support from family and friends reinforce satisfaction with and commitment to a relationship.

### CONCLUSION..

➤ Meaning of "I LOVE YOU"...

➤ There is much we don't know about the emotion that connects us to each other.

➤ There is a lot to explore.

➤ There are miles to go....

*I Love You*

*And last but not the least....*

*Thank you all for your active listening and co-operation.*