Examining the Relationship between Attachment Styles, Academic Performance, and Well Being among McMaster Undergraduate Students

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Abstract

Research on the implications of attachment style on well-being and academic performance among university students has grown considerably in recent years. Notably, previous literature has not evaluated how these variables interconnect with the daily lives of university students. The purpose of this study is to evaluate the relationship between attachment styles, academic performance, and mental well-being. Three research questions were developed: (1) Do explanatory styles (pessimism, optimism) predict an individual's attachment style? (2) Do attachment styles influence mental well-being? (3) Does attachment style predict academic performance? To investigate this phenomenon, MREB reviewed and approved our research proposal. An online anonymous survey was then distributed to McMaster University undergraduate students through posters and club advertising. As this project is a work in progress, data analysis has not yet been conducted. Nonetheless, the obtained data will be analyzed with thematic analysis and quantitative methods using statistical software. The findings are anticipated to contribute to the field of attachment theory by providing a deeper insight into the unique interactions of the four attributes being studied, which could help enhance McMaster undergraduate students' academic and well-being services.

Keywords: attachment styles, academic performance, mental well-being, university students